**THE STUDY OF FOREIGN LANGUAGE WRITING ANXIETY AMONG ENGLISH DEPARTMENT STUDENTS OF FACULTY OF LETTERS, JEMBER UNIVERSITY**

**THESIS**

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**ENGLISH DEPARTMENT**
**FACULTY OF LETTERS**
**JEMBER UNIVERSITY**
**2015**

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**THESIS**

presented to the English Department,
Faculty of Letters, Jember University as one of the requirements
to get the award of Sarjana Sastra Degree in English Study

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**DEDICATION**

This thesis is dedicated to:

1. My beloved father, Mohammad Slamet, I do thank him for his endless hard work, prayer and support.

2. My dearest mother, Sri Hartini, I do thank her for always gives me endless prayer, support, advice and patience all this time.

3. My loving elder sisters, Wiwit Kristiani P.M. and Tinantari Puspito R., I do thank them for every advice and support.

4. My loving younger brother, Sigit Satria P., who gave me a big contribution to decide commencing this thesis.

5. My Alma Mater.

## MOTTO

**People are afraid, and when people are afraid, when their pie is shrinking, they look for somebody to hate. They look for somebody to blame. And a real leader speaks to anxiety and to fear and allays those fears, assuages anxiety.**

**Henry Louis Gates**[*]

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[*]Henry Louis Gates is an American literary critic and scholar known for his pioneering theories of African literature and African American literature.

**DECLARATION**

I hereby state that the thesis entitled "The Study of Foreign Language Writing Anxiety among English Department Students of Faculty of Letters, Jember University" is an original piece of writing. I certify that the analysis and the research described in this thesis have never been submitted for any other degree or any publication.

Jember, September 2015
The writer

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**APPROVAL SHEET**

**Approved and received by the Examination Committee of English Department, Faculty of Letters, Jember University.**

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# SUMMARY

**The Study of Foreign Language Writing Anxiety among English Department Students of Faculty of Letters, Jember University;** Tri Ayu Ningsih, 100110101080; 2015; 88 pages; English Department, Faculty of Letters, Jember University.

Writing in foreign language in this regard, English, is an important language skill to acquire the importance of communication in this globalization era. It cannot be denied that writing in English for almost every foreign language learners is believed as a tough case. In terms of Indonesian learners, especially students of English department of Faculty of Letters, Jember University, they are still nervous and reluctant to write in English. Whereas, everyday they are dealing with English since the first semester of their study. If the reality shows such a phenomenon, it means the students experience writing anxiety.

> "Writing anxiety refers to 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" (Daly and Wilson (1983:327).

Writing anxiety plays a contributive role in giving negative influence for writing progress as well as writing achievement of students. There is a close relationship between the levels of writing anxiety toward students' performance. Horwitz (2001) found that language anxiety is negatively related to students' achievement.

Besides having a close relationship with performance and achievement, anxiety also has a reciprocal correlation with situational variable. Situational variable according to William and Andrade (2008) includes language level. The variation of level of anxiety on the students can be caused by the language level.

The writer is interested to examine writing anxiety which occurs among English Department Students of Faculty of Letters, Jember University. Through mixed method strategy, the writer is going to figure out the most dominant type of writing anxiety based the language level of the students, the main factors of writing anxiety based on the language level of the students and the relationship of writing anxiety levels to the students' achievement.

The data on this study are derived by applying two closed-ended questionnaires, Second Language Writing Anxiety Inventory (Cheng, 2004) and Causes of Writing Anxiety Inventory (Rezaei & Jafari, 2014), semi-structured interview and students' writing final scores. The participants are 44 students, 24 students are semester three and 20 students are semester one. For the purpose of interview, 3 students are selected to represent low anxiety, moderate anxiety and high anxiety.

The results show that Cognitive anxiety is recorded as the most dominant type for both semester one and semester three students. It means the determination of writing anxiety dominant type is not affected by the language level of the students. In other hand, the dissimilarity because of the language level happens to the main factors of writing anxiety. Semester three students record insufficient writing practice, language difficulties and insufficient writing technique as their main factors for writing anxiety. Whereas language difficulties, time pressure and insufficient writing practice come as the three main sources of writing anxiety of first semester students. The last research question shows the finding that the three levels of anxiety (high, moderate and low) somehow affect students' achievement. Students who can take advantage of their levels anxiety, they will be able to alter anxiety into something profitable for them when they are learning a language. However, if the students cannot utilize their anxiety, as the level of anxiety getting higher, the worse grade they will obtain. All in all, anxiety does not only contribute bad influence, but it also gives positive effect. The existence of negative or positive effect of anxiety depends on the action of students toward it.

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# CHAPTER 1. INTRODUCTION

The introduction provides some information in the form of structure of the topic being discussed. It includes the background of the study, the research questions, the scope of the study, the goals of the study, the significances of the study, and the organization of the thesis.

## 1.1 The Background of the Study

Learning English for foreign language learners constantly provokes anxiety. This anxiety causes English learners sometimes difficult to accept lesson material and even hinders the students' progress in mastering English. According to Spielberger (1983, cited in Horwitz *et al.*, 1986) anxiety is "a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system". Anxiety is a problem that cannot be avoided by the majority of English learners. Thus, several linguists made a term to exactly define this phenomenon. Anxiety which takes place every time when the learners are studying English or other languages besides their first languages is Foreign Language Anxiety (FLA).

The concept of Foreign Language Anxiety was first proposed by Horwitz, Horwitz and Cope in 1986. Foreign Language Anxiety is "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz *et al.*, 1986: 128). Language anxiety is actually considered as a normal stage for foreign language learners since it may result in useful action (Goodwin, 1986). Certain level of anxiety or little anxiety is able to turn difficulty into something beneficial, motivating and positive for the students' learning. For instance,

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anxiety can help the learners to be more aware and cautious so that they can avoid making the same mistake while studying target language and also "a little anxiety is needed for more concentration and accuracy of the students on their EFL performance" (Negari & Rezaabadi, 2012). However, if the students pass a certain level of anxiety, it will result in bad action. Students with high anxiety tend to avoid and prevent themselves from the complexity of the material of target language. Hence, the over level of anxiety is not good because it can block the process of transferring knowledge from target language and make poor language learning (Horwitz *et al.*, 1986).

Initially, the exploration of Foreign Language Anxiety only focuses on the area of speaking which is believed as a skill that most frequently evokes anxiety among the students. However, recently several linguists begin to question and distinguish FLA based on the specific language skills besides speaking, such as reading, writing and listening. The researches prove that anxiety intertwines with different language skills. Based on self problem experience, the writer is interested to explore about writing anxiety which is still little discussed in English Department, Faculty of Letters, Jember University.

Writing in foreign language in this regard, English, is an important language skill to acquire the importance of communication in the globalization era. It cannot be denied that writing in English for almost every foreign language learners is believed as a tough case. The fear of negative evaluation by the teachers and peers and worry about timed-writing even make the students are hard to develop their English writing skills. If the reality shows such a phenomenon, it means the students experience writing anxiety.

"Writing anxiety refers to a situation and subject specific individual difference associated with a person's tendencies to approach or avoid situations perceived to potentially requirewriting accompanied by some amount of perceived evaluation" (Daly and Wilson (1983:327).

Writing anxiety plays a contributive role in giving negative influence for writing progress as well as writing achievement of students. There is a close relationship between the levels of writing anxiety toward students' performance. Horwitz (2001) found that language anxiety is negatively related to students'

achievement. Even anxiety is able to hide students' performance, because there is significant negative correlation between students who are anxious when writing English composition with their writing achievement (Aida, 1994; Coulombe, 2000 cited in Horwitz, 2001).

Beside having a close relationship with performance and achievement, anxiety also has a reciprocal correlation with situational variable. Situational variable according to William and Andrade (2008) includes language level. The variation of level of anxiety on the students can be caused by language level. Therefore, Arnaiz & Guillén (2012) in their journal gave their research focus to examine the relationship between the situational variable of language level and language anxiety.

The anxiety level can vary according to the language level of the students. There are two different outcomes in revealing the level of anxiety in students based on their language level. The first is those who believe that higher language level students experience high anxiety. The second, the ones who prove that the students of higher language level have less anxiety because they have had more knowledge likewise more experience. Donovan and MacIntyre (2005) found that Anglo-Canadian University students have higher scores in anxiety than high school and junior high school students. Ewald (in Arnaiz & Guillén, 2012) also points out that the students with higher level of language result high anxiety. Kitano (2001, cited in Arnaiz & Guillén, 2012) believes that this may occur because most of instructions in the higher levels of language are more complex. In contrast with the finding of Liu (in Arnaiz & Guillén, 2012), in his work in analyzing Chinese learner of English, he asserted that the higher language level of the learners, the less anxious they were.

In terms of Indonesian learners, especially students of English department of Faculty of Letters, Jember University, they are still nervous and reluctant to write in English. Whereas, everyday they are dealing with English since the first semester of their study. This case does not only happen because they are not competent enough, yet also because of the students themselves. The anxiety blocks their ability in composing English writing. The writer wants to prove the

existence of relationship between the levels of writing anxiety toward language level and the students' achievement. Therefore, the writer is interested in applying the theory of foreign language writing anxiety to the students by using the questionnaire which is proposed by Cheng (2004), that is Second Language Writing Anxiety Inventory (SLWAI) and a questionnaire of Causes of Writing Anxiety Inventory (CWAI) from Rezaei and Jafari (2014). Through both questionnaires, the writer is going to examine whether the students of English Department of Faculty of Letters, Jember University experience writing anxiety, what type of writing anxiety that is faced by most of the students, the relation of writing anxiety levels to students' achievement and also to find the most common causal factors of writing anxiety among them.

## 1.2 Research Questions

1. Which is the most dominant type of writing anxiety based on the language level of the students?
2. What are the main factors that cause EFL writing anxiety based on the language level of the students?
3. To what extent can the levels of EFL anxiety (high, moderate, low) affect the students' achievement?

## 1.3 The Scope of the Study

The writer limits the study and theories in order to prevent a broad analysis and discussion. This study only concerns in foreign language writing anxiety which is experienced by the students of English Department of Faculty of Letters, Jember University. This study covers the analysis of types and main factors of EFL writing anxiety among the students based on their language level, as well as the investigation of anxiety levels (high, moderate, high) in affecting students' achievement.

**1.4 The Goals of the Study**

1.  To find out the most dominant type of writing anxiety based on the language level of the students.
2.  To figure out several main factors that cause EFL writing anxiety based on the language level of the students.
3.  To describe and explain to what extent the EFL writing anxiety levels can affect the students' achievement.

**1.5 The Significances of the Study**

1.  The explanation given in this study is expected to be able to provide new information and comprehension related to foreign language writing anxiety on English Department students of Faculty of Letters, Jember University.
2.  The elucidation of foreign language writing anxiety in this study is expected to assist the lecturer in order to know the actual condition of their students and also to help the students to deal with their anxiety in order that they can improve their foreign language writing ability.

**1.6 Organization of the Thesis**

This thesis is divided into five chapters; namely introduction, literature review, research design and methodology, results and discussion, and conclusion. The first chapter brings an introduction which consists of the background of the study, the research questions, the scope of the study, the goal of the study, the significance of the study, and the organization of the thesis. The second chapter is literature review which presents several previous studies conducted by other researchers in the same field and supporting theories used in the research. The third chapter includes research design and methodology of doing research. The following chapter, results and discussion, presents the analysis of the data to find out the most dominant type and to determine the main factors of writing anxiety

based on the language level of the students. Besides that, the fourth chapter also discusses the relationship between student's writing anxiety levels and the student's achievement. The last chapter is the conclusion that wraps up the analysis of the study.

## CHAPTER 2. LITERATURE REVIEW

Setting up the theories is compulsory to reach the goal of this study. Several theories which related to this research are used to help the writer in analyzing the data obtained. This chapter defines the theory of Foreign Language Anxiety. Then, it is followed by the theory of Foreign Language Writing Anxiety. After that, the study of language level in relation to writing anxiety is explained. Besides that this chapter also provides the description of previous research.

### 2.1 Previous Researches

Several researches have been conducted on the field of foreign language anxiety. There are three journals that are utilized as the previous researches for this thesis. First, there is a journal entitled "Foreign Language Anxiety in a Spanish University Setting: Interpersonal Differences" that was written by Patricia Arnaiz and Félix Guillén (2012). Patricia Arnaiz is a lecturer at the Teacher Training College in Las Palmas de Gran Canaria University. Foreign language learning, SLA and English Language are her interests. Meanwhile Félix Guillén, he is a professor in the Department of Psychology in Las Palmas de Gran Canaria University. His interests are cognitive neuroscience and cognitive neuropsychology.

