ANALYSIS OF STUDENTS' WRITING ANXIETY IN *ACADEMIC WRITING* CLASS AT ENGLISH DEPARTMENT OF UNIVERSITAS NEGERI PADANG

Thesis

Submitted as a Partial Fulfillment of the Requirement to Obtain Bachelor of Education in English Language Education Program

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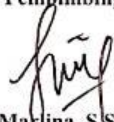|	
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Abstract

Putrimiati, Riva. (2021). Analysis of Students' Writing Anxiety in *Academic Writing* Class at English Department of Universitas Negeri Padang. *Thesis.* Padang: English Department. Faculty of Languages and Arts. Universitas Negeri Padang.

This study aims to analyze level, types and causes of writing anxiety in learning *Academic Writing*. In this study, the researcher analyze students' writing anxiety in *Academic Writing* class at English department of Universitas Negeri Padang and the author discuss about the levels, types, and causes of writing anxiety in learning *Academic Writing*. This study is conducted based on students' problem about anxiety in writing especially in *Academic Writing* class. The study used descriptive quantitative research method. The data were collected by distributing writing anxiety questionnaire and written interview which were analyzed statistically. 25 4th semester students of 2019 class participated in this research. The result of Analysis students' writing anxiety showed that 10 students (40%) had low level of anxiety, 6 students (24%) average score, then, there are 9 students (36%) had high level anxiety. So, the highest level of anxiety is low level. Then cognitive anxiety became the dominant type of writing anxiety. The second type of writing anxiety is somatic anxiety, and the last type of writing anxiety is avoidance behavior anxiety. It is found that, the most type of anxiety faced by students is cognitive anxiety. The most causes of students writing anxiety are language difficulties, lack of topical knowledge and low self-confidence.

Keywords: *Anxiety, Writing Anxiety. Academic Writing.*

Abstrak

Putrimiati, Riva. (2021). Analysis of Students' Writing Anxiety in *Academic Writing* Class at English Department of Universitas Negeri Padang. *Thesis.* Padang: English Department. Faculty of Languages and Arts. Universitas Negeri Padang.

Penelitian ini bertujuan untuk menganalisis tingkat, jenis dan penyebab kecemasan menulis dalam pembelajaran *Academic Writing*. Dalam penelitian ini, peneliti menganalisis kecemasan menulis siswa di kelas Academic Writing di jurusan Bahasa Inggris Universitas Negeri Padang dan penulis membahas tentang tingkat, jenis, dan penyebab kecemasan menulis dalam pembelajaran *Academic Writing*. Penelitian ini dilakukan berdasarkan masalah siswa tentang kecemasan dalam menulis khususnya di kelas *Academic Writing*. Penelitian ini menggunakan metode penelitian deskriptif kuantitatif. Pengumpulan data dilakukan dengan menyebarkan angket kecemasan menulis dan wawancara tertulis yang dianalisis secara statistik. Sebanyak 25 mahasiswa semester 4 angkatan 2019 mengikuti penelitian ini. Hasil Analisis kecemasan menulis siswa menunjukkan bahwa 10 siswa (40%) memiliki tingkat kecemasan rendah, 6 siswa (24%) skor rata-rata, kemudian, ada 9 siswa (36%) memiliki kecemasan tingkat tinggi. Jadi, tingkat kecemasan tertinggi adalah tingkat rendah. Kemudian kecemasan kognitif menjadi jenis kecemasan menulis yang dominan. Jenis kecemasan menulis yang kedua adalah kecemasan somatik, dan jenis kecemasan menulis yang terakhir adalah kecemasan perilaku menghindar. Jadi, jenis kecemasan yang paling banyak dihadapi siswa adalah kecemasan kognitif. Sebagian besar penyebab kecemasan menulis siswa adalah kesulitan bahasa, kurangnya pengetahuan topikal dan rendahnya kepercayaan diri.

Kata kunci: *Kecemasan, Kecemasan Menulis, Penulisan Akademik.*

ACKNOWLEDGEMENTS

Padang, 08 August 2021

The Researcher

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is considered as a demanding skill especially for learners of a second or foreign language, it is a demanding skill because the learners have to think in their language then translate their thoughts or ideas into English. At English Department of Universitas Negeri Padang there are several writing classes. They are *Paragraph Writing, Essay Writing, Academic Writing, Article Writing, and Paper/Thesis Writing*. Writing in foreign language in this regard writing in English is an important language skill to acquire the important of communication in the globalization era. It cannot be denied that writing in English for almost every foreign language learners is believed as a tough case. The fear of negative evaluation by the teachers and peers and worry about timed-writing even make the students are hard to develop their English writing skill. If the reality shows such a phenomenon, it means that the students' experience writing anxiety.

