

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter is divided into two discussions to answer the research question: conclusions and suggestions. The first section describes the findings from the research statement regarding the strategies male and females used in listening strategies in the classroom and the important differences between the listening strategies male and females used in the listening sections. The second part is a suggestion for further research related to gender in listening strategies also for teachers.

A. Conclusion

Based on the discussion and finding, there are several conclusion as follows :

1. The researcher found that male students use two strategies in listening class at the English Education Department: cognitive and socio-affective strategies. Cognitive strategies include taking notes, summarizing, highlighting, translating, repeating, and elaborating. Then for socio, for affective strategies, male students used one of the category controlling emotion.
2. The researcher found two strategies female students use in listening class at English Education Department are metacognitive and socio-affective strategies. Metacognitive strategies include planning, mentoring, analyzing listening texts, and evaluating their achievements. Then for socio-affective strategies used, all of the categories controlling emotion, positive emotion also enjoying the listening class.

3. The researcher found different strategies male and female students use in listening classes. Female students used more strategies in socio-affective strategies. Female students used three categories of socio-affective they are more positive emotions, enjoying while listening to class and controlling emotions. While male students just used one category of socio-affective strategies positive emotion. Male students only focus on specific aspects, while females are more inclined to understand the context of what the native speaker means and smarter, smarter self-monitoring when dealing with listening tasks. Additionally, female students pay more attention to detail regarding what to do when they do not understand the listening context than males students.

B. Suggestion

1. Teacher

For english teacher, This research can add to their insights about various strategies, approaches, models and techniques in the listening learning process, especially to adapt the conditions of female and male students in the class.

2. Students

For the students, this research can make male and female students know which strategy is right to change their learning achievement.

3. Readers

For the readers, This research can help readers to increase their knowledge about gender differences in listening strategies.

4. Other Researchers

For other researchers, This research can help other researchers to review more sharply, critically and comprehensively what is closest to this investigation, they can also explore more about what and why they prefer the strategies they use and reveal various aspects in improving the quality of teaching and learning. .