In their study, they focused on individual differences in the foreign language anxiety (FLA). They examined 216 participants in a Spanish university through applying the Foreign Language Classroom Anxiety Scale (FLCAS). Their aim was to determine whether there is relationship between FLA and gender, age, grade and language level. The results of the study show that their participants experience an average level of anxiety, females denote having more anxiety level than males. Age indeed has strong negative connection with anxiety.

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Lower grade and lower level students are reported to have higher anxiety level (Arnaiz & Guillén, 2012).

Second, Lau Sing Min and Nurhazlini Rahmat (2014) did a research entitled "English Language Writing Anxiety among Final Year Engineering Undergraduate in University Putra Malaysia." Their study investigated second language writing anxiety on 93 Malaysian Engineering students. They applied Second Language Writing Anxiety Inventory (SLWAI) developed by Cheng (2004) to find out writing anxiety among the engineering students. The finding shows that the male gender, Chinese and MUET band 4 participants record the higher level of anxiety. Also, based on SLWAI questionnaire from Cheng (2004) which is used to identify the types of writing anxiety, it is found that somatic anxiety is marked as the most dominant type of anxiety faced by most of the students.

The third previous research entitled "Investigating the Levels, Types, and Causes of Writing Anxiety among Iranian EFL Students: A Mixed Method Design" which is written by Maliheh Rezaei and Mohammad Jafari (2014). The participants were 120 EFL students in two institutes of higher education. Different from the two previous studies which did not only examine anxiety but also connected it with gender, language level and grade, this study only focus on what is inside the second language writing anxiety, such as the levels, types and causes. The instruments that they used in their study are Second Language Writing Anxiety (SLWAI) by Cheng (2004) and Causes of Writing Anxiety Inventory (CWAI) developed by them based on classroom observations and previous researches. The findings of the mixed method study show that there is a high level of anxiety among Iranian EFL students with cognitive anxiety as the dominant type. Meanwhile the main causes of writing anxiety are fear of teacher's negative feedback, low self-confidence and poor linguistics knowledge.

Those studies give a lot of contributions to this final paper principally in the design of the research. The first and the second previous studies help the writer in understanding the connection between foreign language writing anxiety and individual differences of the students. Meanwhile the third previous research

assists the writer in comprehending Foreign Language Writing Anxiety. Differently, in this paper, the writer is going to reveal the phenomenon of Foreign Language Writing Anxiety among students in English Department, Faculty of Letters, Jember University and its relation to language level.

**2.2 Theoretical Review**

2.2.1 Anxiety

Spielberger (1983, cited in Horwitz, 2001) points out that anxiety is "a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system." Anxiety has been known to give negative influence in many types of learning field (Horwitz, 2001:113). Anxiety is able to block and interfere the process and the achievement of learning.

Generally, anxiety is divided into three types, they are trait anxiety, state anxiety and situational-specific anxiety. Scovel (1978) defines trait anxiety as a more permanent disposition to be anxious. Trait anxiety is viewed as an aspect of personality or as a characteristic of individual. Some people who experience this type of anxiety is prone to worry in many different situations that actually do not evoke worry in most of people. For instance their anxiety always appears and persists for a long time when they meet a lecturer that they fear. Different from trait anxiety which is categorized as a personal characteristic, state anxiety is a temporary feeling that is affected by particular anxiety-provoking stimulus. Spielberger (1983, cited in Abed *et al.*, 2011) proposes that state anxiety is an apprehension experienced at a particular moment in time as a response to a definite situation. For example when a person feels anxious before he/ she is doing public speaking. Whereas situational-specific anxiety is related to unique apprehension toward specific situations and events Ellis (1994, cited in Mesri, 2012). This type of anxiety is affected by set of situational-specific condition for example a student experiences anxious feeling when participating in class activities, such as doing presentation and answering teacher's questions.

2.2.2 Foreign Language Anxiety (FLA)

One of learning fields that receives a lot of influences from anxiety is foreign language learning. The first originators who proposed that anxiety played a significant role in influencing foreign language learning are Chastain (1975) and Scovel (1978). Horwitz *et al.* (1986) claim that anxiety in learning foreign language or second language is different from other anxieties, because language anxiety is a special complex system of beliefs, feelings, self-perceptions and behaviors that usually happens in language classroom which emerges because the complex system of language learning process. They also argue that foreign language anxiety is included to a situation-specific anxiety because language anxiety usually takes place in a specific situation, for example when a person who is not fully proficient must speak in a public speech.

MacIntyre and Gardner (1994) clearly define FLA as the feeling of tension and apprehension specifically associated with language skills, including speaking, listening, writing and learning. Although foreign language anxiety or second language anxiety is commonly expressed by foreign/ second language learners and considered as a normal issue, yet FLA/ SLA has been widely known as one of main obstacles for the learners when they are in a process of learning second language because anxiety is very consistent in contributing negative impact on language achievement.

Based on the belief that foreign language anxiety is considered as situation-specific anxiety, Horwitz *et al.* (1986) assert that foreign language or second language anxiety may vary into three related performance anxieties. Firstly, communication apprehension, the term of "communication apprehension" originally was coined by McCroskey (1970). It refers to "a type of shyness characterized by fear or anxiety about communicating with people" (Horwitz *et al.*, 1986: 128). The learners will feel uncomfortable, shy and fear when they must express what is in their mind to others or when they must enter real communication, even in fact the learners actually have matured enough in ideas and thought. The inability to communicate correctly or to understand what another person says can easily result in frustration and apprehension (Williams &Andrade,

2008). The learners who indeed often experience anxiety will increasingly get more difficulties when they have to communicate with others in a language that is not their first language, because "they may feel that their attempts at oral work are constantly being monitored" (Horwitz, *et al.*, 1986: 127). Therefore, communication apprehension possesses influential role in disturbing the process of learning FLA/ SLA because the learner will face more anxiety when they communicate in foreign language.

The second is test anxiety. If communication apprehension is a feeling of fear in participating to communicate with others, then test anxiety is a fear toward academic evaluation. As proposed by Horwitz *et al.* (1986), test anxiety refers to "a type of performance anxiety stemming from a fear of failure". Fear of failure occurs because the learners have thoughts in their mind that the only acceptable performance refers to a test that they can answer perfectly. If they cannot do the test perfectly, it means they fail the test. Test anxiety deeply has an important role in influencing student learning outcomes, because even for good students, they consciously or unconsciously will have difficulties when dealing with test anxiety. Several feelings such as fear of failure or unpleasant experience are forms of test anxiety that usually occur in students.

The third is fear of negative evaluation. As proposed by MacIntyre & Gardner (1991, cited in Zhang, 2011), fear of negative evaluation is usually in the form of excessive anxiety experienced by the students because they worry about their "academic and personal evaluation" that are depicted in their "performance and competence in the target language". According to Horwitz *et al.* (1986: 127) fear of negative evaluation is "apprehension about others' evaluation, avoidance of evaluation situations and the expectation that others would evaluate oneself negatively". Fear of negative evaluation is actually an elaboration feeling from test anxiety. Horwitz *et al.* (1986: 127) proposed that fear of negative evaluation is not limited to test-taking situations; rather, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in second/foreign language class.

Foreign Language Anxiety takes place because it is provoked by several causal factors. They are:

1. Self perception

Horwitz *et al.* (1986) states that there is no other field of study which posses much of "a threat to self-concept" beside language study. Doing performance in L2 is like a challenge to individual students' self-concept. Self-concept is "the totality of an individual's thoughts, perceptions, beliefs, attitudes and values having reference to himself as object" (Laine, 1987, cited in Tuyêt, 2009). Self-concept or also known as self-esteem has a major role in influencing FLA/ SLA on the students. Since low esteem people usually give too much focus on other people's thinking about them. Hassan (2001) who claimes that people with low self-esteem frequently feel worry about what their peers think. They are concerned with pleasing others. Individuals who have higher levels of self-esteem are less likely to be anxious than are those with low self-esteem (Horwitz *et al.*, 1986).

2. Social environment and limited exposure to the target language

Limited exposure to TL, in this matter is English, is a stumbling block for the learners when they are required to express their ideas in target language (Lightbown and Spada, 2006:30). The students' opportunity to learn and to practice their English is only from formal teaching, as in the class. Learners in such environments are exposed to English only in the classroom where they spend less time in contact with the target language. The limited exposure to English and lack of opportunities to practice in their environments do not let the abilities of foreign language learners fully develop and result into embarrassment or stress when they have to use their ability in English either in or out of the class.

3. Cultural differences

The divergent culture from first language and target language appears as an important anxiety-producing factor (Tseng, 2012). Some learners may experience that anxiety because of their own concerns about culture and foreignness (Gardner cited in Hashemi & Abbasi, 2013). That is because when the students learn second or foreign language, they do not only study about the

different vocabulary and grammar, but also as stated by Fu (2003, cited in Aghajanian & Cong, 2012) that "they have to reconstruct her/ his thinking order and adjust to new language patterns". Anxiety is not only about the difference in language but also differences in cultural practices (Jones, 2004). The more different element of first language to TL, the more it is likely to be anxiety evoking.

4. Social status and self-identity

Social status between the learner and the interlocutor is also an important factor in causing language anxiety for second/ foreign language learners. In accordance with the research in classroom interaction between teachers and students by Pica (1987, cited in Wang, 1998), the study finds that unequal status between students and teachers can also be a source of anxiety for the students. As example, the students will begin to anxious when they are required to speak in target language in front of their teacher because the students as the one who are lack of confidence on linguistics competence feel inferior to communicate with their teacher as a person who has full command on language. Besides, feeling anxious as the inferior, the students also assume that speaking in TL with lack of skill will lead them to lose positive self-image in front of the teacher.

5. Strict and formal classroom environment

The students often feel anxious and stressful in the foreign language class. Tseng (2012) in his study explaines that this is because "participants blame the condition of classroom environment, the classrooms where the students as a whole class constantly drill or repeat the learning tasks like machine (e.g. audio-lingual language teaching method)". Formal classroom usually applies traditional learning systems, for instance making the students repeat tiresome assignments and giving a short talk. That strict rule and formal classroom which are actually designed to help the learners in learning new language do not turn into something positive but somehow negative and harm the students because formal language classroom wants the students to be able to produce correct and clear TL.

6. Presentation in the classroom

Presentation in the classroom, especially in foreign language class, is stressful for most of the learners. Beside they have to write down their presentation in target language, they also must explain the presentation, receive questions as well as reply in TL. Hence, doing presentation in front of the class using foreign language has been reported as one of causal factors that could emerge the existence of anxiety in students and it is regarded as the most anxiety-provoking activity in the class (Tseng, 2012).

7. Fear of making mistakes and apprehension about others' evaluation

Although it is axiomatic that language learning cannot be without errors, because errors can be a source of anxiety in some individuals (MacIntyre & Gardner, 1989: cited in Gregersen & Horwitz, 2002:562), but most of students are always afraid of making mistakes/ errors in front of their friends, because they do not want to be ridiculed in front of their classmates (Jones, 2004:33). The students have "a fear of appearing awkward, foolish and incompetent in the eyes of learners' peers or others" (Jones, 2004:31). As the consequence of that belief, the students will always feel under pressure, anxious and stress when they attend foreign language class. The result of a fear of negative evaluation is the apprehensive students are unable to express a particular point fully, they also try to escape or "end up being quiet and reticent, contrary to their initial intention to participate" (Jones, 2004)

2.2.3   Foreign Language Writing Anxiety

Thompson (1980:121, cited in Lan, 2011) explains that writing anxiety as a "fear of the writing process outweighs the projected gain from the ability to write". Hassan (2001:4) proposes writing anxiety as a situational-specific anxiety that is defined as "a general avoidance of writing and of situations perceived by the individuals to potentially require some amount of writing accompanied by the potential for evaluation of that writing". Usually the condition of writing anxiety will get worse when the students are ordered to write in TL/FL/SL. Writing

anxiety becomes worse in other languages because "clearly, second language writing is strategically, rhetorically, and linguistically different in important ways from L1 writing" (Silva, 1993:670). The important ways are included content, organization, vocabulary and language use.

