



**CHAPTER V**

**CONCLUSION**

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As a conclusion of this study, the writer would like to present an overall view of what she has discussed in the previous chapter. In addition, she would like to give some suggestions that may be useful for English teachers when they want to put these suggested techniques into practice.

#### 5.1 Summary

Listening is more than hearing. It is one of the main four language skills which can not be neglected. It has been observed that a baby spends many months listening to the people around it long before it ever says a word. The child has the time to try to make sense out of the sounds it hears, then the child will speak when it is ready. Listening relates to the other language skills-reading, speaking, and writing. However, practice in listening carefully will affect the ability of learning to produce. Concerning this, the writer introduces five techniques to encourage students in learning to listen. They are Silent Listening, Integrated Listening, Affective Listening, Listening and Making Short Responses, and Listening and Making Longer Responses.

The first technique Silent Listening consists of

Listening, Reading, and Writing tasks. This technique provides opportunities for students to listen to spoken English. The second technique is Integrated Listening. It consists of several purposes of listening such as listening to confirm expectations, listening for communicative task, listening for general understanding, listening for details: information and discourse structure. By classifying the material, students are expected to understand the details and the overall content of the material. The third technique is named Affective Listening. This technique uses songs or musics as the main media. It aims to develop visualisation and imagination while listening. By doing this, students are asked not only to listen to a language but also to give appreciation and judgement. The fourth technique is Listening and Making Short Responses. The writer chooses Obeying Instructions as an example. It is fun to do these. In these exercises, students are given commands, and show comprehension by complying with them. There are three main kinds of response-activity suggested in this thesis: Physical Movement, Building Models, and Picture Dictation. The last technique is Listening and Making Longer Responses. Paraphrase is an example of the technique. This is quite difficult even for native speakers. However, all those

techniques are expected to be helpful for students to develop their listening ability.

## 5.2 Suggestions

To put those five techniques into practice, the writer suggests some inputs as follows:

1. Applying Silent Listening, the teacher provides many chances for students to listen. If possible, several minutes before the lesson finishes, teacher may let the students to have a look at the text of what they have heard. It will give students a time for self-correction.

2. The second technique, Integrated Listening is quite difficult. Therefore, teacher should select good and interesting topics. Concerning the length of the lesson, teacher is also demanded to encourage the students if they are starting to get bored or beginning to give up. If students face some unfamiliar accents, teacher may repeat the recorder. After that, the teacher may ask them to guess who the speaker is (ex: Russian, Chinese, Japanese, etc.).

3. Affective Listening can be applied in a relaxing situation. It is not always done in a class. Teacher may ask the students to go out of the class. It can be at the side of the pool or at the park or under shady places. It seems that

the place where students are listening to the songs or music greatly influences their imagination.

4. The first instruction of Listening and Making Short Responses-Physical Movement can be done inside or outside the classroom. It might be combined with instrument (slow or rapid rhythm).

5. Paraphrase as one example of Listening and Making Longer Responses is possibly done with a short video or film. It does not have to be done always by listening to a tape. Students are asked to see a film and conclude the story by paraphrasing the dialog.

All of the suggestions above can be taken as the situation is possible. The more creative the teacher is the more he/she can encourage the students. Above all, there must be a good relationship between the teacher and the students and there must be a good atmosphere in the teaching-learning process.

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