

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the final part of the research, which includes the conclusion and the suggestions. The conclusion summarizes the key results of the study regarding students' listening anxiety, their attitudes toward listening activities, the anxiety they face, and their efforts to improve. Meanwhile, the suggestion section offers practical recommendations for students, lecturers, and future researchers, with the hope of supporting improvements in teaching and learning English listening skills, particularly in the context of English as a Foreign Language (EFL) at Universitas Kuningan.

5.1 Conclusion

This research aimed to explore the listening anxiety experienced by students of the English Education Study Program at Universitas Kuningan. The study focused on three main areas, the first is students' attitudes toward the importance of learning comprehensive listening to English spoken texts, the second is anxiety they encounter during the listening process, and the last is their efforts to improve their listening comprehension skills. The data were collected through a questionnaire by Agustiana (2019) consisting of 50 items and analysed using descriptive statistics.

The findings of this study revealed several conclusions. First, students demonstrated a high level of awareness and positive attitudes toward the importance of developing listening skills, with an average score of 3.41. This was reflected in their cognitive belief that listening plays a crucial role in mastering English, as well as in their willingness to engage in listening activities and their emotional enjoyment during the process. These results suggest that students recognize listening as a key component of language learning and are motivated to enhance this skill.

Second, the study found that students also perceived a high level of anxiety in listening comprehension, with an average score of 3.45. These anxiety stemmed from both internal and external factors. Internal factors included limited vocabulary, difficulty concentrating, low confidence, and lack of listening experience. External

factors involved issues such as unclear pronunciation, fast speech rate, and environmental distractions. These findings indicate that listening anxiety is a multifaceted issue that affects students both emotionally and cognitively.

Third, despite the challenges they face, students showed a high level of effort in improving their listening abilities, with an overall average score of 3.59. They reported using various strategies such as listening to English media, and participating in class activities. This reflects a strong commitment to overcoming their anxiety and highlights the importance of self-regulation and motivation in reducing anxiety and building listening competence.

Students at Universitas Kuningan are highly aware of the importance of listening in English language learning. While they experience significant difficulties and anxiety during listening activities, they also make meaningful efforts to improve their skills.

5.2 Suggestion

Based on the findings and conclusions of this study, the following suggestions are offered for students, lecturers, and future researchers:

1. For students

Students are encouraged to keep practicing their listening skills, both inside and outside the classroom. One way to improve is by listening to English audio such as podcasts, movies, or songs, which can help them get used to different accents and speech speeds. Students should not be too worried if they don't understand everything. Instead, they can try focusing on the main ideas and use simple strategies like noting keywords or predicting the content. Reducing anxiety starts with building confidence through regular practice and not being afraid of making mistakes.

2. For lecturers

Lecturers are expected to understand that many students still feel anxious during listening activities. It would be helpful if lecturers could use various types of listening materials, starting from easy to more difficult ones, and explain the tasks clearly before starting. Creating a relaxed and supportive classroom atmosphere will also help students feel more confident and less anxious while

listening. Encouraging students and giving feedback in a positive way can make a big difference in their learning experience.

3. For future researchers

Future researchers are advised to explore students' listening anxiety through other methods like interviews or observations to gain deeper insights. They can also focus on specific strategies students use to manage anxiety or investigate how learning environments affect students' comfort during listening activities. Expanding the topic to different groups of learners or institutions might also help in comparing experiences and finding new solutions.