

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses the conclusions and suggestions based on the research findings and discussion stated in the chapter four. The conclusions deal with proper model of storytelling implemented in improving the students' listening ability. In addition, the suggestions are proposed to follow up the findings of the study.

A. Conclusion

The procedures of Storytelling developed to improve the listening skill of the students are presented through three stages: Pre listening, while listening and Post listening. *Pre Listening* is a process where the teacher introducing Storytelling to the students so that the students did not startled when the teacher taught them using storytelling method, because it was not funny when the teacher directly implements storytelling method but the students know anything. The teacher explains about storytelling by gave them the model or example of storytelling as the strategy in listening activity. Pre listening activity is a preparation to listen, in the listening process, it uses a variety of active experiences to make the students easily understand what the speaker talking about and also to catch the main idea or the point about the story that the teacher gave. *While Listening*, In this stage, the teacher told a story using storytelling strategy. When teaching using storytelling, teachers

implemented the suitable gestures that related to the character in the story. By modeling the gesture, the students feel interested for them because sometimes the teacher using silly gesture just for got the students attentions. The teacher not only did the suitable gesture while told a story, the teacher also used different voice for different character in the story. When the teacher used different voices while told a story, it was easier the students to differ each character in the story. While told a story, teacher also observed the students' attitude and their activity. The teacher could know that the students were give attention to the story or not. The third stages is *Post Listening*, in this stage the teacher asked the students answer the questions related to the story that given before. After explained the question, the teacher asked the students to answer the question that the teacher given. After gave back the students result of task, the teacher asked the students to retell the story that the teacher given before.

By implementing storytelling with the proper model applied the students' ability in listening a story. It can be seen from two indicators. First, the percentage of the students achieving the score greater than or equal to 75 improves significantly from Cycle I to Cycle II. The percentage of the students achieving the score greater than or equal to 75 in Cycle I was 37, 5% (15 students out of 40). Meanwhile, in Cycle II the percentage of the students achieving the score greater than or equal to 75 increased into 82, 5% (33 students out of 40). Second, the percentage of the students' involvement in the listening activities during the implementation of storytelling in teaching and learning process improved significantly from Cycle I, some students did not

implement all activities seriously, only 50% students (20 students out of 40) involved in the listening activities. Meanwhile, in Cycle II, the students involved in the listening activities increased to 87, 5% students (35 students out of 40). They were actively involved in the listening activity.

The improvement of the students' ability in listening a story can be reached but it should follow the procedures of the proper model storytelling.

B. Suggestion

Some suggestions are provided to follow up the findings of this study. First, since teaching listening is most complicated aspect in language teaching, the MTs Roudlatus Shibyan teachers are recommended to employ storytelling with the proper model developed as one of the alternative strategies in their listening class. However, the procedures proposed need to agree with the students' condition in their class. They should develop their way of teaching related to the procedures of how to implement storytelling for the more appropriate in their writing class. To do that, they have better to develop it through English teacher trainings and discussion. Second, the school is suggested to provide special lesson time for students to practice the continuous English listening. Third, the future researcher are recommended to conduct such kind of research concern with the implementation of storytelling in listening English using different strategies by considering the strength of storytelling as a strategy to listen English story.