## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

### A. Conclusion

After conducting the research, there are two main points can be noted in this section based on finding and discussion. The following points are presented as follow:

# 1. Level of writing Apprehension among students in doing thesis writing

In the first point is about students' level of writing apprehension. Based on the theory, Daly and Miller stated that there are three levels of writing apprehension. They are high, unusual or average, low level. Based on the result in finding, after calculating the students' final score in Writing Apprehension Test (WAT) and categorized based range of WAT, it showed that two levels emerged. They are low and unusual or average level. 34 students indicated as unusual or average level and 1 student included as low level and no one indicates as high level. It can be seen that result of the final score in writing apprehension test dominated score from 70-85 then it tended to indicate to unusual or average level. In unusual or average level got 97%, low-level got 3% and high-level got 0%.

# 2. Causes of Writing Apprehension among Students in Doing Writing Thesis

The second point is about causes of writing apprehension. The result of finding mentioned that there are six causes that cause writing apprehension. They are negative comments of a thesis, many revisions of a thesis, content of thesis, lack of knowledge about writing, making a fatal mistake, advisor disagrees with writing or idea. From those six causes of writing apprehension, most of the students choose to make fatal mistake as their causes for writing apprehension those other causes. Negative comments of thesis got 11%, many revisions of thesis got 7%, the content of thesis got 21% lack of knowledge about writing is 18%, making a fatal mistake is 32% and the last advisor disagrees with writing/idea is 11%.

The researcher generalized those six causes of writing apprehension based on the result of questionnaire and theory became three main points in causes of writing apprehension. They are teacher's negative evaluation, students' capability in writing, low self-confidence. From each point, it spread in sub-points such as teacher's negative evaluation includes negative comments of a thesis, many revisions of a thesis, checking grammatical errors of thesis, advisor's comment. Students' capability in writing regarding the content of thesis, parts of thesis for example background, research question, method, and data analysis, lack of knowledge about writing, choosing

a wrong theory, plagiarism. Low self-confidence included getting afraid if can't answer the questions, making a fatal mistake, advisor disagree with writing/idea, feeling fear.

# **B.** Suggestion

The researcher gives some suggestion at the end of this research as follows:

# 1. For lecturer or advisor

Based on the result especially for the causes of writing apprehension, there are three main points in causes of writing apprehension. Many students chose a point of low self-confidence. As the result, advisor or lecturer can give feedback clearly, some suggestions about their thesis and some methods to handle their apprehension in writing thesis. The last, giving motivation when doing thesis also is needed to support them so that it can reduce some feeling of apprehension.

### 2. For further researcher

This research has scope and limitation, so further researcher who are interested in writing apprehension, they may consider this suggestion. There are many topics about writing apprehension can be taken as further research. The further researcher can focus on students' strategies in reducing writing apprehension or teacher's method toward

students' high or low level of apprehension. The further researcher also can observe about validating on Daly-Miller WAT for Indonesian students.

