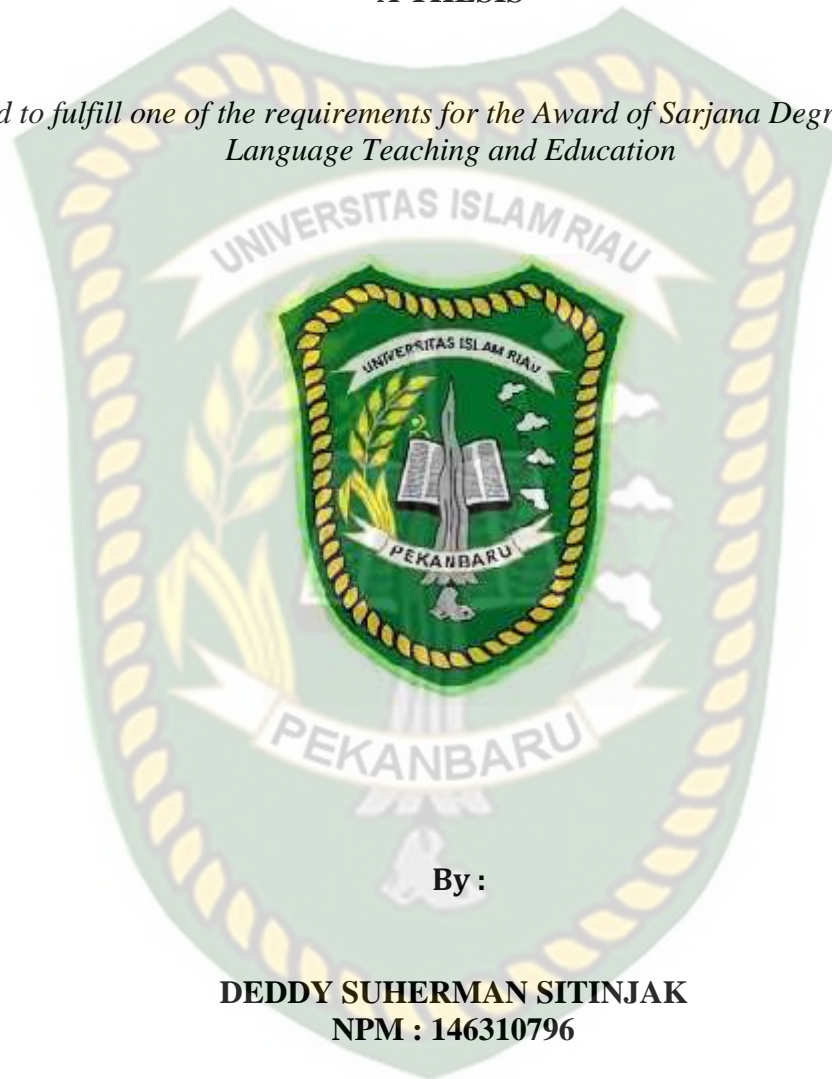


**AN ANALYSIS OF THE THIRD YEAR STUDENTS' ENGLISH WRITING  
ANXIETY OF ENGLISH LANGUAGE EDUCATION AT FKIP UIR**

**A THESIS**

*Intended to fulfill one of the requirements for the Award of Sarjana Degree in English  
Language Teaching and Education*



**By :**

**DEDDY SUHERMAN SITINJAK  
NPM : 146310796**

**ENGLISH LANGUAGE EDUCATION FACULTY OF  
TEACHER TRAINING AND EDUCATION  
UNIVERSITAS ISLAM RIAU  
PEKANBARU  
2021**

## ACKNOWLEDGEMENT

All thanks and praise is only to God Almighty, because of His abundant grace, generosity and great faithfulness, the author finally was able to finish writing a thesis with the title: "**An Analysis of The Third Year Students' for English Writing Anxiety of English Language Education at FKIP UIR**". In writing this thesis, the researcher realized that many people had given their meaningful advices, motivations, useful suggestions and love. Therefore, the researcher would like to express his appreciation and sincere thanks to:

1. Prof. Dr. Seno Himala Putra, M.Pd as Head Advisor for the opportunity to guide me, support, kindness, give good advice in preparation of this thesis until the end.
2. Arimuliani Ahmad, S.Pd., M.Pd as Vice Advisor who keep interest with this thesis that he gives many corrections, suggestions, advices, guidance in a lot of time and also his kindness in convey his ideas to improve my thesis.
3. I sincerely give my respect and greeting and also thank for information and support to the honorable Dr. Sri Amnah, M.Si, as the Dean and the honorable Dra. Hj. Tity Hastuti, M.Pd as the Vice Dean of Teacher Training and Education Faculty and also for all staffs of Islamic University of Riau.
4. Muhammad Ilyas, S.Pd., M.Pd and Sri Wahyuni, S.Pd., M.Pd of English Language Education, thanks for the support, guidance dan advice given to the researcher to complete this thesis.

5. Dr. Rugaiyah, M.Pd., Miranti Eka Putri, S.Pd., M.Pd., and Marhamah, S.Pd., M.Ed., as examiner for guidance dan advice given to the researcher to complete this thesis.
6. I will remember for all motivations, supports, information, knowledge, references and kindness to all lecturers of English Language Education through learning process in completing this thesis.
7. I heartily thank to my big family especially my parents. They never give up to give prayer, their love, supports and advices until now especially support in completing this thesis.
8. And thanks to my lovely friends who have given support, motivations, and cooperation.

Pekanbaru, August 02<sup>nd</sup> 2021  
The Researcher,

Deddy Suherman Sitinjak  
NPM. 146310796

## ABSTRACT

### **Deddy Suherman Sitinjak, (2021): An Analysis of the Third Year Students for English Writing Anxiety of English Language Education at FKIP UIR.**

The objective in this research is to analysis third year students' english writing anxiety of English Language Education at FKIP UIR.

The design of this research was descriptive quantitative research. This is a kind of research a form of research based on data collected during the study systematically the facts and the properties of the object studied by combining the relationship between variables involved in it, then interpreted based on the theories and related literature. This method aims to provide a fairly clear picture of the problem under study. Research instrument was 22 questions consisted of each anxiety indicators that have been filled by 40 students at FKIP UIR.

The research concluded most students by 25% have no strong feelings either way about cognitive anxiety, 30% students' agree that they have somatic anxiety, 33% students' agree that they have avoidance behavior. The researcher assumptions proved correct, that students' english writing anxiety of English Language Education at FKIP UIR consisted of cognitive anxiety, somatic anxiety and avoidance behavior.

