

CHAPTER V

CONCLUSION

This chapter discusses two things. The first one is the summary of everything that has been discussed in the previous chapters. The second one is suggestions which might give inputs for the people who deal with teaching English to young learners.

5.1. Summary

This study is mainly related to the theory of Listening as proposed by Rost (2002; 2) as supported by Lyman (1982; 28) and the Skills of Listening as proposed by Robert W. Norris (retrieved from exchanges.state.gov/forum/vols/vol33/no3/p47.htm). Rost (2002; 2) states that listening means catching what the speaker says by processing what the speaker says in our mind until we get the meaning of the message. Here, Lyman (1982; 28) also points out that in getting the points of a message, we use our ears not only to receive and / or modify the sound, but we must also pay attention to the sound, to process, to understand, to interpret, to evaluate, and at last to respond to it based on our understanding of the message.

In line with Lyman's opinion, Robert W. Norris (retrieved from exchanges.state.gov/forum/vols/vol33/no3/p47.htm) state that there are two processes that are very important in understanding what someone says to us: bottom-up and top-down processing. These two processes involve two skills of listening, macro and micro skills that should be taught step by step to the students.

The English Proficiency Test which was held by the EESP of WMSCU on Saturday, 12 August 2006 increased the writer's curiosity whether the skills of listening that are taught in the classroom by the listening lectures now are enough to make the students comprehend listening or needed to be improved by adding some others skill that the students really need and made her conducted this study under report.

As stated in chapter 1, this study intended to find out the subjects' listening mastery. Besides, the writer also focused her study on the 8 listening sub-skills mastery since the teaching listening activities followed by the subjects focus only on 8 listening sub-skills. Hence, the result of this study merely exposes the listening sub-skills that are mastered and are not mastered by the subjects under study.

The subjects of this study are the Academic Year 2005 students of the English department of WMSCU who passed Listening I and Listening II in the academic years of 2005/2006 and 2006/2007 and joined the English Proficiency test held by EESP of WMSCU on 12 August 2006. The research design of this study was descriptive-non-experimental research since it describes and uses percentages and diagrams to show the subjects extent of comprehending English oral texts. To find out the subjects' listening ability and the listening sub-skills mastery, the writer used the students' scores along with the test problem items. In analyzing the data, she counted the subjects' scores and graded the subjects, classified and analyzed the test items. Since in this study, the writer used the students' scores and the test problems as her data, this study can also be categorized as a documentary analysis.

The findings reveal that the listening ability of the subjects of the study was **poor** (see Appendix I, table A.1.). With the total amount of the subjects who joined the test 52

subjects or 100%, there are **39 (75%)** students who **failed** with the following grades 13 (25%) students got a D and 26 (50%) students got an E according to the standard range of grade used by WMSCU. On the other hand, only **13 (25%)** students who **passed** with the following grades 1 (1.92%) student got an A, 1 (1.92%) student got a B+, 5 (9.62%) students got a B, 1 (1.92%) student got a C+, and 5 (9.62%) students got a C.

From the 8 listening sub-skills, the listening sub-skill mastered the most by the students is the expressions of agreement (74%). It holds the first position in the subjects' listening sub-skills mastery. Who the speaker is, where and when something happened (54%) hold the second position in the subjects' listening sub-skills mastery, the topic or the main idea of the conversation (52%) hold the third position, and details based on the order of the conversation (51%) hold the fourth position. Next, Restatement (49%) hold the fifth position in the subjects' listening sub-skills mastery, the expressions of suggestion (38%) hold the sixth position, negative statement (29%) hold the seventh position, and the listening sub-skill mastered the least by the subjects is who or what is doing the action in a passive sentence (27%) mastered the least by the subjects. It is in the eighth position in the subjects' listening sub-skills mastery.

Based on the findings, a conclusion can be drawn that the subjects listening ability is poor. Besides, from the 8 listening sub-skills, the subjects have a bit difficulty when they have to decide who is doing the action or what is being happened expressed in different grammatical forms. The subjects also have difficulties in understanding the reduced forms which the speaker utters in a dialogue. Gillian (1990;6) notes that "Students whose education has been largely couched in slowly and deliberately spoken English are often shocked to find, when they enter a context in which native speakers are

talking to each other, that they have considerable difficulty in understanding what is being said." One of the main reasons for this difficulty is that speech that is primarily addressed to native speakers is replete with reduced forms. Here, the subjects' knowledge is quite limited so that some of the students only chose the answer that has a similar word with the dialogue that they heard.

5.2. Suggestions

Realizing that there are some limitations in this study as stated by the writer in chapter one, the findings only expose the students' extents in comprehending English oral texts. Therefore, here, the writer would like to give some suggestions that might be useful for the future research on listening comprehension mastery and on teaching listening to the students.

5.2.1. Suggestion for Future Research

The writer hopes that in the future researches could be focused on solving the problems of learning listening, especially in the areas of recognizing reduced forms and a meaning expressed in different grammatical forms. In this case, a classroom action research might help to solve the problem. Thus, further researches can be conducted with deeper concentration on 17 listening sub-skills proposed Richards (1983) as quoted by Brown (2004; 121) that happen in classroom. It can be done by giving a listening test to the subjects. The test can be made by the researches themselves by comparing all the 17 listening sub-skills. Future research might also be focused on the process of teaching listening in the classroom involving observation and interviewing the students.

