

## **CHAPTER VI**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion and suggestion related to the result of the research. Based on the research findings and the discussion as presented before, the researcher gets conclusion as follows:

#### **A. Conclusion**

The research conducted to identify one of listening problems during instructional listening class namely foreign language anxiety. The research purposes are to describe (a) the causes of listening anxiety and (b) strategies to minimize it experienced by male and female students of the fifth semester of English Education Department students in IAIN Tulungagung. This study is expected to many readers particularly the EFL learners. Based on the result of the online in-depth interview and observation through video, the researcher obtains the conclusion that drawn as below.

The result of this research shows the University students' anxiety are resulted from some causes. The first is students' self-efficacy, it relates with the students' first impression before entering the classroom. The second is a strict lecturer, it deals with too procedural in lecturing and too concern to the exact rules of class than students' condition. The third is serious lecturer, it refers lecturer's attitude to not joking or playful in mood or manner in teaching hence sometimes her teaching makes the students worry, confuse, and fear. The fourth is unfamiliar topic, it relates to the material theme which very new for the students ear. The fifth is unfamiliar words, it relates to the

any strange words spoken by the speaker through audio. The sixth is speed speech it refers to the fast spoken passages delivered by the speakers which successfully made the students hard to follow the intention of speakers. The seventh is unfamiliar pronunciation, it relates to the accents used by the speaker and mostly using British and it indicated as the most difficult accents that students ever heard than other accents. The eighth is low quality of the media audio, it talks about the low quality of the volume and unclear sounds heard by the students which can make them difficult to catch the material and finally make them anxious. The ninth is long duration material, it contains the too long length of the audio which ever made the students bored following the listening class. The tenth is class condition, the heat atmosphere of the room makes the students are uncomfortable in the classroom and gives negative effect to the students' concentration to the material. Eleventh is retelling, it is a part of listening activities done in class and the students demands to come forward and deliver the task spontaneously which it successfully make most of the students anxious because most of them lack on speaking. Understanding the causes of listening anxiety above, shortly they can be categorized as internal factor (students) and external factors (lecturer characteristic in teaching, learning material, learning media, class conditions, and class procedures).

In order to minimize the existence of anxiety due to the above factors, the students both male and female have employed some strategies to cope it. There are nine strategies implemented by male and female students found by

the researcher. The first is preparation. The students prepare their readiness before entering the classroom such as listening music, watching movie, or even just take a prayer first to obtain positive feeling in order to minimize anxiety. The second is relaxation. Relaxation is employed when the students listen to unfamiliar pronunciation, unfamiliar words, unfamiliar topic or material, and so on. The third strategy is positive thinking. The students tried to be positive in certain circumstances such as when they listen to unfamiliar words, do retelling section, and strict or serious lecturer. The fourth strategy to minimize anxiety is peer seeking. In this case, the students do discussion with their friends when they listen to unfamiliar words, unfamiliar pronunciation, unfamiliar topic, and so on. The fifth strategy is resignation. The students did this strategy mostly when their lecturer was strict and serious in teaching, when the speed of audio is fast, and when retelling section. The sixth strategy is asking for repetition. The students ask to repeat the audio when they think that the audio contains long duration and the speed of spoken passage is fast. The seventh strategy is make a note. This strategy has been a habit for the students in listening class within any circumstances. The eighth strategy is done by skipping the missing information from the spoken passage. The students directly skip some points that they do not understand particularly in case of unfamiliar words spoken by the speaker through the audio speaker. The ninth strategy is comforting body. In order to return comforts from the heat atmosphere, the students fan their body because uncomfortable condition is automatically influence students' concentration in

learning. Meanwhile, there are two strategies in order to minimize anxiety employed by male students only. First, looking the meaning of certain strange words from dictionary and doing self-entertainment in form of drawing or playing smartphone.

From the detail of conclusion above, it can be sum that male students have more and various strategies in order to minimize anxiety rather than female students. It is because the male students experienced more causes of listening anxiety in instructional listening class.

## **B. Suggestion**

According to the above conclusion, the researcher provides several suggestions are important for other students, English lecturer, and the future researcher.

### **1. For the students**

For the students, they are expected to be more creative in finding and developing the strategies to minimize their anxiety particularly in listening class. From twelve strategies presented in the previous chapter, the students both male and female can determine the most suitable for them in minimizing anxiety. Hence, the students should not be worried again about anxiety because there are many strategies to reduce the existence of foreign language anxiety. Moreover, they can share their strategies to their friends in similar circumstances even they can adopt the other students' strategies. It all hopes to minimize the listening anxiety as well as possible.

## 2. For the English lecturer

By knowing those causes of listening anxiety experienced by most of students in listening class, the English lecturers expected to identify the students' conditions particularly which students who are the most anxious ones in the class. They should carefully deal with causes of listening anxiety in instructional listening class experienced by the students. Moreover, the lecturers improve the teaching and learning system to be more fun and joyful, so that the students enjoyed following the class and the lecturers suggested encouraging the students to share their anxiety experiences.

## 3. For the future researcher

For the future researcher who wants to conduct the similar case such this research about cause of listening anxiety and the strategies to minimize it during instructional listening class, the results of this research is able to be applied as additional reference to make the future research better. However, it will be more precious if the next researcher conducts the research in different language skills such as reading and writing.