CHAPTER VI
CONCLUSIONS AND SUGGESTIONS

6.1 Introduction

This chapter outlines conclusion of the entire implementation of teaching program which conducted at a private junior high school in Cipatat, West Java. This research implemented to find out how the process in implementing storytelling in teaching literacy and to assist students to be aware of the important of literacy. Therefore, this research also describes the benefits and challenges found during the implementation of teaching program, especially in junior high school. This chapter also depicts the suggestions for further researcher.

6.2 Conclusions

Based on data of classroom observation, students' reading and writing works, questionnaire, and interview, the gained data indicated that although there were some restrictions, the incorporation of storytelling to the teaching program had assisted students to increase their reading comprehension ability and to develop their writing skill. On the basis of the data obtained, there were some stages which can be implemented in teaching storytelling related to the Wright's theory (2008). There were various activities which were divided into three parts of each stage, namely activities before reading the story, activities during the story, and activities after the story.

Each stage showed that their outstanding related to the developing students' literacy ability. First of all, the teaching program encouraged students to be able in comprehending reading text and producing a text which related to literacy. This encouragement was employed by several activities from unit one until unit seven. Those units were divided into two focuses, namely reading and writing. Students were focused in developing their reading comprehension from the first unit until fifth unit. Furthermore, in the sixth and seventh unit, students were guided to create their own story based on the example given previously.

Lastly, the incorporation of storytelling to teaching program positioned teacher who was not only as the facilitator of teaching and learning process but also as an essential role in accompanying students to develop their ability in comprehending reading comprehension and to encourage students in writing their own story in a creative way.

This research revealed that the teaching program spawned some benefits. Firstly, in the process of implementing storytelling, it was found that students' literacy ability was developed. Secondly, the selection of story and quality of book were also influence students in arousing their imagination. Moreover, students' vocabulary, reading awareness, and interest also increased.

Nevertheless, the attainment of those benefits might be constrained by some challenges found in this teaching program. The challenges had something to do with students' proficiency and length of texts.

As aforementioned statement, it can be concluded that the result of the research confirmed possibility of the teaching program which incorporates storytelling in supporting junior high school students to have good awareness in literacy, both reading and writing. It indicated that storytelling can be applied in EFL junior high school in Indonesia, especially in suburban area, because there are limited facilities that can support students learning process. Furthermore, the use of media and teacher as an actor can help students to develop their literacy ability, which is highly required in facing globalization era.

6.3 Suggestions

Regarding to the finding and discussion of the research, it is suggested that storytelling related to the English language teaching in EFL classroom. Further researcher is suggested to implement storytelling using other framework besides Wright (2008). It was aimed to show new process in implementing storytelling. This research was limited with the duration of teaching process. In investigating literacy, especially reading and writing, teacher needs to provide more times to truly explore students' literacy ability and their preference in story.

Nonetheless, this teaching program will be more effective when applied in the regular teaching using classroom action research. It is suggested to obtain deep data of the research and to modify new teaching practice. By considering the suggestion, it is expected that the teaching process can optimize students' reading and writing ability. At last, this program should be tried out in a variety of level of education, especially young learners to check whether it can develop students' literacy ability or not.