

## **BAB V**

### **CONCLUSION AND SUGGESTIONS**

This chapter contains conclusions and suggestions based on the results of the previous chapter. Conclusions are drawn from data analysis and some advice is given to English teacher, students and other researchers who may have something in common.

#### **A. CONCLUSION**

Based on the findings of the research and discussion in the previous chapter, there is some important information for researchers and teachers about students' listening skill in metacognitive. The following conclusions from "Identifying Students' Listening Skill Through Metacognitive".

Students of SMAN 1 Kragilan have used all of the five strategies of Metacognitive when listening process. The five strategies are problem solving, namely students are able to describe the strategies that will be used during listening. The third is mental translation, which is a picture of things that must be avoided when listening, and then person knowledge is the understanding that the learner has about what difficulties their faces when listening and finally the directed attention, namely the ability to concentrate when listening. However, the result of the research above illustrate that there

are still many problems faced by students and are closely related to the metacognitive factors that exist in these students, among some the problems found, the most often done by students is the loss of concentration and the lack of vocabulary that is owned by students, so students translate by linking the information he receives with the experience he has with the minimum vocabulary conditions he has. In addition to concentration and vocabulary there are also several other issues such as unclear pronunciation and the assumption that students will listen to what they find very difficult.

## **B. SUGGESTION**

Based on the results in this study, there are some suggestions from researchers as follows:

### **1. For English Teachers**

From the results of this study, the teacher can know that all students use metacognitive strategies when listening. It benefit the teacher to provide understanding and awareness of students about the effective use of metacognitive in students before listening.

### **2. For Students**

From the results and previous discussions show that students have used metacognitive to overcome difficulties in listening. However, students still do not understand how to use this strategy effectively when finding difficulties when listening. Hopefully with this research, then students can be

better able to place this strategy in the listening process and this metacognitive strategy is able to assist students in overcoming difficulties in listening.

### **3. For Other Researchers**

Based on the facts in the research process, researchers suggest to other researchers that the results of identifying students' listening skills metacognitive should be investigated further to get more understanding of metacognitive strategies during the learning process. The other researchers can continue this research to get more about the effectiveness of listening metacognitive that have us