Fear and anxiety are closely related. In general, fear is seen as a reaction to a specific, observable danger, while anxiety is seen as a diffuse, a kind of unfocused, objectless, future-oriented fear (Barlow, 2002). Thus, fear is anxiety that is attached to a specific thing or circumstance (Horwitiz, 2013). Anxiety is also referred to emotional states such as doubt, boredom, mental conflict, disappointment, and bashfulness. The anxiety that students feel in writing has a big impact to the

students' perceptions toward writing. Based on prior observation done by the researcher in February 2021 about the perception of the students who already got *Academic Writing* class, it is found that the students tend to have anxiety and face the difficulties in *Academic Writing*. They still think that writing is one of the most difficult tasks to do. The students feel the pressure in writing, for example they feel difficult in finding the topic, write the contents, or deliver their opinion in writing. Hence, writing is not an enjoyable activity for the students. The questionnaire contains 13 questions about students' feeling and opinion about *Academic Writing* class. In conclusion, based on 41 respondents who have filled out the questioners, on average showed their agreeness toward the problems they faced in *Academic Writing*. They choose "agree" toward the questions about their inability and problems they have during studying *Academic Writing*. The students have the obstacles in writing and it causes their anxiety and lack of confident in writing. So, based on this pre-observation, the researcher want to conduct the research about students' writing anxiety in *Academic Writing* class.

Al-Sawalha & Chow (2012) defined that writing anxiety was a label for one or a combination of feelings, beliefs, or behaviors that interfere with a person's ability to start, work on, or finish a given writing task that he or she is intellectually capable of doing. Writing is an enjoyable activity for some students, and they see it as enjoyable exercise when they put their thought or ideas on paper. For those students who have difficulty putting their thoughts into written words, the writing activity will be a very uncomfortable, and even fearful experience each time they

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face a written task. When students find difficulties in writing, they might have faced writing anxiety.

Furthermore, Clark (2005) said that writing anxiety is a result of lacking knowledge or understanding necessary to complete the writing task and the students' belief that writing is hard work. So, writing anxiety can be called to be experienced by students who has a difficulties, uncomfortable and fearful experience in writing. In relation with the explanation above, writing anxiety was feelings of the students when the teacher ask to do writing practice or writing test. Some students who has anxiety, usually they have lack on vocabulary, lack of topical knowledge, or less of self-confidence and problem in grammar. So, when the writing activities start students' feels nervous, fear, and pressure or have negative expectations on his/her writing performance.

In term of Indonesian EFL learners tend to be nervous and reluctant to write in English. This case does not only happen because they are not competent in writing, yet also because of the students themselves. Their writing anxiety blocks their ability in composing English writing. They face some problems from themselves or from the environment such their teacher or their friends. That is why writing anxiety occurs in foreign language learners.

Writing anxiety occurs due to some causes; based on previous researches there are some possible causes of writing anxiety. In addition, Zhang (2011) conduct a study on ESL Writing Anxiety among Chinese English Major Causes, Effects and Coping Strategies for ESL Writing Anxiety. He said that the causes are fear of

negative evaluation and fear of test, language difficulties, and lack of topical knowledge. Hassan (2001) in his study about The Relationship of Writing Appreciation and Self Esteem to the Writing Quality of EFL University Students said that the causes of writing anxiety are low of self-confidence and insufficient writing technique.

Rezaei & Jafari (2014) conduct a study investigating the Levels, Types, and Causes of Writing Anxiety among Iranian EFL Students: A Mixed Method Design". The finding of the mixed method study shows that there is a high level of anxiety among Iranian EFL students with cognitive anxiety as the dominant type. Meanwhile the main causes of writing anxiety are fear of teachers' negative feedback, low of self-confidence and poor of linguistic knowledge.

