

**AN ANALYSIS OF STUDENTS' WRITING ANXIETY AT SECOND
SEMESTER IN ENGLISH LANGUAGE EDUCATION OF UNIVERSITAS
ISLAM RIAU (UIR)**

A THESIS

*Intended to Fulfill One of Requirements for the Award of
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ABSTRACT

Rafitra Aulia Faurianda. 2020. *An Analysis of Students' Writing Anxiety at Second Semester in English Language Education of Universitas Islam Riau (UIR)*. Thesis. Pekanbaru: English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.

Keywords: Students' Anxiety, Writing Anxiety, Descriptive Qualitative Research.

This research aims to describe the second semester students' writing anxiety. This descriptive research employed qualitative approach. The population of this study was the second semester students of English Language Education at Universitas Islam Riau, $n=(95)$ while the sample was selected through cluster random sampling that consist of 55 students. The data were collected from the questionnaire adopted from Cheng (2004), that consist of three indicator of anxiety; somatic anxiety, avoidance anxiety, and cognitive anxiety, and also used interview. The techniques of data analysis involved collecting the data, presenting the data, and interpreting the data. The result showed that The percentage of the students' response was also categorized into three type of indicator. 35.36% of the students feel anxious of somatic anxiety, 30.71% of the students experienced in avoidance anxiety, and 36.56% for the cognitive anxiety. The finding shows most of the students felt afraid to write English, furthermore they fear if they making mistake when they write in English compositions, felt nervous, and less confident because they have lack vocabulary.

TABLE OF CONTENT

ACKNOWLEDGEMENT	
ABSTRACT	
TABLE OF CONTENTS	
CHAPTER I	
INTRODUCTION	
1.1 Background of The Problem	1
1.2 Identification of The Problem	3
1.3 Focus of The Problem	4
1.4 Research Question	4
1.5 The Objective of The Research	5
1.6 The Significance of The Research	5
1.7 The Definition of the Key Term	5
CHAPTER II	
REVIEW OF RELATED LITERATURE	
2.1 Relevance Theories	7
2.1.1 Concept of Writing	7
2.1.1.1 Components of Writing	9
2.1.1.2 The Purpose of Writing	10

2.1.1.3	Types of Writing.....	11
2.1.1.4	The Process of Writing.....	13
2.1.2	Concept of Anxiety.....	14
2.1.2.1	Kinds of Anxiety.....	15
2.1.2.2	Symptom of Anxiety.....	17
2.1.3	Foreign Language Anxiety.....	18
2.1.3.1	The Cause of Foreign Language Anxiety.....	19
2.1.3.2	The Concept of Writing Anxiety.....	20
2.1.3.3	Cause of Second Language Writing Anxiety Inventory.....	21
2.1.3.4	The Level of Writing Anxiety.....	22
2.1.3.5	The Effect of Foreign Language Anxiety.....	23
2.2	Relevance Studies.....	24
2.3	Conceptual Framework.....	25
2.4	Assumption.....	25
 CHAPTER III		
 RESEARCH METHODOLOGY		
3.1	Reserch Design.....	26
3.2	Source of the Data.....	27

3.2.1 The Population of the Research.....	27
3.2.2 The Sample of the Research	28
3.3 Research Instrument.....	29
3.3.1 Questionnaire	29
3.3.2 Interviews.....	30
3.4 Data Analysis Technique	31
3.4.1 Analyzing Questionnaire.....	31
3.4.2 Analyzing Interviews	32
CHAPTER IV	
RESEARCH FINDINGS	
4.1 Data Description	33
4.1.1 Result of Questionnaire.....	33
4.1.2 Result of Interview	63
4.2 Data Analysis	65
4.2.1 Analysis Questionnaire	65

4.2.2 Analysis Interview.....67

CHAPTER V

FINDINGS, IMPLICATION, AND DISCUSSION

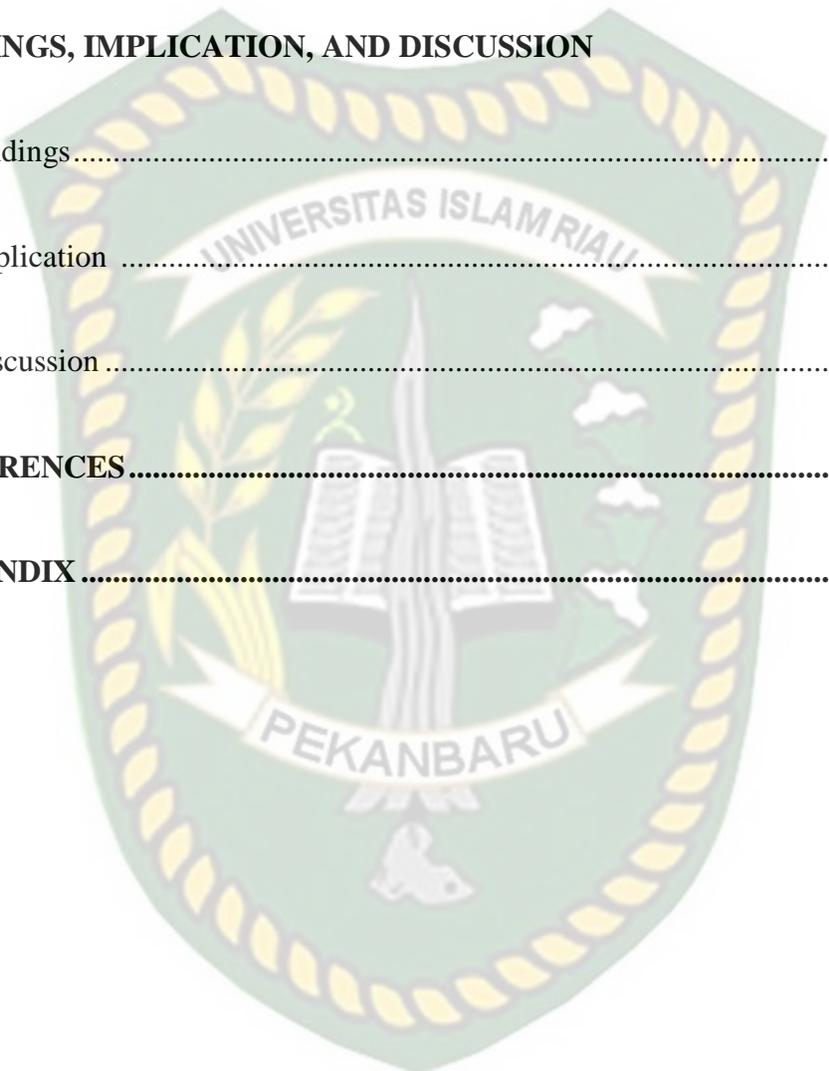
5.1 Findings.....69

5.2 Implication69

5.3 Discussion.....70

REFERENCES.....

APPENDIX.....



LIST OF TABLES

Table 3.1 Population	27
Table 3.2 Sample	28
Table 3.3 The Factor of Anxiety of SLA	29
Table 3.4 The Question of Interview	30
Table 4.1 Somatic Anxiety	55
Table 4.2 Avoidance Anxiety	57
Table 4.3 Cognitive Anxiety	59
Table 4.4 The Recapitulation of Students Score	62
Table 4.5 Result of Interview	63

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Writing is an important thing from four skills that have to be mastered by students in learning English as a foreign language. Writing is one of the important skills that need a lot of practice for students to build a sentence and paragraph. Writing is an important and essential part of academic, community, and personal life. Writing can help students to communicate each other, to express an idea and show emotional expressions. It is very important because writing skills will be applied in many aspect life.

Additionally, there are four skills of English language learning that divided in two : receptive skills and productive skills. Receptive skills are listening and reading, and productive skills are speaking and writing. As students who learn English as a foreign language, students usually not only speak in spoken language but also in written language. Writing skills is not a new term in educational world. Writing is the most important part of student education in the learning process.

Based on idea above writing skill is a skill to show ideas in written form, because writing is a productive skill, students need to express their ideas. Each sentence in a paragraph should have relationship. Students are expected to be able to know several components such as content, grammar, vocabulary words, tenses, and

others. In writing skills, the students have to know how to use grammar, and master vocabulary in making text or sentences. There are many ways to express writing in students daily life, for example make a sentences become a paragraph to deliver a message. Almost all students who learn English, think that writing is not easy subject.

Anxiety is a form of specific reaction in psychology. Anxiety, associated with feelings of being uneasy, frustrated, apprehensive, or worried, plays an important affective role in language learning (Brown, 2000). Anxiety is the unease feeling that students' feel in learning or using a second or foreign language. Anxiety is studied and occurs in language classroom. Some students' are more predisposed to feel anxiety than others in a wide variety of situations. In other situations anxiety can also affect individuals who are not characteristically anxious.

In Learning foreign language especially English language for students' who are just starting to learn will have difficulties from students' who have long studied. According to (Young, 1991) Language anxiety is a type of anxiety specifically associated with second/foreign language learning contexts. The feeling may stem from the productive skills of speaking and writing or the receptive skills of reading and listening. Language anxiety is a normal thing that happens to every individuals. Language anxiety seen when individuals' feels afraid and worry about making mistakes, and feels inferior because not being able to master learning well. Language Anxiety can affect students behavior in learning process.

Language anxiety that occurs in education environment, especially in major adults can not be separated from the problems experienced during the learning process. According to (Wu 2010; Zheng, 2008) Anxiety has been a matter of considerable interest in language education setting for educators since it is a major obstacle to foreign language learning that the learners need to overcome. So many learners who feel anxious when faced with a problem that make them hard to think. Language anxiety usually experienced from the problems that are considered difficult so that's make they are lazy and feel anxious. Language anxiety is an important factor that feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process.

In the relation of the problems above, the researcher is interested in investigating the research project entitled **“An Analysis of Students’ Writing Anxiety at Second Semester in English Language Education of Universitas Islam Riau (UIR)”**.

1.2 Identification of the Problem

Based on the background of the study, the researcher identifies the following problem in students’ writing anxiety in English Language Education Students at Second Semester. In this research, there are some identification of the problem.

First, The students have difficulties to understand the components of writing such as grammar, vocabulary words, and tenses. It is the general problem that students have in writing English.

Second, the students were worried about making mistake in writing. Especially when they start to write to their lecturer, or friends will look their written.

And the last, the students at second semester are show signs of anxiety in writing.

1.3 Focus of the Problem

In this research, the researcher will focus on the cause of An Analysis of Students' writing anxiety at second semester in English Language Education of Universitas Islam Riau.

1.4 Research Questions

Through classroom interaction, between the researcher and students, most of the problem is anxiety that effect the students ability. The statement make a researcher define, this research conducted to elicit answer in the following questions:

1.4.1 What are the factors contributed to students' anxiety in writing.

1.5 Objective of the Research

Based on the research statement, this particular study aimed to find out: The factors of Students' writing anxiety at second semester in English Language Education of Universitas Islam Riau.

1.6 Significance of the Research

The result of this study expected:

- 1.6.1 As source of information for further research on Writing Anxiety in English Language.
- 1.6.2 The researcher hope the students' are more motivated to practice their writing skills in English Language.
- 1.6.3 The researcher hope the lecturer can understand what the students' anxiety in writing, and the lecturer can improve their creativity in teaching classroom process.

1.7 Definition of the Key Terms

There are so many terms involved in this research to avoid misunderstanding to terms used in this research; the following terms are necessarily defined as follows:

1.7.1 Analysis

In this study means a research is carried to find out students' writing anxiety second or foreign language at second semester at English Language Education of Universitas Islam Riau.

1.7.2 Writing

According to Cheng (2002) Writing is an emotional and cognitive activity, that is, we think and feel while we are writing. Second language writing is also considered as a complex system of social, cultural and contextual factors, and of the learner's individual characteristics, such as institutional requirements, parental or social expectations, teaching and evaluation procedures, motivation, personality, self-confidence, learner's belief, L2 proficiency, and even gender and years in school.

1.7.3 Anxiety

According to Na, and Wei (2007) Anxiety, a complicated phenomenon, is a kind of emotion so the issue of anxiety in second language (L2) learning has concerned language educators and researchers for many years. A substantial amount of research has been conducted in this area and suggests that anxiety is an important factor in second language acquisition.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Concept of Writing

According to Ur (1996), writing is a process of communicating a writer's idea to the readers in written form. The primary role of writing is expressing the ideas and conveying the message. It means that writing is a process to enclose the idea from the writer to share some information to the reader. The writer must have a good process of writing, in order to have a good quality of writing. It makes the readers understand the message delivered.

