CHAPTER 5
CONCLUSION AND SUGGESTIONS

This chapter consists of two parts. The first part presents the conclusion of the thesis. It sums up the main points that have been discussed in the previous chapter. The second part deals with some suggestions that hopefully will be useful for developing the teaching of English especially in improving listening and speaking ability.

5.1 Conclusion

As an important component in the process of mastering second language, learners ought to make time practicing both listening and speaking skills. Adequate listening skill benefits learners in performing speaking proficiency. These two skills are supplementary in learning process. Not only in academic atmosphere, listening skill is implemented in daily conversation to refrain one from miscommunication. Furthermore, speaking skill provides opportunities to express ideas and insights as a way to share positivity and encouragement.

Çelik and Yavuz (2015) affirm that each language skill is associated to one another. Each skill cares for its development. To block the possibility of chaos among skills in the process of learning English language, it needs a successful practice and evaluation. Understanding that each skill has relations guides both educators and learners in learning and practicing each skill more effective and productively. The

writer is interested in investigating these two skills and pleased with the positive result.

This thesis was written in attempt to find out whether there was a positive correlation between listening achievement and speaking achievement of the English Department students of Widya Mandala Surabaya Catholic University in the academic year 2016-2017.

Forty students of Widya Mandala taking Listening A, Listening B, Listening C and Speaking A, Speaking B, and Speaking C of English Department students in the academic year 2016-2017 were used as the sample of this study.

This study used the formula of Pearson Product Moment to find out the correlation between the two variables. After analyzing and examining the result of the study, the writer finally drew conclusion that:

1. Since $/r_{xy}$ calculation$/$ = 0.90 > r table, there is a very high positive correlation between Listening A and Speaking A.

2. Since $/r_{xy}$ calculation$/$ = 0.94 > r table, there is a very high positive correlation between Listening B and Speaking B.

3. Since $/r_{xy}$ calculation$/$ = 0.95 > r table, there is a very high positive correlation between Listening C and Speaking C.

It proves that the value of Correlation Coefficient is bigger than the critical value of r Product Moment. Based on the research finding in the previous chapter, it can be concluded that there is a very high positive correlation between listening

achievement and speaking achievement of the English Department students of Widya Mandala Surabaya Catholic University in the academic year of 2016-2017.

Speaking ability is not only useful for communication but also for expressing emotions, sharing experiences, and delivering knowledge. In academic atmosphere, especially in classroom situation, students' participation contributes a lot to success in language learning. According to Manurung and Mashuri (2017), to develop oral language actively, interactive participation during teaching and learning process calls for various practices and training opportunities. This will support both teachers and learners to take part in the activities. It happens as teachers give instruction and students listen as well as when students share their thoughts and teachers pay attention and listen.

Therefore, the writer summarizes that listening achievement and speaking achievement are positively correlated. It is indeed important to practice these skills as supported by Chartain (1976 in Anita, 1998) who points out by saying that listening skills act as the basis for developing speaking. In other words, it is said that oral communication only happens because of many practices both listening and speaking.

In addition, Bashir et al. (2011 in Manurung and Mashuri, 2017) note that the more practice and opportunities provided to language learners to use the language being learned, the better they will be on the development of the language skills.

5.2 Suggestions

In line with the interpretation of the data and the above conclusion, the writer would like to propose the following suggestions:

1. For teachers

   For English teachers, it is suggested that the listening and speaking teachers should work together intensively to help the students achieve the maximum result of two skills. For example, if the listening teacher is discussing about greeting, then the speaking teacher can also give the students passages of the same topic. In doing so, the students' listening and speaking achievements will support each other.

2. For students

   It is suggested for English language learners to enhance their comprehension in listening and improve speaking skill. The language awareness can be easily accessed nowadays. Learners are advised to watch English speaking movies without the local language translation, listen to English language songs and try to recognize the words or lyrics, and listen to English language reports on either on the radio or television. Learners are also encouraged to practice more speaking such as oral presentation, deliver speeches, and storytelling.

3. For further studies

   It is hoped that future researchers will be more aware about the importance of listening skill and speaking skill. Thus, it is essential to conduct a further

research about the correlation between listening achievement and speaking

achievement with different level of students, different design or materials.

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