

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher provided the conclusion and the suggestions following the finding of this research.

5.1 Conclusion

Based on the data that has obtained by the researcher, the eighth-grade students of SMPN 1 Kupang has successfully applied vocabulary learning through storytelling. The result shows that, students' vocabulary improved between the pre-test and post-test result. The highest score in post-test was 100. Two students had 100 score. According to the completeness of predicate score table the value 96-100 is in the category excellent. In addition, based on the students' percentage 86.3% passed the completeness of students' predicate score. Only 13.7% in the category poor, from the highest pre-test is 52 and improved to 100 in the post-test.

While, the mean score of pre-test is 39,51 and the mean score of post-test is 78,89. The result of t-test shows that the significance values is $0.000 < 0.05$. It means that t-score is higher than t-table. Therefore, the research hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. There is a significant difference between the students' vocabulary improvement before and after they are taught through storytelling.

Storytelling is a great method; it creates fun and enjoyable learning-teaching situation. It creates students' enthusiasm in the learning process. It provides students new insight and experience towards learning process. The stories develop students' way of thinking to be broader and dynamic mindset.

Storytelling can improve students' vocabulary mastery, help them to remember and comprehend the words, and able to use the words in their life. Students become more active, get involved and interested to

learn the vocabulary during the learning process. Storytelling can be used as an alternative teaching technique to improve students in learning vocabulary.

Storytelling helps in the development of students' ability to interpret and understand actions beyond their immediate experience. It is a medium of shared experiences, social and interpersonal development. It is the natural way to introduce students to the wonderful world of books and reading. This reading will enable them to create his/her own stories and learn how to communicate his/her thoughts individually and groups. Storytelling develops students' vocabulary and learn when and where to use words and phrases.

Storytelling stretches the imagination. It encourages children to escape into a fantasy world, and supports their daydreams, which has positive benefits on mental health and clarity leaving them better able to cope with day-to-day situations (fairy tales are ideally suited for this purpose). Storytelling entertains and excites, which is an important part of learning.

Based on, the description above has come to a single conclusion that storytelling improved students' vocabulary mastery. Storytelling is a great method; it creates fun and enjoyable learning situation during the treatment. It creates students' enthusiasm in the learning process. It provides students new insight and experience towards learning process. The stories develop students' way of thinking to be broader and dynamic mindset. Therefore, storytelling can be used as an alternative teaching technique to improve students in learning vocabulary.

5.2 Suggestions

In finishing this study, the writer is aware of the benefits and flaws of Storytelling in improving students' vocabulary mastery. Based on the data storytelling can improve students' vocabulary mastery but it also has some flaws. Therefore, there are some suggestions the writer would like to share as to students, English teachers and future researchers as written below:

1) Teachers

Realizing the previous knowledge of the students in vocabulary mastery, the teachers should pay attention about the technique or strategy applied in teaching and learning process. Teachers also should actively encourage, let the students express their vocabularies to practice the vocabulary they have or learn in classroom. In order to make them get used to.

2) Students

After the treatment, the students should dare themselves to practice the vocabularies or use the vocabularies often both in classroom or outside. In order to make them get used to the vocabularies.

3) Future Researches

This study focuses on vocabulary improvement using storytelling. Hopefully, the future researchers can investigate more about others skills using the same media, such as speaking, listening, writing and reading. In addition, the future researchers hopefully would combine with other teaching method in order to improve students interested in learning English in fun and enjoyable learning situation.