Dealing with Brown (2001:336), defines writing is a thinking process, writers produce final written products based on their thinking after the researchers go through the thinking process. It means that writing needs some process of thinking. The students can improve their ability in writing by knowing the process of writing. Other statement from Sakolik in Linse (2006, p. 98), state that writing is a combination of process and product. This process refers to the act of gathering ideas and developing them into sentences or paragraphs whose function is to be understood by the reader. In other words, writing can be interpreted as a way of communication by changing observations, information, thoughts, or an idea into written language, so that it can be shared with others.

In the end writing is an activity that can express the emotional feelings that exist in the mind in written form. Hyland (2004:09), explains that writing is a way to share personal meaning. People construct their own thoughts about a topic. They will be happy to share their thoughts on a topic to each other. In this case, the views of people will be different from the others. It depends to what their belief in. Therefore, when the people constructing their views or ideas, their have to make it understandable and acceptable.

Based on the definitions declared by experts, the resarcher can conclude the writing is a process or the way of thinking to transferring message from the writer to the reader which becomes the part of language skills, and it means communications. For example, when the teacher ask the students to write related to certain topic, most likely they will collect information from a television, smartphone, radio. After they completed the information, they can start writing. In other words, the efforts that have been made by giving students the opportunity to express their ideas in written form about their linguistic component without being interrupted by evaluations made by their teacher. Therefore, they can freely communicate their ideas to the intended audience. One of the writing activities that they can do is assigning the journal writing. It will be a reference to the students to improve their writing ability.

2.1.2 The Components of Writing

Based on Raimes (1983, p.6) has suggested that in completing the writing the writer should know and master the components of writing, there are nine components of writing. They are :

- Content, the students must be paying attention to the relevance, clarity, organility, logic, etc.
- Syntax, the students should be able to arrange the sentence structure, sentence boundaries, stylistic choices, etc.
- Grammar, in here the students have to understand the rules for verbs, agreement, articles, pronouns, etc. It is the important thing that should be master by the writer. Because it is a basic point of writing to compose the words to be sentences, paragraph, and become essay.
- Mechanichs, there are three points of mechanics include handwriting, spelling, and punctuation.
- Organization, the students should know about paragraphs, topic, and support and unity.
- Word Choice, the students should understand how to apply the vocabulary, idiom, and tone.
- Purpose, the students should know the reason for writing.
- Audience, in here audience means the reader/s. The reader/s as a audience for part of writing.

- The Writer's Process, in here the students should be aware of how to get the ideas, write drafts, and revise the writing.

According to Jacobs et al. (1981) by Hedgcock and Lefkowitz (1992)

The students' were evaluated using the adapted English writing composition second or foreign language only focuses on five criteria. Namely; content, organization, grammar, vocabulary, and mechanics.

- *Content*, is consist of several aspect; development of thesis; coverage of topic; relevanxe of details; substance; quantity of details.
- *Organizations*: fluency of expression; clarity in the statement of ideas; support; organization of ideas; sequencing and development of ideas.
- *Grammar*: use of sentence structures and constructions; accuracy and correctness in the use or agreement, number, tense, word, order, articles, pronouns, etc.
- *Vocabulary*: range; accuracy of word/idiom choice; mastery of word forms; appropriateness of register; effectiveness in the transmission of meaning.
- *Mechanics of writing*: conventions of spelling, punctuation, capitalization, paragraph indentation, and so on.

2.1.3 The Purpose of Writing

Every activity has a purpose, also the writing. According to Raimes (1983, p. 4) on his book that is Technique In Teaching Writing, state there the purposes of writing are:

- a. To communicate with a reader
- b. To express ideas without the pressure of face-to-face communication
- c. To explore a subject
- d. To record experience
- e. To become familiar with the conventions of written English discourse (a text)

Based on the ideas above, there are five general purposes of writing for the writer, but the purpose of students is learning. Dealing with Coffin et al. (2003, p.20) mention several other purposes of writing for students. They are:

- a. Writing as assesment.
- b. Writing as an aid to critical thinking, understanding, and memory.
- c. Writing to extend students' learning beyond lectures and other formal meetings.
- d. Writing to improve students as future professionals in particular disciplines.

Based on the functions of writing above, the researcher can conclude that writing is an important factor in learning language for eduacte, and also persuade or assesment.

2.1.4 The Types of Writing

According to Brown (2003, p.220) defined that there are several types of writing:

1. Imitative

This type is for producing written language. The students must achieve skills in the fundamental, basic tasks of writing letters, word, punctuation, and short sentences. This includes the ability to spell word correctly and to perceive phoneme-grapheme correspondences in the English spelling system. At this stage, form is the primary. While context and meaning are secondary concern.

2. Intensive (Controlled)

For this type is more focuses in producing appropriate vocabulary within a context, collocations, idioms, and also correct grammatical features. This explain that the meaning and context are of some importance to determine correctness and appropriateness.

3. Responsive

Here, students are require to perform at a limited dioscourse level,connecting sentences into a paragraph, and make a sequence of two or three paragraph.

4. Extensive

This type implies successful management of all process and strategies for all purposes of writing, up to lenght of an essay, a term paper, or even thesis.

2.1.5 The Process of Writing

Harmer (2004, pp.4-5) has suggested that writing has four main elements, they are:

1. Planning

In planning, the writers have to think about three main issues: the purpose of writing, the readers or audience of writing, and the content structure of the writing. In this stage, the writer make a list of ideas related to the topic and plan what they are going to write in the first draft.

2. Drafting

Drafting is the first version of a piece of writing as draft. After the writers make the list of idea related to the topic. The writers begin to write based on the list that they already make. Then, the writer should develop their ideas without much caring about grammatical features, because all errors can be revised in the next step.

3. Editing

This stage needs some revising to make what writers already make. The editing process, the writers should check their grammatical features in writing, they will make some changes in their sentence, paragraph and so on. Because, the purpose of editing is to see their mistake in writing.

4. Final Version

In the last stage, the writers re-write thir draft after revising. The writers will have a good written text in the final product since they do writing

process. From the statement above, it can be conclude that writing is not easy, it need a long process to make it, such as planning, drafting, editing, and final version. And also, The writer should do the process step by step to produce the good writing.

2.2.1 Concept of Anxiety

Anxiety has many problems in learning foreign language especially in the writing ability. According to Kara (2013), Anxiety is the single of the factors that affects the process of learning. It means that the students feel confusing, lack confidence, difficult to understand and comprehend in learning language. Additionally, they took long enough time to organize their ideas. In advanced Horwitz et al., (1986), anxiety is a distinct multiple of self-perceptions, beliefs, feelings, and behaviors associated to classroom language learning arising from the otherness of the language learning process. In other words, anxiety can occur in different ways, depending on student understanding related to the language learning process.

Anxiety is one of the basic human emotions (Plutchik, 1980) and it is present in all person at some time, even occurring on a daily basis an indefinite period of time. In recent times, anxiety is widely recognized and accepted by language researchers that anxiety has an impact of foreign language learning. Anxiety can trigger some potential problems for students foreign language because it can interfere with acquisition, retention, and production of new languages. According to

Spielberger, (1983) the term “anxiety” refers to the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. Anxiety is a feeling that comes from within a person who refers to the autonomic nervous system so that it produces subjective feelings.

From the definitions above, it shows that all of the experts have almost the same thought about the symptoms of anxiety. It can be concluded that anxiety is a condition where a person experiences anxiety that affects his/her nervous system and physical condition. Anxiety is one of the big factors that can influence students in writing English. Students who are afraid and worried about writing English could be one of the causes, namely because of anxiety.

2.2.2 Kinds of Anxiety

According to MacIntyre & Gardner (1991:87) there are three kinds perspectives of anxiety :

First, trait anxiety, Trait anxiety may be defined as an individual’s likelihood of becoming anxious in any situation (Spielberger, 1983). A person with high level of trait anxiety would be highly likely to become worry in a number of different situations. A person who have low trait anxiety will be easily emotionally stable, calm and relax. High trait individuals perceive events as a threatening and will be more likely to respond with increased anxiety. Such anxiety may be conscious or unconscious. Trait anxiety has been shown to impair cognitive functioning, to disrupt memory, to lead to avoidance behaviors, and to have several other effects (Eysenck,

1979). It can change other cognitive functions, the memory becomes chaotic, causing avoidance behaviors, and others. Trait anxiety can occur in a variety of situations and times that cannot be determined, when he feels threatened, then his unstable emotions and can endanger himself or others. Someone who feels a trait anxiety represent by their ability to understand the nature of certain environmental stimuli and stressful situations as more or less difficult danger, they tend to have an attitude and reaction.

Second, state anxiety, it is a blend of the trait and situational approaches. State anxiety is apprehension experienced at a particular moment in time, for example, prior to taking examinations (Spielberger, 1983). It is a usually emotional condition characterized by tension, apprehension, and fear about some situation or activity. Also, it is can change over time and varying in terms of intensity and is not a permanent individuals' personality. In state anxiety the people feel afraid, subjectivity, worry and nervous that is related on the active of autonomic nervous system. State anxiety basically is caused from the external stimulus (thinking and idea) and it could be dangerous. So, this anxiety is not permanent but it always changing from time to time depend on the current conditions and situation. State anxiety appear from specific situation faced someone. Big example, situation in writing when do the test/evaluation more anxious rather than situation of writing when do not do the test.

Third, situation-specific anxiety. According to (speolbergers, 1983), the situation-specific anxiety the probability of becoming anxious in a particular type of situation. In writing specific anxiety this situation will be seen when students do not

know what they are going to write in their books or papers. where they will feel anxiety, worry, and may be nervous during these conditions.

Someone who feel a trait anxiety represents their ability to understand the nature of certain environmental stimuli and stressful situations, so they tend to have an attitudes and reactions. People who develop a more trait-anxiety are likely to react to large levels of stimulation, and will be able to worry in less dangerous and difficult situations. These people are more likely to show anxiety in certain circumstances, especially in normal daily life activities.

Meanwhile, someone who is experiencing anxiety is more likely to have feelings of stress and nervousness or unable to deal with any event. Moreover, high levels of state anxiety are particularly harmless. It can even paralyze the person's tendency to engage in adaptive behavior aimed at ending and overcome these feelings.

2.2.3 Symptom of Anxiety

Anxiety can come in many aspect of life. Sometime anxiety is attend by panic, dread, or fear where a person may experience, shortness of breath, racing heart, dizziness, and discomfort. Some people believe that anxiety is an additional inconvenience for students. There are several signs of anxiety that showed by anxiety symptoms involve in our daily life, Poole (2018:14) :

- a) Worry about actual life events (homework, an argument with a friend, and so on.

- b) Feeling self-conscious or awkward (meeting new people, giving a presentation.
- c) Physical symptoms like sweating or butterflies before a big moment. Some of the physical symptoms of anxiety include :
 - Upset stomach
 - Insomnia
 - Headaches
 - Muscle pain
 - Sweating
 - Trembling or shaking
- d) Realistic fear of dangerous, upsetting, or painful situation.
- e) Feeling upset or having trouble sleeping soon after a terrible event.

The symptom of anxiety above is very common for people who have anxiety disorder. It means anxiety is a condition when a people feeling uncomfortable with their physics and mind, they perceive that something bad happen in their life, and its will bother them.

2.3.1 Foreign Language Anxiety

According to Horwitz (2001) Second/foreign language anxiety related to the negative emotional reactions of the learners towards foreign language acquisition . Language anxiety “harms learners” performance in many ways, both indirectly through worry and self-doubt, and directly by reducing class participation and

creating overt avoidance of the language” (Xiang, 2004, p. 116). It can be concluded that second/foreign language anxiety is a main factor that becomes an obstacle for students to learn a foreign language. This second language anxiety has a negative impact on students both internally and externally.

In addition to the above definitions, foreign language anxiety (FLA) is one of the major individual constructs that has received extensive research attention in the field of second language acquisition (SLA). In addition to the above definitions, foreign language anxiety (FLA) is one of the major individual constructs that has received extensive research attention in the field of second language acquisition (SLA). Eysenck (1979) defines those students who feel anxious are aware of this interference and they attempt to compensate the anxious feeling by putting more effort in second language learning.

It can be concluded that language anxiety is a type of fear experienced in the context of a second or foreign language.

2.3.1.1 The Cause of Foreign Language Anxiety

Horwitz et al. (1986) divide foreign language anxiety into three components, such as:

1) Communication apprehension

According to Horwitz (1986) foreign language learners have difficulty not only speaking but also comprehending messages from others. It means, learners or students also have difficulty to understand the others. It arises from the inability of students to express mature thoughts and ideas.

2) **Test Anxiety**

Another source of anxiety is related to a test. test is also relevant to the discussion of foreign language anxiety. Test anxiety explained by Hurwitz et al. (1986) refers to an apprehension about academic evaluation.