***Key word: Cognitive anxiety, Somatic anxiety, Advoidance behavior***

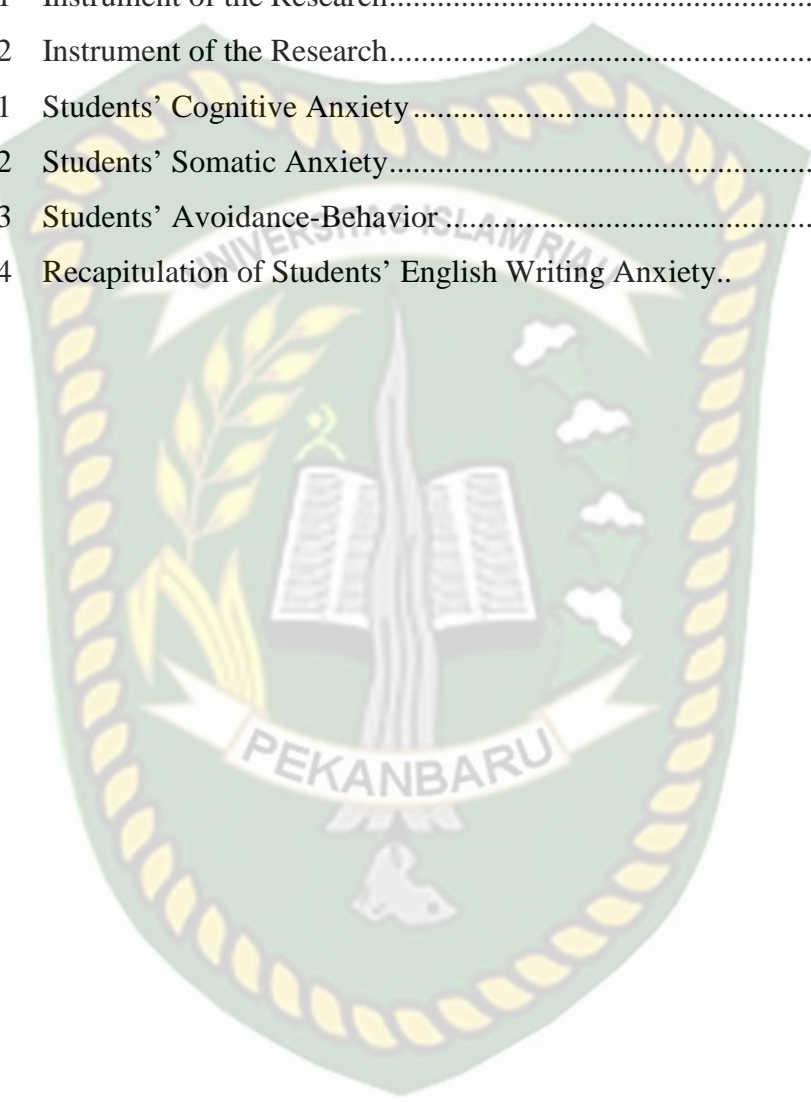
## TABLE OF CONTENTS

	Page
<b>DECLARATION</b> .....	i
<b>ACKNOWLEDGEMENT</b> .....	ii
<b>ABSTRACT</b> .....	iv
<b>TABLE OF CONTENTS</b> .....	v
<b>LIST OF TABLES</b> .....	vii
<b>LIST OF FIGURES</b> .....	viii
<b>LIST OF APPENDICES</b> .....	ix
<b>CHAPTER I INTRODUCTION</b> .....	1
1.1 The Background of Problems.....	1
1.2 Identification of the Problems.....	3
1.3 Focus of the Problem.....	3
1.4 Research Question.....	4
1.5 Objective of the Research.....	4
1.6 Significance of the Research.....	4
1.7 The Definitions of the Term.....	4
<b>CHAPTER II REVIEW OF THE RELATED LITERATURE</b> .....	6
2.1. Relevance Theories.....	6
2.1.1. Definition of Writing.....	6
2.1.2. Purpose of Writing.....	8
2.1.3. Main Aspect of Writing.....	8
2.1.4. Type of Writing.....	10
2.2. Anxiety.....	11
2.2.1. Definition of Anxiety.....	12
2.2.2. Characteristic of Anxiety.....	15
2.2.3. Measurement of Anxiety.....	16
2.2.4. Anxiety Affected Factors.....	17
2.2.5. Cause of Anxiety.....	18
2.2.6. Functions of Anxiety.....	18

2.2.7. Impact of Anxiety.....	19
2.2.8. Type of Anxiety.....	20
2.2.9. Level of Anxiety.....	20
2.3. Past Studies .....	22
2.4. Assumption .....	25
2.5. Conceptual Framework .....	25
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>26</b>
3.1. Research Design.....	26
3.2. Location and Time of the Research .....	26
3.3. Subject of the Research.....	26
3.4. Instrument of the Research .....	27
3.5. Data Collecting Technique.....	28
3.6. Data Analysis Technique.....	29
<b>CHAPTER IV DATA PRESENTATION AND ANALYSIS .....</b>	<b>30</b>
4.1. Data Presentation .....	30
4.1.1. Data Presentation of Students' Cognitive Anxiety	30
4.1.2. Data Presentation of Students' Somatic-Anxiety ..	32
4.1.3. Data Presentation of Students' Avoidance Behavior.....	34
4.2. Overall Data Presentation of Third Year Students' for English Writing Anxiety.....	36
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>39</b>
5.1. Conclusion .....	39
5.1.1. Theoretical Conclusion.....	39
5.1.2. Practical Conclusion .....	39
5.2. Suggestion.....	40
5.2.1. Suggestion for English Teachers .....	40
5.2.2. Suggestion for Students' .....	40
5.2.3. Suggestion for the Next Researchers .....	40
<b>REFERENCES .....</b>	<b>41</b>
<b>APPENDICES</b>	

## LIST OF TABLES

	Page
Table 3.1 Instrument of the Research.....	28
Table 3.2 Instrument of the Research.....	28
Table 4.1 Students' Cognitive Anxiety.....	31
Table 4.2 Students' Somatic Anxiety.....	33
Table 4.3 Students' Avoidance-Behavior.....	35
Table 4.4 Recapitulation of Students' English Writing Anxiety..	37



## LIST OF FIGURES

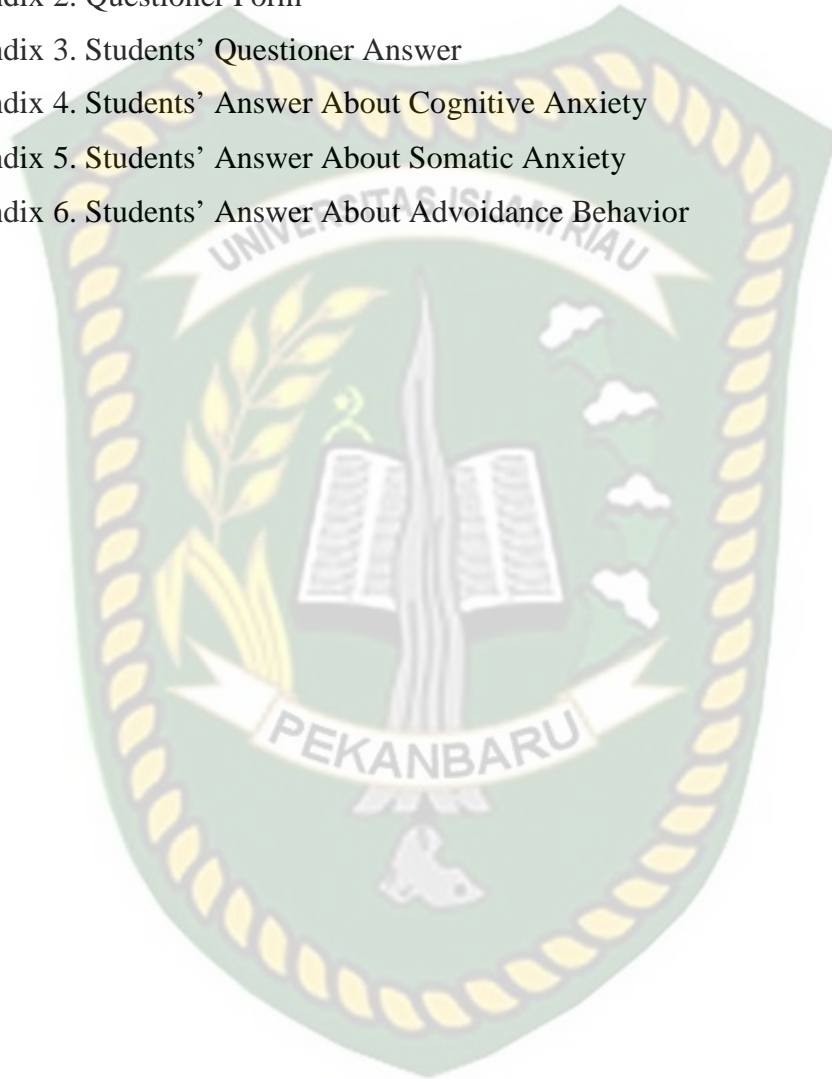
	Page
Figure 2.1 Conceptual Framework .....	25
Figure 4.1 Students' Foreign Language Writing Anxiety of English Language Education at FKIP UIR .....	37





## LIST OF APPENDICES

- Appendix 1. Sample Identity
- Appendix 2. Questioner Form
- Appendix 3. Students' Questioner Answer
- Appendix 4. Students' Answer About Cognitive Anxiety
- Appendix 5. Students' Answer About Somatic Anxiety
- Appendix 6. Students' Answer About Avoidance Behavior



# CHAPTER I

## INTRODUCTION

### 1.1. The Background of Problems

Most of student avoid to write because they feel worry about their writing. They are worry about their grammar, and they are worry if their writing will be evaluated. What students feel about writing will affect their writing. Worry feeling is related with writing anxiety or apprehension.

