

**AN ANALYSIS OF WRITING ANXIETY OF THE SECOND SEMESTER
STUDENTS AT ENGLISH LANGUAGE EDUCATION STUDY
PROGRAM OF FKIP UIR**

A THESIS

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



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I declare that this thesis belongs to my own work, except for quotation (direct and direct). That I took from various sources and mentioned them scientifically. Then, I am responsible for data and facts, which contain in this thesis.

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Bismillahirrohmanirrohim

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Pekanbaru, 24th august 2020

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ABSTRACT

Dewi Popita sari, 2020. An analysis of writing anxiety of second semester students at English Language Education FKIP UIR.

Key words : *Writing Anxiety, Types , and Causes of writing anxiety*

The objective of this research is to find out writing anxiety of the second semester students' at English Language Education study program of FKIP UIR. The design of this research is mixed method that consist of descriptive research and qualitative research approach. The participants of this study were 50 students of class B. The researcher chose the sample randomly. The researcher uses two kinds of questionnaires as the research instruments. The first questionnaire is adapted from Masriani (2018), while the second questionnaire was adapted from Rezaei & Jafari (2014). Analysis of data from this study was applied by using a likert scale. The result from questionnaire showed that students know about types and causes of their writing anxiety. Besides that, they also get some benefits from knowing the types and causes writing anxiety, such it makes them to learn more and prepare themselves before writing. So, they become confidence to write, without having the anxious feeling.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Writing is as a conventional system of marks or signs that represents the utterances of a language. Writing is an important part of academic, personal life, and personal community. Besides, writing is very important for the students in building sentences into paragraph. The students can apply writing into messages, feelings, ideas and information. Writing is also used by the students to communicate with each other, as a means of ideas and emotional expression, because when the students write their ideas and emotion creatively, they can communicate their ideas on paper in their best way. Moreover, writing can help the students to improve knowledge in English especially in academic writing.

Furthermore, in writing skill, the students do not only have to know what the grammar but also how to use the grammar when writing. It is an important skill because it will be applied in many aspects of life. Through writing, the students are supposed to be able to express their ideas in writing form. There are many ways to express writing and one of them is through a text. They also can improve their skill in writing English.

On the other hand, communication through the written word needs real proficiency from the writer in order to be effective. It can be referred that, writing is one of the language skills that should be mastered by students. Most of them

consider that writing is the hardest skill to master, because the ability to write in foreign language is more complicated than the ability to speak, read or listen. It is hard to make the students can write well because it involves many components such as structure, vocabulary, punctuation, and spelling. Therefore, it causes the students become anxious in writing. This anxiety has influenced students how to write well. This is causes students' anxious and afraid when writing in English.

According to Sabti & Rashid (2019) said that anxiety is consider to be a major factor affecting academic performance by a large number of researchers. In particular, anxiety has been found to have a big impact on the writing outcome of L1 learners. In addition, feeling of anxiety has been identified as negative influence in EFL writing performance. So, it is important to know the students' anxiety in writing, because students' anxiety will give influence in their writing performance.

Before conducting the research, the researcher previously made observations with the relevant participant, namely the second semester student of class B. The researcher has found several problems of the students in class B in dealing with their anxiety when writing in English. Some students also expressed difficulties during the process of writing.

Based on the research, the researcher identified that most of the students, the second semester students at English Language Education of FKIP UIR Pekanbaru found difficulties in writing. The fact that the students get writing tasks, they got confused because they did not have skill in writing. Most of the learners also assumed that they got panic when they cannot do their assignment.

Most of them still found difficulties to get their writing assignment done.

Actually, the learners also wanted to be able to write well. Firstly, the problem is lack of vocabulary. The learners think that writing is a difficult skill for them.

Some of them argued that it's really hard to deal with a lot of vocabularies. For example, when the learners wanted to made sentences into paragraphs, they are anxious to write, because they have limited vocabulary. Students also said that when they made a sentence, they are confused when choosing a suitable word for the sentence. Besides, the learners often anxious in writing and did not understand how to determine the class of words in making sentences.

Secondly, the problem is lack of grammar comprehensive; the students had stated that they did not master a lot of tenses yet. The learners faced difficulties when writing a sentence and do not understand how to choose appropriate tenses in an English sentence. They said that making an English sentence is not easy, because they should know about tenses in order to write correct sentences. Besides that, some students who already know several tenses omitted that they anxious in applying suitable tenses, the explanations above are claimed as one of their problems in writing anxiety.

Third, the students did not understand how to elaborate the ideas. Most of the students found difficulties in exploring their ideas when using vocabulary and grammar. The learners did not understand how to combine vocabulary and grammar to be explored from a sentence into paragraphs. In addition, the learners think their ignorance on exploring ideas is a bad influence for them, and writing anxiety prevented them from writing an English sentence.

From the problems above, the researcher identified several situations where the students feel anxious and difficult while writing. According to Miri & Joia (2018) writing anxiety is a situation where someone feel anxious and difficult when writing process. As it is known that a person has difficulties when they want to write, because they do not understand and do not have a lot of vocabularies. In addition, they also have to learn more about grammar and know how to use grammar properly. So, the learners should master vocabulary and know how to use grammar when they want to write or making a sentence or text.

Based on the theories, writing anxiety occurs when someone feel difficult in writing, and it happens because lack of vocabulary and grammar mastery. In addition, the learners are not interesting to learn more about grammar and vocabulary. Moreover, anxiety arouses when the students are not able to master writing skill. It is known that in writing skill, they have to master grammar and vocabulary, so that the students do not experience confusion in writing. They have to understand how to write well, after mastering vocabulary and grammar.

Based on the explanation above, the writer is interested in conducting a research entitled **“An Analysis of Writing Anxiety of the second semester student at English Language Education FKIP UIR”**.

1.2 The Identification of the Problem

There are some problems that found by the researcher based on the observation:

First, the lack of grammar is something that students found difficult. Some of the students argued that they are not good enough in grammar matters and when they write a story. They felt anxious when writing a story with using inappropriate grammar. The learners also keep repeating using the same words, so that the story matched the grammar arrangement. The students felt anxious when their story cannot be understandable by reader or lecturer.

Second, the lack of vocabulary is a problem that is often faced by the learners. The learners also argued that lack of vocabulary is a problem that often occurs until now. The learners did not really understand how to arrange word into sentences. They also did not have a wide range of vocabulary; so that the students felt anxious when questioned by the lecturer to made a text or sentences in English.

The last problem is the learners' lack of knowledge about grammatical and vocabulary. They felt difficult both in grammar and vocabulary matters. They also anxious in applying grammar and vocabulary in write sentences or texts. The learners also argued that they felt very anxious when they ask by the lecturer write an essay. They felt afraid when writing an essay, because the students did not understand how combining both the grammar and vocabulary in writing form.

1.3 Focus of the Problem

Based on the identification of the problems above, the researcher limits the problem on the students' anxiety in writing of the second semester students at English Language Education FKIP UIR. The researcher focus of the problem is about writing anxiety that caused by some factors, such as somatic anxiety (as

reflected in negative feelings such tension), cognitive anxiety (as reflected in negative expectations), and Avoidance behavior (as reflected in avoidance in writing) were identified as the main sources of foreign language writing anxiety.

1.4 Research Questions

The research questions of this study were formulated in the following research questions:

1. What are the types of writing anxiety of the second semester students at English Language Education FKIP UIR?
2. What are the causes of writing anxiety of the second semester students at English Language Education FKIP UIR?

1.5 Objective of the Research

The objectives of the study are:

1. To analyze the types of writing anxiety of the second semester students at English Language education FKIP UIR.
2. To analyze the cause of writing anxiety of the second semester students at English Language Education FKIP UIR.

1.6 Significance of the Research

The important of the research are:

1. For the students

The result could help the students to understand more about the types and causes of writing anxiety by students when using English.

2. For the lecturers

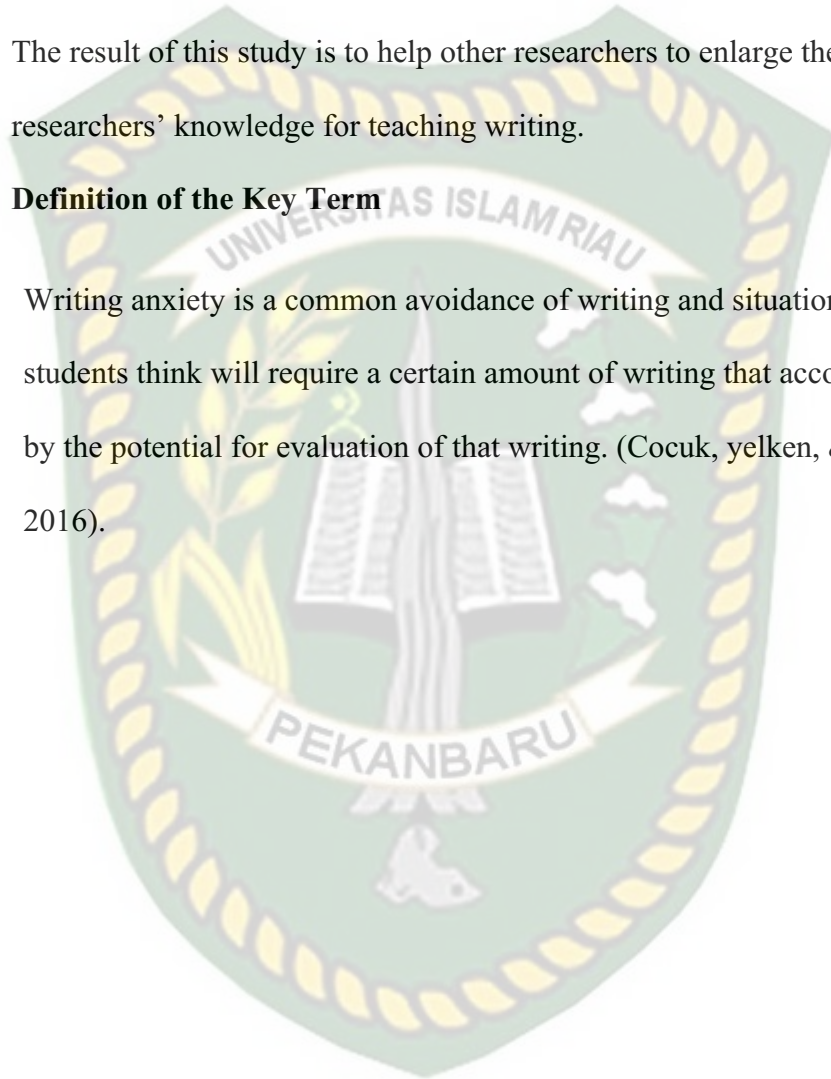
The result of this study is helping the lecturer to get more information about the types and causes of writing anxiety when students write English.