2.2.4    Types of Writing Anxiety

Similar to Foreign Language Anxiety, anxiety from specific skills of language, writing anxiety is also divided into some sorts. According to Cheng (2004), writing anxiety is divided into three types, namely:

1. Cognitive Anxiety

Cognitive or mental is connected with any activities in the human brain and its information processing. Cognitive anxiety refers to learners' mental aspect when they experience anxiety, including negative expectations, preoccupation with performance, and concern about others' perceptions (Cheng, 2004:316). When the students feel anxious in writing, it will turn to the negative self-related cognition, such as "thought of failure (e.g., "I will never be able to finish this"), self-deprecation (e.g., "I am just no good at this") and avoidance (e.g., "I wish this was over")" (MacIntyre and Gardner, 1994).

2. Somatic Anxiety

Somatic is mainly about physical or body manner. This type of anxiety refers to ones' perception as the physiological effects for the anxiety that they have. It is usually reflected in increasing ''autonomic arousal and unpleasant feeling states such as nervousness and tension'' (Cheng, 2004:316). The students who are anxious in writing second or foreign language compositions will experience somatic illnesses such as sweating, shaking, increased heart rate, headache and rapid breathing.

3. Avoidance Behavior

Avoidance behavior is commonly experienced by the second/ foreign language learners. Avoidance behavior refers to the behavioral aspect when the learners are anxious (Cheng, 2004:316). The students with high anxiety will

prevent themselves from writing anxiety, for instance they will avoid writing anything using second language or foreign language.

2.2.5   Causal Factors of Writing Anxiety

Since the focus on foreign language writing anxiety does not receive much attention, the possible causes for FLWA in general are similar to the causal factors of FLA/SLA. However, specifically there are few studies which have investigated the source of FLWA on the students. The sources of writing anxiety have been detected stemming from the learner's writing ability, the degree of preparation to complete the writing task, the fear of being assessed and judged on the basis of writing tasks.

1. Fear of negative evaluation and fear of test

A number of researchers believe that fear of bad evaluation from the teacher and fear of test are the root cause of over anxiety level among the students who learn foreign language. Fear of writing test is very pervasive because writing test is regarded as productive activity that is influenced by time pressure strongly (Zhang, 2011). Besides, Leki (1999, cited in Őztürk & Çeçen, 2007) proposes that a great deal of educational  testing that  students  experience more anxiety takes place via writing because the students know their writing product will be judged based on ideas elaboration, developing arguments, vocabulary variety usage and the aesthetic quality of the students' texts.

2. Time pressure

Heaton and Pray (1982, cited in Rezaei & Jafari, 2014) in their research mention that time pressure is also the root cause of writing anxiety. The findings that derived from Heaton and Pray's study is supported by Rezaei and Jafari's research (2014). In their study, 61% of the respondents report that time pressure is one of the causes which makes them anxious while writing English compositions. Also, that finding is reinforced by the result study from Younas *et al.* (2014). They found that 50% from their sixty respondents which were selected through convenience sampling agree that time pressure is "a cause of anxiety while they

are writing compositions in English" (Younas *et al.*, 2014). Writing in English for students is needed more time than writing in their mother tongue or first language. They need extra time to plan, write and revise in order to make sure that their writing in English can be as good as writing in L1. Hence, time pressure is seen as other sources of writing anxiety.

3. Low self confidence

Lack of self confidence is regarded as one of the major causes of writing anxiety. Marwan (2007) investigated Indonesian students' EFL anxiety and the writer found that a matter like lack of confidence is the prime causal factor of students' anxiety. Hassan (2001) stresses that self-confidence is extremely important in determining the response of the students toward writing task. Students with good skills and capabilities in writing will encounter anxiety when they believe that they will do poorly (Holladay, 1981; cited by Hassan, 2001:4). Even if the students who have high second language writing ability assume that they are not competent in writing something which is ordered, then they also cannot avoid writing anxiety (Cheng, 2004).

4. Insufficient writing technique

Good skill in writing shows that the students have a fairly good understanding of composing process and good skill development (Hasan, 2001). Students who experience writing anxiety are those who have poor skill development and lack of understanding of the composing process which means the anxious students are not skillful writer. Daud *et al.* (2005) called into question whether anxiety is the cause or the effect of poor writing performance. Their findings showed that the students in their research suffered anxiety as a result of the insufficient writing techniques and the students who have writing technique experienced less anxiety than the weaker ones.

5. Language difficulties

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

be written according to grammar rule. In addition, the amount of vocabulary of the students is still relatively inadequate, so that they have difficulty in showing their compositions in the form of English (Hyland, 2003:34 cited in Zhang, 2011). Horwitz *et al.* (1986) based on their finding from using Foreign Language Classroom Anxiety Scale (FLCAS) presents that language difficulties is categorized as high anxiety source.

6. Lack of topical knowledge

The low level of topical knowledge causes the students may experience anxiety (Bachman & Palmer, 1996, cited in Zhang, 2011). For instance, when the learners are instructed by lecturer to write an essay about politics, whereas they only have a little knowledge about politics, they will feel nervous and afraid to write down their ideas. Hence, it means that lack of knowledge greatly affects the occurrence of writing anxiety among the students.

7. Lack of experience/ insufficient writing practice

One of the reasons why students feel anxious when writing English compositions is due to the lack of practice in expressing something using English. Students who rarely practice when they are writing, will give excessive concentration on the forms that they write, not on the content of essay. While the more focus is given to the form, the more writing apprehension will be presented. (Gunge and Tayler, 1989)

8. Pressure for perfect work

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

9. High frequency of assignments

Another root cause of writing anxiety is high frequency of assignments (Claypool, 1980, cited in Rezaei & Jafari, 2014). There are two studies after that which reported that high frequency of writing assignments as the source of writing anxiety, they are Rezaei and Jafari (2014) and Younas *et al.* (2014). However, the

percentage of the respondents from both studies who choose it as a cause of writing anxiety are a few and it becomes the least chosen item by the respondents.

2.2.6   Second Language Writing Anxiety Inventory

If Foreign Language Anxiety has a scale to measure the level anxiety on the students, foreign language writing anxiety also can be measured through a level. The level of writing anxiety on the students can be measured by using SLWAI (Second Language Writing Anxiety Inventory). SLWAI which was invented by Cheng (2004) was the first valid instrument for measuring writing anxiety, especially in second language or foreign language. Cheng (2004) designed SLWAI to assess if there is ESL writing anxiety among Chinese English majors and to what level. The participants in Cheng's study entitled "A measure of second language writing anxiety: Scale development and preliminary validation" were 165 students of English major in Taiwan. The participants were only from English major, "due to the concern that students otherwise might not have sufficient English writing experiences to provide rich information regarding to their writing anxiety experiences" (Cheng, 2004:318).

SLWAI which is in the form of questionnaire contains 22 items of question. The main core of the questionnaires is the participants are asked to "(1) describe the situations under which they felt anxiety when writing in English; (2) specify their physiological and psychological reactions associated with their writing anxiety; (3) specify the effects of writing anxiety on their writing processes and behavior; and (4) explain the reasons for their anxiety feelings." (Cheng, 2004:319). The 22 items of SLWAI questionnaire can be categorized into three components. They are "Cognitive Anxiety (a subjective component that deals with perception of arousal and, in particular, worry or fear of negative evaluation), Somatic Anxiety (defined mainly by items relating to increased physiological arousal) and Avoidance Behavior (comprised of items indicative of avoidance behavior)" (Cheng, 2004). The result of the study shows that SLWAI

has good internal consistency reliability, respectable test–retest reliability, adequate convergent and satisfactory criterion-related validity (Cheng, 2004:331).

2.2.7   Foreign Language Anxiety and Achievement

The certain level of foreign language anxiety is believed to have connection with students' achievement, for instance the higher anxiety level results in the lower performance. Horwitz *et al.* (1986) finds that " there was a significant moderate negative correlation between FLA and the grades students expected in their first semester language class as well as their actual final grades, indicating that students with higher level of FLA both expected and received lower grades than their less anxious counterparts". The finding from Horwitz which claims that indeed anxiety gives negative effect on students' achievement is supported by others' studies, such as MaIntyre and Gardner (1989) who find a clear significant negative relationship between a specific of language anxiety (French class anxiety) and students' performance on vocabulary task. Their finding is replicated by Kim (1998, cited in Arnaiz & Guillén, 2012) who confirms in Asian EFL context also there is negative connection between FLCAS scores and students' final grade.

2.2.8   Language Level in Writing Anxiety

Language level of the students as situational variable is believed to have interaction with foreign language learning in evoking anxiety. Different language level of learners may create different anxiety level. However, the studies about the connection between language level and language anxiety show inconsistent findings.

Several studies claim that language level does not have significant role in creating different level of anxiety. Onwuegbuzie *et al.* (1999) claims that there is no major differences among students in the beginning, intermediate and advanced foreign language learning level in their language anxiety. Similar to Pichette's

(2009, cited in Tóth, 2011) study which makes clear that three levels of language in foreign language learning do not show significant differences in anxiety among the learners.

On the contrary, there are some studies which propose that language level potentially cause prominent difference in students' anxiety level. Liu (2006, cited in Arnaiz & Guillén, 2012) reveals that students in higher language level experience less anxiety than the lower. However, Zhang (2011) in his study which examines Chinese learners defines that "sophomore score significantly higher levels of English writing anxiety than the freshman". Although Liu and Zhang show divergent results of study, yet they prove that the language level actually affects the variation level of anxiety on the students.

## CHAPTER 3. RESEARCH DESIGN AND METHODOLOGY

There are several steps which are applied when doing this study. Chapter three provides information about the method and the design of research used in this final paper. Research method comprises the type of research, type of data, data collection, data processing and data analysis.

### 3.1 The Type of Research

The type of research which is employed in this study is mixed method strategy. Dőrnyei (2007) defines mixed methods as "a study involves the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process". Mixed method is used in this research because of two reasons. Firstly, the data of this study are quantitative and qualitative data. The quantitative consists of questionnaire and students' final score on writing. Meanwhile, qualitative data will be taken in the form of interview when administered to the students (students who are high anxious, moderate anxious and low anxious in English writing). The second reason is because when analyzing and interpreting the findings from questionnaire, students' final score and interview, both quantitative and qualitative method will be used.

### 3.2 The Type of Data

Questionnaires, interview and the final score of the respondents are presented as the data on this paper. The instruments of two questionnaires (SLWAI and CWAI) contain closed-ended question in which the answers of the respondents are shown in ordinal data (strongly agree: 1, agree: 2, neutral: 3,

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disagree: 4, strongly disagree: 5), hence questionnaire is included as quantitative data. The second quantitative data is the final score of students which the writer borrowed from the lecturers in charge of writing 01 and writing 03. The final score or the achievement can be put into quantitative data as the type of nominal data. Denscombe (2007:237) explaines that nominal data are "the lowest level of qualitative data which come from counting things and placing them into a category". The last data is interview. Qualitative data can be derived from any ways of formats and one of them is interview (Denscombe, 2007:269). Conducting interview is considered as doing one of qualitative methods because "most of qualitative data is transformed into textual form, for instance interview transcriptions" (Dőrnyei, 2007:243)

**3.3 Data Collection**

Data collection in this research is divided into three subparts, they are the participants of the study, the materials used, and the procedure applied in this paper.

3.3.1 The Participants

For the purpose of two questionnaires there is a criterion of participants for this study, it is language level of the students. Firstly, regarding to the language level, the writer decides to choose freshmen who take writing 01 (academic year of 2014/2015) and sophomores who take writing 03 (academic year of 2013/2014) from English Department, Faculty of Letters, Jember University. Since the population will be too big and investigating the whole population will be time consuming, costly, sampling is appropriate. Sampling "allows the researcher to get a representative picture about the population, without studying the entire population" (Molenberghs).

In this study simple random sampling is employed. Simple random sampling is a technique of sampling by "selecting the members of the population to be included in the sample on a completely random basis" (Dőrnyei, 2007). Simple random sampling is used because it gives the possibility and equal chance

for the population of being selected. In addition, the population of SLA are homogeneous and SLA research does not need a large number of participants, hence the samples of this study are freshmen students of the class of writing 01 and sophomores from one class of writing 03. The reason of the writer takes students from first semester and third semester is with the consideration that the comparison language level between the two will be seen clearly. First semester students come as a new party. They are new in studying writing course. While the third semester students are students who are more experienced in writing course as they have completed writing 1, 2 and 3. In addition, the participants are selected randomly not based on their proficiency. The total of the respondents are 44 students, 24 students are semester three and 20 students are semester one.

