### **CHAPTER V**

#### **CONCLUSION AND SUGGESTION**

#### A. Conclusion

This study analyzed the data obtained from the tenth grade students who had performed to show their storytelling skill in front the class. In general, most of them were in the beginner level. This appeared from the score they get for each criterion chosen by the researcher within the performance. They were voice, audience contact, body language, time limit/duration, acting, props, pacing, knowing/mastering the story, and story structure.

Based on the research, a number of problems were presented as the problems that hinder the students in doing storytelling in the class. The biggest three problems in the part of storytelling performance were pronunciation, voice, and audience contact and control. These problems were faced by most of students. The proof was 31% of students the stated that pronunciation is a problem. Voice part reached 31%. In addition, the last was audience contact and control. It reached 30% of the students.

The biggest three problems in the part of storytelling compositional skill were mastering/remembering the story, internalization of the character, and transferring the message to the audience. 72 students were difficult to master the story content. 36 students or 27% were hard to

internalize the character within the story. 34 students were difficult to transfer the message to the audiences.

The students who had presented in front class stated all of these problems. This was what they are feeling when doing the storytelling.

After getting the interview, the researcher found a list of strategy to cope with the problems appeared. The fourth strategies stated by the students. There were 68 students stated Practice (acting). 50 students mentioned to bringing note. 40 students mentioned to watch movie. 40 students stated better to use own words.

All of those findings above were presented to answer the research questions in the first chapter of this study. It showed the tenth grade students' storytelling skill level. It found the problems faced by the students during the performance. Moreover, it showed the students' strategies to improve the students' storytelling skill.

## **B.** Suggestion

This study could be as a literature for students and teacher, readers, and others about storytelling. This study had some example of criteria of good storytelling according to some rubrics. From this study, you could see the common problems faced by the students in doing storytelling performance. This paper also served the example of the strategy to improve the storytelling skill. The researcher's suggestion for better storytelling, as stated in the heater forest rubric, is:

- Voice Mechanics: Speaks with an appropriate volume for the audience to hear. Employs clear enunciation. Uses nonmonotonous, vocal expression to clarify the meaning of the text.
- Face/Body/Gesture: Expressively uses non-verbal communication to clarify the meaning of the text.
- Focus: Concentration is clear.
- Eye contact with audience is engaging: Maintains a charismatic presence in space (stage presence).
- Pacing: The story is presented efficiently and keeps listeners' interest throughout.

Considering that this paper had many lacks, the researcher also has suggestion for:

1. Teacher and Students

The teacher could use storytelling to examine the students' ability in speaking, because the criteria inside were about students performance. But other aspect could be included inside, like the grammar, skimming and scanning ability, and reading comprehension. Other aspect could be tested from this activity.

Storytelling, for the students, could be for showing their English competence. You as students, if you are afraid of making English as your daily speaking, can make this as an enjoyable way to speak up. So, no more reason to say no to speak English.

# 2. The reader

This paper was not for judging some students' skill level in certain school, but this was for just showing that storytelling even often used in many school because it has lots of benefit to improve students' English comprehension. Besides, we have to know what the problems appeared. The rubric to test could be also as reference and you might add other criteria for more complete aspect.

# 3. Further researcher

These findings were only in some elements part. The researcher was aware that there were many lacks of this study, for example in the part of taking score of the students' performance. if the next researcher find other complete criteria, hopefully, it could complete this study for other findings.

The researcher realized that this study has many lack. Storytelling in the classroom activity is old-fashion strategy and it seems not interesting for the students. To get it more interesting, further researcher can use digital storytelling. By adding new technology in learning process, there might be different result.

The main suggestion to have good storytelling is practice a lot. Practicing more and more could improve the lack of the elements of storytelling. Doing wrong, mistake, review, practice again and reflection became the rule process to reach good storytelling performance.