

CHAPTER V

CLOSURE

A. Conclusion

Listening Anxiety which makes a person feel tense, afraid, uncomfortable, and worried is thought to affect students' understanding in the listening class. Students problems in dealing with listening activities during the daily tests often experience anxiety because students have to listen and listen carefully and also have to focus on the test activities.

Based on the researcher using observation and interview data at SMK Negeri 4 Banjarmasin, what the researchers did was find results.

The results of the research for types of anxiety experienced by students in listening daily tests are state anxiety and specific situations. The factors that make students experience anxiety listening daily tests are having weak experience with English, always practicing English, test anxiety, and fear of negative evaluation.

B. Suggestion

According to the findings above, the significant suggestion is delivered by the researcher as follows:

1. For Teacher

Teachers are suggested to be more creative and innovative in listening tests in the classroom. So, the test more enjoyable for the students. As a result, students are comfortable while taking listening daily tests.

2. The School

Schools are recommended to provide resources that facilitate learning and teaching so that students can learn to the fullest extent possible and teachers can instruct at their very best. So that the learning process objectives can be fulfilled. Complete facilities are another strategy for enhancing students', teachers', and schools' performance and achievement.

3. Parents and Students

It is expected of all parents to support, encourage, encourage, monitor, facilitate, control, and help their children during the distance learning process. In the meanwhile, it is required for pupils to have positive attitudes about learning, including independence, responsibility, and action.

4. For Further Researcher

Future research is suggested to explore the students' anxiety in listening, and the researcher should add an instrument like observation. So that, the researcher can observe the real situation in the listening test.

Since the researcher recognizes that this research is still far from ideal, the researcher welcomes reader criticism and

suggestions in order to improve it. Hopefully, it will be useful for the readers, especially for the lecturers and students of the English Education Department of UIN Antasari Banjarmasin. Finally, the researcher hopes that this research can be used as a reference for those who are interested in listening.