

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents (1) conclusions and (2) suggestions based on the findings of the research.

5.1 Conclusions

Based on the findings of the study, there are some conclusions that can be drawn. First, there was no significant correlation between reflective thinking and listening comprehension achievement. The findings showed that the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected. On the other words, there was no significant correlation between students' reflective thinking and their listening comprehension of the eleventh grade students of SMA Muhammadiyah 2 Palembang. Second, the students' reflective thinking did not significantly influence students' listening comprehension achievement. It means that the students' reflective thinking did not give any contribution to students' listening comprehension of the eleventh grade students of SMA Muhammadiyah 2 Palembang.

The result may happen because of some factors in each side of the variables. From reflective thinking side, many students had different ways of thinking. Not all of them knew about reflective thinking and how to use it during studying. In listening comprehension side, it was because of students' low motivation, lack of experience in learning listening, lack of background knowledge about listening topic and the tools that students use during the test section.

5.2 Suggestions

From the conclusions above, some suggestions can be given. First, for the teacher, this findings can imply that the teachers do not pay much attention to the students' ways of thinking in teaching listening since reflective thinking was not the only one factor affecting listening comprehension. Therefore, realizing the benefits of reflective thinking theory and approaches, teachers should still consider the existence of reflective thinking in creating an attractive, encouraging and motivating atmosphere in English learning and teaching class. Furthermore, regarding that English is a foreign-language, the teachers should provide English language learners with further assistance and support and motivate them to perform more linguistics tasks so that they can better improve their listening skills.

Second, for the students, considering the way how they are thinking, there are some of them can be advantageous for the students. It is suggested that they have to be aware about their thinking style because if the students can identify those characteristics, it can be helpful for them in learning activities. Then, improving their listening practice will help the students in comprehending the listening. The last, for further researcher, it is suggested that they can conduct with bigger sample and large population to make the results of the study can be more representative.

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