**CHAPTER V**

**CONCLUSSION AND SUGGESTION**

**5.1 Conclussion**

Based on the data analysis, the researcher found that storytelling technique can improve *pupils*’ *self assurance and literacy in speaking English* skill at *SMP Swasta Triana*. As the result from the pre-test and post- test mean scores which were given. The researcher could conclude that:

1. Before receiving the treatment, the pupils in classes VIII–2 at SMP Swasta Triana who were in the experimental group had poor levels of confidence and literacy in speaking. They struggled mightily to acquire speech, lacking vocabulary and lacking confidence, among other issues. However, after mastering the storytelling method in the Notice material, pupils could become more proficient speakers. The researcher observed that pupils were made to feel at ease and excited by the use of storytelling. Pupils would find it easier to understand a subject when they were engaged in their studies. Storytelling should give pupils the chance to practice

problem-solving skills, perform effectively on assignments, and gain additional information and understanding through speaking.

2. The results of research data analysis using storytelling have a significant influence on self-assurance and literacy in pupils' speaking skills. The effect of pupils' speaking skills shown by the results shows a significant improvement in pupils' speaking skills. The results of the research show that there is an increase in pupils' abilities, which initially was only 51% in the pretest, then increased in Posttest 1 by 72% and finally became

96% in Posttest 2. Thus the alternative hypothesis (Ha)was accepted.

3. Pupils who receive instruction through the use of storytelling approaches will talk with greater assurance. Pupils that participate in storytelling activities need to be brave enough to speak up in front of large crowds and tell tales. Pupils gain confidence in their English-speaking abilities by practicing narrative strategies.

4. By using the story-telling approach with all pupils, the teachers are pushing and inspiring them to read more, become more confident, and present themselves in English more effectively.

**5.2 SUGGESTION**

Following the completion of this study, the researcher made several recommendations that would be helpful to educators, learners, and other researchers who wish to employ the storytelling technique to help pupils become more proficient speakers for their research or instruction :

**5.2.1 For the Teacher**

1) In order to help pupils become more confident and proficient in pronouncing words correctly, speaking with fluency, understanding what they are saying, using vocabulary, and grammar, teachers need to incorporate more variety into their speaking lessons. Effective teaching strategies should not only facilitate learning but also make the process engaging and pleasurable for pupils. Engaging teaching and learning activities facilitate pupils' easy acceptance of the subject. Using the storytelling technique in both small and large courses is beneficial since it encourages pupils to become more independent. Easy, enjoyable, and creatively

stimulating. It is therefore advised that educators incorporate it into their lesson plans.

2) To keep pupils interested in speaking lessons, teachers need to introduce new material. When teaching English, especially speaking, teachers need to be innovative.

3) Teachers must provide more practice in speaking and provide motivation to pupils.

Teachers must provide pupils with an understanding of the importance of speaking skills in English.

4) Pupils who need to improve their speaking skills can try practicing with storytelling techniques. According to researchers, storytelling techniques can make pupils more creative.

**5.2.2 For the Pupils**

1) Pupils are expected to further improve their skills in English literacy, such as reading, writing, listening to English songs or other things related to English, because literacy is not just reading. The higher the student's literacy level, the more the student's English language skills will increase.

2) Pupils are advised to be more active in learning English, so that it will be easier for them to understand lessons, especially speaking skills.

3) Pupils are advised to practice speaking skills more, so they will be more confident and brave in speaking English, because practice makes perfect.

4) Pupils should use storytelling techniques to help them improve their speaking skills.

This not only helps in the teaching and learning process in the classroom. Storytelling is also useful in other speaking activities to organize ideas, opinios and thoughts. So, researchers recommend that all Pupils learn how to use it.

**5.2.2 For the Other Researcher**

1) This research discusses the use of storytelling technique in teaching English to improve the Pupils skill especially in speaking. It was conducted on junior 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

Pupils 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.