

CHAPTER V

CONCLUSIONS AND SUGGESTION

5.1 Conclusions

This study aimed to describe the implementation of storytelling as a technique for teaching speaking skills for Grade VIII students, the problems faced by the teacher, and students' speaking performance during the learning process.

The findings showed that storytelling was implemented through several systematic stages, including warming up, introducing the topic and vocabulary, delivering the story, guiding students' oral responses, and conducting follow-up speaking activities. The teacher applied expressive narration, gestures, and simple visual aids to support students' understanding and participation. Through these activities, students were given opportunities to practice speaking in a supportive learning environment.

However, the implementation of storytelling was not free from challenges. The teacher faced several problems, such as limited teaching time, students' low speaking proficiency and confidence, lack of teaching media, classroom management difficulties, and challenges in assessing students' speaking performance. These problems influenced the teaching process and limited the optimal use of storytelling in the classroom.

Despite these challenges, the findings indicated that students showed improvement in several aspects of speaking performance, particularly in fluency, vocabulary use, pronunciation, and confidence. Storytelling encouraged students to participate more actively and express their ideas orally, although some students still experienced difficulties and made language errors.

In conclusion, storytelling can be used as an alternative technique for teaching speaking skills, but its implementation requires careful preparation, adequate time, appropriate media, and effective classroom management. Teachers are encouraged to consider these factors in order to maximize the benefits of storytelling and minimize the challenges encountered during the teaching and learning process.

5.2 Suggestion

Based on the findings and conclusion of this study, several suggestions are proposed for teachers, schools, the Department of Education, and future researchers.

For English teachers, it is suggested that they prepare storytelling activities carefully by selecting appropriate stories, introducing key vocabulary, and providing varied follow-up speaking activities. Teachers are encouraged to manage classroom time well, give supportive feedback, and use available media to increase students' interest and confidence in speaking. For schools, it is recommended to provide adequate facilities and learning

resources to support the implementation of storytelling. Schools are also encouraged to organize training or workshops to help teachers improve their teaching techniques.

For the Department of Education, it is suggested to develop and publish teaching books or practical guidelines on the implementation of storytelling in teaching speaking skills. These resources are expected to help teachers apply storytelling more systematically and overcome challenges related to limited media and instructional guidance.

For future researchers, further studies on storytelling involving different grade levels, skills, or research designs are recommended in order to enrich the findings and explore the use of digital media in storytelling activities.

Overall, these suggestions are expected to support the improvement of storytelling implementation and the development of students' speaking skills in English language teaching.

