

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

This action research aimed to improve students' pronunciation proficiency. This research applied three cycles of action research steps to measure the improvement of students' pronunciation proficiency. Each cycle consisted of three meetings. Having conducted an action research in improving students' pronunciation proficiency using storytelling, I as the researcher found that the application of the storytelling method was very helpful in improving students' pronunciation proficiency.

This research concluded the following important parts:

1. The use of storytelling could improve the students' pronunciation proficiency at TK Islam Terpadu Sabilillah Dompilan. The problem indicators based on the observation can be resolved using storytelling. It could be seen in the pronunciation scores of pre – test and post – test.
2. The analysis of the process showed that the use of storytelling could create interesting, attractive and enjoyable teaching and learning process at the class. The students showed their enthusiasm when they follow the learning process using storytelling. They were become active at the class. Their confidents and motivation in doing the storytelling in front of the class were good and increase

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3. better. It was supported by the analysis of the result of interviewing. The students' improvements in learning pronunciation using storytelling can be seen in the table 5.1.

Table 5. 1. The Summary of Research Finding

Research Finding	Before Action Research	After Research
1. Students' ability in pronunciation	<ol style="list-style-type: none"> 1. Students have difficulties in pronouncing certain initial syllables; 2. Students have difficulties in pronouncing the certain ending syllables; 3. Students couldn't pronounce the name of the things in the picture in correct word stress; 4. Students couldn't use appropriate intonation in telling simple sentence; 5. Students have difficulties in pronouncing linking word in simple sentence. 	<ol style="list-style-type: none"> 1. Students could pronounce certain initial syllables; 2. Students could pronounce the certain ending syllables; 3. Students could pronounce the name of the things in the picture in correct word stress; 4. Students could use appropriate intonation in telling simple sentence; 5. Students could pronounce linking word in simple sentence.
The achievements of the students' test scores	<p>The students' pronunciation proficiency was low. The mean of the pre – test was 42,26</p>	<p>The students' pronunciation proficiency was high The mean of test in cycle 1:54, 26 The mean of test in cycle 2:63, 83 The mean of post – test 3: 75,13</p>
2. The strength of storytelling in implementing in the research	<ul style="list-style-type: none"> • Students had difficulties in telling the story using English. • Students had no confidents in telling the story in front of class. 	<ul style="list-style-type: none"> • Storytelling method helps students ability in pronouncing certain initial syllables, certain ending syllables, the use of word stress, the use of intonation, and pronouncing the linking words in the simple sentence. • Storytelling method helps students to be more speak up in speaking. • Storytelling method provides more fun and enjoyable learning pronunciation. • Storytelling method creates interactive and alive class atmosphere.
3. The weakness of storytelling in implementing in the research		<ul style="list-style-type: none"> • Time consuming in doing Storytelling method • The need for the teacher to have very strong classroom management skill.

Based on the research findings which were described above, this study found that there were differences before and after doing action research. The research findings covered the following problems: 1) Students' pronunciation proficiency

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improvement, 2) The strengths and weaknesses of storytelling that implemented in the research.

Students' pronunciation proficiency improvement could be seen at the form of the result of students' achievement. Their scores of post – test in every cycle were higher than pre – test score. It meant that the learning of pronunciation using storytelling was implemented.

The strengths and weaknesses of storytelling in implementing in the research were occurred in the research. The strengths of storytelling in implementing in the research were; 1) Storytelling method helps students ability in pronouncing certain initial syllables, certain ending syllables, the use of word stress, the use of intonation, and pronouncing the linking words in the simple sentence; 2) Storytelling method helps students to be more speak up in speaking; 3) Storytelling method provides more fun and enjoyable learning pronunciation; 4) Storytelling method creates interactive and alive class atmosphere. The weaknesses of storytelling in implementing at the research occurred in the research. Only a few issues occurred in the research those were; 1) time consuming in doing Storytelling method; 2) the need for the teacher to have very strong classroom management skill.