According to cheng (2004) writing anxiety is divided into three type namely cognitive anxiety, somatic anxiety, and avoidance behavior. Cognitive anxiety refers to the cognitive aspect of anxiety experience, including negative expectation, 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 behavior is a type of anxiety where the students avoid writing. 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 is also defined 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 (Al-Sawalha and Chow, 2012).

Writing is an enjoyable activity for some students, and they see it as enjoyable exercise when they put their thought or idea 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 face a written task. When students find difficulties in writing, they might have faced writing anxiety.

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 (Clark, 2005). One of the reasons why writing apprehension occurs is that because in writing requires knowledge how to produce a good writing. Besides knowing knowledge about writing but practicing writing will affect the writing itself. Because the more practice in writing, the easier writing will be.

In terms of Indonesian learners, they are still nervous and reluctant to write in English. This case does not only happen because they are not competent enough, yet also because of the students themselves. The anxiety blocks their ability in composing English writing. They face some problems themselves or from the environment such as their teacher or their friends.

This research was focusing on the students' anxiety in the English writing. The researcher found that most of the students felt anxious when they had writing English. It was caused by the learners' characteristics and the classroom procedure. In the relation of writing achievement, it was reported that writing foreign language has a significant impact to students' anxiety. Therefore, the writer decided to carry out the research under the title **“An Analysis of the Third Year Students' for English Writing Anxiety of English Language Education at FKIP UIR”**.

## 1.2. Identification of the Problems

First, the most common indices of language achievement used in the studies are course grades and standardized proficiency test. Defined for anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process.

Second, In term of Indonesian students, they are still nervous and reluctant to write in English. This case does not only happen because they are not competent enough, yet also because students themselves. The 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 english writing anxiety learners.

Third, writing anxiety occurs due to some causes, based on previous researches there are fear of negative evaluation and fear of test, language difficulties, lack of topical knowledge, time pressure and high frequency of assignment, low of self-confidence, insufficient writing technique, lack of experience or insufficient writing practice, and pressure for perfect work.

## 1.3. Focus of the Problem

In this research the author will do descriptive quantitative research. Author focused the issues to discuss is just to find out students' english writing anxiety of English Language Education at FKIP UIR.

#### **1.4. Research Question**

Based on focus of the problem stated above, research question in this research what are students' english writing anxiety of English Language Education at FKIP UIR?

#### **1.5. Objective of the Research**

The objectives in this research to find out students' foreign language writing anxiety of English Language Education at FKIP UIR.

#### **1.6. Significance of the Research**

Theoretically, these research findings are expected to support the existence of the theories regarding with the second of english writing anxiety learning, and teaching. Practically, these research finding are expected to give the positive contributions and information to the researcher in conducting and increasing their knowledge, especially in the field of education research is that on English language teaching and learning research. These research findings are also expected to provide the English students' of Islamic University of Riau.

#### **1.7. The Definition of Terms**

It is necessary to explain the terms used in this research. Because to avoid misunderstanding and misinterpretation concern with the topic. In this research, the definitions of terms are explained:

- 1) Writing skill is a discovery process that involves discovering ideas, how to organize them and what that you want to put over on your order, so a lot of what author does as an author doesn't actually appear on the page. It is a

means of communication. Whenever the author wants to write, he has to know the audience or reader, it will help in reaching the goal of communicating clearly and effectively, Alice (1999).

- 2) Anxiety is described by psychologists as a subjective feeling of tension, apprehension, nervousness, and wrong associated with an arousal of the autonomic nervous system (Horwitz, 1986).
- 3) Foreign Language Anxiety is a complex and multidimensional phenomenon. Considering language anxiety with relation to performance evaluation within academic and social contexts, drew parallels between language anxiety and three related performance anxieties, communication apprehension, test anxiety, fear of negative evaluation. (Howitz, 1986 :127).

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1. Relevance Theories

This chapter discusses some issues which lead to the formulation of the hypothesis. They are writing skill, purpose of writing, main aspect of writing, and type of writing. The literature review firstly discusses the theoretical framework. A conceptual framework is also presented afterwards. Then, the hypothesis is presented at last with reference to the conceptual framework.

##### 2.1.1. Definition of Writing

Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language. According to Groth (2013), there are three basic principles in academic writing, namely, content, register, and offenses. Referring to content, it should be made clear, specific, and relevant. The register should be formal, to the point, and concise. On the other hand, academic writing should be free from offenses and, in most cases, should avoid sensitive issues.

According to Rivers (1981: 294), writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown, (2001: 336) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. Urquhart and McIver (2005: 5-6) state that writing is a recursive process, which means students revise throughout the process, frequently moving

back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs.

According to Silfia (2014), writing is a very important skill for students in learning English. It is because writing is one of four major skills that have to be mastered. Writing is a communicative skill, plays an important role for the students to express their ideas, thoughts and feelings. Then, writing skill is an important element in engineering success.

Based on the definitions above, a definition of writing skill can be obtained. Writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing.

Furthermore, based on those definitions, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities. As a result, teachers need to consider the teaching of writing skill well based on their student's needs, ability and capacity.



### 2.1.2. Purposes of Writing

According to O'Malley and Pierce on Sari (2008), there are three purposes of writing based on the types of writing in English language learning, those are:

1) Informative

It is represented by "informative writing," that is purposed to share knowledge or information, give directions, and state ideas to other. Informative writing involves describing events or experiences, analyzing concept, speculating on causes and effect, and developing new ideas that are purposed to inform something may important to the readers.

2) Expressive or Narrative

It is represented by "expressive writing" or "narrative writing is" that is purposed to share a personal or imaginative expression. Commonly it is composed by the author story or essay. Expressive or narrative often used to perform a pleasure discovery, story, poems, or short play.

3) Persuasive

It is represented by "persuasive writing" that is purposed to persuade the readers to do something. It effort to influences others and initiate action or change. This type of writing includes evaluation of book, movie, consumer product, or controversial issues.

### 2.1.3. Main Aspect of Writing

According to Nurgiyantoro, (2001: 48) in having a good writing we need to look for some component.

a Organization

It means how the students organize their data. Whether each paragraph is organized well or not. The organization of the text is fluent in expressing, revealing clearly ideas, good organization, logic sequence, and cohesive.

b Content

The content refers to the topic and its explanations, discussion, evaluation, and conclusion. It should be clear, specific, and relevant. The good content had to fulfill the criteria such as full of information, substantive make a clear thesis development and relevant with the problem.

c Language

The students use effective complex sentence construction and make only few faults in the using of grammar.

d Vocabulary

If the students could choose the correct words as it is function and master informing words.

e Mechanic

Paragraph is a combination of some sentences which need good spelling and punctuation. If the use of punctuation is not appropriate, the paragraph will be unreadable. So the students should be mastered in writing good paragraph.

#### 2.1.4. Type of Writing

According to Finocchiaro (1974) there are two types of writing:

1) Practical Writing

This type deals with the fact and functional writing. It is purposed to a special goal that we can find it in letters, papers, summaries, outlines, etc.

