

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is organized into two sections: the first section summarizes the conclusions of the study based on the previously presented findings and discussions, while the second section offers recommendations derived from the research results.

5.1 Conclusion

Based on the findings and discussions presented in the previous chapter, several conclusions were drawn to answer the research questions of this research. First, the implementation of storytelling in teaching vocabulary to fifth-grade students at SDN Sindang 01 was carried out in three main stages: preparation, performance, and reflection. In the preparation stage, the teacher selected appropriate stories, simplified difficult vocabulary, and prepared visual aids such as pictures to support understanding. During the performance stage, the teacher told the stories with expression, varied intonation, and gestures, while repeating key words to ensure that students noticed and remembered them. In the reflection stage, the teacher reviewed the vocabulary, asked comprehension questions, and used interactive games to reinforce learning. These findings confirmed Bunanta's (2005) three-phase model of storytelling and also supported Thornbury's (2012) argument that repetition and meaningful context improve vocabulary learning. Furthermore, the findings were consistent with Alterio and McDrury's (2003) claim that storytelling is engaging and reflective, as students showed enthusiasm and active participation during the lessons.

Second, despite the overall success of storytelling, the teacher encountered several challenges in its implementation. Instructional challenges appeared when the teacher struggled to select vocabulary that matched the students' levels, managed limited time, and adjusted lessons to different abilities within the class. Classroom management challenges were also observed, as some students were easily distracted, while others became passive during the storytelling sessions. In addition, technical and resource challenges were experienced due to limited facilities, such as the unavailability of projectors and speakers, which reduced the use of multimedia. These challenges reflected the concerns noted by Thornbury (2002) about difficulties in vocabulary instruction, Ur (1996) about mismatches between form, meaning, and use, and Agustina (2016) about the practical problems of sustaining students' attention and dealing with limited resources.

Third, the teacher applied several coping strategies to overcome these difficulties. To address instructional challenges, the teacher simplified vocabulary, focused on familiar words from students' daily lives, and used visual aids to clarify meaning. To deal with time limitations, the teacher shortened stories and prepared alternative activities. For mixed-ability learners, the teacher used warm-up tasks to assess prior knowledge and provided different levels of support. Classroom management problems were handled through ice-breaking activities, interactive questioning, and positive redirection of misbehavior. Resource limitations were managed by creating manual alternatives, such as hand-drawn pictures or printed illustrations.

Finally, evaluation was carried out through reflective questions, games, and retelling activities to check students' understanding and retention. These strategies supported Thornbury's (2012) emphasis on recycling and contextual reinforcement, Nation's (1994) view on the importance of repetition and varied practice, and Agustina's (2016) findings on the role of classroom interaction.

In conclusion, this research revealed that storytelling seemed to be an effective and enjoyable way to teach vocabulary in an elementary school setting. The approach created an interactive learning environment that encouraged both comprehension and engagement. Although some challenges were faced, the teacher's creativity, preparation, and flexibility allowed these obstacles to be overcome. The study therefore suggested that storytelling could be considered a sustainable and practical method of vocabulary instruction, even in schools with limited resources.

5.2 Suggestions

5.2.1 For Teachers

Teachers were suggested to keep using storytelling as one way to teach vocabulary, especially for young learners. Storytelling gave students context, repetition, and fun, which helped them remember new words better. However, teachers needed to prepare well, such as choosing stories that matched the students' level, preparing pictures or other visual aids, and giving enough time for practice. Since some classroom problems were found, teachers were also advised to use games, group work, and ice-breaking activities to keep students active and focused. Teachers were encouraged to

be creative and flexible, especially when school facilities were limited, by making their own teaching aids when needed.

5.2.2 For Students

Students were suggested to be more active during storytelling activities. They needed to listen carefully, join in discussions, and try retelling the stories to improve their vocabulary. Because learning vocabulary required practice, students were also advised to review the stories at home, practice with friends, and use other resources like books or language apps. By doing this, students can become more confident and learn to study English more independently.

5.2.3 For Researchers

Researchers were suggested to study storytelling in different situations, such as in other schools, with different grade levels, or with more participants, so the results could be compared. They could also study the long-term effects of storytelling, such as how it can influence vocabulary retention and students' motivation over time. Other hopefully, researchers were advised to explore digital storytelling or multimedia support, since the use of technology might make storytelling even more effective.