**CHAPTER V
CONCLUSION AND SUGGESTIONS**

**5.1 Conclusion**

Based on the results of this research, which has been carried out, the researcher found that almost all respondents felt writing apprehension when they wrote English. The result demonstrated that two-level emerged. It is an average and low level; 26 learners had an average level, and two had low levels. The low levels got 7%, the average got 97%, and the high levels got 0%. Therefore, it was concluded that the levels of writing apprehension among EFL learners are average and low levels with the average levels are dominant. Even though this level is harmless, learners at these levels may show distinct signs of writing apprehension in particular writing tasks, but these levels never avoid writing tasks.

 Likewise, the researcher found that writing apprehension based on their perspective happened because of factors such as Lack of writing skills; in this statement, it happened because most learners did not like writing activities. Nevertheless, they were also afraid of being evaluated and criticized. Besides, they were also being afraid of making mistakes (grammar knowledge, vocabulary) and time restriction.

The researcher concluded that factors that cause writing apprehension among low and average levels do not make many differences.

In addition, to overcome their writing apprehension, they have strategies like reading books and journals to get lots of references, adding new vocabulary and grammar knowledge, and preparing everything well before writing. Then, evaluate the writing form with friends first and be confident. Besides, they also used some apps, platforms, or websites to help them in the writing process, such as Google translate, Quill Bot, Grammarly, and some links to the international journal.

**5.2 Suggestion**

Last, the researcher offers the following suggestions:

**5.2.1 For Learners**

Learners must realize that their level of writing apprehension differs from one another. Therefore, this study expects that learners will have confidence in their writing abilities and that they should believe that making mistakes or errors when writing is part of the learning process. Likewise, the researcher also hopes that by determining the level and factors that cause writing apprehension, undergraduate EFL learners will be aware of writing apprehension.

**5.2.2 For Lecturer**

 The lecturers can provide straightforward critiques, thoughts on student writing, and ways to help learners to reduce their writing apprehension. In addition, it is important to inspire them to complete their writing to relieve their apprehension.

**5.2.3 For The Next Researcher**

This study has limitations and scope, such as the researcher does not focus on a specific type of writing. Therefore, the following researchers interested in writing apprehension could consider this proposal. It is recommended to determine the writing to be studied. Likewise, several topics related to writing apprehension can be studied further. The focus of the following research could be on students' techniques to reduce writing apprehension or the teacher's approach to students' writing apprehension. Also, maybe for the following research to conduct research with as many respondents as possible.