3. For the other researchers

The result of this study is to help other researchers to enlarge the researchers' knowledge for teaching writing.

1.7. Definition of the Key Term

1. Writing anxiety is a common avoidance of writing and situations where students think will require a certain amount of writing that accompanied by the potential for evaluation of that writing. (Cocuk, yelken, & Ozer, 2016).



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

In this subchapter, the researcher present some theories related to writing, and anxiety. There are main points to be discussed in this subchapter. Which are:

2.2 Nature of Writing

Writing is one of the four basic skills. The students start learning to communicate through written form as they begin to interact with others at school level. Writing is more complicated than that of other language skills. Even sometimes a native speaker of the English language may experience complication in a tricky situation. Basically the writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way. Javed et al (2013).

Besides, writing also generally considered as one of the more difficult than other skills for foreign language students.

According to Sharp (2016) stated that writing is a flexible and developmental process. In addition, writing can describe our situation. When we are in the situational conditions, we can describe how our situations through writing form. Writing as a developmental process when we want to share ideas or share some information to communicate. Writing is also a flexible process as an activity when someone communicates with another people in their daily life.

According to Indrilla & Ciptaningrum (2018) stated that writing show a person ability to communicate his or her thoughts and feelings by visible signs, understandable not only for himself but also for all other people. Besides that, when one writes, she or he can express her or his feelings and thoughts, from words into sentences and sentences into paragraphs which have meaning. Writing can help the students, when they want to describe or express their feeling through writing form. So through writing, it can help the students to communicate easily.

Based on the theories above, the writer defines that writing is more complicated from the other language skill. Writing as a developmental and flexible process described our situational conditions. Through writing the students can communicate based on their feelings and understand the meaning of other people. The students also can express their feeling or condition and share ideas from writing form such as word into sentences, sentences into paragraphs. Through writing, it can improve the student' skills and the students can communicate easily in their daily life.

2.3 Purpose of Writing

Every activity has a purpose, so do writing. Writing also has a purpose. According to Klimova(2017) stated that the purpose of writing are:

- a. Express one's personality;
- b. Foster communication;
- c. Develop thinking skills;
- d. Make logical and persuasive arguments;

- e. Give a person a chance to later reflect on his/her ideas and re-evaluate them;
- f. Provide and receive feedback; and
- g. Prepare for school and employment.

2.4 Kinds of writing

According to Pickett & McDonnell (2017) Academic writing, especially scientific writing is different from some kinds of writing done for literature or cultural criticism. There are several kinds of writing, each with a different philosophy and style. The first is exploratory writing deals with feeling and expression of opinions or emotions. Exploratory writing is often highly metaphoric and imagistic. It may build slowly, or wander through a 'stream of consciousness'. Unfortunately, such evocative writing is not familiar to students from their writing experiences outside of science. When students use that as their model for scientific writing, they come up short.

The second kind of writing is explanatory. It is much more straightforward than exploratory writing. Explanatory writing, which is the most appropriate to scientific subjects, starts with a clear message. In order to define your message, it requires a variety of activities including taking notes or keeping a journal, discussions with your professors and collaborators, readings in the theory of a subject, absorbing the existing empirical literature, field work, poring over graphs of data, statistical analysis and traveling to expand one's understanding of the geographical context of your work.

In English Language Education, Faculty of Teacher Training and Education UIR, there are 3 kinds of writing which must be taken by the students to complete the study. The kinds writing are: Paragraph writing, Essay writing and Academic writing.

2.4.1 Paragraph Writing

According to Muhtia, Suparno, & Sumardi (2018) said that paragraph writing is to support a claim or idea that helps develop the whole purpose of writing. Paragraph writing also a group of sentences about a single topic, and the sentences explain the main idea of the topic. Almost every piece of writing longer than a few sentences should be organized into paragraph. In addition, most of the students still have difficulties in paragraph writing. The students find difficulties in paragraph writing, for example: unable to get diction, idea, and ordering the words. The students also feel difficult to develop ideas in their minds. In fact, they might have something in their mind to state, and they are often unable or confused to express and develop their ideas into paragraph writing.

2.4.2 Essay Writing

According to Fakeye & Ohia (2016) state that essay writing is a skill that needs to be learnt by all the students. As a skill that requires conscious learning, the students learn to write at every age. Student's ability to acquire basic skill needed for understanding and expressing their ideas in their own words is facilitated by essay writing. Essay writing included such practices as gathering content materials for the essay, organizing the materials into logical order (paragraph), using

appropriate expression in terms of appropriate vocabulary and sentence construction, punctuation, capitalization, spelling and grammar. In addition, essay writing also is a way of testing student's competence in writing.

2.4.3 Academic Writing

According to Wirantaka (2016) stated that academic writing is a type of writing that is specifically used in academic purposes. More specifically, academic writing is important to understand students' disciplines; supporting the students' learning and establish the students' career. The students usually get the preparation class for academic writing. It will help them to learn about academic writing and how to make one. Beside that, in academic writing, the students refer to theories and use logical thinking as requirements to come up with theoretical truth. The theories provided the basis of what is believed to be the truth from the previous studies.

2.5 The Nature of Anxiety

Due to different purposes of different researches, anxiety may have different definitions. According to Kara (2013) Anxiety is one of the factors that affects the process of learning. Anxiety is also very influential for students, especially during the learning process. This type of Anxiety will have a negative impact on students when they are following the learning process. Rahim, Jaganathan, Sepora, & Mahadi (2016) say that anxiety is refers to uneasy feeling or

emotion caused by something aggressive that is always associated with excessive emotional reactions, nervousness, and lack of confidence.

According to Kırmızı & Kırmızı (2015) Says that it is defined as “the feeling of tension and apprehension specially associated with second language contexts, including speaking, listening, and writing”. Anxiety is also defined as a feeling of fear in writing that causes a mistake. According to Jiang (2015) considers that the intensity of the anxiety as the key factor to the distinction. Generally speaking, low anxiety has a facilitating function while high anxiety weakened learners’ attention due to a distraction and efforts from the task in hand.

From the definition above, it shows that all of the experts have similar thought about the symptoms of anxiety. It can be concluded that anxiety is a state of apprehension that affects the nervous system and the physical condition. Anxiety is one of the factors that influence students in writing English. Students that are afraid and worried to write English could be due to anxiety. Besides, Students also feel afraid when they want to write in English, the students always assume that they make mistakes.

2.6 Concept of Writing Anxiety

Writing is an essential language skill for academic success and a required skill in many occupations. The experience of composing a piece of writing and having it evaluated by an instructor or peers is anxiety that provoking for many students. According to Berk (2017) state that writing anxiety is a reaction developed against writing, affectively manifests itself in sadness, anger and fear and physically

in various cramps and sweating. Besides, as a nervous feeling, physically panic in an impossible situation. Students feel pressured when facing activities in the process of writing English.

According to Balta (2018) writing anxiety is among the affective factors that interrupts or prevents writing process. Factors that will cause a problem that will be faced by students, especially in terms of fear, and worries about writing in English. Anxiety will inhibit students in the process of writing English well. In addition, students often feel scared because they do not know how to write English correctly. The students are confused on what to write when process of learning.

According to Ho (2015) Writing anxiety refers to an “inherent disposition to anxiety” that can reoccur when an individual encounters a task that require a writing component. An anxiety when facing an activity related to writing. This anxiety also gives a bad influence on students who experience problems with writing. Besides, students become afraid to start writing, they think that they are weak in writing. So the students feel excessive worry that their written English text is not understandable to reader.

2.6.1 Types of Writing Anxiety

According to Masriani, Wahyuni, Universitas, Padang, & Barat (2018) three types of writing anxiety, they are:

1. Somatic anxiety, somatic anxiety is the physiological effect of the anxiety experience as reflected in increased autonomic arousal and unpleasant feeling states such as nervousness and tension.

2. Cognitive anxiety refers to the mental aspect of anxiety experience, including negative expectation, pre occupation with performance, and concern about others' perception.
3. Avoidance behavior deals with behavioral aspect of students regarding writing.

According to wahyuni and umam (2017) said that there are types of writing anxiety, namely:

1. Cognitive anxiety

Cognitive anxiety refers to the cognitive aspect of anxiety experience, including negative expectations, preoccupation with performance and concern about others' perception.

2. Somatic anxiety

Somatic anxiety refers to one's perception of the psychological effects of the anxiety experience, such as nervous and tension. Sometimes students are feeling nervous in high tension when they are under time constrain and they have not found any idea.

3. Avoidance anxiety

Avoidance anxiety is a type of anxiety where the students avoid writing. This is behavior aspect of the anxiety experience. Where the students avoidance anxiety arise because lack of grammar and vocabulary. The learners fear when asked to write English sentences.

2.6.2 Factor that Cause Student Anxiety

According to Alam (2017) There are many factors which are responsible in anxiety which are:

- a. Personal, Personal factors include emotional disorders, health disorders, maladjustment, low self-concept, low aspiration level, intelligence levels etc.
- b. Familial, Familial factors include low socio economic status, lack of guidance, indifferent attitude of parents and other family problems.
- c. Social, Social factors include irrational norms imposed on someone, castiesm, unequal distribution of resources, illiterate locality etc.
- d. Institutional. Institutional Factors may be related to the school type (Government- Private School), school environment, curricular and co-curricular aspects, teacher student relationship etc.

2.6.3 The Causes of Writing Anxiety

According to Rezaei & Jafari (2014) identified several causes of writing anxiety as follows:

1. Fear of teacher's negative comment;
2. Fear of writing tests;
3. Insufficient writing practice;
4. Insufficient writing technique;
5. Problems with topic choice;
6. Linguistic difficulties;
7. Pressure for perfect work;

8. High frequency of writing assignments;
9. Time pressure;
10. Low self-confidence in writing;

According to Kusumaningputri, Ningsih, & Wisasonoko (2018) state that several causes of writing anxiety as follows:

1. Fear of the teacher's negative evaluation, as apprehension about other evaluation, avoidance of evaluative situations, and expectation that others will evaluate oneself negatively. Because nowadays, the learners feel uncomfortable being watched by peers and teachers.
2. Fear of tests, this is rooted in fear of negative evaluation. The learners are fear of negative consequences of poor grade. The learners are also anxious because they know that their writing will be judged based on elaborated ideas, argument development, vocabulary variety usage, and texts aesthetic quality.
3. Spelling, syntax, morphology, and mechanics also overload the learners and arouse writing anxiety.
4. Insufficient writing practice leads learners to focus more on the form. When learners focus more on forms, they will experience more writing comprehension.
5. The problem with topic choice, low level of topical knowledge causes students to suffer anxiety. The learners who are instructed to write about the politics of which is a topic he/she is not familiar with will

experience anxiety more compare to those who are more familiar with politics.

