

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the results of the study on students' difficulties in learning listening skills at SMKN 1 Banda Aceh, several main factors were found that hindered students' understanding. First, variations in English accents and high speaking speeds are challenges for students in understanding listening materials. This indicates the need for wider exposure to various accents and the use of recordings with a more controlled speaking speed. Second, the complexity of sentence structures in listening materials is a major obstacle for students. Long and complex sentences tend to be difficult to understand, so simplifying the material is considered important so that students can follow along well. Third, students' limited vocabulary also affects their ability to understand the context of listening materials.

Therefore, improving the teaching of vocabulary that is often used in listening activities is very necessary. In addition, psychological factors such as anxiety and lack of self-confidence have a negative impact on students' understanding. This emphasizes the importance of anxiety management strategies to improve students' focus and listening skills. Finally, low recording quality and environmental disturbances, such as noise, also interfere with the listening process. Therefore, a conducive learning environment and the use of good quality audio are needed to support students' understanding in listening activities. This conclusion shows the need for comprehensive efforts to improve the quality of listening

instruction through various strategies that can help students overcome the obstacles they experience.

5.2 Suggestions

Based on the research results and conclusions that have been explained previously, the researcher provides several suggestions, including the following:

1. Teachers need to introduce cultural context in listening materials, so that students can more easily understand the contents of the material.
2. Listening teaching should include a variety of accents so that students become accustomed to a variety of English accents.
3. Listening materials need to be adjusted to students' abilities, by providing simpler and more structured sentences.
4. Teaching new vocabulary should be done more intensively before students are given listening materials.
5. The use of high-quality recordings is essential to improving student understanding
6. Teachers need to help students overcome the anxiety they experience when listening, by creating a more comfortable and supportive learning atmosphere.