

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion that the use of television program in listening class can help students to improve their listening skill and it is one of optional interesting media as mentioned in the previous discussion. In other hand, researcher gives suggestion that might be given inspiration for teacher and reader the way to improve listening.

A. CONCLUSIONS

There have been many techniques, strategies, and media to improve students' listening skill as Harmer says that a range of objects, pictures and other things that can be used as instructional media to present and manipulate language and to involve students in the activities.¹ Previously, the English teacher never used audio visual aid to teach listening in the classroom. Therefore, researcher had chosen television program as a media to deliver listening material in formal instruction employs classroom action research.

Based on the findings and discussion, there are several points are concluded as follows:

- a. Television program can improve students' listening skill. Based on the pre-test, the cycles, and the post-test, students have significant increasing score in their listening test. In the pre-test, there are only 5 students who can reach the

¹ Jeremy Harmer, *The Practice of Language Teaching*, (Cambridge: Ashford Colour Press, 2007), 177.

SKM of listening. It means that only 11% students that reach the *SKM*. In the cycle 1 there are 25 students can reach the *SKM*. It means that there are 55% students can reach the *SKM*. It showed that there is significant increase from pre-test and cycle 1. In the cycle 2, the researcher changed the theme of the video. But the level of the video is not different. The video still used discovery channel. In the cycle 2 there are 32 students can get score from 70 until 90. In cycle 3 there are 41 students who can reach the *SKM*. And to know that researcher has succeeded with the classroom action research, researcher decided to do the post-test. The result of the post-test is, there are only 3 students who cannot reach the *SKM* score. As Sands say that human being can learn faster and easily by audio visual processes than by verbal explanation only.² So, it can be conclude that television program can help students to improve students' listening skill.

- b. Based on students' questionnaires, almost all of students agree that their listening ability was improved. Their responses during the activity showed that they like to watch the video in their listening class. As Reiser and Dick explain some advantages or importance of the media.³ One of the advantages of using media is that media can motivate students in learning activity. Some media can be used to invite students' attention and to arouse their curiosity by

² Carol Bertram, Peter Ranby, Mike Adendorff, Yvonne Reed, and Nicky Roberts. "*Using Media* 89.

³ Robert A. Reiser and Walter Dick, *Instructional Planning*..... 70.

presenting various images and sounds. Media can be used to present information that is needed to deliver the message to the students.

During the treatment they showed their response by active in the class. They were always answering the English teacher or the researcher's question about the video. If the listening class was over, they always request to the researcher to give them more video.

B. Suggestion

Based on the findings, the discussion, and the conclusions. The researcher would like to propose several suggestions in order to make improvement for the next study as follows:

- a. For the teacher, audio visual aid can be used as a creative and interest media to improve students listening skill. In other hand, teacher also can use another program in the television as like as English news, movies, English talk show etc. The English teacher can choose the program which is appropriate and accessible for the students.
- b. For students, they can use audio visual aid as their media to improve their listening skill. They can used audio visual not only in the classroom but also they can used audio visual aid everywhere.
- c. For researcher, they can used the result of the research as a guidance before the researcher start to teach.