

CHAPTER 5

CONCLSION

When learning English, teachers need to adopt strategies to facilitate learning for both teacher and students. In the implementation teacher used storytelling and role play strategies. According to the researchers' observations of many sessions held during English speaking teaching, the teacher introduced the class at meeting-1 by explaining the subject that would be studied that day. The teacher conducts an introduction and then directly provides relevant material for discussion. Students are asked to remember something of a tourist attraction they have been to and tell it to their classmates. The material provided by the teacher relates to the one in their book (facilities from the school). By memorizing and telling things that students experience, it shows the existence of storytelling strategies. So in the first meeting, it can be shown that the teacher uses storytelling strategy for teaching speaking in meeting-1.

In the meeting-2 the teacher introduced the class by explaining the subject that would be studied that day. The teacher conducts an introduction and then directly provides relevant material for discussion. Students are asked to remember something about a tourist attraction they have been to and tell their classmates. The material provided by the teacher relates to the one in their book (facilities from the school). By memorizing and telling things that students experience, it shows the existence of storytelling strategy. So in the second meeting, it can be shown that the teacher uses storytelling teaching strategy in meeting-2.

In the meeting-3 the teacher also introduced the class by explaining the subject that would be studied that day. By dividing students into several groups, teacher defined students into five groups in each group consist of six students. Teacher gave the students the characters as following the script that they will memorize and play. In this activities acting is the main learning process. As the learning process, teacher wants to make students do a dialogue with an acting activity. In this practice clearly known as a role play strategy.

In the last meeting that researcher observed, in meeting-4 the teacher also introduced the class by explaining the subject that would be studied that day. By dividing students into several groups, teacher defined students into five groups in each group consist of six students. Teacher gave the students the characters as following the script that they will memorize and play. Same as the previous meeting that teacher also used role play strategy in teaching speaking. Interview conducted by researcher with the teacher of the relevant subject, it was identified with reasonable accuracy from the conducted interviews. The teacher used role play to increase students' interest in speaking or interacting in English. In the interview, the teacher clearly disclosed several of his strategies. The teacher claimed that role-playing and storytelling are two main strategies used to teach English speaking.

With the several activity such as questioning to check for understanding, getting students working together, speak in front of their friends, and plenty of practice. The lesson goals of the teacher is to make sure that students will understand the material as the purpose of the lesson. The storytelling and role play strategy help the students to be easy understanding the material because they can practice through it. Many students think that speaking English is difficult because they have to memorize the right pronunciation, so the teachers give enough time for students to understand, pronounce the right words and practice the lesson to make sure that they have understood the subject.

Students will be easier to learn pronunciations and confident to work with their friends in doing a task or practicing speaking English such as role play activity. The feedback from the teacher is also important to stimulate the students to speak English and must be practice a lot that is why plenty of practice will make the students familiar with speaking English. From students that to embarrassed in doing speaking activity they now gain the self-confident to speak in public. Because of the students error in pronouncing words, they do not have self-confidence but when they start acting and telling stories about specific topic, they gain some self-confident and they found out that acting or role playing is a fun thing to do because it's not all about a perfect pronunciation but also increasing speaking skills through fun game, sharing experiences and also teacher evaluation.

The use of storytelling strategies and role play in first-grade students in SMK Pembangunan Nasional Bekasi has different responses to the strategies implemented by teacher. The use of storytelling and role-playing strategies resulted in 83.3% of students agreeing that using storytelling and role-playing strategies to increase their interest in speaking English. The strategies not only increased the students' interest in speaking English, but 66.7 % of them also feel that they made them talk more actively. They become more active in learning to speak English through enjoyable activities and expression programs. The kids claim that the strategies are really helpful to them. It was determined that 70% of students agree that the strategies make them feel the benefits and communicate their thoughts and opinions.

As the result of the questionnaire 76.7% students agree that the strategies make students become more skilled. 66.3% of students agree that the strategies can make them easily remember the material and they are able to improvise ideas during role-playing and storytelling. 66.7% of students agree with this statement. They understand the material better when the teacher uses storytelling and role play strategies in teaching speaking. By applying storytelling and role-playing strategies, 60% of students no longer experience difficulty when learning to speak English. Make it even easier for them to participate in the lessons that their teacher is instructing. In fact, 53.3% of students do not believe that the strategies has made them depressed. Evaluations and feedback make teacher easier to solve problems. The impact of role-playing encourages students in learning more actively by generated new ideas and 66.7% students motivated to explore themselves.

In conclusion, storytelling and role play activities are well accepted by students. When teaching English speaking, role playing and storytelling strategies are success to get students' positive responses. Students liked their teachers' teaching methods, as seen by their responses. Due to the fact that this strategy is very beneficial for English language teaching and learning activities at SMK Pembangunan Nasional Bekasi.

Based on the analyses presented in this term paper, I hope and expect that this term paper will provide a generous overview and will help people in general. To end this chapter, I provide several suggestions for teacher to improve his strategy in teach students how to speak English so that they are excited when they speak English. Repeated strategies can be boring for students and may find it difficult to learn English. Also suggestions for students is students must study hard and practice speaking in order to communicate well in English, they should not be afraid to express themselves and students should not be scared of making mistakes. From the suggestions that have been given to teacher and students, the researcher also prepared suggestions for further researchers. Further researcher are expected to obtain a several supporting data from any source to enhance and strengthen your analysis.