3) **Fear of Negative Social Evaluation**

This type arises from a learner who needs to make a positive social impression on others. Students who have personalities that tend to fear negative evaluation will become strong candidates for experiencing anxiety in foreign language. MacIntyre and Gardner (1991) found that communication apprehension and fear of social evaluation were the main factors in foreign language anxiety, while test anxiety was just a general problem, and it was independent from the foreign language anxiety.

2.1.3.2 The Concept of Writing Anxiety

According to Hyland (2004) Writing is among the most important skills that second language students need to develop, and the ability to teach writing is central to the expertise of a well-trained language teacher. The importance of writing for students is the responsibility of an educator also because writing is one of the skills that students know is very difficult and must be evaluated by an instructor.. According to Daly and Miller (1983 : 327) writing anxiety is a situation and subject specific individual difference associated with a person's tendencies to approach or avoid situations perceived to potentially require writing accompanied by some amount of perceived evaluation. Students who feel anxious in writing will consider to

approache the situations that are think have a potential, but not everyone feels anxious in writing.

Writing anxiety is common among first, second, and foreign language writers (Cheng, et al 2004). Second and foreign language learners, who experience anxiety related to writing, are often afraid of not being able to express themselves clearly in their writing and will feel worried that readers of their writing will negatively judge them as a result. Writing anxiety manifets itself much as general language anxiety through excessive worry, self-evaluation, fear of others' judgments, and avoidance or excessive time spent on the composition process (Cheng, et al 2004).

2.1.3.3 Cause of Second Language Writing Anxiety Inventory

According to Cheng (2004), he says there are some cause of writing anxiety :

- Negative eevaluation of the teacher.
- Fear of writing tests.
- Lack of sufficient English writing practice.
- Insufficient writing practice.
- Problems with topic selection.
- Linguistic problems.
- Pressure for perfect work.
- Frequency of writing assignments
- Time pressure

2.1.3.4 The Level of Writing Anxiety

Writing anxiety is a negative feeling that the writer have when trying to produce ideas and words in text. Cheng (2004) state that three levels of writing anxiety, they are (1) Somatic anxiety (2) Cognitive anxiety (3) Avodance behavior.

1) Somatic Anxiety

Somatic anxiety as reflected in negative feelings. Symptoms of somatic or physical anxiety include headaches, dizziness, nausea and vomiting, diarrhea, tingling, pale skin, sweating, numbness, difficulty breathing, and sensation of tightness in the chest, neck, shoulders, or hands. These symptoms are produced by hormonal, muscular, and cardiovascular reactions. Children and adolescents with generalized anxiety disorder show a high percentage of physical complaints.

In this research, somantic anxiety defined mainly by items relating to increased physiological arousal. Meanwhile, the obstacle for students lies within itself which consciously or unconsciously has occured.

2) Cognitive Anxiety

Cognitive anxiety is an anxious thought that comes with somatic anxiety. Anxious thoughts worry about something, feel disturbed, or fear something that will happen in the future, the belief that something terrible happens without a clear explanation, fear of losing control, fear of inability to solve problems, think that they are all out of control, feel difficult to focus and concentrate. In this case, cognitive anxiety is a subjective component is related to the perception of arousal and, worry or fear of negative evaluation.

3) Avoidance Behavior

Based on behavioral theory, anxiety is products frustrating that everything that interferes with the ability person to achieve the desired objectives. According to Cheng (2004), avoidance behaviour as reflected in avoidance in writing. Additionally, avoidance behaviour consists of items that indicate avoidance behavior. Which is the students who are in this condition will stay away from things that frighten them.

2.1.3.5 The Effect of Foreign Language Anxiety

Language anxiety has become a major factor influencing students in learning a foreign / second language. Associated with social effects, social context can affect language anxiety in many ways. In compotitive classroom atmosphere, difficult interactions with the teacher or risk of embarrasment, or opportunity for contact with member of target language group may all influence language anxiety (MacIntyre, 1999). In addition, several studies illustrate the important role the social context plays in second language learning. macIntyre (1991) states that perharps the most recurring finding on language anxiety and one of its most important social effects is that anxious learners do not communicate as often as more relaxed learners.

Price (1991) revealed that some language students stated that they felt so anxious at times that they would rather stay away from thei language class. In this type is clearly seen as the most debilitating effect of language anxiety for individual language learners. This research is particularly interested in the academic, social, and personal effects of anxiety in writing a foreign language.

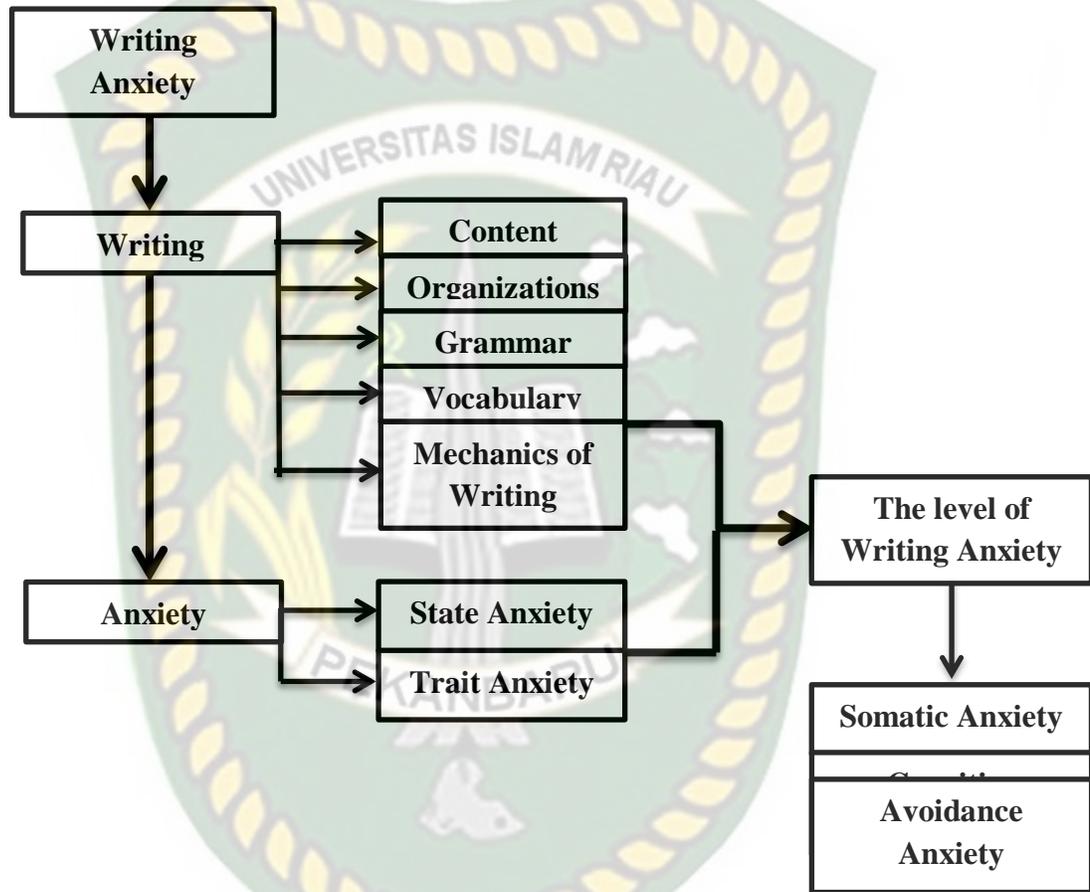
2.2 Relevance Studies

There are some relevant studies in this research who had done about students' anxiety. Some of them: Reni Kusumaningputri, et al (2018) in this project that is entitled "Second Language Writing Anxiety of Indonesian EFL Students". The purpose of this study was to investigate the causal factors of writing experienced by 44 volunteered Indonesian student from the first and second year college. In the study, the researcher used a mixed-method research approach, that combine elements of quantitative and qualitative approach. The result of this research showed that (1) time pressure and insufficient writing become two major causes of writing anxiety. From the interview, the participants have observed that they feel that time is one of the enemies in producing good writing. (2) Lack of skills or writing technique become this causal factor of writing anxiety. They are not sure of what is good writing, and what to write when asked by the teacher, they feel their anxiety rise.

The result indicated that the students indeed had comparatively high anxiety in English learning, especially in writing. Some suggested for reducing students; anxiety were proposed for teachers. More guidance from teachers to improve writing techniques, train students for tests on time, provide promptings with familiar vocabulary, encourage students to see that making mistakes as part of learning helps reduce student writing anxiety levels.

2.3 Conceptual Framework

The conceptual framework from writing anxiety. It needs to perceive how a writing anxiety student is in the second or foreign language.



2.4 Assumption

In this study, researchers assume that the second student in the English Department Program get a problem in the first indicator which is called personal and interpersonal in second or foreign language.

CHAPTER III

RESEARCH METHODOLOGY

This chapter present a description of the method used in the reserach to investigate students' writing anxiety to write English, and also in this chapter will be discuss about the research design, the location, and time, the population and sample as well, and then the instrument of the research, the data collection technique, and data analysis technique.

3.1 Research Design

In here, the writer investigated the causes of students' writing anxiety to write English. This research conducted by using qualitative design with case study approach to investigate the causes of students' writing anxiety. Qualitative research is a form of social action that stresses on the way of people interpret, and make sense of their experiences to understand the social reality individuals (Mohajan, 2018).

The research used questionnaires and interview to obtain, and analyze. The research carried out at the second semester student of English Language Education in Universitas Islam Riau. The writer will take one variable only, and it is describing about An Analysis of Students' Writing anxiey at Second Semester in English Language Educaction of Universitas Islam Riau (UIR).

3.2 Source of Data

The research used the second semester students' in English Language Education of University of Riau (UIR) as a subject of the research in academic year 2020/2021 with location is on Jl. Kaharuddin Nasution Marpoyan. The time of this research started from March until finish. The reason why the researcher choose Islamic University of Riau as the location of the research is because the research found that many students have a problem to writing English. Another reason why the research taking this university as the location is because this university still easier to access for researcher, and also the researcher is a student of English Department in Islamic University of Riau (UIR).

3.2.1 The Population of the Research

The population of this research is the second semester students at English study program UIR Pekanbaru. The total of students at second semester are 95. It devide into two classes. And in this case the total number of the sample describe in the following table bellow:

Table 3.1 The Population of the second semester English department

NO	CLASS	MALE	FEMALE	TOTAL
1	2A	10	40	49
2	2B	8	38	46

Total Population	95
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3.2.2 The Sample of the Research

The technique used to determine the sample of this research is cluster random sampling, it means every number of populations has an similar and independent change of being selected for the sample. The sample technique used is cluster random sampling which technique is done randomly in choosing sample from the population regardless to existing strata in the population (Sugiyono, 2008)

The research take two class 2A and 2B as the sample of the research. The students of class 2A and 2B consist of 40 students.

Table 3.2 Sample of the Research

NO.	CLASS	SAMPLE
1.	2A	23
2.	2B	17
TOTAL		40

3.3 Research Instrument

3.3.1. Questionnaire

In order to measure the level of students' writing anxiety, this researcher used the adaptation and translation based on Second Language Writing Anxiety Inventory (SLWAI) by Cheng (2004). SLWAI, in its function to validate the detail information of students about writing anxiety in English second or foreign language. Additionally, SLWAI consist of 22 questions with answers response options around 1-5 each item. There are 5 points is range from "Strong Agree" (SA), "Agree" (A), "Uncertain" (U), "Disagree" (D), "Strongly Disagree" (SD). This kind of questionnaire suited to the participants' of language learning situation context to the word "Second or foreign language" used in the original SLWAI. The specification of the questionnaire above can be describes as follows :

Table 3.3 The Factor of Anxiety of SLA

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

3.3.2. Interviews

Based on Fraenkel et. al. (2012) interviewing is the most important data collection technique a qualitative writer possesses. The researcher conducted interviews after students collected their questionnaires. For interviews, the researcher selected randomly students. The researcher used interviews to strengthen the data and explore students' thoughts deeper, so that the analysis can be more valid.

Table 3.4 The Question of Interview

No	Indicators	Questions
1.	Somatic Anxiety	Why do you feel nervous while writing your English compositions under time pressure?
2.	Avoidance Anxiety	If you are asked to write English compositions, why do you choose to avoid it?
3.	Cognitive Anxiety	Why do you feel nervous when your writing English compositions will be evaluated?

