

## **Chapter Five**

### **Conclusion and Recommendation**

This chapter discusses about conclusion of the research. Also, the researcher's recommendation is included in this chapter. In conclusion, the researcher summarizes the background of the study, statement of the problem, purpose of the study, and the findings of the study. Afterward, the researcher presents some recommendations for English teachers, students, and other researchers.

#### **Conclusion**

Learning language covers four skills; listening, speaking, reading, and writing. All of them are important to be mastered especially listening since it is the first skill that one employs in learning language. Even though listening is important for students to be mastered, some students still faced problem during listening. These students, who have been taken most of the classes conducted in English, faced problems in listening. This evidence happened in English language department at one of private universities in Yogyakarta. Because these students faced many problems in listening, they employ strategies for handling their problems in listening and improve for better listening in the future. That is the reason why the researcher came up with the study called "Exploring students' strategies in improving listening skill."

This research attempts to explore listening strategies for listening improvement among English learning students in one of private universities in

Yogyakarta. This research belongs to qualitative method as the researcher explores students' strategies through their experience in listening as deep as possible. Interview fits to gather the data. The result of the study revealed ten findings of students' strategies. Based on the data, the students reported that they use tools in order to aid their learning. They are using audio and audio visual media and dictionary or pronunciation machine. Other strategies are applied, namely cooperating with friends, asking for clarification, paying attention to the familiar word, repeating the audio, mimicking, note-taking, paying attention to the phonetic, keywords, and accents, and connecting word to the other word. In addition, some students used the same. To sum up, students use different strategies for improving their listening. Different strategies occurred because some students were aware of their own problems and design their strategies that work best to them.

### **Recommendation**

The research attempted to explore students' strategies in improving listening skill. Based on the finding and conclusion, the researcher provides some recommendation for three parties related to the research. Those are the English teachers, students, and other researchers.

**English teachers.** This research showed that some students employed different strategies. The students used the strategies that worked best for supporting their improvement in listening. The English teachers should be aware of these strategies and do some research for better understanding for students

needs. Also, the English teachers concern of these findings and are able to design and conduct teaching using material that suits for students for listening section. The English teachers should support the students to embrace more strategies and facilitate them to discover more strategies that work effectively.

**Students.** This research reveals some strategies that students from earlier years employed to improve their listening. The researcher recommended this research for students who want to improve their listening as the strategies in the findings are reported based on the earlier-year-students employed for improving listening. The strategies are many and students should choose one or more of those strategies that feel work for themselves, and use it as a consideration for students who are aware of listening improvement.

**Other researchers.** This research discusses about students' strategies in order to improve listening skill. The researcher welcomes other researchers who want to use this research for emphasizing their own research that has similar topic or related to. Also, the researcher welcomes to the other researchers who want to conduct the same field. This study has limitation; other researchers should conduct the same field but in different case study or narrative inquiry design in order to give nuance to this topic and more details such as gather more students from English language department or different major, or use different methodology so that further findings would support this research.