V. CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusion of the result of the research and also the suggestions from the researcher to the other researchers and English teachers who want to try to apply storytelling in teaching vocabulary.

5.1. Conclusions

After conducting the research in the B2 Class of Bunga Mayang Islamic Kindergarten School Bandar Lampung and analyzing the data, the conclusions are drawn as follows:

1. There was significant improvement of the students’ vocabulary mastery after being taught through storytelling. It was proved by the increase of the students’ mean score in the post-test which was higher than in the pre-test. Their post-test score increased from 40.62 to 55.62 in which the gain was 15 specifically.

2. There were several factors contributing to the effectiveness of the storytelling: the stories’ selection, the use of story aids and the words’ repetition in the stories.

3. There were some problems the students faced in learning vocabulary through storytelling which could be divided as follow:
a. Problems from students:

- Understanding the story
- Memorizing the number of vocabularies
- Understanding what words the teacher said
- Pronunciation

b. Problem from materials: too many difficult words.

5.2. Suggestions

Based on the result, it can be concluded that storytelling was effective in improving students’ vocabulary mastery, so it can be used as an alternative teaching method in teaching vocabulary. There are some suggestions regarding the use storytelling in teaching vocabulary to young learners.

- **For teachers**

There are some suggestions for the teachers who want to apply the storytelling in the classroom as an alternative teaching method.

Relating to the selection of the story, the selected story must be suitable with the teaching materials, students’ level and age. The story must not be too long, so that the story can be repeated again and again in the allocated time until the students understand it well. In addition, the words and sentences in the story must not be too complex. The familiar words and short simple sentences may enable students to understand and grasp the words meaning more easily and it may reduce the students’ confusion.
With regard to the story aids used in storytelling, such as pictures and gestures, the pictures used must be clear and attractive, so that those pictures will be very helpful for the students’ understanding to both the words’ meaning and the story itself. Then, if the storyteller uses gestures, the gestures must be understandable and cover the meaning of words intended.

- **For the next researchers**

The following are some suggestions for the next researchers who are interested in doing research on the use of storytelling in English teaching.

Regarding the subject of the study, the next researchers may involve two classes, a class as an experimental group and the other as a control group so that the result can be compared between the two classes.

Relating to the language aspect, the next researchers may do the study on the use of storytelling in other language aspects, such as grammar, listening, speaking, reading, and writing.