

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Conclusion is formulated from researcher questions and the results of student writing that researcher have collected as research data.

5.1.1. Student's Degree of Anxiety in Writing English Texts

This study shows that students experience high levels of writing anxiety. In other words, more students are very anxious compared to those who have moderate or low levels of writing anxiety. The results of the questionnaire stated that tenth-grade students at MAN 4 Bojonegoro were indicated to have a high level of writing anxiety ($72,91 > 65$).

5.1.2 Factors Affecting Student's Anxiety in Writing English Texts

Worrying when writing under time constraints, often encountering several linguistic problems such as inadequate vocabulary mastery, sentence structure, grammatical errors, etc., and the lack of adequate English writing practice is students' main source of writing anxiety. With this in mind, teachers should develop a teaching model that combines the relationship between reading and writing to address the problem with the first two factors of writing anxiety. It is also important for institutions where students learn to develop specific programs to encourage writing practice apart from what is determined by the curriculum, given that nowadays technology is increasingly sophisticated and many technologies are designed to make it easier for students to learn more broadly. Therefore, the problem of inadequate writing practices can be addressed.

5.1.3 Strategies to Reduce Writing Anxiety and Improve Writing Proficiency among EFL Students

In terms of strategies to reduce writing anxiety, students used all five categories of coping strategies proposed by Kondo and Ying-Ling (2004), namely;

preparation, positive thinking, relaxation, peer seeking, and resignation. Based on the interview result, preparation and relaxation are strategies used by students with low anxiety. Positive thinking and peer seeking are strategies used by students with moderate anxiety so that they can cope with writing anxiety well. The strategy used by students with high writing anxiety is resignation, and it is not an effective strategy to use.

5.2 Suggestion

Regarding the findings of the research, it can be learned that anxiety is still a significant problem in the teaching and learning process of writing. As such, writing instructors should consider several aspects in designing their writing classes. First, the writing instructor should help students become familiar with the writing topics assigned to them through several reading activities. Second, the writing class should be equipped with lessons on language features related to the text being studied. Third, students should be allowed to write about topics that are personally meaningful to them to encourage them to write. Therefore, the problem with the lack of writing practice can be solved.

Given these results, it is recommended that other researchers investigate classroom contexts or situations that may affect students' writing anxiety levels. This is necessary because in the context of the high school education level alone, the results of research on this idea are mostly diverse. It is also recommended that other authors be more thorough in researching senior high school students because in this study the subject is only 10th-grade high school students. Regarding strategies for coping with writing anxiety, the breadth of literature on this subject is still limited to the tactics students use for it.

The strategy used by students with moderate anxiety provide advice to calm down and think positively, as well as discussing with friends. Meanwhile, for low anxiety, preparing to study, discussing with several experts about tips for writing in English might be a solution in sharpening their knowledge in English. Looking for other English learning media as references can also overcome writing anxiety. For the resignation strategy, making a timeline target can overcome to do not avoid writing English. Then building habit such

as getting used to writing simple things using English for daily activity can be a strategy to overcome when often mixing language in writing English.



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