

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### 5.1. Introduction

This chapter discusses the conclusions which is concluded from the results of the study. It also provides recommendations for future research on listening comprehension and on another language skills.

#### 5.2. Conclusions

This study investigated the extent of the implementation of extensive listening in improving the students' listening skill and the students attitude toward the implementation of extensive listening. After analysing the data from the pre-test, the post-test and the questionnaires, there are several results from this study:

First, the results of the analysis found that there are differences between the scores in the pre-test and post-test in both experimental and control group. The difference is statistically significant. This can be seen from the result of the analysis by using the Paired Sample t-test, which seeks to find the significant difference between the score in the pre-test and the score in the post-test of each group. The result of the t-test in the experimental group is ( $t = -12.025$ ,  $df = 19$ ) and in the control group the result is ( $t = -4.982$ ,  $df = 20$ ). This means that there is improvement both in the experimental group and also in the control group after series of treatment of listening practise.

Second, there is also a slight difference between the scores of the post-test in the experimental group and the scores of the post test in the control group. Students in the experimental group who received treatment of extensive listening slightly outperformed those who were taught listening only in the classroom. Exposures to listening activities outside the classroom gave the students a little contribution to improve their listening skill. This can be seen from the result of

the t-test analysis ( $t = 2.367$ ,  $df = 39$ ) and the value of the t-observed which is higher than the value of the t-table. This means that the implementation of the extensive listening has positive effect in improving the students' listening skill. This finding supports previous studies on the benefit of implementing extensive listening (Borges Ucan, J.L (2010); Waring (2003); Yonezawa and Ware (2008) to improve the students' ability in comprehending English. This also implies that extensive listening or exposure to listening materials in English could improve the students' listening comprehension.

Third, from the analysis of the questionnaire it can be found that most students answered positively to the statements in the questionnaire. Most students completely realize the importance of studying English and particularly listening skill. They also think that practising listening in their free time enable them to improve their competence in comprehending English. Even though it was also stated that some of the students feel that listening materials in English are difficult which also support previous studies on the students' difficulty in listening (Goh, M. (2000), Yousif (2006), Bloomfield et.al. (2010), and Rubin (2011)), they completely understand that practising listening skills by listening to English songs, short stories, English radio programs and also watching English television program enable them to improve their ability in English.

Considering the findings of the experiment, it can be concluded that even though the students' improvement is not significant, extensive listening or exposure to English listening materials has been proved to have a positive effect in improving the students' ability in their listening skill. Therefore, it is suggested that teachers of senior high schools should encourage the students to listen as much as possible to English listening materials in order to make the students feel ready and confident in facing National Examination and also other examinations that they are going to have.

### **5.3. Recommendations**

After looking at the results and the findings stated in the previous section, it is recommended that foreign language teachers especially those who teach in senior high school should also use and implement extensive listening. There were time limitation during the study so it will be better if the implementation is given to the students longer than the time used in this study. Because the more students are exposed to English listening materials the more they get better in understanding the materials.

Furthermore, it is also recommended for other teachers that they should try to implement other listening techniques such as selective and intensive listening practise which are also beneficial for the improvement of the students ability in comprehending English.

#### **5.4. Further Research**

Further research in this field can be conducted after this study. The first one is a qualitative study, targetting on low achiever students to find out the students' interest and difficulties in implementing the extensive listening. The study shall includes types of research instruments such as observation, interview, and listening test. The second study is a quantitative study which investigate the effect of extensive listening on the students' listening test score. This study shall use listening test which is taken from National Examination and observation as the instrument for collecting the data.

