

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusions, and (2) suggestions

In this chapter, all of the result from finding had been concluded. I also presented the suggestions that were expected to be useful for lecturers, students, and other researcher.

5.1 Conclusions

Based on the result of data analysis by using thematic analysis, I found that they were many problems that caused students faced difficulties in comprehending listening material during listening process which were found by other researcher too. First problem was level of difficulties of listening text. In this problem, there were several aspect that caused problems to the students. They were problems pertaining to limited English vocabulary, problems pertaining to the length of a spoken text and problems pertaining to unfamiliar topics.

Second was students' lack of colloquial language. Most students assumed that they often faced difficulties in comprehending listening material. The problems were problems pertaining to the use of daily conversations or slang expressions, problems pertaining to the use of reduced form, and problems pertaining to the use of transition signal that is utter from the native speakers.

Third was students' psychological characteristics which refers to students' anxiety when they listen and comprehend the listening material. Some students

felt so nervous and worried when they could not hear the material clearly so that they could not understand most of the talk.

Next was difficulty to recognize speakers' utterance. Many students found it difficult to understand listening material because of the way speakers speech caused problems to the students. The problems were problems pertaining to unclear pronunciation, problems pertaining to variety of accents that was speakers used and problems pertaining to speed delivery from the speaker. Finally, physical setting that was affects students' listening comprehension. I found that the noises, sitting position of the students and poor quality of the audio used caused problems to the students when they comprehend the material. Thus, those problems difficult the students in comprehending the listening material.

Then, to help the students overcome their listening comprehension problems, the lecturers gave the solutions to the students. They were the lecturer did a pre-listening to prepare students for their readiness in listening activity before the students listen to the audio and the lecturer use different kinds of listening material as the additional references for the students. As the result, it helped the students easier in understanding the listening material so that they could update their vocabulary knowledge and information especially in listening. They could understand the listening material from additional references based on their needs in learning listening skill.

5.2 Suggestions

The present study needs to be carried out with large sample because the sample size was too small to generalize an overall conclusion applied to all EFL learners. A standardized inventory of listening difficulties could be created to provide lecturers and students with an efficient way to identify strategy difficulties. Further, another research needs to be conducted with more comprehensive samples including the primary, secondary, and preparatory levels in order to get a complete picture of the problem and give more suggestion from many lecturers to the students. It is hoped that the results of this study will contribute to improving the teaching and learning in the field of listening comprehension in English education study program of UIN Raden Fatah Palembang