6. Linguistic difficulty, foreign language learners have high anxiety because of language difficulties. Challenges in vocabulary, grammar rules, and idea flow impede writing performance.
7. Pressure for perfect work, the self-imposed pressure for perfect work usually makes the learners experience writing anxiety.
8. Low self-confidence in writing, learners experience high anxiety.
9. Time pressure, writing in English undeniably the flow of ideas in L2. The learners need extra time to plan, write and revise their composition. If the time is limited, the learners usually feel insecure and failure.
10. The high frequency of writing assignment. This causal factor is present though in a small percentage.

In this research, the researcher tries to analyze types of writing anxiety by Masriani and wayuni. In term of writing anxiety causes, by rezaei and Jafari (2014).

2.7 Relevant Studies

There are some researchers who had done research about students' anxiety. The first research is conducted by Jawas (2019) in this project that is entitled "Writing Anxiety among Indonesian EFL Students: Factors and Strategies". The purpose of this study is to identify factors contributing to writing anxiety experienced by EFL students in writing essays and the strategies they apply

to manage it. This study was conducted to identify factors contributing to writing anxiety experienced by Indonesian university students in writing essays.

This study was designed in quantitative descriptive research. The data were collected through questionnaire distribution to the sampled respondents. The respondents of this research were 80 university students of English Department from four parallel Essay Writing classes. The instruments of the research were using two questionnaires. The first section was developed based on five categories consisting of prompt leading questions, essay writing process, type of essay assignment, and classroom atmosphere.

The findings of this study show that although students, in average, possessed quite sufficient knowledge of essay writing, they considered essay writing as not an easy task and they were not ready every time they wrote an essay. Therefore, they felt quite anxious whenever they had to compose an essay. Arranging ideas for essay content development was the most likely essay writing process that created higher level of anxiety to the students compared to the other essay writing process.

Second, Zhang (2019) entitled “Exploring the relationship between college students’ writing anxiety and the pedagogical use of online resources”. This study reports on how the use of online resources based on systemic functional linguistics (SFL) impacted college students’ emotional alignment with writing practices. Through qualitative analyses of in-class discussions, students’ interviews and reflections, as well as their written pieces gathered in a Chinese university, the case study shows that the students were able to overcome their fears with writing

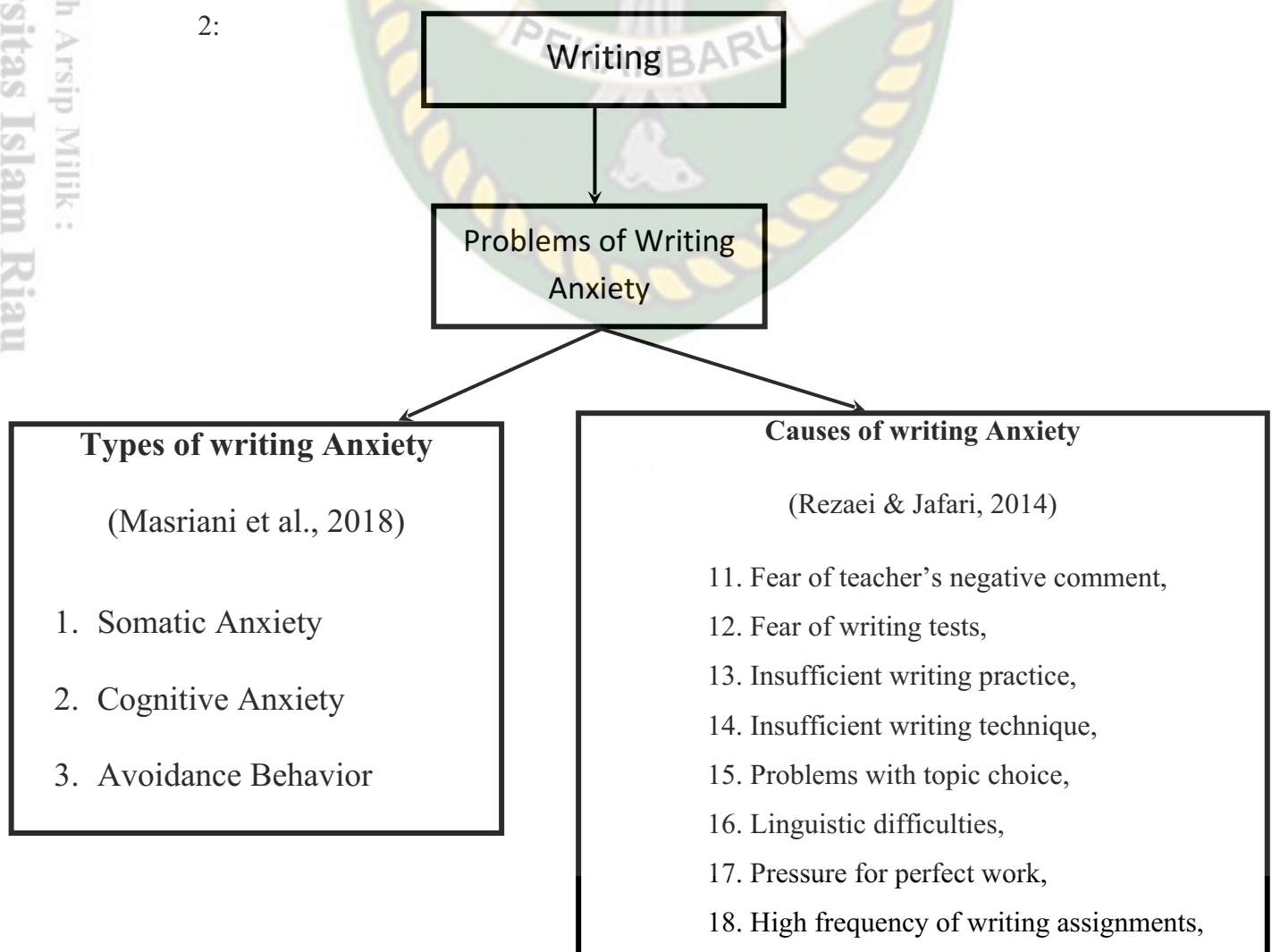
construction associated with their dearth of effective knowledge, albeit through a zigzag trajectory.

The participants in the present study are nineteen students. Data in this study was primarily analyzed inductively and recursively through qualitative content analysis. The instruments of the research were use interview. The study concludes the importance of harnessing online resources that are effectively designed and linguistically grounded. ¹⁸ It sheds light on the role of SFL as a linguistic technique to alleviate students' anxieties while offering them knowledge needed for effective written communication.

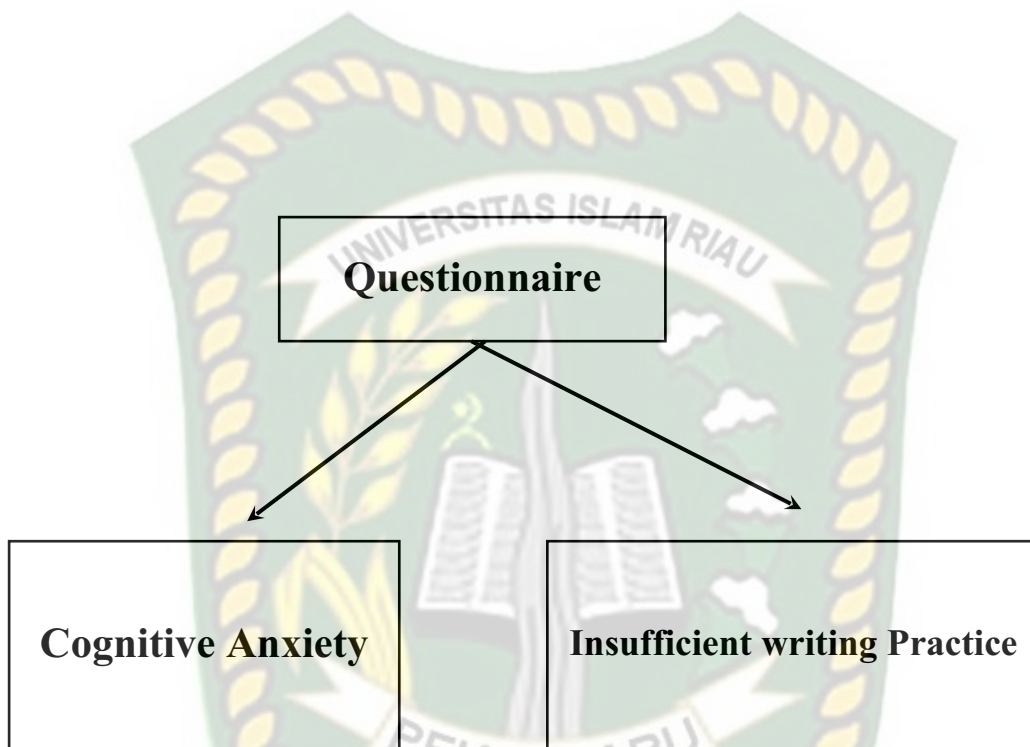
2.8 Conceptual Framework

The framework is about a writing anxiety. It needs to perceive how a writing anxiety student is in the English language. This process shown in the figure

2:

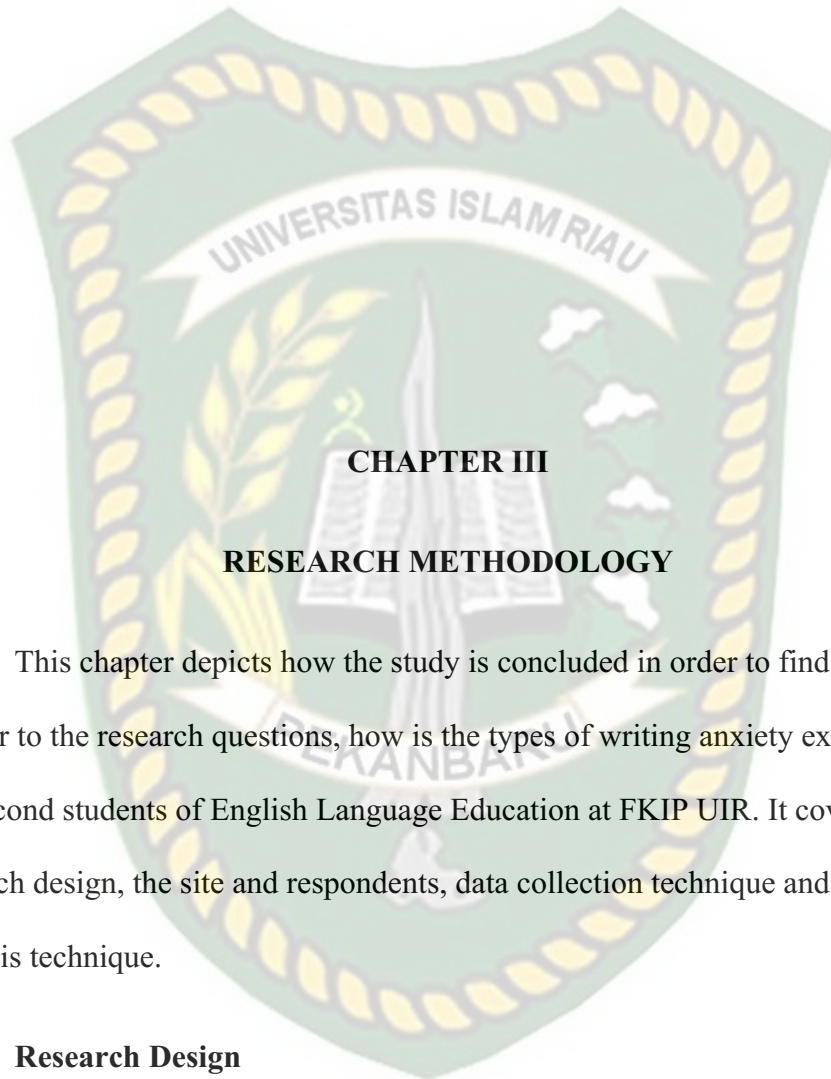


2.4 Assumption



2.9 Assumption

Writing is one of the language skills and it is not easy to master it. In this study, the researcher assumes that the second semester students of the English Language Education FKIP UIR have problem in writing anxiety.



CHAPTER III

RESEARCH METHODOLOGY

This chapter depicts how the study is concluded in order to find out the answer to the research questions, how is the types of writing anxiety experienced by the second students of English Language Education at FKIP UIR. It covers the research design, the site and respondents, data collection technique and the data analysis technique.

3.1 Research Design

The design of this research is mix method research. Mix method is the combination and integration of qualitative and quantitative method in the same study. According to Molina Azorin (2016). Besides, mix methods research has developed rapidly in these last few years, emerging as a research methodology with a recognized name and distinct identity. Therefore, this research used mix methods

to reveal the phenomenon of writing anxiety in English Language Education students.

3.2 Source of Data

The aim of the research is to get data. The data is the important tools in the research which are in the form of phenomenon in the field and number. From the data, the researcher will know the result of the research. Collecting the data must be relevant with the problem of research. The data in this research will be in the form of mix methods data procedure for the data analysis.

Data in this research will be obtained from distributing questionnaire to the participants to get validity in the difficulties when learning vocabulary and grammar. In taking the data, the researcher needs sources to get available data. Source of data is the subject of the research from where the data can be obtained. Source of data is an important thing in conducting research. Thus, source of data is the substance where the researcher will get information that is required.

In this research, the researcher uses the primary source of data. In other word, the primary source is to give prominent data relate to problems of the research. For the primary source, the researcher uses the result of questionnaire. In mix methods research, the result of the questionnaire can be used as the strongest source to get information.

3.3 Data Collection Technique

In collecting the data from the respondents, the researcher will use two kinds of questionnaires as the instrument. The first questionnaire was adopted

from SLWAI (Second Language Writing Anxiety Inventory) SLWAI questionnaire will use to analyze the types of writing anxiety experienced by respondents. The questionnaire is used to obtain the data in order to answer the research questions that explained in the next sub chapter. The second questionnaire will be used to identify the causes of writing anxiety faced by second semester students at English Language Education FKIP UIR.

Table 3.1

Blueprint of the Questionnaire of Types of Second Language Writing Anxiety inventory (SLWAI)

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

Table 3.2

Blueprint of the Questionnaire of Causes of second Language Writing Anxiety Inventory (CSLWAI)

No	Indicator	Questions Number	Total
1.	Fear of teacher negative comment	1	1
2.	Fear of writing tests	2	1
3.	Insufficient writing practice	3	1

4.	Insufficient writing technique	4	1
5	Problems with topic choice	5	1
6	Linguistic difficulties	6	1
7	Pressure for perfect work	7	1
8	High frequency of writing assignments	8	1
9	Time pressure	9	1
10	Low self- confidence in writing	10	1
	Total	10	10

3.4 Data Analysis Technique

In this research, the researcher was taken the data from students' responses of the questionnaires. The instruments of this research was using questionnaire. In order to know the types of writing anxiety, the researcher used questionnaire the second language Writing Inventory constructed by Masriani et al (2018) As a result the inventory comprises three subscales which measure somatic anxiety with seven questions (Item 2, 6, 8, 11, 13, 15, 19), cognitive anxiety with eight questions (Item 1, 3, 7, 9, 14, 17, 20, 21) avoidance behavior with seven points (Item 4, 5, 10, 12, 16, 18, 22) The measurement instrument adopted a 5-point ranged from 1 (strongly disagree) to 5 (strongly agree).

Causes of Writing Anxiety Inventory (CWAI) was used to find out the main factors that cause writing anxiety. It was developed on the basis of causes of writing anxiety (including fear of teacher's negative comment, fear of writing tests, insufficient writing practice, insufficient writing technique, problems with topic choice, linguistic difficulties, pressure for perfect work, high frequency of writing assignments, time pressure, and low self-confidence in writing (Rezai and Jafari,

2014). The questionnaire of CWAI that contains 10 items of questions scores on five-point ranging from point 1 (strongly disagree) to 5 (strongly agree).

The researcher used field research. These are the writer's steps in analyzing data:

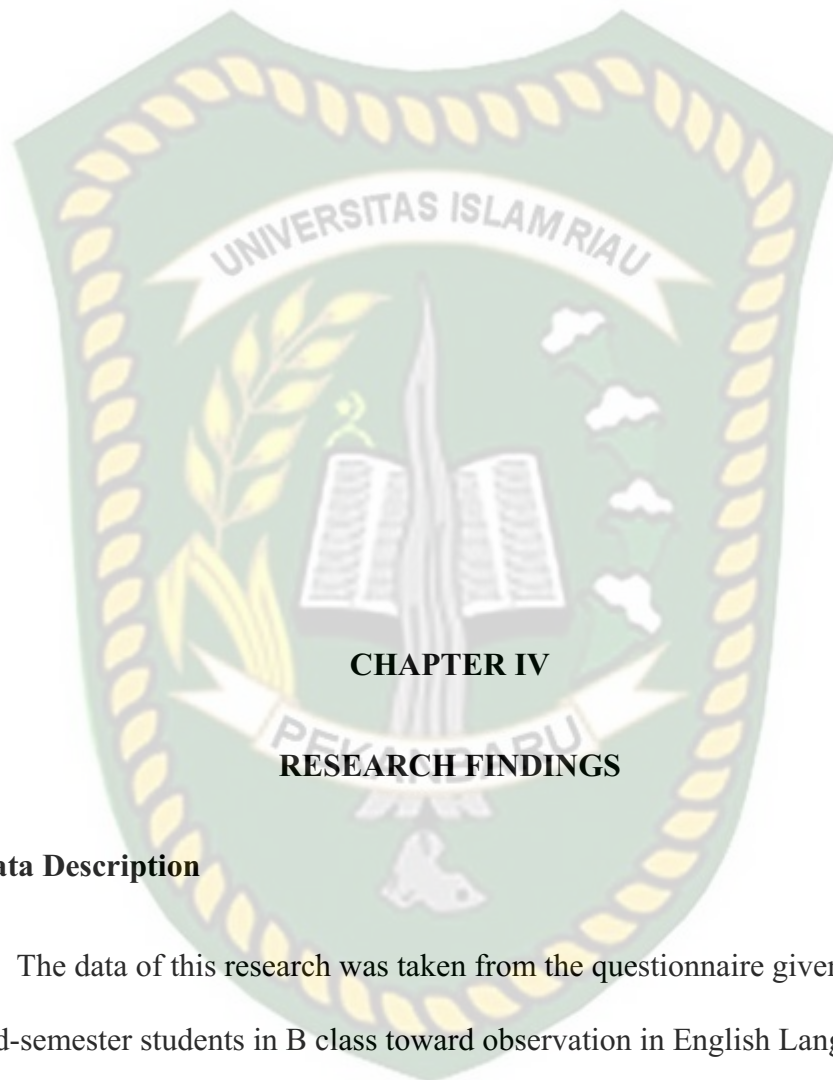
1. The researcher chose the class randomly.
2. The researcher gives the students questionnaire of types and causes of writing anxiety.
3. The researcher instructed the students to answer questionnaire from types and causes of writing anxiety
4. The last step of the research is to analyze the students answer based on indicators submitted by Masriani and Rezai & Jafari.
5. To find out the percentage of Writing Anxiety of the second semester students' by using the formula below:

P =

P= Percentage

N= Total Number

F= frequency of item



CHAPTER IV RESEARCH FINDINGS

4.1 Data Description

The data of this research was taken from the questionnaire given to second-semester students in B class toward observation in English Language Education FKIP UIR. The questionnaire was given as the instruments of data collection because the purpose of this research is to find out types of writing anxiety and causes writing anxiety in English writing. The total respondents are 50 students. The students were asked to fill the questionnaire provided by the researcher. The total of questions in the questionnaire is 32 questions, contains types of writing

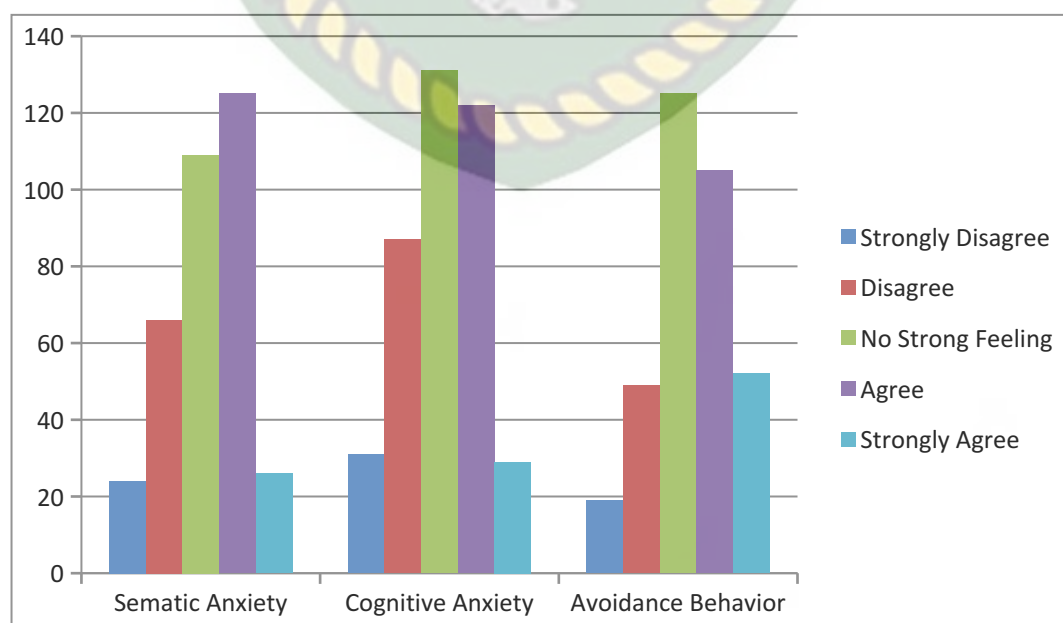
anxiety 22 questions, and causes of writing anxiety 10 questions. It is also to answer research question number 1. The results were analyzed by using the table indicators and formula to know what types of Writing Anxiety of the second semester students.