Some studies have been previously conducted in learners' anxiety in different sources of learning. Belong to investigate studies to EFL learners, many studies related to learner' anxiety have been done by many researchers. Anggraini & Henri (2017) investigate the phenomenon of writing anxiety level, students' understanding on the target language culture towards the quality of writing, and errors identification made by EFL students in English writing. Faidhur Rahmat, Aryuliva Adnan, lina marleni (2020) in this research also found there are a correlation between EFL students' listening self-efficacy and their listening anxiety. Sinta Chairani Hutapea, Aryuliva Adnan, Leni Marlina (2020) in this research also found the high listening motivation the students have do not close probability the low listening anxiety they have. . Annisa, Adan, Marlina (2020) investigate the relationship

between listening anxiety and listening comprehension of english department students in basic listening classes. Hutapea, Adnan, Marlina (2020) in this research also found the correlation between EFL Students listening anxiety with listening motivation in intermediate listening lasses. Ariyanti (2017) in the study *Foreign Language Anxiety in Academic Writing* showed the result with six out of sixteen anxiety statements. Furthermore, although Low Anxiety (LA) appears in only one out of sixteen statements, it is correlated to other facts i.e. the apprehension of working with English writing assignment under time constraint, lack of self-confidence because of inadequate capability in English language proficiency such as structural rules in English as well as an ability to relate and compare theories among experts to support their writing. In addition, some researchers also did the research about speaking anxiety such as Zhiping & Shamala (2013), Cagatay (2015), Kamridah et all. (2015) and Qurnia & Marlina (2020). Leblanc (2015) also did the research about reading anxiety. Rahmat, Aryuliva Adnan and Leni Marlina (2020) did the research about listening anxiety.

The writer choose the fourth semester students of English Department of UNP as a subject of this research.

B. Identification of the Problem

After conducting preliminary observation at the Fourth Semester English Department students in UNP, it is clear that most of the students still get problems

especially in writing. It can be seen from *Academic Writing* class, that the students have problems in writing, for example:

1. The students have the problem in writing direct quotation and bibliography.

2. The students also have difficulties in paraphrasing and summary, describing charts, graphs and table too.

3. The students have difficulties in writing good critical review essay.

   Hence, it can be said that students tend to be anxious and having difficulty in *Academic Writing* class.

C. Limitation of the Research

Related to the identification of the problem above, many problems happened to the students. The researcher needed to discovers the problems of the research in order to focus on the topic, such as the difficulties of making a good essay, summary, bibliography in *Academic Writing* class. Therefore, these problems tend to cause the writing anxiety of the students. In this research the researcher took the data true online application due to Covid-19 pandemic. In this case, the researcher limits to the writing anxiety of fourth semester of English Department students that focused on investigating the level, type, causes, effect of writing anxiety on the students.

D. Formulation of the Problem

The problem of this research is formulated as: What is the description of college student's writing anxiety like in *Academic Writing* class at English Department of Universitas Negeri Padang.

E. Research Questions

From the limitation of the research above, the researcher wants to find the answer of following questions:

1. How is EFL college student's writing anxiety in Academic Writing class at English Department of Universitas Negeri Padang?
2. What are the level of writing anxiety?
3. What are the types of writing anxiety?
4. What are causes of writing anxiety?

F. Purpose of Research

The researcher is intended to analyze students' anxiety included level, types and causes, in academic writing made by English Department students UNP in Fourth Semester.

G. Significant of the Research

This research finding is expected to be valuable inputs and increase the knowledge about writing anxiety. It is also expected to help as reference and give the

stimulus for the next researchers who want to conduct the new and deeper study about writing anxiety.

H. Definition of Key Term

1. Academic Writing

Academic writing is the kind of writing used in college classes. Academic writing is formal, should not use slang or constriction and should take care to write complete sentences and to organize them in a certain way.

2. Writing anxiety

Al-Sawalha & Chow (2012) stated that writing anxiety also defines as a label for one or a combination of feelings, beliefs, or behaviors that interfere with a person's ability to start, work on, or finish a given writing task that he or she is intellectually capable of doing. In other side, writing anxiety was a result of lacking knowledge or understanding necessary to complete the writing task and the students' belief that writing is hard work (Clark, 2005).

Based on the definition above, the writer concluded that writing anxiety was feeling or bad perception toward writing performance that come from the students itself.

CHAPTER II

REVIEW OF RELATED THEORIES

A. **Academic Writing**

1. **The Definition of Writing**

Writing is an activity or process to express ideas or opinion. The definition of writing is variously stated by some experts. According to brown (2001, p.334), he said that writing is a thinking process. He states that writing can be planned and given with an unlimited number of revisions before its release. In writing, there are two steps in process writing. The first is figuring out the meaning and second is putting the meaning into language. Writing represents what we think, it is because writing reflect things, which stay in the mind and then writers have to write about they think and state on a paper by using correct procedure.

According to Pratama (2012) writing is an activity of exploring the writer's thought to arrange the ideas into words which are communicated in meaningful way. Jessica and Nancy (2012) said that writing activities could cause anxiety. Students with anxiety about specific writing assignments can ultimately develop generalized anxiety toward all aspects of writing.

