

# **CHAPTER V**

## **CONCLUSION AND SUGGESTIONS**

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Language is a set of habits that exists in an individual. It is used as a means of communicating our ideas, and the like. Oral communication involves two activities: listening and speaking. Listening requires the students to recognize the sounds, differentiate them, and the students enter the comprehension phase afterwards. While speaking begins with imitating the sounds heard, and then differentiating them. This skill is then improved to modifying the sentences / dialogues heard. To be able to modify the dialogues, the students are given lots of drills, which are found to be very effective for building their automatic habits. For a further step, the students are encouraged to get involved in discussions and debates, which are usually done in the classroom, as the complement part of the instruction.

Those activities for improving listening and speaking skills are better done in a language laboratory, since the language laboratory has several advantages for improving those skills. It gives the students opportunity to work on his own pace, thus it gives them a sense of the individual. It also provides the clarity of sounds,

to support the students to listen to the sounds recorded clearly, with good spelling, intonation, and stress. Besides, it provides a convenient means of responding to audio lingual drills.

There are four types of language laboratory: Listen-Respond, Listen-Respond with Activated Headphones, Listen-Respond-Compare, and Listen-Respond-Compare with Remote Control. The activities for improving listening and speaking skills presented in this thesis are those applied in a Listen-Respond-Compare one.

It is also important to know several of the language laboratory equipments that should be provided in a Listen-Respond-Compare laboratory. The switches provided do support the teaching-learning activities using a two-way communication, in which the teacher can contact the students, either individually, in groups, or entirely, and in which the students can also contact the teacher, especially when they intend to get information from the teacher, or to ask questions.

However, before starting a language laboratory program, the teacher should prepare himself and his students as well. He must know something about the physical requirements of a laboratory, how to operate it, how to orient and train students to use it, and what preparations must be made for mechanical use of the la-

boratory. Furthermore, he needs to study carefully and critically the available materials to see that they are based on sound grammatical and pedagogical principles and are interesting to the students. He must also plan the laboratory lessons carefully to ensure full participation with a maximum of practice for each student. He should possess the ability to vary the presentation of the material.

On the other hand, the students should realize that they will learn to understand a foreign language merely by hearing it spoken frequently, and that they will not learn to speak it with ease unless they have frequent and systematic practice in repeating and varying regularly recurring combinations of language elements. The students must see it as one part of an integrated learning process, which demands work and concentration on their part.

It is the sincere hope of the writer that this study will be of some help in improving the students' listening and speaking skills in order to communicate orally in English, and also, in lightening the teacher's work in the classroom, especially in teaching the audio lingual language skills. Besides, the writer would like to suggest further research, such as an experimental one, in order to find out whether the suggested techniques

presented in the language laboratory for teaching the audio lingual skills are really effective.

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