CHAPTER V
CONCLUSION AND SUGGESTIONS

This chapter presents the research conclusion, which is based on the research findings and discussions in the previous chapter, as well as suggestions for further research.

5.1 Conclusion

As mentioned in Chapter one, the purpose of this research was to investigate what difficulties students face in listening to the subject, how they personally address this problem, and whether they have strategies to overcome it. To address these research questions, a questionnaire comprising twenty close-ended statements was utilized, and interviews were conducted to gather additional support. A total of twenty one students participated in this research, with all of them completing the questionnaire. However, only five students were selected for interviews. These participants were all students from the English Department, belonging to the Batch 2021.

After the research was done, I could examine the data collected and finalize the answer to the questions of the research. In conclusion, based on the interviews with the students, it is evident that several factors contribute to the difficulties students face in listening courses. These factors include the speed of speech, unclear content, mumbling by speakers, limited knowledge of listening skills, unfamiliarity with English listening, and difficulty in keeping up with fast-paced speech. Furthermore, the students shared various approaches they use to overcome their difficulties in listening. These strategies involve utilizing language learning applications like DuoLingo, studying with friends, seeking assistance from teachers, practicing through listening to song, podcasts, and vlogs, taking notes, watching movies, and exposing themselves to different accents in English. By employing these methods, the students aim to enhance their listening skills and overcome the obstacles they face in understanding spoken English.

In summary, understanding the causes of listening difficulties and implementing effective strategies can significantly contribute to the improvement of students' listening abilities. Educators can utilize this knowledge to design targeted interventions, while learners can proactively engage in practices that enhance their listening skills and build confidence in comprehending spoken English.

5.2 Suggestions

I would like to add some suggestions. The suggestions are made for lectures, students , and also future researchers.

5.2.1 Suggestions for lecturers

Some suggestions can also be given to lecturers based on what I found in the research. I suggest that the lecturers to increase students' interest in listening skills materials, lecturers can consider the following suggestions:

1. Choose engaging and relevant content: Select listening materials that align with students' interests, hobbies, and academic disciplines. This could include podcasts, interviews, TED Talks, documentaries, or news articles related to topics that resonate with students. Engaging content will capture their attention and motivate them to actively listen.

2. Incorporate multimedia and technology: Utilize multimedia resources such as videos, audio clips, and interactive platforms to make the listening experience more dynamic and interactive. Integrate technology tools and applications that provide real-life listening scenarios or gamified exercises to enhance student engagement.

3. Use authentic materials: Include authentic materials, such as authentic conversations, speeches, or radio broadcasts, to expose students to real-life language usage. This helps them develop their ability to understand different accents, intonations, and speech patterns, making the learning experience more authentic and relevant.

4. Encourage active participation: Create opportunities for students to actively participate during listening activities. Incorporate interactive tasks such as group discussions, role plays, debates, or problem-solving activities that require students to listen attentively and engage with the material. This fosters a sense of involvement and promotes active learning.

By implementing these suggestions, lecturers can make listening skills materials more appealing and engaging for students, fostering a positive learning environment that promotes active participation and growth in their listening abilities.

5.2.1 Suggestions for students

To help students become more interested in listening skills materials, here are some suggestions:

1. Find relevant and engaging content: Look for listening materials that align with personal interests, hobbies, or areas of study. It could be podcasts, TED Talks, interviews, audio books, or even movies or TV shows in the target language. When the content is relevant to oneself, it becomes more enjoyable and motivating to listen.

2. Create a conducive learning environment: Find a quiet and comfortable space where it is possible to concentrate on listening. Minimize distractions and create a positive study environment that allows to fully engage with the material.

3. Use technology and apps: Explore language learning applications, such as language learning platforms, podcasts, or interactive listening exercises. These tools often offer a variety of engaging and interactive listening activities that can make the learning process more enjoyable.

4. Reflect and analyze: After listening to a piece of content, take some time to reflect on the insights gained, what was challenging, and how to improve. Analyze the strategies used, identify areas for growth, and make adjustments for future listening practice.

5. Stay motivated and track your progress: Find ways to stay motivated, such as setting small milestones, rewarding yourself for achievements, or tracking progress over time. Seeing improvement will provide a sense of accomplishment and encouragement to continue working on listening skills.

