

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents about conclusion and suggestions to the English teacher and to the students of senior high school, in general, to use language laboratory properly to enhance their listening comprehension and their English as well.

5.1 Conclusion

Based on the findings, the following conclusion can be drawn.

1. The teaching techniques used by the teacher in language laboratory to teach listening for the First Year students of SMA Wachid Hasyim 1 were presented in a good order. even with some weaknesses related to the teacher's creativity in creating the tasks for the students and the teacher that was too textbook oriented in teaching listening in the language laboratory.
2. Based on the data and questionnaire. The language laboratory can be used as a stimulus or as a medium for teaching English. Since the students gave positive responses to the use of language laboratory and when they have chances in practicing their listening ability in the language laboratory. The students feel that they had made progresses in their English during the teaching learning activities in the language laboratory. The progresses that they made are useful for them in terms of comprehension activity. Moreover, the materials are easy since they can be found in daily life. The combination between a good medium and interesting materials will make the students enthusiast in following the listening activities.

3. Language laboratory as one of many kinds of stimuli or as a medium in teaching English, generally, and listening, specifically, has some advantages. First, for the students, they can get individual attention from the teacher. They have privacy to make mistakes without embarrassment. Second for the teacher, they can easily control the class from her place, the teacher can get the materials easily such as from the newspaper, radio broadcast and daily conversations from western movies or television programs, which can be adjusted with the curriculum. In the other hand, the weakness of the language laboratory is on the usage. Most of the students are still incapable in using the language laboratory.

5.2. Suggestions

The writer tries to give some suggestions to the English teacher and to the students.

5.2.1. To the English teachers

Knowing that the language laboratory is a new machine, teachers must learn how to use it well. They have to master it, so they can tell the students correctly in usage. The teachers should be creative in finding good materials. The materials should encourage active learning, reflect students' interest, and suit the curriculum in the school.

The teachers should make a great effort to help the students, but not dictate them what they have to do, because most of the materials are spoken by native speakers of English.

Materials give a lot of contribution for the language teaching. Without materials, teachers cannot give meaningful activities for the students. With them, teachers manipulate students with well-planned steps. Furthermore, students are probably motivated to learn due to the interest that the materials offer.

In this chapter, the writer wants to offer the materials dealing with listening for comprehension. According to Ur (1984:47) materials for listening comprehension is divided into four parts. The first comprises Exercises where the learner simply listens without necessarily making any overt response. The second, a minimal (usually non verbal) response required to demonstrate understanding. The third, the responses are more extensive and may involve reading, writing and speaking, and some thinking out of problems. The last, listening takes its place as only one (albeit fundamental) skill used in fairly demanding fluency and study tasks. Dakin (1973) says that there are three purposes of comprehension exercises: (1) The student is intended to understand a text; (2) The student is made to show that he has understood, (3) The student must be trained to infer the most likely sense of questions on the text. Comprehension exercises thus involve, and become entangled in, the problem of production, just as production exercises involve, and become entangled in, the problems of comprehension.

5.2.2. To the Students

The students should listen not only in the language laboratory, but also from their daily life. They have to practice by themselves by listening to an English radio broadcast or television programs in English. They have to try to find out the new words that they found in the listening process, because most of the materials are spoken by native speakers of English. They study English for their own future, in other words, the quality of their English depends on how hard they practice their English.

5.2.3 To the Next Studies

The writer tries to give some suggestions for the next researcher, such as:

1. Discuss further about the teaching listening activities in the classroom and in the language laboratory.
2. Observe more than three times observations.
3. Variation of material presented.

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