

**Levels and Types of Writing Anxiety and Writing  
Strategies Used by 3<sup>rd</sup> Year English Department Students  
of Universitas Negeri Padang**

**Thesis**

*Submitted as Partial Fulfillment of the Requirements to Obtain the Strata One  
(S1) Degree*



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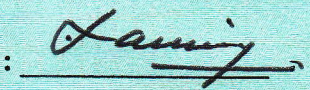


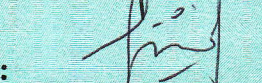
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## ABSTRAK

**Masriani, Elsa. 2018. “Levels and Types of Writing Anxiety and Writing Strategies used by 3<sup>rd</sup> year English department of Universitas Negeri Padang”. *Skripsi*. Fakultas Bahasa dan Seni Universitas Negeri Padang.**

Penelitian ini bertujuan untuk menemukan level dan tipe kecemasan dalam menulis dan strategi menulis yang digunakan oleh mahasiswa tahun ketiga jurusan bahasa Inggris di Universitas Negeri Padang. 41 siswa dipilih sebagai responden dari penelitian ini. Penelitian ini merupakan penelitian deskriptif kuantitatif. Data didapatkan dari membagikan 2 kuisioner. Kuisioner pertama yaitu *SLWAI (Second Language Writing Anxiety Inventory)* dari Cheng (2002) yang digunakan untuk mengetahui level dan tipe kecemasan responden. Kuisioner kedua yaitu *Writing Strategy Scale* dari Raoofi et.al. (2017) yang digunakan untuk mengetahui strategi menulis yang digunakan responden. Penelitian ini menemukan bahwa responden mengalami kecemasan menulis dalam tingkat yang menengah, dengan tipe kognitif sebagai tipe yang mendominasi. Dari penelitian ini juga diketahui bahwa responden berada di level yang tinggi dalam penggunaan strategi menulis. Strategi yang sering digunakan yaitu strategi afektif dan metakognitif.

Kata Kunci: level kecemasan dalam menulis, tipe kecemasan dalam menulis, strategi menulis.

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The writer

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Research**

Writing is considered one of the most important skills in learning a language, especially for university students. In academic field, ideas are conveyed through writing instead of speech. The ideas become more visible and last longer in writing form. In order to survive in academic environment, students are demanded to master writing. Thus, it cannot be denied that writing really matters for students' continuity as language learner.

Despite its importance, writing is also considered as a difficult skill to master. There are several reasons behind that. Younas et al. (2014) says that some of the factors that makes writing become difficult are lack of motivation, lack of target language proficiency and vocabulary and psychological variables such as anxiety. Students are less motivated to write because they either do not have idea to be written or do not have ability to convey what is in their mind into a good writing. Some people have barriers to convey their idea because they do not know how to write it in target language and lack grammar proficiency. The fear of negative feedback and people's comments toward their writing are defined as the anxiety in writing. Hence, students perceive writing as a demanding skill and do not enjoy it.

The previous reasons affect students' attitude toward writing. Based on the semi-formal interview in English Department of Universitas Negeri Padang

(UNP), the researcher found: 1) most of new students prefer speaking class rather than writing class. 2) the students think writing is a hard task that they postponed the time to submit their writing task 3) some of the final year students find it hard to finish the final project which is in form of writing (thesis) and some of them take the project which is less demanding (paper). These indications lead to what is so-called writing anxiety.

Writing anxiety is anxious feeling usually caused by the fear of negative feedback and lack of motivation in writing because students see writing as task instead of a necessary skill to have. Hassan (2001) defines writing anxiety as general avoidance of writing and of situations perceived by the individuals to potentially require some amount of writing accompanied by the potential for evaluation of that writing. This definition validates the indications that exist in English Department of UNP as writing anxiety.

Writing anxiety has negative correlation with students' achievement in writing. Anxiety makes students not enjoy the writing process. Students will write under pressure, making them less able to perform the best of themselves in writing. Therefore, the writing products of the anxious writers are sometimes disappointing. This statement is supported by Daly (1978, in Rezaei:2014) who states that anxious writers tend to produce message of a lower quality and shorter and simpler structures.

Writing anxiety has been studied by a number of researchers. The studies mostly concern about the level, type, factors and coping strategy of writing anxiety among EFL learners. Most of the studies conclude that EFL students felt

moderate to high anxiety level and cognitive anxiety became the major type of anxiety of the students. Indonesian EFL students also faced the same level and type of writing anxiety (Tuppang, 2014 and Anggarini, 2016). Most of the researchers agree that fear of negative comments become the major factor of writing anxiety among EFL students. It means that, to reduce the negative feeling, students must prepare well before they submit their writing task. This preparation deals with students' strategy in writing.

