

CHAPTER V

CONCLUSION AND SUGGESTION

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After having done the analysis of the data found in this chapter, the writer will present the conclusions and suggestion.

5.1 CONCLUSION

Based on the result of the analysis, this study has come to the following conclusions:

1. It is good for the teacher to find an alternative technique in teaching listening. Three - stage activities in teaching listening which she has implemented, is one of the alternatives. It has been proved that the implementation improved students' ability in comprehending listening. In chronological order, she elaborated the improvement as follows:
 - The types of activities in pre – listening activities she used during the study such as: introducing the title of the topic that will be learnt, introducing the difficult words, guiding questions, and prediction, increased the students' listening comprehension.
 - The types of activities in while – listening activities used during the study such as: listening for a gist, giving 5 minutes pause before listening, also increased their comprehension in listening.

- The types of activities post – listening activities are: summaries, oral presentation, vocabulary work, and oral practice gave significant improvement in students' listening comprehension.

5.2. SUGGESTIONS

After doing the observation and analyzing the data, the writer would like to give some suggestions:

1. The material of listening test in National Examination especially at Vocational School adapted from TOEIC listening test. Based on the students' lack in the fourth part of the listening test, the writer has conducted approaches in teaching listening. By doing it, she hoped that there would be better score in this part. Indeed, the success of students listening test does not depend on only the students' motivation, attitudes and their active participation during teaching learning process, but also on the teacher who has important role in students' achievement. Though not all the problems in listening can be overcome, she tried to suggest that the teacher should provide the students with suitable listening materials, background and linguistic knowledge, enabling skill, pleasant classroom conditions, and useful exercises to help them discover effective listening strategies. Here are some solutions that teacher can do to help students master the difficulty:

- Problem with content/ material:

- Administrate the listening material that usually are used in listening test based on TOEIC part four and teach it regularly at least twice a week. It was true that it is difficult for students to identify the different voice and cope with frequent overlaps. The regular practice with certain topic can create good perception.
- Design task-oriented exercise to engage the students' interest and help them learn listening skill subconsciously. As Ur (1984:25) has said: "Listening exercises are most effective if they are constructed round a task". It means the students are required to do something in response to what they hear that will demonstrate their understanding. Some tasks are developed into three stages: pre-listening, while listening and post-listening activities. The types of pre listening activities are such as: brainstorming, mind-mapping, discussion, games, guiding questions, picture, prediction, skimming or quick writing. The types of while listening activities are: listening with visual, filling in graphs and charts, following a route on a map, checking off items in a list such as true/false, listening for a gist, searching for specific clues to meaning and completing cloze exercises. The types of post-listening activities are: Short written texts, summaries, oral presentations, role play, language analysis, vocabulary work,

group sharing, and oral practice. Compared with traditional multiple-choice questions, task based exercises have an obvious advantage, they not only test the students' listening comprehension but also encourage them to use different kinds of listening skills and strategies to reach their destination in an active way.

- Provide students with different kinds of input, such as lectures, radio news, films, TV plays, everyday conversation, English songs and many others topics.
- Problem with speaker
 - Give practice the distinct vocabulary in order to help students get used to the acoustic forms or rapid natural speech. It is useful to find rapidly utterance and ask students to imitate native speakers' pronunciation.
 - Make students aware of different native speaker accents. Because the American accent is quite different from the British and Australian. Therefore, it is necessary to let students deal with different accents especially in extensive listening.
- Problem with listener
 - Provide background knowledge and linguistic knowledge such as: complex sentence structures, colloquial words, and expressions , as needed.

- Give and try to get as much feedback as possible.

Throughout the course the teacher should bridge the gap between input and students' response and between the teacher's feedback and students' reaction in order to keep the activities purposeful. This not only promotes error correction but also provides encouragement.

- Help students develop the skills of listening with anticipation, listening for specific information and inference, listening for intended meaning, listening for attitude.

2. As teaching listening was rarely conducted in the writer's school, she realized that the condition influenced the result of the research. Therefore the study was also far from being perfect. For students who are interested in the same research, the writer suggests that the research should be conducted longer than the writer did. The more the research was conducted due to the cycles, the valid result could be achieved.

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