

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter delineates the conclusions and suggestions of this research. The conclusions are formulated from the research findings, and the suggestions present the recommendation for the English teachers and the further research.

5.1 Conclusions

This study investigated strategies that were implemented by English teacher in teaching listening comprehension and the students' responses toward the strategies used.

It was revealed that the teachers used various strategies in teaching listening. The strategies used by the teachers were categorized into bottom-up, top-down and metacognitive. In bottom up category, teacher 1's strategies were recognizing and discriminating the sounds, grammar and pronunciation. Most of the students responded negatively to those strategies, which means they mostly had difficulty in recognizing and discriminating the sounds. Whereas, Teacher 2 used almost the same strategies as teacher 1 in bottom-up with the addition of writing down the audio record. Meanwhile, it gained positive response from the students that means they could catch the sounds of English words and pattern. Furthermore, teacher 3 also used the same strategies as teacher 1 with the addition of looking for keywords. However, the students' responses were quite varied. Most of them agreed that they could listen for specific details, but they disagreed that they could understand the grammar and discriminate English sound.

In top-down category, teacher 1's strategies were answering questions related to the topic, visualization and discussion. It gained positive responses from the students such as they could predict the meaning and they could listen to main idea of listening passage. Meanwhile, teacher 2's strategies were live listening, answering questions and discussion. Moreover, it gained positive response from the students, which means they could catch the main idea and summarizing. While, teacher 3's strategies were recognizing and predicting the topic, group work, answering questions, visualization, and discussion. Furthermore, it obtained mostly positive responses, which means the students could listen to main idea and predict the meaning.

In metacognitive category, teacher 1 and teacher 2 did planning and monitoring the teaching and learning process. However, they did not specifically evaluate the lesson, but the students responded positively towards the strategies. In contrast, teacher 3 did planning, monitoring and evaluating the lesson. It gained a positive response from the students that their comprehensions were monitored and their listening outcome also evaluated in listening tasks.

5.2 Suggestions

Several suggestions are given for some elements including English Teachers and Further research in teaching listening comprehension. For English teachers, they should pay attention on appropriate strategies that can be applied to help students comprehending listening tasks. Hence, teacher might consider the bottom-up, top-down, and metacognitive aspects in teaching listening

comprehension. Strategies in bottom-up focus on words, phrases or cohesive devices in order to build up a whole discourse. Thus, teachers should assist the students in recognizing and producing the sounds. While strategies in top-down focus on building-up schemata (background information) to get general view of listening passage. Hence, teachers should help the students to relate their prior knowledge with the topic of listening passage. Whereas, the metacognitive strategy also should be applied by teachers, which means they should plan, monitor and evaluate the listening teaching and learning process in class. In addition, teacher might find and use other strategies for teaching listening for making students interested in learning listening comprehension.

Finally, further research might want to focus on benefit and challenges which are faced by teacher in using those strategies and analyze the students' listening performances since this study only focused on the strategies used by the teacher and students' responses towards toward the strategies used.