In doing the study under report, one of the writer's limitations is her limited background knowledge. Hence, the writer hopes that the future researches could be done by post-graduates, graduates or undergraduates who have adequate background knowledge about the matter under discussion.

Furthermore, the writer also hopes that the future researches propose some techniques, methods, and atmosphere which enable the students improving their ability in comprehending listening.

5.2.2. Suggestion for Teaching Listening

Most of the time, the concept of teaching listening ability is not teaching anymore, but it changes into testing. Here, some of the listening teachers are not teaching listening, but they are testing the students' mastery. Jack C. Richards (retrieved from elt.nus.edu.sg/v3n12006/rev_msuzuki.htm - 14k - [Cached](#)) points out that in teaching listening, the lesson should be given to the students step-by-step. The material should be graded from the easiest to the most difficult. This implies that the listening tasks progress from simple to more complex as the students obtain language proficiency.

Moreover, it is better for the listening teachers not to focus on the macro skills only, but also the micro skills. The listening materials which are given to the learners are concerned chiefly with helping learners become more adept at improving top-down skills by having them perform tasks in identifying relevant information using their prior knowledge while ignoring unnecessary details. However, foreign students of English cannot be expected to bring the same strategies to listening as native speakers do. Without an adequate grasp of how to decode a stream of sounds into segments of words, phrases,

and sentences, it is impossible for students to bring into play such strategies as inferring, predicting, and using knowledge of the topic, speakers, context, etc. to understand a speaker's message.

It is hoped that the listening teachers no longer pay attention only on teaching the macro skills, but they also teach the micro skills so that their students are able to make the transition from applying only bottom-up processing skills to including both bottom-up and top-down processing skills in getting the point of an oral text. The learners should be guided from lower- to higher-level listening skills. Based on the result of her study, the writer suggests the listening teachers in teaching micro skills, they should concern in the area of raising students' consciousness of stress patterns and reduced forms, and giving plenty of practice in recognizing these forms.

The teachers can also improve their teaching by creatively design techniques, methods and atmosphere that will decrease the learners' boredom and increase the learners' curiosity. As the first step, teachers can try to give a live speech to their students to avoid boredom in their teaching – learning class. To heighten students' motivation and concentration, teachers can give visual materials through pictures, movies, diagrams (such as family trees, maps, plans, and so on), or acting done by the teachers in the classroom rather than the students having to listen to a spoken material that is heard blind without any visuals..

Bibliography

Allen, Virginia French. 1980. *Progressive Listening Series*. Quoted by Prof. Dr. P.W.J.

Wabanan. Jakarta: BPK Gunung Mulia

Brown, G. 1990. *Listening to spoken English, Second edition*. London: Longman

Brown, H. Douglas. 2001. *Teaching by principles: An Interactive Approach to Language Pedagogy, Second Edition*. New York: Longman.

_____. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Longman.

Brumfit, C. 1983. *The functional National Approach: From Theory to Practice*. London: Oxford University Press.

Chanstain, K. 1971. *The Development of Modern Language Skills: Theory to Practice*. Chicago: Randy McNally.

Departemen Pendidikan dan Kebudayaan Republik Indonesia. 1997. *Kurikulum Muatan Lokal 1997, Garis – Garis Besar Program Pengajaran (GBPP)*. Jakarta.

FKIP Unika Widya Mandala. 2005. *The Guideline Book of the Faculty of Teachers Training and Pedagogy for the Academic Years 2005 – 2006*. Surabaya.

Harris, David P. 1969. *Testing English as a Second Language*. New York: McGraw Hill Book Company.

Heaton, J.B. 1988. *Writing English Language Tests*. New York: Longman.

_____. 1997. *Classroom Testing, Fifth Impression*. New York: Longman.

Lyman, Steil. 1982. *Principles and Types of Speech Communication*. Scott Foresman and Company, page 28.

- McMillan, James, H. 1992. *Educational Research: Fundamental for the Consumer*. New York: Harper Collins Publishers.
- Nicholas, Lukong N. 1988. *Teaching Listening Comprehension*. English Teaching Forum vol XXVI number 1 page 19.
- Norris, Robert W. (1995). *Teaching Reduced Forms*. Retrieved 14 April 2007, from exchanges.state.gov/forum/vols/vol33/no3/p47.htm.
- Richards, Jack C. 1997. *Second Language Listening*. Retrieved 14 April 2007, from e-flt.nus.edu.sg/v3n12006/rev_msuzuki.htm - 14k - [Cached](#).
- Retha, Helga. 2002. *The Grammar Mastery of the English Department Students of Widya Mandala Catholic University Surabaya Based on Longman's TOEFL Test*. Surabaya: Unpublished Thesis Widya Mandala.
- Rost, M. 1990. *Listening in Language Learning*. London: Longman.
- Tedjasuksmana, Hendra. 2006. *Cognitive Learning Strategies on Non-English Department Students on Noun Structure*. Kata Volume 8, Number 1. Surabaya
- Underwood, M. 1989. *Teaching Listening*. New York: Longman.