

CHAPTER V

CLOSURE

A. Conclusion

1. Gen Z'ers listening skills after listening English songs on Spotify are divided into two, namely microskill and macroskill. The microskills of listening contain: (1) Identify the many English sound varieties. (2) Store linguistic fragments in short-term memory that vary in length. (3) Understand the rhythmic structure, intonation contours, both stressed and unstressed phrases in English, and recognize signs in conveying information. (4) Identify the shortened form of the word. (5) Recognize word limits, identify a word core, and analyze the order of words structures and their meaning. (6) Analyse speech at various delivery velocities. (7) Handle speech that has mistakes, pauses, modifications, and other performance characteristics. (8) Identify structural categories of words (adverb, adjective, and so on), pattern, regulation, and systems (such as tense). (9) Identify the main and supporting components of a statement and separate them. (10) Be aware that several grammatical constructions might convey the same idea, with different sentence pattern. (11) Identify cohesive elements in verbal discourse. Then the macroskills of listening contain: (1) Acknowledge the purposes that utterances serve in

communication based on the participants, circumstances, and objectives.

(2) Apply practical understanding to infer circumstances, participant, and objectives. (3) Draw conclusions, forecast results, infer connections and relations between events, determine causes and effects, and identify relationships such as the primary concept, supporting idea, flow knowledge, provided knowledge, generalizations, and exemplification from events, ideas, and other stated material. (4) Recognize the difference between implicit and explicit meaning. (5) Expand and utilize a repertoire of listening techniques, including key word identification, inferring word meanings from context, asking for clarification, and indicating understanding or lack of it.

2. Listening strategies that applied by Gen Z'ers while listening English songs are: (1) Selective attention. (2) Directed attention. (3) Comprehension monitoring. (4) Real-time assessment of input. (5) Comprehension evaluation.

B. Suggestions

1. Students

For students, the use of applications such as Spotify in improving English language skills is highly recommended because besides being able to be used to facilitate and support learning in various skills especially listening, choosing Spotify as a medium to support learning independently can minimise boredom and monotony in learning activities

2. Teacher or lecturer

The use of supporting media such as the Spotify application in the English language learning process is very beneficial, teachers are expected to be able to utilise the Spotify application as well as possible in improving the English language skills for students.

3. Future researcher

For future researchers, it is recommended to gain other perspectives by increasing the number of participants with various settings and different research methods.