3.4 Data Analysis Technique

Before analysing the data, depend on the data collection technique, the researcher follow the procedures to analyze the data to find out about the percentage of the students' response related in students' writing anxiety. In order to analyze the data, the researcher used the formula below:

$$P = \frac{F}{N} \times 100$$

Information :

P. Percentage

F. Frequency of each answer that the respondent has chosen

N. Number of respondents

3.4.1 Analyzing Questionnaire

According to (Babbie, 1990:377) questionnaire is defined as a document containing questions and other types of items desgin to solicit information appropriate to analysis. For this research, the researcher used the questionnaire is equally in survey resarch. This questionnaire consists of three subscales such as, Somatic anxiety, Cognitive anxiety and Avoidance behavior. And this is the numbers of items from the three types were as follows: Cognitive anxiety (1, 2, 3, 4, 5, 6, 7),

Somatic Anxiety (8, 9, 10, 11, 12, 13, 14), and Avoidance Behavior (15, 16, 17, 18, 19, 20, 21) and it can be seen in Appendix I. Here, the researcher used Ms. Word to analyze the most dominant type and the factor of writing anxiety experienced by the students.

3.4.2 Analyzing Interviews

In order to avoid any miss material during the process of obtaining data, the researcher used interviews for students by recording the conversation. The next step is to listen the recording and tran-scribe what reseacher heard from the recording. When the material was arranged into words to text, the writer attempted to study the text as well as comprehend the meaning. It was done based on writers' obligation to maintain the dignity of the participant in presenting his or her speech in writing.

CHAPTER IV

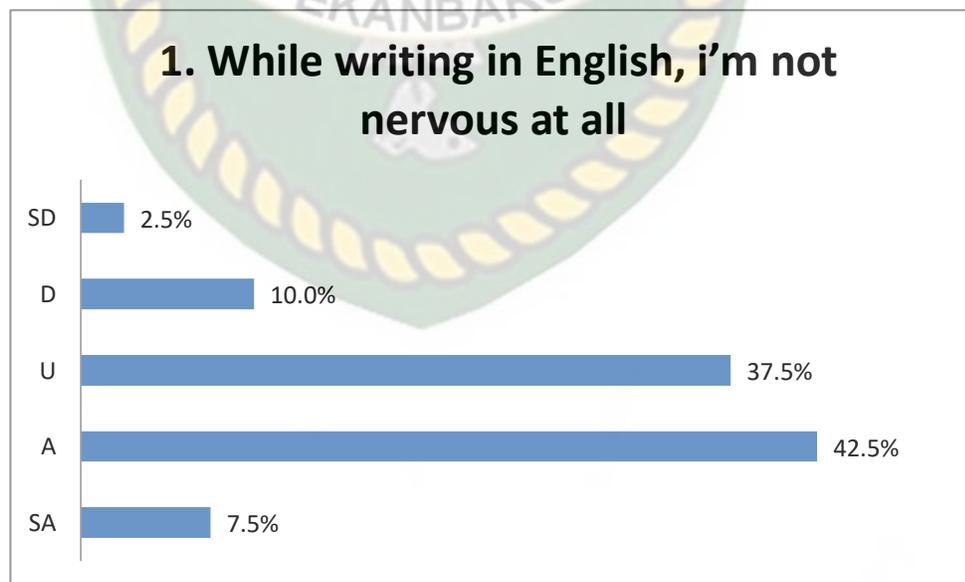
RESEARCH FINDINGS

In this chapter, the researcher present the result and the discussion of the research data. The result of the data shows the frequency of each statement in graphical form.

4.1 Data Description

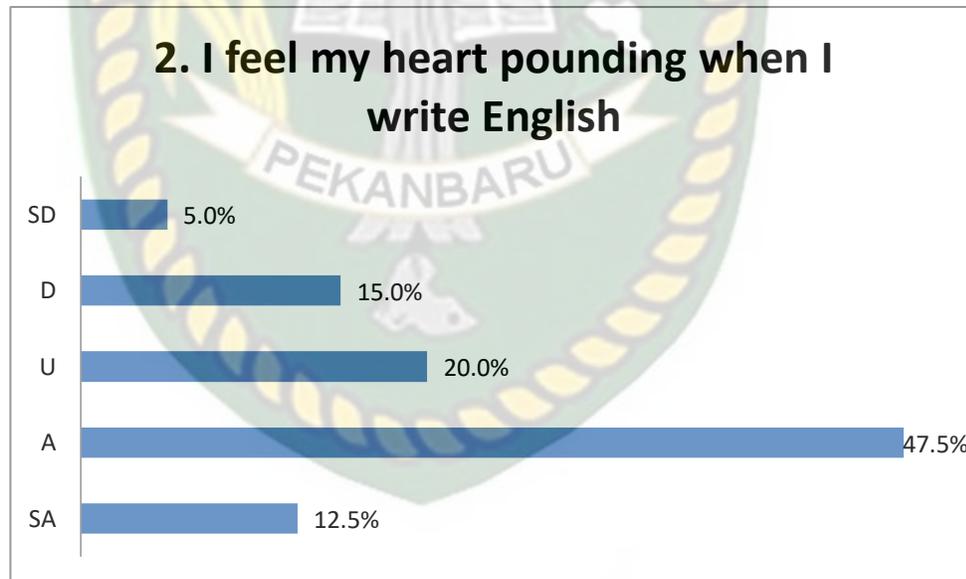
4.1.1 Result of Questionnaire

After the researcher collecting the data, the frequency of each statement was analyzed by categorize the frequency into percentage. Then, the researcher input the data into the graphic. The following chart shows the frequency of the first statement. It can be seen in chart 4.1.



The chart shows the percentage of students who are never nervous when writing in English. From forty students, 42.5% of students *agree* with the statment and 7.5% of them who choose *strongly agree* with the statment. It means that they are not feel anxious while writing in English. There are only 10% of students who do not agree on the statment. It implies that the students always feel nervous when writing in English. But 2.5% which is only one of the student express that feel strongly nervous to writing in English. There were 37.5% of the students who feel uncertainty between they feel nervous or not while writing in English.

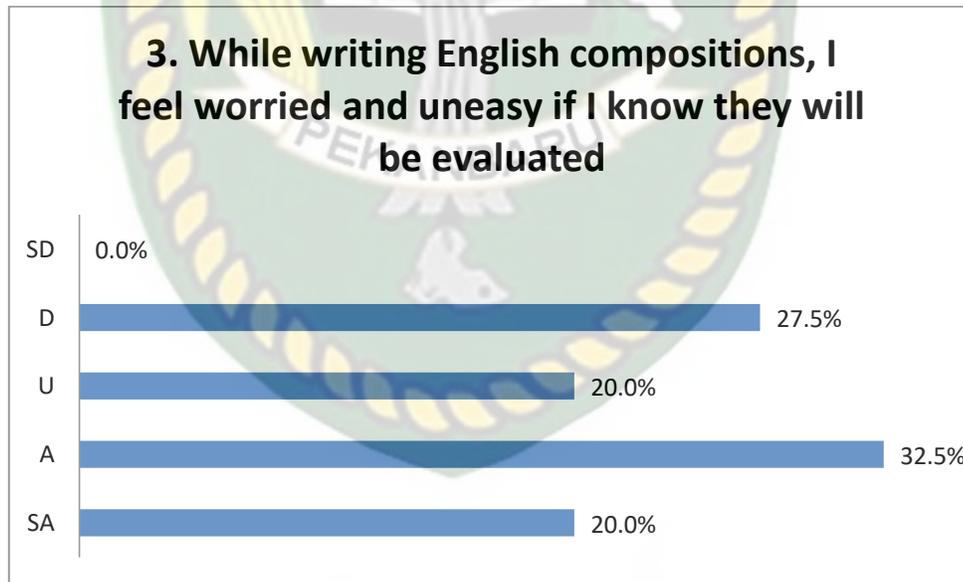
The second statement was also analyzed same like the statement before. The results is presented in chart 4.2.



The chart performs the students' response about will they feel heart pounding or not when they write English compositions under time constraint. In fact, 47.5% of

40 students say that they are feel heart pounding when they are write English compositions under time constraint. Even, about 12.5% of the students express that they are strongly feel they heart pounding when they write English compositions under time constraint. It concluded that the students feel anxiety and guilty writing in English. There are 15% of students who do not feel the heart pounding when write English compositions under time constraint. Even there are 5% of them feel *strongly disagree* for the statement. On the other hand, 20% of them who do *uncertain* with the statement.

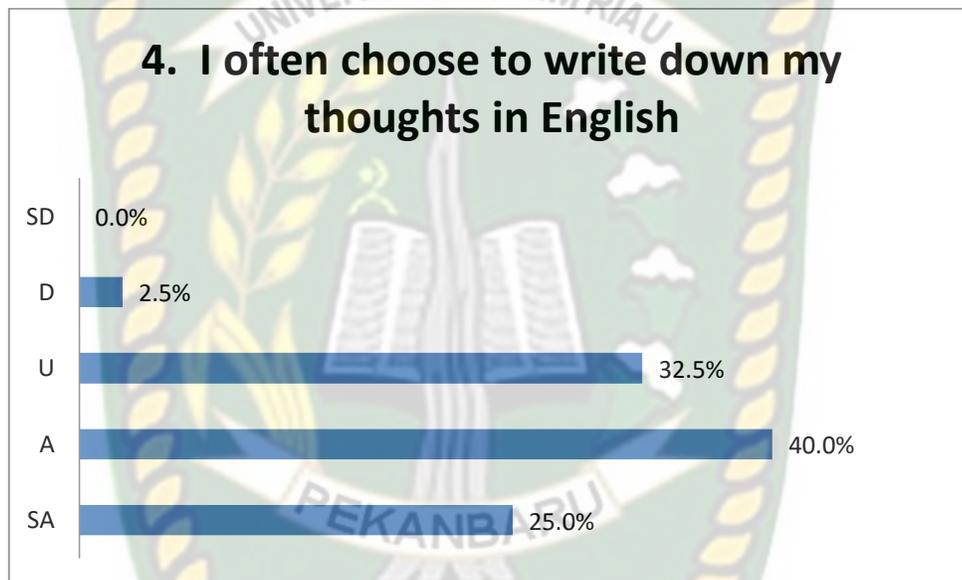
The following chart presents an analysis of students' responses to the 3rd statement. The completion process in chart 4.3.



From the graphic above, we can see that 32.5% of the students recognize that they feel worry and uneasy if they know they will be evaluated. There are 20% of the

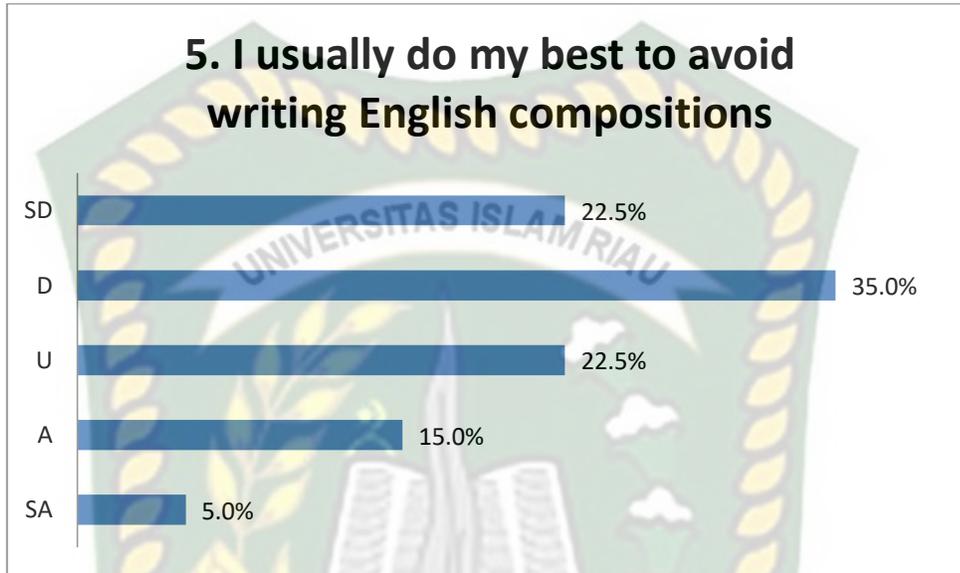
students who *strongly agree* feel worry and uneasy with the statement. Furthermore, there are 27.5% of the who do not agree with the statement. And 20% of them not sure about what they feel.

Students' responses to the 4th approval was also analyzed with the approval being graphic. How is presented in chart 4.4.



