

CHAPTER V.

CONCLUSIONS, LIMITATIONS, AND SUGGESTION OF THE STUDY

This chapter covers the conclusion of the research findings based on the questions proposed in chapter one. Some suggestions are also addressed to the present study for further research, and for those who are willing to use the findings for EFL teaching and learning.

5.1 Conclusion

Findings of this research are based on the research questions concerning how speaking is taught through storytelling. Therefore, some activities performed by teacher and students before, during, and after the storytelling are elaborated to portray the way speaking was taught through storytelling. This chapter also covers the kinds of oral productions that the students carried out during the learning process. By looking into the activities occurred during the process and the kinds of oral production that the students carried out during their learning, it can be seen the strengths and weaknesses of teaching speaking through storytelling.

Analysis of observation and questionnaire data shows that teaching speaking through storytelling in this study is conducted integratedly with other

skills, namely listening, reading, and writing skills. It indicates that speaking cannot be taught separately from other skills.

Other results show that storytelling was performed by both the teacher and students. Teacher's storytelling was aimed at stimulating students' listening comprehension; and through the students' storytelling and story retelling; it is aimed at stimulating their speaking skill. Through group discussion, students' reading and writing skills are also stimulated, particularly when they were asked to understand and re-created the story given.

The data from observation and questionnaire also indicate that the students performed storytelling and story retelling enthusiastically despite the limited vocabulary. It is due to their understanding on the story content motivates them to talk. In this case, what many experts stated about storytelling that can enhance student's motivation to get engaged in the speaking activities is proved. However, teacher's role is also crucial in such teaching program to provide language models, to stimulate and motivate students to speak more and to design the tasks and activities which are suitable for the students' needs and levels of competence, and the like.

Other limitations of this study are that students still used their native language, Bahasa Indonesia, during the discussion process. It is due to their unfamiliarity with English when communicating with one another as well as

their limited English. In addition, the teaching foci are still limited on fluency rather than accuracy as seen when the teacher did not correct too much on the students' grammatical error during their telling although she aimed to reduce distraction on their concentration and effort in finishing the story; and to avoid losing motivation interest because of too much correction.

The finding of the second problem also indicates that the speaking types which the students produced are still limited, in the sense that those speaking were produced due to the teacher who took the initiation to ask questions rather than the students. This made the instruction tended to be a one-way direction and more teacher-centered. However, they did not lose the opportunities to practice their speaking as indicated when they performed storytelling or when they worked in groups to re-create the end of the story and when they were chosen randomly to report the result of group discussion. These also show the evidence that student-centered was also implemented in this teaching program.

From the observation data, it is indicated that the oral production that the students carried out during the learning process include extensive or monologue, transactional, responsive, and imitative. These speaking productions rely on the tasks and activities that the teacher designs for the students learning. In this study, the extensive and transactional types were produced saliently.

Besides, speaking is the focus of this teaching program, however, interpersonal oral production in which students interact one another by using colloquial language naturally and spontaneously is not gained yet. It is caused by the nature of storytelling activities which involve monologue speaking dominantly and the students' limited English which could not facilitate them to carry out the interpersonal dialogue during the learning.

5.2 Limitations of the Study

As indicated by the previous chapters, there are some limitations of this study. First of all that the time allocation of the teaching speaking through storytelling was very short so that there were still many students in the teaching program cannot speak during the process. Consequently, the result was still far from expectation. As a matter of fact, regarding the students' limited English, such teaching program should be done much longer to gain the teaching and learning objective optimally.

In terms of research methodology, the limitation of this study is that it involved a small number of students. Whereas in fact, to make the findings more convincing, the study should involved more students with different levels. Therefore, further study is needed to get comprehensive and convincing results.

5.3 Suggestions an recommendations

Some suggestions related to the process and findings of this study need to be considered for further research.

In spite of the fact that the stories used in the teaching program of this study can fulfill the criteria of the students' needs in terms of the difficulty levels, the content, and student's age, as indicated in the findings, nevertheless, it would be more interesting and challenging for them when the story are selected by themselves in order that they can be involved in a meaningful learning process optimally.

Conducting a teaching where storytelling is used as a tool or technique demands the teacher's ability and creativity to use any kinds of strategy more flexible. It means that the teacher needs to take the learning objectives, the materials, the students' needs, age, and levels into some consideration when planning to conduct such teaching and learning.

Using storytelling in the teaching program also needs the teacher to provide challenging tasks and activities proportionally for the students. Nevertheless, the tasks should not neglect their needs and level of competences. In the case of students' English ability is considered sufficient, teacher can used student-centered approach optimally to give students a wide opportunity to develop and enrich their language skills and learning.

With reference to the findings, it is recommended that it would be important if the storytelling technique is trained to other EFL teachers in order to be implemented in their teaching practice. Besides, using storytelling in EFL classroom would be effective and helpful to develop students' language skills if it is implemented gradually and continuously as an ongoing process in the language learning. Therefore, the teaching of speaking through storytelling should be done much longer in order to gain the learning objective more optimal, particularly when the learner' English levels are still low.

Also, further research on using storytelling in the teaching program is still open widely for developing other language skills, such as listening, reading, and writing as well as developing the students' vocabulary, appreciation on literature, and critical thinking.