

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusions, and (2) suggestions.

5.1 Conclusions

Based on the findings and discussion 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 theory listening comprehension anxiety: students reported sources and solutions by Vogely (1998) and other researchers too. First cause was lack of linguistics competence. In this case, the students' lack of linguistic competence was caused by their lack of familiarity of native speakers' accent, lack of vocabulary mastery, and improver grammar of making summary. Second cause was lack of focus. Most of the students said that they felt anxious when they lost their focus especially, when one of students arrived in the class too late and lecturer's voice was too low when gave instruction task. Third cause was lack of time allocation. Some students felt anxious because they had less ability to manage time to listen to listening material from audio, so when the time was up the students were not prepared to submit their listening task was and students tended to look anxious during listening class. Fourth causes students' Psychology aspect, I found most of students were easy to get anxious when they felt confused, nervous and afraid. Fifth is classroom environment, I found noisy and cold condition that made students easy to get anxiety.

In line with it, I also found others factor that was never found by other researcher. The sixth cause was technical problem. I found that the quality of media used in listening class was poor. Most of the students complained about the sound of headphone was not properly and the classroom was dark because in the second meeting the classroom was blackout then it made students feel anxious and hot. Seventh cause wastype of assignments that could make student felt anxious because students must have gave their opinion, retel information what the speaker said deeply and made summary in correct grammar.

5.2 Suggestions

Based on the findings of this research, it was expected for English lecturer can improve the way she teaches selective listening subject, such as giving warming up for students or introducing them the vocabulary related to the material before playing the listening audio, need more repetition during audio playes around 3 times and increase the quality of media such us headphone and the audio.

Last, I expect that the students could find out the strategy that could reduce their anxious feeling, so they listening performance can improve. I hope the students improve their vocabulary to make them easy to catch what the native speaker said in listening audio. Then, students should practice more, for instance listening English songs, watching the movie without seeing the subtitle. In short, students could reduce their anxious feeling during listening class.

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