

## CHAPTER V

### Conclusions and Recommendations

This study puts forward the conclusions as the answer of the research problems and some recommendations for some relevant purposes. The conclusions are developed on the basis of research analysis and findings taken from observation and interview. Then the recommendations are directed to those who are responsible, interested and willing to accomplish the further study on the same field with the present study.

#### 5.1 Conclusions

In line with the theories, research findings and the interpretation presented in the previous chapter, and then the conclusions of the present study are related to the limitation of the research problems.

For the first research problem, it has to do with the teacher's strategies in teaching listening comprehension. Based on classroom observation data, it can be concluded that the teacher used teaching listening strategies to encourage the students in comprehending the text in the pre-listening, while listening and post-listening stages. In the pre-listening stage, he conducts dictation, activating prior knowledge and gap-filling. Then in while-listening stage, he conducts dictation, detailed information, inferring and gap-filling. In the post-listening stage, he creates Checking and summarising, Discussion, and Deconstructing the listening text.

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From the interview, it is found that he proposes the theorists of strategy based on his knowledge and his experiences in teaching listening. Although he proposes some relevant and unique theorists, his understanding is not comprehensive yet. It is because of lack knowledge and experiences. Therefore, the teacher needs to learn more theories to enlarge their knowledge

The next one from the interview, it is revealed that the teacher's reason for conducting the strategies is to help their students in comprehending the text selection in listening activity. Although he has his own intuitive reason for each strategies used, they are compatible with the theories proposed in this present study. In other words, the teacher's strategies and their reason are in line with the theories given from some researchers who work at the same field in this study.

On the other hand, he had done what he did not mention as his strategies in teaching listening comprehension in the interview. It means that he did not know the theory but he did it in practice since he had experience in doing the activity in the classroom. He also did partly the strategies mentioned in his concepts. It can be assumed that he did the strategies as theory suggested but he did not know to do it. Thus, this condition **has** implicated to his teaching strategies in the classroom; he did not do the strategies in the well-formed of procedures or steps. It means that the teacher of the present studies needs to increase his ability in these two aspects; knowledge and experience, to become the skillful teacher.

The second research problem, it has to do with the type of teaching strategies mostly used in teaching listening comprehension. Based on the data taken from the researcher's field note and observation checklist, from five times

observation can be concluded that the teacher used bottom-up in three meetings, once for top-down and once for interactive strategies in the classroom. It can be seen in detail on the recapitulation of observation checklist in chapter four. In this case the teacher was unconsciously used bottom-up, top-down and interactive strategies in his teaching activity and it revealed when the interview issued the teacher frankly confessed that he has not used any strategy in teaching listening comprehension because he was not interested in teaching listening comprehension and also listening comprehension was not his focus in teaching English to his students. Sometimes he taught listening integratedly with other skills and of course incompletely.

The third research problem, it has to do with the reasons why the teacher used that type of teaching strategy mostly in his teaching listening comprehension. Based on the data taken from the recapitulation of observation checklist and teacher interviews on chapter IV, it reveals that the teacher's reason mostly used bottom-up strategy unconsciously in teaching listening comprehension is that he explained in interviews, he does not have any idea about the strategies in teaching listening comprehension theoretically but practically he uses it in his listening activity in his classroom.

## **5.2 Recommendations**

Based on the conclusions above, this study suggests some recommendations which are addressed to the theorists' enrichment for the teacher of the study, the headmaster or decision makers and to the other researchers.

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**First for the teacher,** he is suggested to enlarge his knowledge by learning some relevant theories which are considered as the strategies for teaching listening comprehension. Second, he is also suggested to have some teaching's trainings in order to get the ideal strategies for teaching several kinds of text. Third, he is suggested to make a framework of teacher's strategies for appropriate texts before teaching in the classroom. Fourth, in applying the framework, it is suggested to expose some instructions about the strategies that will use in teaching listening in order to understand the activity and the listening text selection.

**Second for the Headmaster,** he is suggested to help the teacher of the present study to get some references of theories for teacher's strategies in teaching listening comprehension to enlarge the teacher's knowledge. Second, he is suggested to conduct or let him to follow the training activity for teacher in order to enrich the teacher's experiences in teaching. Third, they are suggested to complete the teaching aids, especially for teaching listening comprehension.

**Third for the other researchers,** the findings of this study can inform other researcher who want to carry out another research in the same field such as teacher's techniques in teaching listening, teacher's motivation in teaching listening, etc. It means that the findings can be used by other researchers as the inputs in conducting another investigation with the similar field of the study.