

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the important issues mentioned in the previous discussion as the answers to the research problems, and some suggestions.

5.1 Conclusions

Most teachers in Indonesian traditional classrooms apply a conventional teaching listening which practices English as a foreign language. For the example, those teachers frequently use question-answer models. In that way “The students’ answer will be likely controlled and handled by teachers’ question (Suherdi, 2006)”. This situation makes students’ creativity less developed in the class and thus, they will be tremendously overwhelmed in facing English subject, especially in listening. In this research, the use of picture strategy is expected to ease and help the students improve listening ability.

The conclusions of the research are:

1. Based on the *t*-test calculation of the data, t_{obt} of the experimental group (13.066) is higher than the t_{crit} (2.042) at the level 0.05. It means that there is a significant difference between pre-test and post-test of the experimental group. It shows that the use of visual aid usage is effective to improve students’ listening ability.

2. Based on the questionnaire, most of the students said that they like to study using visual aid because they think the visual aid is more enjoyable and understandable after they see and listen to the explanation. They also said that visual aid really improves their listening ability and they got some advantages. First, they got new vocabularies and second, they knew how to pronounce some words correctly according to the stress and the intonation.

5.2 Suggestions

Based on the research findings, discussions and the conclusions of research results, the writer has several suggestions. They are:

1. The implementation of picture strategy is effective in increasing students' listening ability. It can exhibit a better development in the students' listening comprehension. Thus, it can be implicated that teaching picture strategy may have a significant contribution to the development of students' listening comprehension.
2. The experiment not only demonstrates that the students' listening ability did improve, but also the students receive advantages by implementing picture strategy in dealing with the current exam, such as mid, final term or even national exam for English subject in schools because the listening test was collected from the national examination. It will be a good practice for them in the future.

3. Teaching and performing picture strategy in listening needs a long period of time and practice. So, it is suggested that teachers and students should apply this strategy continuously and on a daily basis.
4. Teachers should identify which students learn listening quickly and which others learn less-quickly. By doing this, it is expected that teachers can easily classify which students need more focused attention in the learning process.
5. For future researchers with a related research, it is suggested that the research should have good preparatory and time management in order to yield a more comprehensive result.

