

CHAPTER 5

CONCLUSION AND SUGGESTIONS

5.1 CONCLUSION

Teaching of listening in senior high school still preserves many problems. The problems, of course, are caused by many factors as well. The problems appearing vividly in there are the English teachers more often use Indonesian than English in English instruction and teaching of listening is seldom conducted in English language classroom although the importance of listening in learner's language development has been realized. Because of it, the students have poor listening ability.

Teaching of listening which is integrated with speaking tasks or speaking activities is seldom conducted in the classroom. It can be seen from the students' difficulty in giving the responses toward the spoken language or aural text they have heard. They are prone to keep silent or to give short responses using yes no answer.

However, based on the results of data analysis obtained from sample students' gain (the difference of score of posttest and pretest of experimental and control group), the students' perception, attitude, or ideas towards Interactive Listening and its speaking task, and the linguistic evidence, some conclusion can be drawn as follows:

1. Interactive Listening (listening performance integrated with speaking activities) is effective to develop the student's listening ability.

2. Speaking activities which are developed from spoken language or aural text that the students have just heard and the quantity of language exposure they hear during the listening class make Interactive Listening more effective to develop student's listening ability.
3. Speaking activities involving student – student in response exchange in a dialog more provoke the student's involvement in the class.
4. The main factor causing the student's difficulty in getting the information (match statement with picture, identifying certain information, making inference of the setting of the conversation and the speaker's job, getting implied meaning, and getting main idea or topic) is the student lacks of English vocabularies.

5.2 SUGGESTIONS

The students of Senior High school still face many difficulties in developing their listening ability. Their English teacher still have tendency to use Indonesian in as means of English instruction in the classroom. It becomes one of barriers for them to develop their listening ability. They hardly find as a language model for them to imitate in their daily interaction and even in the classroom. Teaching of listening is seldom conducted in English class. In addition, they lack of English vocabularies. The factors cause the students of Senior High School have poor listening ability.

Based on the problems mentioned above, it is suggested the English teacher, in particular the English teachers of Senior High School in Serui, to conduct the following activities:

1. Using English in the classroom can enhance the students' interest in learning English. It also can develop their listening ability. So, the English teacher should use English as a means of English instruction in language class.
2. Listening has importance role for learner's language development. Therefore, listening should have priority in teaching of English.
3. Teaching of listening integrated with speaking activities can enhance the student's listening ability. It is suggested the English teacher should apply it in developing the student's listening ability.
4. The main point in interactive listening lies on the quantity of language exposure heard and response exchange in the form of a dialog developed from spoken language or aural text that the students have just heard. And response exchange in the form of dialog can provoke more involvement in the class. So, the language function in the spoken language or aural text should be developed in the form of a dialog.
5. One of the successful keys in studying a foreign language is the student mastering the meaning of lot of vocabularies. It is suggested the English teacher should develop the student's English vocabularies. It should be integrated in teaching of the four main language skills (listening, speaking, reading, and writing).