In conclusion, writing is one of the communication tools. It was a unique combination through an activities. It was form of thinking for a particular

audiences and for a particular occasion. By writing, someone could express his or her thoughts, ideas, and feelings. Then it also provides information for his or her readers. In other words, writing was a medium in which the thoughts and the ideas are organized in sentences to paragraph. Even though, writing process also cause anxiety that could detain the students writing activities. From the definition above, it can be concluded that writing is a way to produce language that comes from our thought. It is written on a paper or computer screen.

2. The Aspect of Writing

1.   **According to Hughes (2003), there are five aspect of a good writing. There are:**

a. Grammar

Writers should master grammar in order to produce good writing. Good writing is a writing that has correct sentences, and use appropriate tenses, words and others. It means that every writers should master grammar if they would create a good writing.

b. Vocabulary

Vocabularies are collection of words that are arranged into sentences, paragraph, or essay. In writing, there should be sophisticated range, effective word idiom, word choice and its usage. It means in writing the writers also

should master vocabulary because it was important part on choosing word for correct sentences.

c. Mechanics

Essay writing is mechanically good if its writer demonstrates mastery of conventions, good spelling, punctuation, capitalization, and paragraphing and also hand writing. In writing the writer also could master mechanical for created a good and interested essay writing.

d. Fluency

Fluency or coherence means that the parts of the paragraph are logically connected. The movement of one sentences to the other should be logical. It was could be an important thing that should be mastery by the writers, because if the writing were not logically connected from one paragraph to another paragraph it could be distracted the readers.

e. Organization

Good organization will produce clear progression of ideas well linked. Fluent expression and ideas are clearly stated, well organized, and logically sequenced. It means the writers should be organized their writing for clearly understood by the readers.

3. **The Genre of Writing**

According to Melgis Dilkawaty Pratama (2012) there are four genre of writing skill. There are:

a. Narration

Narrative text is about what is happening or what has happened. A narration typically contains action, dialogue, elaborate details and humor. The narration is not typical of most paragraphs because it does not require the standard thesis sentence stating the main idea, nor does it requires the traditional introduction, body, or conclusion. It means narration was a text that discussed about something has happened.

b. Description

Description enable the categorization or classification of an almost infinite range of experiences, observation and interactions into a system that orders them for immediate and 15 future reference, and allow us to know them either objectively or subjectively, depending on the learning area or intent of the writer. In description text the writers are able to categorize or classified the experiences, observation and interactions.

c. Recount

Recount are sequential texts that do little more than sequence a series event. Recount, of all the text types, most closely resemble the grammar of speech. It means recount was a text of the sequence of events in the series.

d. Analytical Exposition

Analytical exposition is one classified type as hortatory exposition text in text genre in which analytical exposition text try to influence the reader by

presenting some argument to prove that writer's is important. It means analytical exposition was a text that try to persuade the reader by presenting some argument.

B. **The Definition of Academic Writing**

Academic Writing is a course in English Department, UNP that contains knowledge and practices in writing academic essays involving writing citation, paraphrase and summary. The course also requires students to practice describing charts, graphs, and tables. At the end of the course the students are expected to write an academic essay incorporating all academic convention.

C. **Academic Writing as a Course of EFL College Students**

Academic Writing is a course that should take by fourth English Department students in Universitas Negeri Padang.

Based on the syllabus in 2021, PLO (Program Learning Outcome) in Academic Writing:

1. Demonstrate the ability to listen, speak, read, and write in English with advance accuracy and fluency for a variety of proposes

2. Analyses texts of difference genres by making use of lexicon-grammatical knowledge

3. Use English appropriately in non-English teaching situations such as in translation and interpretation, public relations, and English for specific propose

4. Use information technology appropriately when presenting work and in teaching

5. Demonstrate interpersonal and collaborative skills whilst working with others in the investigation of problems, and in the presentation of arguments and evidence

CLO (Course Learning Outcome) in Academic Writing

1. Students are able to write direct quotations and bibliography

2. Students are able to paraphrase and summary given texts

3. Students are able to describe charts, graphs and tables

Hence, in Academic Writing class is a subject that requires students to practice in writing quotation and bibliography, paraphrasing and making summary, and describing charts, graphs, and tables. At the end of the course the students are expected to write an academic essay incorporating all academic convention.

