CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This last chapter presents the conclusions and suggestions drawn from the research findings and discussions in the previous chapter. The chapter is divided into two parts, the first is conclusion and the second is suggestions.

5.1 Conclusions

In general, the study was successful in some ways but there were some limitations. This study was intended to find out the effectiveness of using storytelling in improving students' speaking skill and to find out the students' responses towards the implementation of teaching speaking through storytelling. The data were collected from the tests (pre-test and post-test) and the questionnaires. From the finding and discussion in the previous chapter, some conclusions can be drawn. Most significantly, the students' speaking skills improved since they learnt to speak English using storytelling technique.

Regarding to the first questions, the data gained from the paired sample *t*-test. From the table 14, the mean score of pre-test was 40.70 (with SD = 28.806), and the standard error mean was 5.014. After the treatments, the mean score of post test was 91.15 (with SD = 9.938), and the standard error mean was 1.730. It was clear that there was significance difference between the pre-test and post-test score of the experimental group. Based on the computation of Paired Sample Correlation, it was shown that the correlation between pre-test and post-test was r = 0.456 with sig = 0.000. Since the value of r was close to 1 and the sig. < 0.05, there was a strong correlation among te pre-test and post-test.

Paired sample test found that t-observed was -11.219 with sig. 0.00, and the degree of freedom (df) was 32. The negative value that showed in t-observed (-

11.219) was consider as positive scores. The value of t-table for df = 32 was 2.042, which meant that the value of t-observed was higher than the value of t-table (11.219 > 2.042). In result that there was a significant difference scores of experimental group before and after the treatments. Therefore, it can be concluded that teaching speaking through storytelling had a significant effect in developing students' speaking ability.

In terms of the second questions, the students' responses towards the implementation of teaching speaking through storytelling in the class, the data from the questionnaires showed that they have positive attitudes to the use of storytelling technique in teaching speaking.

Based on the data of the questionnaires, it showed that, all of students at least have experienced in learning English before they study in that university. Almost half of the students' motivation to choose English Education as their major in that university was because they wanted to be an English teacher. However, even though nearly all of the students said that they like speaking as one of their subject however nearly half of the students considered that they mastered reading skill better than other skills. They found the difficulties in speaking English because they felt difficult to share the idea due to the limitation of vocabulary and lack of grammar. It happened because the teaching of English speaking activities were making and reading aloud the dialogue.

The data obtained also showed that the students wished a new technique in the speaking class. They wished the lecturer used media such as pictures, audios, or videos to teach. However, after the treatments, almost all of the students gave positive responses toward teaching speaking through storytelling since it was fun and the materials used in storytelling were interesting. Unfortunately, when the students did the storytelling in front of the audience, they still felt afraid of making mistakes even though some of them gained more confident in speaking

English and felt more enthusiastic in learning speaking. The students could feel the benefits of storytelling technique since it increases the confidence in speaking English, it motivates them in learning speaking, and they felt the enhancement in the communicative competence. It was also shown that all of the students agree that storytelling technique helped them in improving their speaking skill.

Most of the students felt that storytelling could increase their motivation in learning English because it was fun and enjoyable. The story also helped them to enrich their vocabulary and to practice their pronunciation. Moreover, storytelling would help them to increase their self-confidence in speaking English. The conclusion of the questionnaires showed that students had highly positive responses towards the use of storytelling technique in their speaking class.

For most of them, it was the first experience to get this technique so that they felt so interesting. And since it was fun it made them enjoy the teaching and learning process. Once they enjoy the process they would not get bored and it could entertain them which could motivate them to learn more.

The use of storytelling was very useful in the class. It could help the students to develop their speaking skill and increase their confidence in speaking English. They were able to express their idea and feeling more, they also were able to practice to stand and perform in front of the class. In conclusion, all these explanations indicate that implementing storytelling technique can provide an alternative teaching technique for lecturers in teaching speaking in a meaningful way and enjoyable way.

5.2 Suggestions

The research findings showed that generally the students still have many problems in learning English, especially speaking. This study has limitations in finding out the effectiveness of using storytelling in improving students' speaking skill and

what students' responses towards teaching speaking through storytelling such as few research participants, few classroom observations and it was conducted only at one university. Based on the findings, some suggestions are provided for the English lecturers, the students, and the future researchers.

First of all, it is suggested that the lecturers implement storytelling as one of techniques in teaching English, specifically in speaking class since it gives benefits to the students' English skill and performance. It is expected that lecturers when they implement this technique should be more creative in finding story for the students to attract their attention and interests in teaching learning process. The lecturer should be able to use other source books or stories as guidance to prepare the materials in order to get the appropriate story. It will be better if the story is the local one with good values. Next, it is recommended that the lecturers use storytelling technique not only in speaking class but also in another class such as listening, reading, or writing. They can apply the technique and modify the teaching learning process based on their teaching styles. Moreover, the lecturer had better consulted and discussed with other lecturers to design the materials, the story, and the setting of the classroom. The collaborative work was needed in the preparation of implementing storytelling technique.

Second, it is recommended that the students use storytelling technique as a learning strategy to practice their speaking ability and to improve their self confidence to do the public speaking, which can be done in outside the classroom. They can apply the strategy by practicing and performing in front of the audience. The students also must improve their speaking ability through listening to a lot of English story that they could get from the radio, television, and many other media. They could also read the stories from internet, magazines, or newspaper.

Then, as for further study, the future researchers are suggested to conduct further study using storytelling technique. Some possibilities may be more

comprehensive for the future study in terms of level of classes, duration of time, and the use of other techniques to compare.