

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter conveys the conclusions and recommendations drawn from the result of this study, provided in the findings and discussion of this study. This chapter is divided into two sections namely conclusions and recommendations. In the conclusions, the outline of the result emerged in the previous chapter that also parallel to the research questions of this study can be found to make the reader easier and clearer knows the result of this study. On the other hand, recommendations cover some notions from the researcher regarding this study not only for future researcher, but also for teachers and students that also related to this study that have the readability in using storytelling or teaching good character in the EFL classroom.

5.1 Conclusions

In line with the research questions of this study, this study was focused on two things which are how good character of respect in a narrative text is taught through storytelling and the students' responses to the teaching of good character of respect in a narrative text through storytelling. Since this study was focused on two things, there are two main conclusions provided of this study.

The first conclusion is taken from the result of the first research question where the data was gathered from the observation. The result asserted that storytelling was useful in teaching good character of respect in a narrative text to the students since there were three steps in doing the storytelling activity namely pre-storytelling step, during storytelling step and after storytelling step. Some activities in each step also help the students in learning good character of respect.

The activities in the pre-storytelling step were getting the students' attention, focusing the students' mind on the content of the story by having a group discussion, playing some games together with the group to know new vocabularies and working in group to predict the story together. Meanwhile, in the during storytelling step, the students learned respect from the story given as the story was conveyed in using gesture, mime, variation of voice, different facial

expression and using some repetition. The students were also involved in the during storytelling step, so it made the students easier in comprehending what respect is. Based on the reflection given in the after storytelling step as the activity to make sure the students' comprehension regarding the story and their knowledge of respect, the students were able to show their understanding regarding respect by stating what they would do in an illustration given and they were also able to mention what respect is.

The second conclusion is taken from the result of the second research question where the data was gathered from the questionnaire. There were eight statements (close-ended questions) as students' guide to help them express their responses and perspective toward the teaching of good character of respect in a narrative text through storytelling. The statements (close-ended questions) were divided into three categories which are students' response to the application of storytelling in understanding a narrative text; students' response to the help of storytelling in learning good character of respect in a narrative text; and students' response to the material of good character of respect.

The result from the first category which is the students' response to the application of storytelling in understanding a narrative next, showed that all the students agree that the students enjoyed the storytelling activity done by the teacher; the students liked learning a narrative text through storytelling; and the storytelling activity done by the teacher helped them in understanding the content of a narrative text. Parallel to the second category of the students' response which is the students' response to the help of storytelling in learning good character of respect in a narrative text through storytelling, the students showed positive reaction to the statements as it shown that storytelling is able to help the students learning good character of respect in a narrative text. The last category is the students' response to the material of good character of respect. Almost all the students agree that learning good character of respect is important for students.

5.2 Recommendations

Subsequent to the establishing of the study regarding the teaching of good character of respect in a narrative text through storytelling, the researcher had some recommendations not only directed for the future researcher, but also the teachers and students as they were related to the this study. First, there are still many good characters besides respect that can be taught to the students, that are also still in line with the syllabus. Second, different kind of text besides narrative text can be used to be the material to teach the good characters. One thing to be considered is the teacher's way in teaching the good character itself. If the teacher still wants to use storytelling, the teacher shall apply the three steps of doing storytelling activity proposed by Ellis and Brewster (1991) and Wright (2004) which is pre-storytelling step, during storytelling step and after storytelling step. The teacher may use other tools besides storytelling to teach good characters.

As it is mentioned in the limitation of the study in Chapter I, there are some weaknesses of this study that the researcher recommends some things to the future research, teachers and students regarding those weaknesses. First, there is only one good character taught. Future researcher may teach other good characters besides respect or even teach respect and other good character. Second, this study was conducted only in three meetings, so the implication was depending only on the students' product which is the reflection since the students' changes character of respect could not be seen directly. It is hoped that future researcher have the ability to conduct the similar research with this study for longer period of time, so the students' changes regarding their good character can be seen directly.