2) Creative or Imaginary Writing

This type usually exists in the literature. Such as novel, romance, poem, short story, science fiction, etc.

According to Meer (2015), there are four types of writing are as follows:

1) Expository Writing

Expository writing's main purpose is to explain. It is a subject-oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions. They furnish you with relevant facts and figures but do not include their opinions. This is one of the most common types of writing styles, which you always see in textbooks and how-to articles. The author just tells you about a given subject, such as how to do something.

2) Descriptive Writing

Descriptive writing's main purpose is to describe. It is a style of writing that focuses on describing a character, an event, or a place in

great detail. It can be poetic when the author takes the time to be very specific in his or her descriptions.

3) Persuasive Writing

Persuasive writing's main purpose is to persuade. Unlike expository writing, persuasive writing contains the opinions and biases of the author. To convince others to agree with the author's point of view, persuasive writing contains justifications and reasons. It is often used in letters of complaint, advertisements or commercials, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces.

4) Narrative Writing

Narrative writing's main purpose is to tell a story. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one of the characters this is known as first person narration). Novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing style.

## 2.2. Anxiety

This chapter discusses some issues which lead to the formulation of the hypothesis.

### 2.2.1. Definition of Anxiety

Acculturation is a stressful process. In addition to the psychological distress that can be caused by the intergroup tensions and discrimination described in the interactive acculturation model (Bourhis, Moise, Perreault, & Senecal, 1997), the changes in identity that individuals in the acculturation process undergo are inherently distressing. The threat that language learning and studying abroad present to an undergraduate student's identity often results in anxiety. Early anxiety research focused on the treatment of nervous disorders, the category of psychological disorders anxiety belongs to, with special diets (Cheyne, 1734; Whyte, 1765).

Popular anxiety scales include the Spielberger State/Trait Anxiety Scale, which is used by researchers to measure both state and trait anxiety; the Clinical Anxiety Scale, which is used by clinicians to rate patients on seven symptoms of anxiety; and the Irritability, Depression, and Anxiety Scale, which allows patients to rate themselves on 18 symptoms of irritability, depression, and anxiety (Tyrer, 1999).

According to Freud (in Alwisol, 2005) states that anxiety is a function of the ego to warn people about the possibility of a hazard that can put an appropriate adaptive response. Anxiety serves as a mechanism to protect the ego because anxiety signal to us that there is a danger and if not done right then it would increase the danger to the ego defeated. According Nevid (2005), Anxiety can be a normal emotional reaction in some situations, but not in other situations.

Anxiety can give negative impact to the someone's personality if he or she cannot manage it. Mayer (2008:2) says that anxiety is normal aspect of life and of being human, and it has a positive side to it, too. Moreover, Griffin and Tyrrell (2007: 5) argues that if students can control their anxiety into positive feeling instead of being controlled by it, they will reach optimal performance. For instance, when the student always achieves bad score in their achievement and feels underachieve because she does not feel putting an effort. She begins to afraid about not passing her subjects or her grade. Then, students anxiety becomes weak and she gets motivation to be a good student because she interests in pass from her grade. Otherwise, anxiety becomes a problem, if it causes emotional pain and disrupts student's ability because it will hinder the students to acquire English as their writing anxiety.

According to Ghufron and Risnawita (2014), anxiety as a subjective experience regarding mental tension, difficulties and pressures that accompany conflict or threat. Anxiety can occur alone or join other symptoms of various emotional disorders (Jaenudin, 2012). According to Ali and Asrori (2012) anxiety is a response from a real or imaginary threat. Individuals experience anxiety because of uncertainty in the future. Anxiety is experienced when individuals think about something unpleasant that will happen. As a result, various perspectives and negative fantasies emerge and this can be directly marked by changes in expression or facial expressions, sensory changes, and others, but temporary.

According to Suryabrata (2012) anxiety becomes a sign of the ego to take an anxiety-reducing action. When the self-mechanism is successful, anxiety decreases and security comes again. But if the conflict persists, anxiety is at a high level. The mechanisms of self-defense are experienced as symptoms, such as phobia, regression and ritualistic behavior. According to Sobur (2013) anxiety is always associated with fear. Anxiety greatly affects the fear experienced by individuals as a spontaneous reaction. Anxiety often makes people afraid, for example people who feel threatened by their safety will cause excessive fears.

The concept of anxiety according to Yusuf and Nurihsan (2011) also explains that anxiety first arises in human life at birth and feels hungry for the first time. When it was still weak, so it had not been able to respond to cold and hunger, the first anxiety was born. The next anxiety arises when there is a desire from the individual to demand release from the ego, but does not get the blessing of the super ego, then there is conflict in the ego, between the desire of individuals who want to release and sanctions from super ego born the second anxiety. These conflicts are suppressed in the subconscious, with potential that remains unaffected by time, often unrealistic and exaggerated. This pressure will come to the surface through three events, namely: super ego censorship decreases, self-pressure increases and psychosocial stress, then the next anxiety arises.

Anxiety is defined as “a painful or apprehensive uneasiness of mind usually over an impending or anticipated ill” (Merriam-Webster, 2012). Students experiencing academic anxiety feel apprehensive over academic tasks. Students can feel anxiety related to every academic task. Some may only feel anxiety

related to test taking or other specific tasks. Anxiety is not always negative. Some students can be motivated by anxiety.

Based on the expert explanation of the definition of anxiety above, it can be concluded that anxiety is the state and reaction of individuals with symptoms of mental tension, difficulty, pressure along with conflict or threat, fear that is not clear and not in accordance with the situation, and thinking about something unpleasant will happen.

### **2.2.2. Characteristic of Anxiety**

According to Deffenbacher and Haseleus (in Ghuftron & Risnawita, 2014) characteristic of anxiety :

1) Worry

It is a negative thought about himself, like a negative feeling that he is worse than his friends. As for the aspect of concern involves indicators such as panic, fear, poor self-orientation, negative self-evaluation, and bad experiences.

2) Emotionality

It is a self-reaction to autonomic nerve stimuli, such as heart palpitations, cold and tense sweat. The emotional aspect consists of palpitations, cold sweat, tension, dizziness, abdominal pain, sweating hands, nausea and nervousness.

3) Disturbances and obstacles in completing tasks (task generated inference)



Is a tendency experienced by someone who is always depressed because of rational thinking of the task. As for the aspects of disruption and obstacles in completing the task consists of attention disorders, comfort disturbances, irregularities in thinking, confusion and frustration.

### 2.2.3. Measurement of anxiety

According to Cheng (2004) can be divided into three categories of anxiety which is:

#### 1) 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.

#### 2) Somatic Anxiety

Somatic anxiety refers to one's perception of the psychological effect 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.

3) **Avoidance Behavior**

Avoidance behavior 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).

**2.2.4. Anxiety Affected Factors**

According to Adler and Rodman (in Ghufroon & Risnawita, 2014) there are 2 main factors causing anxiety:

1) **Negative experience in the past**

This experience is an unpleasant thing in the past about events that can be repeated in the future, if the individual faces the same situation or event and is also unpleasant, for example, having failed the test. This is a common experience that raises student anxiety in the face of the test.

## 2) Irrational thoughts

Anxiety occurs not because of an event, but rather trust or belief about the incident that causes anxiety. Trust and anxiety beliefs are examples of irrational thoughts called false ideas, namely catastrophic failure, perfection, agreement and improper generalization.

### 2.2.5. Causes of Anxiety

The cause of anxiety according to Hurlock (1980) includes the following:

#### 1) Environment

Place of residence affects how to think about you or others, this can be caused by family, friends and others. Anxiety arises if you feel unsafe for the environment.

#### 2) Emotions are suppressed

Anxiety can occur if you are unable to find a way out of feelings in a personal relationship.

#### 3) Physical

The mind and body constantly interact and can cause anxiety.