While for the interview which is categorized as qualitative method, sampling is needed. The qualitative sampling used is purposeful sampling. Purposeful sampling is a technique of sampling by intentionally selecting the participants according to the needs of the study (Coyne, 1997). Samples are taken within the first samples from simple random sampling. It means the groups which have similar characteristic will be classified into one subgroup. The detail of similarity is student with the low level of EFL writing anxiety, moderate level of EFL writing anxiety and high level of EFL writing anxiety.The amounts of students with low anxiety are seven learners, moderate anxiety students are twenty learners and high anxiety students are seventeen learners. Since typically the sample size of qualitative method is much smaller than quantitative, the samples taken are three students in which each students represent low level of writing anxiety, moderate level of writing anxiety and high level of writing anxiety. This interview is conducted to know the different level of writing anxiety in affecting respondents' achievement.

3.3.2 The Materials

The present study uses two kinds of questionnaires as the materials. The first questionnaire is Second Language Writing Anxiety Inventory or SLWAI (Cheng,

2004). SLWAI consists of 22 items which was designed to assess the level and the type of anxiety on the students. The writer chooses SLWAI as a measure of writing anxiety because it has been proven highly reliable and valid (Cheng, 2004). SLWAI has good internal consistency, with a Cronbach alpha coefficient reported of .91(Cheng, 2004). Moreover, this scale is at present widely used as a measure of foreign/ second language writing anxiety (Rezaei & Jafari, 2014). The second questionnaire is Causes of Writing Anxiety Inventory or CWAI (Rezaei & Jafari, 2014). This questionnaire consists of 10 items that was developed on the basis of cause of foreign language writing anxiety. The writer applies CWAI because this questionnaire for now as the writer has searched, is a reliable tool to identify causal factors of EFL writing anxiety. According to the inventors, Rezaei and Jafari (2014), they developed CWAI "based on classroom observation and the previous research available on this issue". Both questionnaires applied a Likert-type 5-choice response format: 1 (strongly agree), 2 (disagree), 3 (neither agree nor disagree), 4 (agree) and 5 (strongly disagree). The questionnaires items are translated into bahasa Indonesia so that the participants can understand each item and give correct responses towards the questionnaires.

The second material is interview. Semi-structured interview is conducted on three randomly selected students. The three students are students who posses high anxiety, moderate anxiety and low anxiety. Semi-structured interview is chosen because the writer will utilize questions list as the guide. Mackey and Gass (2005) made clear that in semi-structured interview "the researcher uses a written list of questions as a guide, while still having the freedom to digress and probe for more information". Although the interview seems formal because it follows guiding questions but the participants still can develop their answer freely since "the format of semi-structured is open-ended and the interviewee is encouraged to elaborate the issue" (Dőrnyei, 2007).

3.3.3 The Procedures

First of all, the writer will hand over two questionnaires to the students. However before that, first the writer will ask the respondents' permission. The consent form or permission sheet which contains brief information about writer's present research and the confirmation of the respondents that they agree to work with the study will be distributed. The questionnaires are given to the participants promptly after they finish their final writing examination. The two questionnaires are the questionnaires that can be taken home. The collection of questionnaires is directly held the next day after the questionnaires were distributed to the respondents. The writer does that in order to minimize the biased result of FL writing anxiety by excessive test anxiety after the examination, but still the students can feel the atmosphere of fear of writing test (as one of the causal factors of EFL writing anxiety) because they did the exam on the same day as they answer the questionnaires.

The next step is the writer with the permission from the lecturers of writing 01 and writing 03 will borrow the students' final grades. The final scores of the students will come as the achievements of the respondents.

Finally, after calculating and obtaining descriptive statistics of the questionnaires, then semi-structured interview will be conducted to get information about EFL writing anxiety. The interview apply semi-structured interview. The interview is recorded and then transcribed. The interview is held when the students agree to participate and sign the consent form. The questions and students' answers during interview are conducted using bahasa Indonesia in order to make the students' comfortable and able to answer the questions appropriately.

**3.4 Data Processing**

The structured steps in data processing are needed when conducting a research. This research applies 3 steps of processing data, namely preparing the data, transcribing the data and analyzing the data.

Preparing the data is for quantitative data from the two questionnaires. According to Dőrnyei (2007:199), the first step to do is to storage the collected data in a computer file. Afterwards, coding the data is assigned. Coding means classifying the data. The quantitative data in this study will be put into two different categories. The first category is the data from Second Language Writing Anxiety Inventory which have been separated by the language level of the participants. The second category is the data from Causes of Writing Anxiety Inventory which also have been divided based on the language level of students.

The second process is qualitative process. This process includes transcribing the data from interview. The interview is recorded in the recorder. The result of interview must be transcribed or converted or transformed into a textual form (Dőrnyei, 2007:246). The transcription process usually takes a long time, but it gives more information that is needed for the sake of research.

The last step is analyzing the data. Data analysis is carried after both quantitative and qualitative data have been proceeded. The quantitative data will be analyzed by the method of quantitative and qualitizing. Qualitizing is "interpreting quantitative data within a qualitative context" (Dőrnyei, 2007:271). Meanwhile the qualitative data from semi-structured interview will be analyzed through qualitative data analysis. A more complete description of this third step will be discussed in the following subchapter.

### 3.5 Data Analysis

Based on the number of research questions on the first chapter, there are three stages of data analysis that will be presented in this study. First data analysis is to answer the first question about the dominant type of writing anxiety based on the language level of the students. The data is derived from Second Language Writing Anxiety Inventory (SLWAI) questionnaire by Cheng (2004). The questionnaire that has been filled by the respondents will be analyzed by using SPSS version .20 to determine the dominant type of writing anxiety. The whole result of SLWAI will be presented in tables of descriptive statistics. Dőrnyei

(2007:213) points out that descriptive statistics are made to "help us summarize findings by describing general tendencies in the data and the overall spread of the scores". In other words, descriptive statistics are numbers that summarize the quantitative data with the aim to describe something occurred inside the data. There are two types of descriptive statistics, namely the 'measures of central tendencies' and the 'measures of variability' (Dőrnyei, 2007:213). This research employs measures of central tendencies which describe the set of data with a single numerical value such as mean, median and mode (Dőrnyei, 2007:213-214).

The second data analysis is to identify the existence of EFL writing anxiety causal factors among the respondents. The data are derived from distributing second questionnaire from Causes of Writing Anxiety Inventory (CWAI) by Rezaei and Jafari (2014) and interview transcript. The questionnaire consists of 10 close-ended questions which implies the causal factors of anxiety (such as 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). CWAI is also scored based on Five-point Likert response, likewise SLWAI this questionnaire is analyzed and valued descriptively (mean) based on the number of students who chose each items. The next step after doing quantitative method is applying qualitative analysis to observe and connect the main factors which mostly appear based on the language level of the respondents and to interpret the result on the basis of the gained data.

The last analysis is to answer the third research question. The first data to be analyzed are again the questionnaire of SLWAI (Seccond Language Writing Anxiety Inventory) in function of determining the level of writing anxiety. The questionnaire that has been filled by the respondents will be scored on Five-point Likert response scale ranging from 1 (strongly disagree) to 5 (strongly agree). Seven of the items are negatively worded and require reverse scoring before being summed up to yield total scores. A total score above 65 points indicates students' high level of writing anxiety, a total score below 50 points indicates a low level of

writing anxiety, and a total score in-between indicates a moderate level of writing anxiety. The other data are the transcribed of the semi-structured interview and students' final score which the writer borrows from the lecturers in charge of teaching writing 01 and writing 03. The transcribed interview is conducted on three respondents which are representing as the high level, moderate level and low level of EFL writing anxiety and the score are utilized to see to what extent the writing anxiety can actually affect students' achievement. In addition, the interview is also used to reach more in-depth information about students who posses high, moderate and low anxiety in writing English compositions.
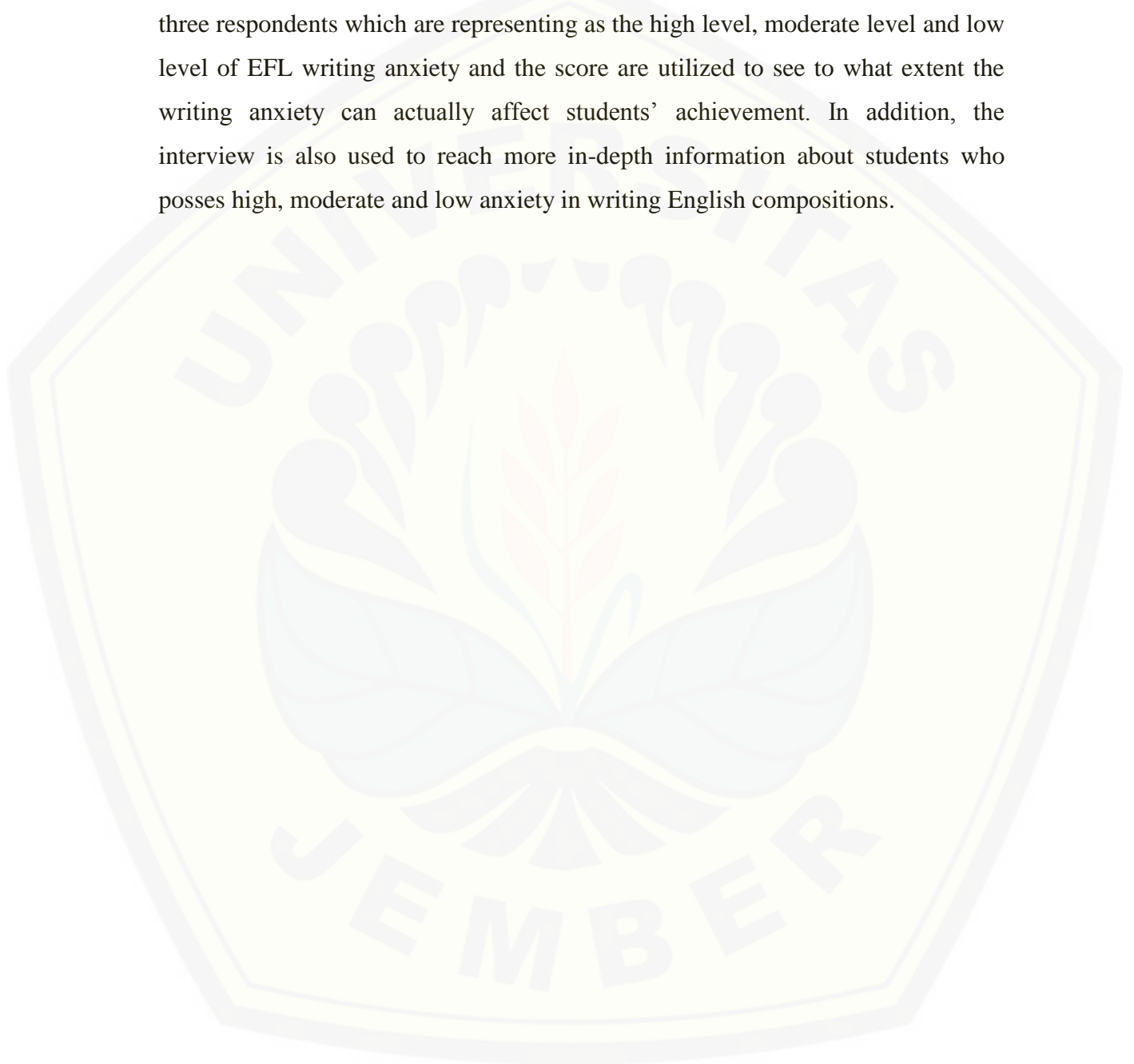
## CHAPTER 4. RESULTS AND DISCUSSION

This chapter consists of the results of research and discussion. The research results present the outcome of questionnaires and interview. It also comprises the presentation and interpretation of the data result. Lastly, the discussion will feature in-depth interpretation of the analysis results based on the theory. Each of issue will be presented and analyzed in turn.

