

Chapter Five

Conclusion and Suggestion

This chapter consists two parts. The first part presents the conclusion of this study. It reviews the researcher's reason to conduct this study, the research's procedures doing the study, and the results of the study. Secondly, this chapter also provides the suggestion for the next research. The explanation of this chapter described below.

Conclusion

The researcher conducted this study because the researcher has interested in studying students' writing anxiety. Based on the researcher's and friends' experiences in making English writing compositions, some problems are come up. One of the problems is writing anxiety. Cocuk, Yanpae Yelken, and Ozer (2016) asserted that writing anxiety is also considered as one of the problems in developing writing skill. In addition, Martinez, Kock, and Cass (2011) viewed writing anxiety as a complicated thing that causes a negative reaction of students toward writing in psychology. From these definitions of writing anxiety, the researcher concurs that writing anxiety is an obstacle in developing writing skill which cause negative reaction from students in psychology. Thus, the researcher wants to analyze students' writing anxiety of EED of UMY batch 2013.

Three research questions arise concerning the title of this study. In this study, the researcher wants to know the level of students' writing anxiety, to identify the most common type of students' writing anxiety, and to explore the

factors causing students' writing anxiety. To answer these three research questions, the researcher collects the data by using adopted questionnaires from Cheng (2004) and Younas et al. (2014). The questionnaires are distributed to batch 2013 students at EED of UMY through WhatsApps application. All 95 target students answer completely the questions in the questionnaire. The researcher analyzes the collected data by using Ms. Excel and SPSS.

The results of students' levels of writing anxiety are collected and the researcher finds that from three levels of writing anxiety one of them becomes the most common level. The most common level faced by batch 2013 students is high level of writing anxiety. This scores 77.21. It shows that after batch 2013 students have learned English for the last four years, they still faced high level of writing anxiety.

In identifying the students' types of writing anxiety, the researcher finds cognitive anxiety as the most common type of writing anxiety faced by batch 2013 students. It is proven by its mean score of 22.64. It shows that batch 2013 students were anxious when writing because they were worry about others people's perceptions and expectations.

By looking at results of factors causing writing anxiety, the researcher finds the five main factors causing students' writing anxiety. The factors are the linguistic difficulties, the time pressure, the fear of writing test, the lack of practice, and the lack of confidence. The first is students sometimes faced difficulties with the English linguistic when writing English compositions; it scores 3.34. Secondly, time pressure is also sometimes disturbed students when

making writing compositions which scoring 3.14. Moreover, fear of writing test is rarely faced by students of EED of UMY. This is proven by its score of 3.06. The next factor which is rarely faced by students is lack of practice with the score of 3.05. The last rarely faced main factor is the pressure for perfect work. The students feel that the pressure for other people toward their perfect work can cause them feel anxious. It is proven by its score of 3.02.

In conclusion, all research questions are answered. The students' writing anxiety exists at EED of UMY. The measurement of students' writing anxiety shows that students' faced high level of writing anxiety. Moreover, the type of their writing anxiety is mostly cognitive anxiety which related to their feeling worry about others' perception. In addition, the five main factors causing students' writing anxiety are the linguistic difficulties, the time pressure, the fear of writing test lack of practice, and the pressure for perfect work. Hence, the three research questions of this study are answered.

Suggestion

Based on the results of this study, the researcher proposed some suggestions for students, teachers, and also other researchers who are interested in studying the same topic.

Students. Based on the results of this study which explains the levels of writing anxiety, the types of writing anxiety, and the factors causing writing anxiety, this study is recommend students who learn foreign language to evaluate their own writing anxiety and identify which factors that cause their writing

anxiety. Thus, the students should find out their own strategies to solve their writing anxiety. It might decrease their level of writing anxiety.

Teachers. This study inform the teachers about three aspects related to students' writing anxiety which are the levels, types, and also the factors causing students' writing anxiety. This study is also recommend teachers as the prompter and tutor in class to find proper strategies to help students in decreasing their writing anxiety or minimizing it, thus the students can improve their writing ability.

Other researchers. This study is conducted with the topic of students' writing anxiety which focus on studying the levels, types, and factors causing writing anxiety. The researcher is recommend other researchers who have interest in the same topic to use this study as a reference in their study or the other researcher should use this study as information to get new ideas to conduct a study. Moreover, the next researcher should conduct a study with other focuses on students' writing anxiety like the strategies to overcome writing anxiety. Furthermore, other researchers also should conduct a study to explore other issues in writing such as challenges in writing English compositions and strategies to overcome the problems in writing English composition.