

CHAPTER V

CONCLUSION

This chapter concludes the findings gained in the previous chapter. The implication, limitation, and suggestion are also defined in this chapter.

5.1 Conclusion

The present study explored how storytelling contributes to the development of English as a foreign language (EFL) young learners' speaking skill, specifically in terms of comprehension. The results of this study showed that the strategy used in implementing the storytelling, which is oral story-sharing, supported the development of the young EFL learners, aged 12 years old, comprehension in speaking. As teaching speaking through storytelling cannot be separated from other skills, namely listening, reading, and writing, activities involved in this strategy helped young learners develop their comprehension through story. Those activities included working on worksheets such as identifying parts of the story, choosing true and false statements related to the story content, coloring objects they encountered through listening to the story, filling in gaps in the text about the story in a group work, and delivering their comprehension about the story through story retelling. Hand in hand with the implementation of these activities, the teacher could provide the greatest amount of scaffolding to the young learners, such as giving questions that activated their personal experiences and background knowledge, switching and mixing the language, chunking and simplifying the knowledge, and asking the young learners the questions that were linked to the content of the story. Despite the young learners were still lack in using and understanding the English words throughout the process, but the activities as well as the scaffolding done by the teacher turned out to be effective in helping them comprehend the story, able to retell the story, and follow the lesson until the end.

5.2 Implication

Reflecting on the results of this study, it is possible for every teacher in Indonesia to implement storytelling, especially by using the oral story-sharing cycle, to teach comprehension in primary grades. Throughout the process, teachers are able to provide scaffolding to the learners and to adjust it to the learners' ability based on their age.

Moreover, as was seen that the teacher was able to include the activities related to other language skills, the same strategy is proven to be effective to use for teaching other skills, such as reading, listening, and writing.

5.3 Limitation

The results of this study focused on young learners' comprehension of the story that reflected their comprehension in oral production. As was seen, the focus of teaching was limited to the comprehension instead of other speaking skills. Furthermore, the learners mostly used their native language, both *Bahasa Bengkulu* and *Bahasa Indonesia*, during the discussions. It may be due to their inexperience of producing English as well as their limited vocabulary. In the present study, it seemed that the learners produced English whenever they had to answer the teacher's questions. Nevertheless, they took the advantage of speaking in English.

5.4 Suggestion

For further implementation, it is recommended to the researcher to increase the number of meetings and demonstrations of storytelling by including more stories. Thus, researchers can see the results thoroughly. However, the consideration of stories selection must be adjusted to the learners' English ability and background.