### 4.1 The Type of Writing Anxiety

There are three subscales as the types of writing anxiety, namely cognitive anxiety, somatic anxiety and avoidance behavior. The first research question in this study is to find out the main type of writing anxiety among those three subscales which is experienced by the majority of respondents from first semester and third semester of English Department students from Faculty of Letters, Jember University. To derive the dominant type of writing anxiety, in this sub chapter the first to be presented is the result of filling the Second Language Writing Anxiety Inventory questionnaire, then how to analyze the questionnaire and the last is about the discussion.

### 4.1.1 The Results of Second Language Writing Anxiety Inventory

In order to know the major type of writing anxiety, the writer have applied a closed-ended questionnaire entitled Second Language Writing Anxiety Inventory designed by Y.S Cheng (2004). SLWAI has been distributed to the participants through sampling to get the needed data from them. The questionnaire consists of 22 items of question which were answered on five-point Likert-Scale, ranging from 'strongly agree' to 'strongly disagree'.

Cognitive Anxiety (in items of 1, 3, 7, 9, 14, 17, 20, 21), and Avoidance Behavior (in items of 4, 5, 10, 12, 16, 18, 22). There are seven items (1, 4, 7, 17, 18, 21, 22) in SLWAI which are negatively worded and require reverse scoring before being summed up to yield total scores for the SLWAI total score and also for the three subscales.

### 4.1.2 The Discussion of Writing Anxiety Type

After knowing the result of SLWAI questionnaire, discussion is needed to present the most dominant type of writing anxiety. In this discussion section, the result of the analysis will be discussed thoroughly by employing the theory that have been already mentioned in the previous chapter.

The SLWAI (Second Language Writing Anxiety Inventory) defines the types of writing anxiety into three-dimensional conceptualization of anxiety, such as Somatic Anxiety, Cognitive Anxiety and Avoidance Behavior. Furthermore, SPSS version .20 is utilized to obtain the most dominant type of anxiety among the respondents. Descriptive statistics are used in accordance to each category of three subscales of SLWA Inventory.

Based on two separate language levels of the students which is chosen by the writer, thus the first dimension of writing anxiety types is from semester 3 respondents, as it is presented in the Table 4.1.

**Table 4.1 The descriptive statistics of 3rd semester respondents**

|  | N | Sum | Mean | Std.Deviation |
|---|---|---|---|---|
| Cognitive | 24 | 72.83 | 3.0346 | .68045 |
| Somatic | 24 | 69.00 | 2.8750 | .77502 |
| Avoidance | 24 | 53.86 | 2.2442 | .58784 |

Based on the SPSS descriptive statistics, Cognitive Anxiety presents the sum of 72,83 and the mean score of 3,0346 which means that cognitive anxiety is significantly the highest if it is compared with other subscales/ types. Hence, Cognitive Anxiety is determined as the most common type of foreign language writing anxiety that is faced by the majority of 3rd semester respondents of English Department, Faculty of Letters, Jember University. The finding of this study is different from the previous research from Min and Rahmat (2014). In their study Somatic Anxiety came as the most dominant type, "somatic anxiety was recorded to be the highest subscale of anxiety faced by most of the participants" (Min & Rahmat, 2014). However, three previous researches from Cheng (2004), Rezaei and Jafari (2014) and also Zhang (2011), stated that Cognitive Anxiety is the most common type. Min and Rahmat (2014) suggested that the difference of result may occur because the divergent type of respondents. The participants of four studies from Cheng, Zhang, Rezaei and Jafari, as well as this study are from non-technical programme based students, meanwhile Min and Rahmat's respondents are from technical students who are not good enough to be able to handle physiological pressure (Min & Rahmat, 2014).

When Cognitive Anxiety is chosen as the most common type, it means the students give a lot of attention to the external factors, "such as peers or teachers' evaluation on the students' writing" (Cheng, 2004). The Cognitive behaviors of the students when they are writing English compositions are very diverse, for example the students will feel worried and uneasy when they know that their compositions will be evaluated and discussed in front of the class, the students are afraid if their classmates will deride their English writing compositions when they read it and the students are afraid if their English compositions will be scored bad. The students whosuffer cognitive anxiety must fight against several negative factors that come from outside, after that they must be able to control their minds, so that they can minimize their anxiety levels.

The second dimension of writing anxiety types is from semester 1 respondents. The descriptive statistics is presented in Table 4.2.

**Table 4.2 The descriptive statistics of 1st semester respondents**

|  | N | Sum | Mean | Std. Deviation |
|---|---|---|---|---|
| Cognitive | 20 | 62.91 | 3.1455 | .67375 |
| Somatic | 20 | 59.30 | 2.9650 | .70637 |
| Avoidance | 20 | 43.12 | 2.1560 | .75516 |

The dimensions of writing anxiety as presented in table above shows that Cognitive Anxiety is also the most dominant type of writing anxiety among the semester 1 respondents. It marks the highest sum (62,91) and the highest mean (3,1455) as compared to other subscales, Somatic and Avoidance.

As mentioned in Chapter 2, Cognitive Anxiety is any mental activities in the human brain and it refers to learners' mental aspect when they experience anxiety, including negative expectations, preoccupation with performance and concern about others' perceptions (Cheng, 2004). Students with Cognitive Anxiety have high pressure of tests and evaluation in EFL writing (Zhang, 2011). Cognitive Anxiety plays a great influence in disturbing students when they are composing English writing at hand. The students will be more anxious when their minds have to be focused on writing, instead it is disturbed by their negative thoughts, such as thought of failure on writing, self-deprecation and avoidance.

Eventually, the type of cognitive becomes the common type among the three subscales and it means that the language levels do not affect the students' type of anxiety. Participants from semester three who had had a little longer experience of learning in the university than first semester students, in fact both have same problems with cognitive interference in their writing.

**4.2 Causal Factors of Writing Anxiety**

Based on Causes of Writing Anxiety Inventory (CWAI) questionnaire which is used in this study, there are ten causes of anxiety. Yet, in this study the writer will look for the three most important factors that cause foreign language writing anxiety on the students of semester one and semester three. The first thing to be discussed in this sub chapter is about the method of analyzing the data and the second is about discussion of the findings.

**4.2.1 The Results of Causes of Writing Anxiety Inventory**

To know the factors which contribute in evoking writing anxiety among the respondents, the writer applied questionnaire ofCauses of Writing Anxiety Inventory.This questionnaire was made by Rezaei and Jafari (2014). The questionnaire was designed to figure out the students' reasons when they are anxious in writing English compositions. CWAI consists of 10-item questions. They are answered on five-point Likert scale, ranging from 5 as 'strongly agree' to 1 as 'strongly disagree. It was developed on the basis of causes of writing anxiety, such as: fear of negative evaluation, fear of test, high frequency of writing assignment, low self confidence, lack of writing skill, language difficulties, time pressure, lack of topical knowledge, lack of experience or insufficient writing practice and pressure for perfect work.

After the writer derived CWAI questionnaire which has been filled by the participants of semester one and semester three, the next thing to do is to analyze it based on the way of analysis done by the creator of CWAI. The first step to process the result is by multiplying each counting result with the points of the questionnaire. The questionnaire of CWAI that contains 10 item of questions scores on Five-point Likert response scale ranging from point 1 (strongly disagree), 2 (disagree), 3 (uncertain), 4 (agree), and 5 (strongly agree). After multiplying the result with the Likert point, the writer sums the total and after that calculates for the percentage. Below is the analysis of CWAI from 3rd semester respondents:

**Table 4.3 The analysis of CWAI from 3rd semester participants**

| No. | Causes of writing anxiety | 5 | 4 | 3 | 2 | 1 | Total | Percent |
|-----|---------------------------|---|---|---|---|---|-------|---------|
| 1. | Fear of teacher's negative evaluation | 5 | 36 | 9 | 18 | 1 | 69 | 9,2% |
| 2. | Fear of writing tests | 15 | 36 | 6 | 12 | 3 | 72 | 9,6% |
| 3. | Insufficient writing practice | 35 | 52 | 6 | 2 | | 95 | 12,6% |
| 4. | Lack of writing skill | 5 | 60 | 9 | 8 | | 82 | 10,9% |
| 5. | Lack of topical knowledge | | 52 | 3 | 16 | 1 | 72 | 9,6% |
| 6. | Language difficulties | 20 | 60 | 3 | 6 | | 89 | 11,8% |
| 7. | Pressure for perfect work | | 28 | 15 | 20 | 1 | 64 | 8,5% |
| 8. | High frequency of writing assignment | | 24 | 21 | 18 | 1 | 64 | 8,5% |
| 9. | Time pressure | 5 | 60 | | 12 | 1 | 78 | 10,4% |
| 10 | Low self-confidence | 5 | 36 | 9 | 16 | 2 | 68 | 9,0% |
| | | | | | | | 753 | 100 % |

Meanwhile for the CWAI analysis of 1st semester can be seen from the table below:

**Table 4.4 The analysis of CWAI from 1st semester participants**

| No. | Causes of writing anxiety | 5 | 4 | 3 | 2 | 1 | Total | Percent |
|-----|---------------------------|---|---|---|---|---|-------|---------|
| 1. | Fear of teacher's negative evaluation | 10 | 28 | 15 | 10 | 1 | 64 | 9,7% |
| 2. | Fear of writing tests | 20 | 24 | 15 | 8 | 1 | 68 | 10,3% |

| No. | Causes of writing anxiety | 5 | 4 | 3 | 2 | 1 | Total | Percent |
|---|---|---|---|---|---|---|---|---|
| 3. | Insufficient writing practice | 35 | 24 | 3 | 8 | 2 | 72 | 10,9% |
| 4. | Lack of writing skill | 15 | 32 | 9 | 10 | 1 | 67 | 10,1% |
| 5. | Lack of topical knowledge | 10 | 20 | 18 | 10 | 2 | 60 | 9,1% |
| 6. | Language difficulties | 45 | 32 | 6 | 2 | | 85 | 12,9% |
| 7. | Pressure for perfect work | 5 | 20 | 15 | 10 | 4 | 54 | 8,2% |
| 8. | High frequency of writing assignment | 15 | 12 | 15 | 16 | 1 | 59 | 8,9% |
| 9. | Time pressure | 20 | 28 | 21 | 4 | | 73 | 11,0% |
| 10 | Low self-confidence | 10 | 20 | 15 | 12 | 2 | 59 | 8,9% |
| | | | | | | | 661 | 100% |

**4.2.2 The Discussion of Causal Factors of Writing Anxiety**

To find out the causal factors of writing anxiety, the Causes of Writing Anxiety Inventory (CWAI) is used. In the section of analysis, the writer has made a calculation result table of CWAI and in this part of this discussion, the table is converted in the form of diagram to facilitate the readers to look at some of the most dominant causes. The discussion is divided into two parts. The first part is the discussion of the causal factors of writing anxiety from semester three participants and the other part is the discussion of semester one respondents

**a. Third Semester Students**

Figure 4.1 presents the diagram version of Table 4.3. It contains the analysis result of CWAI from semester three participants.

**Figure 4.1 Causes of EFL writing anxiety of 3rd semester participants**
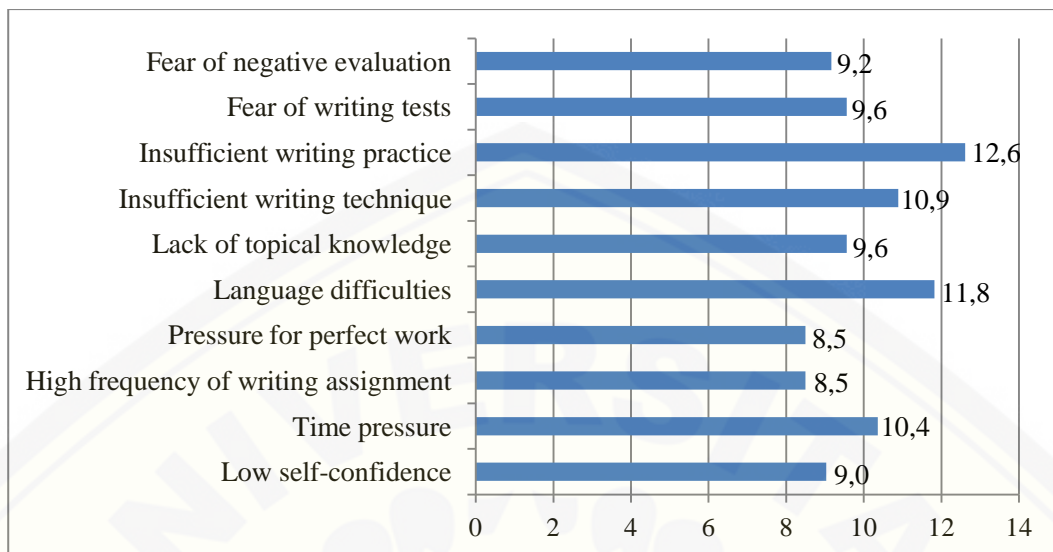


As can be seen in the figure above, the primary causal factor of writing anxiety among the 3rd semester students is insufficient writing practice (12,6%). The minimum intensity of writing practice both inside and outside is considered the class as the main source for the foreign language writing anxiety. Writing is a language skill which only can be attained by routine practice. Andrew (1999, as cited in Mourtaga, 2010) states that writing skill is similar to dance or sport, it is a skill that only could be improved progressively through practice. Hence, the students with insufficient practice and lack of experience in writing often give too much concern for the thing that should be easily understood, for example the form. When they are thinking a lot about the form, more anxious they will be.

