

CHAPTER 5

CONCLUSION AND SUGGESTIONS

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This chapter consists of two sections. The first section is the summary of all the main points that have been discussed. The second section is the suggestions that might be useful for the teaching of listening skill through dialogues for SLTP.

5.1. SUMMARY

Listening as one of the four language skills, is the most neglected skill even though this skill is as important as the other three skills that has to be learned by the students to have a good mastery of English, and it is true according to the writer's own experience as an SLTP teacher.

As a part of language mastery, listening comprehension is very useful in a foreign language learning. Listening makes the students accustomed to listen to the sound, the correct pronunciation, the stress, the rhythm of the language and understanding the spoken message. To achieve all of these, the students need constant practice and opportunity to listen to the spoken English more.

Students often fail to recognize the spoken form of utterances which actually can be understood if they see them in print. They find that listening is difficult because

there are too many strange words and pronunciation which most of the students do not know.

To overcome this problem, the writer tries to use the dialogues because they are excellent aids in teaching listening. A dialogue has social context in practicing a new language, which makes the sentences come to life because it represents real communication of ideas from one person to another.

In junior high school, although dialogues are represented in the text book used in the classroom, it serves only as a reading comprehension. What the students do is only answering the questions that have been given in the book. The students are not taught how to practise the dialogue, how to pronounce the words correctly, how to stress on every expression, and so on. Therefore, in this study, the writer wants to suggest an effective step of teaching listening comprehension through dialogues to SLTP, especially to the first year students.

Dialogues seem to be effective materials to improve the students' listening skill because they contain the real communication of everyday life. The training of listening through dialogues will enable the students to grasp the new idea more easily. And with the help from the teacher, the students can have larger opportunities to express their ideas about what they are going to say if they deal with some kind of

situations, such as: greetings, saying good-byes or ordering food and drink in a restaurant. Besides that, the students are expected to understand the spoken language more easily and their interest in listening will improve as well.

5.2. SUGGESTIONS

The writer suggests teaching listening through dialogues in this study because by using dialogues, the students can practise mastering the vocabularies, pronunciation and grammar.

The writer also would like to give some suggestions to the English teachers, especially to the SLTP teachers before they teach listening to their students.

In applying the technique in this study, the writer suggests the teacher presents the dialogues which are appropriate to the students' level. The dialogues should not be too long or too short, since a too long dialogue makes the students difficult to understand the idea of the dialogue. Also the vocabulary should neither be too difficult nor too easy for the students.

The writer also would like to suggest that this technique could be applied to the second and third year students so that his activity does not stop in the first year class. Due to the limited time allocated in the class which is only forty-five minutes, the writer suggests that this

technique be applied as an extra-curricular activity because it gives the teacher longer time to finish the material.

Finally, the writer hopes that the suggested techniques discussed will give some guidance and informations to English teachers who want to use this technique.

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