

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

This chapter provides the conclusions, drawn from the findings and discussions in the previous chapter. This chapter is divided into two sub-chapters, the sub-chapters include: conclusions and suggestions.

5.1 Conclusions

This study reported the result on the use of storytelling in teaching vocabulary to 4th grade students in a countryside elementary school. There were several points that can be drawn from this study.

First, the use of storytelling was effective in improving students' vocabulary mastery. There were several factors contributing to the effectiveness of the storytelling: the stories' selection, the use of story aids and the words' repetition in the stories.

Second, the use of storytelling had several advantages in teaching English vocabulary based on students' perception. Storytelling provided students with the interesting and enjoyable learning situation which also motivated the students in learning English. Storytelling was also helpful in improving students' retention of the words learned.

Third, the use of storytelling had also several disadvantages based on the students' perception. The unfamiliarity with words found in the stories can lead the students' confusion. The limited time also made the teacher unable to repeat the stories more times until all the students understand the stories well.

5.2 Suggestions

The study concluded that storytelling was effective in improving students' vocabulary mastery, so it can be used as an alternative teaching method in teaching vocabulary. There are some suggestions regarding the use of storytelling in teaching vocabulary to young learners.

- For teachers

There are some suggestions for the teachers who want to apply the storytelling in the classroom as an alternative teaching method.

Relating to the selection of the story, the selected story must be suitable with the teaching materials, students' level and age. The story must not be too long, so that the story can be repeated again and again in the allocated time until the students understand it well. In addition, the words and sentences in the story must not be too complex. The familiar words and short simple sentences may enable students to understand and grasp the words' meaning more easily and it may reduce the students' confusion.

With regard to the story aids used in storytelling, such as pictures and gestures, the pictures used must be clear and attractive, so that those pictures will be very helpful for the students' understanding to both the words' meaning and the story itself. Then, if the storyteller uses gestures, the gestures must be understandable and cover the meaning of words intended.

- **For the next researchers**

The following are some suggestions for the next researchers who are interested in doing research on the use of storytelling in English teaching.

Regarding the subject of the study, the next researchers may involve two classes, a class as an experimental group and the other as a control group so that the result can be compared between the two classes.

Relating to the language aspect, the next researchers may do the study on the use of storytelling in other language aspect, such as grammar, listening, speaking, reading, writing, etc.

