

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter demonstrated the conclusion of the research and recommendation for other people. There was deduction from all objectives in chapter I discussed in this chapter. Then, for recommendation, it was given to other people for references, learning materials, supplementary reading materials, or to take advantages in using pop-up book for reading such as the headmaster of Junior High School, seventh graders students in Junior High School, for English teacher in Junior High School, and other researchers.

#### 5.1 Conclusion

Reading is an important skill in English and should be mastered for those who wants to master English since it was a receptive skill. It should be taught before move to productive skill as like speaking and writing. By reading, the knowledge of students will be wider and they could enrich references for learning another skill. They will get more advantages by love reading. In fact, almost students in Indonesia did not like reading as stated by Connecticut State Univesity USA (2016). It makes Indonesia in the low rank position of reading habit that proven by by Progress in International Reading Literacy Study/PIRLS (2011), Programmed for International Students Assessment/PISSA (2009 & 2012). There was a program given by Minister of Education named *Gerakan Literasi Sekolah* or School Literacy Movement for every school in Indonesia, in order to improve their reading habit. But, this program was not giving significant change for reading habit of the students. One of the reason because they need an attractive media, since students especially seventh grader students in Junior High School still categorized in young learners. Thus, this problem was become research in order to improve students reading habit and cover students' need by developing a pop-up book to support seventh graders' reading comprehension.

This research was conducted by using ADDIE model because it was included into RnD research which the procedure used was analysis, design, development, expert validation, implementation, evaluation, and the final product.

Need analysis was gotten from doing analysis phase such as interviewing English teacher and some students, doing observation in class, distributing questionnaires to students and English teacher. The results were divided into three aspects such as students' lack, want, and necessities. Concerning the students' lack, they have limited vocabularies in English, difficulties in comprehending English reading text, low motivation in reading, and lack of ability in English. On the contrary, the students expected to be able to speak English, learning by using interesting book, and have good score in English subject. Based on students' lack and want, the students' necessities were developing their potential to gain the ability in communicating through interpersonal, transactional, and functional text that was used to communicate in English spoken or written way. Their English score were also need to pass the criteria of minimum score.

Based on the needs analysis, students need a supplementary reading material about one kind of text (descriptive text) which cover recognition of vocabularies in form of game, appropriate to their learning styles, text written attractively with pictures, tasks that based on text, activity which integrated to other skill and it could lead the students mastering the communicating skill in English.

The supplementary book was presented in the form of pop-up book which was designed by considering the students' need, their characteristics, level of students, curriculum used by teacher, and textbook used in teaching learning activities. It contains four activities named; 1) vocabulary building, that was a warming up activity and contain difficult vocabularies taken from reading passage in reading activity and it presented in form of game named "Hide and Seek"; 2) reading activity, was the text adapted from students' textbook entitled "When English Rings A Bell" and for the text was entitled "I'm Proud of Indonesia"; 3) reading task called it that true or false, was the task using task types true/false; and 4) integrated skill activity titled "Describe about Me" which was integrated to speaking or writing. The book was implemented for teaching in seven graders' students of SMP N 2 Godean. The result of students' scores were above the criteria of minimum score which the average of their score was 87.

## **5.2 Recommendation**

Recommendation of this research would be used by people who concern in English teaching such as school, another researcher, and the book designer.

It was recommended to the school, especially for English teacher because she/he was the one who knows students' ability and the needs of students. So, to help students in increasing their motivation in reading and to make teaching reading not only using textbook, they might use pop-up book as supplementary reading material to teach seven graders students in Junior High School.

This book also recommended for those researchers who would do similar research in English. This book would become beneficial references and also could be used as comparison for the research.

The pop-up book can be used also for the book designer as the inspiration in making another book design that could be used by students for learning. Then, the pop-up book can used by parent to teach their children and help them to motivate their reading habit.