

Chapter V

Conclusion and Suggestions

In this chapter, the writer discusses two things: conclusion and some suggestions. Conclusion deals with the writer's summary of what she has done in this study, while the suggestions deal with inputs or recommendations for further researchers.

5.1 Conclusion

There are a lot of people in Indonesia learning English as English is an international language. In learning a language, vocabulary is one of the important factors. Vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Unfortunately, the learners, especially children, have problems in mastering vocabulary. Therefore, teaching vocabulary must use appropriate strategies to reach better achievement and storytelling is one of the techniques which is believed to accelerate the teaching vocabulary. Because of the reasons above, the writer wants to explore more about the uses of storytelling in improving vocabulary skill of the young learners.

This study was conducted to find out whether there is a significant difference between the vocabulary achievements of the elementary school's students before and after using storytelling technique. The writer statistically compares and tests scores of the pretest and the posttest to get the result of her experiment. The test was calculated by t-test.

The t-test result shows that the score of the posttest is higher than the pretest. In this case, the writer can conclude that there is a significant

development on the vocabulary achievements of the elementary school's students after being given the treatments using storytelling technique.

5.2 Suggestions

This part deals with suggestion for English teaching, suggestion for the students and suggestion for further research.

5.2.1 Suggestion for English Teaching

Teaching vocabulary to young learners is not easy. Teachers should be more creative to create interesting ways to teach them to avoid students' boredom otherwise, the students will not be interested in learning vocabulary. The writer suggested that teachers use storytelling as one of the techniques in teaching vocabulary because young learners love story very much. With an appropriate way of delivering the story, the writer believes that the vocabulary achievement of the students will increase.

5.2.2 Suggestion for Further Research

For the future study related to this study, the writer also has some suggestions that hopefully, that study will be a better one.

- a. The writer limited the treatment to only 3 meetings because the time to do the research is limited by the school. Therefore, the writer feels that more time for the treatment is needed, so that the result would be better and more comprehensive.
- b. The writer stressed only on the students' vocabulary achievement. The next study can be done to find out the effects of storytelling on other language skills.

- c. The writer did the study only in one class in the fourth grade of elementary school. The next study, can be done in more classes with control groups so that the result will be more comprehensive.

BIBLIOGRAPHY

- Arcana, Nyoman. 1996. *Pengantar Statistika II untuk Ekonomi Bagian Inferensial*. Surabaya: Universitas Katolik Widya Mandala.
- Cantoni, Gina .P. 1999. *Using TPR-Storytelling to Develop Fluency and Literacy in Native American Languages*. Available: http://jan.ucc.nau.edu/~jar/RIL_5.html. Accessed on 17 January 2010
- Coxhead, A. 2000. A New Academic Word List. *TESOL Quarterly*.
- Curtain, Helena, and Carol Ann Dahlberg. 2004. *Language and Children Making The Match*. Washington: Allyn and Bacon.
- Denning, Stephen. 2001. *Why Storytelling at This Particular Time*. Available: <http://www.creatingthe21stcentury.org/Intro7-Why-story-now.html>. Accessed on 12 September 2009
- Fraenkel, Jack R. 2007. *How to Design and Evaluate Research in Education*. New York: McGraw Hill.
- Gere, Jeff. n.d. Honolulu. *Storytelling Tools for the Classroom*. Available: http://www.prel.org/products/pr_storytelling.htm. Accessed on 15 August 2009
- Gribbons, Barry. 1997. *Practical Assessment, Research and Evaluation*. Available: <http://pareonline.net/getvn.asp?v=5&n=14>. Accessed on 19 January 2010
- Hornby, A.S. 1995. *Oxford Advanced Learner's Dictionary of Current English*. New York: Oxford University Press
- Jensen, Eric. 1998. *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development.

- Larkin, Chuck. 1997. *What is Storytelling*. Available:
http://www.eldrbarry.net/roos/st_is.htm. Accessed on 25 August 2009
- Linse, Caroline.T. 2005. *Practical English Language Teaching Young Learners*. New York: McGraw Hill.
- McWilliams, Barry. 1998. *Effective Storytelling*. Available:
<http://www.eldrbarry.net/roos/eest.htm>. Accessed on 25 August 2009
- Moras, Solange. 2001. *Teaching Vocabulary to Advanced Students: A Lexical Approach*. Available:http://www3.telus.net/linguisticsissues/teaching_vocabulary.html. Accessed on 19 January 2010
- Nation, I.S.P. 1990. *Teaching and Learning Vocabulary*. New York: Heinle and Heinle Publishers.
- Nation, Paul. 2002. *Managing Vocabulary Learning*. Singapore: SEAMEO Regional Language Centre.
- Piaget, Jean. 1963. *The Language and Thought of the Child*. New York: W.W. Norton and Company.
- Shepard, Aaron. 1990. California. *Tell A Story*. Available:
<http://www.aaronshep.com/storytelling/Tips.html>.
 Accessed on 7 December 2009
- Welch, Wendy. 1999. *Getting and Holding the Nursery Child's Attention*. Available:<http://www.eldrbarry.net/roos/psst.htm>.
 Accessed on 25 August 2009
- Wright, Andrew. 2003. *Storytelling with Children*. New York: Oxford University Press.
- <http://en.wikipedia.org/wiki/Vocabulary>. Accessed on 10 August 2009
- <http://www.arts.gla.ac.uk>. Accessed on 20 September 2009

<http://www.storyarts.org/classroom/index.html>. Accessed on 12 October
2009

<http://www.socialresearchmethods.net/kb/variable.php>. Accessed on 11
March 2010