

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This last chapter covers the conclusion which can be described as the results of the study, portrays its limitation, and offers ideas for further research on storytelling as a technique in teaching listening.

#### 5.1. Conclusion

This study was focused on the use of storytelling in teaching listening at junior high school level. The purpose of the study was to find out the advantages of using storytelling technique in teaching listening, and to find out students' responses toward the use of storytelling in their listening activity.

Formerly, the related research on storytelling in listening activity has been conducted. This study confirms findings from the previous research that storytelling definitely effective technique to be used in listening activity (Haven: 2006, Illan: 2010, Brown: 1990, Verdugi & Belmonte: 2007).

The finding of the study showed the use of storytelling as an effective technique for teaching listening. It was supported by the data obtained from the observation, interview, and written documents. Obviously, it can be seen that the students enjoyed their listening activity since they were provided with the new stories that they never heard before. As a result, they responded positively and engaged easily to the lesson.

In addition, the use of storytelling was considered as attention-grabbing for the students since it offered not only opportunity of language learning, but it also created a positive atmosphere for their learning process. Moreover, they could develop their listening skills and actively participated in their listening activity

pleasantly which is unlike in their listening activity in which commonly they often encounter difficulty under stressful condition.

The results of the study showed some advantages related to the use of storytelling in teaching listening, as follows: (1) it keeps students' engagement during listening activity; (2) it generates enthusiasm and motivation among the learners; (3) it increases students' willingness to communicate thoughts and feelings; (4) it triggers learners' participation to get involved with the story of being told; (5) it encourages cooperation between students; (6) it enhances listening comprehension skill; (7) it helps students to develop their listening skills; and (8) it helps them to learn and remember new vocabularies purposefully.

Pertaining to the evidences of the effectiveness of using storytelling in teaching listening, the teacher however had to consider the types of stories which will be presented. It is because the type of story will determine students' interest and their participation during learning activity. Another limitation is the teacher needs to make sure that stories which will be presented provide various learning opportunity, particularly enhancing their listening skills and comprehension.

## **5.2. Recommendation**

Based on the findings, the discussion, and the conclusion of the research results, the researcher puts forward some suggestions regarding to listening activity for students at junior high school level, as follows:

1. The use of storytelling is highly recommended to be applied on English, especially on listening. It is an effective technique to trigger students' engagement toward listening lessons. In addition, the use of visual aid will be useful to attract students' interests and help them to comprehend a story which is presented.

2. Teaching listening through storytelling should be developed continuously to build and encourage students' listening strategies. Through storytelling activity, it allows students to adjust the speed of story which is told by the teacher and make them easier to get comprehension. It is better implemented on every day learning activity to make students to accustomed to listening with pleasure.
3. In using story as a listening text, the teacher should carefully reflect on students' level and interests. Commonly, the preferences of stories between boys and girls are different so the teacher should choose a story which represents their interest. Moreover, the story which will be presented should not be too familiar for them since it will easily lose their attention. On the contrary, if the story is too unfamiliar for them, it will make them difficult to comprehend.
4. The use of appropriate gestures, facial expressions, and other physical movements are required on implementing storytelling since they can help students to get the meaning expressed in form of spoken language and make learning activity lively.
5. To attain more objectivity, the upcoming study can be conducted with different approach and method. In addition, the analysis of the data can employ triangulation technique, so that the researcher acquires rich sources of data to get more objective result of study.
6. For the teachers who are interested to use storytelling as a technique in teaching listening at junior high school level, they are suggested to consider types of stories which will be presented, facilitates students with various activities and listening tasks relating to the listening activity.