

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Teachers' Strategies in Teaching Listening Comprehension at SMP NEGERI 37 MEDAN is the research of this descriptive qualitative study. After conducting the research, the researcher wants to make conclusions to address the study's problem. They were the following:

1. The strategies used by English teachers in teaching listening comprehension at SMP NEGERI 37 MEDAN are the metacognitive strategy (12.5%), cognitive strategy (17%) used by Teacher 1. This includes self-monitoring (metacognitive strategy) and imagery and note-taking (cognitive strategy). Secondly, Teacher 2 used social affective strategy (50%), this includes cooperation strategy. Overall, cognitive and social affective strategies were dominantly used by different teachers. However, the metacognitive strategy shows a quite considerable number to use in the classroom. According to the listening strategy proposed by Vandergrift (1999) and Ak(2012) in the classroom especially during the listening teaching and learning process the three listening strategies which are metacognitive, cognitive and social/affective strategy should be included to control language learning. In fact, the teachers at subjected schools do not implement the three strategies and only use some of them as what has been proven by the data in this research.

2. There were several reasons following the decisions made by the teachers in choosing the strategies. Teacher 1 uses note-taking and imagery strategies (cognitive strategy). The objective of note-taking strategy is for students to be able to write down all of the important words or information that they hear throughout the listening so that they can remember it for longer. The students also need to write their summary of the listening material based on what they have concluded in the imagery process (students predict and describe a picture of an animal). This pushes the students to understand the point or summary of audio and increases the vocabulary of the students. Teacher 2 uses social/affective strategy. The reason why Teacher 2 uses Social/Affective Strategies that she wants students to be more active in the class. According to the data found, Teacher 1 uses Note-Taking and Imagery strategies (cognitive strategy) most dominantly in the classroom compared to other teachers. Teacher 2 uses only one strategy which is the cooperation strategy (social/affective strategy). To sum up, cognitive strategy is the main strategy used by the teacher in SMP Negeri 37 Medan to teach listening for descriptive text.

B. Suggestion

The researcher, would like to recommend some points to English teachers, institutions, and other researchers based on the research results that have been concluded. And they were:

a. Teacher and Institution

To increase students' listening skills, especially their comprehension of descriptive text. Teachers must prepare various teaching strategies because using the same strategy for an extended length of time will reduce teachers' creativity and cause students to become bored. This school's English teachers must also develop their strategies to successfully control and manage the class than before.

Teachers should be supervised by the institution, and teachers should be encouraged to apply creativity and creative strategies in the classroom. In addition, the institute must provide teachers with a program that will help them improve their teaching abilities and strategies.

b. Other Researchers

If others researchers want to do the same research, they should have looked into the institution's availability in terms of serving researchers doing research there. They must also confirm that the research subject accepts to assist. They must also consider the right amount of time when gathering data.