

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion. After knowing the result of this research in the previous chapter, the researcher tried to conclude the result in this chapter. Then, there are some suggestions to some people related to this research in order to make a better condition in the next research.

A. Conclusion

This research was conducted to investigate the correlation among students' writing anxiety, self-confidence and writing achievement. The participants of this research were 120 second grade students of Islamic Senior High School 3 Kediri in academic year 2020/2021. Questionnaires and test were used to collect the data. In analyzing the data, researcher used SPSS ver. 23.0 for windows.

After conducting the research, it found certainly some main points relevant to the result. The significant value of the variables were different and higher than 0.05. The significant value between students' writing anxiety and writing achievement was 0.807, it means that there was no significant value between those variables. So that, the null hypothesis is accepted and the alternative hypothesis is rejected.

The significant value between students' writing anxiety and self-confidence was 0.399. It was also had no significant because it was higher than 0.05. The result was between students' writing anxiety and self-confidence had no significant correlation, so H_0 is accepted and H_a is rejected.

The significant value between students' self-confidence and writing achievement was 0.886, it means there was no significant because it was greater than 0.05. As a result H_0 is accepted and H_a is rejected so there was no significant correlation between students' self-confidence and writing achievement.

The significant value among students' writing anxiety, self-confidence and writing achievement was 0.848, it means there was no significant because it was greater than 0.05. As a result H_0 is accepted and H_a is rejected so there was no significant correlation among students' writing anxiety, self-confidence and writing achievement.

As a result, it can be concluded that there was no significant correlation among students' writing anxiety, self-confidence and writing achievement of second grade students at Islamic Senior High School 3 Kediri in academic year 2020/2021 which means that writing achievement was not always determined by writing anxiety and self-confidence.

B. Suggestion

After knowing the result of this study, the researcher propose several suggestion to be better improvement. The first, the teacher can give more motivation, reduce students' anxiety and increase students' confidence by choosing an appropriate teaching method, technique and strategy in writing class. The important thing is the teacher should be able to make the class in comfortable, fun and good atmosphere. So that the students can feel enjoy in learning English especially in writing.

The students also have to increase their ability in writing by understanding the material given by the teacher. Reducing the anxiety is the main point and they have to know how to overcome their anxiety. Thinking in positive way can be the best choice to make self-confidence better.

The last is for the next researcher, they should prepare as well as possible especially in collecting and pay more attention in analyzing the data. They are expected to conduct a research in another level of students.