

## CHAPTER IV

### CONCLUSION AND SUGGESTION

In this chapter, the researcher attempts to address the overall result's conclusion as well as some suggestions for the lecturer, EFL learners, and suggestions for future researchers.

#### 4.1. Conclusion

In the 21<sup>st</sup> century, learning English especially listening skill is not easily done in the classroom, and among others learning style, autonomous learning is what learners need to support their listening improvement. In doing the autonomous listening skill in 21<sup>st</sup> century, the learners should know what strategies that includes the skill which should be possessed in the 21<sup>st</sup> century.

The EFL learners should applied three main strategies which include fifteen sub-strategies in order to become successful listeners in this 21<sup>st</sup> century. First is cognitive strategy which including seven sub-strategies: inferencing or intelligent guessing, elaboration, note taking, summarization, translation, imagery, and rehearsal. Second is metacognitive strategy which includes four sub-strategies: planning, monitoring, problem-solving, and evaluating. Third is social/affective strategy which includes four sub-strategies: cooperation, lowering anxiety, self-encouragement or self-motivation, and question-for-clarification.

In applying the strategies of learning listening skill autonomously in the 21<sup>st</sup> century, it is importance to know what their need in order to develop good EFL autonomous learner of listening skill in 21<sup>st</sup> century. There are 12 needs, which are: English vocabulary knowledge, regular listening practice, recalling/activating prior knowledge, focus and thoroughness while listening, dictionary or google translate, various listening materials, key answers or audio transcript, technology, high learning motivation, self-confidence, self-reward, and friend which has a better listening skill.

## **4.2. Suggestion**

The research highlighted that this research is far from ideal. The researcher, on the other hand, gives the findings as references or directions for further research. The following are recommendations for lecturers, further research, and English learners.

### **4.2.1. For the EFL Lecturer**

In this pandemic era, lecturers in the 21<sup>st</sup> century must encourage learners to learn autonomously. As a result, it is preferable if the lecturer guides the learners in becoming independent learners by implementing autonomous learning practices. They require the listening skill procedures discovered in this research. The researchers are hoping that lecturers would pay attention to the learner's autonomous learning. The researcher hopes that this research will support the lecturer as a result of all of the suggestions.

### **4.2.2. For EFL Learners**

This research presents an autonomous listening skill learning strategy as well as activities for EFL learners. Learners should attempt to learn autonomously in this pandemic era. As a result of this research, the researcher expects that the learners will always have a positive attitude about learning English, particularly in their listening skills.

### **4.2.3. For Further Research**

This research is designed to support as a reference for future research. This research may be related to the learner's autonomy strategy in the research territory, such as learner profiles in the twenty-first century, autonomous listening abilities, and others. The researcher anticipates that future study will collect data from both learners and lecturers in addition to strengthening the findings and ensure that they are balanced from both perspectives.