The researcher analyzed the students' questionnaire responses of types and causes of writing anxiety. After analyzing students' responses, based on the table below could be found the writing anxiety of the second semester students.

4.1.1 Types of writing anxiety

There are three types of writing anxiety, they are: somatic anxiety, cognitive anxiety, and avoidance behavior. In this research, the researcher found the number of students by counting each question in the statement at each point. The table below contains of the total students' answer in each point of types of writing anxiety statement questionnaire.

Diagram 4.1.1 The total answer of questionnaire in types of writing anxiety.



From the diagram above, most of the students still confuse and do not understand about types of writing anxiety. In question number one, 18 students answered number 3 or “no strong feeling” and 17 students answered number 4 or “agree”. Also, 10 students answered “disagree”. Unfortunately, 2 students answered “strongly disagree and 3 students answered “strongly agree”, which means the total of 18 students confuse about their writing anxiety, 18 students know about their writing anxiety, 10 students also still disagree how their writing anxiety, and the total of 5 students were not understand about their writing anxiety.

In question number two, 18 students answered number 4 or “agree” and 13 students answered number 3 or “No strong feeling”. Also, 12 students answered number 2 or “disagree”. Unfortunately, 4 students answered “strong disagree and only 3 students answered “strongly agree”, which means the total 18 students can know their writing anxiety, 13 students also worry how their writing. Also, 12 students still disagree with their writing anxiety, and the total of 7 students were not know and confuse how with their writing anxiety of each.

In question number three, 19 students answered number 3 or “No strong feeling” and 18 students answered number 4 or “agree”. Also, 8 students answered number 2 or “disagree”. Unfortunately, 3 students answered number 1 or “strongly disagree” and 2 students answered “strongly agree, which means the total of 5 students do not understand with their writing. Also, 8 students can said confuse, and 18 students were understand with their writing anxiety. 19 students, most of the students not yet can know how with their writing anxiety.

In addition, there are four questions in how the students acted during writing. In question number four, 20 students answered number 3 or “no strong feeling” and 13 students answered number 4 or “agree”. Also, 5 students answered number 2 or “disagree”. Unfortunately, 10 students answered number 5 or “strongly agree” and 2 students answered “strongly disagree, which means the total of 20 students confuse and also still worry with their writing. Also, 13 students were understood that know with their writing anxiety. 5 students still disagree with their writing, and 12 students, most of them also still confuse about their writing.

In question number five, 19 students answered number 3 or “no strong feeling” and 15 students answered number 2 or “disagree”. Also, 7 students answered number 4 or “agree”. Unfortunately, 7 students answered number 1 or “strongly disagree” and 2 students answered “strongly agree”, which means the total of 19 students no strong feeling with their writing anxiety, 15 students confuse toward their writing anxiety and 16 students were not understand about their writing anxiety.

In question number six, 11 students answered number 3 or “no strong feelings” and 15 students answered number 2 or “disagree”. Also, 15 students answered number 4 or “agree”. Unfortunately, 8 students answered “strongly disagree” and only 1 students answered number 5 “strongly disagree”, which means the total of 11 students confuse about their in writing, 30 students also still disagree and agree about their writing, and 9 students, most of them still strongly disagree how their writing in writing anxiety.

In question number seven, 19 students answered number 3 or “no strong feelings” and 15 students answered number 2 or “disagree”. Also, 10 students answered number 4 or “agree”. Unfortunately, 3 students answered “strongly disagree” and 3 students answered number 5 or “strongly agree”, which means the total of 19 students still confuse with their writing in writing anxiety, 25 students also more disagree than agree about their writing, and 6 students assumed more strongly disagree and strongly agree with their writing.

Furthermore, there are question in how the students after writing. Question number eight, 13 students answered number 3 or ” no strong feelings” and 20 students answered number 4 or “agree”. Also, 9 students answered number 2 or “disagree”. Unfortunately, 6 students answered “strongly agree” and only 1 student answered number 1 or “strongly disagree”, which means the total of 13 students still no strong feelings about their in writing, 20 students also most of them more know with their in writing anxiety, and 16 students still strongly agree and strongly disagree like confuse how about their writing anxiety.

In question number nine, 21 students answered number 4 or “agree” and 16 students answered number 3 or “no strong feelings”. Also, 7 students answered number 5 or “strongly agree”. Unfortunately, 3 students answered number 2 “disagree” and 3 students number 1 “strongly disagree”, which means the total of 21 students can said that the students has understand about their writing, 16 students anxious and confuse with their writing, and 7 students also confidence with their writing. Also, 4 students, most of them still disagree about their writing.

In question number ten, 13 students answered number 3 or “no strong feelings” and 14 students answered number 4 or “agree”. Also, 12 students answered number 5 or “strongly agree”. Unfortunately, 8 students answered number 2 or “disagree” and 3 students number 1” strongly disagree”, which means the total of 13 students still not confidence with their writing. 26 students had agree with their writing anxiety, and 10 students still disagree about their writing.

In question number eleven, 17 students answered number 3 or “no strong feelings” and 22 students answered number 4 or “agree”. Also, 5 students answered number 5 or “strongly agree”. Unfortunately, 5 students answered number 2 or “disagree” and only 1 students number 1 or “strongly disagree”, which means the total of 17 students still confuse and anxious how with their writing. Also, 27 students had understand and agree how with their writing anxiety, and 6 students still assume that disagree about their writing themselves.

Moreover, in question number twelve, 24 students answered number 3 or “no strong feeling” and 10 students answered number 2 or “disagree”. Also, 11 students answered number 4 or “agree”. Unfortunately, 3 students answered number 5 or “strongly agree” and 2 students answered “strongly disagree”, which means the total of 24 students still confuse and anxious about their writing. 10 students also still cannot say know with their writing in writing anxiety. Also, 14 students had can say understand about their writing anxiety of them.

In question number three then, 17 students answered number 3 or “no strong feelings” and 21 students answered number 4 or “agree”. Also, 5 students answered number 5 or” strongly agree”. Unfortunately, 6 students answered

number 2 or “disagree” and 1 student answered “strongly disagree”, which means the total of 17 students still anxious and worry with their writing, 26 students see had understand and know with their writing in writing anxiety. Also, 7 students still confuse and not confidence how their writing.

In question number four then, 15 students answered number 3 or “no strong feelings” and 9 students answered number 2 or “disagree”. Also, 20 students answered number 4 or “agree”. Unfortunately, 4 students answered number 1 or “strongly disagree” and 2 students answered “strongly agree”, which means the total of 15 students still confuse how their writing. Also, 9 students see still disagree and anxious with their wiring, 20 students see agree and know about their writing. 6 students still confuse and strongly disagree and with their writing anxiety.

In question number five then, 21 students answered number 3 or “no strong feelings” and 13 students answered number 4 or” agree”. Also, 8 students answered number 2 or “disagree”. Unfortunately, 4 students answered number 1 or “strongly disagree” and 4 students answered number 5 or “strongly agree”, which means the total of 21 students still anxious or no strong feelings with their writing. However, 13 students agree about their writing, 8 students still disagree about their writing. Also, 8 students see anxious how their writing in writing anxiety.

Furthermore, in question number six then, 22 students answered number 4 or “agree” and 12 students answered number 5 or “strongly agree”. Also, 10 students answered number 3 or “no strong feelings”. Unfortunately, 4 students answered number 1 or “strongly disagree” and only 1 student answered “disagree”, which means the total of 35 students has can said that students know with their

writing. Also, 10 students still confuse and no strong feeling with their writing, 5 students still disagree about their writing in writing anxiety.

In question number seven then, 18 students answered number 3 or “no strong feelings” and 13 students answered number 2 or “disagree”. Also, 10 students answered number 4 or “agree”. Unfortunately, 6 students answered number 5 or “strongly agree” and 3 students answered number 1 or “strongly disagree”, which means the total of 18 students still no strong feeling with their writing of each. Also, 13 students see anxious and disagree with their writing and 10 students agree about their writing. However, 6 students had strongly agree with their writing, and 3 students still strongly disagree about their writing.

In question number eight then, 21 students answered number 3 or “No strong feelings” and 18 students answered number 4 or “agree”. Also, 4 students answered number 2 or “disagree”. Unfortunately, 6 students answered number 5 or “strongly agree” and only 1 student answered “strongly disagree”, which means the total of 21 students still no strong feelings toward their writing. 18 students see know and agree about their writing, and 6 students still disagree how their writing anxiety. Also, 6 students see strongly agree about their writing and 1 students still strongly disagree with their writing in writing anxiety.

In question number nine then, 17 students answered number 3 or “No strong feelings” and 16 students answered number 4 or “agree”. Also, 11 students answered number 2 or “disagree”. Unfortunately, 2 students answered number no 5 “strongly agree” and 4 students answered “strongly disagree”, which means the total of 17 students still no strong feelings about their writing, 16 students see agree

with their writing. Also, 11 students still disagree with their writing, 2 students know about their writing, and 4 students also still anxious and strongly disagree with their writing.

Moreover, in question number twenty, 17 students answered number 2 or “disagree” and 12 students answered number no 3 or “no strong feelings”. Also, 14 students answered number 4 or “agree”. Unfortunately, 4 students answered number 1 or “strongly disagree” and 3 students answered “strongly agree”, which means the total of 17 students still disagree about their writing, 12 students still anxious and no strong feeling with their writing in writing anxiety. Also, 14 students see agree how about their writing anxiety, 4 students also strongly disagree and confuse about their writing, and 3 students had understand with their writing anxiety.