#### 4) Descendants

Even if emotional disturbances are found in certain families, it is not an important cause of anxiety.

### 2.2.6. Function of Anxiety

The function of anxiety is to act as a sign of danger to the ego, so that if the sign rises in consciousness, the ego can take action to deal with that danger.

Although anxiety is painful, it is necessary to warn someone of the danger from within or from outside. So that individuals can refuse or avoid danger. on the contrary if danger cannot be avoided, anxiety can accumulate and eventually will be overwhelmed. The same opinion was conveyed by Koeswara (1997) that although anxiety is not pleasant, it has an important meaning for the individual, which serves as a warning to individuals to recognize the danger that is threatening, so that individuals can prepare for threatening dangers.

According to Freud (in Alwisol, 2005) said that anxiety is an ego function to warn individuals about the possibility of coming a danger so that an adaptive reaction can be prepared accordingly. anxiety functions as a mechanism that protects the ego because anxiety signals us that there is danger and if it does not do the right action then the danger will increase until the ego is defeated.

### **2.2.7. Impact of Anxiety**

According to Yusuf and Nurihsan (2011) there are three main impacts of strong anxiety reactions, namely:

#### 1) Emotional

The person has a very, very conscious and conscious fear.

#### 2) Cognitive

Fear is widespread and often affects the ability to think clearly, solve problems, and overcome environmental demands.

#### 3) Psychological

The body's response to fear is self-hardening to act, whether the action is desired or not.

### 2.2.8. Type of Anxiety

According to Freud (on Suryabrata, 2012) there are three kinds of anxiety:

1) Objective anxiety

Objective anxiety is fear. Such anxiety occurs in response to a real, external threat to the person.

2) Neurotic anxiety

Occurs when there is a direct conflict between the id and the ego. The danger is that the ego may lose control over an unacceptable desire of the id.

3) Moral anxiety

Moral anxiety is caused by a conflict between the ego and the superego.

### 2.2.9. Level of Anxiety

According to Sobur (2013) there are four levels of anxiety experienced by individuals :

1) Mild anxiety

Individuals are still alert and the field of perception extends, sharpens the senses. Can motivate individuals to learn and be able to solve problems effectively and produce growth and creativity. For example: A person who faces a final exam, an adult partner who will enter the marriage level, an individual who will continue his education to a higher level, an individual who is suddenly chased by a dog barks.

## 2) Moderate anxiety

Individuals are focused only on the mind that is of concern, a narrowing of the perception field, can still do something with the direction of others. Examples: married couples who face the birth of the first child with high risk, families who are facing disunity (messy), individuals who experience conflict at work.

## 3) Severe anxiety

The focus is on the small details (specific) and cannot think about other things. All behaviors are intended to reduce anxiety and need a lot of instructions / directions to focus on other areas. Example: individuals who experience loss of property and loved ones due to natural disasters, individuals in hostage taking.

## 4) Panic

Individuals lose self-control and attention details are lost, because of the loss of control, they are unable to do anything even with orders. Increased motor activity, reduced ability to connect with others, deviations in perception and loss of rational thoughts, unable to function effectively. Usually accompanied by personality disorganization.

### 2.3. Past Studies

- 1) In 2013, Zafer Susoy and Seray Tanyer conducted a research entitled “A Closer Look at the Language Writing Anxiety of Turkish EFL Pre-service Teachers”. They founded that to be both in line and in contradiction with the related literature. The hypothesis that writing anxiety would negatively affect the writing performance has been slightly supported, where as the perceptions, sources and reactions about writing anxiety strongly accorded with the literature. The participants writing anxiety level ( $M=67,37$ ,  $SD=13,5$ ), and to group them as low, moderate and high anxious students. As the next step, They conducted correlation analyses between the whole sample’s writing anxiety level and the midterm grades achieved by writing an essay in the „Academic Writing and Report Writing” class. The grades ( $M=59,69$ ,  $SD=15,824$ ) were reconed as an indicator of writing performance. The results suggested a statistically significant correlation ( $r=0,288$ ,  $p= < 05$ ). The participants reported that they had difficulty in finding and using the appropriate vocabulary items while writing in English. Feeling tense and consequently sweating were the most rated reactions. In addition, worries about the negative evaluation in the exam and the lack of previous writing practice were indicated to be the primary sources of writing anxiety.
- 2) In 2012, Margorzata Marzec-Stawiarska conducted a research entitled “For English Writing Anxiety Among Adult Advanced Learners of English at Pedagogical University of Cracow”. They founded that

advanced adult writers exhibit writing apprehension as a construct combined of three relatively independent components: somatic, cognitive and behavioral. The study revealed that cognitive anxiety was the most prevailing among participants, who reported to experience panic and nervousness while composing. Moreover they exhibit elements of test anxiety as they are afraid that their compositions would be poorly evaluated. Fear of social evaluation is less intense in this group as the majority of respondents are not concerned about others' opinions about their writing. Somatic anxiety was also reported to arise in a writing context with heart pounding as the most common symptom followed by freezing up, mind going blank and jumbled thoughts. Despite these apprehension consequences participants did not show extensive avoidance behaviour as they reported to be willing to write compositions in English and to seek occasions to write in an English language.

- 3) In 2009, Grace Hui Chin Lin and Max Ming Shuan Ho conducted a research entitled "An Exploration into Foreign Language Writing Anxiety from Taiwanese University Students's Perspectives". They founded students writing abilities would be very important in that it influences their future career in this globalized world, where English communication through email, fax, theses and private letters are applied as common tools. It is teacher's responsibility to guide the students write well under environments where anxiety is free from aspects of cognitive and psychological statuses. This qualitative research focusing on inspecting the



major reasons of the students' writing anxiety disclosed that the factors regarding to peers and teachers are the most significant key elements, which the scholars of this field should pay attention to. Particularly, this study surprisingly exposes that Taiwanese English teachers might not have sufficient concepts about great influence of the affective factors on their students' English acquisition. In summary, this study argues that the embarrassment and uneasiness caused by teachers and peers need to be released in order to improve students' writing performance through more appropriate teacher training and curriculum design.

- 4) In 2017, Sri Wahyuni and M. Khotibul Umam conducted a research entitled "An Analysis on Writing Anxiety of Indonesian EFL College Learners of an Islamic State College in East Java, Indonesia". They founded that most students face high level of writing anxiety. Twenty seven students (54%) face high level of writing anxiety; twenty two students (44%) face moderate level of writing anxiety, and one student (2%) 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. The main problem that causes

