

## **Chapter Five**

### **Conclusion and Suggestions**

This chapter consists of two parts. The first part presents the conclusion of this research. It contains the researcher's reason to conduct this research, the researcher procedures in doing this research, and the results of this research. The second, this chapter provides the suggestion for the next research. The explanations are described below.

#### **Conclusion**

The results showed that students of English Department in a private university in Yogyakarta batch 2017 rarely experienced the characteristics of foreign language anxiety in listening. From nine categories, there were seven characteristics students rarely experienced. The characteristics were feeling confused, panic, blank mind, tense, stress, heart rate, and shaking. However, blushing and avoiding listening were two categories that students never faced.

After identifying the characteristics, the researcher found five factors causing listening anxiety among the students. From five factors, there was one factor that students frequently faced and four factors students moderately faced in listening anxiety. The factors that students frequently faced was the environment atmosphere. In addition, there were four factors that categorised into moderate faced namely the speaker, the time pressure, the listener, and factor of content.

In conclusion, the research questions were answered by the respondent. Most of the characteristics of students' anxiety in listening only showed in rarely experienced. However, it still proved that the students had experience in listening

anxiety and the characteristics of listening anxiety should be recognized. Despite the symptoms were very rare, there were factors that make the students feel anxious during listening, and it often faced by the students. In addition, listening anxiety should not be rejected because it could cause serious problem while listening. The reason why this problem cannot be ignored because it connected with comprehension process.

### **Suggestions**

Based on the results in this research, this research offers some suggestions regarding foreign language anxiety in listening. Hence, the suggestion is concerned to English teachers, the students, and next researcher. The suggestions are presented below:

**Teachers.** There are three suggestions for the teacher. The first is teacher should be aware in identifying the characteristics of listening anxiety and the cause of listening anxiety. Although the students rarely experience the anxiety, it still happens to the student. The result showed that the most factor that cause students anxiety in listening is the environment. The students have difficulty when the situation around them is crowded or have bad classroom atmosphere. Therefore, teacher should create good atmosphere in teaching and learning process in the classroom. The second point is teacher should adjust the listening material. The results proved that students feel anxious during the listening because they have difficulty with the material. It is hard for the students to master the vocabulary and understand the topic of the listening material. Hence, teacher should adjust the material for the students to ease the students to follow the

material of the listening. The last point, teacher can use more attractive methodology in teaching to makes the students more interested in listening and feel that listening is not ddifficult. As the teacher, the role of the teacher in the classroom is important because teacher is the person who can help students to solve problem. The results showed that students rarely experienced listening anxiety. Hence, teacher shold help the students to eliminate the anxiety in listening.

**Students.** There are two suggestions for students. The first is students should have awareness in recognizing the characteristics and factor causing listening anxiety. The students can adjust their self when facing with listening anxiety and students can restrain and calm down themselves. Students also should dodge the factors that can influence their self to become anxious. The second is students should find the strategy to solve listening anxiety. Based on the results, the students have difficulty in understanding the information said by the speaker. Hence, students should train their listening skill by often listening to the native speaker. It can be done by listening to English music or movie. The other cause is inadequate the topic and the vocabulary. Therefore, the students should learn more by reviewing the vocabulary and reading more to adequate their knowledge.

**Other researchers.** The are three suggestions for other researchers who wants to conduct the same research. The first, other researchers can conduct the research of listening anxiety with different method. Other researchers can use an observation and interview to get more data. By using observation and interview, the other researchers will get thick and depth data. The other researcher also can

analyze and look directly the symptoms from the students when undergo listening anxiety and other researcher can find new finding by doing interview. The second suggestion, the other researcher can continue this research with deeper focus. Based on the results of this research, the characteristics are experienced by the students, yet the students seldom experience those characteristics. Hence, other researchers can do a research on what makes the students rarely experience those characteristics. The last suggestion, the researcher hope that the other researchers can find more detail and expand the research of listening anxiety in the different objectives. The other researcher can conduct foreign language anxiety in listening by investigating the level of listening anxiety, the types of listening anxiety, or strategies to solves listening anxiety. The other researcher also can conduct the research with different target population and sampel.