

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter describes the conclusion of the research and the suggestion to the certain parties that are related to this research. Here is the description of this chapter:

#### A. Conclusion

This research have been done through some steps to find the answers of the research problems that will be concluded in this part. The conclusion includes the results of the listening anxiety level of English Department Students of STAIN Kediri, the listening comprehension achievement of English Department Students of STAIN Kediri and the correlation between listening anxiety and listening comprehension achievement of English Department Students of STAIN Kediri. Here is the conclusion of those results:

1. The Listening Anxiety Level of English Department Students of STAIN Kediri

The result of the calculation of listening anxiety score of English Department Students produces the minimum, maximum and mean score of listening anxiety score. The minimum score is 41 while the maximum score is 117. Then, the mean score is 79.96. Additionally, the listening anxiety score is calculated to determine the listening anxiety level which consists of three levels: high, medium and low. 18% of the subjects feel

anxious in the high level. It is 15 of 84 subjects. Then, 76% of the subjects feel anxious in the medium level. It covers 64 of 84 subjects. This level is the most frequent level which means that most of the students feel anxious in this level. Next, the low level only covers 6% of the subjects or 5 of 84 subjects. Furthermore, many students agree to the items that regard with “tension and worry” factor. Then, they disagree to the items that indicate “lack of confidence” factor. In the conclusion, the listening anxiety level of English Department Students are high level that covers 18%, medium level which includes 76%, and low level which covers 6%. Their anxiety mostly is caused by tension and worry factor.

## 2. The Listening Comprehension Achievement of English Department Students of STAIN Kediri

Based on the result of listening comprehension achievement score calculation that is gotten from Mid Term Test score, produces the minimum, maximum, and mean of the score. The minimum score is 0 while the maximum score is 75. Whereas the mean score of listening comprehension achievement is 64.31. Furthermore, the listening comprehension achievement score is categorized into five categories: A, B, C, D and E. The frequency of students that belong to those categories is different. None of subjects of this research belong to A category which has score range 80 – 100. It means that none of them has very good achievement. Next, 57 subjects belong to B category. It means that most of the students have good listening achievement. Then, 16 subjects belong

to C category. It means they have fair listening achievement. While 8 subjects belong to D category in which their listening achievement is poor. The last is 3 subjects belong to E category which means that they are failed in the listening achievement.

3. The Correlation Between Listening Anxiety and Listening Comprehension Achievement of English Department Students of STAIN Kediri

The result of the correlation analysis by using *Kendall's Tau Correlation* shows Sig. value = 0.796. It is greater than  $\alpha = 0.05$ . It means that  $H_0$  is accepted because the Sig. value is greater than  $\alpha$ . Whereas,  $H_0$  states that there is no correlation between listening anxiety and listening comprehension achievement of English Department Students of STAIN Kediri. So there is no correlation between listening anxiety and listening comprehension achievement of English Department Students of STAIN Kediri.

There is probability that causes no correlation between listening anxiety and listening comprehension achievement in this research. That is the result of students' anxiety and their listening achievement do not show correlation in which students with high anxiety do not always get poor achievement. On the contrary, they get good achievement although they have high anxiety. It is predicted to be occurred because the students who have high anxiety, they have big caution when they do the test so they do the test precisely thus they get good achievement. The conclusion is there is no correlation between listening anxiety and listening comprehension

achievement of English Department Students of STAIN Kediri that caused by students' listening anxiety score do not correlate to their listening achievement score in which they who have high anxiety do not always get poor achievement and *vice versa*.

## **B. Suggestion**

Based on the conclusion that has been described, the researcher would like to give suggestion to some parties. They are the students, the teachers or lecturers, and the further researcher.

### 1. To the students

The researcher would like to give suggestion to the students especially the students that involve in this research. Although the result of the correlation analysis do not show the correlation between listening anxiety and listening comprehension achievement, but the result of the listening anxiety shows that most of the students feel anxious in the medium level. It means that they have to decrease their anxiety to make them enjoy in the listening classroom. Furthermore, many students get good listening achievement but some of them are fair, poor even fail. Thus, they have to improve their listening skill so their listening achievement will be better.

### 2. To the teachers or lecturers

Based on the result of this research, the researcher would like to give suggestion to the teachers or lecturers especially who teach Listening

subject. Looking at the result shows that students' listening anxiety is in the medium level. In this case, the researcher suggests to the teachers or lecturers to find and apply some strategies to make their students enjoy in the listening classroom. Then, according to the students' listening comprehension achievement, many students are good in the listening comprehension. Although it is good but some students are still fair, poor moreover fail in the listening achievement. Thus, the teachers or lecturers have to manage their classroom so their students can achieve the higher achievement.

3. To the further researcher

Looking at the result of this research which states that there is no correlation between listening anxiety and listening comprehension achievement of English Department Students of STAIN Kediri, it is different from the others researches. This difference is predicted to be occurred which caused by students' listening anxiety score that do not correlate to their achievement. Additionally, this research only investigates second semester students of English Department. That is why, the researcher suggests to the further researcher to make a research wider and prepare everything well to conduct a research.