

CHAPTER VI

CONCLUSION AND SUGGESTION

This section is used to communicate the conclusion and make some suggestion to various parties involved on the research sector. The chapter is described in the following paragraphs.

A. Conclusion

There were three objectives of this research. After successfully conducting this research, the researcher raised some following conclusions.

1. The Different Listening Comprehension Skill of Different Students' Learning Styles

Based on the categories of data, there was dominant students who had visual learning styles (34 students) followed auditory (33 students) and kinesthetic (33 students). talk to. Moreover, these students are also sensitive to the people's expression. Based on table ANOVA 4.14 can be shows significant variable learning styles their listening comprehension skill is higher than .05 (.779 >.05). it can be concluded that, there is no significant different listening comprehension skill of different students' learning styles. The insignificance finding occurred since learning styles was not the only factor that affects students listening comprehension skill. there were some other factors affecting listening comprehension skill such as, motivation, aptitude, interest, vocabulary, and others. There are also some factors that affect listening process such as mood, listener factor, background knowledge, speaking styles and visual input. if the students have good mood, they will answer questionnaire based on their self. it can be concluded that the students' learning styles was not give dominant effect through listening comprehension skill. in this case, the other factors perhaps give more dominant effect through it. It also means that the students with good understanding and using their learning styles effectively not certify will have good listening and students with bad understanding and using their learning styles ineffectively nor certify will have bad in listening.

2. The Different Listening Comprehension Skill of Different Students' Learning Strategies

Based on the categories data of learning styles, the researcher determined there was dominant student who had memory learning strategies 25 students, followed cognitive learning strategies 23 students, compensation learning strategies 22 students, metacognitive learning strategies 14 students and affective learning strategies 16 students. . Based on table ANOVA 4.14 can be shows significant variable learning strategies and their listening comprehension skill is higher than .05 (.665 >.05). it can be concluded that, there is no significant different listening comprehension skill of different students' learning strategies.

The insignificance finding occurred since students' learning strategies was not the only factor that effects their listening comprehension skill. there were some factors that make there was no significant effect including the listening test, the instrument of this research, the student's position when doing the task, and also their background knowledge in listening.it means that, the students have good understanding and using learning strategies effectively is not affect toward their listening comprehension skill and if the students' have good listening comprehension skill is not affect toward their learning strategies.

B. Suggestion

There are some suggestions that was presented by researcher. It can be reached for the students, teacher or lecturer and everyone involved in teaching and learning process of learning styles, learning strategies toward listening comprehension skill

1. For The students

They be aware about their learning styles and learning strategies when learning language. Improving their listening practice will help the students in comprehending the listening. there are some of them can be advantageous for the students. If the students can reinforce those characteristics, it can be helpful for them.

2. For The Teacher or Lecture

It is important for the teacher or lecturer to give the students information about their learning styles and learning strategies and help them how to use it

appropriately during learning language. Furthermore, the teacher should focus on other factors that influence students listening comprehension such as motivation, learning experience, background knowledge, vocabulary, methodology in teaching listening, and the tools

3. For The Researcher

They should do the researches which are the closest with this research and be extended to other variables in order to reveal any aspect that support, enhance, and develop the quality of the researches of listening skill.