

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides the conclusions of the important phenomenon mentioned in the previous analysis as the answer of the research questions, and some suggestions related to the topic in this present research, especially for further studies in the field of writing anxiety.

5.1 Conclusions

This study investigates the students' types of writing anxiety, the students' strategies in reducing their writing anxiety, and also the relationship between types of writing anxiety and writing performance. This study was held in one of university in West Sumatra, Indonesia, and took the students from English education department as the respondent. From the findings and discussions in previous chapter, several conclusions can be drawn.

The first research question in this present research was answered by the data from questionnaire and interview, adapted from Cheng (2004) about the types of students' writing anxiety, and then enriched with some theories from Zhang (2011), and Choi (2013). Based on the theory, there are three types of writing anxiety. They are cognitive anxiety, somatic anxiety, and avoidance behavior. The analysis explains that most of the students tend to experience somatic anxiety (40%). Then, the second type of writing anxiety which 30% of the students tend to experience this anxiety was cognitive anxiety. Then, there were 10% of the students tend to experience avoidance behavior. While the rest of the students tend to have more than one types of writing anxiety. There were 8% of the students that tend to have cognitive and somatic anxiety, 4% of the students tend to have cognitive anxiety and avoidance behavior, and 8% of the students tend to have somatic anxiety and avoidance behavior.

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The second research question was also answered by using questionnaire and interview related to students' strategies in reducing their writing anxiety. The instruments were adapted from Kondo and Ling (2004). The main theory that was used in defining the strategies to reduce writing anxiety was also taken from Kondo and Ling (2004). The strategies are divided into five categories, they were positive thinking strategy, relaxation strategy, preparation strategy, resignation strategy, and peer seeking strategy. After the data was analyzed, it was found that preparation strategy was the most common used strategy among the students. It was followed positive thinking strategy, relaxation strategy, peer seeking strategy, and the last was resignation strategy. Based on the theory, preparation and resignation strategy could reduce avoidance behavior. While relaxation strategy could be used in reducing somatic anxiety. And positive thinking strategy and peer seeking strategy could help the students with cognitive anxiety. So there was a discrepancy between the type of students' writing anxiety and the strategy used. For a better result in reducing the students' writing anxiety, the types of writing anxiety and the strategies used in reducing writing anxiety should be taken into account.

And the last research question to find out the relationship between types of students' writing anxiety and students' writing performance. The instrument that was used to get the data was writing test. Then, it was analyzed by using Chi-Square test. From the Chi-Square test, it was known that there were no special association between types of students' writing anxiety and the students' writing performance. But, there might be a relationship between these two variables, but they do not affect each other since previous research found that writing anxiety had a strong relationship with writing performance (Badrasawi et.al, 2016; Liu & Ni, 2015; and Tola & Sree, 2016). However, there is other chance that another components related to writing anxiety has a relationship with writing performance

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such as level of writing anxiety, students' self confidence, and also the students' age.

From the explanation above, it can be concluded that most of the students experienced somatic anxiety. To reduce their writing anxiety, they chose to use preparation strategy. However, Chi-Square analysis found no special association between types of students' writing anxiety and writing performance. For teachers and students, these findings allow them to understand the interconnections among the variables. Then, it will help EFL and ESL teachers to meet the needs of the students in the classroom and help them with some problems related to their anxiety in writing.

5.2 Suggestions and Future Research

This study is expected to contribute in providing valuable insight regarding the study of writing anxiety in EFL and ESL context. To be precise, there are several suggestions for teachers, students and other researchers that can be taken into account.

The teachers are suggested to consider the types of students' writing anxiety in order to help them in overcoming their writing anxiety. The teacher can implemented an appropriate teaching method in writing class such as using collaborative writing. Besides that, teachers should provide a stress free situation in the classroom. For the students, it would be better for them to take an appropriate strategies to overcome their writing anxiety. These strategies should be in accordance with the type of writing anxiety that they experienced. Finally, after the students understand the types of their writing anxiety and also the right coping strategies, they can perform well in English writing. It is expected that after knowing the types of students' writing anxiety, the strategies to reduce

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writing anxiety, and also the relationship between the types of writing anxiety and writing performance, teachers and students can work together to overcome the students' writing anxiety.

For further researchers, it is suggested to explore other variables that affect the students' writing anxiety. For instance, students' strategies to cope with writing anxiety and the students' level of language proficiency. Both quantitative and qualitative method could be used to give a fuller understanding on this topic. It is expected that the studies related to writing anxiety can be useful for everyone who involved in EFL and ESL teaching and learning, especially in writing class.

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