

## **CHAPTER IV**

### **CONCLUSION AND SUGGESTION**

This chapter elaborates on the researcher's conclusion, suggestion, and recommendation in research's concluding. The researcher bases the outcome on the previous chapters' research findings in regarding the proposed research questions.

#### **4.1 Conclusion**

The results presented in chapters 2 and 3 form the basis for this research's conclusion. There are two major parts that consist of the characteristics and prototype of guidelines development, and also validation guidelines for teacher to reduce student's anxiety in listening learning process at junior high school.

Regarding the first research question which answered in chapter 2, it was found that three components. The first is about guidelines itself. Guidelines can be defined to be instructions in the form of a statement of an action that aims to complete a process so that it can be carried out routinely. The characteristics guidelines in teaching has several things that need to be considered, such as should be subjected to outside scrutiny to ensure content validity, clarity, and applicability which based on collaborative learning activity that has activities are not too long or too short, different ways for presenting the activities should flow together, obvious changeover between each activity should be present and what needs to be emphasized is guidelines as guidelines, not standards to be strictly applied or followed. The components that usually exist in the guideline include cover, preface, table of contents, introduction, main content of the guide, procedures or procedures, reflection, and list of references. The last is about aspects of guidelines validation, which used for validate the guidelines to the expert.

The second is about anxiety, anxiety is a feeling. The characteristics Anxiety is characterized by a sense of being physically attacked, apprehension, tension, and worry in response to a specific situation or something that may occur in the future. The students with anxiety is barely find it difficult to manage their feelings. The characteristics student's anxiety is their have a more serious

anxiety disorder, may find their study less enjoyable, and also can detract from the process of learning new languages. Especially, student's anxiety in listening learning process. Listening anxiety is a term used to describe a problem that prevents students from achieving the best listening comprehension possible. Students are unaware of still other difficulties they have on listening even as learning, it is possible that their interest in learning will decrease and their anxiety will increase. The factors causing student's anxiety in listening learning. The students not have much confidence (Lack of confidence) during listening, their do not know much about listening activities (Tension and worry over English listening), and strategies are really required in order to get the best comprehension of it but sometimes their do not have it (lack of listening strategies). The third is about the listening stages that used to reduce student's anxiety in listening learning process. There are 3 listening stages, namely pre-listening, while-listening, and post-listening.

The guidelines for teacher to reduce student's anxiety in listening learning process is created by the needs of guidelines for teacher and student's anxiety in listening learning. The developed guidelines for teacher to reduce student's anxiety in listening learning includes the followings components: 1) cover, include the title of guidelines, the name of author, and production year, 2) preface, includes the gratitude from the author, 3) table of contents, includes the list of pages, 4) Introduction, includes the backgrounds and the purposes of this guidelines, 5) main contents of the guidelines, includes an explanation of the material to be discussed, 6) procedures, includes the materials which can be used for the reader, 7) reflection, includes the brief descriptions materials which is used as conclusion, 8) list of references, includes the any references which the researcher's used for this guidelines.

In sum, the first and second research questions serves as the foundation the product development. Then the data analysis was used to develop the third research question based on the data frame.

## **4.2 Suggestions and Recommendations**

### **4.2.1 Suggestions**

The study was carried out in a very short period time. The stages of a product's series research and development are not fully completed. Experiments or product trials are required for further research. As a result, there is feedback on the product's use.

The findings of this study may be useful to other researchers interested in the development of guidelines, specifically for the listening skill. This study has flaws, so more research is needed to address those flaws in listening skills.

### **4.2.2 Recommendations**

From the result of the research, there are any recommendations that were given in the following stakeholder:

#### **4.2.2.1 The Teacher**

The guidelines are an important tool in every teaching process, including the teaching in Listening skills. Moreover, the guidelines are expected to be useful and more suitable to be implemented in Junior High School students focusing on the listening teaching, especially to reduce student's anxiety in listening learning process.

#### **4.2.2.2 The Future Researchers**

This research's findings may be useful to other researchers interested in developing guidelines. During the teaching process, the teacher should give more thought and attention to the other skills that students should improve.