

Chapter V

Conclusion and Suggestions

This chapter provides brief summary of data and major findings and suggestions for the future research and/or developments.

Conclusion

The study identified the types and roles of instructional pictures used in primary English coursebooks, and more importantly, investigated the extent to which the pictures in the primary English coursebook correspond to characteristics of effective instructional pictures. The results showed that the types and roles of most instructional pictures used in the coursebooks were appropriate. The role of the pictures was to support comprehension of the meaning of text information and to reinforce the meaning of information in order to facilitate the acquisition of new target words. Most instructional pictures were aligned with the characteristics of effective instructional

pictures. Only a few of instructional pictures might remain unclear to students. The problems were related to partial irrelevance of content, incompleteness of content, and saliency of key information. Some pedagogical implications were identified. First, by analyzing the instructional pictures used in the selected coursebooks, this study provided confirmation for the book writer and illustrator about the appropriateness and effectiveness of the pictures. Furthermore, the study would make teachers and learners realize that pictures used in coursebooks were not just to attract learners' attention and interest, also to add cosmetics or decoration to a page, but more importantly to support comprehension and enhance retention.

Suggestions

Since this paper is intended mainly to evaluate a series of lower primary level English coursebooks and limited to particular chapters, a few chapters in the selected course books and more advanced level coursebooks's series have not been

covered in present study. This may not provide holistic view of how instructional pictures are actually used in the English primary coursebooks. There are two possibilities for future studies: (1) to incorporate series of coursebooks from all primary levels i.e. grade one to six and sampling the chapters from each coursebook (2) Incorporate series of coursebooks from only one primary level with including all the chapters in the coursebooks.

Another limitation that should be acknowledged is the evaluation was according to the writer's opinions which were based on some related theories. Future research would be necessary to investigate teachers and students' perceptions on the instructional pictures used in the selected coursebooks.

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