

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

After collecting data and analyzing the results of the study, in this chapter, the researcher will present conclusions and suggestions regarding the results of this study. The first part of this chapter discusses the conclusions of the research findings and the second part is suggestions that can be used as material for consideration to help the implementation of teaching and learning activities properly.

#### **5.1 Conclusion**

From the results of collecting data and analyzing the results of the research, there are challenges and strategies found in the Advanced Listening and Speaking course. In this study, eight participants from the class of 2021 were interviewed. This research aims to identify the challenges faced by students in advanced listening courses and describe the listening comprehension strategies used by students in advanced listening courses at one of the universities in Jambi

Based on the first research question regarding listening challenges in the Advanced Listening and Speaking course, challenges were found that were almost faced by all students in the form of failure to concentrate, unclear pronunciation, unfamiliar words, strange accents and pronunciation, noise, speed of delivery and the inability to get things repeated. Thus the results showed that students with the highest and lowest scores had differences in listening challenges experienced by each participant. The highest-scoring students experienced challenges with accents and poor quality tapes or disk while the lowest-scoring students were unfamiliar words, the length of spoken text, nervous, speed of delivery, and noise.

The second research question is about listening comprehension strategies used by participants in the Advanced Listening and Speaking course. The results of this study show that planning, monitoring, resourcing, cooperation, asking for clarification, self-encouragement are strategies used by all participants, both students with the highest scores and also with the lowest scores. However, if based on the grouping of strategies (metacognitive, cognitive, and socio-affective), the results of this study show that the strategies used by participants from the most to the least are cognitive strategies, socio-affective strategies, and metacognitive strategies. So that the difference in the use of listening comprehension strategies for students with the highest scores and the lowest scores is that students with the highest scores are proven to use more metacognitive strategies while students with the lowest scores use more cognitive strategies.

## **5.2 Suggestion**

After the researcher completes the discussion in this thesis, in this chapter the researcher conveys several suggestions in the thesis that can be taken into consideration.

1. For students, it is recommended to improve listening habits by often practicing listening to various types of audio material, such as podcasts, songs, or lectures in the target language. In addition, try to apply various new strategies that have never been done/used before to improve the quality of learning in listening.
2. For lecturers, researchers suggest understanding the abilities of their students both from the difficulties faced and the strategies used, this understanding is important to improve the listening skills of all students so the teaching and learning process can run smoothly. Furthermore, it is recommended to develop more diverse and interesting learning materials to improve students' listening skills. In addition,

providing additional resources in the teaching process that are relevant to the subject matter and utilizing technology such as language learning apps, speech recognition software, and e-learning platforms can provide a more interactive learning experience and support the development of students' listening skills.

3. For further research, the results of this study are expected to be useful so that the results of this research can serve as guidelines and can be developed more perfectly.