

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter comprises two primary sections, namely the conclusion and suggestions. The conclusion section outlines the main findings on the study and presents a comprehensive interpretation of the research results. Moreover, the suggestions are intended for English teacher, students, future researcher, and educational institutions as practical recommendations formulated based on the outcomes of the study.

A. Conclusion

This research was conducted to examine the effectiveness of the storytelling method and students' responses toward its implementation in speaking instruction among eight-grade students at SMP Negeri 9 Sintang. This research employed a pre-experimental one-group pre-test and post-test design, and the data were collected through students' speaking performance tests and a questionnaire administered after the post-test to obtain both quantitative and supportive descriptive data regarding students' responses during the learning process.

Based on the findings of the research, the storytelling method did not demonstrate a statistically significant effect on students' speaking ability. The results showed that the post-test scores were not significantly higher than the pre-test scores, indicating that the treatment had not yet produced measurable

improvement in students' speaking performance during the research period. This finding suggests that improving speaking ability requires sustained practice, sufficient exposure, and a longer instructional period, as speaking is a complex productive skill that requires students to simultaneously integrate several essential components, including grammar, vocabulary, pronunciation, fluency, and task achievement. In addition, to mastering these linguistic aspects, students must also be able to organize their ideas, communicate meaning effectively, and respond confidently in real communication situations.

The findings also revealed that the effectiveness of storytelling method varied among students. Differences in linguistic ability, self-confidence, motivation, and classroom participation appeared to influence their speaking performance throughout the treatment session. Some students showed improvement in aspects such as pronunciation, vocabulary, fluency, and confidence when performing speaking tasks. However, other students still experienced difficulties in organizing ideas, expressing their thoughts orally, and speaking confidently in front of the class. This indicates that individual differences among students played an important role in determining the effectiveness of the instructional treatment.

Despite the absence of significant improvement in test scores, the storytelling method contributed positively to students' non-cognitive aspects, particularly learning motivation, classroom engagement, and willingness to participate in speaking activities. The questionnaire results indicated that most students responded positively to the implementation of the method and

considered the learning activities interesting and supportive of their speaking practice. The method also helped create a more interactive and supportive classroom atmosphere, which encouraged students to become more involved in speaking activities.

In conclusion, although the storytelling method did not show a significantly improved students' speaking achievement within the duration of this research, it showed meaningful pedagogical value in enhancing students' motivation, engagement, and confidence in speaking practice. Therefore, storytelling can still be considered a supportive instructional strategy for teaching speaking, especially when implemented over a longer period and supported by appropriate classroom management and continuous teacher guidance.

B. Suggestion

Based on the conclusion above, the writer would like to offer some suggestions for English teachers, students, future researchers, and educational institutional.

1. For English Teacher

English teachers are suggested to use the storytelling method as one of the alternative approaches in teaching speaking, particularly to encourage students to practice speaking in a more contextual and engaging way. Since not all students showed the same level of improvement and participation during the implementation, teachers are also expected to provide continuous guidance, motivation, and supportive classroom interaction to help less confident students become more involved in speaking activities. In addition,

teachers may combine storytelling with other interactive techniques or media to create a more varied and effective learning environment.

2. For Students

Students are encouraged to participate more actively during speaking activities and to practice speaking English more consistently both inside and outside the classroom. Through continuous practice, students may gradually improve their pronunciation, vocabulary mastery, fluency, and confidence in speaking. Moreover, students are expected to be more confident in expressing their ideas and less afraid of making mistakes, as the learning process is intended to help them develop their speaking ability step by step.

3. For Future Researcher

Future researchers are recommended to conduct further studies related to the use of the storytelling method in different educational levels, classroom conditions, or research designs to obtain broader findings regarding its effectiveness in teaching speaking. Future studies may also involve larger numbers of participants and longer treatment periods to observe students' speaking development more comprehensively. Furthermore, researchers may explore the combination of storytelling with other teaching methods, media, or digital platforms to increase students' participation and speaking performance.

4. For Educational Institutions

Educational institutions are expected to support the implementation of interactive teaching methods, including storytelling, by providing adequate learning facilities, teaching media, and opportunities for teachers to improve their teaching strategies. In addition, schools are encouraged to create a supportive learning environment that motivates students to practice English more actively and confidently, especially in speaking activities conducted in the classroom.

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