CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the results of this study, it can be concluded that TOEFL Prediction Test listening comprehension causes significant anxiety among students. The most dominant type of anxiety experienced is **cognitive anxiety**, characterized by excessive worry, overthinking, and difficulty concentrating. Additionally, **facilitative anxiety** is also prevalent, where some students use their anxiety as motivation to improve their performance. Other types of anxiety, including **physical, behavioral, and emotional anxiety**, are also present but to a lesser extent.

The findings also reveal that students struggle with understanding native speaker pronunciation, rapid speech, and unfamiliar vocabulary, which contribute to their anxiety. However, despite these challenges, many students demonstrate resilience by channeling their anxiety into motivation, allowing them to perform better. This suggests that while anxiety can be a barrier, it can also serve as a positive force when managed effectively.

5.2 Suggestions

1. **For Students:**

    a) Recognizing anxiety as a common experience can help students develop strategies to manage it. Practicing listening skills regularly through English podcasts, movies, and TOEFL practice tests can enhance familiarity with different accents and speech patterns.

    b) Developing relaxation techniques, such as deep breathing or mindfulness, before taking the test can help reduce nervousness and improve concentration.

c) Engaging in group discussions or peer learning sessions can provide exposure to different listening styles and improve confidence in comprehension skills.

2. **For Lecturers and Educators:**

   a) Incorporating listening exercises with a variety of English accents in the classroom can help students become more comfortable with different speech patterns.

   b) Teaching students strategies to cope with listening anxiety, such as note-taking techniques, predicting content, and focusing on key words, can improve their test performance.

   c) Providing mock TOEFL tests in a controlled environment can help students get used to the test format and reduce anxiety during the actual exam.

3. **For Institutions:**

   a. Universities should offer more TOEFL preparation programs that focus on listening comprehension, including interactive and engaging learning methods.

   b. Providing access to online TOEFL resources, such as practice tests and listening materials, can help students strengthen their listening skills outside the classroom.

   c. Offering counseling or workshops on test anxiety management can support students in overcoming their fears and improving their overall test performance.