CHAPTER V

CONCLUSSION, PEDAGOGICAL IMPLICATION, SUGGESTION AND LIMITATION

This chapter is aimed to provide the point of this study including conclusion, pedagogical implication, suggestion and limitation.

5.1. Conclusion

The evidence suggests that the Storytelling technique is a proper technique for improving students' speaking skills by covering up some of the problems in teaching speaking especially found in class XI IPA1 MAN 1 Konawe. Through interviews, classroom observations during treatment and pre-test and post-test results in a significant difference from before the Storytelling technique and afterwards.

Based on the data analysis, the researcher found the improvement of students' speaking skill included their ability and scores. The result of observation of two cycles has increased 12,5% from 68.75% to81.25%. The result T-test is 13.112, if the T-test is compared to T-table with the degree of freedom 22 as stated hypothesis testing; the T-test 13.112 is higher than the T-table 1.717. Therefore, based on the hypothesis testing, Ha is accepted and the Ho is rejected, the theory is verified. It can be seen that the students' skill in speaking by using Storytelling technique is increased. It means that there is a significant difference of achievement between the students who were taught by using the Storytelling technique and the students who were taught without the Storytelling technique.

Among the four indicators of speaking assessment in students, a rapid increase was found in the vocabulary indicator from 1375 to 1684. Increased vocabulary for students after treatment was given routine new vocabulary before starting a conversation. Thus, it can be concluded that using Storytelling technique to the students at XI IPA 1 MAN 1 Konawe can improve their skills in speaking.

From the observation results showed the development of speaking skills of students who were initially still shy to start talking even though only their fellow classmates, now they are free to talk without shame and inferiority. Class activities become more active because they have developed a communicative atmosphere. Most of them also responded that they attempted to use Storytelling techniques in their daily speaking.

5.2. Pedagogical Implication

The findings imply that students really need not just a material but a technique which can facilitate them in understanding the subject and mastering it. After applying the Storytelling technique, improvement in speaking skills is not only found in the students' grades but also their behavior and abilities. Students can finally speak in front of the audience with a flow and fluent disposition. In terms of telling a story, students become increasingly expressing and attracting listeners. In achieving it all, researcher become accommodations for students in terms of enriching vocabulary and provide good examples as reliable storytellers. Preparing several videos and images also helps this process of improvement. Therefore, improving students' speaking skills not only shows them examples, but dictates

them step by step how to tell the story well as well as talk in front of many people.

In the future, they can become an example for other classes. Where there are still many students who ignore body language when speaking, even though it is very important in speaking skills. Unfortunatelly, only class XI IPA 1 is getting treatment to improve speaking skills while other classes and even the lower grades are still indifferent about learning English problems.

Later, the provision of Storytelling techniques will also be distributed to all classes and the current research class will become the figure. In addition to giving examples, students also become teachers for their own friends in applying storytelling techniques when speaking. So a simulation was held for all teachers to also participate in the application of storytelling techniques in their class, regardless of the level and even the types of subjects. In fact, storytelling techniques can be used for all groups and all types of subjects.

5.3. Suggestion

After conducting this study, the researcher proposed some suggestions that would be useful for teachers and other researcher who are interested in using Storytelling technique to improve students' skill in speaking for their study or teaching:

5.3.1. For the teachers

Correct choice of teaching technique can make the teaching and learning process not only run well but also interesting and enjoyable. Enjoyable teaching and learning activities help students receive the material more

effectively and efficiently; it also makes the teacher more focus on the necessary things needed for the class.

Storytelling technique is a technique which leads students to be more independent; thus it is good to be applied in small classes as well as the big ones. It is simple, fun and arousing creativity. That is why, it is recommended for teacher to apply it in their class.

5.3.3. For the students

Storytelling is a simple technique which used for speaking activities. It is not only helpful in teaching and learning process in the classroom. Storytelling also useful in other speaking activities to generate and organize ideas, opinion and thoughts. So, the researcher suggests that all students learn how to use it.

Stories are motivating and fun and can help develop positive attitudes towards the foreign language and language learning. They can create a desire to continue learning. Stories exercise the imagination. Students can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. This imaginative experience helps develop their own creative powers.

Listening to stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the students tolanguage in varied, memorable and familiar contexts, which will enrich their thinking and gradually enter their own speech. Students should enjoy listening to stories

over and over again. This frequent repetition allows certain language items to be acquired while others are being overly reinforced. Many stories also contain natural repetition of key vocabulary and structures. This help student to remember every detail, so they can gradually learn to anticipate what is about to happen next in the story. Repetition also encourages participation in the narrative. Following meaning and predicting language are important skills in language learning.

5.3.4. For the school

Learning English at MAN 1 Konawe is already pretty good, although there are a number of things that need attention. There are still many students who are not interested in learning English and underestimate English. The school must endeavor to support all strategies to increase students' interest in English, for example in extracurricular activities or providing various supporting facilities. Some students have shown their talents in English, it is very necessary for schools to further increase their interests and talents of students. Every student has their own English skills, some are in speaking and even writing.

5.3.5. For the other researcher

1) This study discusses the use of Storytelling technique in teaching English to improve the students' skill especially in speaking. It was conducted on senior high school students. The researcher hopes that this technique can be applied by other researcher in different level of

students.

2) Considering that this study still any lack and it is just one of efforts in increasing students' skill in speaking, so the researcher hopes that the finding of this study will be used as starting point of the future research on similar problems.

5.4. Limitation

Actually, this research still requires an interview session at the end of the meeting to get more information as a testimony to the success of the Storytelling technique application. In the future, in order for this research to produce complete information, interviews are needed from students who have taken part in all stages of treatment and have an impact on themselves.

Generally, researcher as teacher in the classroom still needs to be aware of when the conversation begins, make sure the class does not become chaotic and noisy. Students must strictly comply with the class rules in order to speak according to the material or theme to be discussed. Sometimes, there are some students who are still joking when carrying out conversation activities with classmates. In this case, researcher needs to be very wise and decisive in dealing with rowdy situations that come out of class manners.

In addition, almost of the course of this research was a limited time. To only take one subject is actually not enough to cover all of the students' speaking grades, so the researcher took the initiative to ask permission to take other teacher's study hours so they can continue. Although there were no projectors available in the

classroom, the English subject teacher has prepared the device if the researcher needs it. Other facilities such as loudspeakers remain provided by researcher. Because there were some students who still don't know English learning, researcher also still have to teach them from the beginning about tenses which often take a lot of time. Therefore, during recess and other leisure time researcher agreed with students to discuss these matters. Even on holidays researcher and students took time to gather to discuss lessons outside of study hours.