

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter presents a summary of the research findings and provides suggestions derived from the study's results, comprising two main sections: (1) Conclusion; and (2) Suggestions.

#### **5.1. Conclusion**

The results of this research show that EFL Learners at Universitas Jambi who took part in the English storytelling contest had several problems and also used several strategies to deal with them, as well as the impact of participating in the storytelling contest in developing aspects of speaking skills in English.

After conducting interviews with the two participants, the researcher found four problems that participants faced as storytellers in the storytelling contests, including lack of vocabulary with the sub-theme foreign language issues, anxiety with the sub-themes performance anxiety and social comparison, and developing techniques with the sub-themes character portrayal issues and voice modulation issues.

Apart from that, several problem solutions were also found that were carried out by participants in dealing with these problems, namely by improving the vocabulary, adaptation of voice, self-control, and seeking guidance. This problem-solving is supported by learning strategies for developing speaking skills, which consist of two types, namely direct learning strategies and indirect learning strategies. Direct learning strategies consist of memory strategies, cognitive strategies, and compensation strategies. Meanwhile, indirect learning strategies are divided into

metacognitive strategies, affective strategies, and social strategies.

The final part of the study answers that through the experience of participating in a storytelling contest, participants can bring benefits in developing the ability to master aspects of speaking skills. Apart from that, it also encourages self-confidence, deepens understanding of grammar and vocabulary, which will help them in everyday communication situations, especially in an English-speaking environment. In the end, by participating in this activity, as EFL Learners the opportunity to improve themselves, not only as a good storyteller, but also as an individual who is more confident and thinks critically.

## **5.2. Suggestions**

The findings of this study were based on the experiences of only two participants from the same semester, specifically examining their high school experiences in storytelling contests. Due to the limited number of qualified participants, the researcher suggests that future researchers should directly involve high school students currently engaged in storytelling contests or university students who have previously participated in storytelling contests at university. By conducting direct interviews with high school students, the data will be more valid because they can remember what they experienced better than when asking university students to remember their experiences when taking part in storytelling contests while in high school.