

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

With regard to the finding of the study, the hypothesis of the study which targeted the effectiveness of using audio storytelling at a private University learners' listening comprehension ability was rejected. The results of the t-test confirmed this analysis. The observed t value calculated by the SPSS was 2.00 while the critical value on the basis of two-tailed significance p-value (0.05) was determined 2.014 (see table 4.4). According to the research question and hypothesis, the results of the study can be discussed, here, to clarify the difference between experimental group and control group performance after five meetings treatment.

The results of the study say that there was a significant development in experimental group's listening comprehension ability using audio story task after the treatment sessions. This development can be defined because of the audio story as a complementary material to classroom activities.

Designing stories to the educational space, as discussed earlier, are considered helpful. However, audio storytelling is strange a bit at initial step. That is, affecting factors can build obstacle and barriers to improving language learning and teaching procedure, especially listening skill. Yet benefiting from the native speakers' performance (stress, intonation, pitch, and rhythm) is something.

Therefore, the teacher actually tried to somehow consider subjects' feelings and prepared them for the task. On the other hand, the control group

using the regular English class also developed at the end of the project. The development in control group is undeniable because the students are expected to improve listening comprehension along with the other skills after they receive five times treatment. However, comparing two groups, the development of the experimental group is statistically more significant than the control group. Therefore, teaching listening can be integrated with audio storytelling task as an effective input to improve learners' listening comprehension ability.

5.2 Suggestion

As the completion of this research, the following suggestions can be given: First, it is suggested that the teachers implement audio storytelling as one technique in teaching English, especially in listening class because it give benefits to students' achievement. It is expected that teachers intending to implement audio story should be creative in finding story for the students to attract the students' attention and interests in listening.

Second, for further exploration, future researchers can extend the investigation on audio story by providing more samples from different settings and contexts. They can also explore the potential difficulties faced by the teachers and students involved in the implementation of the audio story.