

CHAPTER V

CONCLUSION & SUGGESTION

A. Conclusion

Based on the findings and discussion presented in the previous chapter, it can be concluded that the use of concept maps is effective in improving students' listening comprehension, particularly in understanding narrative texts through video media.

The results of the study showed a significant difference between students' pre-test and post-test scores. The increase in the mean score after the implementation of concept maps indicates that students' listening ability improved after receiving the treatment. This improvement suggests that concept maps helped students organize information, identify key ideas, and understand the structure of narrative texts more clearly.

Furthermore, the statistical analysis using the t-test confirmed that the improvement was statistically significant. This means that the positive change in students' listening comprehension was influenced by the use of concept maps, not merely by chance. Therefore, the research hypothesis stating that concept maps can enhance students' listening comprehension was accepted.

In conclusion, concept maps can be considered an effective instructional strategy in teaching listening. They support students in processing information actively, visualizing relationships between ideas, and improving their overall comprehension of listening materials. Thus, the use of concept maps is highly

recommended in listening instruction, especially for narrative texts at the senior high school level.

B. Suggestion

Based on the conclusion above, several suggestions are proposed for teachers, students, and future researchers. Teachers are encouraged to use concept maps as an alternative teaching strategy in listening classes, as this strategy can help present listening materials more systematically and assist students in understanding the content more effectively. Teachers are also suggested to combine concept maps with interesting media such as videos in order to increase students' motivation and engagement during the learning process.

Students are suggested to actively use concept maps when learning listening, especially in understanding narrative texts. By using concept maps, students can organize information, identify main ideas, and remember important details more easily. This strategy can also be applied in other language skills, such as reading and speaking, to support overall language learning.

Future researchers are suggested to conduct further studies on the use of concept maps in different contexts, such as different text types, grade levels, or language skills. It is also recommended to use larger samples or different research designs, such as experimental or quasi-experimental studies, in order to obtain more comprehensive and generalizable results.

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