

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses a brief summary of the findings and discussion in the previous chapter. This chapter also provides suggestions including the limitations of the study to give an insight for teachers and next researchers interested in similar fields. Therefore, this chapter is divided into two sections: conclusion and suggestion.

5.1 Conclusions

The present research aims to explore how authentic materials are used in teaching listening. Based on the research result discussed in Chapter IV, there are several points that can be concluded in this chapter. How authentic materials are used in teaching listening can be seen in three aspects. First, the teacher sees authentic materials in teaching listening positively. The teacher has a good understanding about authentic materials. In terms of its role, the teacher perceives authentic materials as supplementary materials in teaching English. However, the teacher still faces several difficulties in preparing authentic materials especially when it comes to find appropriate materials which fit to the school syllabus and it is considered time-consuming. In spite of the difficulties, the teacher is still able to fit the materials with the students' needs and characteristics.

Second, in terms of the teaching-learning documents, there is a consistency between the teacher's beliefs on the use of authentic materials and the practice of teaching listening by using authentic materials in EFL classroom. It is shown in the lesson plan which covers three meetings of teaching-learning process including the various materials by using authentic materials. Third, the teacher implemented authentic materials well in teaching listening. The use of video and songs help students to explore a fun learning while doing listening activities. Moreover, the students are motivated to learn more especially in learning pronunciation by listening to native speakers conversation. Based on the result of classroom observation, it can be concluded that the teacher used authentic materials in teaching listening by following the bottom-up processing applied

during listening activity. Lastly, the time allocation of listening section need to be considered by the teacher in order to optimized students' listening comprehension.

5.2 Suggestions

Based on the research result, there are several suggestions related to the use of authentic materials in teaching listening. First, the research result implies that the limitation of the time in listening section needed to be consider by the teacher. The available time allocation in listening section is not sufficient for the students.

Second, the research result implies that teacher is recommended to provide materials in more creative ways. One of the causes of students' boredom in the classroom is the materials that seem boring to them. One of the ways is by using authentic mtaerials in EFL classroom, especially in teaching listening. The teachers are suggested to use authentic materials to allow the students to experience the real language used by native speaker. In addition, the teacher should be careful to select an appropriate authentic materials that can improve students communicative skill. Furthermore, the teacher should also consider cultural appropriateness since authentic materials sometimes contain words and vocabularies which come from different culture.

Third, future researchers interested in the similar study may try to investigate students' beliefs on the use of authentic materials in EFL classroom. It is also recommended to involve more respondents in order to gain more comprehensive data. Involving more respondents can give the possibility of the different result of the interview section included in the study. Furthermore, the research about the use of authentic materials in teaching listening can also be conducted in different level of school since it may give the different result as well. For example, the research which is conducted in Junior High School will give the different result from the research conducted in Senior High School.