

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This research sought to address the question of how the storytelling technique is implemented by teachers in teaching speaking narrative text for ninth-grade students at SMP PAB 8 Sampali. Through observations, data displays, and transcripts of classroom sessions, it was found that the English teacher at SMP PAB 8 Sampali different from the methods outlined by Jianing (2007) for implementing storytelling in language teaching. Despite some similarities in certain activities, significant differences were noted in the overall approach taken by the teacher. These discrepancies suggest a divergence between theoretical frameworks and classroom practices in the context of language teaching.

B. Suggestions

1. To the English Teacher

Engage in ongoing professional development opportunities to enhance familiarity with a variety of instructional strategies, including storytelling techniques. Consider incorporating elements of Jianing's (2007) proposed methods into classroom practice to maximize the effectiveness of storytelling activities. Foster a reflective teaching practice by regularly evaluating instructional approaches and considering how they align with established pedagogical principles. Encourage student participation and collaboration during

storytelling activities to promote active language learning and engagement. Seek feedback from students to understand their preferences and learning needs, and adjust instructional strategies accordingly.

2. To the Students

Actively participate in storytelling activities and engage with the materials provided by the teacher to maximize learning opportunities. Take advantage of opportunities to practice English speaking skills both inside and outside the classroom, such as through peer interactions and extracurricular activities. Provide feedback to the teacher regarding preferred learning styles and areas where additional support or resources may be beneficial. Take ownership of language learning by setting personal goals and seeking out opportunities for language practice and improvement. Collaborate with peers during group storytelling tasks to enhance communication skills and promote a supportive learning environment.

3. To other Researchers

Build upon the findings of this research by conducting further investigations into the implementation of storytelling techniques in language teaching across different educational contexts. Explore factors influencing teachers' instructional decisions and their impact on student learning outcomes, including the role of institutional constraints and teacher beliefs. Investigate the effectiveness of various instructional strategies for promoting English speaking skills and language proficiency among students of different ages and proficiency levels. Collaborate with practitioners to develop and evaluate innovative approaches to language instruction, drawing upon insights from both theoretical

frameworks and classroom practices. Share findings and best practices through academic publications, conferences, and professional networks to contribute to the ongoing dialogue surrounding effective language teaching and learning.

