

CHAPTER V

CONCLUSIONS AND SUGESTIONS

As previously stated, the research was conducted to the fifth grade students at SDN 1 Pedes which dealt with improving primary students listening skill by using read-aloud strategy. Finally, the conclusion of the discussion throughout the present classroom action study is presented in this chapter. Some practical suggestion in reference to the significance of the established research findings are also recommended in the chapter. The finding of this study could really provide benefits for the English teacher and the fifth grade students at SDN 1 Pedes.

5.1 Conclusions

Listening is an important skill in learning English since it is the foundation for other skills like speaking, reading, and writing. It is the language modality that is used mostly. If listening as the foundation is not mastered; the other skills will be more difficult to master. In fact, the real teaching learning process in elementary school seldom give listening in learning activities. The teacher more emphasizes on reading than listening in teaching learning process. This research investigated to discover: (1) the improvement of students achievement in listening skill by using read-aloud strategy; (2) to describe how read-aloud strategy can improve students' listening skill by using Classroom Action Research with two cycles.

This research which was conducted at SDN 1 Pedes Yogyakarta proved that Read-aloud strategy could improve the fifth graders' English listening skill. It was seen from the comparing score of pre-test to post-test in cycle I, and cycle II. The mean score of pre-test that was gathered from 27 students was 64. This data obtained before the researcher applied read-aloud strategy in teaching listening. After that, the mean score of post-test lower than the pre-test it was 62 from 30 students in cycle I. While after following the second cycle treatment the students' mean score increased enormously 83 of achievement. Therefore it can be concluded that learning listening skill by using read aloud strategy was suitable for the fifth graders' of SDN 1 Pedes Yogyakarta.

Furthermore, the students could learn English easily by doing more practice and discussing in class with researcher. They understood the materials better because the strategy was implemented by doing some practices. Moreover, the activities in the teaching and learning processes in the class were more enjoyable. The students were more enthusiastic, enjoyed the learning process and more confidence in using English.

5.2 Suggestions

After the researcher carry out action research in the 5th grade at SDN 1 Pedes Yogyakarta on efforts to improve Listening skill, so in this study, researchers report will provide suggestions as follows:

1.To the teacher

Preferably the situation and condition of the students should be more controlled, so that learning activity that happened can take run well. The English teacher should make the situation of teaching and learning process interesting and enjoyable, so that students can pay attention to the teacher and comfortable in the class. The teachers are expected in teaching English can use read-aloud strategy as an alternative learning, so that students do not feel bored with those use the conventional method only. The use of various media or technique will improve students in learning English.

2.To the other Researchers

The other researcher can use the findings of this research to conduct the next research by using read-aloud strategy. This research can be a reference to conduct a similar research by implementing this strategy to increase students activeness in learning process. Moreover the researcher suggest other researcher to design English listening material for elementary school.