In question number twenty one, 14 students answered number 3 or “no strong feelings” and 12 students answered number 4 or “agree”. Also, 12 students answered number 2 or “disagree”. Unfortunately, 9 students answered number 1 or “strongly disagree” and 3 students answered number 5 or “strongly agree”, which means the total of 14 students still confuse and no strong feelings toward their writing. However, 12 students had understand how their writing of each. Also, 21 students see still strongly disagree and disagree about their writing, and 3 students see strongly agree with their writing anxiety.

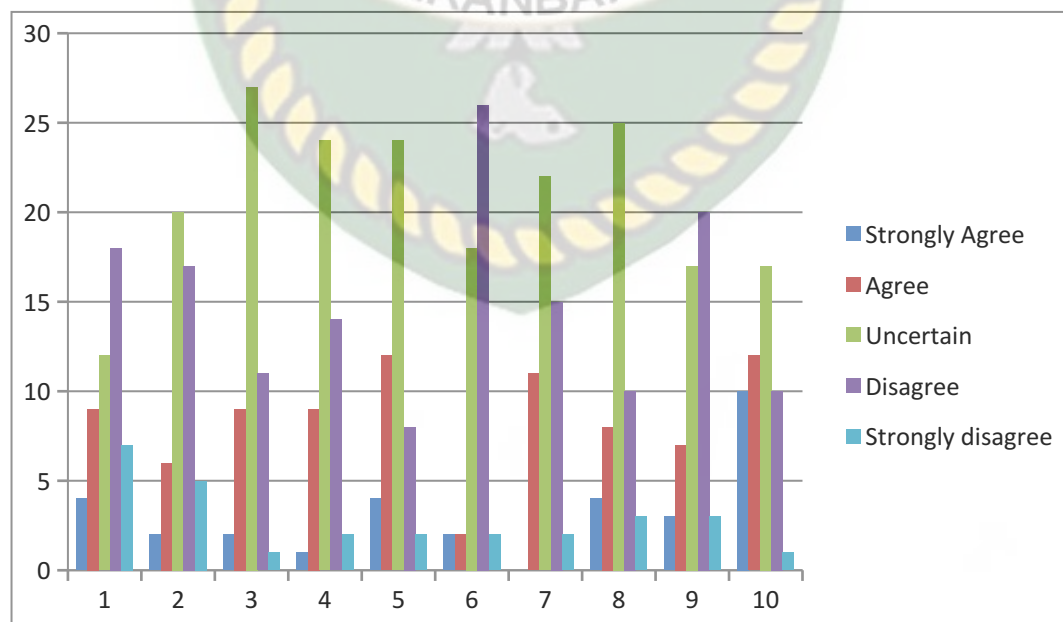
In question number twenty two, 21 students answered number 3 or “no strong feelings” and 20 students answered number 4 or “agree”. Also, 4 students answered number 2 or “disagree”. Unfortunately, 4 students answered number 5 or

“strongly agree” and only 1 student answered number 1 “strongly disagree”, which means the total of 21 students see confuse and no strong feeling toward their writing of each, 20 students had understand and agree with their writing. Also, there are 4 students still disagree about their writing, 4 students were strongly agree with their writing and 1 students still strongly disagree about their writing in writing anxiety.

4.1.2 Causes of Writing Anxiety

There are causes of writing anxiety, they are: Fear of teacher’s negative comment, Fear of writing tests, Insufficient writing practice, Insufficient writing technique, Problems with topic choice, Linguistic difficulties, Pressure for perfect work, High frequency of writing assignments, Time pressure, Low self-confidence in writing. The table below contains of the total students’ answer in each point of causes of writing anxiety statement questionnaire.

Diagram 4.1.2 the Total Questionnaire of Causes of writing Anxiety



From the diagram above, most of the students were already understand about causes of writing anxiety. There are questions in how the students about causes of writing anxiety. In question number one, 12 students answered number 3 or “No strong feelings” and 18 students answered number 4 “agree”. Also, 9 students answered number 2 “disagree”. Unfortunately, 7 students answered number 5 “strongly agree” and 4 students answered number 1 “strongly disagree”, which means the total of 12 students still confuse and no strong feeling with their writing, 18 students see understand and agree about their writing anxiety. Also, 9 students still disagree toward their writing, 7 students see strongly agree with their writing of each, and 4 students still strongly disagree how about their writing in writing anxiety.

In question number two, 20 students answered number 3 or “No strong feelings” and 6 students answered number 2 or “disagree”. Also, 17 students answered number 4 or “agree”. Unfortunately, 5 students answered number 5 or “strongly agree” and 2 students answered number 1 “strongly disagree”, which means the total of 20 students still no strong feelings about their writing, 6 students also still disagree with their writing anxiety. Also, 17 students agree toward their writing, 5 students see strongly agree with their writing, and 2 students still strongly disagree in writing anxiety.

In question number three, 27 students answered number 3 or “no strong feelings” and 9 students answered number 2 or “disagree”. Also, 11 students answered number 4 or “agree”. Unfortunately, 2 students answered number 1 “strongly disagree”, and 1 students answered “strongly agree”, which means the

total of 27 students anxious and still no strong feelings about their writing, 9 students also disagree with their writing. Also, 11 students see agree about their writing, 2 students still strongly disagree and 1 student see were strongly agree with their writing in writing anxiety.

Furthermore, In question number four, 24 students answered number 3 “no strong feelings” and 9 students answered number 2 “disagree”. Also, 14 students number 4 “agree”. Unfortunately, 1 student answered number 1 “strongly disagree” and 2 students answered number 5 “strongly agree”, which means the total of 24 students see confuse or No strong feelings with their writing, 9 students also still disagree about their writing. Also, 14 students was know or agree how with their writing anxiety, 1 student still strongly disagree and 2 students has understand of their writing anxiety.

In question number five, 24 students answered number 3 “No strong feelings” and 12 students answered number 2 “disagree”. Also, 8 students answered 4 “agree”. Unfortunately, 4 students answered number 1 “strongly disagree” and 2 students answered number 5 “strongly agree”, which means the total of 24 students see no strong feelings with their writing anxiety, 12 students still disagree or anxious toward their writing anxiety. Also, 8 students understand or agree about their writing, 4 students still also strongly disagree how with their writing anxiety and 2 students were know or strongly agree about their writing in writing anxiety.

In question number six, 18 students answered number 3 “No strong feelings” and 26 students answered number 4 “agree”. Also, 2 students answered number 2 “disagree”. Unfortunately, 2 students answered number 1 “strongly

disagree” and 2 students answered number 5 “strongly agree”, which means the total of 18 students anxious or no strong feelings, 26 students see understand and agree about their writing. Also, 2 students still disagree and worry with their writing anxiety, 2 students also still strongly disagree, 2 students see know and strongly agree about their writing in writing anxiety.

In question number seven, 22 students answered number 3 or “No strong feelings” and 11 students answered number 2 “disagree”. Also, 15 students answered number 4 or “agree”. Unfortunately, 2 students answered number 5 “strongly agree and nobody answered the number 1 “strongly disagree”, which means the total of 22 students still confuse or no strong feelings about their writing anxiety, 11 students still disagree with their writing anxiety. Also, 17 students see agree and strongly agree with their writing anxiety.

Moreover, in question number eight, 25 students answered number 3 “No strong feelings” and 8 students answered number 2 “disagree”. Also, 10 students answered number 4 “agree”. Unfortunately, 4 students answered number 1 “strongly disagree” and 3 students answered number 5 “strongly agree”, which means the total of 25 students confuse or no strong feelings how with their writing anxiety, 8 students still worry and disagree with their writing and 10 students see understand and agree toward their writing in writing anxiety. Also, 4 students anxious and strongly disagree how with their writing anxiety, 3 student see strongly agree with their writing anxiety.

In question number nine, 17 students answered number 3 “No strong feelings” and 20 students answered number 4 “agree”. Also, 7 students answered

number 2 “disagree”. Unfortunately, 3 students answered number 1 “strongly disagree” and 3 students answered 5 “strongly agree”, which means the total of 17 students no strong feelings or still confuse with their writing anxiety, 20 students see understand and agree toward their writing. Also, 7 students still not confidence and disagree with writing, 3 students see anxious and strongly disagree and 3 students see still strongly agree how with their writing anxiety.

In question number ten, 17 students answered number 3 “No strong feelings” and 12 students answered number 2 “disagree”. Also, 10 students answered number 1 “strongly disagree”. Unfortunately, 10 students answered number 4 “agree” and only 1 student answered the number 5 “strongly agree”, which means the total of 17 students still no strong feelings or confuse with their writing, 23 students, between of the students there are 12 students still disagree and 10 students also strongly disagree. Also, 10 students see agree and know about their writing anxiety and 1 student see still strongly agree.

4.2 Data Analysis

The researcher analyzed the data based on the indicators of questionnaire of types of writing anxiety and causes of writing anxiety. There are three indicators: Somatic anxiety, Cognitive anxiety, and Avoidance behavior. Where the percentage of the students’ responses toward somatic anxiety (5%), the percentage of the students’ responses toward cognitive anxiety (6%), and the percentage of the students’ responses toward avoidance behavior (5%).

The questionnaire of causes of writing anxiety, there are ten indicators: Fear of teacher’s negative comment, Fear of writing tests, Insufficient writing

practice, Insufficient writing technique, Problems with topic choice, Linguistic difficulties, Pressure for perfect work, High frequency of writing assignments, Time pressure, and Low self-confidence in writing. Where the percentage of the students' responses toward of the ten indicators of causes of writing anxiety or closer to "uncertain". Fear of teachers' negative comment (24%), fear of writing tests (40%), insufficient writing practice (54%), insufficient writing technique (48%), Problems with topic choice (48%), Linguistic difficulties (36%), Pressure for perfect work (44%), High frequency of writing assignments (50%), Time pressure (34%), and Low self-confidence in writing (34%).

From the result of the research, it was found that the students' types writing anxiety were categorized as middle anxious. It can be seen from the students writing anxiety response by the diagram above. After the researcher analyzes the data, the type of writing anxiety that influenced students' more was Avoidance behavior. Furthermore, between three types of writing anxiety and from the results of students tend to Cognitive Anxiety. The result percentage of the student's response toward Cognitive anxiety with number of 24 students answered "No strong feelings" (6%).

