

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Conclusion is drawn by researcher, after she finished the previous chapters. The conclusions as the result of the study on stimulating students' oral use of simple past tense through storytelling of VIIIA (Experimental Class), VIIIB (Control Class) and VIIC (Try out Class) students of MTs Sumber Payung Bataal Barat Ganding Sumenep Madura in 2009/2010 academic year.

Based on the hypothetical test and discussion of the data analysis in the previous chapter, the conclusion can be drawn that the teaching of simple past tense through storytelling in order to stimulate students' oral is more effective at VIIIA and VIIIB students of MTs Sumber Payung Bataal Barat Ganding Sumenep Madura. The conclusions are:

1. The mean score of pre-test of experimental class (the students who are taught using storytelling) is 69.66 and control class (the students who are not taught using storytelling) is 63.97.
2. The mean score of post test of experimental (the students who are taught using storytelling) is 78.62 and control class (the students who are not taught using storytelling) is 68.79.
3. There is difference in oral use of simple past tense achievement score between pre-test and post test score of experimental class. It is showed of the mean score of post-test is higher than the mean score of pre-test ( $78.62 > 69.66$ ).

Based on the t-test with standard of significant 5%, it is found  $t_{count} = 3.35$  with  $t_{table} = 2.003$ . Because  $t_{count} > t_{table}$ , so there is real difference between results of the study of stimulating students' oral use of simple past tense through storytelling and stimulating without storytelling as a

medium. Consequently based on the testing, the process of learning English using storytelling as a medium is effective.

4. Furthermore, the application of the storytelling in the classroom can be seen from the students' score, observation and interview result. For the observation result, it can be said that the activities of control class are not as good as than experimental class. Besides, the interview result showed that the use of storytelling can motivate students' in learning English especially in oral production (tell past experience), and able to give spirit for students and they more confident to speak in front of their friend. As a result, the application of storytelling is good rather than conventional method.

## **B. Recommendation**

This research has found out the description students' score and achievement at MTs Sumber Payung Bataal Barat Ganding Sumenep Madura in grammar test orally.

Based on the result of this research with positively indicates that there is positive effect of using storytelling as a medium in teaching grammar (simple past tense). Some suggestions for the teaching learning English are proposed as follows:

1. Theoretical Frame Work
  - a. This research is hoped to give a contribution for the teachers to create enjoyable, fun and interesting situation in learning such as storytelling in teaching grammar especially in simple past tense.
  - b. Storytelling can be a new media in teaching grammar (simple past tense) in MTs Sumber Payung Bataal Barat Ganding Sumenep Madura.
2. To the teachers
  - a. In English language teaching and learning at Junior High School, the teacher try to create enjoyable, fun and interesting situation as possible as the teacher can.

- b. The creativity of the English teachers is needed in teaching English, as their duties to transfer the knowledge of English to the students, consequently the students can easily receive and understand the material given.
  - c. It is necessary for English teachers give motivation to the students in teaching learning English.
  - d. To give contribution to English teachers that teaching grammar (simple past tense) using storytelling as a medium is more interesting.
3. To the students
- a. The students will memorize and understand the simple past tense and implement it in speaking easily.
  - b. Storytelling motivates students to improve their ability in speaking (tell their past experience).
  - c. To improve the English mastery, the students have to use their memory in order to get a better achievement in mastering English vocabulary.
4. To the readers

This thesis is hoped to be useful for the reader. They are able to know that using storytelling as a medium in teaching simple past tense is more effective. And it can be used as an appropriate method in teaching grammar.

### **C. Closure**

Thus, this thesis is served to the readers. The researcher realizes that this thesis is still less perfect, so that, in order to make it perfect, any suggestions and criticisms are hoped. As a result, This research is hoped to be useful for the researcher and for the readers in general.