

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses the conclusion of the present study. There are two parts in this chapter. The first part presents the conclusion of the study and the second part presents suggestions. This part will also present the limitation of study which may become the point to consider for further study.

5.1 CONCLUSIONS

This study investigates how the English teacher implemented strategies in teaching listening to grade VII of a junior high school in the language laboratory, the strengths and weaknesses of the strategies used by the English teacher, and the students' responses toward the strategies used by the English teacher.

The data analysis shows that the teacher was aware of the importance of strategies in teaching-learning process. In delivering the lesson, the teacher implemented some strategies such as the teacher prepared lesson plans, selected and identified materials that needed in the language laboratory practice, and chose the type of drill the best suited the purpose of the study. Moreover, to motivate the students, the teacher prepared reward to give to the students who could do their work well and gave feedback in the form of correction to the students' mistakes. The teacher conducted some exercises such as drilling, asking the students to fill in the blank, dictation, and retelling

the story. The teacher also offered reward to the student who was able to answer the questions given. In conclusion, by implementing the appropriate strategies related to the students' problem in teaching listening, the teacher will be easier to help the students in mastering English especially listening and speaking. Besides, the students will be more responsive in following the listening activities.

The strengths of the English teacher's strategies used in teaching listening in the language laboratory are (1) among other the teachers could more easily help the students to master listening and speaking because the tools available in the language laboratory enabled her to control the students' activities during teaching-learning process. (2) The teacher used CCTV from master control to individual students or groups and to broadcast the same taped material to each booth, or to have different students or groups of students work with different material. (3) The teacher could not only listen, but also talk with one student at a time by using headsets or microphones. In addition, the teacher can join booths in pairs or groups, irrespective of their position by selecting them on the screen.

Furthermore, in the language laboratory, the students could interact with each other or their teacher by using headsets or microphones. One student's written text could be sent to the others through the computer screen. Besides that, the students could use playback and recording equipment to practice the language and to compare the way they said things with correct pronunciation on a source tape.

All facilities in the language laboratory seem to facilitate the students to develop their abilities in English especially in listening and speaking besides they could also learn to master and to recognize how to use the instruments in the language laboratory.

The weaknesses of the English teacher's strategies used in teaching listening in the language laboratory are (1) the teacher couldn't operate the master control well and she was helped by the language laboratory assistant. Therefore, the teacher depended on the language laboratory assistant to operate the master control. (2) In early stage of the lesson, the teacher did not explain grammar and vocabulary aspects related to the given text. (3) With the large class, the teacher couldn't evaluate the students' works one by one periodically. (4) The time allocation for teacher to present the material of English was not proportional to a large class with thirty-six students, so the teacher couldn't focus to individual students' achievement in teaching listening in the language laboratory.

Besides that, the listening materials which were presented by the native speaker's dialogue and action seemed to be difficult to grasp by the students. The students faced difficulty in processed speed, input retention, and processed distraction to interpret messages or information. The spoken features still gave effect to the student to get information and messages from each text. The length of the sentences or texts also influenced to the students to understand what the speaker's meant or instruction in the texts. In other words, to be able to conduct teaching and learning process successfully in language laboratory,

the teacher must be able to operate the equipments of the laboratory appropriately. Besides, the teacher must be selective in using materials for teaching listening. For this, the materials used must be simplified based on the students' proficiency and interest.

Although the students found it difficulty to catch the listening materials however, the students responded positively toward teacher's strategies in teaching listening in the language laboratory. They felt interested, more active, comfortable and enjoyable when they studied in the language laboratory. They admitted that their knowledge of English especially in listening and speaking skills had increased. In other words, to achieve strategies in teaching listening more successfully, the teacher should identify the students' problem. While, to present listening materials, the teacher should be relaxed, pleasant, and enjoyable.

As this study only investigated the English teacher's strategies and students' responses in teaching listening in the language laboratory at one site, the result of this study cannot be generalized into large scope. Therefore, further studies are suggested to involve large scope, more participants, different setting of schools, different focus of the study, and to explore the effect of strategies on students' schievement in English. With regard to the weaknesses, however, the study presents useful information about teacher's strategies and students' responses in teaching listening in the language laboratory.

5.2 SUGGESTIONS

In order that the teaching-learning process in language laboratory can be carried out more successfully, the teacher should pay more attention to the students who couldn't operate the laboratory tools. Regarding this problem, the teacher should ask the language laborant to facilitate the students in operating the tools.

Besides, the teacher should also explain grammar and vocabulary aspects related to the given texts. This will be important for assisting the students to follow and comprehend the materials of listening tasks. For this regard, the teacher should cooperate with other teachers in designing, adapting, and selecting the materials that will be used to carry out teaching listening in the language laboratory. Additionally, to make the listening activities more interesting, the students must be provided with various kinds of materials. Concerning this, it is suggested to select the materials which are closed related to the students' interest. Finally, to get maximal learning process, it is suggested for the teacher to apply the appropriate strategies related to the students' problems in teaching listening in the language laboratory.