

Chapter V

Conclusion and Suggestions

In this chapter, the conclusion of the research and suggestions dealing with the implementation of Storytelling Technique are presented to give a brief description of the effort to improve the students' speaking skill.

Conclusion

Based on the findings of this study, the Storytelling technique can be considered as an alternative technique in teaching speaking. The technique could improve the students' achievement on speaking significantly. It was shown in the increased score after the treatments. It was also supported by the results of the voice recorder, checklist, and field note. Most of the students said that they liked learning English through the technique since it could encourage them to speak in front of audiences confidently and cover the whole story easily. Through the technique, they know how to present the story. They could also learn how to open the story, know the characters, climax (complication), resolution and the moral value.

It could be concluded that the Storytelling was a good technique in learning speaking. The students could tell the story of a narrative

text orderly and clearly through create it. They were able to speak confidently. Besides, this technique also could create a good environment in the classroom activities. They liked learning English through the storytelling because they were much more active in the teaching-learning process.

Based on the teacher's note however, there were some teaching strategies that should be managed for role-play technique. The students also enjoyed studying using this technique however, there were some problems students experienced during the learning process. First, one of the partner in the group of role play was absent because of some reasons so he or she effected the othe member of the group to practiced their dialogue because one role missed would effect the other roles. The second, one of the members was not serious in practising the role and it caused the other member felt didturbed by him or her.

Suggestions

For English Teachers

Considering the findings of the study, it is recommended that English teachers try this technique as an alternative in teaching speaking. The result maybe different but in this study, the students learn faster and show a better performance in speaking English. They were also more enthusiastic and active in the classroom

activity compared with those who used role-play as the way of improving speaking ability.

It is recommended that English teachers consider trying storytelling in teaching speaking to other level of students (grade seven or eight) in order to know the effects of the technique as compared to the finding of the present study.

For Further Study

This study was limited only on speaking skill in Storytelling of the narratvie text (fable). It is recommended that other researchers develop other studies using other kinds of narrative texts (legend or fairy) and types of retelling story. The researcher only used eight meetings in this study including pretest, treatment and posttest. It is also recommended that other researchers spend longer periods of time in order to get a better result.

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