

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research uses descriptive qualitative method to find out the difficulties faced by students class X at SMAS Amir Hamzah Medan and what factors cause the difficulties in listening comprehension. After analyzing the data, some conclusions can be drawn after conducting research to overcome research problems. Based on the findings and discussion in the previous chapter, the following conclusions can be drawn:

1. To address the first problems, questionnaires were distributed in the classroom to identify the difficulties each student faced. Data analysis revealed seven categories of difficulties in listening comprehension: difficulties related to listening materials, linguistic features, lack of concentration, psychological characteristics, listeners, speakers, and physical settings. All these types of difficulties were identified in the research data collected through the questionnaires. The most dominant difficulty experienced by students was speaker-related problems, with a percentage of 98.5%. The least dominant difficulty was related to listening materials, with a percentage of 58%.

2. To address the second problem, interviews were also conducted with students.

According to the theory used in this research, there are four factors that cause difficulties in listening comprehension: issues related to listening materials, psychological characteristics, the listener, and the speaker. Data analysis revealed

that each student identified one or two factors as the cause of their difficulties, leading to the identification of all four factors: issues related to listening materials, psychological characteristics, the listener, and the speaker. Consistent with the theory, students in Class X at SMAS Amir Hamzah experienced similar issues. Based on the students' responses, these four factors provide an objective explanation of the problems and causes of difficulties in listening comprehension.

## **B. Suggestions**

Based on the research results, suggestion are given on several matters:

1. For teachers, Listening ability is one of the important skills to be learned in English classes. Based on this study, most students experienced difficulties related to speaker and psychological factors. Therefore, teachers should use a variety of speakers in listening exercises and ensure that the materials used are appropriate for the students' ability level and attract their attention. In addition, teachers can also implement strategies to reduce students' anxiety during listening activities. Creating a supportive classroom atmosphere and providing relaxation techniques before listening exercises can help students concentrate more.
2. For students, in learning listening comprehension Students must do regular listening exercises outside of class, focusing on various speakers and topics and also students must practice techniques to improve their focus in listening

comprehension exercises so that in the future they can be even better at listening learning.

3. For future researchers, Future researchers who are interested in exploring difficulties in listening comprehension, especially difficulties based on the speaker, other researchers can further investigate the reasons why this problem is so common and how best to overcome it. In addition, future researchers could explore psychological interventions aimed at reducing anxiety or other psychological barriers that affect listening ability. Investigating factors such as self-efficacy, motivation, and classroom environment in listening success may also provide useful insights for educators.