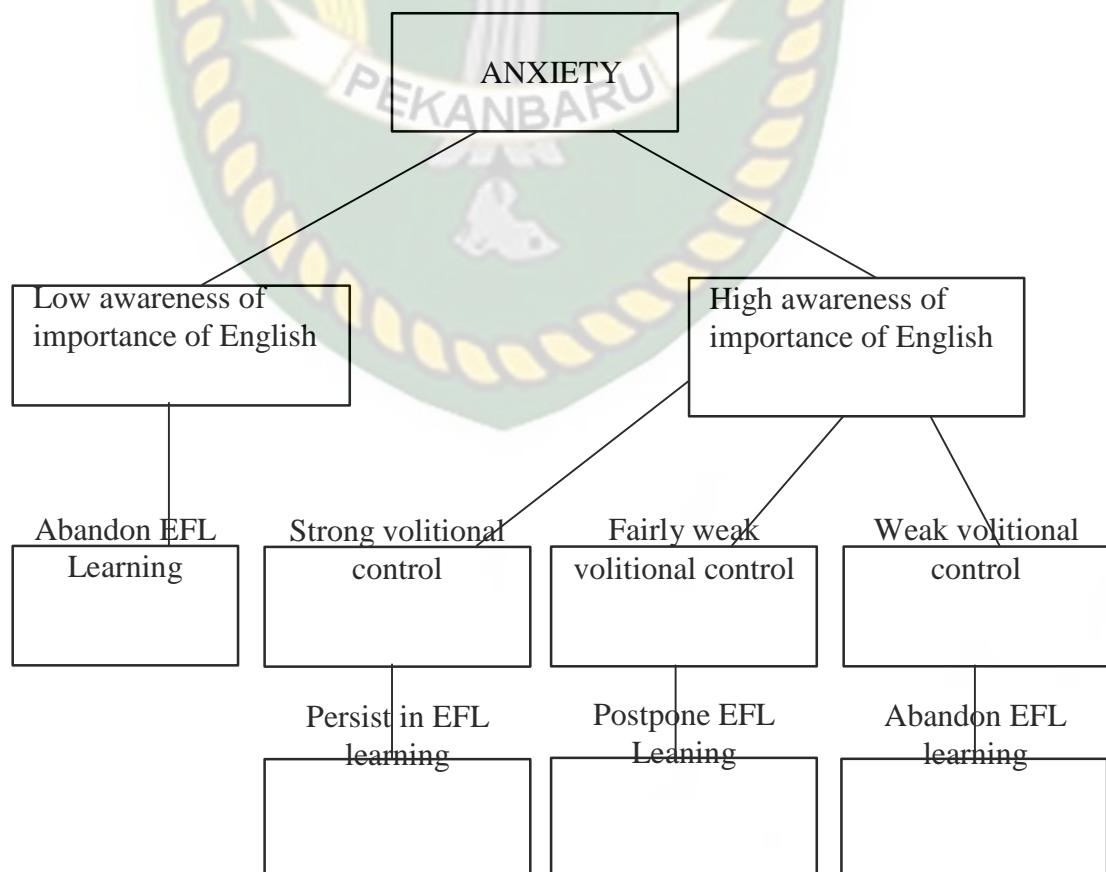
of writing anxiety are linguistic difficulties, fear of teachers' negative comments, insufficient writing practice, and time pressure. The results of this research give valuable research-based information for the teacher about their students' writing anxiety.

#### 2.4. Assumption

The researchers assumed students' English writing Anxiety of English Language Education at FKIP UIR consisted of cognitive anxiety, somatic anxiety and avoidance behavior.

#### 2.5. Conceptual Framework

**Figure 2.1. Conceptual Framework**



## CHAPTER III

### RESEARCH METHOD

#### **3.1. Research Design**

Parahoo (1997:142) describes a research design as “a plan that describes how, when and where data are to be collected and analyzed”. Polit et al (2001:167) define a research design as “the researcher’s overall for answering the research question or testing the research hypothesis”.

#### **3.2. Location and Time of the Research**

The research located at Teacher Training and Education Faculty of Islamic University of Riau, Jl. Kharuddin Nasution, Marpoyan Damai District Pekanbaru city.

#### **3.3. Subject of the Research**

##### **3.3.1. Population**

According to Sugiyono (2016:80) population is a generalization which consists of objects/ subjects that have certain qualities and characteristics are determined by the investigator to be studied and then drawn conclusions. Population of this research is all of English Language Education students” at FKIP UIR.

### 3.3.2. Sample

According Sugiyono (2016:82) quota sampling is a sampling technique by determining the size of a certain number that is selected randomly, so that it can represent the population as a whole. In this research author determined that the number of samples in this study was 40 students of English Language Education at FKIP UIR who were selected randomly.

### 3.4. Instrument of the Research

Instrument is tools that are required to get information. Gay and Airasian (2000: 145) stated that instrument is a tool that is used in collecting data. While, Arikunto (2000: 134) revealed that instrument in collecting data is a tool that is used by researchers to help them in collecting data in order to make it more systematic and easy. Sugiyono (2008: 222) stated that in qualitative research, the instrument is the researcher themselves. Hence, the researcher should be validated by themselves about their ability in conducting research.

Data is information that has been collected by conducting research. To get the reliable data, the researcher has to do some techniques for collecting those data. Data collecting technique is an important step in research, because the aim of the research is to get the data. Collecting data can be done in any settings, any sources, and any ways. The data collecting technique is questionnaire.

The 22 items of the Cheng (2004) can be divided into three categories of anxiety.

**Table 3.1**  
**Instrument of the Research**

No.	Indicator of Anxiety	Item
1.	Cognitive Anxiety	1,3,7,9,14,17,20,21
2.	Somatic Anxiety	2,6,8,11,13,15,19
3.	Avoidance Behavior	4,5,10,12,16,18,22

Source: Cheng (2004)

In the instrument used there are also positive and negative statements with the following details:

**Table 3.2**  
**Instrument of the Research**

No.	Description Score	Item
1.	Positive statement (+) score	2,3,5,6,8,9,10,11,12, 13,14,15,16,19,20
	Strongly Agree = 5	
	Agree = 4	
	No Strong Feelings Either Way = 3	
	Disagree = 2	
2.	Negative statement (-) score	1,4,7,17,18,21,22
	Strongly Agree = 1	
	Agree = 2	
	No Strong Feelings Either Way = 3	
	Disagree = 4	
	Strongly Disagree = 5	

Source: Cheng (2004)

### 3.5. Data Collecting Technique

In order to give the data for this research, the author use the following techniques by Sugiyono (2016:179) follows:

### 1) Questioner

A questionnaire is one tool used to assess learning outcomes and learning processes. The advantages of the questionnaire are more practical and also the way of delivery of questionnaires in the form of alternative answers with quantitative symbols to generate interval data.

### 2) Observation

Observation is a complex process. A process composed of various biological and psychological processes. Two of the most important are the process of observation and memory.

## 3.6. Data Analysis Technique

In scoring the students writing anxiety, the researcher used the scoring that explained above. All the aspects of writing anxiety were divided by individual percentage score could be seen as follows:

$$- \frac{\Sigma}{N}$$

Where:

$\bar{X}$  = The average percentage score

X = The number of answers

N = Total number of sample

According to scoring aspect, the range of scoring is from 1 to 5 so maximum score is 5 each indicators. Therefore maximum score is 40 of individual score (X) can be determined. The average score ( $\bar{X}$ ) was used to test the assumption of the research.

## CHAPTER IV

### DATA PRESENTATION AND ANALYSIS

#### 4.1. Data Presentation

This chapter discussed about the result of data analysis. The title of this research was an analysis of students' english writing anxiety of English Language Education at FKIP UIR. In this chapter will be discusses about students' anxiety divided into Cognitive Anxiety (CA), Somatic Anxiety (SA) and Avoidance Behavior (AB).

Based on the result of the analysis, there was difference third year students' for english writing anxiety of English Language Education at FKIP UIR. The explanation about the findings can be seen in the following information:

##### 4.1.1. Data Presentation of Students' Cognitive Anxiety

The data of this research were obtained from the number of questionnaires that have been filled out by students. Cognitive anxiety consisted of 8 questions with alternative answer consisted of strongly agree, agree, no strong feelings either way, disagree and strongly disagree. The data calculation about cognitive anxiety statistically can be seen in appendix 4. The explanation about the findings can be seen in the following information:

**Table 4.1**  
**Students' Cognitive Anxiety**

Cognitive Anxiety		Strongly Agree	Agree	No Strong Feelings Either Way	Disagree	Strongly Disagree	Total
1	While Writing in English, I'm not nervous at all.	8	7	6	17	2	40
		20%	18%	15%	43%	5%	100%
2	While writing English compositions, I feel worried and uneasy if I know they will be evaluated.	1	27	7	4	1	40
		3%	68%	18%	10%	3%	100%
3	I don't worry that my English compositions are a lot worse than others.	2	1	24	8	5	40
		5%	3%	60%	20%	13%	100%
4	If my English compositions is to be evaluated, I would worry about getting a very poor grade	9	12	10	8	1	40
		23%	30%	25%	20%	3%	100%
5	I'm afraid that the other students would think my English compositions was terrible if they read it	11	7	9	7	6	40
		28%	18%	23%	18%	15%	100%
6	I don't worry at all about what other people would think of my English compositions.	5	14	9	4	8	40
		13%	35%	23%	10%	20%	100%
7	I'm afraid of my English composition being chosen as a sample for discussion in class.	9	3	8	7	13	40
		23%	8%	20%	18%	33%	100%
8	I'm not afraid at all that my English compositions would be rated as very poor.	12	4	9	4	11	40
		30%	10%	23%	10%	28%	100%
Score		8	9	10	7	6	40
Percentage		20%	23%	25%	18%	15%	100%