From the strengths and weaknesses above, it could be seen that storytelling was implemented well in the research and could improve the students' pronunciation proficiency in the English teaching and learning at the class.

B. Implication

The result of the research showed that teaching English using storytelling can improve the students' pronunciation proficiency, particularly for students at TK Islam Terpadu Sabilillah.

In conducting the research, there are many activities that have been done to grasp better achievement in pronunciation proficiency and students' motivation in learning English. Hindering aspects of the research were: 1) time consuming. The limitation of time implies that storytelling method needs good time management. In managing the time, teacher is suggested to consider planning the quality time in applying storytelling method; 2) the need for the teacher to have strong classroom management skill. Teacher as the model in the learning process is needed to manage the classroom particularly to the students for more creative in order that the students could enjoy the learning without feel uncomfortable that made them do some particular things to grasp teacher attention.

According to the result of the study, the implementation of storytelling was able to improve students' pronunciation proficiency. This can be as a reference for the teacher in improving the effective method for teaching and learning English to improve the motivation and achievements in learning English, especially learning pronunciation.

C. Suggestion

Based on the experiences of the researcher during the action research, the researcher proposes some suggestions for the betterment of students' pronunciation proficiency as follows:

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1. For the teacher. Storytelling method is one of the methods to teach young learner.

In the research, there are some activities in the method that can be applied in learning process. Teacher can do all the activities interactively, fun, and enjoyable. It can be implemented in speaking skill particularly in pronunciation.

Teacher who teaches pronunciation for kindergarten students is suggested to speak to them slowly and clearly. Storytelling method could not applied when the teacher speak fastly. Students could not grasp the teacher's story. It is confusing for them to learn pronunciation. For teacher who would apply the storytelling method at the class, there are some suggestions in implementing the method. Teacher is suggested to consider for explaining the steps in doing the method carefully. The steps in implementing the method were provided in the teaching step in the research. The other suggestion for the teacher is consider for guiding the students patiently because kindergarten students need special treatment in teaching and learning process. In explaining the steps one by one, it could help the students understand to learn pronunciation proficiency and help the students to pronouncing the certain initial syllable, certain ending syllable, word stress, the use of intonation, and pronouncing the linking word appropriately.

2. For the students. Students are suggested to learn pronunciation using Storytelling method. The method could apply the enjoyable and fun learning process. Their pronunciation learning process could be done actively and creatively. Even though English as a foreign language seems difficult to learn, Storytelling method provides some activities that help them learn English particularly in pronunciation easily. The motivation and willingness in learning pronunciation will increase.

English as a foreign language seems difficult to learn if there is no willingness and motivation to learn it, in order to have higher motivation in learning they need encouragement and interesting instrument in teaching and learning process. Students who are taught by using storytelling method could be active and creative in learning English especially in learning pronunciation. Students can understand to pronounce the words in English by using storytelling. Students can improve their pronunciation ability by using storytelling. It helps them to pronounce the words in English correctly and can memorize it until they enter the highest level of their education.

3. For the School. School as an institution of education could provide appropriate facilities to support the teaching and learning process especially in learning English, in order that the teaching and learning process can run effectively. The material in doing storytelling for the teacher and the students is easy to gain. Kindergarten students need to learn with learning instruments. They could learn Storytelling with some instruments in order to grasp their ability in applying the method easily and interactively.
4. For the other researcher. The other researchers can get a valuable experience for doing better action research in the future. The other researchers can use this research as additional resources to conduct research about pronunciation proficiency. In this research, storytelling method has various activities that able to spread more for further research. The other research could overcome more problems in applying storytelling method to learn pronunciation proficiency. The findings also suggested the other researcher need support from schools and

collaborator teacher to conduct the research. In conducting storytelling method to kindergarten students, the other researcher is suggested to acknowledge the students characteristic in learning process in order to achieve better research.

