

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two main parts, namely conclusions and suggestions. Some conclusions are derived from the findings of this study that were elaborated previously in chapter IV.

5.1 CONCLUSION

Some points are drawn from the findings to conclude this study. The first one is that the use of film is not effective in improving students' listening comprehension. Films have no significant difference with other media used in the school in improving listening comprehension.

There are several factors which contribute to the ineffectiveness of films in teaching listening. The authentic language becomes the main obstacle in teaching listening through films. Some students consider the existing authentic language in the films too hard. This makes them difficult to comprehend all of the messages.

In addition, it is difficult to cover whole learning goals through authentic films. The films are not originally addressed to listening practice; therefore, they cannot fulfill all of what students should learn as the syllabus states.

Another obstacle is the difficulty of keeping students focus on listening practice. Films which have an entertaining feature tend to make students watch the films as entertainment instead of listening practice.

Finally, the other obstacle is related to time allocation. The learning may be better if it has more time. Students are given more opportunities to have listening practice through films. For teachers, it may be better to allocate more time to look for the most appropriate films for the students.

Ineffectiveness of films in improving listening comprehension in this study does not mean that films cannot be used as teaching media. Teachers still can explore some useful advantages of using films in teaching listening. Films which have interesting and entertaining features can be used by teachers to encourage students to learn listening. It is likely to provide enjoyable activities through films in order that students give more participation in listening practice.

5.2 SUGGESTIONS

Based on the explanations above, the use of film may be recommended as an alternative way of teaching listening; therefore, some suggestions are stated as follows:

For teachers, picking suitable films, as elaborated previously, is crucial in teaching listening through film. Ensure that contents and level of the language in films are appropriate for students' ability and need. Film must not be too difficult for students in order that they will not get frustrated. Therefore, teachers need to allocate more time to choose the best films before using them in the classroom.

Because films in the classroom are classified in sophisticated media and require some supporting facilities, teachers need to make sure that all of the required facilities are available. Teachers must prepare all of the required facilities

before coming to the classroom. Making a list may be helpful in order not to miss any required equipments and media.

For researchers who want to conduct the research related to the use of film, this study may be a reference providing useful information and can help them do the research. Furthermore, it is better for the researchers to allocate more time in conducting the research and to find more theories that support the use of film in teaching listening in order that the research can be more valid.

