

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides the conclusions and recommendations based on the result of the study elaborated in the previous chapters.

5.1 Conclusions

5.1.1 Listening Test

Due to the research findings, two students (6.7%) were placed in the basic working proficiency level, twelve students (40%) were in the intermediate proficiency level, nine students (30%) were in the elementary proficiency level and seven students (2.3%) were included in the novice level.

From the data obtained, the students were on the average in the intermediate level (40% students). It means that they can understand explanations related to routine work and understand limited social conversation (TOEIC Can - Do Level).

5.1.2 Speaking Test

The data obtained from the speaking test show that there were four aspects which were involved: pronunciation, accuracy, fluency and comprehension. Based on the data findings, 20% of the students were in the high category, 70% were in the middle category and 10% students were in the low category.

Therefore, the students in the research were on the average in the middle category. In this level, the students were able to use the language fluently and accurately on all levels normally pertinent to professional needs, error in grammar and pronunciation were quite rare, and their comprehension was quite complete at a normal rate of speech.

5.1.3 The Correlation between Listening and Speaking Abilities

According to the data analysis results, it shows that the value of r_{observed} was 0.813 with $p = 0.000$ (sig. (2-tailed)). Since $P < 0.05$, therefore the null hypothesis (H_0) was rejected, or it can be said that there was a significant correlation between students' score of the listening section of the TOEIC and their speaking abilities.

Based on the result above, the research indicated that the higher students' listening score, the better the students' speaking abilities. In addition, generally, students' perspective as indicated in their response to questions the questionnaire supported that the listening section of the TOEIC test influenced their speaking abilities. So, it can be concluded that there was a positive correlation between listening and speaking abilities of the students in one of SMKNs in Bandung.

5.2 Suggestions

On the basis of the findings, some recommendations are addressed to the English teachers and the next researcher. The following are the recommendations

for English teachers, especially in increasing the TOEIC score and in teaching Speaking abilities and also for any researchers.

1. English teachers should have much knowledge in teaching speaking.
2. The teachers should make speaking as a habit for their students through a lot of practice.
3. The teachers should also use various media and interesting strategies for helping students who have difficulties in Speaking.
4. For the next researchers, the research should be conducted in investigating other strategies to help students overcome students' difficulties in speaking abilities.

