

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter will draw conclusion of this research and cover some suggestion for future researches with similar topic and coverage. This chapter is divided into two subchapters: conclusion and suggestion.

5.1 Conclusions

As for this research, university learners Majoring in English Education Department who were the participants, fitted the research in which they believed to have had enough writing exercises and produced many tasks. This study aimed to investigate factors causing writing anxiety and it suggested that the participants would feel really anxious towards English writing, so that they would be in the High Anxiety level.

However, according to the data obtained mainly from questionnaire with the researcher analysis on real research time and the interview, this research draw conclusions that answer the formulated research question, which is what factors causing English as a Foreign Language (EFL) University Learners writing anxiety at one of University in Bandung.

The first conclusion is there are many factors causing learners writing anxiety proposed by many experts such as; Heaton and Pray (1982) identified several causes of writing anxiety as follows 1) having a limited time to plan, write and revise; 2) absence of good writing skills including writing instruction and practice, brainstorming ideas, organization of ideas and mechanics of writing such as penmanship, punctuation and vocabulary; 3) teachers' negative comments and results from this research and previous research for example the students who participated in the research were very anxious in their writing classes because they were afraid of

making mistakes, which is one of the reasons why writing anxiety needs to be taken seriously as stated in (YastÕbaúa & YastÕbaú, 2015).

There are three types of anxiety used in this study in categorizing factors causing learners writing anxiety according to Cheng (2004). They are cognitive anxiety, somatic anxiety and avoidance behavior. As for these three types of anxiety, most of all the learners in this study were detected to have cognitive anxiety characterized by receiving negative comment from the lecturer or friends, worrying about others' work as the effect of high expectation given from the lecturer, afraid of being evaluated and afraid of being the example among other learners.

The second conclusion is almost all the learners in this study were detected to have Moderate Anxiety which is in the dominant level of anxiety. This situation may raise into either High Anxiety or Low Anxiety adjusting the situation around learners' English writing learning process. Apparently, the situation also relates to the teacher or lecturer way of teaching, way of communicating to the learners, and way of giving the learners feedback. Surprisingly, there are four learners who were detected to have High Anxiety and none of them was detected to be in the Low Anxiety.

The third conclusion is related to another possible factors causing learners writing anxiety. Learners revealed from the interview session and automatically added the factors causing their writing anxiety. They are; grammatical rules, idea development, and topical knowledge.

5.2 Suggestions

This research has many limitations. Therefore, suggestion for future researches with similar topic are presented here. The suggestions are divided into three parts related to flaws found in this research.

Firstly, in term of instrumentation, this study needs questionnaire and interview in gaining deeper information. However, the questionnaire should be translated into

Bahasa Indonesia in order to have a good and better understanding among participants or if the future researcher intend to keep the originality of the questionnaire itself, at least the language used should be simplified. Many learners who were involved in this study reported that the language used in the questionnaire was quite difficult and hard to understand. However, in order to have an effective and powerful result, it needs more data instrument such as; observations or learners' work, but it depends on the need of the future study.

Secondly, in term of the data analysis. There is no significant yet appropriate analysis in analyzing the result of the questionnaire used in this study. It merely took the possible score from all the learners' answers based on their experiences toward writing anxiety, relate it to the theory and many previous researches which has the same topics and coverage. It would be better if the analysis uses a concrete measurement, so that the findings would have a good value.

Thirdly, in term of anxiety exploration. There should be many things to explore besides writing anxiety and the factors causing it. In this study, some factors that lead to the strategy in overcoming writing anxiety were discussed implicitly. However, due to the limited data and time, this research only discussed the factors causing EFL University Learners Writing Anxiety Majoring in English Education Department. For further similar research, strategies to overcome writing anxiety is supposed to be explored to present wider research scope.