

CHAPTER V

CONCLUSION SUGGESTION

5.1. Conclusion

This study examined the correlation between writing anxiety and writing ability in report text writing among 108 Grade XI EFL students at SMAN 1 Bangsal. Descriptively, students' writing anxiety was predominantly at the moderate level ($M = 66.13$), with cognitive anxiety as the dominant dimension, while their writing ability averaged 67.38 (Good category), with Grammar as the weakest scored aspect. Pearson correlation analysis confirmed a statistically significant negative correlation between the two variables ($r = -0.280$, $p = 0.003$), leading to the acceptance of H_1 : students with higher writing anxiety tend to produce report texts of lower quality, although writing anxiety accounts for only a small portion of the variance in writing ability ($r^2 = 7.84\%$). Overall, these findings indicate that writing anxiety has a significant negative correlation with writing ability among Grade XI EFL students at SMAN 1 Bangsal, though its modest strength suggests that other factors also play an important role in students' writing outcomes.

5.2. Pedagogical Implication

The findings carry several practical implications for classroom instruction. Since cognitive anxiety, particularly fear of grammatical evaluation, dominates the sample and is closely linked to grammar weaknesses, teachers are encouraged to reduce the evaluative pressure of writing tasks rather than focus solely on correcting grammar, for example through low-stakes writing activities, structured pre-writing phases, and process-oriented peer feedback. For students whose anxiety is mainly somatic, brief relaxation exercises before writing may help reduce physical tension and support concentration during the writing process. For the smaller avoidance-dominated group, scaffolded writing templates, such as guided frames for the report text structure, can help students engage with the task without feeling overwhelmed. Overall, instructional responses should be tailored to students' dominant anxiety dimension rather than applying a single uniform approach.

5.3. Limitation of The Study

This study has several limitations. First, its cross-sectional design captures anxiety and writing ability at a single point in time and cannot capture how anxiety changes across a semester or academic year. Second, writing ability was measured through a single report text writing task, which limits generalization to other genres such as narrative or argumentative writing. Third, writing samples were scored by a single rater, which does not allow for the calculation of inter-rater reliability. Fourth, the sample was drawn from three classes at one public senior high school in Mojokerto Regency, so the findings are most applicable to similar school settings and should be generalized to other contexts with caution.

5.4. Suggestion

5.4.1 For English Teacher

Teachers at SMAN 1 Bangsal and comparable schools are encouraged to apply genre-based and process-oriented writing instruction that reduces evaluative pressure, such as low-stakes writing practice and peer feedback before formal assessment, with particular attention to normalizing grammatical error as part of the drafting process.

5.4.2 For Future Research

Future studies are encouraged to use longitudinal designs to track changes in writing anxiety over time, apply multiple regression to examine other contributing variables such as self-efficacy and motivation, and replicate this study across different schools, genres, and educational tracks.

5.4.3 For School and Curriculum Policy

Schools are encouraged to incorporate writing anxiety awareness into teacher professional development and to consider affective factors alongside linguistic factors when designing writing instruction and assessment, in line with the holistic, student-centered principles of the Merdeka Curriculum.