Strategies matters for the development of L2 writing. Raoofi et al. (2017) states that writing strategies referred to the techniques and operations which students employ to write more effectively or to produce better writing. In order to produce a good writing, students need to plan their writing. In planning the writing, the appropriate techniques and strategies are needed to prevent students from creating technical mistakes such as uncorrelated paragraphs and grammatical mistakes. Thus, good writing strategies lead to betterments in students' writing.

Writing strategy has correlation with writing anxiety felt by students. The lack of strategy in writing makes students' to judge writing as difficult and try to avoid it. Some of the factors lead to the writing anxiety. Firstly, students have shortage of vocabulary stocks and lack of ability in grammar mastery. The limited number of vocabularies the students know prevents them from constructing varying words in sentences and the incomprehensive understanding of grammar makes it difficult to construct them correctly. Secondly, many students have minimum reading exposure. As a result, they acquire less ideas and sentence variations to develop their writing.

Unfortunately, not many studies have been done about writing anxiety as well as writing strategies used by students. The existing studies; Atay and Kurt (2006) investigate the level and causes of writing anxiety among prospective teacher (PT) in Turkey. The finding of the study was the participants feeling average to high anxiety. Participants with high writing anxiety suffer from nervousness caused by fear of getting low marks. Similarly, Rezaei and Jafari (2014) indicate the high level of writing anxiety among Iranian EFL students. The major cause which is chosen by 89% of the participant was fear of teacher negative comments. Regarding to coping strategy, Atay and Kurt (2006) investigating the effect of peer feedback on writing anxiety of Prospective Turkish Teacher of EFL, the result of the study shown that peer feedback group experienced significantly less writing anxiety than teacher feedback group. All the researches above mostly deal with students' level and type of writing anxiety and the method used to reduce writing anxiety. However, there are no studies investigating the writing strategy used by the students regarding their level of anxiety.

This research fills the gap in previous studies because it investigated the level and type of writing anxiety along with writing strategies. In the long term, this study can help students to solve the problem of writing anxiety they faced. Once students identify errors in their writing, they will try to change strategies and it hopefully can reduce the writing anxiety they experienced.

## **B. Identification of the Problem**

Writing anxiety has long been become the obstacle of students in producing good writing. However a good writing is really important for L2 Learner to become a good language learner to survive in academic field. Writing strategy is also important for students to create a good writing. However, the nature of writing caused negative impact to student attitude toward writing and affects students writing performance.

Unfortunately, few studies have been done about writing anxiety as well as writing strategies used by students. Therefore, this study is conducted to fill the gap from the previous study. This investigated the level and type of writing anxiety along with the writing strategy used by students.

## **C. Limitation of the Problem**

This study investigated the level and type of writing anxiety along with the writing strategy used by 3<sup>rd</sup> year English Department Students of Universitas Negeri Padang (UNP). There are two reasons the researcher chose the 3<sup>rd</sup> year English Department students of UNP.

1. The 3<sup>rd</sup> year students have already taken 3 classes of writing (paragraph writing, essay writing and Academic writing). The experience of the participant is believed to be enough to give the validate data. Similarly to Tupang (2014) and Anggarini (2016) that use academic writing as the standard of experienced writer students in

their study, the researcher also used academic writing as the standard of experienced writer student.

2. The researcher has access to conduct the research in the 3<sup>rd</sup> year of English department students.

#### **D. Research Questions**

Based on the research problem outlined before, the research questions are formulated as follows:

1. What are the levels of writing anxiety among English department students of UNP?
2. What are the types of writing anxiety among English department students of UNP?
3. What are the writing strategies used by English department students of UNP?

#### **E. Purpose of the Research**

This research aimed:

1. to find out the levels of writing anxiety among English department students of UNP
2. to find out the types of writing anxiety among English department students of UNP
3. to find out the writing strategies used by English department students of UNP

#### **F. Significance of Research**

This research is worth to be conducted because writing is considered to be very important in language learning especially in English department of UNP. English department of UNP has 4 classes of writing aimed to improve the writing skills of the students. Practically this research helps the English educational program to find out the level and type of writing anxiety along with the strategy used by English department students of UNP. Furthermore, this research can also be the basis or additional references for researchers who have the interest to investigate the related uncovered issues in this study about writing anxiety and writing strategy used by EFL learner.

#### **G. Definition of Key Terms**

- Writing anxiety : the negative feelings that 3rd year English Department Students of UNP have when they attempt to produce ideas and words. These feelings can prevent them from being successful in their writing.
- Writing Strategy : techniques and operations that 3<sup>rd</sup> year English Department students of UNP employ to write more effectively or to produce better writing.
- Levels of Writing Anxiety : the levels of writing anxiety experienced by 3<sup>rd</sup> year English Department students of UNP it can be high level, moderate level and low level.

Types of Writing Anxiety : the types of writing anxiety experienced by 3<sup>rd</sup> year English Department students of UNP it can be cognitive anxiety, somatic anxiety and avoidance behavior.