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CHAPTER V

THE CONCLUSIONS AND RECOMMENDATIONS

V.1 Conclusions

This chapter deals with the conclusions and recommendation that could be drawn on the basis of the data analysis and the findings of the research. Having analyzed the data shown in the previous chapter, some conclusions are taken as in the following:

1. There was no significant difference of students' listening comprehension pre-test mean scores between the experimental group and the control group of the tenth year students at MAN 1 Pekanbaru.
2. There was a significant difference of students' listening comprehension post-test mean scores between the experimental group and the control group of the tenth year students at MAN 1 Pekanbaru.
3. There was a significant difference between students' listening comprehension pre-test and post-test mean scores by using story-telling of experimental group of the tenth year students at MAN 1 Pekanbaru.
4. There was a significant difference of students' listening comprehension between the pre-test and post-test mean scores by using non-story-telling of the control group of the tenth year students at MAN 1 Pekanbaru.
5. There was no significant difference of students' speaking pre-test mean scores between the control and the experimental groups of the tenth year students at MAN 1 Pekanbaru.

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6. There was a significant difference of students' speaking post-test mean scores between the experimental group and the control group of the tenth year students at MAN 1 Pekanbaru.
7. There was a significant difference between students' speaking pre-test and post-test mean scores by using story-telling of the experimental group of the tenth year students at MAN 1 Pekanbaru.
8. There is a significant difference between students' speaking pre-test and post-test mean scores by using non-story-telling of the control group of the tenth year students at MAN 1 Pekanbaru.

V.2 Implications of the Research

To improve the students' listening comprehension, particularly and speaking, the teacher has to be able to use teaching strategies which are effective, efficient, and relevant with the need of the students in order to achieve the target determined by the curriculum. Story-telling is one of the teaching strategies considered to be effective, efficient, and relevant with the students' needs. This strategy aims to help the students to be able to speak well, strengthen, recall the information being learned, to gather ideas, quickly and to summarize the ideas or information obtained.

The findings of the research bring some implications especially in the teaching and learning process as in the following:

1. This research has implication on students' listening comprehension and speaking ability. By using story-telling, the students can speak fluently like having a conversation with a friend or a classmate.

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- 2 Storing-telling is of the teaching strategies that could be applied in teaching English as a foreign language by considering the student level that suits the strategy.
- 3 English teachers need to bear in mind that story-telling is not the best teaching technique to be used as there are other techniques that are considered appropriate to be applied. Story-telling is only one of suitable techniques or strategies to be used that may suit the students' need.

V.3 Recommendations

In conjunction with the results of the study, a number of recommendations are provided especially for the following persons:

1. For the students

It is suggested that students use story-telling to improve their listening and speaking skills. By so doing there is an interaction between the speaker who is telling the story and the listeners who are listening to the story. Both speaker and listeners in turn can exchange their position as speakers and listeners so that their English could be improving.

2. For the teacher,

It is recommended that English teachers keep on applying story-telling strategy in their teaching and make sure that all students participate in listening and speaking activities according to the time allocation for both skills.

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3 For the schools

- a. It is recommended that the schools through their English teachers always pay attention the benefits of using story-telling in teaching as it is beneficial to both teachers and students to make the class alive. Therefore, teachers under the school management need to include story-telling in their lesson plans (syllabus) as one of the techniques to develop student skills in listening and speaking.
- b. Those who are interested in doing further research on English teaching are recommended that they carry out research on other teaching strategies other than story-telling so that teachers are equipped with various teaching techniques to improve student ability in using the language.