

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **A. Conclusion**

Based on the discussion in the previous chapter, the researcher can conclude that the strategies that teachers use in teaching listening comprehension at SMA Kadesi Tunang as the researcher have obtained were metacognitive, cognitive and socio-affective. The problem faced by English teachers when teaching listening at Kadesi Tunang High School is how to make all students focus on the learning material and be active, considering that not all students can focus on what is conveyed and often there were students who also busy playing cellphones. To overcome this problem, the English teacher sometimes asks students some questions to regain their learning intention.

#### **B. Suggestions**

Suggestions in a research was mandatory. The purpose of giving suggestions was none other than to improve every aspect involved. On top of that, suggestions were also needed to improve what has been applied, in this study teacher's strategies in teaching listening comprehension. Hence, the suggestions were given to the teacher, the school, and the future researcher.

The teacher was an important aspect in the teaching and learning process. Suggestions for teachers in this study include the following: teachers should continue the activities of the strategies in teaching listening comprehension, the teachers should establish good cooperation with other teachers to enrich the knowledge they already have so that their quality can increase along with the development of an increasing modern era, and the teachers should motivated students both in life in the school environment and outside the school environment.

Furthermore, the researcher also provide suggestions for schools. The suggestions that researcher can give based on the data in the field were as follows: the school should provide many kinds of instructional sources such as additional material related to the strategies in teaching listening comprehension.

Finally, the suggestion that the researcher does not forget to give is for future researcher. Since the study was qualitative, it was possible that the future researcher followed up the study by conducting research on teacher's strategies in teaching listening comprehension with different framework, design and paradigm. So, more comprehensive data could enrich knowledge in the field of the strategies in teaching listening comprehension.