

Chapter V: Conclusion and Suggestion

This chapter discusses the conclusion of this research and suggestion which briefly enclose the explanation from the previous chapters.

Conclusion

Based on the result of analyzing the data by using statistical analysis, concluded that:

Firstly, by applying story maker online, the students' reading ability had increased. It proved that the story maker online could make students be more interested to learn. In addition, story maker online had a great impact on students' ability in a multy purposes (developing students' creativity, developing students' interest, developing students' capability on problem solving and helping students' to face the development era).

Moreover, based on the data, the result of pre-test and post-test was different. Students who got low score in pre test had decreased in post-test. The highest score in pre-test was the range of 14-15 while the highest score in post-test was in the range score of 22-23. Students' score percentage in pre-test was 30% and in post-test students' score percentage was 45.16%.

Secondly, after calculated the normality analysis of the pre-test and post-test data, it was found that the pre-test and post-test data was normally distributed. It was supported by the result analysis of each test. In the pre-test and post-test, it was found that L_0 was smaller than L_{list} . Pre-test L_0 was 0.0139 and the L_{list} 0.159. Meanwhile, in post-test L_0 was -0.095 and L_{list} was 0.159.

Finally, according to hypothesis of this research that is "story maker online can increase students' ability in reading" accepted. It shows base of the criteria H_1 will be received if $t_{list} < t_{count}$. The score of T_{list} ($n-1 = 2.04$) and $T_{count} = 4.451$. It showed that T_{count}

(4.451) bigger than T-list (2.04) it means that the research hypothesis was accepted. In other words," Story maker online can increase students' ability in reading".

Suggestion

Based on the conclusion above, the researcher suggest to the teacher to use story maker online for teaching reading, in order to increase their ability in reading. Further, story maker has so many creations of picture so this can help and make them interested to read, effectively in the long narrative text.

For the next researcher, the researcher suggest to apply another kinds of story telling in teaching and learning English, particularly in reading. Story maker also is not only appropriate in reading, but also in writing, listening, and speaking.

References

- Aebersold, J. A. (1997). *From Reader to Reading Teacher*. Cambridge: Cambridge University Press.
- Anderson. (1997). *Text Type in English 2*. Australia: Macmillan.
- G, S., & P, H. (2011). Challenging the shock of reality through digital storytelling. *Nurse Education in Practice* , 159-164.
- Grabe, F. L. (2002). *Teaching and Researching Reading*. UK: Pearson Education.
- Grellet, F. (1998). Developing reading skills. *A Practical Guide to Reading* .
- Gyabak, G. (2011). Digital Storytelling in Bhutan: A Qualitative Examination of New Media Tools Used to Bridge the Digital Divide in a Rural Community School. *Computers & Education* .
- Haigh, C., & Hardy, P. (2010). Tell me a story-- a conceptual exploration of storytelling in healthcare education. *Nurse Education* , 10.1016.
- Harmer, J. (2007). *How to Teach English*. England: Longman.
- Hornby. (1987). *Oxford Advance Learner's Dictionary of Current English*. Oxford: Oxford University Press.
- Hughes, A. (1989). *Testing for language teachers*. Beijing: Foreign.
- Kavi, R. A., Ackie, T., B, S. N., & Bugyei, K. W. (2015). Reading for pleasure among junior high school students: case study of the Saint Andrew's Anglican Complex Junior High School, Sekondi". *Library Philosophy and Practice (e-journal)* , paper1234.

Lowenthal, P. R. (2009). Digital Storytelling: An emerging institutional technology? In K.McWillism & J.Hartley (Eds), Story. *Digital Storytelling around the world* , 252-259.

Lowenthal, P., & Dunlap, J. (2010). From pixel on a screen to real person in your students' lives: Establishing social presence using digital storytelling. *The internet and Higher Education* , 70-72.

M, A. (1997). *Text Type in English 2*. Australia: Mackmilan.

Richards, J. P. (1990). *Longman Dictionary of Applied Linguistics*. UK: Longman Group.

T, R., N.J, B., & G, M. (2010). situating digital storytelling within african communities. *International Journal of human-Computer Studies* , 10.1016.

Urquhart. A. H, W. C. (1998). *Reading in a second language: process, Product, and Practice*. London and New York: Longman.

Wiliam. (2002). *EXPERIMENTAL AND QUASI EXPERIMENTAL DESIGN*. Boston: Houghton Willin Company.

Williams, E. (1996). *Reading in the Language Classroom*. UK: Hert Fortshire.