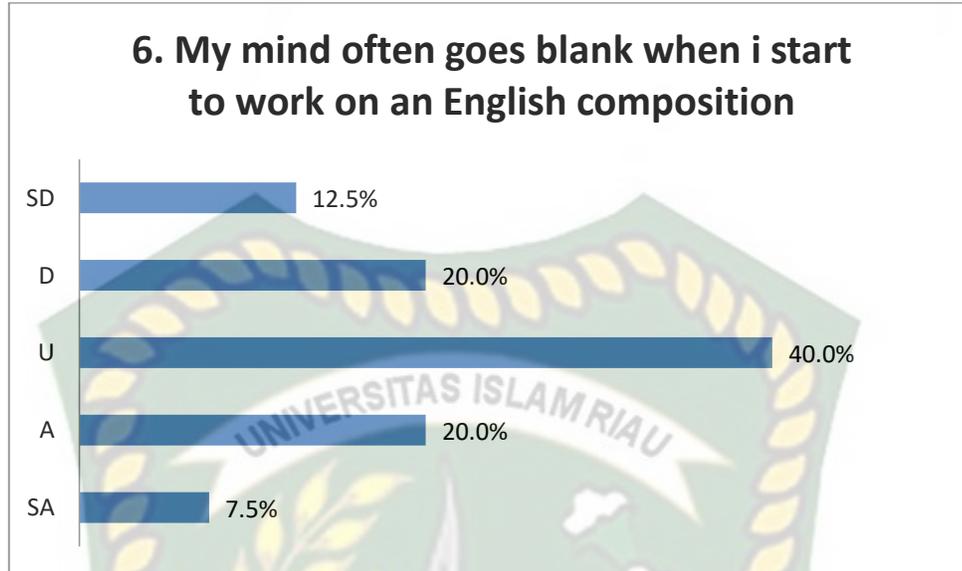
The graphic shows the result of the students on the statement above. There are 40% of the students give the response *Agree* with the statement and 25% of students who responses *strongly agree* to write down they thoughts in English. While, 32.5% of them give response *Uncertain* for the statement. And only 2.5% choose *Disagree*. It means that the most of students often choose to write down their thoughts in English.

The 5th statement try to understand whether students are deliberately avoid discussing in English. How is presented in chart 4.5.



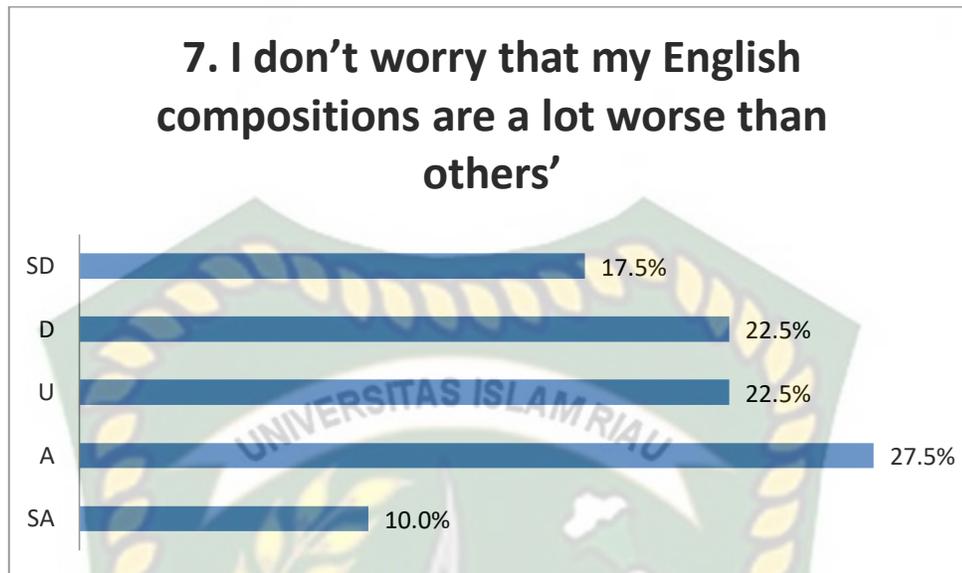
The chart presents that the most of the students do not feel anxious in writing English. It can be seen from the percentage, which 35% admitted that the students do not avoid to writing English compositions. It is also supported by 22.5% of the students who choose *strongly disagree* for the statement. There are 20% of them who accepted that they feel to do their best to avoid writing English compositions. Furthermore, 22.5% of them are not sure from the statement.

The next chart is a graph of the percentage of students 'responses to whether the students' minds often become blank when they start working on English composition. The result is presented in chart 4.6.



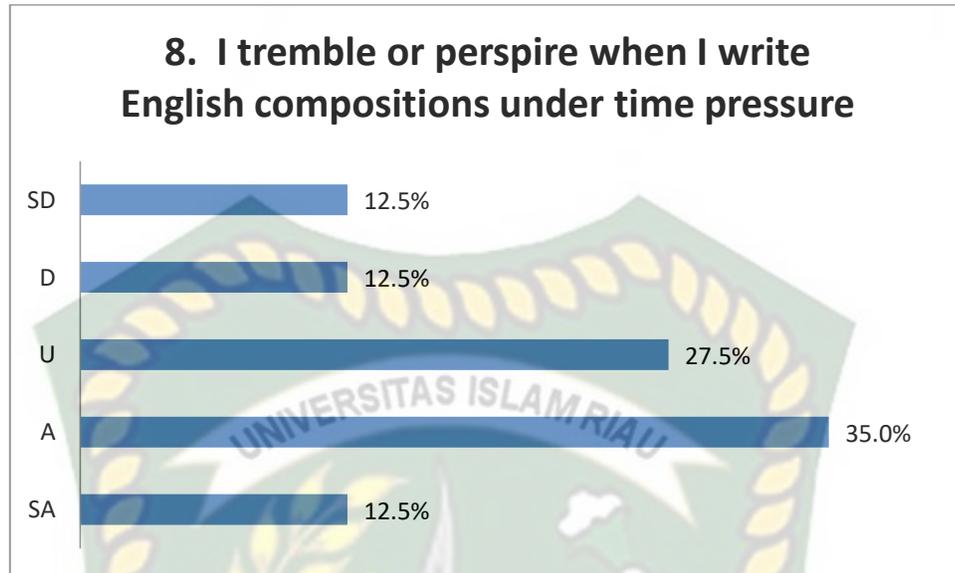
The chart shows the percentage of students' response for the 6th statement. The graphic presents that almost all of students give *uncertain* response. As we can see, about 40% of them *uncertain* for the statement. There are 20% of the students who choose *disagree*. While, 12.5% of the students give response *strongly disagree*. Furthermore, 20% give response *agree* and 7.5% give response *strongly agree*.

The 7th statement has a goal to find out the students worry if their English compositions are a lot worse than others. The percentage is presented in chart 4.7.



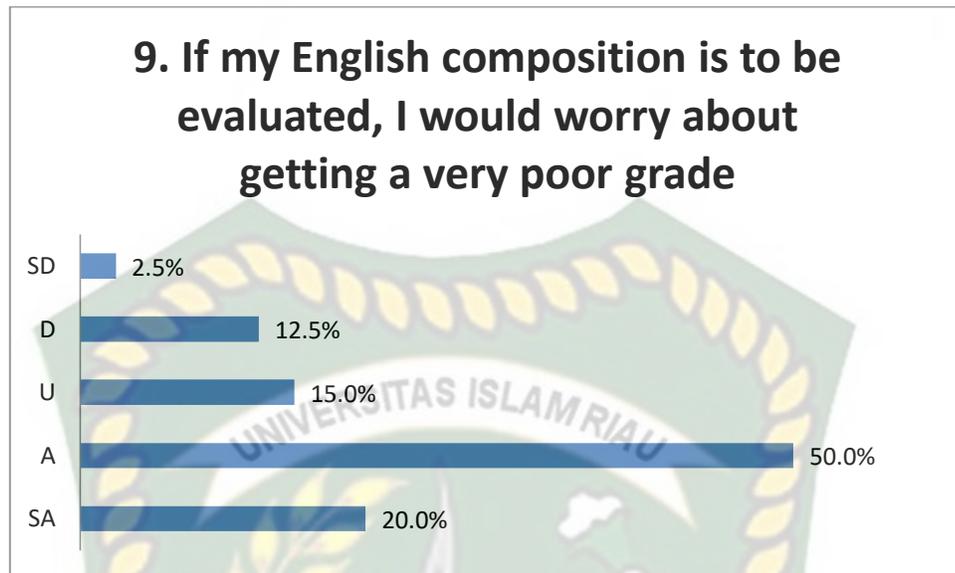
The chart above informs that 27.5% of students do not feel worry if their English compositions are a lot worse than other students. Even, 10% of them shows that they are *strongly agree* with the statement. Totally, there are 42.5% reject the statement. It means 42.5% of the students who feel worry because their English compositions are a lot worse than others. While, the graphic presents that there are 22,5% of them who give response *uncertain*. Possibility they are still not sure about what they feel.

The 8th statement is aimed to identify the symptoms of anxiety of students who usually happened in our body. The result shows in chart 4.8.



Based on the graphic percentage above, it can be implied that 35% of students admitted that they are usually feel tremble or perspire when write English composition under time pressure. 12.5% of them *strongly agree* with the statement. On the other hand, 25% of the students admitted that they do not have problem if they must write English compositions under time pressure. Additionally, 27.5% of them feel uncertain about what they feel on that condition.

The percentage of students' response toward the 9th was obtained. The result show in chart 4.9 below.



This chart shows almost students feel worry when they English composition is to be evaluated and they get a very poor grade. There are 50% of forty students *agree* with the statement. Additionally, 20% of them also *strongly agree* with the statement. Their anxiety increases if they get a very poor grade when English composition is to be evaluated. However, there are only 15% of the students who not feel worry from the statement. 15% of them who uncertain with the statement.

The 10th statement aims to clarify the percentage of students who avoid situations where they have to write in English. The percentage is performed in chart 4.10.

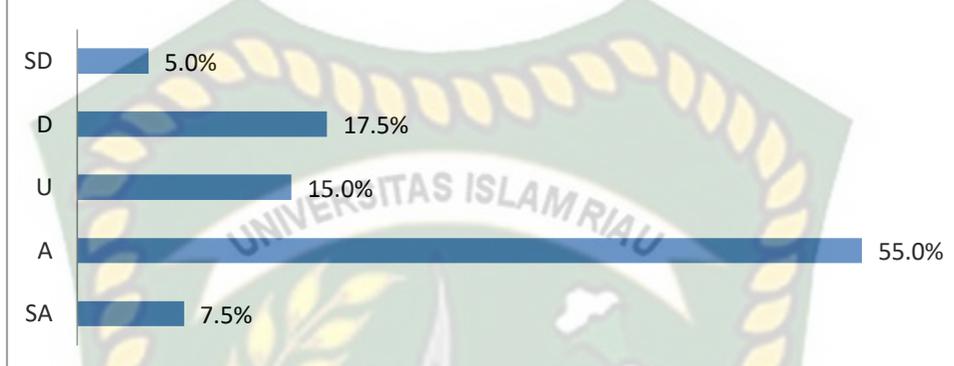
10. I do my best to avoid situations in which I have to write in English



The chart 4.10 shows the percentage of students who do their best to avoid situations in which they have to write in English. It is shows that 22.5% of the students *agree* about avoid the situations in which they have to write in English. Meanwhile, 27.5% of students do not agree for the statement. Even, 25% of the students *strongly disagree* in this statement. In other way, 25% of the students give *uncertain* response for the statement.

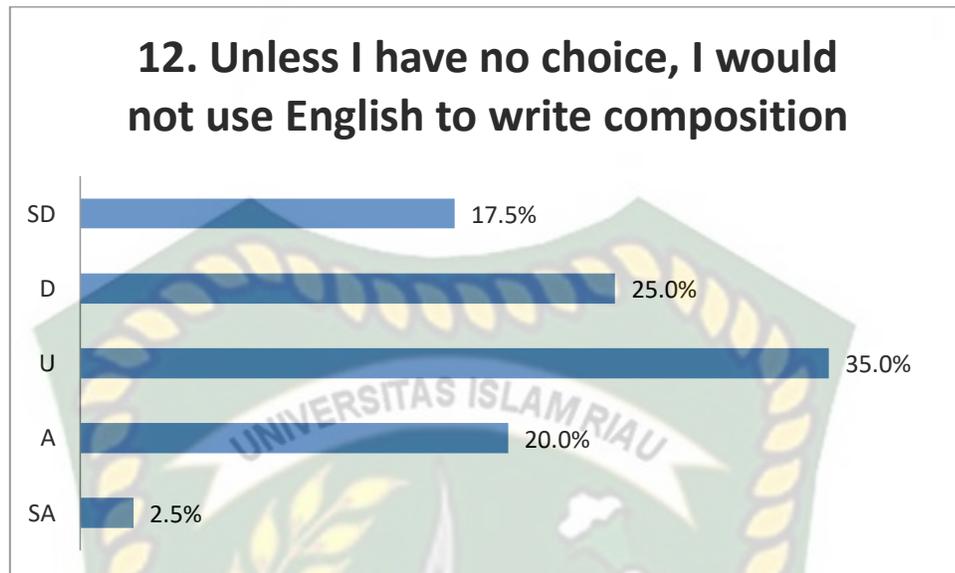
The 11th statement has a goal to clarify the percentage of the students who feel their thoughts become jumbled when they write English compositions under time constraint. For this reason, the percentage is present in chart 4.11.

