

## CHAPTER V

### CLOSING

This chapter contained of the conclusion of the research findings and suggestions. Conclusion was to summary the research finding, and suggestions were aimed to the students, specifically for the English Lecturers of English Education Study Program of IAIN Palangka Raya, and to those who are interested further in researching in widely subject.

#### A. Conclusion

This study aimed to investigate the student's preference toward EFL listening teaching strategies at English Education Study Program in State Islamic Institute of Palangka Raya. The finding indicated that student prefer some listening stratgies, especially listening for main ideas first then for details, were used most frequently. The data showed that there were 96 or 64% students who agreed with this stratgy. Meanwhile, listening for specific information were as lowest strategy that used in this study. The data showed that there were 43 or 28.7% students who used this strategy.

The findings are expected to be beneficial for teachers to help students became aware of the significance of listening and benefits of using the right strategies with the right task. Based on the results obtained from the study, it is recommended that listening for the main idea with 96 student or 64% (e.g. listening the audio to get particular information generally, listening for main ideas first for details, and listening from the general information then specific information) strategy training should be underlined since they great influence on listening comprehension. Thus, listening strategy needed to be implemented by English lecturers in teaching English Subjects in the English Education Study Program at IAIN Palangka Raya.

As can be seen, many strategies seemed to contribute to the students' listening comprehension. Some strategies can be effectively used in a specific context. Supporting to

Mendelson states that strategies such as guessing, inferencing, etc., should be taught to the learner to cover the lack of understanding.<sup>1</sup> Because of that, strategy training should include various strategies that can be put into use at proper time in order to make listening as easy as possible for the students, especially those with lower language ability.

## **B. Sugestion**

In line with the conclusion, the writer would like to propose some the following suggestions for students, the teachers and the researchers.

### 1. For Students

It was instructed to all students to always increase their listening skill by using listening strategies with Lecturers in the class or outside, in order to be able to help each other in acquiring English. Also, this study provided the references for students to choose the appropriate listening strategy for developing their listening skill.

### 2. For English Lecturer

It was recommended to English Lecturers that listening for the main idea stratgy in teaching Listening Subject one give better improvement to the process of teaching listening. So, listening subject can be easier in English learning.

### 3. For the other writers

This design of this thesis was very simple. It was not as perfect as the experts. It had many weaknesses in it. It only found the students preference toward EFL listening teaching strategies without find what their reason to prefer some strategies on learning listening. Therefore, for next researchers who are further interested in developing this study on wide object and better design can improve this study, in order to support the results finding. The writer approved to use this as a reference for further research.

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<sup>1</sup> Mendelson in Koichi Nihei, *How to Teach Listening*, Japan: Fukushima Prefecture, 2002,p. 18