

## **Chapter Five**

### **Conclusion and Recommendation**

This chapter contains the summary of this research. It highlights summary of the background of the research. It also summarizes how the researcher conducted the research. Last, it also exposes the findings of the research which are based on two research questions and also proposes some suggestions.

#### **Conclusion**

The reason why the researcher chooses IELTS test as a topic to be researched is because this test is still considered to be widely used. One of them, IELTS is used as part of university in abroad alongside TOEFL test and others. UK, New Zealand, and Australia are country which used IELTS test as priority to enter in those countries. Knowing how it is important, having a good band of score is a must. Furthermore, no one other researchers research about IELTS in EED UMY in previously.

In IELTS test, there are four sections which are tested to the test takers. Those four sections are listening, reading, writing and speaking. However, this research only includes the listening section to be discussed. There are some reasons why the researcher chooses the listening section. First, listening as receptive skill is one way to acquire language. Without having good ability in listening skill, students cannot understand spoken language. According to Golchi (2012), “while learning a foreign language, listening becomes more important as learners need to understand what is said to them for successful communication”. The second, based on the

researcher's observation, many students in EED UMY got difficulties in listening section of IELTS test. By looking the circumstance, the researcher is interested to know their problems and strategies to answer the question types of IELTS listening. In particular, this research has two research questions. First, what are the problems faced by students in attempting listening section of the IELTS test. Second, what are listening strategies used by students in EED UMY academic year 2012 when they attempt the listening section of IELTS test.

The research design used in this research is qualitative. Qualitative is chosen because the researcher wants to explore the opinion of the participants. Besides, this research also uses the qualitative descriptive in order to demonstrate the data using description. On the hand, the setting of the research is at English Education Department (EED) of UMY because EED UMY has International Language Testing class which exposes IELTS (International English Language Testing System) and they also had joined many listening courses. By enrolling in that class, they might have opinions about their problems and strategies to deal with listening section of IELTS test.

The participants are the students of batch 2012 of EED UMY because they have taken the International Language Testing. Besides, they also had conducted the IELTS test twice in that class, pre-test and post-test. The number of the participants are six participants. To collect data, the researcher used interview in this research. Besides, she used example listening question of IELTS, audio recording and

interview guideline as instrument to collect data of the research. The interview is conducted in Indonesian language in order to ease the participants in exploring their opinions. After getting data by interview, the data is transcribed. To make data dependable, the researcher did member checking. The next step is analyzing the data by doing the coding, open, axial, and selective coding.

The summary reveals two findings which are based on the research question. In answering the first research question which is about problems face by the students in attempting listening section of IELTS test. There are eight problems faced by students which are affected by four factors: listeners (test takers), speakers, contents and environment.

First, there are two problems affected by listeners' factors, anxiety and multi-tasking abilities pertaining the question. Second, there are two problems affected by speaker's factor. They are accent and rate delivery. Third, there are three problems as well which is affected by content or material factors. Those are length of spoken text, unfamiliar vocabulary and reduced forms. At last, there is only one problem faced by students which is affected by environment factor. It is noise.

In answering second research question about the strategy that are used by the students to answer the IELTS listening test. There are 19 strategies used by students where those are classified into three majors' strategies, metacognitive, cognitive and TWS. The strategies used by student to answer six question types: multiple choice,

gap-filling, completing sentence or note, table or chart completion, map diagram labeling, and matching.

The first, there are five sub strategies of metacognitive strategies. They are direct attention, refocusing, selective listening, pre-listening strategies, and self-evaluation. The second, there are eight sub strategies which belong to cognitive strategy. Those are segmentation of cognitive bottom-up strategies, contextualization, note taking strategy of cognitive formal practicing strategies, questioning elaboration of cognitive top-down strategies, visualization, reconstruction strategy, listening for main idea of cognitive top-down strategies, and finding key word strategy. The third, there are six strategies which are classified into TWS. They were deductive reasoning strategy, guessing strategy, error-avoidance, cue-using strategy, time-using strategy, and Intent consideration strategy.

In conclusion, from 19 strategies reported in above, there are some common test taking strategies that can be used by participants in answering all the question types. Those common test taking strategies are selective listening of metacognitive strategy, contextualization of cognitive strategy and error-avoidance strategy of TWS. More than three participants used these three test taking strategies when they answer most of the question types in listening section of IELTS test.

### **Recommendations**

After conducting this research, there are some recommendations which are proffered by the researcher for students, teachers, institution, and further researchers.

To begin with, for students who want to get high score in listening section of IELTS they should realize what their problems faced when they attempt the test. In addition, listening strategy is necessary to help them improving their IELTS scores. By implementing strategy properly, they will be able to achieve a fantastic score. Second, it is also important for teachers to help the students understand listening strategies to answer the question types in listening section of IELTS. Besides, teachers might also give some additional strategy to combine with their own strategy based on their experience in taking IELTS test before. By doing this, it will help students obtain high score in IELTS test. Third, it is important for the institution to still provide International language testing class which is discussing IELTS as compulsive course. This is notable because students can attain the benefits from this class by practicing and understanding the strategies. Another suggestion might be giving good facilities to support listening class. Thus, it may be good to provide them well audio because students need clear voice to understand what speaker said. Fourth, for other researchers who is fascinated in doing the same topic, the researcher is certainly received for any further findings that would support this research better. Furthermore, it will be good also to have other researchers to research the test taking strategies on other three parts of IELTS reading test, the speaking and writing.