CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consists of two main parts. The first part deals with the conclusion of the action plans of the study, the use of varied listening tasks in the language laboratory, and the research findings. The second part deals with the suggestions based on the research findings.

A. Conclusion

Three items of conclusion are presented at the completion of this study. The first is related to the action plans of the study. The second is related to the use of varied listening tasks in the language laboratory. The third is related to the improvement of students' listening skills.

1. The Action Plans of the Study

This study is planned in seven meetings. In every meeting, the researcher gives at least two different types of listening tasks. The tasks are aimed at improving one skill.

2. The Use of Varied Listening Tasks in the Language Laboratory

Varied listening tasks are used in the teaching-learning activities as designed in the plans of the study. The researcher gives one task and discusses it with the students. When the students understand with the task, then she continues to the next task. She also opens discussions during classes. At the end of the discussion, she encourages students to make conclusion about the theme they learn.

3. The Improvement of Students' Listening Skills

This study is conducted in one cycle. This is because at the end of the cycle, the researcher has found that the students' listening skills improve. The improvement can be shown by both quantitative data and qualitative data.

From the descriptive analysis of the students' scores in the listening tests, it is found that the students' mean scores increase from 6.22 to 8.36. It means that the students' listening skills improve from "fair" to "very good." Then, from the *t test* computation, it can be stated that the improvement is significant at the level of $p < 0.05$.

Further, the *Modes* of the questionnaire data increase from 2 to 3. It means that the students' opinions toward the use of varied listening tasks are positive. In other words, the students' opinions change from "undecided" to "agree" that the use of varied listening tasks in the language laboratory can improve their listening skills.

Based on the data from the questionnaire, pre-test, and post test, the improvement of students' listening skills is significant. The improvement is considered as a result of the use of varied listening tasks at the language laboratory.

The use of varied listening tasks in the English classes makes students have many positive attitudes toward their English learning. The positive attitudes are that they felt interested in, pleased with, and satisfied with the tasks.

The students feel interested because varied listening tasks give different challenges for each task. In addition, each task helps students understand the

materials they learn. They feel pleased in doing the tasks since the varied listening tasks provide something new and attractive, such as films and songs. They feel satisfied in doing varied listening tasks since these tasks give them the opportunities to better understand the materials through the task demand.

The data from the field notes reveal that the students' five listening skills improve. The five listening skills include identifying the topic, predicting and guessing, listening for general understanding, listening for specific information, and listening for detailed information.

The improvement of each skill can be reached as a result of the use of varied listening tasks. The different tasks given to the students make them find one thing in different ways, such as finding the topic of the text in different ways. By doing something different, they solve different problems so that finally their skills improve.

B. Suggestions

This section proposes three suggestions based on the study results. First, the use of varied listening tasks in the English teaching-learning processes is successful in improving the students' listening skills. Therefore, it is advisable for the teachers to use these tasks. It is because the tasks give the students more opportunities to find one thing in different ways. In addition, using varied listening tasks can help students improve their curiosity in learning English so that they are encouraged to do any tasks and finally they can improve their skills. Therefore, it is recommended for the teachers to design varied listening tasks in the teaching of English.

Second, the use of the language laboratory for teaching listening is necessary. The language laboratory provides many facilities, such as computer sets, headsets, and broadcasting systems. It is recommended for the English teachers to develop listening tasks which are suitable for use in the language laboratory.

Third, varied listening tasks used in the language laboratory can improve students' listening skills. Therefore, it is recommended for other researchers to develop studies in the same field.

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