

Chapter Five

Conclusion and Recommendation

This chapter contains the final discussion of the research. It consists of two parts of discussion, namely conclusion and recommendation. After presenting the gathered data and discussing the research findings in chapter four, the researcher intends to make the conclusion from the research results. Afterward, the researcher continues to present some recommendations related to students' difficulties in learning listening.

Conclusion

This research aims to find out the problems in English listening faced by students at One State Senior High School in Karangdowo. Based on the fourth chapter discussing the findings, the researcher intends to conclude problems that make students felt difficult during learning listening, namely unfamiliar vocabulary, unclear language, the ways of speaking, different accent, unfamiliar, almost similar pronunciation, boredom, students' fatigue.

To begin with, the new vocabulary, unclear and unfamiliar language student not familiar made students get difficulty when they learning listening. It was mentioned by the participants that new vocabulary, complicated language and long duration of the listening section made students difficult and felt bored when they learned listening.

The second problem was the way of speaking used in the learning listening process. The ways of speaking, different accent, and unfamiliar language spoken by foreign people would make students felt more difficult rather than listen to language spoken by their teacher.

The third problem in learning listening is a sound problem. The quiet sound made students difficult. In addition, unclear speaking made students get difficulty in listening.

Media for the listening which did not support could make student get difficult when they learned listening.

Getting bored was one of difficulties in learning listening because students could not concentrate when they got tired and bored. Moreover, students needed fresh condition to be successful in mastering listening. If the students were exhausted they could not focus and follow the listening process. Students needed more energy to focus on the listening process.

Recommendation

Students. The researcher recommends that the students should be aware the difficulties in learning listening. They need to apply some strategies or try to use different learning style. So that they can come up with their problems.

Teachers. Based on the research results discussed in chapter four, the researcher recommends that the teachers' pay more attention on students' difficulties in learning English listening. Moreover, the teachers can help the students to overcome difficulties mentioned in this research by designing the teaching material that suitable for the students need. The teachers should pay more attention when they explain listening in class. So there is no problems that will be addressed to the lecturer while giving a video in the classroom.

Future researchers. The researcher hopes that other researchers would like to do further research related to students' difficulties in learning listening. In order to enrich the existing research, the future researchers can explore students' difficulties in learning listening deeper by using another methodology or increasing the number of research participants.