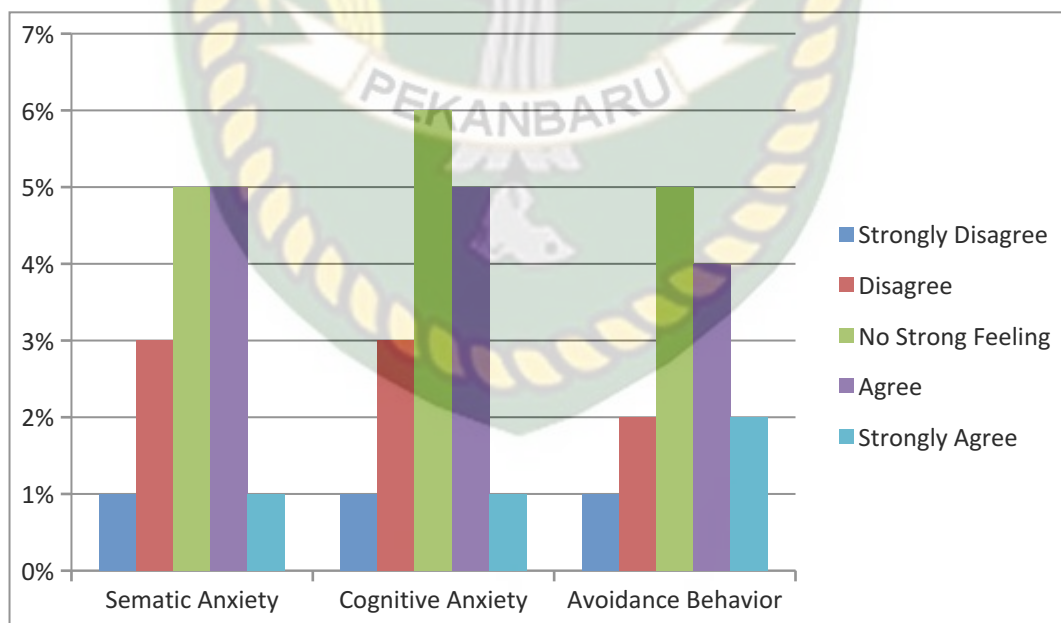
Based on the diagram above and after analyzing the causes of writing anxiety, the researcher found the results of the students' responses toward writing anxiety. From ten causes of writing anxiety, it can be seen there is a big influence to the students' closer to insufficient writing practice. The percentage of the students' responses to insufficient writing practice or 28 students answered "uncertain" (54%). Questions related to Avoidance Behavior answered by more students of

second semester at English Language Education FKIP UIR. Based on the data, it also refers that the students' have insufficient writing practice.

4.2.1 Result of Types of Writing Anxiety

In this research, researcher analyzed students' questionnaire of types of writing anxiety. After getting the data, the researcher the data are calculated manually with a range of score starting 22, after each of the score from the student's results of SLWAI are gained, it is categorized into some types of writing anxiety. There are some questions the types of writing anxiety and researcher wants to know the answer what students' got from writing. In total of 50 samples of students, the following table shows the question by question result of the survey.

Diagram 4.2.1 The percentage of students' response to the questionnaire



All of the students surveyed agreed to a certain extent. For the first question, 4% of the students answered "strongly disagree", 20% answered "disagree", and 36% answered "no strong feelings". In addition, 34% of students

answered “agree”, and 6% answered “strongly agree”. In second question, 8% of students answered “strongly disagree”, 24% answered “disagree”, and 26% answered “No strong feelings”. Thus, 36% of students answered “agree” and 6% answered “strongly agree”. Third question, 6% of students answered “strongly disagree”, 16% answered “disagree”, and 38% answered “No strong feelings”. In addition, 36% of students answered “agree”, and 4% answered “strongly agree”.

Next, question number fourth, only 4% of students answered “strongly disagree”, 10% answered “disagree”, and 40% answered “No strong feelings”. In addition, 26% answered “agree” and 20% answered “strongly agree”. In question number fifth, 14% of students answered “strongly disagree”, 30% answered “disagree”, and 38% answered “No strong feelings”. Thus, 14% of students answered “agree” and 4% answered “strongly agree”. In question number sixth, 16% of students answered “strongly disagree”, 30% answered “disagree”, and 22% answered “No strong feelings”. Moreover, 30% of students answered “agree” and 2% answered “strongly agree”.

In question number seventh, 6% of students answered “strongly disagree”, 30% answered “disagree”, and 38% answered “No strong feelings”. Furthermore, 20% of students answered “agree”, and 6% answered “strongly agree”. In question number eighth, 4% of students answered “strongly disagree”, 18% answered “disagree”, and 26% answered “No strong feelings”. Thus, 40% of students answered “agree”, and 12% answered “strongly agree”. In question number ninth, 6% of students answered “strongly disagree”, 6% answered “disagree”, and 32% answered “No strong feelings”. Furthermore, 42% of students answered “agree”,

and 14% answered “strongly agree”. In question number tenth, 6% of students answered “strongly disagree”, 16% answered “disagree”, and 26% answered “No strong feelings”. Moreover, 28% of students answered “agree”, and 24% answered “strongly agree”.

In question number eleventh, 2% of students answered “strongly disagree”, 10% answered “disagree”, and 34% answered “No strong feelings”. In addition, 44% of students answered “agree”, and 10% answered “strongly agree”. In question twelfth, 4% of students answered “strongly disagree”, 20% answered “disagree”, and 48% answered “No strong feelings”. Furthermore, 22% of students answered “agree”, and 6% answered “strongly agree”. In question number thirteen, 2% of students answered “strongly disagree”, 12% answered “disagree”, and 34% answered “No strong feelings”. Thus, 42% of students answered “agree”, and 10% answered “strongly agree”. In question number fourteen, 8% of students answered “strongly disagree”, 18% answered “disagree”, and 30% answered “No strong feelings”. Furthermore, 40% of students answered “agree”, and 4% answered “strongly agree”.

In question number fifteen, 8% of students answered “strongly disagree”, 16% answered “disagree”, and 42% answered “No strong feelings”. Thus, 26% of students answered “agree”, and 8% answered “strongly agree”. In question number sixteen, 6% of students answered “strongly disagree”, 6% answered “disagree”, and 14% answered “no strong feelings”. Moreover, 44% of students answered “strongly disagree”, and 30% answered “strongly agree”. In question number seventh, 6% of students answered “strongly disagree”, 26% answered “disagree”, and 36%

answered “No strong feelings”. In addition, 20% of students answered “agree”, and 12% answered “strongly agree”.

In question number eighteen, 2% of students answered “strongly disagree”, 8% answered “disagree”, and 42% answered “No strong feelings”. Thus, 36% of students answered “agree” and 12% answered “strongly agree”. In question number nineteen, 2% of students answered “strongly disagree”, 20% answered “disagree”, and 44% answered “No strong feelings”. Thus, 30% of students answered “agree” and 4% answered “strongly agree”. In question number twentieth, 8% of students answered “strongly disagree”, 34% answered “disagree”, and 24% answered “No strong feelings”. In addition, 28% of students answered “agree”, and 6% answered “strongly agree”.

Next, question number twenty one, 18% of students answered “strongly disagree”, 24% answered “disagree”, and 28% answered “No strong feelings”. Furthermore, 24% of students answered “agree” and 6% answered “strongly agree”. Lastly, question number twenty two, 2% of students answered “strongly disagree”, 8% answered “disagree”, and 42% answered “No strong feeling”. Thus, 40% agree”, and 8% answered “strongly agree”.

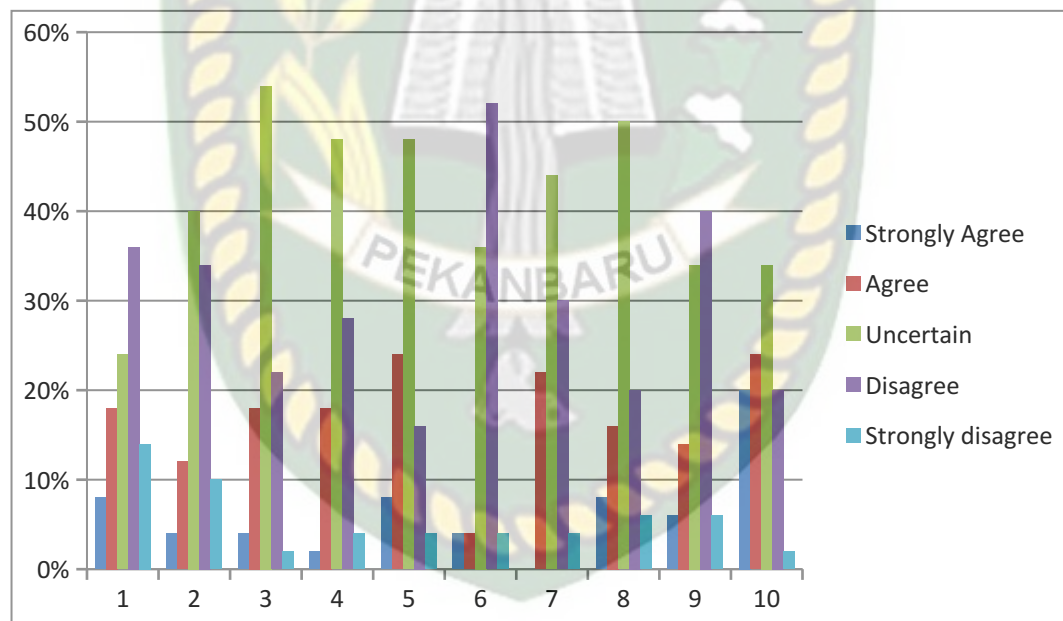
4.2.2 Result of Causes of writing anxiety

In this research, the researcher analyzed the students’ responses of writing anxiety causes. After getting the data, the researcher calculated the data manually with a range of score starting from ten. After each of the score from the students’ results of CLWAI is calculated, it is categorized into some causes of writing anxiety. There are some questions that related with the causes of writing anxiety and

the researcher wanted to know what the students' got from writing. In total of 50 samples of the students, the following table showed each questions' result of the survey:



Diagram 4.2.2 The Percentage of the Students' Responses



All of the students surveyed agreed to a certain extent. For the first question, 8% of students answered “strongly disagree”, 18% answered “disagree”, and 24% answered “No strong feelings”. In addition, 36% of students answered “agree”, and 14% answered “strongly agree”. In second question, 4% of students answered “strongly disagree”, 12% answered “disagree”, and 40% answered “No

strong feelings”. Thus, 34% of students answered “agree”, and 10% answered “strongly agree”. Third question, 4% of students answered “strongly disagree”, 18% answered “disagree”, and 54% answered “No strong feelings”. Moreover, 22% of students answered “agree”, and 2% answered “strongly agree”.