Based on table 4.1 above it is known that mostly 17 students (43%) disagree while writing in English, they are not nervous at all. 27 students (68%) agree while writing English compositions, they feel worried and uneasy if they



know that they will be evaluated. 24 students (60%) have no strong feelings either way that they don't worry if their English compositions are a lot worse than others. 12 students (30%) agree if their English compositions is to be evaluated, they would worry about getting a very poor grade. 11 students (28%) strongly agree they afraid that the other students would think their English compositions was terrible if they read it. 14 students (35%) agree that they don't worry at all about what other people would think of their English compositions. 13 students (33%) strongly disagree that they afraid of their English composition being chosen as a sample for discussion in class. 12 students (30%) strongly agree that they are not afraid at all that their English compositions would be rated as very poor.

It can be concluded that most students (25%) have no strong feelings either way about cognitive anxiety. Cognitive anxiety referred 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.

#### **4.1.2. Data Presentation of Students' Somatic Anxiety**

The data of this research were obtained from the number of questionnaires that have been filled out by students. Somatic anxiety consisted of 7 questions with alternative answer consisted of strongly agree, agree, no strong feelings

either way, disagree and strongly disagree. The data calculation about somatic anxiety statistically can be seen in appendix 5. The explanation about the findings can be seen in the following information:

**Table 4.2**  
**Students' Somatic Anxiety**

Cognitive Anxiety		Strongly Agree	Agree	No Strong Feelings Either Way	Disagree	Strongly Disagree	Total
1	I feel my heart pounding when I write English compositions under time constraint	4	23	5	7	1	40
		10%	58%	13%	18%	3%	100%
2	My mind often goes blank when I start to work on an English composition	7	9	5	16	3	40
		18%	23%	13%	40%	8%	100%
3	I tremble or perspire when I write English compositions under time pressure	6	16	9	7	2	40
		15%	40%	23%	18%	5%	100%
4	My thoughts become jumbled when I write English compositions under time constraint	11	4	9	9	7	40
		28%	10%	23%	23%	18%	100%
5	I often feel panic when I write English compositions under time constraint	15	17	4	4	0	40
		38%	43%	10%	10%	0%	100%
6	I freeze up when unexpectedly asked to write English compositions	2	6	8	7	17	40
		5%	15%	20%	18%	43%	100%
7	I usually feel my whole body rigid and tense when I write English compositions	12	7	11	5	5	40
		30%	18%	28%	13%	13%	100%
Score		8	12	7	8	5	40
Percentage		20%	30%	18%	20%	13%	100%

Based on table 4.2 above it is known that mostly 23 students (58%) agree that feel their heart pounding when they write English compositions under time

constraint. 16 students (40%) disagree that their mind often goes blank when they start to work on an English composition. 16 students (40%) agree that they tremble or perspire when they write English compositions under time pressure. 11 students (28%) strongly agree that their thoughts become jumbled when they write English compositions under time constraint. 17 students (43%) agree that they often feel panic when they write English compositions under time constraint. 17 students (43%) strongly disagree that they freeze up when unexpectedly asked to write English compositions. 12 students (30%) strongly agree that they usually feel their whole body rigid and tense when they write English compositions.

It can be concluded that most students (30%) agree that they have somatic anxiety. Somatic anxiety referred to one's perception of the psychological effect 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.

#### **4.1.3. Data Presentation of Students' Avoidance Behavior**

The data of this research were obtained from the number of questionnaires that have been filled out by students. Avoidance behavior consisted of 7 questions with alternative answer consisted of strongly agree, agree, no strong feelings either way, disagree and strongly disagree. The data calculation about avoidance

behavior statistically can be seen in appendix 6. The explanation about the findings can be seen in the following information:

**Table 4.3**  
**Students' Avoidance Behavior**

Avoidance Behavior		Strongly Agree	Agree	No Strong Feelings Either Way	Disagree	Strongly Disagree	Total
1	I often choose to write down my thoughts in English.	1	8	5	20	6	40
		3%	20%	13%	50%	15%	100%
2	I usually do my best to avoid writing English compositions	10	12	13	4	1	40
		25%	30%	33%	10%	3%	100%
3	I do my best to avoid situations in which I have to write in English	6	1	15	8	10	40
		15%	3%	38%	20%	25%	100%
4	Unless I have no choice, I would not use English to write compositions	4	35	1	0	0	40
		10%	88%	3%	0%	0%	100%
5	I would do my best to excuse myself if asked to write English compositions	4	14	8	7	7	40
		10%	35%	20%	18%	18%	100%
6	I usually seek every possible chance to write English compositions outside of class	13	8	7	6	6	40
		33%	20%	18%	15%	15%	100%
7	Whenever possible, I would use English to write compositions	6	12	5	4	13	40
		15%	30%	13%	10%	33%	100%
Score		6	13	8	7	6	40
Percentage		15%	33%	20%	18%	15%	100%

Based on table 4.3 above it is known that mostly 20 students (50%) disagree that they often choose to write down their thoughts in English. 13 students (33%) have no strong feelings either way that they usually do the best to avoid writing English compositions. 15 students (38%) have no strong feelings either way that they do the best to avoid situations in which they have to write in

English. 35 students (88%) agree that unless they have no choice, they would not use English to write compositions. 14 students (35%) agree that they would do the best to excuse themselves if asked to write English compositions. 13 students (33%) strongly agree that they usually seek every possible chance to write English compositions outside of class. 13 students (33%) strongly disagree whenever possible, they would use English to write compositions.

It can be concluded that most students (33%) agree that they have avoidance behavior. Avoidance behavior 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.

#### **4.2. Overall Data Presentation of Students' Foreign Language Writing Anxiety**

Based on the analyzing data results of the students' foreign language writing anxiety of English Language Education at FKIP UIR questionnaire answers, the recapitulation can be arranged as follows:

Table 4.4

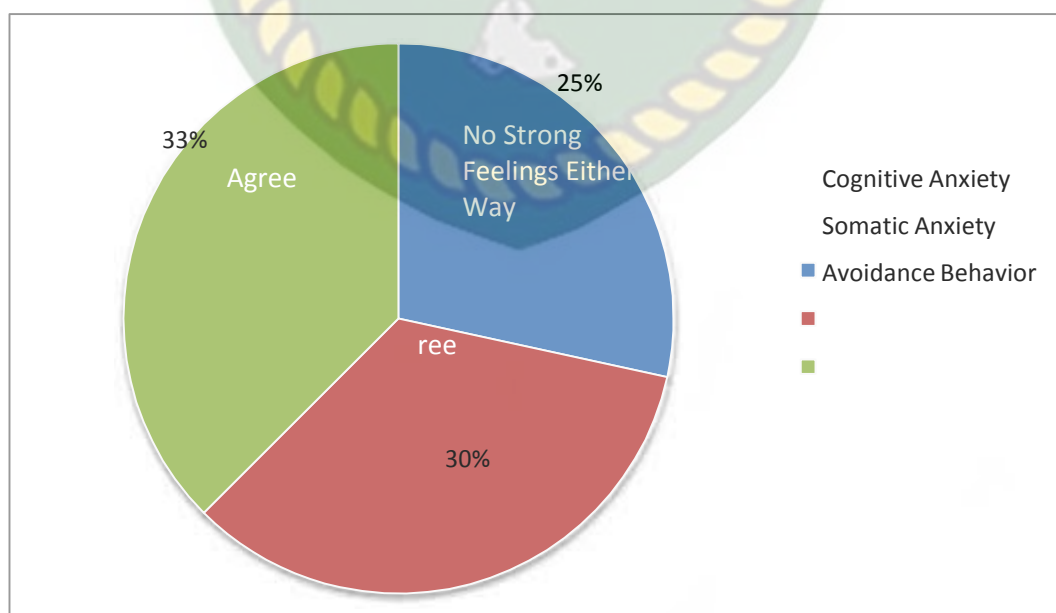
## Recapitulation of Students' English Writing Anxiety

