

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections. First section is the conclusion in which all of the main points that have been discussed will be concluded. The second, is suggestion that might be useful for the teaching of listening by using short passage.

5.1 Conclusion

It has been stated previously that listening is the most neglected skill among the four language skills. In the process of learning, we as a teacher only pay attention on three language skills. We don't know how important listening is to listen to the English sounds presented by the teacher or by native speakers.

As a part of language mastery, listening improvement is very useful in a foreign language learning and teaching listening makes the students accustomed to hear the sound, listening to the correct pronunciation, stress, rhythm, and understanding the

spoken message. Here 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 in print. The problem happens to the SMTA students in our country, Indonesia. They find that listening is difficult because there are too many words that they do not know the pronunciation of those words. To overcome the problem above, the writer tries to suggest using short passages, in this case anecdotes. They will help the students catch the meanings of the unknown words found in the texts more interestingly. Besides that, the listening class will be more lively.

Short passages seem to be the effective materials to improve the students' listening skill because they contain messages and meaningful words. The training of listening through short passages will enable the students to grasp the unknown words more easily.

Short passages also help the students to discriminate the sounds between different words in the passages. Besides that, they also use their knowledge, experience or imagination to guess or to identify the meanings and the idea of the passages

they listen. The students should be encouraged to listen to the meanings of the words or information found in the passages.

Since in Indonesia the curriculum does not give the exact available time for teaching listening, the writer feels that it might be good to teach listening skill as an extracurricular activity. With the help of the teacher, the students can have larger opportunities to listen to short passages so that they can improve the listening skill.

As the last words, the writer hopes that the students can improve their listening skill and get good result in this skill lesson.

5.2 Suggestions

In this part, the writer would like to give some suggestions to teachers of English when they want to teach listening to their students.

Before beginning to teach, a teacher should consider some important parts which can influence the teaching and learning process. Firstly, it is about the vocabularies which are used in the short passages, the vocabularies should neither be too difficult nor too easy for the students. It should be in accordance with their level. Secondly, the passages should be interesting, so that

they not only attract the students' interest but also refresh their mind from the boredom. Thirdly, the passages should not be too long, since a longer passage can cause the students to miss the idea of the passage. Next, it is about preparing material before presenting it in the class. As a good teacher, she is expected to give the background knowledge of the passage through pre-listening activity. It will help the students in understanding the idea of the passage. Since the passage is played twice and the students are hoped to pay attention to the passage before they do the exercises. Since the students listen to the passage twice, the teacher can give vocabulary list on the blackboard. So, after the students listen to the passage, the teacher can explain some difficult words before they do the exercises.

Finally, the writer hopes that the accomplishment of this thesis will benefit not only for the writer but also to teacher candidates in teaching listening comprehension to second language learners.

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