11. My thoughts become jumbled when I write English compositions under time constraint



From the chart above, more than half of total of the students admitted for the statement. There are 55% admit that they agree they thoughts become jumbled when they write English compositions under time constraint. The graph also shows that 7.5% of students response *strongly agree* to the statement. Conversely, 22.5% of students *disagree* with the statement. 5% of respondents gave *disagree* and 5% responded strongly to agree.

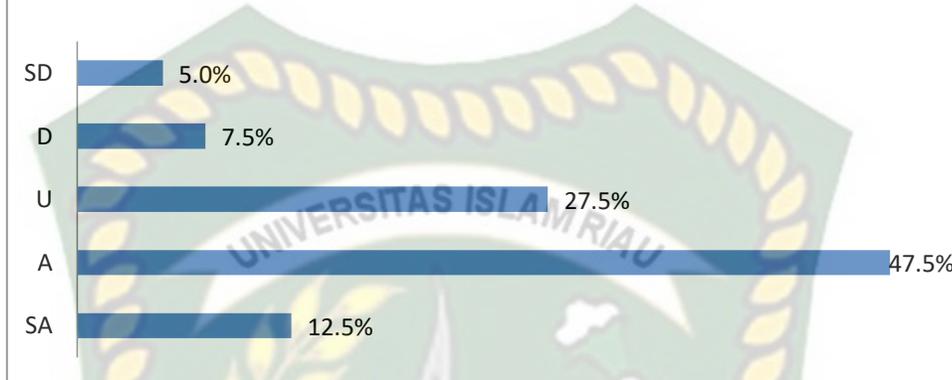
The 12th statement is aimed to know the percentage of students response about if they have no choice they would not use English to write composition.



From the forty students, 35% of them give the *uncertain* response toward the statement. It means, they still not sure about what they feel related from the statement. While, there are 20% of students who choose *agree* and 2.5% of them choose *strongly agree* for the statement. It can be concluded that they feel anxious because they would not use English to write composition. On the other choice, 42.5% of the students give the negative response for the statement.

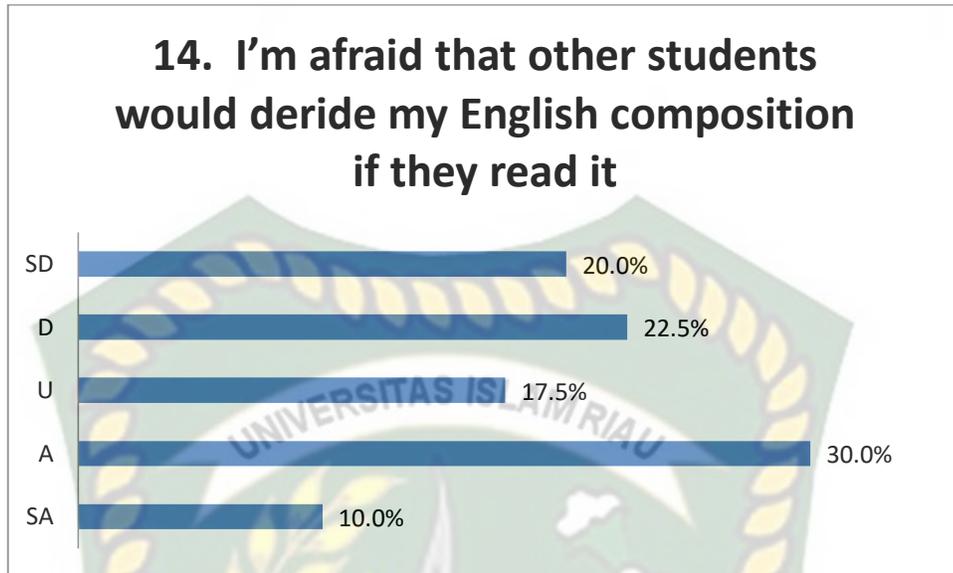
The 13th statement is aimed to clarify the percentage of students who feel panic to write English compositions under time constraint. The percentage is showed in chart 4.13.

13. I often feel panic when I write English compositions under time constraint



Based on the chart above, there are 47.5% of the students who feel deal related to the statement. Even, 12.5% of the students admitted that they are *strongly agree* toward the statement. They feel panic if they write English compositions under time constraint. In other way, 12.5% of them strongly do not agree if they feel panic when write English compositions under time constraint. On another response, 27.5% of the students give *uncertain* for the statement.

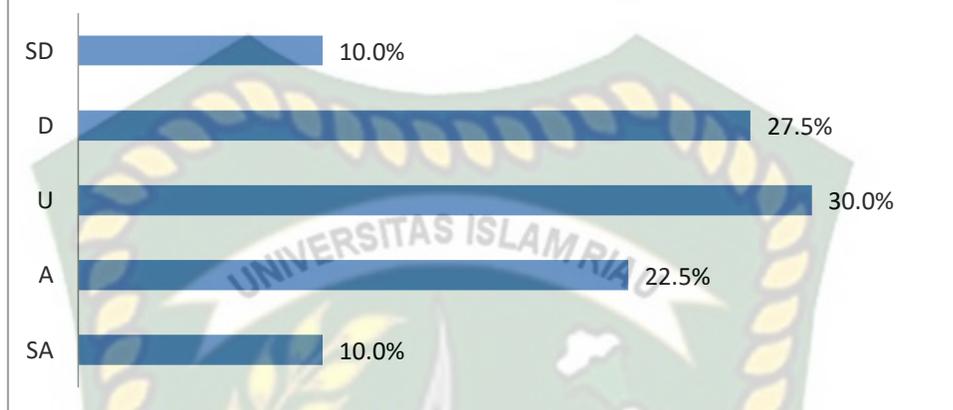
The 14th statement is purposed to know the percentage of students fear if other students would deride English composition if they read it. The percentage is presented in chart 4.14.



Related from the statement above, there are 30% of forty students who deal to the statement. 10% of them admitted the statement by giving response *strongly agree*. It means that the students get afraid if the other students deride English composition if they read it. on contrary, 22.5% of the students who do not accepted the statement. Even, 20% of them do not deal to the statement by giving response *strongly disagree*. It implies they are not feeling afraid when another students read English composition and deride it. furthermore, 17.5% of the students give response “Uncertain” with the statement.

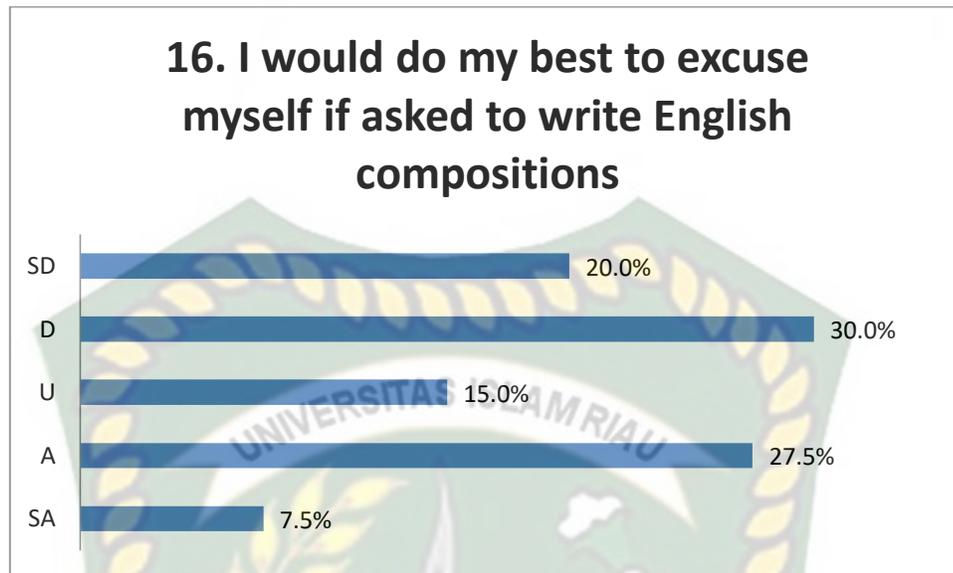
The following chart is presented students express when unexpectedly they asked to write English compositions. The result is presented in chart 4.15.

15. I freeze up when unexpectedly asked to write English



Based on the result percentage above, the researcher found the most of the students response *uncertain* to the statement. It is because there are 30% of the students who feel uncertain about they feel freeze up or not when unexpectedly asked to write English compositions. 22.5% of the students accepted by giving response *agree* for the statement. Even, 10% of the students also received a statement by giving *strongly agree*. On the other hand, there are 27.5% of the students giving response *disagree*, and 10% of them giving response *strongly disagree* for the statement. It can be concluded 37.5% of the students who reject the statement.

The 16th statement has a goal to identify the percentage of the students who still avoid if asked to write English compositions. The percentage is presented in chart 4.16.



The result of this statement, there are 50% of forty students do not agree for the statement. They reject the statement that they do not excuse to avoid themselves if asked to write English compositions. The opposite, there are only 35% of students who accept the statement. It means, they will do anything to excuse when they in condition write English compositions. Furthermore, 15% of them giving *uncertain* for the statement.

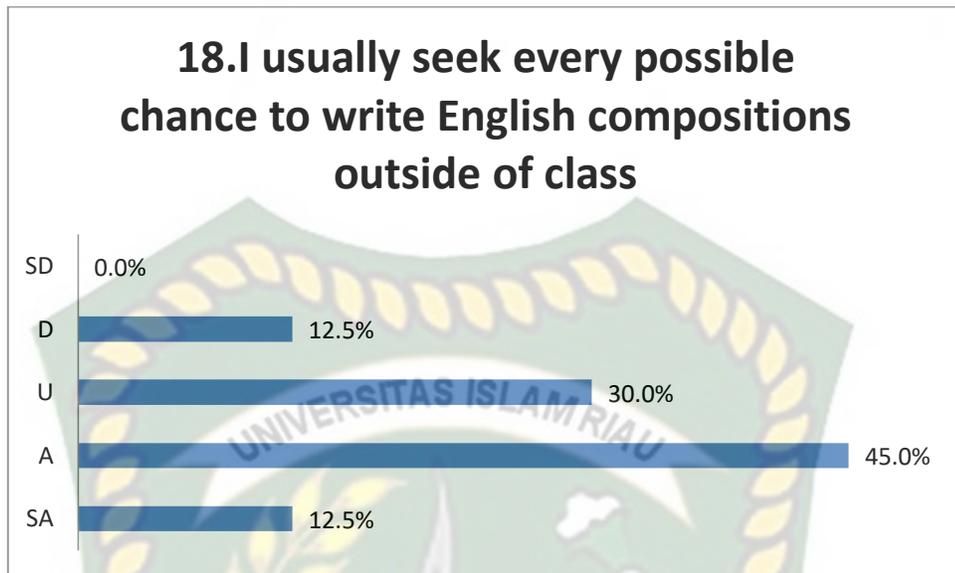
The 17th statement is meant to clarify the percentage of students who feel worry or not about what people would think of English compositions. The percentage is performed in chart 4.17.

17. I don't worry at all about what other people would think of my English compositions



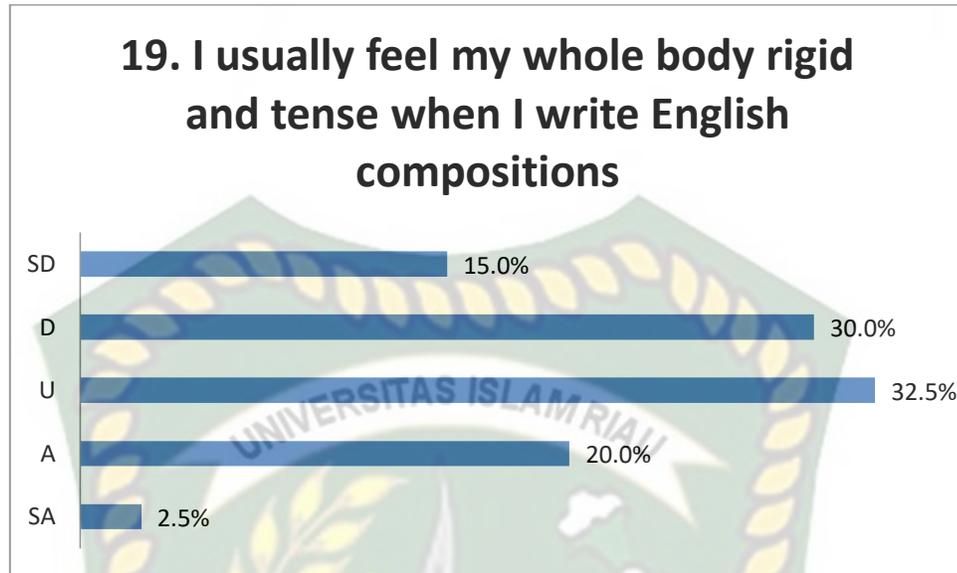
From the forty respondents, the researcher find the most of students give the positive response toward the statement. We can see from the students who give response *agree*. It selected 32.5% of them. Even, 27.5% of the students give response *strongly agree* toward the statement. The researcher can conclude that they do not feel worry about what people think of they English compositions. However, there are 35% of the students who give *uncertain* response toward the statement. And only 5% of them who give negative response toward the statement.