Based on the research question of this study, which is intended to find some main causes of writing anxiety, insufficient practice is regarded as the primary source, and the next second principal source is language or linguistic difficulties with 11,8%. The semester 3 respondents chose language difficulties as their cause of experiencing foreign language writing anxiety. These findings are consistent with the results of the previous invention, for example, the research result of Zhang (2011), which made clear that the language difficulties is the first main cause of the emergence of writing anxiety on the students. Other finding is from one of previous researches of this study, namely Rezaei and Jafari (2014).

According to their study, linguistic difficulties is the third source that causes writing anxiety among their respondents. The equation of two previous studies with this study is all of them emphasizing language difficulties as common problems typically encountered by students when learning a second language or foreign language.

Beside supported by several previous studies, the results of the analysis in this study is also strengthened by the results of interview which has been conducted to three students (one participant from semester three and two from semester one) which were held on April 21 and 22, 2015. The three students mentioned that the language difficulties is the barrier when they have to write compositions in English. Third semester participant answered lack of vocabulary and grammar when he was asked what kind of difficulty that he found when writing in English. This can be seen from his Indonesian utterances, "Mungkin lebih ke vocab" which is translated into English as "Perhaps more to vocabulary" and "Lebih ke vocab sih, sama..eh.. grammar" which is translated into English as "Perhaps more to vocabulary, and.. eh.. grammar". There are several examples of language difficulties and that semester three student have difficulty in inadequate vocabulary and the complexity of syntactic area (i.e. grammar rules).

The third major factor is insufficient writing technique with 10,9% of answer. This result is very different from previous studies. In Zhang's (2011) study, insufficient writing technique came as the second last factor. The same case happened on Rezaei and Jafari's (2014) finding, that insufficient writing technique is the ninth factor of ten cause of foreign language writing anxiety. Both of the studies showed that insufficient writing technique is a minor cause, however in this study, insufficient writing technique is determined as one of the main causal factors of writing anxiety among semester 3 participants of English Department, Faculty of Letters. If insufficient writing technique becomes the third factor, meaning that the students have problems in composing process and skill development. Students with insufficient writing technique are easier to be anxious, because the anxiety is a result of their poor skill development.

**b.**     **First Semester Students**

Based on the table 4.4, the result of CWAI questionnaire showed that language difficulties, time pressure and insufficient writing practice are the chief causal factors of writing anxiety perceived by semester 1 respondents of English Department, Faculty of Letters, Jember University.

Different from to what happened on the 3rd semester students which made linguistic difficulties as their second main factor of their anxiety, language difficulties on semester 1 respondents is the first major factor of foreign language writing anxiety among them.Two representatives of students from the first semester who became the respondents of interview when they are asked what difficulty they experience when writing in English replied that language difficulties as their first answer. Below is the quotation from both respondents:

"......kesulitan saya dalam menulis dalam bahasa Inggris itu kayak menyusun kata-katanya gitu mbak."

("......my difficulty in writing English is arranging word by word.")

"......kalimat terus kayak disusun, ini tempatnya dibelakang, apa ditengah, apa didepan kalimat, kayak gitu."

("......the composing of a sentence, this word is placed in the behind, what is in the middle, what is in the front of sentence, like that.")

"......yang dipikirkan itu mungkin struktur, grammarnya"

(".... I think it might be the structure, grammar.")

"He'eh, takut salah gitu itu"

("He'eh, I am afraid.")

While a representative from the 3rd semester mentioned the uncomfortable feeling toward the writing lecturer as his first answer, second is the difficult topic and the last is lack of vocabulary and grammar. Based on the interview, the differences of language difficulties in the sequence of anxiety causes in students of 3rd semester and semester 1students may happen because of their experience. First semester students are still lack of experience when compared to the students on semester 3. Semester 3 students with higher language level have received their first year of education, which automatically they gained more vocabulary, in addition they also have taken grammar 1, grammar 2, and even grammar 3, hence third semester

have more experience than semester one. Semester 1 students believed that their English writing anxiety stemmed from inadequate mastery of vocabulary, grammatical error, the confusion of correct spelling and sentences structures. Because of those linguistic difficulties, they have difficulty in expressing their ideas in their English writing and at the end they experience writing anxiety.

Once again the main cause of writing anxiety in Indonesian students, in this context is English department students of Faculty of Letters, Jember University, is in contrast to Rezaei and Jafari's research result (2014) in which the respondents are Iranian EFL learners. In the study of Rezaei and Jafari (2014), time pressure is the seventh factor causing writing anxiety. Whereas in the case of Indonesian students, time pressure is categorized in the rank of the most significant causes of writing anxiety. Time pressure is the second major factor of EFL writing anxiety with the percentage of 11,0%. That result is reinforced by the statement from one respondent of first semester which was interviewed by the writer. When he was asked in what situation he felt writing anxiety, he answered when he must write a composition under time pressure. This is proven by his quotation in Indonesian utterances:

Interviewer:     "...pada situasi atau kondisi seperti apa yang menurut kamu dapat menimbulkan writing anxiety?"
("..what is the situation or condition that you think can evoke writing anxiety?

Interviewee:     "Eh.. biasanya sih writing yang dibatasin waktu."
("Eh usually writing under time constraint.")
"Sebetulnya bisa tapi karena ada batasan-batasannya itu jadi panik terus gak keluar idenya."
("Actually, I can but because there are limitations so I panic, then I cannot get my idea.")

The statement from that student is similar to Leki and Carson's participant. Hyland (2003, cited in Zhang, 2011) wrote down the student's statement from Leki and Carson's (1997) research that "time is the problem. Each time I write a paper in English I have to spend a lot of time to organize. So if you give me just a limited time, I cannot do very well".

The students who work on English writing composition with the time pressure or time constraint usually their minds suddenly go blank. Since they are confused what thing that they should first take, while the time given is not enough for them to think. When their minds start to blank thereafter the anxiety will begin to appear, whereas they actually can do it well.

The third prime causal factor of writing anxiety for the 1st semester students is lack of insufficient writing practice (10,9%). The students think that the infrequency of their writing practice which make them even more anxious. Similar to other skills, writing in foreign language is a skill that can only be attained by regular practice. Since practice has extremely important role for the students when they are in the process of learning language. The students will not be able to give a good writing composition if they are in position of less practiced (Rezaei & Jafari, 2014). Furthermore, if they cannot offer good work, they automatically will feel anxious.

The overall factors that cause anxiety on the first semester students can be seen in the figure 4.2.

**Figure 4.2 Causes of EFL writing anxiety of 1st semester participants**
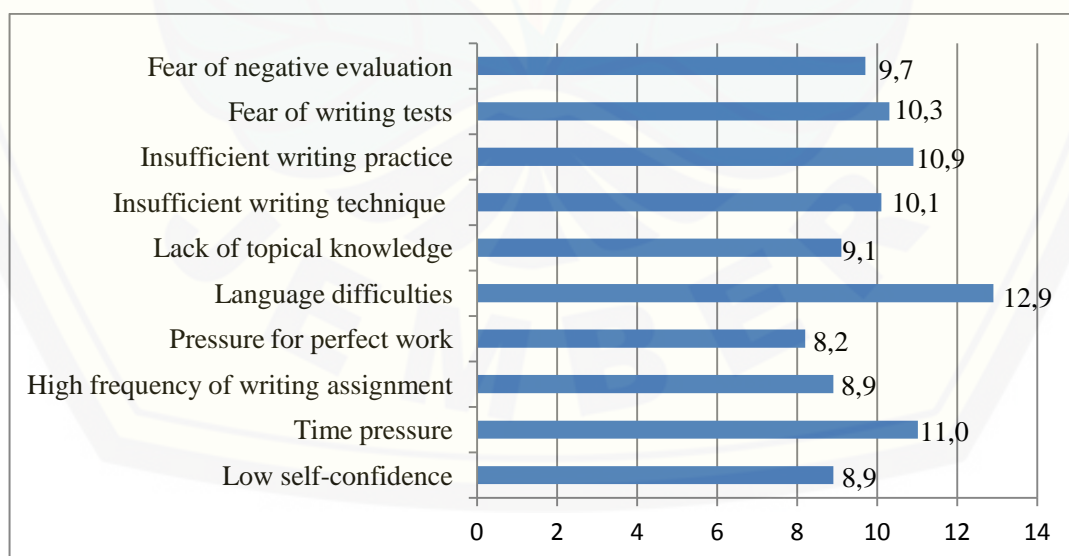


Each analysis and discussion of the causes of writing anxiety based on the language level of the students has been explained and the next is the writer will

describe about the comparison between two language level for first semester and third semester participants. Below is a comparison table of causal factors of writing anxiety in order of the numbers of the students who agreed or strongly agreed with the statements of ten items based on the language level of the participants:

**Table 4.5 The comparison of causal factors of writing anxiety**

| No. | Causes of Foreign Language Writing Anxiety | |
|---|---|---|
| | 3rd Semester Students | 1st Semester Students |
| 1. | Insufficient writing practice | Language difficulties |
| 2. | Language difficulties | Time pressure |
| 3. | Insufficient writing technique | Insufficient writing practice |
| 4. | Time pressure | Fear of writing test |
| 5. | Fear of writing test | Insufficient writing technique |
| 6. | Lack of topical knowledge | Fear of negative evaluation |
| 7. | Fear of negative evaluation | Lack of topical knowledge |
| 8. | Low self-confidence | High frequency of writing assignment |
| 9. | Pressure for perfect work | Low self-confidence |
| 10. | High frequency of writing assignment | Pressure for perfect work |

As can be seen from the table above that the causes of writing anxiety from number one to ten are different between first and third semester students. Upper language level students in this case semester three participants chose insufficient writing practice as a primary cause of their writing anxiety, while lower language level students, they are participants from semester one selected language difficulties which make them very anxious when writing compositions in English. The difference occurs because each levels are aware that their weakness as the causal factor of anxiety on themselves.

Third semester students have gone through the subjects of writing 01 and writing 02 but due to lack of writing practice on two courses before, they still experience writing anxiety until writing 03 and therefore they consider insufficient writing practice as their weaknesses. While the first semester students assume language difficulties as their weakness. Their choice to make linguistic difficulties as the first main factor of writing anxiety among them is very reasonable when it is viewed from their experiences. Semester one students only learn English in one semester. They do not know various Grammar, they still lack of vocabulary. They have a lot of things or ideas, but they face a problem when they write it in compositions using English because they are afraid of making mistake.

If language difficulties becomes the first main factor of writing anxiety for semester one students, otherwise the 3rd semester students make language difficulties as the second factor of anxiety and insufficient writing practice as the third factor. As for the first semester, their second causal factor of anxiety is time pressure and the third one is insufficient writing practice.

Actually, when it is seen from five most important factors of foreign language writing anxiety on the students both semester one and semester three are the same, but differ in sequence. In essence, the matter that makes them most anxious when writing in English are insufficient writing practice, time pressure, language difficulties, insufficient writing technique, fear of writing tests. By comparing the two levels, the writer can draw the conclusion that actually the causal factors of writing anxiety experienced by the first semester students will undergo changes when the students are on the higher language level.

## 4.3 Writing Anxiety and Students' Achievement

To determine the relationship and how far the influence of anxiety in affecting students' achievement, then the questionnaire of Second Language Writing Anxiety (SLWAI) is re-used. SLWAI serves two functions, firstly, to specify the type of writing anxiety and the second is to determine the level of

writing anxiety in students. In the case of research question number three, the SLWAI function of determining level is used. Furthermore, the students' achievements on writing and semi-structured interview are also applied as the data.

