

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

Based on the data analysis, the conclusions were drawn as follows:

1. The finding showed Avoidance Anxiety appeared as the dominant type of writing anxiety occurred among 11 English department students of UIN Sumatera Utara. This brings to a presumption that students may tend to avoid, procrastinate, and keep themselves away to write their scientific paper due to the indication of students' incapability in handling their anxiety experience to deal with the complicated scientific writing subject in terms of its standards, rules, and the assigning writing topics.
2. The students run through several writing stages in writing the scientific paper. In pre-writing and drafting phase, the students did brainstorming, followed the writing outline provided, and reviewed the related journals. Meanwhile in the revising and editing process, they worked with peers to review their writing each other and considered the feedback from lecturer. Afterwards, in the publishing stage, they shared their final draft to lecturer and submit it online.
3. The reasons that trigger students' writing anxiety in writing the scientific paper were resulted from Lack of Topic Interest, Teacher's Teaching Style, High Amount of Assignments, Plagiarism Threat, Grammar and Vocabulary Insecurity, Pressure of Perfect Writing, and Lack of Practice. In this study, Teacher's Teaching Style, Plagiarism Threat, High Amount

of Assignments, and Lack of Practice are reported as a different finding. This finding implies that all of these reasons of writing anxiety may occur because the students have no prior or initial practice and knowledge to get themselves accustomed and understood to write a paper scientifically. This also suggests students need to be well-trained about composing a scientific paper properly in order to minimize the writing anxiety experience.

5.2. Suggestions

In relation to the conclusion, the suggestions were offered as follow:

1. As Avoidance Anxiety was appeared as the dominant type of writing anxiety occurred among 11 English department students of UIN Sumatera Utara, it is highly suggested that the students are necessary to have scientific writing training beforehand. Students need to be encouraged to have enough the prior scientific writing practices in objectives to anticipate and minimize students' avoidance behavior in composing a scientific paper. Besides, as this study is conducted in small number, the finding does not show any meaningful different result between male and female students. Therefore, it is recommended for the quantitative researcher to have more amount of respondents in order to likely have a generalized finding and develop the research by adding more supporting variables that may relate to students' anxiety in writing such as students' level, personality type, learning style, interest, or age.
2. In students' scientific writing process, it was found that not all of students perform the five writing stages (pre-writing, drafting, revising, editing, and

publishing). Regarding to this issue, it is suggested that the teacher or students need to attempt implement the writing process thoroughly with purpose of anticipating students' anxiety or passivity in composing the scientific paper.

3. Referring to the 7 reasons of writing anxiety which were reported in this study, it may worth to suggest that the writing teachers need to come up with better ideas or strategies in managing students' anxiety in writing the scientific paper. Furthermore, to enrich more insights about the phenomenon of writing anxiety, the further research may be suggested to conduct a study in students' writing strategy to cope with their anxiety during the writing process in order to minimize the problems they face regarding to anxiety indication.