

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This final chapter presents the conclusions that can be drawn from the results of the study, describes its limitations and provides idea for future research on the use of storytelling in teaching vocabulary to young learners.

5.1 Conclusions

This study has described the use of storytelling in teaching vocabulary to young learners. The findings show in Chapter 4 that the two research questions have been answered. Before teaching in the class, the teachers conducted some preparations, such as designing a lesson plan, selecting the stories, and setting the sitting position. The preparation was aimed to organize the teachers' need to do before the lesson begin. Generally, there were three stages in implementing the use of storytelling in the class; the activities before, during, and after storytelling as proposed by Wright (2008).

The activities before storytelling aimed to get the students' attention and readiness before telling a story and to introduce new vocabularies before the storytelling. The activities before storytelling consisted of showing the pictures, singing a song, and playing games. This activity was conducted to make the children understand on what the teacher tells the story about in the next session. Besides, the activity during storytelling consists of the application of telling the story itself. In this session, the use of manner (gestures, mime, and voice), total physical response (TPR), and repetition was applied by the teachers as suggested by Wright (2008). Further, the last stage is after storytelling session. In this activity the teachers evaluate the vocabulary which was given to the students. From the whole activities in the classroom, the teacher always provided the activities which fun and meaningful in each meeting.

This research came up with some benefits related to the use of storytelling in teaching vocabulary to young learners, as follows: (1) storytelling created a good atmosphere in the classroom where the students enjoy and motivated to keep actively engaged in the learning activities. Besides, listening to the story is not only fun but also provides meaningful context. (2) storytelling allowed the teacher to introduce new vocabularies and sentences structures to the students. (3) storytelling provided repetition features. Thus, listening to stories helps children become aware of the rhythm, intonation, and pronunciation of the language. Furthermore, there are three challenges in teaching vocabulary to young learners through storytelling such as preparation before teaching, characteristics of young learners, and demands on teachers.

Additionally, the teaching procedures in storytelling were implemented to the young learner characteristics. The teacher conducted the activities to the students through physical experiences, using various activities, providing routines and repetitions. The activities that relate to the young learner's characteristic in learning vocabulary build enjoyable environment which create positive attitudes in teaching and learning process.

Regarding to the success, the use of storytelling in teaching vocabulary to young learner was implemented through the interesting materials, the teaching and learning process which was enjoyable, fun, and meaningful context.

5.2 Recommendations

Based on the research findings, discussion, and conclusion of research results, the writer proposes some recommendations concerning to the use of storytelling in teaching vocabulary to young learners.

Firstly, the use of storytelling is highly recommended to be used on teaching vocabulary to young learners. It is an effective way to make the young learners keep actively engaged toward the learning activities in the classroom. Moreover, in a teaching program, storytelling can deliver by using puppets, colorful pictures, or video to attract more attention.

Secondly, for the teachers who are interested on the use of storytelling in teaching vocabulary to young learners, they are suggested to vary the story and keep it connected with students' interest, and try to avoid the stories which are too long and complicated for them. Besides, the teachers are recommended to involve the students to take a part in the story.

The last, for those who are interested to conduct the similar research, it is suggested to collect data from more perspectives to get more comprehensive result. For example, the researcher can assess the young learner's respond about storytelling from the teacher delivered.