

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter draws some conclusions based on the research findings and discussion. It also gives some information and suggestions to the findings in this research.

5.1. Conclusions

The aims of this study are to find out the cerebral palsy students' ability in English vocabulary before and after the treatment, and to find out whether or not storytelling is significant to improve English vocabulary of students with cerebral palsy, specifically of eighth grade of junior high school.

The result of the research shows that storytelling can increase the cerebral palsy students' score of vocabularies. It can be seen from the average score between before and after the treatment from both students as described in Chapter Four. The media, the use of repetition, movement, sound, and expression helped them to easily memorize the target words. The interesting media and stories are the major key to make them fully attracted to the lesson. If the materials are not interesting enough to make them pay attention, they will get easily distracted with other things.

However, the improvement of English vocabulary of the students with cerebral palsy is not significant. Based on the analysis of stability trend, the findings show that it is unstable. The factor is that the enhancement of vocabulary mastery for cerebral palsy students by using storytelling technique still needs longer time to reach stable developmental change. Learning vocabulary cannot ever be mastered once fully and done, but something which is continuous and extends across a lifetime (Cameron, 2001; Hiebert & Kamil, 2005, p.2).

In other words, the storytelling technique increase the students' score in general, but six sessions of treatment still cannot make the storytelling technique significantly improve cerebral palsy students' ability in English vocabulary. However, as stated by Spencer, Goldstein, & Kaminski (2012, p.29), even when vocabulary developmental is not the goal, students with severe disabilities may benefit from shared story activities to increase communication and engagement.

5.2. Suggestions

Based on the findings in this research, there are some suggestions regarding to the use of storytelling technique in teaching vocabulary for cerebral palsy students.

5.2.1. For the Teachers

There are some suggestions for the teachers who want to apply storytelling technique in teaching English vocabulary for cerebral palsy students.

First, the teachers should be careful in selecting the story. If the teachers use a quite long story, it may make the students hardly get all the content given in the story. The choice of the words used in the story should be one of considerations as well. The complicated words can make the students easily confused and distracted with other things.

Second, it is also important to use varieties of media. The use of media can make them attracted to the lesson. It is very useful since they can easily get bored and it is hard for them to pay attention to one thing. The use of repetition, movement, sound, and expression helped them to easily memorize the target words as well.

Last, the teachers need to be creative in creating and applying the storytelling activities in order to deal with variety of students. The teachers also

need to know deeply the students' interest and disorder before giving them the lesson.

5.2.2. For the Related Institutions

It needs lots of attention and supports from the related institutions to facilitate the developmental program in English teaching for the cerebral palsy students. Researcher found that the English teachers for special need students do not have English background knowledge. It was also found that they did not prepare well. They did not make the lesson plan, and taught them the same way all the time.

5.2.3. For the Next Researchers

The suggestions for the next researchers are that this technique can be applied for other types of movement disorder and other types of special need students as well. Moreover, the next researchers also can do the research on the use of storytelling for other language aspects, such as listening, speaking, reading, writing, or grammar.

Furthermore, since the result of this research shows unstable score, it will be better for the next researchers to make the treatment longer than six sessions.