The 18th statement aims to know the possible chance of students to write English compositions outside of class. The result is showed in chart 4.18.



For the 18th statement, it can be seen that almost half of the students give positive response. Which is 45% of the students response by giving *agree* and 12.5% of them give response *strongly agree* toward the statement. While, for *uncertain* there are 30% of the students choose that and the rest of them give the response *disagree* for the statement. It means, that they do not worry of writing English compositions.

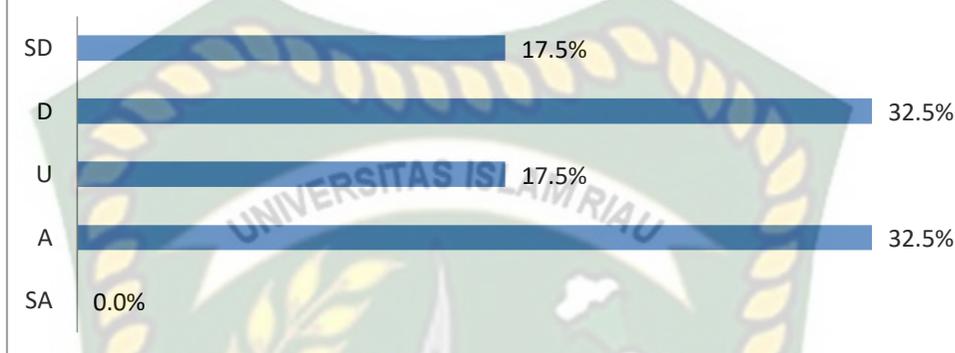
The next is the chart of the 19th statement. It aims to clarify the percentage of the students whose feel the body rigid and tense when write English compositions. The percentage is performed in chart 4.19.



The chart shows that the most of students rejected the statement. It is proved by 30% of them give response *disagree* and 15% of them give response *strongly disagree*. On contrary, there are only 22.5% of the students accepted the statement. They feel the whole body rigid and tense when write English compositions. However, there are 32.5% of the students give response *uncertain* toward the statement. It means, the students are still doubts about what they feel from the statement.

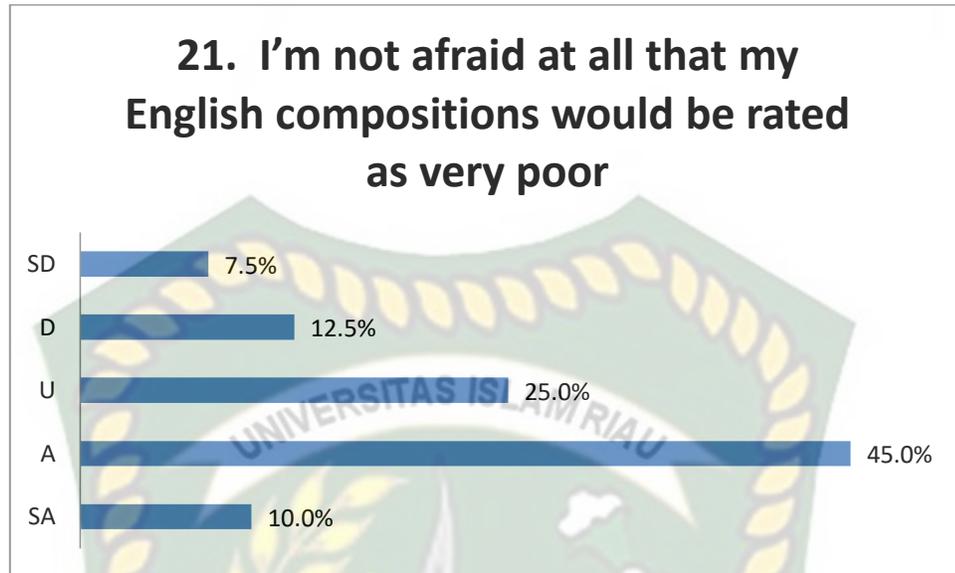
The chart of 20th is meant to present the percentage of students who afraid of English composition being chosen as a sample in language class. The result can be seen in chart 4.20.

20. I'm afraid of my English composition being chosen as a sample to be discussed in class



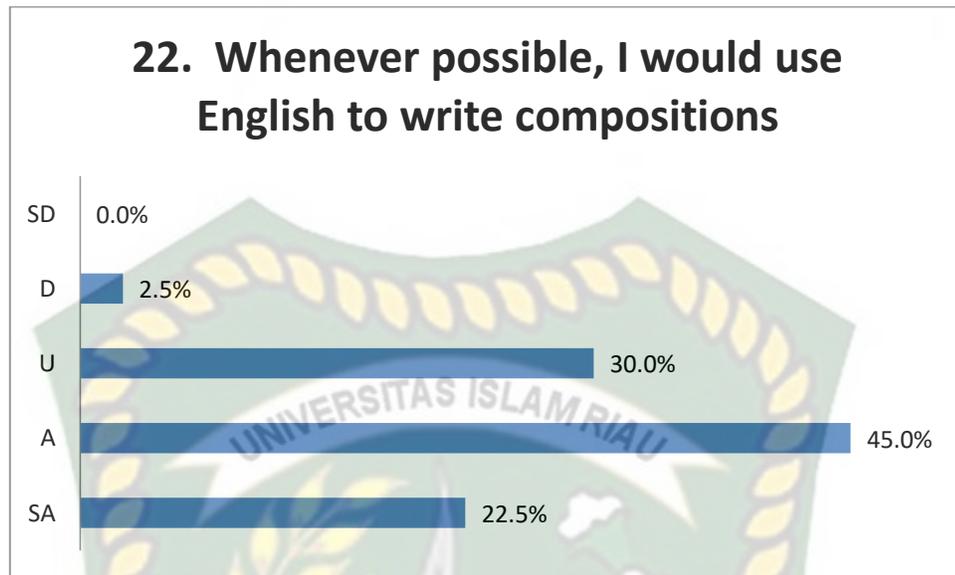
From the chart, the researcher find there is a balance responses between *agree* and *disagree*. It is seen from the percentage. That is, 32.5% of the students admitted that they feel afraid if they English compositions being chosen as a sample in the class. The opposite, 32.5% of them reject that they feel toward statement. It is also supported by 17.5% of the students who *strongly disagree* with the statement. And there are only 17.5% who give response *uncertain* for the statement.

The following chart is the graphic of 21st statement. It is the result of the students' percentage who assumes that if they English compositions would be rated as very poor, the do not need to feel afraid. The result can be seen in chart 4.21.



The chart tells us that from forty students 45% of the students support the statement. There are 45% of the students who not feel afraid if they English compositions would be rated as very poor. 10% of them also supported the statement by giving response *strongly agree*. On contrary, there are 20% of the students who reject the statement by giving response 12.5% *disagree* and 7.5% give response *strongly disagree* toward the statement. It means that they feel afraid if they English compositions would be rated as very poor. While, another students give 25% response *uncertain* for the statement.

The following chart is purposed to identify the students chance to use English compositions in writing. The percentage elaborated in chart 4.22.



From the last chart above, there are 45% of the students who accept the statement. Even, 22.5% of them give response *strongly agree* for the statement. It can concludes that almost students want to write English compositions whenever possible. However, 30% of the students give response *uncertain* toward the statement. And the rest of the students reject the statement.

4.2 The Result of Students' Perceptions Based on Indicators

To investigate the students' anxiety on writing English, the researcher gave three indicator that students applied. In this section the researcher discussed about students answer of somatic Anxiety.

Table 4.1 Somatic Anxiety

No	Explanation					
	Statement	SA	A	U	D	SD
1.	I feel my heart pounding when I write English	12.5 % (5 students)	47.5% (19 students)	20% (8 students)	15% (6 students)	5% (2 students)
2.	My mind often goes blank when I start to work on an English composition	7.5% (3 students)	20% (8 students)	40% (16 students)	20% (8 students)	12.5% (5 students)
3.	I tremble or perspire when I write English compositions under time pressure	12.5% (5 students)	35% (14 students)	27.5% (11 students)	12.5% (5 students)	12.5% (5 students)
4.	My thoughts become jumbled when I write English compositions under time constraint	7.5% (3 students)	55% (22 students)	15% (6 students)	17.5% (7 students)	5% (2 students)
5.	I often feel panic when I write English compositions under time constraint	12.5% (5 students)	47.5% (19 students)	27.5% (11 students)	7.5% (3 students)	5% (2 students)

6.	I freeze up when unexpectedly asked to write English	10% (4 students)	22.5% (9 students)	30% (12 students)	27.5% (11 students)	10% (4 students)
7.	I usually feel my whole body rigid and tense when I write English compositions	2.5% (1 students)	20% (8 students)	32.5% (13 students)	30% (12 students)	15% (6 students)

The result on the table 4.1 of the somatic anxiety , the **first** statement (I feel my heart pounding when I write English) there were 47.5% students choose *agree*. It can be concluded that almost the students feel their heart pounding when they are writing in English. The **second** statement (My mind often goes blank when I start to work on an English composition), the students was uncertain about how they felt, it because 40% students choose *uncertain*, only 20% choose *agree* for this statement. The result of the **third** statement (I tremble or perspire when I write English compositions under time pressure) conclude that the students sometimes felt tremble or perspire if they are write English compositions under time pressure, 35% students choose *agree* for the third statement. The **fifth** statement (I often feel panic when I write English compositions under time constraint) shows students thought become jumbled when they are write English undertime constraint, there were 55% students choose *agree* on this statement. For the **sixth** statement (I freeze up when unexpectedly asked to write English), 30% students choose *uncertain* which is they

doesn't know how what they felt when unexpectedly asked to write English. 27.5% students *disagree*, and 22.5% students admitted. For the **seventh** statement (I usually feel my whole body rigid and tense when I write English compositions), there were 32.5% students choose *uncertain*.

Table 4.2 Avoidance Anxiety

No	Explanation					
	Statement	SA	A	U	D	SD
1.	I often choose to write down my thoughts in English	25 % (10 students)	40% (16 students)	32.5% (13 students)	2.5% (1 students)	0% (0 students)
2.	I usually do my best to avoid writing English compositions	5% (2 students)	15% (6 students)	22.5% (9 students)	35% (14 students)	22.5% (9 students)
3.	I do my best to avoid situations in which I have to write in English	0% (0 students)	22.5% (9 students)	25% (10 students)	27.5% (11 students)	25% (10 students)
4.	Unless I have no choice, I would not use English to write composition	2.5% (1 students)	20% (8 students)	35% (14 students)	25% (10 students)	17.5% (7 students)
5.	I would do my best to excuse myself if	7.5% (3 students)	27.5% (11 students)	15% (6 students)	30% (12 students)	20% (2 students)

	asked to write English compositions	students)	students)	students)	students)	students)
6.	I usually seek every possible chance to write English compositions outside of class	12.5% (5 students)	18% (18 students)	30% (12 students)	12.5% (5 students)	0% (0 students)
7.	Whenever possible, I would use English to write compositions	22.5% (9 students)	45% (18 students)	30% (12 students)	2.5% (1 students)	0% (0 students)

The result on the table 4.2 of the avoidance anxiety , the **first** statement (I often choose to write down my thoughts in English) there were 40% students choose *agree*. It can be concluded that almost the students want to write their thoughts in English. The **second** statement (I usually do my best to avoid writing English compositions), the students was uncertain about how they felt, it because 40% students choose *uncertain*, only 20% choose *agree* for this statement. The result of the **third** statement (I tremble or perspire when I write English compositions under time pressure) conclude that the students sometimes felt tremble or perspire if they are write English compositions under time pressure, 35% students choose *agree* for the third statement. The **fifth** statement (I often feel panic when I write English

compositions under time constraint) shows students thought become jumbled when they are write English undertime constraint, there were 55% students choose *agree* on this statement. For the **sixth** statement (I freeze up when unexpectedly asked to write English), 30% students choose *uncertain* which is they doesn't know how what they felt when unexpectedly asked to write English. 27.5% students *disagree*, and 22.5% students admitted. For the **seventh** statment (I usually feel my whole body rigid and tense when I write English compositions), there were 32.5% students choose *uncertain*.

