

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explained the conclusion of the research findings and the suggestion for the further research relevant to the classroom action research derived from the conclusion deals with the model of teaching reading mastery using bilingual fable with picture.

A. Conclusion

From the data which was analyzed in chapter IV, researcher concludes that the result of improving students' reading comprehension use the bilingual fable with the picture to the fifth grade students of MIN 4 Tulungagung academic year 2016 - 2017 is good. It is showed from these explanations.

In this research, the teacher used Bilingual Fable with picture technique. Bilingual fable with picture is very useful to motivate the students in mastering the material. Useful means that it can help the students to understand the main idea and all of the information about the story (fable). Bilingual fable with picture is effective to improve the reading comprehension of the students in mastering the materials because it can motivate students to be interested in the reading, so students like reading and can improve students' reading comprehension.

From the data analysis of cycle II, the researcher got the result that teaching and learning process was succeeded. It was indicated from 90% more the mean score gained by students.

Based on the explanation above, the teacher can improve the students reading comprehension by using bilingual fable into some step there are (1) teacher started the lesson with brainstorming to activate the students' brain about the topic of the lesson. The teacher give the narative text entitled “ a Crow and Oriole” to the students. After that, (2) the teacher give question which related the narative text. This activities is brainstorm activities were done by asking and answering questions such as: “Do you know what fable is?” and “What kind of picture is?” (3) Then the teacher introduced the topic of the lesson which would be discussed. (4) The teacher showed text to explain the bilingual fable in front of class. The teacher teaches and repeats as teaching technique by using picture. (5) The teacher handled text one by one and asked to the class what the story was. (6) The students tried to look up their dictionaries to guess what the story was. When the students got the answer, (7) the teacher repeats the word and asked to the students to repeat it.

The improvement also can be shown by the students score in reading comprehension, which was got in the learning process. Before using bilingual fable with picture the students still got bad score and after the teacher used bilingual fable with picture in learning process no students got good score. Besides that, the students' vocabulary also increased after using this media.

Bilingual fable with picture is also an effective media to make the students active, creative and more spirit. Before using bilingual fable with picture the students still be passive, less creative and less spirit in studying English especially reading than after the teaching teach by using Bilingual fable with picture as media, the students become active , creative and have more spirit in learning reading comprehension.

B. Suggestion

Based on the conclusion above, the researcher would like to give some suggestion. They would be as follows:

1. For the English teacher

In improving the students' reading ability in English, the researcher recommended the English teacher to use bilingual fable with picture method, because it is important for teachers to have various teaching techniques and it is recommended for the teacher to use bilingual fable (with picture) as teaching media. It was done to make the student's more be interested in the lesson and they can get the lesson well. The students' motivation will increase. So that, the teacher can applies it in the teaching learning.

2. For the other researchers

The other researchers are suggested to carry out a similar study at other school and other skill for the improvement of the teaching of English.