

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data obtained in chapter four, the researcher made a conclusion which is also the answer to the research question, the following are the conclusions:

Firstly researcher treat 11th graders at Kulni Modern Islamic Boarding School at Cikande, Serang Banten with listening skills strategies that are more precise when using metacognitive strategies. The researcher explains the learning objectives and learning description in the first step of organizing planning, then provides opportunities for children to solve problems and problems according to the title of the material, and finally the researcher gives clues/keywords so that children can think about the problem and stimulate the brain. In the second step, the researcher provides strategies for English listening by using examples. In the assessment step, the researcher discusses the questions based on the title of the material and asks students about the difficulties they encountered while listening..

Secondly researcher then answered to research questions about how the differences in improving English listening skills

between students before and after receiving metacognitive strategies in class XI students of modern Islamic boarding schools in cikande Serang banten, researcher gave treatment using metacognitive strategies. Metacognitive strategies for use in the classroom XI A was held in four meetings. The researcher administered a pre-test to assess the students' listening abilities prior to implementation and a post-test to assess the students' listening abilities after implementation. The average pre-test of the class students is 40.41, while the post-test is 57.21. This demonstrates a 41.57 percent improvement in students' listening skills. In this study, the researcher used the T-test to determine the level of change in students' English listening skills. The researcher calculated the T-test in three ways: using SPSS version 16.00 by looking at the level of significance. The calculation by using the SPSS version 16.0 application, namely sig 0.000 0.05. If $(1,4233872538682E-08) > 0.05$ in Ms Excel, H0 is rejected and H1 is accepted.

Based on the information presented above, it is possible to conclude that as a result of this study, metacognitive strategies can help students improve their English language skills. The data show that there is a significant difference in students' listening skills before and after using metacognitive strategies, as

evidenced by the increase in students' listening skills. T-test calculation results differed by 41.57 percent between pre-test and post-test. Not only that, but research can be an alternative innovation in English learning, particularly in listening skills, so that children are not bored and enjoy it. It is hoped that future research will look into other aspects of language that can be used with metacognitive strategies.

B. Suggestion

Following the conclusion of this study, the researcher attempts to make some suggestions that may be helpful to everyone, especially students, teachers, and future researcher; these suggestions are as follows:

1. For students:

The researcher hopes that all students, especially class XI of Kulni Modern Islamic Boarding School at Cikande, Serang Banten will practice listening to English as much as possible, one of which is using metacognitive strategies, so that the researcher can increase their ability to understand what they listen by using the right strategy.

2. For teachers:

Teachers must be creative when teaching English, especially when using metacognitive strategies, and it is hoped that in the future, teachers will be able to develop new methods and strategies for learning English, particularly in listening skills, so that learning is not boring or passive.

3. For future Researcher :

Researcher hope that this research will be useful to all parties, provide some useful information, and serve as a reference for future research. Furthermore, researcher hope that this research will provide experience benefits for researcher who want to be future educators.

