

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusion, and (2) suggestions

In this chapter, all of the result from finding had been concluded. I also presented the suggestions that were expected to be useful for lecturers, students, and other researcher.

5.1 Conclusions

Based on the result of data analysis by using regresssion analysis, it was found that the significance value was .000 which was lower than .05 and the t-value was (-4.213) which was higher than t-table (1.724). It means that there was negative significant influence between students' listening anxiety and students' listening performance. It also indicated that the higher students' listening anxiety, the lower students' listening performance and vice versa. It can be inferted that the alternative hypothesis was accepted and the null hypothesis was rejected.

Furthermore, based on the result of data analysis by using thematic analysis, I found that there were some factors that caused students felt anxious during listening process which were found by other researcher too. First factor is lack of language competence. In this case, the students' lack of language competence was caused by their lack of vocabulary mastery, and lack of familiarity of native speakers' accent. Second is lack of concentration, most of the students with moderate anxiety level said that sometimes they felt anxious when they lost their focus especially, when they

stuck in the meaning of certain word or sentence. Third is lack of time management, some students with high and moderate anxiety level had less ability to manage time to listen to listening material from audio, so when the time was up the students tended to look anxious. Fourth is quality of media, I found that the quality of media used in listening class was poor. Most of the students also complained about the quality of media in listening class because the sound was not clear which could make them feel anxious. Fifth is classroom condition, I found that noisy and hot condition could make some students with high and moderate anxiety level easy to get anxious.

In line with it, I also found other factors that were never found by other researchers. First is seating position, the students reported if their seat was far from the speaker, they would feel anxious because they felt hard to listen to the audio. Next is mood, I found that one of the students with high anxiety level felt difficult to follow the listening class when she was in a bad mood. She also reflected that the bad mood condition could make her easy to get anxious. Last factor is health condition, I found that the students who felt sick, hungry, and had a hearing disorder could not follow the listening class well and were easy to feel anxious. Thus, those factors caused the students to feel anxious and increased their anxiety in listening.

5.2 Suggestions

This research only focused on finding out how listening anxiety affected listening performance, and the factors that caused students' anxiety in listening without providing solutions to reduce the students' anxiety because of time limitations. I hope that the next researcher who wants to conduct similar research can give

the solution to reduce the students' listening anxiety, and also find out other factors that caused students' anxiety in listening process which do not explained in this study.

Subsequently, based on what I found in this study, I very expect the lecture can improve the way she teaches listening subject, such as giving warming up for students or introducing them the vocabulary related to the material before playing the listening audio, and asking the students if there is a student with hearing disorder or not, so the lecturer can reduce their anxious feeling by placing them in the front seat.

Last, by knowing students anxiety level from FLLAS, I expect that the students can find out the strategy that can reduce their anxious feeling, so they listening performance can improve. I also hope the students improve their vocabulary to make them easy to catch what the native speaker said in listening audio, so they can reduce their anxious feeling too.