

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Listening is vital in language learning in that it provides input for the learners. Without understanding inputs, students can not learn anything. Materials as one of the most important aspects in teaching and learning process should be chosen or designed well in order to be able to reach the teaching and learning objectives. The findings of this study indicated that the listening comprehension of the intermediate listening-speaking students appeared to have improved after they had experienced authentic and inauthentic audiovisual listening materials in class.

To conclude, referring to the data analysis and discussion presented in the previous chapter, conclusions can be drawn as follows.

1. Authentic audiovisual material was the most effective material that could be used in English listening class or course to enhance students' listening comprehension. Its originality had made the learners feel more motivated that it increased their participation and eagerness to learn which then result in the raise of their mastery of the English as the target language. The real life situations provided in it also enabled them to experience the real language in the classroom that could prepare them better to employ English outside the classroom and use them to communicate effectively. The unedited authentic material let the learners gain new knowledge of the

various grammatical rules and language features exposed from the materials. Being exposed to it, the learners would obviously get used into the complicated world of the language features and thus, improved their language proficiency.

2. There was a significant difference on the students' listening comprehension between the classes taught using authentic and inauthentic audiovisual material and the other taught using pedagogical audio material. Audiovisual materials, such as video, film, and so on is a great assistance for language learning – especially in listening classes. The use of video might result in assessing learners' ability to use visual cues to understand the aural text, and this surely would help the students understand and make better sense on what they have listened to. It was also found motivating in the way that not many teachers use video as supporting media in teaching listening. Even in the class, the lecturer only made use of textbook provided for the course, with recorded pedagogical audio materials. Making use of videos could also show the real use of the target language in the real setting situation complete with the people's culture. This appeared to be exciting, too, for the learners, and this surely helped them learn cross cultural understanding in advance, which will be a good thing for them when they have the opportunity to engage with the people of the country in reality.

B. Implication

Based on the conclusions above, then, the researcher explored the implications theoretically and practically as follows:

1. Theoretical Implications

Theoretically, the research findings had scientifically proven that authentic audiovisual material was the most effective material to be used in listening class compared to the other two materials. It was also found out that there was a significant difference on the students' listening comprehension between the classes which were taught using authentic and inauthentic audiovisual material and the one which was taught using ordinary audio material. They had also proven that all kinds of material used in the listening classes could enhance students' listening comprehension. It could be seen from the raise of the posttest score taken from each of the research groups compared to its' pretest mean score. The results of this research also confirmed that authentic and inauthentic audiovisual material could functioned as supplementary material in listening classes or courses in a higher education level like university.

2. Practical Implications

Practically, these research findings can be considered to be applied by English teachers, lecturers, instructors, or other education practitioners to improve students' listening comprehension. They can also be references for teachers to search for, collect, and then use both or either authentic or inauthentic audiovisual materials provided in the internet or any other possible resources for a more engaging and motivating listening class or course.

Furthermore, the fact that these kinds of materials are abundantly provided in the internet and can easily be obtained at anytime anywhere by learners has made it possible for the process of listening practice to happen even out class. Teaching and learning process is therefore very possible to be conducted online, without the presence of teacher and students at the same place and at the same time meeting face to face. It enables students to meet a variety of language inputs which can expand their learning experiences in real and authentic contexts. It does, then, create innovative learning opportunities for them.

C. Suggestion

Based on the research findings, the researcher therefore recommends the following suggestions.

1. For teachers

English teachers can make use of authentic and inauthentic audiovisual material as supplementary material to improve students' listening comprehension with students having similar level of English proficiency. There is a huge number of audiovisual listening material both authentic and inauthentic from many resources world wide that can be shared to students for improving their listening skill. However, for the use authentic and inauthentic audiovisual materials is to make the teaching and learning process more effective, it is important to note that teachers should have deeper understanding in the selection and use of these resources. It is the responsibility of the teachers to check the quality of these resources.

2. For students

In theoretical and practical aspects, authentic and inauthentic audiovisual materials are effective to improve students' listening comprehension. It is then highly recommended for students to use those materials to improve their listening skill. There are abundant resources provided for them to learn or practise listening independently. Films, shows, news, advertisements on TV and millions of videos or contents of various subject matters uploaded in the internet are ready to help them have better mastery of English, in this case especially in listening.

3. For principals, chief of departments or divisions, and other education stakeholders

Authentic and inauthentic audiovisual material have a good contribution to students' listening comprehension enhancement. They have proven effective to improve students' listening skill. Therefore, principals, chief of departments or divisions, and other education stakeholders as the policy makers in the institution should support their teachers of English to introduce and bring in these rich materials into the listening classes so that the teaching and learning classes would be more effective and fun at the same time.

4. For researchers

Hopefully, other researchers can conduct such an advanced study on the same subject matter in order to find out more of the advantage of authentic and inauthentic material to the English as a foreign language teaching and learning process. It is also important to consider teachers opinions, perceptions, experiences, failures and success while using authentic and inauthentic

audiovisual materials in their English as a foreign language classroom, especially in the listening class.