

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 first research question about the level of writing anxiety at eight semesters of IAIN Kediri. The previous chapter present result of the study that thirty nine students (78%) had a high level of anxiety and eleven students (11%) had a moderate level of writing anxiety. It shows that most of the participants have problems during writing a thesis that make encounter writing anxiety.

The dominant types of writing anxiety are cognitive anxiety. Somatic anxiety becomes the second types of writing anxiety. The last dominant types of writing anxiety are avoidance anxiety. Cognitive anxiety is one of the types of writing anxiety that refer to the cognitive aspect. These aspects can cause disruption in the thesis writing process because the level of anxiety that arises from negative thinking and other perception can cause high anxiety. In addition to being the main factor in the dexterity of writing cognitive anxiety can encourage the enthusiasm of students to do their best right in writing a thesis.

The five main factors of causes of writing anxiety are linguistic difficulties, pressure for perfect work, insufficient writing practice, time pressure, and low self-confidence in writing. The result of this study gives an elucidation that every student had a different problem and different causes. It makes a lot of people have to be actively involved in the handling of the anxiety faced by the : ⁵⁷ n English writing. The most of important thing that need to be a good writer is about linguistic. Because the main cause of anxiety is the environment that causes negative thoughts in students.

B. Suggestion

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

a. For student

Based on the finding above that related to students' experienced, it would be better if students find much references such as journal, book, and thesis that related to with the topic. It might help student to improving the writing thesis and easier to developing the topic.

b. For lecture

Although the entire result showed that students' writing anxiety caused by external factors, in the interview section reveals students' feel nervous when they knowing the supervisor at the first time. In this case the mindset of student is important to build their positive reason of lecture. In this case, lecture must help student to do their assignment. Therefore, positive evaluation and clear explanation is the wishes requested by students.

c. For future researcher

Based on the results of this study, researchers hope that the next researchers in the future can continue to develop a study related to anxiety in writing a thesis. In this study, the researcher did not provide an explanation of writing anxiety, which made some respondents feel confused in completing the questionnaire provided. This questionnaire was carried out to measure students' anxiety, researchers could use Indonesian language to make it easier for participants to better understand the contents of the statements in questionnaire because this research was to find out about the scale of anxiety therefore that if respondents filled in earnest it would produce a real scale of anxiety.

