

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusion of the research findings based on the question proposed in chapter one, the limitation of the study, and some recommendations. This chapter then is divided into three parts, the first part is concerned with the conclusion of the study, the second part deals with the limitation of study, and the last part presents the recommendations relevant to the study.

5.1 Conclusions

This study has portrayed the teacher makes use of picture books to teach kindergarten students' vocabulary through storytelling. Based on the findings shown in Chapter Four, the research question has been answered. Teaching vocabulary to kindergarten students, in which storytelling is used, can be conducted by implementing the teacher's preparation before teaching and some sequence activities 'in class' that generally can be divided into three main stages; the activities before, during, and after storytelling (Wright, 2009, p. 9). The teacher's preparations before teaching include designing lesson plan, selecting appropriate picture books, and setting seating arrangement. The preparation itself is aimed at organizing what you need to do before the lesson begins (Wright, 2009) because giving meaningful materials to Kindergarten students is a must to be applied to achieve their comprehension.

The activity before storytelling comprises introducing new vocabulary. It can be applied by using big pictures, guessing games, or songs. This activity was conducted as the first activity in storytelling session in order to make the children more

understand what the teacher tells the story about in the next stage.

The activity during storytelling consists of the way the teacher tells the story to children. In this stage, the use of mimes, gesture, variety of human voice, etc (Wright, 2009) was applied by the teacher, as storyteller. The children's understanding to the story in this stage was influenced by their success in previous stage.

The last stage is the activities after storytelling. In this stage, the teacher reviews children's vocabulary given and asks about children's today's feeling toward the storytelling session performed. Almost all children give positive feeling to whole activities. Because the teacher always considered the children's characteristic where they need to have a fun learning and be able to work out messages from meaningful context, so trying to create fun and meaningful activities in each classroom meeting was big challenges faced at preparation stage.

Furthermore, during the teacher's application in the classroom, she is faced by some challenges in teaching vocabulary to kindergarten students. Considering to children's characteristic that they are the active learners (Piaget, cited in Pinter, 2006:6), the teacher is challenged to design fun and contextual lesson to avoid they get bored easily. Besides, U-shape seat arrangement is provided

Additionally, the teaching procedures in storytelling are implemented to the kindergarten students' characteristics. The teacher provided the activities to children through physical experiences, introducing concrete concept than the abstract ones, using various activities, providing routines and repetitions. The activities that correspond to the children's characteristic in learning vocabulary create enjoyable environment which bring positive effects in teaching-learning process.

Other result shows that teaching vocabulary to Kindergarten students was successful because it was fulfilled six out of seven criteria proposed by Wessels (1991: 29). These include: 1) overcoming resistance to the foreign language; 2) providing enjoyable experience; 3) considering realistic target; 4) enabling the

children link the lesson to their own experience; 5) considering the readiness to learn; 6) demanding the responsibility to children. In this case, what many experts state about the storytelling can enhance children's motivation to get engaged in the meaningful and contextual activity are proved.

Related to the success, teaching vocabulary through storytelling implemented will be successful when the materials are interesting, the teaching-learning environment is enjoyable, and the period does not take too long. Moreover, it is better to storytelling is not often to be used in whole teaching program, for example storytelling can be conducted twice or three times in whole semester.

5.2 Recommendations

Based on the findings of this research, the writer recommends some ideas that hopefully can enhance the process of teaching vocabulary through storytelling to kindergarten students. These recommendations are aimed for:

5.2.1 Further Research

There are still plenty of rooms for this kind of research, particularly on the use of storytelling by using picture books in a teaching program. Not only picture books, the storytelling can deliver by using puppets, big pictures, video, or formulating the story with internet-based, such as game online.

5.2.2 Teachers

Conducting teaching vocabulary through storytelling used is a tool or technique demanding the teacher's capability and creativity to use various kinds of strategy. It means the teacher needs to consider the learning objectives, the materials, the children's needs, age and level of children as well. Using

storytelling in teaching-learning activity needs the teacher to provide more challenging activities proportionally for children.

5.2.3 School

The findings indicate that school is an important role in determining the success of the teaching vocabulary to kindergarten students through storytelling. It is suggested that school should provide facilities, particularly various interesting learning media to support English learning activity through storytelling. In addition, school management also needs to find English teachers that qualify in EYL (English for Young Learners) teachers and to facilitate the teachers to develop their professionalism as English teacher.

5.2.4 Government

With reference to the findings, the government should provide more training, seminars, or even workshops that can improve the teacher's ability in teaching English meaningfully and contextually, especially teaching vocabulary through storytelling.