CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the study conducted by researcher about the effect of storytelling to improve students' speaking skill at the tenth grade.

5.1 Conclusion

One of the language elements that must be taught either Junior High School or Senior High School students was speaking. In teaching speaking, it did not stand-alone but it should be integrated to one of the language skills. Storytelling was a method which was suitable to be used in teaching English, especially in teaching speaking.

Based on Observation result, the process of teaching storytelling was divided into 3 step. The result of the process of teaching by using storytelling is first teacher were taught and explained about the narrative text. Second is teacher were taught and explained about storytelling and tips to do storytelling. Third is teacher were asked the students' to present individually and retelling story Legend in front the class and then teacher reviewing the students' story and teacher give feedback to the students' about the perform.

The mean score of pre-test in experimental class was 67.15, and the mean score of pre-test in control group was 67.75. The result pretest independent t-test of significance value (sig 2-tailed) is higher than 0.05 or 0.794 > 0.05. The mean score of post-test in experimental class was 85.35 and the mean score of post-test in control group was 78.35. The result post-test independent t-test of significance value (sig 2-tailed) is lower than 0.05 or 0.000 < 0.05.

Based on the statistic data analysis, Independent sample t-test was conducted to compare the students' post-test speaking score between experimental group using storytelling and control group without using storytelling. Data analysis indicated that alternative hypothesis (Ha) was accepted. It meant there was significant different in students' speaking score between experimental group and control group. Mean post-test score of Experimental group was 85.35 and

mean post-test score of Control group was 78.35. The magnitude of the differences in the means (mean difference = 7.00). The value post-test independent t-test of significance value (sig 2-tailed) is lower than 0.05 or 0.000 < 0.05. From effect size statistical by eta squared, the value of eta squared is (0.40). The obtained value of eta squared shows very large effect size.

It means that the use of storytelling had good effect to improvement the students' speaking skill. Storytelling is effective to be applied in teaching speaking skill. It can be concluded that there was a highly significant effect of using storytelling to improve students' speaking skill at the tenth grade students of SMA MBS Al-Amin Bojonegoro.

5.2 Suggestion

Based on the conclusion, the researcher formulated wants to gave suggestion to teachers, students and the next researcher. First, English teacher should try to put the storytelling in speaking class. It can help the students enjoy, bacause the writer suggests that the storytelling in teaching speaking, can make the classroom more attractive. Second, The students' who need improvement in their speaking skill may try to practice with storytelling technique. The writer thinks that the using of storytelling in teaching and learning speaking can give the students a lot of opportunities to be creative and brave in their speaking performance. The third for the next researcher, the researcher gave suggestion to the next researcher to did deep research on the using of storytelling in teaching English related to the other language skill of English such as listening. Although this thesis still has a lot of weakness, the researcher really hopes that this thesis can give valuable contribution to the teachers of English as well as other.