

CHAPTER V:

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This study investigated the levels and dimensions of writing anxiety experienced by final-year English students at Jambi University during the thesis writing process. A quantitative approach was employed, utilizing an adapted version of the Second Language Writing Anxiety Inventory (SLWAI) developed by Cheng (2004). The study involved 57 participants selected through simple random sampling.

The findings revealed that 70.2% of students experienced moderate levels of writing anxiety, 26.3% reported high levels, and only 3.5% experienced low levels. These results indicate that writing anxiety is a common challenge among final-year students, particularly during high-stakes academic writing tasks.

Regarding the dimensions of writing anxiety, cognitive anxiety was found to be the most dominant (mean = 24.23), followed by somatic anxiety (mean = 19.56), and avoidance behavior (mean = 12.86). This suggests that students are primarily affected by negative thoughts, fear of criticism, and worry about others' judgments. Although physical symptoms and avoidance behaviors were also present, they were reported to a lesser extent.

Overall, the findings highlight the significant psychological burden that writing a thesis can impose. Addressing this anxiety is essential for improving student well-being, academic performance, and timely graduation. This study is among the first in the Indonesian EFL context to quantify thesis writing anxiety using SLWAI among final-year students.

5.2 Suggestions

Based on the results of this study, several practical suggestions are proposed for students, educators, and future researchers:

5.2.1 For Students

Students are encouraged to manage writing anxiety by identifying both psychological and physical signs. It is also important for students to develop coping strategies such as self-affirmation, positive self-talk, relaxation exercises, and time management can help reduce anxiety during thesis writing. Additionally, seeking academic and peer support is crucial; participating in writing groups, peer feedback sessions, and regular consultation with supervisors can build confidence and alleviate writing-related stress.

5.2.2 For Educators and Institutions

Institutions should provide workshops on academic writing, paraphrasing, citation, and thesis structuring tailored for final-year students. It also essential for institutions to enhance the accessibility of mental health services, with a focus on addressing academic anxiety and thesis-related stress.

Additionally, institutions should implement training programs for thesis supervisor aimed at minimizing the anxiety-inducing behaviors. By improving the communication and mentoring skills, thesis advisors could provide constructive, supportive feedback to reduce fear and build students' confidence.

5.2.3 For Future Researchers

To build upon the findings of this study, future research should explore writing anxiety using different approach to gain deeper insights into students' experiences and coping mechanisms.

Moreover, future study could examine writing anxiety among students in other majors, universities, or educational levels and assessing the impact of support programs such as peer mentoring, writing centers, or mindfulness training would offer practical insights for reducing anxiety.

Addressing writing anxiety by empowering students, training educators, and supporting research will contribute to more effective academic writing and better educational outcomes.