D. **Anxiety**

1.   **Definion of Anxiety**

According to Spenceret al (2003), anxiety describe the thoughts, feelings, behaviors that occur when a person has the perception of serious danger in situations where other people do not perceive danger. Anxiety means worrying that something really bad might happen at a minutes. It means reaction toward threat, obstacle, to individual desire or feeling of disappointed, unsatisfied, uncomfortable or be enemies with other people.

Anxiety is "A subjective feeling or tension, apprehension, nervousness and worry associated with an arousal of the automatic nervous system" Horwits et al (1986). Gkonoun (2011) stated that second or foreign language learners tend

to feel anxious because the students try to use a second or foreign language successfully but they have not fully mastered the language. Anxiety in EFL classroom often occurs because the foreign language learners have to master the language which was foreign language for them. As the matter of fact, they rarely use it in real world.

2. Level of Anxiety

The levels of anxiety in one context may differ among individuals because their mental representations of a potential threat vary, whereas objective, external circumstances are similar. Anxiety is therefore "generated by internal, real or imagined dangers, the sources of which may be conscious or unconscious" (Lesse, 1988:332), and the level of anxiety depends on the way an individual perceives and evaluates a situation that one has to face (inSzyszka, M, 2017:53).

According to Stuart & Laraia (2005), there are three levels of anxiety that experienced by individual:

a. Mild Anxiety

This anxiety was linked to stress in daily life, which caused someone to be worry. Anxiety can inspire and promote creativity. This level of anxiety is normal in life because it can increase the motivation to make the individual is ready to act.

b. Moderate Anxiety

Moderate anxiety allows someone to focus on something important and exclude others, so that someone can experience selective attention and do something more focused. In this situation, the person can still learn instructions from other people. Stimulus from outside will not be able to internalize properly, but individuals really pay attention to things that become the focus of attention.

c. Severe Anxiety

Severe anxiety greatly reduces the area of people's perception that tended to focus on something that is detailed and specific and cannot think about anything else. All the habits that have been shown are to reduce tensions. One needs a lot of help to be able to focus on one area. In this situation, someone is going to focus attention on specific details and not care about anything else. The whole approach is designed to reduce stress and require a lot of directions to concentrate on.

And, there are three frequency scales of the FLCAS scores: low (33-75) points, medium (mean score 76-120) points and high (121-165) points (Adopted from Horwitz, 1986). After having the measurement of speaking anxiety level, the result can be categorized into low level anxiety which the total score of the person is among 33 until 75 points. And, the medium anxiety level if the person has total score among 76 up to 120 points. Then, it will group to high anxiety level if the total score is about 121 until 165 points. That

is all category of the level of anxiety acording to Horwitz and Stuart & Laraia. In brief, the level of anxiety can differ related to its personality by each people due to their mental representative of various potential threat.

3.   Types of Anxiety

According to Spielberger (in Zeidner), typically, there were two types of anxiety. They are trait and state anxiety:

a. Trait anxiety

Is a permanent predisposition to be anxious. Some people are predictably and generally anxious about many things. It is almost same as fear and it can make ability of people overcome the resources that are lost.

b. State anxiety

Occurs as an emotional reaction to the current situations. It is experienced in relation to some particular events or acts. Although anxiety may result in negative effects on language learning, it was also believed that anxiety could motivate language learning. Alpertand Haber (in Zeidner, 1998) distinguish harmful and helpful anxiety as facilitative and debilitative anxiety. Debilitative anxiety, on the contrary, hinders the students' achievement. It means that it is important to know how to control the anxiety of ourselves.

4.   Foreign Language Anxiety

"Foreign language anxiety" (FLA) is fear or apprehension occurring when a learner is expected to perform in a second or foreign language (Gardner & MacIntyre, 1993 in He, 2018). Horwitz et al. (1986) concluded that FLA frequently shows up in listening and speaking activities, testing situations, over studying, and certain beliefs (for instance, everything that will be said in foreign language should be correct), and soon. FLA is distinct from general anxiety although it seems to be related to the latter in the way that the anxious foreign language learners feel nervousness, tension, and apprehension in some specific situations (Trang, 2012 in He, 2018:19-20).

