CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion of the research and the suggestion from the researcher are presented as follows:

A. Conclusion

Based on the research findings which were presented in the previous chapter, there are several points that can be concluded, the dominat level as many as 59% of students in proposal writing class C placed on unusal level of writing anxiety. Their EWAT test already showed a good result. In short, there is no student who had such a severe writing anxiety. Almost all of them stayed on unusual level that catagorized as "mean" writer.

Based on interview result about the major factors of students writing anxiety, the researcher had found four main problems that faced by the students. Those problems are (1) problem in write a background, (2) feel not good at writing than others, (3) fear of title not being accepted, (4) feel burden with the new term of proposal in Department. Those problem as a basic of reasoning to categorized as factors that caused students writing anxiety. such as individual competency in writing factor, psychological and social factor, a novelty of the research problem and title factor, administrative factor. The dominant factor is a novelty of the research problem and title factor. As many as 28,6% got from students as correspondence in the interview section.

1

Suggestion

Based on the result of this study, there are some significant suggestions from the researcher which is stated as follows:

1. For student

Based on the finding above, from the researcher observation, it would be better if the students could find more references from any books or journals that related to the topic. No need to worry to find the proper title to proposed in Department. Because title could change anytime by advice from the advisors. The important thing that the students have a firm background and basic related theories for their topic.

2. For lecturer

Although the entire result showed that students' writing anxiety caused by external factors, in the interview section reveals students' fear of competition and administrative factor when writing in academic situations. This suggests that students' anxiety levels may increase when they particularly receive negative evaluations from lecturer. To decrease students' fear of evaluation, lecturer should use various activities such as private discussion one by one for get any revision and small group work to make students feel more comfortable in writing. Lecturer may need to offer more encouragement and positive feedback. In short, as EFL writing lecturer, it is essential to recognize the existence of students' writing anxiety, know the sources of anxiety, and then present effective strategies to reduce anxiety so as to enhance university students' English writing competence.

3. For future researcher

Based on the result of this study, the researcher comes with suggestions for future researcher who are interested to conduct the research related with the students' writing anxiety levels in proposal writing class. In this research, the researcher has limited the research scope on major factors of students' anxiety and students's anxiety levels deal with demands in create a proposal on this subject. students on proposal writing course. The measure of writing anxiety that used on this study is EWAT (English Writing Anxiety Test). for future researcher they can focus on other types of measure of writing anxiety and extend the area of this study by focusing on others subject or correlation of writing anxiety level and students achievement.