Table 4.3 Cognitive Anxiety

No	Explanation					
	Statement	SA	A	U	D	SD
1.	While writing in English, I'm not nervous at all	7.5 % (3 students)	42.5% (17 students)	37.5% (15 students)	10% (4 students)	1% (1 students)
2.	While writing English compositions, I feel worried and uneasy if I know they will be evaluated	20% (8 students)	32.5% (13 students)	20% (8 students)	27.5% (11 students)	0% (0 students)
3.	I don't worry that my English compositions are a	10% (4 students)	27.5% (11 students)	22.5% (9 students)	22.5% (9 students)	17.5% (7 students)

	lot worse than others'					s)
4.	If my English composition is to be evaluated, I would worry about getting a very poor grade	20% (8 students)	50% (20 students)	15% (6 students)	12.5% (5 students)	2.5% (1 student s)
5.	I'm afraid that other students would deride my English composition if they read it	10% (4 students)	30% (12 students)	17.5% (7 students)	22.5% (9 students)	20% (8 student s)
6.	I don't worry at all about what other people would think of my English compositions	27.5% (11 students)	32.5% (13 students)	35% (14 students)	2.5% (1 students)	2.5% (1 student s)
7.	I'm afraid of my English composition being chosen as a sample to be discussed in	0% (0 students)	32.5% (13 students)	17.5% (7 students)	13% (32.5 students)	17.5% (7 student s)

	class					
8.	I'm not afraid at all that my English compositions would be rated as very poor	10% (4 students)	45% (18 students)	25% (10 students)	12.5% (5 students)	7.5% (3 students)

The result on the table 4.3 of the cognitive anxiety, the **first** statement (While writing in English, I'm not nervous at all) there were 42.5% students choose *agree*. It can be concluded that almost the students do not feel nervous if they are write in English compositions. The **second** statement (While writing English compositions, I feel worried and uneasy if I know they will be evaluated), the students get worried and uneasy if they know their English composition will be evaluated, it because 32.5% students choose *agree*, even 20% choose *strongly agree* for this statement. The result of the **third** statement (I don't worry that my English compositions are a lot worse than others') conclude that the students have self confidence for their writing, it because 27.5% of them choose *agree* to the statement. The **fourth** (If my English composition is to be evaluated, I would worry about getting a very poor grade) most of totally of students *agree* for this statement, 50% feel worry if they will get a poor grade for their English writing compositions. The **fifth** statement (I'm afraid that other students would deride my English composition if they read it) shows students fear of judgments from other students when they read. It because 30% of them choose *agree*. For the **sixth** statement (I don't worry at all

about what other people would think of my English compositions), 32.5% students choose *agree* which is they do not worry about how the others people thnik about their English compositions. For the **seventh** statement (I'm afraid of my English composition being chosen as a sample to be discussed in class), there were 32.5% students choose *agree*. This indicates that the students' have anxious when their writing is used as an example for discussion. The **eighth** statement (I'm not afraid at all that my English compositions would be rated as very poor) 45% of students choose *agree* for this statement, it means that they are do not have a fear if their English compositions has been evaluated.

Table 4.4 The Recapitulation of Students' Score Based on Indicators

No.	Indicator	SA	A	U	D	SD
1.	Somatic Anxiety	9.29%	35.36%	27.50%	18.57%	9.29%
2.	Avoidance Anxiety	10.71%	30.71%	27.14%	19.29%	12.14%
3.	Cognitive Anxiety	13.13%	36.56%	23.75%	17.81%	8.75%
Average		11%	34.21%	26.13%	18.56%	10.06%

Based on the table above, it shows that the percentage of students' perception from each indicator. The data showed the higher percentage for the indicator is cognitive anxiety, 36.56% of students who choose *agree* for the statement. Meanwhile, the second higher percentage is somatic anxiety, because 35.36% of

students admitted by choose *agree*. The next amount followed about 30.71% of students *agree* of indicator Avoidance Anxiety for the lowest percentage from the whole indicator.

B. Result of Interview

The researcher aimed to know the students' factor in writing anxiety based on the students' opinion. There were 3 questions that researcher asked to students and there were 5 participants that answer the questions. It can be seen in the table below:

Table 4.5 Interview Result

Question	Participants	Students Answer
1. Why do you feel nervous while writing your English compositions under time pressure?	1	Because I don't know what I write true or false
	2	Because it's so hard to write under time constraint
	3	Because I couldn't make up the words in such a short time
	4	Because I lack of the vocabulary, sometimes hesitancy, then lack understanding of grammar and tenses, and usually get nervous, scared of errors when I writing
	5	I'm afraid because I don't have enough time to

		finished my English compositions.
2. If you are asked to write English compositions, why do you choose to avoid it?	1	To avoid big mistake
	2	Because I feel like my grammar isn't correct
	3	Because I am afraid that there will be wrong words or vocab
	4	Not avoid but sometimes I think fear is not punctual
	5	Less knowledge about English compositions
3. Why do you feel nervous when your writing English compositions will be evaluated?	1	Because I am afraid if my English composition have much mistake
	2	Because I feel like my English grammar isn't correct
	3	I'm afraid if I would fail
	4	Because I am afraid of unsatisfactory results
	5	I'm afraid if I get a poor grade for my writing English composition

4.2 Data Analysis

4.2.1 Analysis Questionnaire

In this section, the researcher discussed the result of questionnaire. The questionnaire was adapted from Cheng based on his journal Second Language Writing Anxiety (SLWAI). The accumulation of students' perception for the students' writing anxiety at English Language Education UIR consisted of twenty two statements. The questionnaire is categorized into three indicator, namely somatic anxiety, avoidance anxiety, and cognitive anxiety.

Based on the first indicator, it can be described that for *strongly agree* the frequency of respondent was 26, the percentage showed 9.29% and the classification was negative. For *agree*, the frequency of respondent was 99, the percentage showed 35.36% and the classification was negative. For *uncertain* the frequency of respondent was 77, and the percentage showed 27.50% and the classification was negative. For *disagree*, The frequency of respondent was 52, and the percentage showed 18.57% and the classification was negative. For *strongly disagree* the frequency of respondent was 26, and the percentage showed 9.29% and the classification was also negative. It can be concluded, students perceptions on this indicator was positively responded for *agree*.

The second indicator can be described that for *strongly agree* the frequency of respondent was 30, the percentage showed 10.71% and the classification was

negative. For *agree*, the frequency of respondents was 86, and the percentage showed 30.71% and the classification negative. For *uncertain* the frequency of respondent was 76, and the percentage showed 27.14% and the classification was negative. For *disagree*, The frequency of respondent was 54, and the percentage showed 19.29% and the classification was negative. For *strongly disagree* the frequency of respondent was 34, and the percentage showed 12.14% and the classification was negative. Overall, students perceptions on this indicator was positively responded for *agree*.

And the last third indicator, it can be described that for *strongly agree* the frequency of respondent was 42, the percentage showed 13.13% and the classification was negative. For *agree*, the frequency of respondent was 117, the percentage showed 36.56% and the classification was negative. For *uncertain* the frequency of respondent was 76, and the percentage showed 23.75% and the classification was negative. For *disagree*, The frequency of respondent was 57, and the percentage showed 17.81% and the classification was negative. For *strongly disagree* the frequency of respondent was 28, and the percentage showed 8.75% and the classification was also negative. As we can see from the explanation above, students perceptions on this indicator was positively responded for *agree*.

Related with somatic anxiety, it was found the higher of percentage of the whole statement is *agree*. There are 35.36% of the students who have problem in somatic anxiety. The statement of somatic anxiety includes number 2, 6, 8, 11, 13, 15, and 19. In this case, they are getting worry when they write in English

compositions. The students also felt symptoms that arise in themselves like panic, perspire, and tremble when they write English compositions under time constraint.

For the avoidance anxiety the higher percentage is *agree* with 30.71%. The statement of avoidance anxiety consist of number 4, 5, 10, 12, 16, 18, and 22. The researcher conclude that almost of students prefer not to use English if they asked to write in English compositions, and they will choose to avoid it.

The last indicator of anxiety is cognitive anxiety. The higher percentage of cognitive anxiety is 36.56% that for *agree*. The statement of cognitive anxiety includes number 1, 3, 7, 9, 14, 17, 20, and 21. After know the higher percentage of cognitive anxiety, the cause of students anxiety which is by fear of negative evaluation. The students feel anxiety because they are not ready if they get a poor grade and the othte students would deride it. The students also felt worry because they are not ready to face other people's reaction when they are write English composition being chosen as a sample to be discussed in class.

4.2.2 Analysis Interview

The researcher also employed interviews to support the data. From the result of interview, it showed that the students factor anxiety in writing English compositions.

Related for the first question, the problem why the students are feeling nervous when they are write English compositions undertime pressure is because they

think it's so hard to explore the word under time pressure, and they have fear if they make a mistake in they writin. It cause that the students have lack vocabulary, have lack confident if they grammar or tenses isn't correct. some of students sometimes felt afraid if they get errors while writing English compositions.

For the second question, the big factor the students avoid if they are asked to write English compositions because some students had capabilities are not classified as high, they certainly afraid just because their ability is not quite such as vocabulary. Some of students sometimes felt afraid if they get errors while writing English compositions. They think it is better to avoid it, so the mistakes do not occur.

The last question, the reason of the students feeling nervous if they English composition has been evaluated is they felt scared and fear to make mistakes when write in English composition. Some of students worry if they get a poor grade for they are writing English composition, and they felt like failure of the situations or worry about the result.

CHAPTER V

CONCLUSION, IMPLICATION, AND DISCUSSION

5.1 Conclusion

The research was conducted by giving questionnaires and interview for students' to collect the data. The questionnaire was adapted from Cheng (2014). After analyzing the data, it was found that the most of the students admitted that they were getting nervous or anxious when writing in English compositions. The percentage of the students' response was also categorized into three type of indicators. 35.36% of the students' feel anxious of somatic anxiety, 30.71% of the students experienced in avoidance anxiety, and 36.56% for the cognitive anxiety.

Based on data analysis, it can be concluded that most of the students felt afraid to write English, furthermore they fear if they making mistake when they write in English compositions, felt nervous, and less confident because they have lack vocabulary. The next cause of writing anxiety is panic, heart breathed fast when write English compositions.

5.2 Implication

The result of this study about students' writing anxiety shows that the second semester students of English Language Education of FKIP UIR. This implies that students' anxiety in writing must be considered because it has a very important role in

achieving student goals in writing. For this reason, there is a need for efforts that must be made by students, including the following:

- a. The students should have more time to practice to write English in order to increase their writing skill.
- b. The students should not feel nervous, worry, and afraid of making mistakes in writing English.
- c. The students should build their confidence to explore their idea in writing English.
- d. The students should study harder even though they are afraid of English writing will be evaluated.

5.3 Discussion

In this section, the researcher presents the discussion after analyzing the data, the researcher concluded the result from each indicator. Based on the result of questionnaire, it can be seen the higher percentage is *agree*. The researcher found the causes of students' writing anxiety based on the questionnaire and the result of students' interview. This research was composed by the participants of the research: they were the students of class A and B the second semester English Language Education FKIP UIR in academic year 2019/2020 that had been observed.

The researcher conducted the research by giving questionnaire and interviewing the students in order to know the factors and problems of writing anxiety.

Based on the data questionnaire and interview, the researcher took some conclusion about the factor of students' writing anxiety:

a. There are some kinds of anxiety can be concluded that the students had worry, scared, panic when having signs of anxiety are heart pounding, tremble, freeze up that while writing in English. Dealing with the results somatic anxiety on the first questions of the interview that conducted by several students. These symptoms exist because of the fear that students feel while writing English compositions under time pressure. This happened because the students think it's hard to express their ideas in sentences under time pressure, and they have lack of vocabulary. As claimed by Meihua Liu (2007) the students often think that vocabulary is a big obstacle to their English learning, lack of vocabulary is identified as the main cause of student anxiety in English classroom.

b. The students' writing anxiety factors in English were the students get scared if the grammar in their writing isn't correct. In interview number two, some students admit that if there are an opportunity to write English compositions, the students are better to avoid it. According to Cheng (2004), avoidance behaviour as reflected in

avoidance in writing. This is because the students are already afraid of making mistakes in grammar and vocabulary in writing.

c. The students felt worry and uneasy if they are writing English compositions evaluated. This emphasizes the students' answers in interview number three. The students afraid because of several factors going forward; they are afraid to fail, they are afraid of many mistakes they make in writing, and they are afraid for the results they receive is poor. It supported by (Zhang, 2011) writing anxiety occurs due to some causes; based on previous researches there are some possible causes of writing anxiety. The causes are fear of negative evaluation and fear of test, language difficulties, lack of topical knowledge. Furthermore, Ningsih's study (2015) found that cognitive anxiety was the dominant type of writing anxiety.

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