Students' Anxiety		Strongly Agree	Agree	No Strong Feelings Either Way	Disagree	Strongly Disagree	Total	Conclusion
1	Cognitive Anxiety	8	9	<b>10</b>	7	6	40	No Strong Feelings Either Way
		20%	23%	<b>25%</b>	18%	15%	100%	
2	Somatic Anxiety	8	<b>12</b>	7	8	5	40	Agree
		20%	<b>30%</b>	18%	20%	13%	100%	
3	Avoidance Behavior	6	<b>13</b>	8	7	6	40	Agree
		15%	<b>33%</b>	20%	18%	15%	100%	

Based on the result of the analysis, there was difference students' english writing anxiety of English Language Education at FKIP UIR. The data from the table above also can be seen in figure below:

Figure 4.1.

## Students' Writing Anxiety of English Language Education at FKIP UIR



Based from table and figure above, it can be concluded that most students by 25% have no strong feelings either way about cognitive anxiety, 30% students agree that they have somatic anxiety, 33% students agree that they have avoidance behavior. The researcher assumptions proved correct, that students for writing anxiety of English Language Education at FKIP UIR consisted of cognitive anxiety, somatic anxiety and avoidance behavior.



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1. Conclusion

The research focused to find out third year students' for writing anxiety of English Language Education at FKIP UIR. The Instrument of this research was questioner consisted by 22 questions which is divided into three category cognitive anxiety, somatic anxiety and avoidance behavior. Data analyzing already presented in the previous chapter. There are several points that can be forward for the conclusions of this research related to students' english writing anxiety.

##### 5.1.1. Theoretical Conclusion

Cheng (2004:316) stated that somatic anxiety refers to one's perception of the physiological effects of the anxiety experience, as reflected in increase in state of unpleasant feelings, such as nervousness and tension. Cognitive anxiety refers to the cognitive aspect of anxiety experience, including negative expectations, preoccupation with performance and concern about others' perception. Avoidance behavior refers to the behavioral aspect of the anxiety experience, avoidance of writing.

##### 5.1.2. Practical Conclusion

Based on the result of data analyzing, it is found that most students by 25% have no strong feelings either way about cognitive anxiety, 30%



students" agree that they have somatic anxiety, 33% students" agree that they have avoidance behavior. The researcher assumptions proved correct, that students" foreign language writing anxiety of English Language Education at FKIP UIR consisted of cognitive anxiety, somatic anxiety and avoidance behavior.

## **5.2. Suggestion**

Based on the result of analysis and conclusion above, the researcher would like to give suggestion as follow:

### **5.2.1. Suggestion for English Teachers**

Teachers of ESL writing should acknowledge these factors of EFL writing anxiety at first. Then teachers should help students to bring meta-cognitive, cognitive and affective strategies to EFL writing tasks which can greatly facilitate the learners" development

### **5.2.2. Suggestion for Students'**

Strategies like memorizing and imitation are favored by most FKIP UIR students in L1 learning because in bahasa, the repetition and reproduction of existing knowledge are highly valued. Sufficient practice with appropriate use of these strategies can have positive effects on EFL writing improvement so as to reduce the students" English writing anxiety.

### **5.2.3. Suggestion for the Next Researcher**

Other researchers are advised to increase the number of research samples by involving all of the students at one grade so that the results of the research obtained can be maximally generalized.

## REFERENCE

- Airasian, P and L. R. Gay. 2000. *Educational Research: Competencies for Analysis and Application Sixth Edition*. New Jersey: Prentice Hall Inc.
- Alex Sobur, 2013. *Psikologi Umum dan Lintas Budaya*, Pustaka Setia, Bandung. Alfabeta.
- Ali, Mohammad dan Mohammad Asrori. 2012. *Psikologi Remaja Perkembangan Peserta Didik*. Jakarta: PT. Bumi Aksara.
- Alwisol. 2005. *Psikologi Kepribadian*. Malang: UMM Press
- Arikunto, S. 2000. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching. 4th Ed. White Plains*. New York: Addison Wesley Longman, Inc
- Cameron, Lynne. 1985. *Teaching Language to Young Learners*, New York: Cambridge University Press,
- Cheng, Y. S. (2004). *A Measure of Second Language Writing Anxiety: Scale Development and Preliminary Validation*. *Journal of Second Language Writing*, 13(4):313-335.
- Ghufron, M. Nur, & Rini, Risnawati S. 2014. *Teori-Teori Psikologi*. Yogyakarta. Ar-Ruzz Media.
- Goodwin, James. C. 2005. *Research in psychology method and design*. New Jersey: John Wiley & Sons, Inc.
- Grace, H, and Max, M. (2009). *An Exploration Into Foreign Language Writing Anxiety From Taiwanese University Students' Perspectives*. NCUE fourt Annual Conference On Language, Teaching, Literature, Linguistics, Translations and Interpretation.
- Groth, C. dkk. (2013). *Essay Writing*. Yogyakarta: Penerbit Andi.
- Hurlock. 1996. *Psikologi Perkembangan*, Erlangga, Jakarta.
- Jaenudin, Ujam. 2012. *Psikologi Kepribadian*. Bandung: Pustaka Setia.
- Koeswara, E. 1997. *Psikologi Eksistensial : Suatu Pengantar*. Bandung : PT. Eresco.

- Malgorzata, M., and Stawiarska. (2012). *Foreign Language Writing Anxiety Among Adult Advanced Learners*. Journal of Linguistica Silesiana, 33(1), ISSN 0208-4228.
- Mary Finocchiaro, 1974. *English as a Second Language: from Theory to Practice*, (New York: Regents Publishing Company).
- Merriam-Webster. 2012. *Webster's New Collegiate Dictionary*. London: MerriamWebster, Inc.
- Nevid, S. Jeffrey. Et.al. 2003. *Psikologi Abnormal edisi kelima (diterjemahkan oleh tim Fakultas Psikologi Universitas Indonesia)*. Jakarta: Penerbit Erlangga.
- Sari, Kartika. 2007. *Teaching Anecdote Writing by Using Comics*, Semarang: UNNES.
- Seray, T. and Zafer, S. (2013). *A Closer Look At The Foreign Language Writing Anxiety Of Turkish EFL Pre-Service Teachers*. Anadolu University, Paper Presented at the International Academic Conference on Education, Teaching and E-Learning. Prague, Czech Republic.
- Sri, W. and M. Khotibul, U. (2017). *An Analysis On Writing Anxiety Of Indonesian EFL College Learners*. Journal JEELS, Vol. 4, No. 1. May 2017.
- Sugiyono. 2016. *Metodologi Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: CV Alfabeta.
- Suryabrata, Sumadi, 2011. *Psikologi Pendidikan*, Jakarta: PT. Raja Grafindo Persada.
- Trismiati. 2004. *Perbedaan Tingkat Kecemasan Antara Pria dan Wanita Akseptor Kontrasepsi Mantap Di RSUP Dr. Sardjito Yogyakarta*.
- Yusuf, Syamsu dan Juntika Nurihsan. 2011. *Teori Kepribadian*. Bandung: PT. Remaja Rosdakarya Offset.