CHAPTER V

CONCLUSION

This chapter is aimed to provide the point of study including the conclusion, limitation of study, recommendation, and pedagogical for further studies.

5.1 Conclusion

The purpose of this study was to find out thestudents experience of listening during COVID-19 for students majoring in English education, especially in fourth semester of the academic year 2019/2020. Data collection is done through students reflection**.**

Research findings revealed that the experiences of learning listening during COVID-19 are highly ineffective in online learning. The results of reflective journal showed that the students' experiences of listening learning are not effective in online learning. In the reflection results, most of the students stated that online listening learning is very difficult, because learning listening required media and practice. In addition, listening skills are receptive skills that were first developed in humans through the process of language acquisition.

In the study, there were students' difficulties during the listening process, namely the difficulty of understanding learning, for example, using audio, music, or films that used networks when using these media. Using these media in learning was very less effective, and it was difficult for students to understand the

material from the audio. While learning as usually they always practice in a class by using media which is always done during the learning process.

5.2 Limitation

In completing the research results, the researcher found an obstacle at the time of data collection, namely the researcher only used reflective journals in collecting the data. Researchers should add interviews with students to get more details about their responses to the listening learning experience not just using journal reflections. It is because students are still confused to answer the questions from reflection, for examplesome students answer questions but the answers are not related to the question. It would be better if the researcher explained how to answer reflectively first. So that students can provide reliable answers from reflection journals.

Besides, the researcher did not carry out direct learning activities so that the information obtained only referred to reflective journals, which means that in this study only information was obtained from student responses. Meanwhile, the researcher did not take the students' non-verbal responses in this study. As a result, students' responses to listening learning experiences during COVID-19 have not been explored. In future research, it is hoped that several stronger or different research methods can be applied that can more effectively overcome the limitations of the research above.

5.3 Recommendation

This research have more important rules that must be agreed especially for teachers, students, as well as other researchers. Based on the results of the discussion above, several suggestions are presented in an effort to reflect on students' experiences of learning listening in online classes. Some suggestions or recommendations for this research are as follows:

First, the researcher suggests that teachers use some interesting teaching methods in online classes. Using interesting methods in online classes will increase students' enthusiasm in following the learning process well. In addition, students will enjoy the learning process so that they can focus on the learning material in class. Interesting learning methods can also overcome boring classroom situations. Second, for students, they must build their communication skills when studying online. Good communication skills will make students more confident in expressing opinions when learning online.

Furthermore, they can be more active when the learning use media such as audio and video. Overall, students can improve their attention and understanding of listening learning. Third, other researchers should improve their research strategies when conducting research on students because this research still has shortcomings. Other researchers can take this research to another level.

5.4 Pedagogical Implication

The finding of this study indicate that students' experience of listening learning during COVID-19 has positive and negative impact. The positive impact

is that students in develop their creativity by using their own learning media, for example video, audio and YouTube. Therefore, it is useful for student learning needs. While the negative impact is the difficulty in learning listening online, which is a network. Indirectly, thus can be a place for them to develop listening skills through the experience.

For future researchers, this research can be an inspiration for other researchers to develop students' experiences in listening learning. This research can also be used as a reference to support some of the necessary sources for them. In addition, the researcher suggests furthering researchers to research with different research designs and approaches.