

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the research findings. It is the researcher's conclusion to the research questions and answers provided in the previous chapter. In this chapter, the researcher suggests the following researcher.

A. Conclusions

Considering an analysis of the research data in the preceding chapter, this chapter offers conclusions and suggestions about researching students' listening anxiety as EFL: Factor anxiety and strategy for the solution.

1. Factors that contribute to STEC student's anxiety in listening learning: firstly, lecturers' attitudes significantly impact anxiety levels, with critical behaviour exacerbating it, while supportive feedback mitigates anxiety and enhances listening skills. Secondly, students' physical and mental states, like fatigue, affect concentration during listening tasks. Thirdly, the complexity of listening materials, including speed and content, challenges students and heightens anxiety. Lastly, environmental distractions worsen listening anxiety. Addressing these factors through supportive teaching, conducive environments, and appropriate materials reduces anxiety and improves EFL students' listening skills.
2. The students' listening strategies to overcome anxiety in listening learning are cognitive, metacognitive, and affective strategies to enhance listening skills and manage anxiety. Cognitive strategies, including regular practice and the use of familiar media, help improve comprehension and reduce anxiety. Metacognitive strategies, such as previewing questions and focusing on key points, enhance focus during listening tasks and exams. Affective strategies like deep breathing and positive affirmations aid in managing test anxiety and increasing concentration. Individual differences in affective strategies highlight unique approaches to emotional management. Overall, students at STEC demonstrate flexibility and adaptability in their learning, actively utilizing strategies to enjoy and improve their listening skills.

B. Suggestions

1. To The Readers:

To improve their English listening skills and reduce any anxiety they may feel, readers are advised to adopt cognitive and metacognitive strategies that have been proven effective. Regular practice with exposure to audio in English, using familiar media such as songs and music, and thorough preparation before listening tests can help readers feel more confident and successful in learning to listen. Additionally, using physical relaxation techniques and affective strategies such as deep breathing and positive affirmations can help reduce anxiety and improve concentration during learning.

2. To The Lecturers:

Lecturers are important in creating a learning environment that supports and reduces student anxiety in learning to listen. Therefore, lecturers are advised to pay attention to their attitudes and behavior when providing feedback to students. Supporting students with constructive feedback and creating a positive and supportive learning environment will help reduce student anxiety levels. In addition, lecturers can also take into account the level of complexity of the material and provide additional support, such as physical relaxation techniques or occasional breaks, to help students overcome anxiety and increase concentration during listening lessons.

3. To The Future Researcher

Future research could evaluate the effectiveness of learning strategies according to Oxford theory. This research can involve students from various levels of education and genders and use questionnaires to measure how often and effectively these strategies are used in language learning. The data collected was then analyzed statistically to see the relationship between strategy use and increased student academic performance. The research could also explore demographic factors that may influence preferences for and successful use of these strategies, thereby providing deeper insight into how learning strategies can be tailored to meet students' individual needs.