

CHAPTER V

CONCLUSION AND SUGGESTION

Conclusions and suggestions can be drawn by referring to the research finding and discussions in chapter four.

5.1 Conclusions

The researcher concludes the findings and dicussions after analyzing the data from observation and interview and these conclusions are written to answer the research questions. First, based on the observation by the lecturer it is indicated that the lecturer has implemented four types of task, those are listing task that is used as brainstorming for introducing the topic. The lecturer uses an interesting, short and simple video to warm up the learners. Next, comparing task is applied by the lecturer by asking the students to mention and retell the information they have got from the video. Then, sharing personal experience is also applied by the lecturer. The lecturer asks the questions about the video has played and relate it to their own life experience. The last task is creative task. The lecturer asks the learners to present their own video toward their friends. By letting the learners find their own video, it can increase their creativity in assessing their own comprehension.

Second, the lecturer's implementation of different task types in listening skill are not applied as the pyramid of Revised Bloom Taxonomy. Even, the implementation still runs effectively. As the conclusion, it can be assumed that in designing the task types the lecturer should consider the objective of the task, the material's level of difficulty and the learners' capability.

5.2 Suggestions

Based on the result of the study, the researcher gives some suggestions in order to be useful in improving the lecturer's creativity in teaching English especially for listening class using many kinds of task. This study tries to give some suggestions to the lecturer and the next researcher.

5.2.1 For lecturer,

Lecturer should be more creative to teach Listening skill. Especially to teach the University students, the lecturer should make encourage learners to be active in teaching learning process. So the learners are able to enjoy the teaching learning process. This research is expected that this study can be as one of activity in teaching listening which can motivate the learners to learn listening comprehension. Because those tasks can make the class is more enjoyable for learners.

5.2.2 For next researcher,

Task for teaching listening is very useful to teach listening for University learners. In fact, the aim of tasks is to create a real purpose for language use and to provide a natural context for language study. The researcher hopes that there will be other researchers who observe and conduct another research in the same field or study with different subject or other kinds of skill and the component in English. As there are many factors affect learners' performance in doing task, it is hoped that other researchers will broaden another component of task, for example is task difficulty.