

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses the conclusions and suggestions based on the research findings and discussion stated in the chapter four. The conclusions deal with paper model audio visual media implemented in improving the students' listening ability. In addition, the suggestions are proposed to follow up the findings of the study.

A. Conclusion

The procedures of audio visual media developed to improve the listening skill of the students are presented through three stages: pre listening, while listening and post listening. *Pre listening* is a process where the teacher introducing audio visual media to the students so that the students did not startled when the teacher taught them using audio visual method, because it was not funny when the teacher directly implements audio visual media method but the students know anything. The teacher explains about audio visual media by gave them the model or example of audio visual media as the strategy in listening activity. Pre listening activity is a preparation to listen, in the listening process, it uses a variety of active experiences to make the students easily understand what the speaker mtalking about and also to catch the main idea or the video about the story that the teacher gave. *While listening*, in this stage, the teacher told a story using audio visual media, teachers implemented the suitable gesture that related to the related to the teacher character in the story. By modeling the gesture, the students feel in

interested for them because sometimes the teacher using silly gesture just for to get the students' attention. The teacher not only did the suitable gesture while told a story, the teacher also used different voice while told story, it was easier for the students to differ each character in the story. When the teacher used different voice while told a story, it was easier for the students to differ each attitude and their activity. The teacher could know that the students were give attention to the story or not. The third stages is *post listening*, in this stage the teacher asked the students answer the question related to the story that given before. After explained the question, the teacher asked the students to answer the question that the teacher given. After gave back the students result of task, the teacher asked the students give the video and answer the question after watch the video before.

By implemented audio visual media with the proper model applied the students' ability in listening a story. It can be seen from two indicators. First, the percentage of the students achieving the score greater than equal to 75 improves significantly from cycle I to cycle II. The percentage of the students achieving the score greater than equal to 75 in cycle I was 55,5% (15 students out of 27) meanwhile, in cycle II the percentage of the students achieving the score greater than equal to 75 increased into 85% (23 students out of 27). second, the percentage of the students' involvement in the listening activities during the implementation of audio visual media in teaching and learning process improved significantly from cycle I, some students did not implement all activities seriously, only 55,5 students (15 students out of 27).involved in the listening activities. Meanwhile in cycle II, the students involved in the listening activities

increased to 78% student (21 students out of 27) they were actively involved in the listening activity.

The improvement of the students' ability in listening a story can be reached but it should follow the procedures of the proper model audio visual media.

B. Suggestion

The writer also gives the suggestion as follows:

a) For The Teacher

1. The English teacher should be chosen the interesting topic and giving much time for the students to practice it over and over.
2. The teacher should pay attention to all of the students equally. Some students who sit in the back are not given enough attention as much as others who sit in front of the class. So, they do not join the class activity enthusiastically.
3. The teacher should consider that listening ability is skill and it has to usual to do. If the students are often invited to listen in English, they will usual to use English in listening.
4. The teacher is suggested to create a creative method and technique to improve the students' listening ability. The students should be involved more active, because they are learning and the teacher just giving motivations.

b) For The Students

1. The students should practice using English everyday and everywhere as well as possible.
2. The students should be more active in producing English in all skill especially in listening skill.

c) For The Future Researcher

The researcher is suggested to conduct another similar research in other language skills or other language fields to know how far guessing strategy can use in teaching learning process in order to improve the students' listening skill.