

## **BAB V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the research result of Listening Anxiety of The Ninth Grade Students (A case study at MTsN 3 Kota Banjarmasin, School Year 2017/2018). Findings of the study revealed symptom the influence listening anxiety. The symptoms that were identified as having influence on listening anxiety are categorized into three component of anxiety, i.e. communication apprehension, fear of negative evaluation, and test anxiety as explained in finding and discussion. Communication apprehension include symptoms that refer to stressed, lack of confidence with their answer during listening activity, panic, feeling hot with cheeks burning or feeling cold and shaking . test anxiety. Test anxiety refer to stressed, doing one's best to avoid listening, mind going blank, getting confused and unable to remember what has been heard, panic, thoughts becoming jumbled and confused. Fear of negative evaluation include symptoms that refer to lack of confidence with their listening answer during listening activity, mind going blank, thoughts becoming jumbled and confused. Derived from the observation and interview, it was shown that these symptoms have impact on participants' listening anxiety. Finally, when a dominant component level of listening anxiety was studied among language learners, participants tend to have lower performance in listening test; it is mean the participants more anxiety in test situation. This statement is supported by

Rachman (2004) described test anxiety as people who experience intense anxiety when carrying out formal test or other tasks on which are they to be evaluated.

From the result and analyzing of data, almost participant have experience with symptoms above with different levels, as well as three component of anxiety. Comparing of three component, test anxiety is dominant component influence participants' ability of listening activity and they cannot realize what happens at all with themselves.

### **B. Suggestion**

The findings of this study suggest that the second language teachers play a very important role in determining the anxiety level of the students. Hence, the teacher who taught listening should be more sensitive towards students' feelings while giving evaluations is it formal or informal since most of the students feel lack of confident and insecure while learning second language.

They also should acknowledge these feelings as legitimate and then attempt to lesson students' feelings of inadequacy, confusion, and failure by providing positive experiences to counteract the anxiety. Teachers could confront the students' erroneous beliefs by providing them with complete and accurate information regarding the course goals and objectives. The teachers can also build the students' confidence and self-esteem in their foreign language ability via encouragement, reassurance, positive reinforcement, and empathy.

Therefore, the teachers should present their evaluation to the students in a very subtle manner as to avoid them from feeling more anxious and scared in class. Besides that, language teachers are also responsible in choosing the right methods and techniques used in the class. They need to be more alert with students' learning preference to maximize the effectiveness of teaching listening although not in the language laboratory.

Few interesting activities that involve group interaction with less peers' evaluation and more on developing cooperation among members are highly recommended. This is to ensure the comfortableness of the students during the process of learning and acquiring the language, where all students have the chance to contribute equally regardless of their differences in competency. Moreover, it is important for the teachers to be more sensitive towards this issue, thus strive to create a non-threatening learning environment conducive for the students.

With respect to testing listening, because a low-stress testing environment allows students to concentrate more fully on test items rather than being distracted by self-deprecating worry and fear of evaluation, teacher are recommended to encourage a relaxed testing atmosphere. They are required to receive the students warmly and supportively and give them positive suggestions before the exam session, while openly discussing the nature of foreign language anxiety, and urging them to overcome their negative feelings.

Other possible way that can be use teacher is use small group activities throughout the day. Students with anxiety may be better able to cope with small groups

of a few students rather than large classroom study. Have the class break into small groups to complete class work to encourage participation. Moreover, teachers should create group activities that role-play appropriate. On the other hand the students also should build more self confidence in listening class.

Finally, as for other test-makers, foreign language listening test developers/instructors are also suggested to avoid developing anxiety-loaded tests. Arranging the items from easy to difficult, for example, could possibly reduce the amount of anxiety in the listening test. Since, as it was mentioned elsewhere, the first item play a substantial role in inducing anxiety or warming up the anxious test sitters to gain control over the test and hence reducing anxiety.