

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

This research, conducted at SMAN 6 Serang City, aimed to compare the effectiveness of using audio from native and non-native English speakers in improving students' listening skills. The treatment was applied over two meetings in two experimental classes. Following the treatment, students showed positive improvements, including increased vocabulary acquisition and better understanding of correct pronunciation and intonation. These outcomes suggest that exposure to spoken English, regardless of accent, can enhance listening skills and overall language comprehension.

Based on the results of research conducted by researcher, it can be concluded that there is no significant difference in the learning outcomes of grade 11 students at SMA N 6 Serang City who use audio of native speakers and audio if non – native speakers. This can be seen from the results of hypothesis testing on both groups with the results obtained being greater than 0.05, which means the alternative hypothesis ( $H_a$ ) is rejected and the null hypothesis ( $H_o$ ) is accepted. This means that there is no significant difference in the results of students' listening comprehension. In other words, these findings suggest that the choice between the two methods can be considered based on other factors without significantly compromising effectiveness.

## **B. Suggestion**

Based on the results of the research conducted regarding listening comprehension in English, here are some suggestions that can be provided to the school, English teacher, and the students.

It is hoped that the results obtained in this research can provide contributions to various parties as useful input for future progress.

### 1. For School

The school is expected to provide learning facilities that support the development of listening skills in English, such as quality audio equipment, access to authentic audio – visual materials and classrooms conducive to language learning.

### 2. For English Teacher

The teachers are expected to select listening materials that are appropriate for the students' skill levels and relevant to their daily life. Authentic materials such as podcast, songs, or films can assist students in understanding the contextual use of English. Besides that, the use of interactive methods such as group discussion, language game, or conversation simulations to actively engage students in the listening learning process. Those variety of learning methods are expected can attract students to be active in learning, especially English learning.

### 3. For Students

Students are advised to regularly practice listening skills outside of English class by engaging with English language materials such as songs, podcasts, videos, or news. Additionally, students can utilize applications or platforms for learning English such as Duolingo, BBC Learning English, or TED Talks. Lastly, students should cultivate the habit of actively listening to English by noting new vocabulary, understanding the essence of the material, and attempting to try the pronunciation they hear.

By applying the suggestions above, it is hoped that students' English listening comprehension can be improved, so that they are better prepared to face challenges in learning English and global life in the future.