Parallels have been drawn between FLA and three related performance anxieties: communication anxiety, test anxiety and fear of negative evaluation. Among the three, communication anxiety is defined as "a type of shyness characterized by fear of or anxiety about communicating with people" (Horwitz et al., 1986:127); it focuses on a person's level of anxiety in communicating with others, and it is frequently associated with those who anticipate troubles in communication with others. Horwitz et al. (1986:127) define test anxiety as "the type of performance anxiety resulting from a fear of failure in an academic evaluation setting". It refers to the anxiety students normally experience in foreign language exams, which are sensitive situations where students are expected to succeed and hence bear inevitable nervousness to students. Fear of negative evaluation refers to "apprehension about others' evaluative situations, avoidance of evaluative situations, and the expectation that others would evaluate

one-self negatively" (Watson & Friend, 1969:449). It is kind of different from test anxiety as it may occur in any social situation rather than just in academic situations. In addition, Mc Croskey (1997:82) defines communication anxiety (in histerm, communication apprehension) as "an individual's level of fear or anxiety associated with either real or anticipated oral communication with another person or persons" (in He, 2018:20).

It can conclude that foreign language anxiety is anxiety that creates while in the process of learning new language of foreign language.

5. Writing Anxiety

Al-Sawalha & Chow (2012) stated that writing anxiety also defines as a label for one or a combination of feelings, beliefs, or behaviors that interfere with a person's ability to start, work on, or finish a given writing task that he or she is intellectually capable of doing. In other side, writing anxiety was a result of lacking knowledge or understanding necessary to complete the writing task and the students' belief that writing is hard work (Clark, 2005). Writing anxiety is more of a fear of the writing process that outweighs the projected gain from the ability to write. Takahashi (2009) Writing anxiety as a subject and situation specific anxiety is defined as a general avoidance of writing behavior and of situations though to potentially require some amount of writing accompanied by the potential for evaluation of that writing (Hassan, 2001.4). The term of writing

anxiety refers to an intrinsic tendency to anxiety that rises when a subject come across task that entail a writing component (Woodrow.2011).

Based on the some definition above, the writer concluded that writing anxiety was feeling or bad perception toward writing performance that come from the students itself. And writing anxiety was part of psychological students that appear when they learned writing, most of the students felt nervous and anxious during writing process.

6. Types of Writing Anxiety

According to Cheng (2004, p.326), writing anxiety is divided into three types namely cognitive anxiety, somatic anxiety, and avoidance anxiety. Cognitive anxiety refers to the cognitive aspect of anxiety experience, including negative expectations, preoccupation with performance and concern about others' perception. Somatic anxiety refers to one's perception of the psychological effects of the anxiety experience, such as nervous and tension. Avoidance anxiety is a type of anxiety where the students avoid writing.

a. Cognitive anxiety

Cognitive anxiety refers to the cognitive aspect of anxiety experience, including negative expectations, preoccupation with performance and concern about others' perception. How the students make their writing can be highly influenced by expectation from other students or teacher. For instance, the teacher gives high expectation and the students have to achieve the high standard from the teacher. It can affect the students' writing because they will

more focus on others' expectation rather than their own writing. It means cognitive anxiety was a type of writing anxiety that discussed about negative expectation of the students toward their writing performance and also fear to the other concern.

b. Somatic anxiety

Somatic anxiety refers to one's perception of the psychological effects of the anxiety experience, such as nervous and tension. Sometimes students are feeling nervous in high tension when they are under time constrain and they have not found any idea. For instance, the students are asked to write something in one page and they have to finish it in class in 10 minutes. Maybe they are not feeling nervous in the beginning but they will feel nervous when have not finished and some of their friends have finished their writing. In somatic anxiety the students were felt nervous and tension while they give writing task under time constrain.

c. Avoidance anxiety

Avoidance anxiety is a type of anxiety where the students avoid writing. This is behavior aspect of the anxiety experience. For instance, the students do not come to the writing class or do not do their writing task. This is the most dangerous type of writing anxiety because the students will avoid writing. They will not do anything in writing class. The students cannot get any result on their writing. (Cheng, Y. S. 2004). It was dangerous writing

anxiety type, because in this condition the students would avoided writing task.

7. Causes of Writing Anxiety

Writing anxiety occurs due to some causes, based on previous researches there are some possible causes of writing anxiety. The causes will be explained as follows Umam (2017. p 109).

a. Fear of negative evaluation and fear of test

Most students will feel anxious when their writing will be evaluated, and fear of test is very pervasive because writing test is regarded as productive activity that is influenced by time pressure strongly Zhang (2011, p.13).The students will feel anxious when their writing is not as good as their teachers' hope, and as result their teacher will give negative evaluation about their writing.

b. Time pressure

Rezai and Jafari found that time pressure is one of the main cause of writing Rezai and Jafari (2014). Writing in English for students is needed more time than writing in their mother tongue or first language. They need extra time to plan, write and revise in order to make sure that their writing in English can be as good as writing in their first language. The students will feel anxious when they have to write under time pressure because they cannot concentrate to their writing, and concentrate more about limited time.

