

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The conclusion of this research is drawn in accordance with the result of the data analysis in the previous chapter. There are some significant differences between experimental and control class. The average score for the experimental class was 56.83 for the pre test and 68.00 for the post test. While the average score for the control class was 56.67 for the pre test and 62.33 for the post test. It means that there was an improvement of the students' achievement in listening comprehension skill of narrative texts. Each class had different achievement. The achievement of the experimental class was higher than the control class.

In the result of post test of experimental class was 68.00 which where higher than the control class 62.33. It means that teaching listening comprehension skill of narrative texts by using pictures as a media was better than the teaching listening comprehension skill of narrative texts without pictures.

The result of the calculation using the t-test showed that t_{count} : 2.688 and t_{table} : 1.67 with $\alpha = 5\%$ and $df = 58$. It means that t_{count} was higher than t_{table} {2.688 > 1.67}. It was meant that H_a was accepted while H_o was rejected. It can be concluded that there is a significant difference in the students' listening score of the eighth grade students of SMP N 31 Semarang in academic year of 2011/ 2012 between students who have been taught listening skill of narrative texts by using pictures and those who have been taught by using a conventional learning or lecturing only.

From the explanation above, it concludes that the use of pictures is effective to improve listening comprehension skill of narrative texts at the eighth grade of SMP N 31 Semarang.

B. Suggestions

One of the constraints that the teacher may face in her duty was how to make a students interested in her teaching or how to promote the students interest to join the learning process well. If students have high interest in following the teacher, it would not be so difficult for the teacher to teach the lesson.

Based on the hold result of the study, the writer had some suggestions for English teacher, students and next researcher as follow:

1. For the English Teacher

- a. Pictures may become alternative media in teaching listening especially in a narrative text. Using pictures to teach listening is a good innovation. It can stimulate the students' interest in materials. By using pictures, the students easier to master the material.
- b. The teacher should match the picture with the suitable material for Junior High school students, so that the goal of the study can be fulfilled.
- c. The teacher can find the references of the pictures from magazine, book, newspaper, internet, or make pictures by themselves based on their creativities in order to get the students interest in listening activities.
- d. Before teaching and learning process, the teacher should have prepared the technique or media well. It means that before using pictures as a media in teaching listening, it is better if the teacher check whether the text can be classified as narrative text or not, whether the text is appropriate to their level or not.

2. For the Students

- a. The students should pay attention to the teacher when he or she gives the English lesson.
- b. The students encourage themselves to learn English especially listening a narrative text.

3. For the next researcher

They can make this study as their reference to conduct other researcher on the same field. They are also expected to be able to cover the limitation about this, they can conduct a research with the same media but in different genres. The writer hopes that the next researchers can prepare everything as good as possible in doing research and can follow up this research.