

## **CHAPTER V**

### **SUMMARY**

This chapter presents the conclusion of the study. Along with the conclusion, some suggestions are also presented.

#### **5.1 Conclusion**

In order to achieve listening objective, English teachers may try to find ways to teach English better so that the students can acquire the language. As a part of language mastery, improving listening skills is very useful in foreign language teaching and learning. Listening can make the students accustom to hear the sounds, listening to the correct pronunciation, stress and rhythm; so that they can understand the spoken message.

Students often fail to recognize the spoken utterances which can actually be understood if they see it in print. The problem appears in the case of the SMUN 1 Pandaan students. They found that listening was difficult because there were too many words that they did not know. As a result, they could not catch the message correctly from the listening materials given.

In this study, the writer wanted to find out whether or not “Strips-of-Paper” technique had a positive effect on improving the competence of students’ listening ability. The writer chose the first semester of SMUN 1 Pandaan at Jl. Dr. Soetomo Pandaan as her sample. The writer used “Strips-of-Paper” as the technique to teach the experimental group and “Fill-in-the-Blanks” technique to

teach the control group. The writer gave a pre-test and post test for the two groups. She wanted to know the listening achievement in the two classes before and after being given the treatment.

After the writer calculated the pre-test, she found that  $t_o$  is 0.35. It showed there is no significant difference in the result of the pre-test between the experimental group (X. E) and the control group (X. D). It means that there is no significant difference in the listening ability between the students taught using “Strips-of-Paper” and taught using “Fill-in-the-Blanks” technique before the treatment. In the post-test, the writer found that  $t_o$  3.08 is higher than  $t$ -table 1.7. It means the difference between experimental and control groups is significant and the achievement of experimental group is higher than control group. It can be proven that the teaching of listening using “Strips-of-Paper” can affect the students’ listening ability and improved their listening achievement. Thus, “Strips-of-Paper” technique is superior to “Fill-in-the-Blanks” technique in teaching listening.

The “Strips-of-Paper” technique is superior in this experiment because it can boost students’ enthusiasm and it supports the mastery of listening micro skills such as: discriminating the distinctive sounds of English, recognizing grammatical systems such as tenses, predicting outcomes, detecting main idea and supporting ideas and understanding new information or given information.

## **5.2 Suggestions**

This part consists of two sub-parts, the first sub part deals with the suggestions for the teaching of listening and the second part is suggestions for further research.

### **5.2.1 Suggestions for the Teaching of Listening**

The success of students in listening comprehension does not depend only on the students' personalities, attitudes, motivations, interests and their active participation during the teaching learning process, but also on the teacher who has an important role in students' achievement and their improvement in learning a foreign language.

From the problems that appear when students learned listening, I suggest that the teacher should give appropriate technique, numerous exercises and consider the students' problem as the guideline to give the exercises because listening cannot be learned in a short time of process.

#### *1. Problems with speed*

The teacher should give exercises by listening to something with gradual increased. For instance, the teacher uses recordings as the material, for the first time, the teacher should give the appropriate text level for the students, including the slower speed of the speaker. Then for the second reading, the teacher can give faster speed to them. At the third listening, the teacher can play the recordings in a normal speed.

2. *Problems with vocabulary*

The teacher should give more exercises about vocabulary since the students' mean of vocabulary is still low. It is better to put vocabulary into its context, so the students can know the meaning of the vocabulary clearly.

3. *Problems with concentration*

Before conducting listening exercises, the teacher should give some background knowledge about what is going to be discussed later in the teaching learning activities. The background knowledge is best given in the pre-activities, so the students can focus their concentration on the activities. This is important, so the students' concentration is not broken up on something else.

4. *Problems with grammar*

In testing the grammatical patterns, the teacher should put them into context, not just testing them whether they know the name of the tenses or not, but it is better to test the grammar with its context included.

5. *Problems with pronunciation*

The teacher should give exercises in pronunciation. Teach the students how to pronounce correctly, or give them the basic exercises like spelling. If the students have some knowledge about pronunciation, at least, they can guess the letters or words they heard from the pronunciation of the words.

6. Song can be used as interesting materials in teaching or testing listening comprehension. Authentic language and real-world tasks enable students to see the relevance of classroom activity to their long-term communicative

goals. Using songs in listening exercises can be intrinsically motivating to the students. They will feel more relaxed and not being forced to learn something.

### **5.2.2 Suggestions for Further Research**

Referring to the result of the data analysis, the writer would like to give the following suggestions:

1. This technique is effective, so it can be used as an alternative for teaching listening in order to help the students improve their listening competence.
2. More elaborate experiment focusing on developing listening micro skills is needed to confirm the results of this study.

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