Next, question number four, 2% of students answered “strongly disagree”, 18% answered “disagree”, and 48% answered “No strong feelings”. Moreover, 28% students answered “agree”, and 4% answered “strongly agree”. In question number fifth, 8% of students answered “strongly disagree”, 24% answered “disagree”, and 48% answered “No strong feelings”. Thus, 16% of students answered “agree”, and 4% answered “strongly agree”. In question number sixth, 4% of students answered “strongly disagree”, 4% answered “disagree”, and 36% answered “No strong feelings”. Moreover, 52% of students answered “agree”, and 4% answered “strongly agree”. In question number seventh, nobody answer “strongly disagree, 22% answered “disagree”, and 44% answered “No strong feelings”. In addition, 30% of students answered “agree” and 4% answered “strongly agree”.

In question number eight, 8% of students answer “strongly disagree”, 16% answered “disagree”, and 50% answered “No strong feelings”. Thus, 20% of students answered “agree” and 6% answered “strongly agree”. In question number ninth, 6% of students answered “strongly disagree”, 14% answered “disagree”, and 34% answered “No strong feelings”. In addition, 40% of students answered “agree”, and 6% answered “strongly agree”. Lastly, question number tenth, 20% of students answered “strongly disagree”. 24% of students answered “disagree”. Thus,

34% of students answered “No strong feelings”. Moreover, 20% answered “agree”, and 2% answered “strongly agree”.

All of the data above in each type and causes of writing anxiety were analyzed by using the formula below:

$$P =$$

Which is:

P = The results

F = Total point of students questionnaire answer

N = The total of all students

4.3 Discussion

From the result of the research, it was found that the students’ types of writing anxiety were categorized as middle anxious. It can be seen from the students writing anxiety responses by looking at the table above. After the researcher analyzes the data, the type of writing anxiety that influenced the students’ more was Cognitive Anxiety. Furthermore, between the three types of writing anxiety and from the results of the students’ responses more refer to Cognitive Anxiety. The percentage of the students’ responses toward Cognitive Anxiety or 24 students answered “No strong feelings” (6%).

Based on the diagram of writing anxiety above, and after analyzing the results of the students’ responses, it can be seen that from ten causes of writing anxiety more give influence to the students’ refers to insufficient writing practice.

The result percentage of student's response to insufficient writing practice or 28 students answered "uncertain" (54%).

Based on the result of the research, it can be concluded that the students' writing anxiety of the second semester at English Language Education FKIP UIR are weak in writing. The researcher concluded that based on the result of the data, that the students writing anxiety of the second semester at English Language Education FKIP UIR are "middle anxiety" when they are writing in English.

BAB V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In this research, there are two main points that researcher find out in this research. There were some types of writing anxiety and causes of writing anxiety that the students encounter in writing English. In first point, based on the data analysis in chapter four, it can be concluded that types of writing anxiety were somatic anxiety, cognitive anxiety and avoidance behavior based on the previous table and result of the students response to the type of writing anxiety. After the researcher analyzes the data, the type of writing anxiety that influenced students' more was Avoidance behavior. Furthermore, between three types of writing anxiety and from the results of students more refers to Avoidance behavior. The result percentage of student's response Cognitive Anxiety or 24 students answered "No strong feelings" (6%).

Thus, the second point is causes of writing anxiety by students. After conducting and analyze the data from 50 students. After analyze and the results of students responses of causes of writing anxiety. That from ten causes of writing anxiety more give influence to the students' refers to insufficient writing practice. The result percentage of student's response to insufficient writing practice or 28 students answered "uncertain" (54%).

Based on the result of the researcher, it can concluded that the students' writing anxiety of the second semester at English Language Education FKIP UIR weakness in writing. So, it can concluded that, after analyzed the data of the student's types and causes of writing anxiety in writing English. The researcher concluded based on the result of data, that the students writing anxiety of the second semester at English Language Education FKIP UIR are in "middle anxiety" when they writing anxiety.

5.2 Suggestion

In learning English especially writing, students should be active. If the students are stay quiet, feel afraid to make mistake, worried about grammar, and not do anything, they will get nothing. Based on the result of the data, the researcher would like to give some suggestion dealing with the lecturer, students, and the next researcher.

5.2.1 For the Lecturers

For the lecturers, hopefully this research can provide more information about the types and causes of writing anxiety. The lecturer also can find out how the

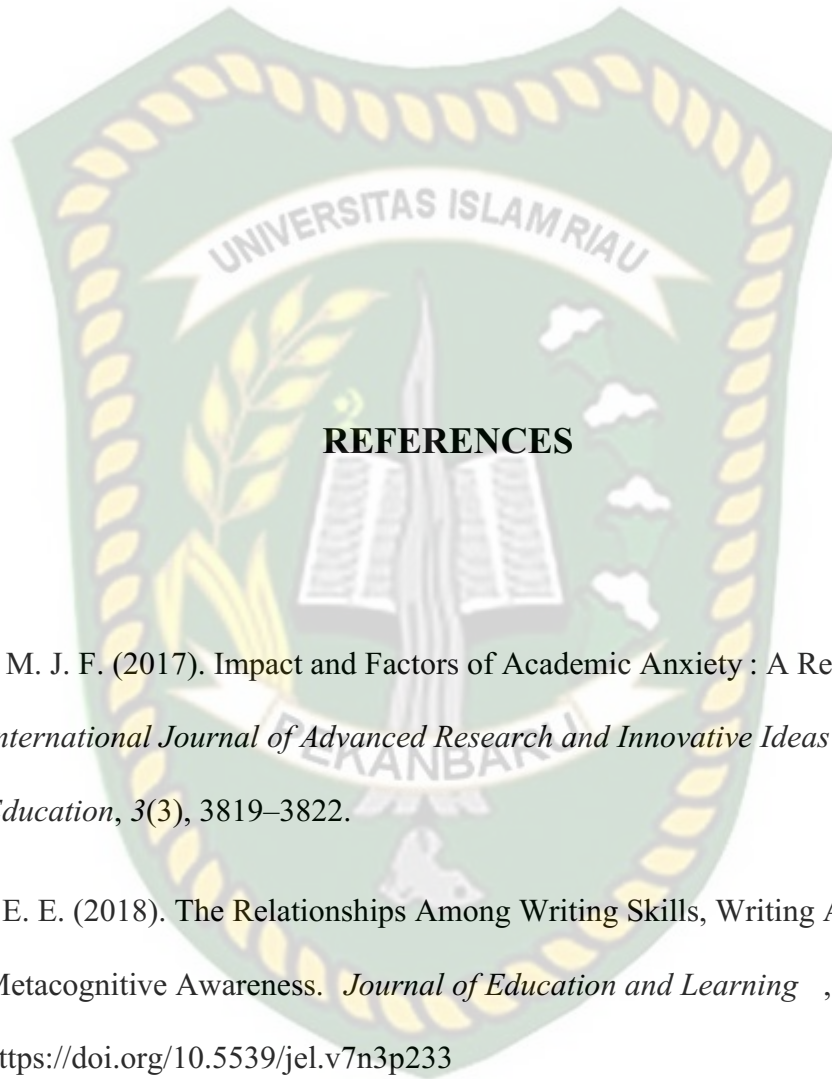
students in learning how to write English. It's better if the teaching material also include the way how using grammar correctly, so the students are able to develop their ideas in writing.

5.2.2 For the Students

The students should pay attention to the lecturers' explanation about how to write English in order to understand. Then the students should prepare themselves before writing in English.

5.2.3 For Further Research

This research already found the types and causes of writing anxiety. Then, the researcher also found some problems based on the students' responses and how they feel toward the types and causes of writing anxiety. The researcher hope that the findings in this researcher can be useful for the next research in the future.



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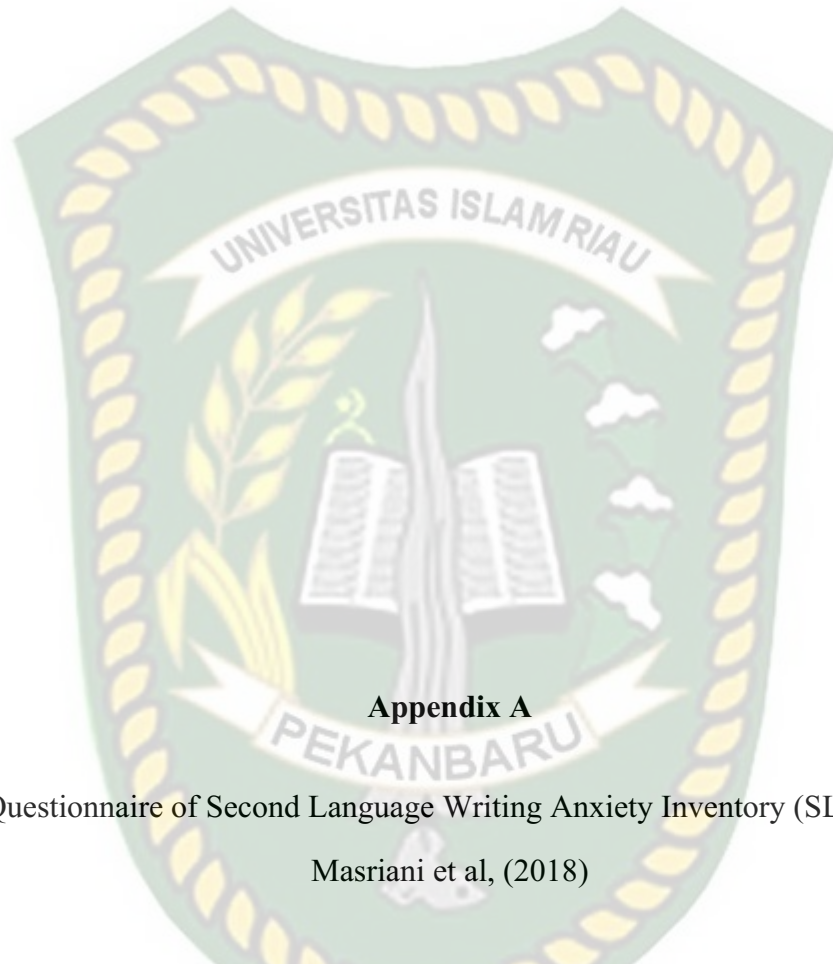
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anxiety and the pedagogical use of online resources.



Appendix A

Questionnaire of Second Language Writing Anxiety Inventory (SLWAI)

Masriani et al, (2018)

No	Statement	Strongly disagree (1)	Disagree (2)	No strong feelings (3)	Agree (4)	Strongly agree (5)
1	While writing in English. I am not worry at all.					
2	I feel my heart pounding when I write English.					
3	While writing English compositions. I feel fear					