

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

These are some conclusions that can be taken from the result of the research on “The Use of Metacognitive Instruction to Improve Students’ Listening Skill on TOEFL listening Comprehension Section (A Classroom Action Research at the Second Semester Students of English Education Department of Walisongo State Islamic University Semarang in the Academic Year of 2015/2016)”:

1. The students responded actively to the implementation of metacognitive instruction in their class. It could be seen from the observation result of their activeness and engagement which improved in every cycle. In the first cycle, the observation result of the students’ activeness and engagement in learning activity was 70%. It meant good, but there were still some of them who did not pay attention well to the lecturer’s explanation and did not actively participate in pair discussion. Besides, in reflection stage some of them only wrote the problem they encountered without setting a plan to avoid themselves from it in the next session. In fact, as the goal-setting stage they had to plan it well with their pair, so that they could implement what they had planned in the next session. Therefore, in the second cycle the lecturer gave more motivation and attention to the students. The researcher also

gave more explanation on the purpose of metacognitive instruction stages in order to make the students aware of its positive influence toward their listening skill and to encourage them more actively participate in pair and class discussion. After the implementation of metacognitive instruction in this cycle, the students' activeness and engagement improved until 85% which meant excellent. They paid attention to the lecturer's explanation well, asked questions to either the lecturer or their friends, participated actively in all the stages of metacognitive instruction, and accomplished the listening task well.

2. The use of metacognitive instruction can improve students' listening skill on TOEFL listening comprehension section. Because through this instruction, they shared knowledge and learned to implement some strategies that help them understand the conversations and talks when they did planning and predicting stage with their pair. In verification stage, they always monitored their comprehension and the effectiveness of their strategy use and solved the problems they met together. They also evaluated the development of their listening skill and thought about what they should do to improve it in the next session in the reflection and goal-setting stage. By doing all the stages of metacognitive instruction in pair, they could understand the material of TOEFL listening comprehension section more than before.

Their skill to understand the stated and the implied meaning of the speaker's utterance had improved too, although they still needed more effort to understand the implied one. As they became more familiar with the structures and expressions used by the speaker in TOEFL listening comprehension section, their skill to comprehend it would increase. The repeated practice of listening to those structures and expressions made them more able to understand what the speaker really meant and found the restatement form of it in the available multiple-choice items rather than being tricked by the similar words or sounds. The more important thing was when they did the listening test individually, they could personally try to implement what they had learned and what they had done with their friends in the previous session. The repeated practice of those stages made them become more self-knowing, self-directed, and self-managed when they did a listening activity. Because they were always encouraged to make prediction and plan for what and how they are going to listen, and to monitor, to manage and to evaluate themselves during and after the listening process. These activities led them to be a better listener, especially on TOEFL listening comprehension section. The improvement of their listening skill on TOEFL listening comprehension section could be seen from the improvement of their score average. In the pre-cycle the average of their scores was 55. Then, in the first

cycle, it was 68.5 which was still lower than the KKM. After the second cycle was conducted, the average of their scores reached the KKM and improved until 78.5.

B. Suggestions

Having finished conducting this research, the researcher considers some suggestions, especially for the lecturers and the students. The researchers' suggestions are as follow:

1. To the lecturers
 - a. Lecturers could use metacognitive instruction in teaching TOEFL listening comprehension section. By using metacognitive strategy that becomes the base of this instruction, lecturer can guide students to improve their listening skill and to be active during the learning process. Metacognitive instruction also enables lecturer to conduct listening activity which is not only individually but also in pair.
 - b. Lecturers play many important roles in teaching-learning process. Besides their role as an educator and a feedback provider, they also should have a skill to facilitate the students' learning, to motivate them to be active in learning process, and to encourage them to improve their language skills, especially on listening. The encouragement from the lecturers is needed by the students to be more independent in their learning process and to make them willing to be a better listener.

2. To the students

Students should have interest and willingness to learn English, so that they could enjoy and participate actively in the learning process. To improve their listening skill especially on TOEFL listening comprehension section students are expected to implement five stages of metacognitive instruction. Besides, they should not only rely on the listening material given by the lecturer in the class, but also should practice to listen more out of the class. It is also better for them to memorize more vocabularies and listen to their pronunciation well, listen to the spoken English on podcasts, videos, news, songs, or any other sources. Reading some texts or articles on different topics is also really recommended in order to build more background knowledge on various topics and contexts. By doing so, students can learn to adjust themselves to the speed of the speaker's speech as well as to the expression, contractions, and idioms they often use. So finally, they could comprehend the spoken English faster and with the more automatic way.