

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The analysis of the teaching listening strategies employed by the two lecturers reveals a variety of strategies aimed at enhancing listening comprehension among students with different listening proficiency levels. The first lecturer adopts a holistic approach, blending bottom-up and top-down strategies. By incorporating a range of media and activities tailored to different contexts, the lecturer ensures relevance and engagement while fostering flexibility in teaching methodologies. Through structured teaching stages and continuous engagement, the first lecturer effectively promotes active student participation and prepares them comprehensively for future listening tasks. This approach, characterized by a balanced integration of strategies, active involvement, and adaptability, exemplifies a nuanced understanding of effective teaching practices.

On the other hand, the second lecturer adopts a strategy that combines intensive and extensive listening to immerse students in authentic language usage beyond the classroom setting. By utilizing activities like listening to podcasts and creating original content, the emphasis is placed on practical exposure and consistent practice, aligning with the communicative approach to language teaching. Through structured lesson plans encompassing pre-listening discussions and post-listening reflections, SL reinforces the importance of authentic listening experiences in facilitating language acquisition. This approach not only fosters comprehension but also cultivates communication skills in real-world contexts.

All participants across different proficiency levels in listening classes shed light on the diverse yet effective approaches to language skill development. High-ability students exhibit a strong preference towards incorporating audio-visual technology into their learning routines with several resources such as music, podcasts, and YouTube videos to enhance their listening skills. They emphasize exposure to diverse accents and the use of English subtitles as crucial elements in improving comprehension. Medium-level students, while also enjoying music and

movies, demonstrate a nuanced approach to utilizing resources, with some focusing on lyrics comprehension and others engaging in targeted listening exercises. In contrast, low-ability students prioritize repetition and real-life interactions with foreigners to strengthen their listening skills, utilizing audio-visual aids like music, podcasts, and YouTube videos. Despite these differences, all participants express confidence in the effectiveness of their chosen methods for advancing their proficiency as English as a Foreign Language (EFL) learners. . However, those techniques are consistent with cognitive learning theory, which emphasizes information processing and comprehension through engaging with media such as movies, TV shows, and music

Students across different proficiency levels further underscore the efficacy of these teaching strategies. High-ability students, medium-level students, and low-ability students alike express satisfaction with the current teaching approaches, highlighting improvements in listening comprehension and overall language proficiency. Their endorsement of the clarity, relevance, and effectiveness of these strategies speaks volumes about their positive impact on the learning process. Regardless of proficiency level, students appreciate the tailored and diversified nature of the teaching methods, which incorporate audio-visual technology and real-world interactions to optimize language skill development. This collective affirmation reaffirms the value of pedagogical practices that prioritize student engagement, adaptability, and authenticity, ultimately fostering a conducive learning environment.

5.2 Suggestion

The research conducted at Universitas Kuningan yields valuable insights into teaching strategies aimed at enhancing listening comprehension among students. The researcher hopes that these findings will not only serve as a reference but also as a practical guide for both educators and learners, fostering a more effective and engaging learning environment. By understanding the diverse needs and preferences of students, teachers or lecturers can tailor their teaching methods to

better cater to individual learning styles and interests, ultimately leading to improved learning outcomes.

Recommendations are provided specifically for teachers and lecturers, particularly those that teaching English, to initiate the teaching process by considering students' interests and requirements. It is emphasized that the incorporation of strategies such as the Bottom-Up and Top-Down as well as Intensive listening and Extensive listening approaches can significantly enhance the effectiveness of lesson planning and delivery.

For students, the research findings offer valuable insights into effective learning strategies for improving listening skills. By implementing the recommended strategies outlined in the study, students can actively participate in their learning process and take ownership of their academic development. The availability of such resources empowers students to explore diverse learning approaches and tailor their study methods to suit their individual needs and preferences, thereby enhancing their overall learning experience.

Lastly, the researcher advocates for continued exploration and development of teaching strategies for listening comprehension. By encouraging future research endeavors in this area, the aim is to expand upon existing knowledge and uncover new insights that can further enhance language education practices. This includes the exploration of innovative teaching methods, techniques, and technologies that can better support both educators and learners in their quest for improved listening comprehension skills. Through ongoing collaboration and research efforts, the field of language education can continue to evolve and adapt to meet the changing needs of learners in an increasingly globalized world.