

CHAPTER V

CONCLUSION

This chapter consists of two parts. The first part deals with the summary of the thesis and the second deals with the writer's suggestion of teaching speaking through story-telling.

5.1 Summary

Speaking is very important. By speaking, one can express his or her thoughts and feelings to others; one can get friends, occupation, do business, and so on. Everyone needs to talk everyday, so one who cannot speak will be difficult to pass through his or her social life.

According to the 1984 English curriculum of SMA, the ability to communicate in English is one of the objectives of teaching English at SMA. However, only few of SMA graduates can speak English although they have learned it at school. The teaching of speaking is less emphasized compared to the teaching of grammar and reading so the students only get little opportunity to speak. The teacher stresses more on grammar and reading because of the EBTA's or EBTANAS's problems are just about reading and grammar.

The time provided is also limited, as a result the students get little time to practice. So that at the time

the students are asked to speak, they do not have enough courage and self-confidence to speak. They always think that speaking is the most difficult skill to master.

In addition, the failure of the students to speak is because the teacher does not provide an appropriate exercise for the students to speak. Usually, the materials of speaking are dialogues and it has to be memorized by the students. This causes the students to stress only on memorization, not on how to produce sentences. Memorization is not a good and communicative way in teaching speaking. This technique of speaking makes the students not creative at all. If they forget to remember just one sentence, it will ruin the entire context.

Due to the fact above, it is better for the teacher to provide exercises which are better and more appropriate to the students - the exercises which provide much opportunity to speak, make the students more creative, and encourage the students to express their ideas, feelings, and thoughts. By using this technique, the students are demanded to relieve their experiences. The technique which suit to those exercises is story-telling. Here, the students are free to express what they want to say creatively. They do not memorize the sentences, but they are demanded to build their own sentences. Also, grammar is second thing here. The main point is the competence to produce sentences which are appropriate to the situation

and understandable.

Considering all the above, it is necessary for the teacher to apply story-telling in a speaking class to make his or her class become alive and the students more creative. Finally, the objective of learning English can be achieved by the students and at the same time the objective of teaching English can be successfully done by the teacher.

5.2 Suggestion

At the end of this thesis, the writer would like to suggest to SMA English teachers to switch to this new technique of story-telling in teaching speaking. The traditional technique such as memorizing written dialogues does not make the students creative in producing their own sentences. Therefore, the writer suggests to apply story-telling as a new technique of teaching speaking to the students; as teaching speaking through story-telling can create a lively class and creative students or speakers.

Story-telling can be applied to the second and third years of high school students as well. Here, of course, the use of English tenses in story-telling will be broader than for the first year students. And if there is an extra-curricular activity, story-telling is very useful to be applied.

Nevertheless, the writer realizes that this thesis is

still theoretical in a way that the new suggested technique has hardly been applied in the classroom. So she hopes that someday there will be a further research to prove that the use of telling stories as a teaching speaking variation is very helpful in increasing the students' speaking ability and motivation in learning.

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