

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusions and suggestions. Based on the result of the research discussion and following the purpose of the study, the writer presents the following conclusions and suggestions.

5.1 Conclusion

This study focuses on the effect of storytelling technique on students' speaking skills in junior high school. In the context of learning English as a foreign language (EFL), speaking skills are often a major challenge for students. Many students have difficulty in expressing their ideas and feelings orally, which is caused by various factors such as lack of vocabulary, uncertainty in pronunciation, and low self-confidence. The storytelling technique offers an interesting and effective approach to overcome these challenges.

The research methodology is meticulously outlined, employing an experimental design and quantitative approach to assess the effect of storytelling method on students' speaking skills. Conducted at SMPN 10 Kupang, the study benefits from the diverse backgrounds of its participants, enriching the findings and their applicability. a structured data collection process begins with a pre-test to evaluate students' initial speaking abilities, followed by a treatment phase involving storytelling activities that enhance their speaking skills and understanding of language components such as phonology, grammar, and vocabulary. The post-test serves as a comparative measure to assess the progress

made by the students.

Data analysis, utilizing statistical methods including descriptive statistics and t-tests, reveals a significant improvement in students' speaking scores, with the average pre-test score rising from 3,75 to 60 after the storytelling intervention. This substantial increase underscores the effectiveness of storytelling as a pedagogical tool, confirming its role in enhancing communication skills. The findings align with previous research, illustrating how storytelling allows students to learn in a more natural context, facilitating better retention and application of language structures and vocabulary. Individual progress among students further illustrates the effectiveness of storytelling technique, with many students demonstrating remarkable improvements in their speaking abilities. This progress not only reflects enhanced language skills but also indicates a boost in self-confidence, as students overcame initial nervousness and fear of making mistakes while telling stories.

While the findings are promising, the study acknowledges certain limitations, such as the small sample size of twenty students, which may affect the generalizability of the results. Future research is encouraged to include a larger and more diverse participant pool to validate these findings further. Additionally, exploring other factors that may influence speaking abilities, such as educational background and motivation, could provide a more holistic understanding of the storytelling technique effect.

In conclusion, this study significantly contributes to the field of English Language Education by advocating for the integration of storytelling technique into the curriculum. The positive outcomes observed not only improve students' speaking skills but also foster a more dynamic and engaging learning environment. English teachers are encouraged to adopt storytelling as an effective strategy to improve students' language proficiency and overall learning experience. The findings pave the way for further research in this area, highlighting the potential of storytelling to transform language education and empower students in their language learning journey.

This study storytelling technique is used as a method to improve students' speaking skills. Through stories, students not only learn new vocabulary and sentence structures, but also learn to convey their ideas in a more creative and interesting way. This study used a pre-test and post-test design on a twenty students selected. The analysis results showed that the students' average speaking score increased from 3,75 (Needs Improvement) to 82 (Good). The results did not show a significant improvement in students' speaking skills, there was still a slight increase in their overall performance. This finding aligns with the theoretical framework, which suggests that while innovative teaching methods like storytelling may not always lead to dramatic changes, they can still foster a positive learning environment and encourage student engagement.

5.2 Suggestion

Based on the results of the research conducted, the research provides several suggestions that are expected to:

1. For teachers

Hopefully, teachers always support students' achievement in the classroom in a creative way so that learning does not get bored quickly. In this context, teachers should use the storytelling technique as an interesting teaching method. By presenting relevant and interesting stories, teachers can increase students' reffinterest in speaking. In addition, the use of varied learning media, such as video or audio stories, can help students to better understand the context and language structure used in storytelling. This can make learning more engaging and fun for students. Teachers can also use storytelling to teach various language skills, such as vocabulary, grammar, and pronunciation. By using storytelling in a creative way, teachers can help students to develop their language skills and build their confidence in speaking.

2. Differential Instruction for students

Students are expected to not only learn from books but also utilize various other learning media. Participating in storytelling activities, both as listeners and as storytellers can help students improve their speaking skills. In addition, students are advised to practice speaking in small groups, where they can share stories and give feedback to each other. In this way, students can feel more confident in expressing their ideas orally.

3. Extention of Intervention Duration

This study was conducted over a relatively short period, To secure more consistent and long-lasting results. Students would be able to interact with the stories on a deeper level and learn more about speaking skills through storytelling as a result.

4. Use of Multiple Teaching technique

To improve teaching effectiveness, teachers should consider combining different teaching strategies. Storytelling technique can be integrated with other strategies, such as group discussions, how to pronounce words or the use of technology in learning. This approach can provide a more comprehensive learning experience for students.

5. Conduct more Research with a Larger Sample Size

This study showed promising results, however, the small sample size (20 students) limits the generalizability of the results. Future research should involve a larger and more diverse sample size to provide a broader understanding of the effectiveness of storytelling techniques on speaking skills. It can also help explore other factors that may affect student learning.

6. Investigating External Factors

External factors such as socio-economic background, family environment, teacher-students disengagement, and personal motivation can affect students' learning outcomes. Future research should explore the effectiveness of these factors on the storytelling technique to gain a more comprehensive view of their impact on student performance.

7. Qualitative Data Integration for Deeper Understanding

Although this study relied on quantitative data to assess student learning outcomes, future research should also include qualitative data, such as student interviews or questionnaires, to gain a deeper understanding of how students respond to a story. This could provide additional insights into students' perspectives on the effectiveness and engagement of storytelling as a learning tool in measuring speaking skills. In a quantitative context, researchers can measure certain variables, such as students' level of comprehension or level of engagement and then analyze the relationship between these variables and learning outcomes. By incorporating qualitative data researchers can enrich qualitative analysis with context and nuance that may not be apparent from numbers alone.

In conclusion, the suggestion outlined above aim to enhance the effectiveness of storytelling as a teaching technique in improving students' speaking skills. By encouraging teachers to adopt creative and engaging methods, such as incorporating varied media and integrating storytelling with other instructional strategies, the learning experience can become more dynamic and enjoyable for students. Additionally, fostering an environment where students actively participate in storytelling activities were not only boost their confidence but also promote collaborative learning, allowing them to express their ideas more freely.

Furthermore, the recommendations for extending the duration of interventions, conducting research with large sample sizes and investigating external factors was contribute to a more comprehensive understanding of the storytelling technique effect on language learning. By integrating qualitative data into future studies, research can gain deeper insights into students' experiences and

perceptions, ultimately enriching the educational landscape. These collective efforts paved the way for more effective teaching practices and improved student outcomes in English Language Education.