

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

V.I. CONCLUSIONS

Having gathered and analyzed the data, the results of the research were obtained as demonstrated in the previous chapter. This chapter only deals with the conclusions from the main points of the findings, implications in academic setting in the future and recommendations. There were three research questions in this research. Firstly, Is there any significant influence of of listening strategy on students' listening comprehension at English Study Program in Islamic University of Riau? Secondly, Is there any significant influence of listening anxiety on students' listening comprehension at English Study Program? Islamic University of Riau? And thirdly, Is there any significant influence of listening strategy and listening anxiety on students' listening comprehension at English Study Program, Islamic University of Riau?

In order to answer the research questions about the influence of listening strategy on students' listening comprehension at English Study Program, Islamic University of Riau, linear regression was used. The result showed that $\text{sig} = 0.000$ which means that there was a significant correlation of students' listening strategy and their listening comprehension at English Study Program, Islamic University of Riau.

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In order to answer the research question about the influence of listening anxiety on students' listening comprehension at English Study Program, Islamic University of Riau, linear regression was used. The result showed that $\text{sig} = 0.000$. It means that there was a significant correlation of students' listening anxiety and their listening comprehension at English Study Program, Islamic University of Riau.

Besides, multiple regressions was used to determine the influence of listening strategy and listening anxiety on students' listening comprehension at English Study Program, Islamic University of Riau. The result showed that $\text{sig} = 0.000$, meaning that there was a significant influence of listening strategy and listening anxiety on students' listening comprehension at English Study Program, Islamic University of Riau.

V.2. IMPLICATIONS

Based on the findings of the research, the writer recommended to the lecturers who teach at English Study Program at Islamic University of Riau and all stakeholders involving the process of students in learning process or out of the school to give more attention to listening subject. English lecturers should make a program to develop and train the students to listen to various spoken materials for students' comprehension. By so doing, the students can comprehend the conversation and talk better. Furthermore, students listening strategies take an essential place to improve their listening comprehension. In

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this case, it gives awareness toward students that listening strategy is very important. It also gives more knowledge to the students about listening strategies to be applied in learning. Then, for the lecturers as facilitators of students' learning, they can transfer more knowledge about listening strategy to the students so that they have a desire or motivation to obtain good scores in listening.

What's more, various technique and strategies also need to be implemented in order to reduce the students' anxiety. The lecturer who teaches Listening class should be creative and innovative to meet the expectations of students and the school where s/he is teaching using appropriate strategies in order to improve students' listening performance and to reduce, if not to remove, the level of students' anxiety.

V.3. RECOMMENDATIONS.

Based on the findings of the research, some recommendations are provided for all stakeholders involving in the process of students' development in learning, even at school or out of school in order to give more attention to the ways to improve or increase students listening strategy. Listening strategy is one of the factors in determining students' success in listening process that can be seen from the influence of listening strategy on listening comprehension. Then the lecturer should be aware and bear in mind that successful teaching can be seen from the independence of

students in their study so that teachers, school or universities can produce independent, creative, active, and innovative students. At last, the independence of learning can be seen from the variation of language strategies used.

Furthermore, since the results of the research revealed that listening anxiety could influence the students' listening comprehension, it seems reasonable to suggest that reducing anxiety may positively affect their listening comprehension. In order to help students improve their listening comprehension, lecturers must be able to understand the nature of their students' listening anxieties which might vary from one individual to another. It is thus important that teachers be made aware of listening anxieties their students might suffer from. Therefore, the lecturer should try to provide educational practices and strategies that could overcome this problem, reduce listening anxiety, and enable learners to deal with new stressful situations. Thus, English lecturers ought to be trained of the methods and techniques of reducing the level of listening anxiety. Moreover, the students with poor listening strategy and with high level of test anxiety must be identified and treated in order to enhance their listening comprehension.

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