

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the study. Based on the result and discussion of the study on the previous chapter, in this fifth chapter the researcher wrote down the conclusion pertaining to the use of *English by Radio Program* as media to teach listening skill to the eleventh grade students of MA Banu Hasyim. Moreover, the researcher proposed suggestions that might use for teacher and reader the way to improve listening.

A. Conclusion

Based on the result of the study teaching students' listening skill through *English by Radio Program* to the eleventh grade students of MA Banu Hasyim, it can be concluded that:

1. The result of listening tasks showed that the students' listening mastery after using *English by Radio Program* in learning listening is in the advance level. According to ACTFL Proficiency Guidelines 2012-Listening, students at the Advanced-level understand speech that is authentic and connected. This speech is lexically and structurally uncomplicated. The discourse is straightforward and is generally

organized in a clear and predictable way. The advance level itself is classified into three classes; Advance-High, Advance-Mid, Advance-Low. There are 2 students in the advance-high level with average score 85. At the Advanced High sublevel, students are able to comprehend the facts presented in oral discourse and are often able to recognize speaker-intended inferences. While advance-mid level has 10 students within with score 72, 73, 75, and 77. Students at this level are able to understand the main facts and many supporting details. On the advance low level students scored in 65, 67, 68, and 70. There are 5 students included in this level that are able to understand the main facts and some supporting details.

2. Based on the result of the questionnaire, the students' responses toward the use of English by radio as their media in learning listening is good. It can be seen by the number of students, that is 59% students that like to learn listening by using *English by Radio Program*. like. They also love the weekly topics that are discussed in this program but unfortunately they got difficulty to keep their concentration. Therefore, there were 53% students who do not listen thoroughly to the topic that is being discussed.
3. The eleventh grade students of MA Banu Hasyim encounter various kinds of listening problems in learning listening by using *English by Radio Program* they are; unfamiliar words, the length of the spoken

text, speed rate, a variety of accents, lack of concentration and pronunciation. But the most common problem faced by the students is the lack of control over the speed at which speaker speak.

B. Suggestion

1. To the teacher
 - a. The teacher should be more active. Conducting a listening lesson does not just involve turning on a tape machine, sitting back and letting students get on with the tasks as best as they possibly can. Knowledge of the students' level, their purpose for listening, choice of materials and related achievable tasks, careful planning and pacing, as well as good classroom management should all come together to support and motivate students as much as possible.
 - b. The teacher should also provide students with different kinds of input, not only by *English By Radio Program*, but also radio news, films, TV plays, announcements, everyday conversation, interviews, storytelling, English songs, etc.
 - c. Some suggestions that could be employed for teachers and students to encounter listening comprehension problems include adapting and improving listening materials, and improving teachers' classroom techniques on the part of the teachers. As for students, they can

alleviate their own difficulties by improving English proficiency, and improving listening strategies.

- d. Last but not the least the teacher should evaluate the effectiveness of the teaching method and the media that he used. Evaluation is a first step in teaching. Without any evaluation, there will be no assessment. Which is then lead to the absence of feedback. Without feedback there is no way to know the result of the teaching. With the absence of this kind of knowledge there will be no systematic improvement in learning.

2. To the students.

- a. It is important for the students to maintain their attention until they are absolutely sure that the listening material is ended. Students should not switch the radio off even if they think that they already know what is coming.
- b. As soon as the information is given, the students might store it in their memory. They may take a note if it is necessary. However, they should ensure that it is written down correctly.
- c. In the process of listening, students should try to remain still and to ignore noises or movement around them.