

Chapter V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

From the analysis of the data and the findings, it can be concluded that:

1. Even the students has learnt English since primary school but still many of students have problem/ find listening is a difficult lesson. The lecturers and students pay attention to the product of listening/ score, more than the process in listening
2. The application of metacognitive strategies by students of English Department UNIMED is low, the application is around 30% only. The application of planning, monitoring and evaluation is only based on their experience in doing listening activities not because of their awareness of the importance of metacognitive strategies.
3. Monitoring strategies is the highest category of metacognitive strategies applied by the subjects but it is also the category that is difficult to be applied by the subjects.
4. The subjects are difficult in applying metacognitive strategies especially planning and monitoring strategies. They do not get use to have planning as they do listening naturally, flows like water. It is difficult for them to make planning as they do not know what need to be planned and they are difficult

to do monitoring as it is not easy to do monitoring and listening to the speakers at the same time.

5.2 Suggestion

Based on the conclusions stated above, this study has some suggestions to the university students and education practitioners as follows:

1. It is suggested for students to learn about metacognitive strategies to make them ready to any listening activities and they can get effective learning process as listening is part of academic study in English department. It is suggested to the students to apply meatcognitive strategies as it can maximize their ability to get information and knowledge as listening cannot be separated from their daily activities.
2. It is suggested to the English lectures especially who teach listening subject to lead the subjects have good thinking process management (metacognitive strategies) to make them being competent in listening.
3. It is suggested to any education stakeholders to take care more in the process than the product to get good preparedness to any future situation.