c. Low of self-confidence

Self-confidence is extremely important in determining the response of the students toward writing task. Students with good skills and capabilities in writing will encounter anxiety when they believe that they will do poorly (Hassan, 2001). Even if the students who have high second language writing ability assume that they are not competent in writing something which is ordered, then they also cannot avoid writing anxiety (Cheng, 2004).

d. Insufficient writing technique

Good skill in writing shows that the students have a fairly good understanding of composing process and good skill development (Hassan, 2001). Students who experience writing anxiety are those who have poor skill development and lack of understanding of the composing process which means the anxious students are not skillful writer.

e. Language difficulties

Language difficulty is a common problem faced by foreign language learners when they write composition in English. Linguistic difficulties make them reluctant or lazy to write composition in English because the difficulty in expressing ideas through correct and varied clauses which must be written according to grammar rule.

f. Lack of topical knowledge

The low level of topical knowledge causes the students may experience anxiety. For instance, when the learners are introduced by lecturer to write an essay about politics, whereas they only have a little knowledge about politics, they will nervous and afraid to write down their ideas. They have to think something which is strange and difficult for them.

g. Lack of experience or insufficient writing practice

One of the reasons why students feel anxious when writing English compositions is due to the lack of practice in expressing something using English. The students who rarely practice when they are writing will give excessive concentration on the forms that they write, not on the content of essay. Writing practice is very important in developing writing ability, the students who often practice their writing will be better in writing.

h. Pressure for perfect work

Anxiety may occur because the learners feel in the pressure for perfect work. They believe that the perfect writing work is that which demands work and has more difficult standard (Bloom, 1981). This self-imposed pressure for perfect work which usually makes the students experience writing anxiety and cause the student to be reluctant to write. They have to achieve high standard of writing, and it makes the students experience writing anxiety.

i. High frequency of assignment

Another root cause of writing anxiety is high frequency of assignments. According to Rezeai and Jafari (2014) high frequency of assignments is one of the sources of writing anxiety. In conclusion, there were two roots that cause students to felt anxiety in writing. The first was from the students itself, such as low self-confidence, insufficient writing technique, language difficulties, lack of topical knowledge, and lack of experience or insufficient writing practice.

Hence, it can be concluded that writing anxiety occurs due to some causes such as Fear of negative evaluation and fear of test, Time pressure, Low of self-confidence, Insufficient writing technique, Language difficulties, Lack of topical knowledge, Lack of experience or insufficient writing practice, Pressure for perfect work, and High frequency of assignment.

E. **Previous Research**

Some research about writing anxiety by some researches, for example Rezaei and Jafari (2014) conduct a study investigating the Levels, Types, and Causes of Writing Anxiety among Iranian EFL Students: A Mixed Method Design". Tuppang's study (2014) about Students Writing Anxiety: A Study at English Teacher Education of Satya Christian University revealed that cognitive anxiety was the most common type of writing anxiety in her study about writing anxiety. Furthermore, Ningsih's study (2015) found that cognitive anxiety was the dominant type of writing anxiety too. Then, Anggraini, Henri (2017) investigate the phenomenon of writing anxiety level, students' understanding on the target

language culture towards the quality of writing, and errors identification made by EFL students in English writing.

Besides that, there are four relevant researches which have relevancy to this research. First is:

Foreign Language Anxiety in Academic Writing by Ariyanti (2017). This study analyzed foreign language anxiety in Academic Writing by using Likert Scale indicate that High Anxiety (HA) appears to be the highest level in students' anxiety with nine out of sixteen anxiety statements. In addition, Moderate Anxiety (MA) is also showed on the result with six out of sixteen anxiety statements. Furthermore, although Low Anxiety (LA) appears in only one out of sixteen statements, it is correlated to other facts i.e. the apprehension of working with English writing assignment under time constraint, lack of self-confidence because of inadequate capability in English language proficiency such as structural rules in English as well as an ability to relate and compare theories among experts to support their writing.

Foreign Language Writing Anxiety In Relation To Students' Achievement by Tri Ayu Ningsih, Wisasongko, Reni Kusumaningputri (2015). Besides using SLWAI, semi structured interview is also conducted to get more in-depth information from the students who represent high anxiety level, moderate anxiety level and low anxiety level. In accordance with students' achievement, the students' final scores on writing will be also used as the data. The results of this study show that three levels of anxiety have two sides of effect, negative and positive. The

negative effect takes place when the students cannot exploit the anxiety which they have.

