

Chapter 5: Conclusions and Suggestions

This chapter presents the conclusions and suggestions of this study which related to the data analyzed and discussed. It summarizes the students' perceptions toward teachers' strategies in teaching listening. The research recommendations are also provided in this chapter.

Conclusions

Based on the explanation in chapter 4, it can be concluded that through the students' perceptions, the teachers' strategies in teaching listening can be evaluated because the teachers' strategies in teaching listening help them to deliver students' motivations, students' abilities, and students' skills. However, students' skills and students' development mostly depended on how teachers' strategies in teaching listening during the class. Teachers learning strategies could encourage students to interact with native speakers through listening comprehension and filling the listening test.

The researcher used theory from Richard (2008) that is bottom-up processing and top-down processing. According to Richard (2008), bottom-up refers to using the incoming input as the basis for understanding the message. Top-down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. In this study, Richard (2008) provides a bottom-up and top-down processing method for developing students' ability to understand listening. It was really helpful for the researcher to get the answer related to the research questions which is **'How are students' perceptions about teachers' strategies in teaching listening?'**

During the observations and interviews, the researcher found the results of the students' perceptions about teachers' strategies in teaching listening based on bottom-up. Most of the students said the teachers were good at implementing learning strategies in the classroom. The students said the teacher tells students to save the keyword as well to get the meaning of the keyword. Furthermore, the students said the teacher gives the students opportunities for asking a question if students did not understand the material during the class. Thus, the students said the teacher was good at explaining about the definitions of key transitions in a discourse. The students said the teacher was very good at explaining the grammatical relationships. Additionally, the students said the teacher give examples of stresses and intonations in sentences as well. Overall, based on bottom-up processing, the teachers' strategies in teaching listening in the classroom made the students understood the material as well during the class.

On the other hand, in the matter of the students' perceptions about teachers' strategies in teaching listening based on top-down processing, it was found that the students had stated that the teacher explained and gave examples of how to use keywords to build discourse schemes in listening learning. Thus, the teacher could be able to explain the students' goals and roles in filling the listening test as well. Furthermore, the students said the teacher always explains how to look for causes in effects in listening learning. The students said the teacher provided examples of how to anticipate questions in a way the teacher always gave the students opportunities for asking questions if they do not understand.

Moreover, the researcher finds the students' problem in listening learning, the students said the teachers always explained the rules for filling out the test faster. The students' problem was students did not understand the rules clearly so that they had difficulties in answering the questions after.

Suggestions

Based on the result of the study, there have some suggestions that might be taken as considerations for the students, lecturers, and the further research. For the students especially those who will become teachers in the future, they must have time to practice. For example, they must have time for listening to conversation. They also must have vocabulary enough to make it easier for filling the listening test. Moreover, for the teachers, they should develop students' ability in listening comprehension and explains the rules for filling out the test normally so that the students could understand clearly. Additionally, the teachers must order the students have to save the keyword, improve the explanation of how to identify the main transition, and explain of how to look for causes or effects in listening learning to make class to be more effective.

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