

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result, the researcher draws a conclusion the students' existing media for learning English listening is not interesting and attractive in which the teacher only uses PPT, textbook, recording, even write the materials on the whiteboard. Moreover, it is not effective enough to stimulate and encourage them in learning listening process. The students may find difficulty to understand the materials so that it makes them feel bored and passive so that the students' listening skill do not improve. They demand to have a better media in order to support the learning process. In addition, they want to have interesting, innovating, and attractive media that can motivate them to learn, listen, communicate. Developing the interesting and appropriate listening media may be a solution for them. This new product of listening media is based on the students' needs and make students more interest in learning. This condition also may ease the students to learn listening media through macromedia flash based on Task-Based Learning such as (1) Pre-Task; (2) Task; (3) Language Focus that combined with Scientific Approach steps such as (1) Observing; (2) Questioning; (3) Experimenting; (4) Associating; (5) Communicating and follows the research and development phases raised by Sugiyono (2014). It consisted of five phases: collecting data and information; (2) designed product; (3) expert validation; (4) revision; (5) production. The materials were displayed on the media were

Introducing Self and Complimenting Others. The score of validation from the validators are 4.63 and it is categorized “Very Good”. It means that the listening media has been appropriate to be used in teaching-learning listening.

B. Suggestion

There are any suggestions that are proposed probably can help for English teachers, further researchers, and the students. The first one is the teacher should consider the students’ needs in choosing the learning media. The learning process can be successful if the teacher masters the materials as well as the learning media that can encourage, support, and improve students’ ability in English listening. Macromedia flash can be the alternative and supportive media to teach the students in listening. The second one is the students can use the listening media such as macromedia flash as a learning media to help them improve their ability and interest. It is the interesting media that can motivate them while learning listening. Moreover, it is expected to the other researchers to develop listening media for other topics based on the students’ problems and needs.