

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This English listening materials was developed using ADDIE model. It was analysis, design, development, implementation, and evaluation. The result of The English listening materials and media had valid criteria with the score is 87,5%, it was checked by the teacher with score 87,5%, and by the students with practical and get average score 9144. It showed that the The English listening materials using Quizizz as the digital media was easy to use, helpful both of students or teacher and learning time more efficient. Based on the research that has be done, it can be concluded that the researcher made English listening materials for the first semester of eight grade students of SMP Islam Brawijaya. The English listening materials in the form of digital media, Quizizz. It contains cover/opening page, content learning, adorable picture, and some summary by students to know the understanding about the material. Each page of The English listening materials has different colour and interest zone. The digital media (Quizizz) is presented in two languages (English and Indonesian). The conclusion based on the result, it showed that the English listening materials is accepted as learning material, additional learning for English lesson that give interesting contextual, and congruen to syllabus.

## **B. Suggestion**

After conducting this research, the researcher proposes some suggestion to students, teacher and another researcher. For student, the researcher hopes that they will use this product to improve their skill in listening comprehension, but if they use the product, they must understand and comprehend the instructions to use the English listening materials. Then, the teachers also expected to use this product in teaching English, especially in listening, because it can help the teacher to create an active and interesting activity to the students. Moreover, for other researcher, it can develop English listening materials that contains some material with all language skill (listening, reading, speaking and writing). Researcher also hope that the other reserachers will develop another genre or type of listening material. Then, the practicality test must be carried out for several schools with wider subject to get more efficient and effective results.

## REFERENCES

- Anderson, N. J. (2005). *Learning strategies: research. In E. Hinkel, Handbook of research in second language teaching and learning* Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Bradford, Y. L. (1997). Media education's present and future: a survey of teachers. *Teaching media literacy and media citizenship.*
- Brown, H. Douglas. 2004. Language Assesment: Principles and Classroom Practices. Longman.com
- \_\_\_\_\_. (2007). *Principles of language learning and teaching* (fifth edition). New York: san francisco state university.
- Carla, M. (1996). Listening skills development through multimedia. *Jl. of Educational Multimedia and Hypermedia* 5(2), 179-201
- Chamot, A. U. (2004). Issues in language learning strategy research and teaching. *Electronic Journal of Foreign Language Teaching.* 1(1), 14 - 26.
- Chen, A. H. (2013). Efl listeners' strategy development and listening problems: a process-based study. *The Journal of Asia Tefl.* 10 (3), 81-101.
- Creswell, J. W. (2012). *Educational research.* Boston: Pearson Education, Inc.
- Dawes, F.D. (2001) *What Stops Teachers Using New Technology? In M. Leask*

(Ed.), *Issues in Teaching Using ICT*. London: Routledge.

\_\_\_\_\_. (2000). *A Cognitive Perspective on Language Learners' Listening Comprehension Problems*. *System*, 28(1), 55-75.

Holden, W.R. (2004). Facilitating listening comprehension: acquiring successful strategies. *Bulletin of Hokuriku University*. 28. 257-266.

Hwang, C. C. (2005). Effective EFL Education Through Popular Authentic Materials. *Asian EFL Journal*. 7(1).90-101

Indraswari, K. (2015). *Developing Supplementary English Writing Materials Using Task-Based Language Teaching For The Tenth Grade Students Of Senior High School*. Thesis. Yogyakarta : Yogyakarta State University.

Kelly, C. & Kelly, L. & Offner, M. & Vorland, B. (2002). Effective Ways to Use Authentic Materials With ESL/EFL Students. *The internet TESL journal*.

8(11). Retrieved: 26 december 2018. <http://iteslj.org/Techniques/Kelly-Authentic.html>

Loren, F. T. A., Andayani, Setiawan, B. (2017) *The Use of Learning Media on Listening Skill in Teaching Indonesian To Speakers of Other Language*. English Department Faculty of Languages and Arts of Universitas Negeri Padang In Collaboration with Indonesian English Teachers Association (ieta).

- Mendelsohn, D. (2006). Learning how to listen using learning strategies. *In Uso-Juan, E., & Martinez-Flor, A. (Eds.). Current Trends in The Development and Teaching of The Four Language Skills*. Mouton de Gruyter. 1 – 15.
- Michalekova, L. (2017). *Language learning strategies and their impact on listening comprehension of esp learners*. Slovakia: University of Presov.
- \_\_\_\_\_. (2003). *Language Learning Styles and Strategies: Concepts and Relationships*. University of Maryland.
- Prasetya F. A., Sukirlan, M. & Suka, R. G. (2014). *Improving Students' Listening Comprehension Through Video as Media*.
- Richards, J C. 2001). *The Role of Textbooks in a Language Program*. Cambridge: SEAMEO RELC.
- Riduwan & Sunarto, (2010). *Pengantar Tatistika (Untuk Penelitian : Pendidikan, Sosial, Komunikasi, Ekonomi Dan Bisnis)*. Bandung : Alfabeta.
- Rost, M. (2001). *Listening*. Cambridge: Cambridge University Press.
- \_\_\_\_\_. (2002). *Teaching and Researching Listening*. New York: Pearson.
- Sugiyono, 2016. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: CV.Alfabeta.
- Vandergrift, L. & Goh, C. (2012). *Teaching and Learning Second Language Listening: Metacognition in Action*. New York: Routledge.