

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Chapter 5 contains the conclusions and the suggestions of the research. There are seven points as the conclusion of this research and there are three suggestions of this research.

5.1 Conclusions

This research aims at investigating the strategy trained by the instructor in improving the listening ability of the non-English so that they can improve their TOEFL score. After doing the research and analyzing the data, there are 7 points that could be drawn from this research. First, there are 22 strategies trained by the instructor in order to improve his learner's listening ability to answer TOEFL listening section. There are 17 strategies for listening part A, and 5 strategies for listening part B and C. Those strategies were enrolling 8 meetings in 2 months. Second, the instructor trained two until four strategies in one meeting when he taught strategies in part A, and five strategies in one meeting when he taught the strategies for part B and C.

Third, the strategies for part A are divided into 6 general strategies, they are the general strategies for part A, who what and where, negatives, functions, contrary meanings and idiomatic language. Each of the general strategies has specific strategies. First, General strategy of listening to part A contains the strategy of focusing on the second line, choosing answer with synonyms and avoiding similar sound. Who, what and where involves drawing conclusions about who what where, listening for who and what in passive and listening for who and what with multiple nouns. Strategy of negative expression contains listening to negative expressions, listening for double negative expression, listening for almost negative expressions and listening for negatives with comparatives. Strategy of functions includes listening for expression of agreement, listening for the expression of uncertainty and suggestion and listening for emphatic expression of surprise. The strategy of contrary meanings contains listening for wishes and

listening for untrue conditions. Last, the strategy of idiomatic language involves listening for two-and three part verbs and listening for idioms.

Fourth, there are 5 strategies taught by the instructor in order to improve his learner's listening ability so that they can answer the questions in part B and C. The strategies trained in part B and C are similar and taught in one meeting. They are divided into two general strategies; they are before listening strategies and while listening strategies. In before listening strategies, there are anticipating the topics and anticipating the questions. In while listening strategies, there are the strategies of determining the topic, drawing conclusion about who, what, when, where and listening for answers in order.

Fifth, there are three stages of teaching; they are pre-teaching, whilst-teaching, and post-teaching. In pre-teaching, the instructor reviews the previous strategies taught. In whilst teaching, the instructor explains the strategies and gives exercises. And in post-teaching, the instructor emphasizes the strategies taught.

Finally, there are four effects of the strategies on the learners' English ability. The strategies taught can improve the listening ability of the learners and also their TOEFL scores, especially in listening section. In addition, the learners become familiar with the strategies and English spoken text and like English more.

5.2 Suggestions

Based on the findings and conclusion of this research, there are three suggestions that could hopefully help and beneficial to the participants and next researches. First, the data show that it would be better if the explanation of the strategies part B and C were divided in order to avoid confusing and by using variety activities (Ross, 2006, 2007). Some learners argue that they get confused when the explanation of strategies in part B and C explain only one time. In addition, the learners also argue that it would be more interesting if the activities

varied. Then, based on the participants, the number of the learners should not be more than 15 in order to create the effective learning environment so that the instructor can focus on each of the learners.

Second, as the learners suggest, it would be better if each of the strategy training taught were evaluated, whether it was easy to understand and apply or not. Some learners also feel that there are too many strategies should be learned in a short time. Therefore, they felt uneasy somehow. If a strategy could be combined with other strategies, it would be better so that they could focus on fewer strategies and more exercises. Finally, for the next research, the experimental research can be done based on the findings. The next research can use the findings of this study as the teaching plan.