

CHAPTER IV

CONCLUSION AND SUGGESTIONS

A. Conclusion

Listening to English as a foreign language is divided into listening for perception and listening for comprehension. Both are different. In listening for perception, the aim is to know how a word is pronounced and written correctly while in listening for comprehension, the aim is to understand what the spoken text talks about. The ability to understand a part of what is heard and understand the main message is vitally important for effective listening in a communicative situation.

This study deals with the use of visual aids in listening comprehension of English as a foreign language. It takes place in listening class and the spoken texts used for practice and test are in the form of recording. The recordings are spoken by native-speakers. Recording is used for definite specific purposes: to make available type of discourse, accent or listening situations that are difficult to present live, to make student concentrate on aural perception of the foreign sounds, intonation or stress patterns, or for testing.

By using statistical calculation, the result of the study shows that there is influence of visual aids on the understanding of English spoken texts. Visualizing something that we hear can help us to remember what we have heard. Since a learner hears many things in a spoken text, it is difficult to remember everything that he has heard. Without visual aids, if a learner want to understand what the

The visual aids simply can attract the respondents' attention and also help to encourage them to focus on the subject in hand. It is relatively difficult to concentrate on spoken material that is heard 'blind', but it is far easier to focus on the spoken texts because there is something relevant to look at. Visual aids, therefore, are likely to heighten motivation and concentration. Visual aids, again, can be used as a basis for questioning. It is easy to imagine simple questions that could be based on the pictures given in the book. With visual aids, listening can be more interesting and the students will not easily get bored of it. They can listen to the recording and do the exercise in a relaxed manner.

B. Suggestions

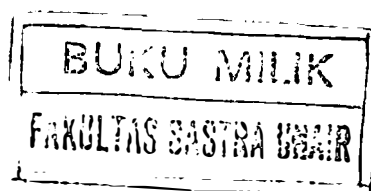
Based on the result of this study, the writer gives some suggestions for listening class. Firstly, a teacher should know to which learner type the students belong to; whether they are visual, auditorial, or kinetic type learners. Knowing their type of learning can help the teacher to teach effectively. Many students, especially those who are either beginners or who do not get enough practice, fail in their listening subject simply because they are not auditorial learner in the matter of listening to English. The writer suggests that a listening teacher does the best effort to develop the students' ability, especially those who are not auditorial learners, by using pictures as the visual aids. Other kinds of visual aids, such as map, sketches, overhead projector, etc, can also be used as long as they are suitable with the topic of the spoken texts and the class condition. The visual aids can also be used either in practice or test. The writer suggests the use of visual aids for understanding English spoken texts as a method of treating the kinetic

and visual type learners because relying on either kinetic or visual modality only does not give benefit to listening ability. The writer suggests this method for beginners and those who do not get enough practice.

Secondly, for practice, the exercise should be success-oriented. This not only improves motivation (if the students succeed in one such an exercise, they will be so much more willing to tackle another) but also ensures the effectiveness of the listening practice given. Exercises in a listening classes are meant to train not to test; and the best practice is obtained by having learners do the activity more or less successfully, not by having them fail. In giving either tests or exercises, the writer suggests that a listening teacher focuses on the student's understanding as it is more important than memorizing and comparing different items of information or complex logical inference of what the speaker is saying.

The exercise itself should always be relatively easy and the focus remains the listening itself; once students understand the language, they should be able to do the activity as a whole with no difficulty. However, this does not mean that only easy exercises are to be given, because if the learner is only trained with easy exercises there will be no increase in his listening ability. I suggest giving exercises that are proper to the learner's level ability. Teacher should be aware of giving difficult exercises since exercises that are too difficult for the learner can actually cause harm by frustrating and demotivating the learner. If the exercise is too hard, time-consuming or complex, then the actual listening comes to take up a relatively small part of students' time and attention and the amount of listening practice afforded is correspondingly small.

Finally, students should be given immediate feedback on their performance of the exercise. Listening needs to be reacted to immediately. It is obviously absurd for the teacher to correct a mistake in student's speech a day later and even to wait a minute or two may cause the comment to lose some of its relevance. If a student does a listening exercise such as checking a list or answering questions and is then given back his answers with corrections a day or two later, he will reap very little benefit from the feedback given. His recollection of the actual words he heard will be hazy, and he has no means of knowing exactly where and why he went wrong. His results need to be checked immediately he has finished, when what he has heard is still echoing somewhere in his mind and there is still a possibility of hearing it again.



WORKS CITED