Remember that improving listening skills takes time and consistent practice. Embrace the process, stay patient, and celebrate progress along the way.

5.2.3 Suggestions for future researchers

For future researchers interested in exploring ways to make students more interested in listening skills materials, here are some suggestions:

1. Conduct surveys and interviews: Gather feedback from students about their interests, preferences, and challenges related to listening skills. This will provide valuable insights into their motivations and help identify specific areas that can be targeted for improvement.

2. Explore multimedia and interactive approaches: Investigate the use of multimedia resources, interactive platforms, and technology-enhanced learning tools to make listening materials more engaging. This could include incorporating videos, animations, gamification elements, or interactive exercises to create an immersive and interactive learning experience.

3. Incorporate authentic and culturally diverse content: Introduce listening materials that reflect real-life situations, cultural diversity, and contemporary topics. Authentic content, such as interviews, podcasts, or news articles, can spark students' interest and make the learning experience more relevant and meaningful.

By implementing these suggestions and conducting further research, future researchers can contribute to the development of effective strategies that enhance students' interest and engagement in listening skills materials, ultimately leading to improved learning outcomes in this important language proficiency area.

REFERENCES

Anderson, A. & Lynch, T. (1988). *Listening.* Oxford University Press.

Ary, D. (2010). *Introduction to Research in Education Eight Edition'.* United State: Wadsworth Cengage Learning.

Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction toresearch in education.* Cengage Learning.

Asmawati, A. (2017). Analyzing Students' Difficulties toward Listening comprehension. *ETERNAL,* 3(2). Available at http://journaluinalauddin.ac.id/index.php/Eternal/article/view/4592

Assaf, A. H. (2015). *The Difficulties Encountered By EFL Learners in Listening.* An-Najah National University Faculty of Graduate Studies.

Bently, S. & Bacon, S.E. (1996). The all new, state-of-the-art ILA definition of listening:Now that we have it, what do we do with it?. *Listening Post.* 56, 1-5. Retrieved from https://www.listen.org/resources/Documents/56_Apr_96Spring.pdf

Brown, G., & Yule, G. (1983), *Discourse analysis.* Cambridge: Cambridge University Press.

Brown, J. L. (2006). Rhymes, stories and songs in the ESL classroom. *The Internet TESL Journal,* 12(4), 23-25.

Brown, S. (2018). Task-Based Approach to Listening. *The TESOL Encyclopedia of English Language Teaching.* https://doi.org/10.1002/9781118784235.eelt0613

Chen, Y. (2005). Barriers to acquiring listening strategies for EFL learners and their pedagogical implications. *TESL-EJ,* 8(4), 1-23.

Cresswel, (2009). *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches,* University Nebraska-Licoln : Sage

Publication.

Creswell, J. W. (2012). *Educational research: planning, conducting, evaluating, quantitative and qualitative research* (Fourth Edition). United States of America: Pearson Education Inc.

Diora, L., & Rosa, R. N. (2020). An Analysis of Students' Difficulties in Listening Comprehension: A Descriptive Study at English Language and Literature Department FBS UNP. *Journal of English Language Teaching*, *9*(1), 85. https://doi.org/10.24036/jelt.v9i1.107957

Goh, C. (2002). *Teaching listening in the language classroom.* Singapore SEAMEO Regional Language Centre.

L. R. Gay and Peter Airasian. *Educational Research: Competencies for Analysis and Application* (6th ed). Saddle River, New Jersey: Prentice Hall, 2000), 239-241.

Lynch, T. (1998). Theoretical Perspectives on Listening. *Annual Review of Applied Linguistics*. 18, 3-19. https://doi.org/10.1017/S0267190500003457

Nemtchinova, E. (2013). *Teaching Listening.* USA: TESOL International Association.

Nunan, D. (2003) *Practical English Language Teaching.* Singapore: McGraw-Hill Pollard, L. (2008). Teaching English. UK: Longman

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). https://doi.org/10.4304/tpls.2.4.843-849

Sugiyono, D. (2013). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D.* Bandung: Alfabeta.

Sugiyono. (2018). *Metode Penelitian Kuantitatif.* Bandung: Alfabeta.

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

Yousif, A. A. (2006). Listening comprehension difficulties as perceived by. *Journal of King Saud University and Translation,* 19,35-47.