

## **V.CONCLUSION AND SUGGESTION**

This chapter describes the conclusion of the result of the research and also the suggestions from the researcher to the other researchers and English teachers who want to conduct the research relates to language learning strategies and students' listening comprehension.

### **5.1.Conclusion**

1. The present research leads the researcher to come to the final conclusion that there is significant difference between successful and unsuccessful learners in using cognitive and social learning strategies in English listening comprehension ability. Yet, this study found that there is no significant difference between successful and unsuccessful learners in using metacognitive in English listening skill.
2. The most effective learning strategies can be used by the students in listening ability is metacognitive strategies. the listening achievements between two groups (High and Low) are both giving a satisfying result, with insignificance difference It can be seen from the highest mean of students' listening score is achieved in metacognitive learning strategies, both in successful (83,8) and unsuccessful learners (73,67).

3. Social strategy is the type of language learning strategies mostly used by the students in English listening ability. It can be evidenced by the mean result of three learning strategies namely metacognitive, cognitive, and social strategies. The present study showed that there are 8 students (22.2%) who use metacognitive strategy, 7 students (19,4%) use cognitive strategy, and 21 students (58,4%) use social strategy. Thus, it can be concluded that the type of language learning strategies most frequently used by the students is social strategy.

Ultimately, the researcher emphasizes that by finding out the relation between students' learning strategies and listening ability can help the teachers and students to be aware of language learning strategies they use. The finding on this study has implication for students, teachers, and educators in the context of language classroom. The teachers can help students to choose the best and appropriate strategy they can use in accomplishing English listening task.

## **5.2.Suggestion**

The limited study of this research such as the use of small sample sizes and the limited time in conducting the test lead the researcher to give suggestion on the further research related on language learning strategies in English listening. The further research should try to investigate randomizes subjects with bigger sample sizes and there should be a longer duration for conducting the research. Meanwhile, for the students, the researcher hopes that they will be able to be more aware in using the best and appropriate strategies in order to attain their learning goal.

At the end, the researcher strongly expects that this study can give a great contribution as a reference for further studies related on language learning strategies, especially in listening skill.