

CHAPTER VI

CONCLUSION

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The purpose of this last chapter is to summarize all discussions that have been presented in the previous chapters. In this chapter, the writer also expresses some suggestions. Hopefully, the concluding chapter will enable the students and teachers of listening to understand what the writer of this study has revealed.

6.1 Summary

Listening is an important skill. It is the basic skill and therefore influences the other skills, i.e. speaking, reading and writing. It is essential to communicative interaction and is used to broaden listeners' knowledge. Besides, listening is a tool of "therapeutic value" (Nichols and Stevens, 1957:31). In addition, it is proved that listening is used far more than any other language skill in daily life (Rankin, as quoted by Nichols and Stevens, 1957:6 and Rivers, as quoted by Morley, 1991:82).

Because listening plays an important role in the mastery of a language, automatically, students of English as a second/foreign language are asked to have a high level of competence in their listening proficiency. However, the fact is that the students often consider listening

as a difficult subject. It is not surprising because listening itself is a complex skill. In addition, listening in a classroom or language laboratory is different from real-life listening. Furthermore, most teachers prefer to use the traditional technique of teaching, i.e. just directly ask the students to listen to the materials and do some exercises, which does not help the students at all.

Conducting the pre-listening stage is an alternative way. By having the pre-listening stage administered in a listening class, the teachers will enable their students to get some advantages. First, the students have general description of the coming materials (Underwood, 1989:35). Second, the students elicit their prior knowledge relevant to the coming materials (Rixon, 1986:65 and Underwood, 1989:31). Third, the students reduce their anxiety and frustration. Fourth, the students are attracted and motivated to follow the lesson.

There are some activities that may be administered in the pre-listening stage. They are (1) looking at pictures and discussing them (Underwood, 1989:35 and Nation, 1985:819); (2) making lists of possibilities, ideas (Underwood, 1989:37); (3) looking at the title, lists of items/thoughts and discussing them (Rixon, 1986:65, Burbidge, 1986:10 and Underwood, 1989:36); (4) pre-viewing the questions (Underwood, 1989:39 and Yagang,

(5) labelling a picture or completing a chart (Nation, 1985:20-21 and Underwood, 1989:40-41); (6) pre-viewing the vocabulary (Underwood, 1989:42); (7) story-telling; (8) listening to or singing a song and (9) playing a game. The activities may be classified according to the major instruments used and how the activities run.

In choosing the type of pre-listening activities to be administered, the teachers have to pay attention to four important points. Therefore, the pre-listening activities will be useful for the students and teachers. Those four points will be explained below.

The first point is the objectives. Having a clear understanding of the objectives of teaching listening is important for the teachers. If they comprehend the objectives, it will be easier for them to set up what kind of material will be given and type of pre-activities to be applied.

The second point is the time-allocation. It is necessary to consider the time provided because in 100 minutes for example, there are three stages that have to be applied. It is suggested that the time for the pre-listening stage is only five to ten minutes. Consequently, the teachers have to plan the activities suitable for the time available.

The third point is the topic of the material. The pre-

listening activity must be related to the main material which will be delivered in the whilst-stage. Therefore, the pre-listening activity will function as the pre-requisite for the students.

The fourth point is the students' ability. If the material and activity are too difficult for the students, the students will have some difficulties in doing or completing the instructions. On the other side, if the material and activity are too easy for them, they will not be "challenged".

6.2 Suggestions

Listening is undoubtedly an important skill to be mastered by students of English as a second or foreign language. Automatically, the teachers play an important role here. Before conducting the listening lesson, it is better for the teachers to comprehend the nature of listening skill itself first. Therefore, they will know what kind of subject listening is. Then, they try to have a clear description of the objectives and potential difficulties of teaching listening.

To anticipate the potential problems that may occur during the whilst- and post-listening stages, it is advised that the teachers conduct pre-listening stage. As stated in section 6.1, there are nine activities that may be applied

in this stage. Those activities may be modified for any level. However, in administering the activities, the teachers need to pay attention to the guideline presented in section 4.1.2 or 6.1.

The writer also hopes that the readers of this study are interested to conduct a field study based on this library research. Therefore, the teachers and students of listening as the second or foreign language will have a clearer picture about the advantages of the pre-listening stage.

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