### 4.3.1 The Results of Second Language Writing Anxiety Inventory

The level of writing anxiety can be directly determined through the total score of SLWAI from each students. The answer of the participants will be tabulated to see their anxiety level in writing. The maximum score in the Likert scale is 5 and the minimum score is 1. Therefore, the total maximum score was 22 x 5 = 110 and the minimum score was 22 x 1 = 22. Seven items (1, 4, 7, 17, 18, 21, 22) were negatively worded and were reversely scored before being summed up to yield total scores. A total score above 65 points indicate a high level of writing anxiety, a total score below 50 points indicate a low level of writing anxiety, and a total score in-between indicate a moderate level of writing anxiety. The table below is the outcomes of SLWAI result:

**Table 4.6 The Statistic of the SLWAI**

|  | **Number** | **Minimum** | **Maximum** |
| --- | --- | --- | --- |
| **Total** | 44 | 30 | 83 |
| **High anxiety** | 17 | 65 | 83 |
| **Moderate anxiety** | 20 | 51 | 64 |
| **Low anxiety** | 7 | 30 | 49 |

The total number of the respondents are 44 students, 24 students are from semester three and 20 students are from semester one. The participants' scores in this study ranged from 30 to 83. There are 17 students who reported having high writing anxiety level, with the points of 65, 66, 67, 67, 68, 69, 69, 70, 73, 74, 74, 76, 76, 77, 79, 80 and 83. Moderate anxiety is possessed by 20 respondents, the

points are 50, 50, 52, 53, 53, 54, 55, 56, 57, 57, 58, 59, 59, 60, 61, 61, 62, 62, 63 and 64. Lastly, low anxiety which is experienced by 7 students, who scored the point of 30, 37, 38, 41, 48 and 49.

The statistics in table shows that 39% of the respondents are found to experience high levels of anxiety. The largest percentage is 45% which belongs to moderate anxiety. The lowest is low anxiety with 16%. In case of English Department students of Faculty of Letters, Jember University respondents, moderate anxiety becomes the dominant, which means the average students are in good control of their writing English Foreign Language anxiety.

### 4.3.2 The Discussion of Writing Anxiety and Students' Achievement

The majorities of findings confirm and reinforce the assumption that anxiety has a great influence in giving a negative effect on students' achievement when learning English or other foreign languages. For example Choi's finding (2013), in his study he used a questionnaire of EWAS (English Writing Anxiety Scale), he proved that "students with high EWAS score did tend to show poor performance on the writing". Besides the result research from Choi, there are many more findings which also stated that anxiety negatively affects learners' achievement (Horwitz*et al*., 1986; Asmari, 2013; Awan, *et al.*, 2010). However, in contrast to previous researchers that proved that anxiety and achievement remarkably have a negative relationship, in this study the writer will try to explain the extent of relationships between anxiety and students' achievement based on the data that have been obtained from the respondents.

There are three data used to answer research question number three, they are the calculation result of SLWAI, students' achievement and interview transcripts. As the consideration for students' achievement, the writer has borrowed the students' writing scores from the lecturer of writing 01 whose the class became the data for this research. While for writing 03, with the permission of the lecturer in charge, the students' scores in writing 03 are obtained from the Academic Affair of Faculty of Letters.

Whereas for the interview, based on the SLWAI calculation, it is known that the students can be classified into three groups, namely students with high anxiety, students with moderate anxiety and students with low anxiety. Of the classification, the writer interviewed three representative students from each groups based on qualitative sampling, purposeful sampling. The initial of students who had low anxiety is LA, the initial of the students who have a moderate anxiety is MA and the initial of student with high anxiety is HA. LA and MA are male students, while HA is a female student. The interview with MA was held on April, 21 2015, whilst the interview with LA and HA was done on April, 22 2015.

The first explanation is about a student LA, who had low anxiety level. LA had a very good grade in his writing. He always scored good marks in every tasks. In the interview when he is asked what kind of difficulties he encountered when writing compositions using English, he replied with confidence that because he gets used to English, so he did not have problems when he is ordered to use English in writing compositions even for essay with specified topic. This is proven by his quotation in Indonesian utterances:

> "Eh.. klo nulis dalam bahasa Inggris karna sudah terbiasa jadi gak
> terlalu sulit untuk *brainstrom* itu gak terlalu sulit".
> ("Eh.. Because I'm used to write using English, so it is not too difficult
> to brainstorm, that is not too difficult".)
> "Eh topik.. asal udah jelas sih gampang buat ngembanginnya".
> ("Eh topic.. As long as it is clear then it is easy to develop it".)

During the interview to convince his ability, the writer also tested him by giving him a question "If you are instructed to write an essay and you can freely choose the language, between bahasa Indonesia and English, which language would you choose". Without hesitation he chose English.

> Interviewee : "Klo saya *personally*, Inggris"
>          ("Personally, I choose English")
> Interviewer : "Kenapa kok Inggris?"
>          ("Why do you choose English?")
> Interviewee : "Lebih dapet aja *feel*nya"
>          ("I get more feel")

From the interview with LA, then it is proven that a student who has little anxiety level or less writing anxiety positively show themselves as a good performer in writing. Ganschow and Sparks (1991, cited in Horwitz, 2001) found that "less anxious learners performed significantly better on oral and written foreign language". However, despite his anxiety level is low, it does mean that he does not have writing anxiety at all in himself. He is able to manage his anxiety level by always having writing practice and reading a lot to enrich his knowledge. The quotation is below:

Interviewer :"Kamu punya cara atau strategi gak untuk mengatasi anxiety kamu itu?

("Do you have any ways or strategies to handle your anxiety?")

Interviewee :"Caranya sering-sering latihan ya klo writing itu.. ya *familiarity*. Jadi juga sering baca juga jadi topik yang kita tahu itu lebih banyak, ya akhirnya pada saat dihadapkan writing itu udah gak ada anxiety....."

("The way is doing writing practice frequently.. for familiarity. Also often reading, so we know more topics, and at the time we face writing, we do not have anxiety.....")

After seeing the entire grades of low anxiety group, there are two students who actually scored almost badly. This result reinforces previous research that students who have little anxiety if it is not in accordance with their academic ability will actually make them lack of awareness and also less control about error or mistake when they are learning language. They tend to disregard their anxiety so that they produce low anxiety and ultimately affect their grades.

The next level is moderate level writing anxiety. MA as the participant of moderate anxiety group scored good marks in his every tasks. It means that a certain amount of anxiety can be beneficial. Chastain (1975, cited in Kao & Craigie, 2010) concluded that "a proper amount of anxiety could facilitate foreign language learning, even though too much anxiety may cause harm". Writing anxiety can be a facilitator that is beneficial for the success of the students in

learning foreign language. For instance, anxiety can be a tool to control the learners in making mistakes. Several previous researches such as Alpert and Haber (1960) and Chastain (1975) actually have proved that anxiety not always had negative impact to the students, but also it has positive relationship to students' achievement.

However, when the writer looked at the whole writing scores of the students who have moderate anxiety, there are students who scored narrowly bad although it was only few respondents. MA himself although he always had pretty good marks, but he really felt that writing anxiety in him can affect his achievement. He said that in his utterance:

> "Eh..ketika kita merasa anxiety kita kan ya.. atau tidak percaya diri, kadang itu yang ada di otak kita itu mengalirnya juga buntu, nah ketika ide atau informasi gagasan yang kita punya itu tidak bisa kita salurkan atau buntu atau kita mikirnya sering tersendat gitu ya.. itu jadi nanti otomatis kan tulisan kita dampaknya jadi jelek atau speaking kita jadi jelek kayak gitu. Outputnya lah yang nanti dampaknya, jadi kalau kan otomatis mark atau valuenya juga jelek."

> ("Eh.. when we feel anxious.. or not confident, sometime something which exists in our brain cannot drain with a dead-end, when our ideas or information cannot be expressed or it is blocked.. then automatically our writing will become bad or our speaking become not good like that. The impact will be on output, it is automatically bad mark or value".)

Actually, MA can make better grades, but because of the existence of anxiety on him, it obstructs him. Zheng (2008) proved what is experienced by MA on his research, he stated that anxiety can lead to a debilitating effect which may lead to inefficient work performance.

The last level is high level of writing anxiety. HA became the respondent of this group had a very high level of writing anxiety. HA without being asked, she openly mentioned her grades in her writing class to the writer when the interview has been completed. She said that her writing marks are not good enough. When the high level of anxiety makes the students fail to get or create good grades, it means that anxiety indeed has a negative relationship with

students' achievement. High anxiety level truly has a negative role in influencing students' achievement. Awan *et al.* (2010) through their research by applying correlation, they made clear that "as the level of anxiety increase, the academic achievement decrease". Powell (1984, as cited in Asmari, 2013) also stated that almost all of highly anxious students received low grades in composition classes. Hereafter, high level of anxiety also affects the students to avoid class conditions. As Oxford (1999, cited in Kao & Craigie, 2010) indicated that anxiety really can broke students' achievement "indirectly through worry and self-doubt and directly by reducing participation and creating overt avoidance of the language". For instance in HA's utterance:

> "....... Klo misalkan disuruh maju gitu lebih baik intinya gak usah dulu lah biar temen dulu...."
> "....... If we are ordered to come in front of the class, it is better for me to not come, I let my friends first......"

However, again after the writer viewed the overall grades of students with high level of writing anxiety, surprisingly there are several participants who show that high level of writing anxiety do not always result in poor writing performance as well as grade. High level of anxiety which initially became hypothetical and substantiated in several previous studies that it has a consistent relationship with students' performance or achievement can make the students experience difficulty in receiving foreign language materials and it even hinders the students' progressing in learning foreign language. However, that finding is broken by those students who got good grades and some of them scored almost perfect grades. The finding from this study can be considered as reduplication and supports previous research. That anxiety had positive relationship to students' foreign language achievement (Chastain, 1975). Moreover, Horwitz (2001) also made clear statement that "contrary to the predictions of many language teachers, that anxiety is negatively related to students' performance, there were some studies found that learner with high levels of anxiety actually showed higher

achievement scores. Those ten students have the same case with Bailey (1983, cited in Kao & Craigie, 2010), she utilizes the existing of anxiety upon herself to motivate her to learn the language harder and harder so that the anxiety which originally was a weakness and a stumbling block when learning foreign language becomes a tool that assists in the success of learning language.

In the end all anxiety levels have a great influence in determining the achievement of student learning. Through this research, it has been proven that anxiety has two-sided effects. The first effect is positive, that anxiety can be something useful for students when studying foreign language and the second effect is a negative effect, that anxiety can be a major obstacle to students in learning language. One of those effects will occur based on the learner, if the learner can utilize his/ her anxiety well, then that learner will get the positive effect, however if the learner is not able to handle his/ her anxiety, the anxiety will cause problem for the learner.

## CHAPTER 5. CONCLUSION

The focus of this study is Foreign Language Writing Anxiety which occurs among English Department Students of Faculty of Letters, Jember University. The primary data of this research are questionnaires (Second Language Writing Anxiety Inventory and Causes of Writing Anxiety Inventory), transcript of semi-structured interview and students' final score in writing 03 and writing 01. The participants are 44 students and as the consideration of language level 24 students are from semester three and 20 students were from semester one. Briefly, the conclusion comes up to answer the three questions in this thesis.

The first question is the most dominant type of writing anxiety based on the language level of the students. By using the result of primary data of Second Langauge Writing Anxiety Inventory and analysing it through descriptive statistics of SPSS version .20, Cognitive Anxiety is recorded to be the highest subscale of writing anxiety faced by most of the participants from semester one and semester three. Third semester participants present Cognitive Anxiety in the sum of 72,83 and the mean score of 3,0346, whilst semester one participants score 62,91 for the sum with the mean of 3,1455. Thus, Cognitive Anxiety is established as the most dominant type regardless of the language levels.

The second question is the main factors of EFL writing anxiety based on the language level of students. Using the questionnaire of Causes of Writing Anxiety Inventory (CWAI), a difference outcome between two language levels appear . Three major factors of writing anxiety among semester three students are insufficient writing practice, language difficulties and insufficient writing technique. Whereas language difficulties, time pressure and insufficient writing practice are established as three main sources of writing anxiety of first semester students.

