

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

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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 will be more useful for developing the teaching of English especially in teaching listening and speaking.

#### **5.1 Conclusion**

This thesis is written in an attempt to find out whether there is any significant correlation between listening skill and speaking skill of the English Department students of Widya Mandala Catholic University academic year 1994-1995

The hypothesis is a positive significant correlation between listening and speaking of the English Department students of Widya Mandala Catholic University academic year 1994-1995.

101 students of Widya Mandala taking listening I until listening III and speaking I until speaking III of the English Department students academic year 1994-1995 were used as samples of this study.

To find out the degree of the relationship between variables, the formula of Pearson Product Moment correlation is used.

After analyzing and examining the result of the study, the writer concludes that:

1. Since  $/r \text{ calculation}/ = 0.4017 > r \text{ table}$ , there is a moderate, significant and positive correlation between listening I and speaking I.
2. Since  $/r \text{ calculation}/ = 0.5864 > r \text{ table}$ , there is a moderate, significant and positive correlation between listening II and speaking II.
3. Since  $/r \text{ calculation}/ = 0.5254 > r \text{ table}$ , there is a moderate, significant and positive correlation between listening III and speaking III.

## 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. The listening and speaking teachers should work together to help the students achieve the maximum result. For example if the speaking teacher is discussing about greeting, then the listening teacher can also give the students passages of the same topic. In so doing, the students' listening and speaking achievements will support each other.
2. The English Department and listening-speaking teachers can ask the students to show their ability in the events such as English Day, drama or singing competition or speech competition to train and reinforce their speaking ability.

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