An Analysis on Writing Anxiety of Indonesian Efl College Learners at STAIN Kediri, Indonesia by Sriwahyuni and M. Khotibul Umam (2017). The findings show that high level anxiety becomes the dominant level. Therefore, the researcher concludes that most of the students experience high level of writing anxiety. The main factors that causes of writing anxiety are linguistic difficulties, fear of teachers' negative comments, insufficient writing practice, and time pressure. The results of this research give valuable research-based information for the teacher about their students' writing anxiety.

F. **Conceptual Framework**

Academic Writing is a course in English Department UNP that contains about knowledge and practice in writing academic essays. In Academic Writing the researcher analyze writing anxiety.

In Academic Writing class, the researcher investigate the student' writing anxiety. In writing anxiety the researcher find the types of writing anxiety, the causes of writing anxiety and the levels of writing anxiety faced by the students. Then, the causes of writing anxiety are fear of negative evaluation and fear of test, time pressure, low of self-confidence, insufficient writing technique, language difficulties, lack of topical knowledge, lack of experience or insufficient writing practice, pressure for perfect work and high frequency of assignment.

Figure 2.1

Conceptual Framework

However, the finding of this study is quite similar with the finding of Rezaei and Jafari's finding (2014a) that the main causes of writing anxiety were fear of teachers' negative feedback, low of self-confidence and poor of linguistic knowledge.

The different and similar findings of the previous studies with the present study may come from some sources. The causes may come from the characteristics of the students and the situation and condition of the environment during the research was conducted. Furthermore, the level of students' English proficiency may also influence the result of the studies.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **CONCLUSION**

Based on the data presented in the research findings and the discussion in the previous chapter, some conclusions can be drawn. First, most of the students face high level of writing anxiety. Nine students (36%) face high level of writing anxiety; six students (24%) face moderate level of writing anxiety, and ten student (40%) faces low level writing anxiety. Then cognitive writing anxiety became the dominant type of writing anxiety. The second type of writing anxiety is somatic writing anxiety, and the last type of writing anxiety is avoidance behavior writing anxiety. Cognitive anxiety refers to the cognitive aspect of anxiety experience including negative expectations, preoccupation with performance and concern

about others' perception. How the students make their writing can be highly influenced by expectation from other students or teacher.

Hence, the highest level of writing anxiety is low level that are faced by 10 of 25 students. Even though it seems unsuitable with the prior observation who showed that the students mostly have writing anxiety, but it is still in line and relatable. When the researcher did the prior observation, the researcher did not whether the students have low or high level. It only showed students face writing anxiety. After doing the research, it can be seen that the highest level is low. This also can cause because the students have already studied writing before, and this Academic Writing class is the highest class in writing. So, it can be assumed that students have had a good enough experience in writing.

Meanwhile, the second level is high level which is experienced by 9 students showed that there are still problems in writing class. There are still many students who faced high anxiety and do not have a positive impression toward writing. This is in line with the researcher's concern during prior observation that the students showed that they have anxiety in writing class.

The main factors that causes writing anxiety are Language Difficulties, Lack of Topical Knowledge and Low of self-confidence. These three factors are the dominant cause of writing anxiety. The highest factor is language difficulties. The students have language difficulties because of lack vocabularies that students and the students don't understand about grammar. The students don't know how to express their thought about writing on their paper. The second most factors is Lack

of Topical Knowledge. It showed that the students do not know what they should do in writing about certain topics that the teacher give in the class. Low of Self-Confidence is the students are not confidence of the ability they have and they think that they are not competent in writing.

B. SUGGESTION

Based on the conclusion above, the suggestion for reducing the writing anxiety of students as follows:

1. For students

   Students as the ones who suffer anxiety here should be able to analyze their own lack in writing performance. By realizing the problem they have, students can find the way to deal with it. They can ask for feedback from their teachers and friends about their writing performance. The feedback is important to help students to analyze their own performance.

2. For teacher

   Teachers should be able to understand students" characteristics to analyze their problem related to anxiety before finding the way to reduce it. Different characteristic of students needs different treatment to deal with. Teachers should give the opportunities to the students to tell the difficulties they have as well. In addition, teachers have a responsibility to build convenient classroom

environment for students to speak comfortably with less pressure to reduce the anxiety.

3. For the next researchers

For the next research, it will be better to find out about the correlation of students' speaking anxiety with their learning achievement for make an advance research about speaking anxiety in English Department of Universitas Negeri Padang.

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