CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion of the research and the suggestion from the researcher are presented as follows:

A. Conclusion

Based on the research findings deduced in the previous chapter, there are several points that can be conluded as following description:

- 1. The procedures of implementing narrative big book in teaching reading comprehension had been done maximally by teacher. Teacher tries to apply some techniques in teaching in order to his goal of guiding students' success in learning English. He considers the objective of study in his lesson plan based on syllabus and students need to make students easy to catch the material in learning English. There are some differences between the theory of implementing big book with the research finding. In this study, the researcher found that in implementing Narrative big book in senior high school, teacher uses other activities that has aim to catch the goal of teaching learning process. They are additional regular-irregular verb and identifying generic structure of narrative text in detail. Therefore, the writer concludes that the process in teaching and learning English using narrative big book are implemented based on theory of Strickland and it is not deviated from available theory.
- 2. Students' responses to the implementation of narrative big book in teaching reading comprehension at the tenth grade of MA Ma'arif 8 Ihyaul

Ulum Manyar Sekaran Lamongan show positive response. It can be seen from chart 4.1 that show high percentage of questionnaire result represents students' response which can be categorized in acceptance, like, positive, tend to big book implementation.

B. Suggestion

Reflecting on the result of this study, there are some significant suggestions from the researcher stated as follows:

1. Teachers

The result of this research significantly serves other teachers generally and English teacher specially to have strategies in improving some techniques in teaching English, such as teaching reading comprehension using big book. Moreover for teachers who teach in rural school which has less learning media. Then this research findings can give information to other English teachers that Big book can be used to teach reading for upper grade, for example Junior high school and Senior high school, because Big book is popularly used for teaching in primary school. Then they can apply narrative big book to make their students more interesting and active in learning and teaching activities.

2. Readers

This research findings provide some information about narrative big book implemented by teacher in teaching reading comprehension for readers. The readers include parents, students and other readers in general. For parents, they can absorb some knowledge about this teaching media, then they can imitate and apply it for their children. And for students, they can take benefit from it. They can apply narrative big book for learning reading comprehension independently. Then for general readers, this is kind of new information for them about teaching-learning media.

3. Further Researches

Indeed, the researcher also hopes that the result of this study is useful as the reference for other researchers to conduct the further research dealing with using narrative big book to teach reading comprehension. If, there are researchers who are very curious about this topic, the writer hopes that the next researchers can develop the information about how effective this media applied in different school. Therefore, the readers will gain rich knowledge about this media from different school.