CHAPTER V

CONCLUSION AND SUGESSESTION

This chapter presented: (1) conclusions and (2) sugegestions of this study

5.1 Conclusions

This study described the types of metacognitive strategies used by students majoring in English education. There were 100 students who participated as respondents to the questionnaire in the Metcaognitive Conscious Listening Strategies section. There were five categories of metacognitive awareness in listening strategies, namely planning evaluation, problem solving, directed attention, person knowledge, and mental translation. The results showed that there were two strategies that were often used by students, namely the highest strategy. The first strategy "problem solving" was the strategy most often used with the total score (X = 5.03) is the dominant domain. This showed that students earn more use the words they understand to guess the meaning of unknown words. Whereas the lowest result was "mental translation" with the total mean score (X = 3.62) that students used when they translated what they often heard.

5.2 Suggestions

From the results of this study, there are significant suggestions from researchers as stated below.

5.2.1 For English teachers

From the results of this study it can be seen that most students have understood about metacognitive awareness in listening strategies in learning

comprehension listening. However, teachers should increased awareness by providing information to students about effective metacognitive awareness strategies ranging from planing evaluation, directed attention, metal translation preson knowledge and problem solving. Then, the teacher can train students in awareness of metacognitive strategies effectively to improve their ability in listening comprehension.

5.2.2 For students

The results and discussion show that students use metacognitive awareness strategies that are applied in listening strategies. However, students must understand how to listen to use this metacognitive awareness strategy effectively when they have difficulty understanding the meaning of a listening task. So that they can improve their listening comprehension to become good listeners and strategic learners.

5.2.3 For other research

As a fact in the research process, the researcher suggests to other researchers that awareness of listening comprehension should be studied further to gain a deeper understanding of the development of awareness in listening metacognitive strategies during the learning process. Other researchers can continue this research to find the effectiveness of the metacognitive awareness listening strategy used by students.

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