

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### **Conclusion**

Based on the results and discussion it could be concluded that while listening to the materials in TOEIC listening test, the students seemed to use listening strategies which were cognitive and metacognitive listening strategies to get better listening comprehension.

However, the findings showed that the students who work with metacognitive listening strategies did not get better English listening comprehension compared with those who work with cognitive listening strategies. So, the answer for first research question was those students work with metacognitive listening strategies did not achieve better English listening comprehension.

Next, in order to answer the second research question, the results showed that the use of metacognitive listening strategies did not give different effect on the English listening comprehension compared with cognitive listening strategies of students in upper and lower-level group

Those conclusions were the same as Purpura's study. The study which investigated the relationship between test takers' use of the cognitive and metacognitive strategies and second language test performance showed that although metacognitive strategies had no direct impact on the test takers' score, they did positively influence the cognitive processes used by the subjects. Purpura (1997:290) affirms "metacognitive processing exerts an executive function over cognitive processing."

**Suggestion**

The purpose of this study was to know the English listening strategies which are employed by the students who are having the listening test. Knowing the students' use of the listening comprehension strategies can help them to overcome their difficulties in doing the listening test and achieving better listening comprehension.

Although the findings of this study showed no effects of the cognitive and metacognitive listening strategies on listening comprehension test, the results cannot be generalized to all EFL contexts. Ellis (1994) stated that the number of participants, no specific duration of the listening strategies training and different variables such as participants' cultural background and English proficiency levels can easily change the results of such studies. He also drew a similar conclusion and suggested that further research was required to investigate the type of strategies that were most useful in the language classroom.

Finally, more research is needed on a possible cause and effect relationship not only between the cognitive and metacognitive listening strategies but also the other listening strategy categories such as memory, compensation, social/ affective listening strategies in order to help students in achieving the English language proficiency especially in listening comprehension.

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