

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1. Conclusion**

This research focuses on listening strategies used by students who are taking Intermediate and Advanced Listening course. There are some difficulties that students may have occurred in listening class, according to (Bingol et al., 2014): (1) quality of the recorded materials; (2) cultural differences; (3) accent; (4) unfamiliar vocabulary and (5) length and speed of listening. To overcome those difficulties, listening strategies are needed for students taking listening course. According to Oxford (1990), there are direct and indirect strategies for listening that include: memory, cognitive, compensations, metacognitive, affective, and social strategies. Based from data analysis results through questionnaire, observation, and interview, most students in the Intermediate and Advanced Listening course usually used compensations strategies and sometimes used social, metacognitive, cognitive, affective, and memory strategies. They sometimes used those strategies because it depended with the situation, for example they would be prohibited to take notes while in the TOEFL listening test. The findings have answered this research question: “What listening strategies are used by students in the listening course?”. Some students agreed that listening strategies helped them in doing listening tasks in the listening class. Unfortunately, this research did not show whether listening strategies used by students in Intermediate and Advanced Listening course were effective to them or not so that students’ achievements in this course were not shown in this thesis, and also the data collection did not according to procedure.

## **5.2. Suggestion**

### **5.2.1. For lecturer**

The lecturer should supervise students while in the listening class, whether students find difficulties in listening or not. If necessary, the lecturer should collect students' smartphones and save it to the box, so that students would not be distracted while listening. Motivations from the lecturer could also impact to students for preparing their mental before listening.

### **5.2.2. For students**

The students should know their reason taking Intermediate and Advanced Listening course, beside the course is compulsory to take. When students are motivated in listening, they could get the best score. Also, students have to get used to listening strategies in the listening class, because listening strategies could help them to comprehend what the speaker said and do the listening tasks easier.

### **5.2.3. For future research**

This research did not show whether listening strategies used by students in Intermediate and Advanced Listening course were effective to them or not. The researcher suggests to other researchers who will conduct research about this topic for testing the effectiveness of direct and indirect strategies. Also, the researcher suggests to other researchers to collect the data according to the procedure (questionnaire, observation, and interview).

## REFERENCES

- Aida, A. (2021). Group discussion in development of students' listening skills in a foreign language. *M Utemisov West*, 4(84), 117–123.  
[https://doi.org/10.37238/1680-0761.2021.84\(4\).40](https://doi.org/10.37238/1680-0761.2021.84(4).40)
- Assaf, A. H. (2015). *The difficulties encountered by EFL learners in listening comprehension as perceived by ELC students at the Arab American University-Jenin* [An-Najah National University].  
<https://hdl.handle.net/20.500.11888/7271>
- Bao, D., & Guan, C. (2019). Listening strategies. *The TESOL Encyclopedia of English Language Teaching*, January 2019, 1–6.  
<https://doi.org/10.1002/9781118784235.eelt0588>
- Bingol, M. A., Mart, C. T., Celik, B., & Yildiz, N. (2014). Listening comprehension difficulties encountered by students in second language learning class. *Journal of Educational and Instructional Studies in the World*, 4(4), 25–30.  
[https://www.researchgate.net/publication/339377409\\_LISTENING\\_COMPREHENSION\\_DIFFICULTIES\\_ENCOUNTERED\\_BY\\_STUDENTS\\_IN\\_SECOND\\_LANGUAGE\\_LEARNING\\_CLASS](https://www.researchgate.net/publication/339377409_LISTENING_COMPREHENSION_DIFFICULTIES_ENCOUNTERED_BY_STUDENTS_IN_SECOND_LANGUAGE_LEARNING_CLASS)
- Bloomfield, A., Wayland, S. C., Rhoades, E., Blodgett, A., Linck, J., & Ross, S. (2010). What makes listening difficult? *University Of Maryland Center for Advanced Study of Language*, April, 3–79.  
<http://www.dtic.mil/dtic/tr/fulltext/u2/a550176.pdf>
- Borisoff, D., & Purdy, M. A. (1997). *Listening in everyday life: A personal and professional approach* (2nd ed.). University Press of America.
- Brown, H. D. (1994). *Teaching by principles: An interactive approach to language pedagogy* (4th ed.). Pearson.
- Brown, S. (2006). *Teaching listening* (1st ed.). Cambridge University Press.
- Buku Pedoman Akademik PSPBI 2022-2023*. (2023). Widya Mandala Surabaya Catholic University.
- Burgess, T. (2001). *Guide to the design of questionnaires* (1st ed.). University of Leeds.
- Dörnyei, Z. (2003). Attitudes, orientations, and motivations in language learning: advances in theory, research, and applications. *Language Learning*, 53(S1), 3–32. <https://doi.org/10.1111/1467-9922.53222>
- Fitch-Hauser, M., & Hughes, M. A. (1992). The conceptualization and measurement of listening. *International Journal of Listening*, 6(1), 6–22.  
<https://doi.org/10.1080/10904018.1992.10499105>
- Goh, C. C. M. (1998). How ESL learners with different listening abilities use comprehension strategies and tactics. *Language Teaching Research*, 2(2), 124–127. <https://doi.org/10.1177/136216889800200203>
- Gondo, J. S. (2021). *The perception of note-taking to improve the listening skills of listening B students*. Widya Mandala Surabaya Catholic University.
- Hadi, M. S., Adnan, A., & Wahyuni, D. (2016). The analysis of listening strategies used by the English Department students of Faculty of Languages and Arts of Universitas Negeri Padang. *Journal of English Language Teaching*, 5(1), 201–209. <https://doi.org/10.24036/jelt.v5i1.7304>
- Handayani, L. (2014). Learning strategy employed by EFL Students in a listening comprehension class. *Educate*, 3(1).

