

CHAPTER V

CONCLUSION AND SUGGESTION

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CONCLUSION

This chapter consists of two parts, the first part is the conclusion consisting of the main point that has been discussed in the previous chapter, and the second one is the suggestion, which covers the suggestions for the English teaching and recommendation for further research.

5.1 Conclusion

Listening, as part of language skills, plays an important role in communication and also in learning a language, but it seems to be neglected and considered as the least important skill in learning a language. According to Underwood (1989:1) listening is the activity of paying attention to and trying to get meaning from something we hear. To listen successfully, we need to be able to work out what the speakers mean when they use particular words in particular ways on particular occasions and not simply to understand the words themselves. In this case, we do not just listen to what one says in communication, but we have to process it in our mind until we get the meaning of the message. Bott (1982:1) states that listening is tied to the essential cognitive elements of comprehension and understanding, so all language skills are involved.

Although listening plays an important role in learning a language, it seems to be neglected in the ELT at the post-primary level in Indonesia. Before 2004 students did not have enough listening exercises. On the other hand, this year, the

Indonesian Ministry of Education has decided to administer a special listening test on the EBTANAS for secondary schools. This means that all schools have to prepare their students to face the listening test. The problem is that learning to listen to a foreign language needs a process and takes a long time. Students will not be able to master listening skill in one or two exercises, as there are so many problems involved in listening.

To get the best result on the listening test on EBTANAS, the teachers should give a great deal of exercises and they have to figure out what the students' problems are during those activities. The findings of some of the problems will be used as a guide in giving listening exercises.

The main reason of this research is to find out some of the problems in listening and also their vocabulary achievement. To help her research, the writer chose SMUK Mgr. Soegijapranata Pasuruan as the school in which she conducted her study. For the subjects, she chose the second grade students because they will face listening test on EBTANAS in 2005, so after the findings are revealed, there is still a year to overcome those problems. The writer used songs to test their listening, since songs bring more relaxing environment. There were only two songs used to test their listening because of the time limitation.

The results of the research are summarized into tables below:

Vocabulary Achievement

Vocabulary Achievement	1st Listening	2nd Listening	3rd Listening
Beautiful Girl	22.72%	33.44%	42.04%
From This Moment	19.98%	27.77%	33.61%

From the results of two vocabulary achievements above, we can see that students' vocabulary achievements are still low (below 50% of the vocabulary amount of the songs).

The Problems in Listening to Pop Song (Beautiful Girl)

Level of Problems	Problems in Listening	Mean Score
First (Major) problem	Concentration	40.18
Second problem	Grammar	45.36
Third problem	Pronunciation	45.64
Fourth problem	Vocabulary	46.55
Fifth problem	Speed	50.18
Sixth (Minor) problem	Content	52.36

The conclusions about the students' problems in listening to "Beautiful Girl" song are: their major problem is their effort in concentrating to listen to the song, while their minor problem is the content of the song, according to them, the content of the song is understandable.

The Problems in Listening to Pop Song (From This Moment)

Level of Problems	Problems in Listening	Mean Score
First (Major) problem	Content	33.09
Second problem	Concentration	43.64
Third problem	Pronunciation	53.09
Fourth problem	Grammar	53.73
Fifth problem	Speed	56
Sixth (Minor) problem	Vocabulary	71.09

For the song “From This Moment”, the students’ major problem is their understanding about the content of the song, while the minor problem is vocabulary.

5.2 Suggestions

This part consists of two sub-parts, the first sub part deals with the suggestions for the teaching of listening and the second part is suggestions for further research.

5.2.1 Suggestions for the Teaching of Listening

The success of students in listening comprehension does not depend only on the students’ personalities, attitudes, motivations, interests and their active participation during the teaching learning process, but also on the teacher who has an important role in students’ achievement and their improvement in learning a foreign language.

From the problems that appear when students were listening to pop songs, I suggest that the teacher should give numerous exercises in listening and consider

the students' problems as the guideline to give the exercises because listening cannot be learned in a short time of process.

1. Problems with speed: the teacher should give exercises by listening to something with gradual increases of speed. For example: in dictation, for the first time the teacher reads the passage, he should speak or read very slowly. Then for the second reading or speaking, he can speak or read faster than the first one. Then for the third reading or speaking, the teacher can speak or read in a normal speed.
2. Problems with vocabulary: the teacher should give more exercises about vocabulary since the students' mean of vocabulary is still low. It is better to put vocabulary into its context, so the students can know the meaning of the vocabulary clearly.
3. Problem with concentration: before conducting listening exercises, the teacher should give some background knowledge about what is going to be discussed later in the teaching learning activities. The background knowledge is best given in the pre-activities, so the students can focus their concentration on the activities. This is important, so the students' concentration is not broken up on something else.
4. Problems with grammar: in testing the grammatical patterns, the teacher should put them into context, not just testing them whether they know the name of the tenses or not, but it is better to test the grammar with its context included.
5. Problems with pronunciation: the teacher should give exercises in pronunciation. Teach the students how to pronounce correctly, or give

them the basic exercises like spelling. If the students have some knowledge about pronunciation, at least, they can guess the letters or words they heard from the pronunciation of the words

6. Songs can be used as interesting materials in teaching or testing listening comprehension. Authentic language and real-world tasks enable students to see the relevance of classroom activity to their long-term communicative goals. Using songs in listening exercises can be intrinsically motivating to the students. They will feel more relaxed and not being forced to learn something.

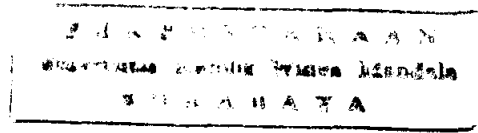
5.2.2 Suggestions for Further Research

The second suggestion is recommendations for further research. In conducting this research, the writer realized that the study is far from being perfect; therefore, the writer expects that there will be other researchers who will conduct studies on listening test.

Due to the limitation of time, the listening test was only conducted twice. For students who like to do further research, the writer suggests that the research be conducted using a wider scope of sample, more songs and better questions and a longer span of time in order to get more detailed and valid results.

All the instruments including the vocabulary test should be tried-out first. The try-out group should be similar to the real subjects. So if they are second grade students of Senior High School, the try-out should be conducted to the second grade students of Senior High School, too

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