

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of all the research results that have been described in the previous chapter and contains the researcher's suggestions for several parties that this research can be put to good use.

A. Conclusion

This research is aimed to investigate the correlation among student interest, writing anxiety, and writing ability. It entitled "The Correlation among Student Interest, Writing Anxiety, and Writing Ability at SMKN 3 Kediri". The result showed that there was a significant correlation between students' interest and writing ability at SMKN 3 Kediri. The significant correlation between student interest and writing ability, with a p-value of 0.000, which is less than 0.05. suggesting that H_0 is rejected, while H_a is accepted showed that there is a significant correlation between students' interest and writing ability. It means that students who have high interest in learning English can be better in their writing ability.

The correlation between writing anxiety and writing ability has a significance value (Sig. 2-tailed) is 0.669, which is higher than 0.05. It means that H_0 is accepted and H_a is rejected. This indicates that there is no significant correlation between writing anxiety and writing ability. The result of research that shows no correlation between writing anxiety and writing ability can be said that the level of students' anxiety when writing does not strongly impact

their writing ability. This implies that even if a student has lower levels of anxiety when writing in English, it may not significantly impact their overall writing ability.

Then, the correlation between students' interest and writing anxiety has a significance value (Sig. 2-tailed) is 0.048, which is less than 0.05. It means that H_0 is rejected and H_a is accepted. This indicates that there is a significant correlation between students' interest and writing anxiety. It can be concluded that students' interests have a significant impact on their writing anxiety.

Then, the correlation between students' interest and writing anxiety with writing ability can be seen that a significant value (Sig. F change= 0.000), indicates a significance level less than 0.05. In other words, the H_0 is rejected and H_a is accepted, suggesting that there is a significant correlation between students' interest and writing anxiety with writing ability. The correlation coefficient (R) for student interest and writing anxiety with writing ability is 0.590. According to the standard interpretation of correlation coefficients, the simultaneous correlation among these variables can be moderate. It means that students' writing abilities will develop when they are both highly interested and lowly anxious. However, this cannot happen if students are just lowly anxious and not highly interested.

B. Suggestion

Based on the conclusions described above, researcher would like to give some suggestions to some parties in the hope that this research can be useful

and can be developed properly by these parties. These parties are students, teachers, and further researcher.

1. For Students

From this research, it is hoped that students can still take lessons from this research. Everyone has the potential to advance, thus they should always have trust in their abilities and knowledge. They should become more motivated to study English and explore other interests. If students have high interest combined with low anxiety, their writing ability can improve. High interest enhances motivation and engagement, while low anxiety reduces stress, enabling better focus and performance. This combination creates an ideal environment for developing writing ability.

2. For Teacher

From this research, it is hoped that teachers can understand well what are the disadvantages and the advantages of the two variables in their contribution to help students comprehend in writing ability. The elements that impact students' writing abilities are their interest. Therefore, it is recommended that teachers provide a comfortable learning feeling to boost students' interest and organize learning materials.

3. For Further Researcher

The researcher acknowledges that the current study has several limitations. Therefore, the researcher advises future researchers to be thoroughly prepared, particularly when collecting data, especially if they are interested in this topic and have a similar focus. Understanding the types of

student interest can significantly improve writing ability. Thus, the outcome of the study will be significantly impacted. Not only for writing but for another skill such as reading, speaking, listening or even another lesson.