- <https://journal.unipdu.ac.id/index.php/educate/article/view/647>
- Huong, T. T. A., Nhu Ha, N. D., Tuyen, T., & Trang, L. T. T. (2021). English-majored students' listening difficulties and use of strategies at Mien Dong University of Technology, Vietnam. *European Journal of Education Studies*, 8(10), 99–120. <https://doi.org/10.46827/ejes.v8i10.3932>
- Kumaravadivelu, B. (2003). *Beyond methods: Macrostrategies for language teaching*. Yale University Press. <https://doi.org/10.4324/9781003218005-7>
- Lambert, V. a., & Lambert, C. E. (2012). Qualitative descriptive research: An acceptable design. *Pacific Rim International Journal of Nursing Research*, 16(4), 255–256. <https://he02.tci-thaijo.org/index.php/PRIJNR/article/view/5805>
- Latha, A. M. (2018). Importance of listening skills over other skills. *International Journal of Advance Engineering and Research*, 5(S2), 1–4. [https://www.academia.edu/36592878/IMPORTANCE\\_OF\\_LISTENING\\_SKILLS\\_OVER\\_OHER\\_SKILLS](https://www.academia.edu/36592878/IMPORTANCE_OF_LISTENING_SKILLS_OVER_OHER_SKILLS)
- McLeod, S. (2008). *Likert scale definition, examples, and analysis*. SimplyPsychology. <https://www.simplypsychology.org/likert-scale.html>
- McMillan, J. H. (2012). *Fundamentals of educational research*. Pearson. [https://doi.org/10.1016/0738-0593\(92\)90050-v](https://doi.org/10.1016/0738-0593(92)90050-v)
- Munro, M. J., & Derwing, T. M. (1999). Foreign accent, comprehensibility, and intelligibility in the speech of second language learners. *Language Learning*, 45(1), 73–97. <https://doi.org/10.1111/j.1467-1770.1995.tb00963.x>
- Nitta, T. (2006). *Affective, cognitive and social factors affecting Japanese learners of English in Cape Town* [University of the Western Cape]. <http://hdl.handle.net/11394/2149>
- O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge University Press. <https://doi.org/10.1017/CBO9781139524490>
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Newbury House/Harper and Row.
- Serri, F., Boroujeni, A. J., & Hesabi, A. (2012). Cognitive, metacognitive, and social/affective strategies in listening comprehension and their relationships with individual differences. *Theory and Practice in Language Studies*, 2(4), 843–849. <https://doi.org/10.4304/tpls.2.4.843-849>
- Tyagi, B. (2013). Listening: an important skill and its various aspects. *The Criterion: An International Journal in English*, 12(1), 1–8. <https://www.the-criterion.com/V4/n1/Babita.pdf>
- Underwood, M. (1989). *Teaching listening*. Longman Publishing Group.
- Vandergrift, L. (1999). Facilitating second language listening comprehension: acquiring successful strategies. *ELT Journal*, 53(3), 168–176. <https://doi.org/10.1093/elt/53.3.168>
- Wang, J., & Zhang, F. (2021). *Learning styles and listening strategies of EFL learners—a survey study in a medical college*. 516(Iserss 2020), 501–505. <https://doi.org/10.2991/assehr.k.210120.093>
- Wenden, A. L. (1987). Metacognitive knowledge and language learning. *Applied Linguistics*, 19(4), 515–537. <https://doi.org/10.1093/applin/19.4.515>
- Zhang, Y. (2012). The impact of listening strategy on listening comprehension. *Theory and Practice in Language Studies*, 2(3), 625–629.

<https://doi.org/10.4304/tpls.2.3.625-629>