

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes the study's result and suggestions. The conclusion summarizes study findings based on the research challenge. This chapter highlights students' critical thinking skills and difficulties encountered during listening exercises in the English Education Department's Critical Listening course.

A. Conclusion

This research aimed to answer the research question mentioned before. In conclusion, based on the current findings and discussion, incorporating critical listening in English as a Foreign Language (EFL) classrooms improves students' ability to provide simple explanations and identify key elements from the material, gather relevant data from the audio and apply critical thinking, draw connections between theory and reality, build arguments, and find solutions to the problems. Out of the five participants, only two of them cannot evaluate and interpret the material from the podcast and only expressed their own opinions.

Critical listening helps EFL students assess and analyse material, in addition to understanding it. On the other hand, when trying to apply critical listening, students faced many difficulties. Pronunciation and accents are the most common problems students experience when participating in listening exercises. Forty-seven students acknowledge that they had trouble in recognizing speakers with British accent. As a result, students find it difficult to focus on the material, causing them to lose concentration while listening to and processing the audio. Following that, because their vocabulary is limited and they have not practiced listening to audio from native speakers, they struggle in listening class.

B. Suggestion

The study's findings will provide recommendations for English lecturer, the English Education Department, and future researchers. The recommendations can be described as follows:

To the students: to improve listening skills, students should practice at home to overcome difficulties with the listening activities. To learn different accents, students could listen to English music, watch short news, or watch movies. This will increase their vocabulary continuously. During the listening process, seek further explanation from the lecturer and let them know if you do not understand something. Use critical thinking to evaluate, examine, review, and improve concepts of the problem based on personal experiences and objective perspectives.

To the English lecturer: when preparing material for listening classes, lecturers can create variations of listening audio with native speakers to familiarise students with accents and how native speakers pronounce words and phrases, as well as subjects that are engaging and will stimulate students' critical thinking skills. This can assist students gain a better understanding of different forms of audio from various native speakers,

To the other researcher: future research can focus on chosen critical listening materials and subjects to validate the conclusions of this study. The listening task should vary, providing an engaging material may inspire students to learn English. Researchers could apply this study within various contexts to identify more ways to enhance students' critical listening skills.