

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter contains the researcher's findings from her analysis of the students' listening anxiety at SMA N 1 Gunung Tuleh, Kab. West Pasaman, as well as the researcher recommendations for reducing the students' listening anxiety.

#### 5.1. Conclusion

Based on the analysis of the results of observations and interviews that have been carried out by researchers, researchers can conclude the causes of students' anxiety in listening to English at SMA N 1 Gunung Tuleh, Kab. West Pasaman is the first; lack of student interest in learning English, second; lack of support for students from inside and outside to learn English, and finally the lack of vocabulary mastered by students.

These three things are very related, if students do not get support to learn English, it will cause them not to feel interested in learning English and will not even find it exciting, and interestingly when learning English and how important it is to learn English. So if they are not interested in learning English, especially listening to English, they will be lazy to learn English, and of course, they will not have a lot of English vocabulary. With a lack of vocabulary mastered by students, it will definitely make them anxious when listening to English.

These three things are not very good, because they will cause students to feel anxious when asked by the teacher to do assignments, especially listening to English. Because in listening to English, students must have a lot of vocabulary so that they understand what the speaker is saying. And to distinguish vocabulary that is almost similar to the reading, students must be able to distinguish and understand the meaning of what is heard, and most importantly not be anxious, so that there are no mistakes when listening to it. Because this anxiety is a bad feeling that can have a negative impact on students.

## **5.2. Suggestion**

### **5.2.1. For the Students of Department of English Education at State Islamic University of North Sumatera**

English lessons are very important lessons, because English is an international language, wherever you go in the future, you will always meet English. So, the researcher hopes to instill in the soul that English lessons are important, fun, and interesting so that you like and are interested in the lesson, if you like the lesson, you will not experience anxiety again in listening to English.

### **5.2.2. For the English Teacher**

Teachers have an important role in supporting students' enthusiasm for learning, especially in English lessons. because many students do not get support to learn English from their parents, family, and even from within themselves there is no feeling of support for learning English. So, the researcher hopes that in the future the English teacher at the school can provide full support to students, especially twelfth graders to learn English and how important it is to learn the lesson.

### **1.2.3. For the Counseling Guidance Teacher (BK)**

Counseling Guidance teachers have an important role in terms of students' mentality in learning. So, the researcher hope that the Counseling Guidance teacher (BK) at this school can have discussions with the students who experience this, in order to provide solutions to them to overcome these anxiety.

### **1.2.4. For The Future Researcher**

The results of this study can be used as a reference for future researchers in conducting research related to students' anxiety in listening to English. And can be used properly and usefully.