The third question is about the relationship between levels of writing anxiety (high, moderate and low) and students' achievement. To answer the question, three data are used, it includes SLWAI questionnaire in function of determining anxiety level, the transcript of interview and students' writing final scores. The finding shows that the three levels of anxiety indeed affect students' achievement. Students who can take advantage of their levels anxiety, they will be able to alter anxiety into something profitable for them when they are learning a language. However, if the students cannot utilize their anxiety, as the level of anxiety getting higher, the worse grade they will obtain. All in all, anxiety does not only contribute bad influence, but it also gives positive effect. The existence ofnegative or positive effect of anxiety depends on the action of students toward it.

Finally, after doing this research, it is expected that this thesis can fulfill the goals in this study. Essentially, to provide information for students' and teachers' better understanding about Foreign Language Anxiety, especially writing anxiety. The writer hopes that this research can be a useful reference for others who are doing research in anxiety and also can help further analysis in the similar study.

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## APPENDICES

**A. Consent Form of Questionnaires – English Version**

**Explanation Sheet**

| | |
|---|---|
| **Researcher** | **: Tri Ayu Ningsih** |
| **Research Title** | **: The Study of Foreign Language Writing Anxiety among English Department Students of Faculty of Letters, Jember University** |
| **Supervisors** | **:Drs. Wisasongko, M.A., Reni Kusumaningputri, S.S, M.Pd.** |

I am an English Department of Faculty of Letters, Jember University named Tri Ayu Ningsih. Currently, I am conducting the final project (thesis) entitled *"The Study of Foreign Language Writing Anxiety among English Department Students of Faculty of Letters, Jember University"*.

My thesis is discussing and analyzing writing anxiety on English Department students, semester one who take writing 01 and semester three who take writing 03. The aim of the research is to know the existence of writing anxiety among the students, to determine the causes of its emergence as well as to explain how much the influence anxiety level on students' writing ability.

Related to that, then I am as a researcher want to retrieve the data from you associated with writing anxiety. The process of data collection in this study is conducted through questionnaire procedure. Two types of questionnaires, namely Second Language Writing Anxiety Inventory (SLWAI) and Causes of Writing Anxiety Inventory (CWAI) which is used to determine the cause of writing

anxiety will be shared with you. The filling of the two questionnaires will take time approximately 10 minutes.

Your participation in this study is voluntary, you may refuse to participate in this research. If you are willing to participate, the overall data obtained from you will be processed only for research purposes and I will guarantee the confidentiality.
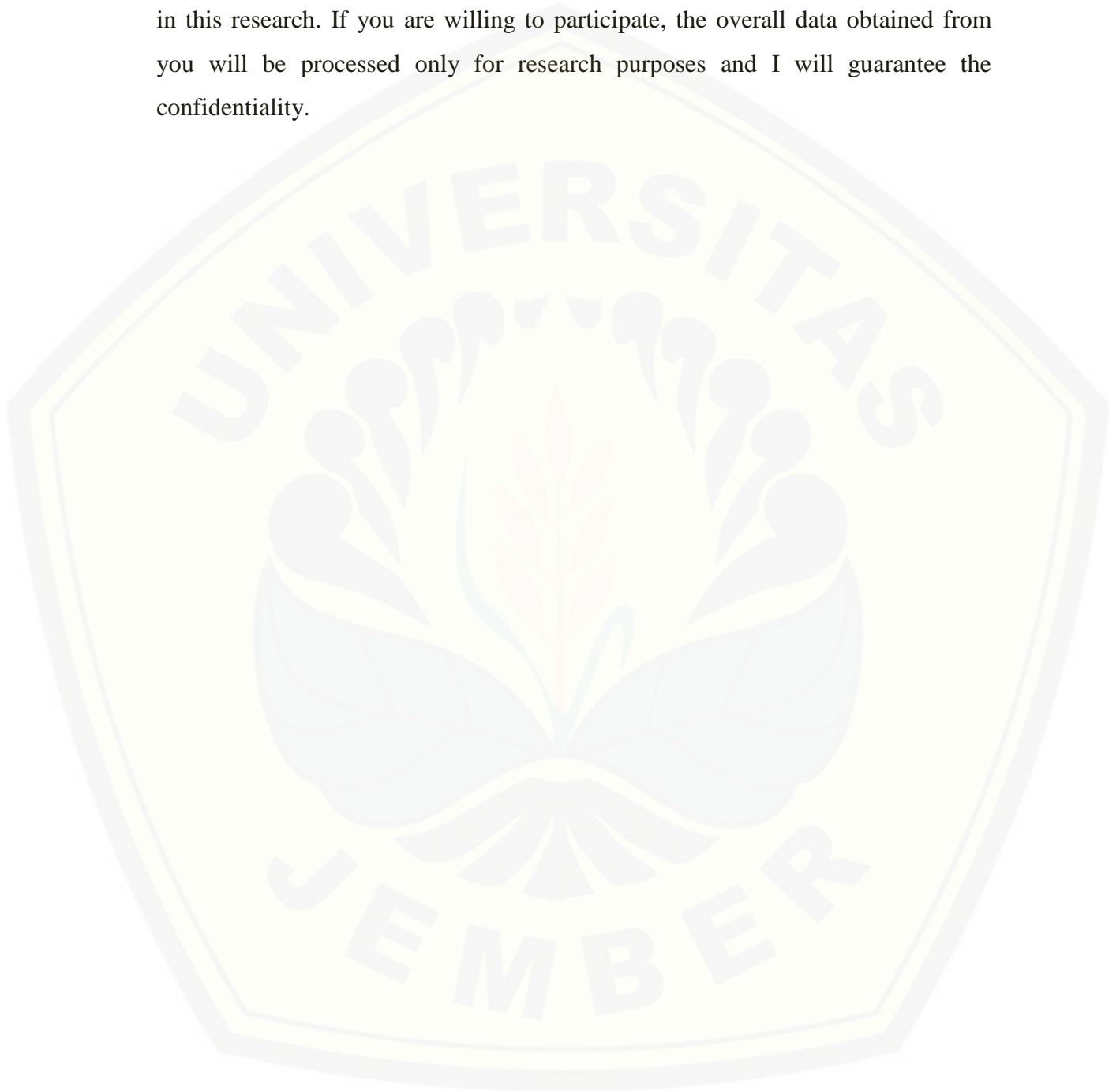
**Participation Agreement Sheet**

Hereby I state my consent to participate as a respondent in the study entitled *"The Study of Foreign Language Writing Anxiety among Students of English Department Faculty of Letters, Jember University"*. I declare that my participation in this research I do voluntarily. I also allow the researcher to use the data that I have given to be used in accordance with the interests and research purposes.

Name      :

Student Number  :

Sex       :

Handphone Number :
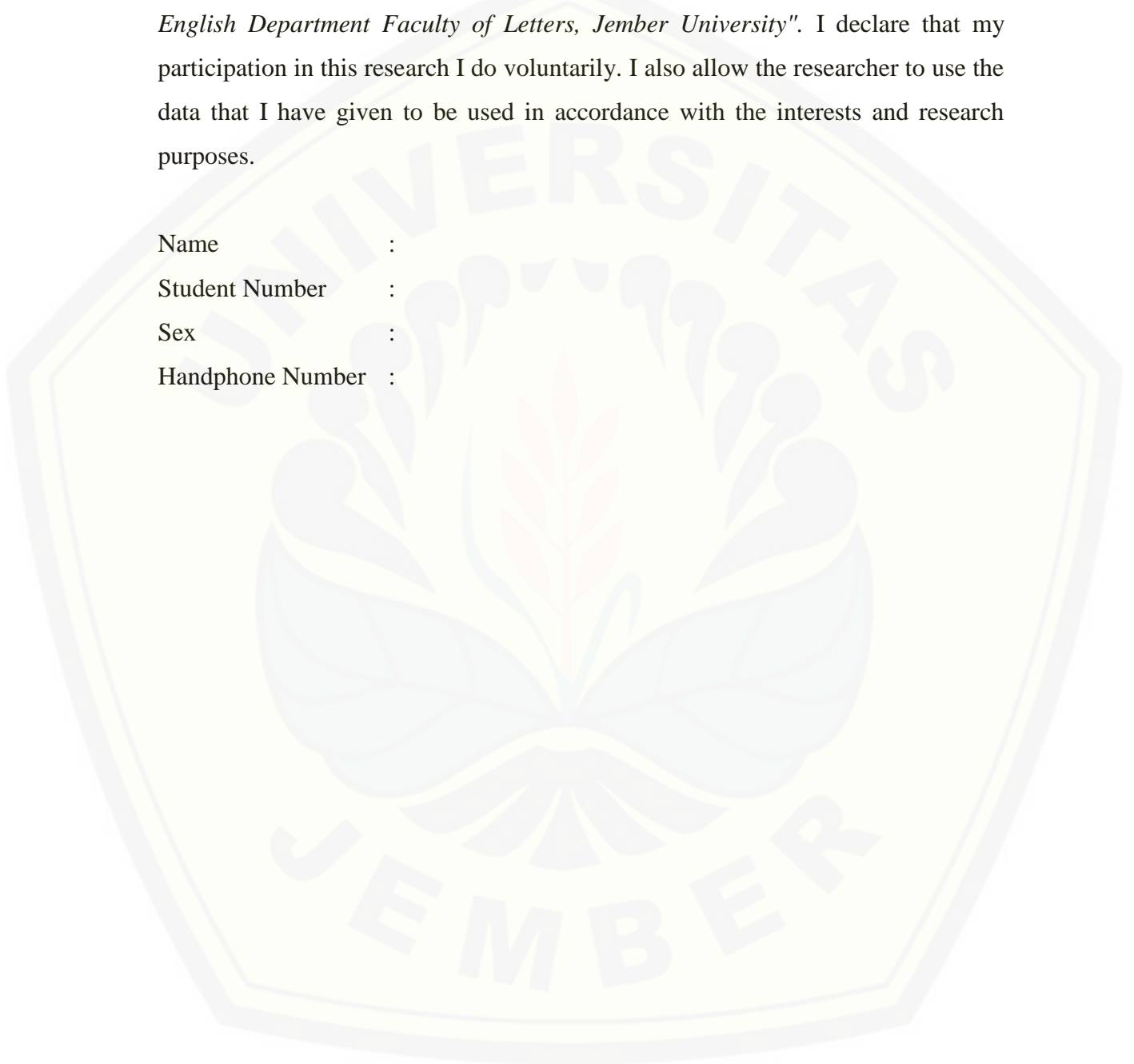
**B. Consent Form of Questionnaires – Indonesian Version**

**Lembar Penjelasan**

| | |
|---|---|
| **Peneliti** | **: Tri Ayu Ningsih** |
| **Judul Penelitian** | **: The Study of Foreign Language Writing Anxiety among English Department Students of Faculty of Letters, Jember University** |
| **Pembimbing** | **: Drs. Wisasongko, M.A., Reni Kusumaningputri, S.S, M.Pd.** |

Saya adalah mahasiswa Sastra Inggris Universitas Jember yang bernama Tri Ayu Ningsih. Saat ini, saya sedang melakukan tugas akhir (skripsi) yang berjudul *"The Study of Foreign Language Writing Anxiety among English Department Students of Faculty of Letters, Jember University"*.

Skripsi saya tersebut membahas dan menganalisa tentang writing anxiety (kecemasan/ kegelisahan menulis) ketika menggunakan bahasa Inggris pada mahasiswa Sastra Inggris semester satu yang menempuh mata kuliah writing 01 dan mahasiswa semester tiga yang menempuh writing 03. Tujuan penelitina tersebut adalah untuk mengetahui ada atau tidaknya writing anxiety diantara para mahasiswa, penyebab kemunculannya serta untuk menjelaskan seberapa besar pengaruh tingkat anxiety pada kemampuan menulis mahasiswa.

Berkaitan dengan hal tersebut, maka saya selaku peneliti ingin mengambil data terkait dengan writing anxiety dari Anda. Proses pengambilan data dalam penelitian ini melalui prosedur kuisioner. Dua jenis kuisioner, yaitu Second Language Writing Anxiety Inventory (SLWAI) dan Causes of Writing Anxiety Inventory (CWAI) yang dipergunakan untuk mengetahui penyebab writing anxiety akan dibagikan kepada Anda. Pengisian dua kuisioner tersebut akan memakan waktu kurang lebih 10 menit.

Partisipasi Anda dalam penelitian ini adalah sukarela, Anda boleh menolak untuk berpartisipasi dalam penelitian ini. Jika Anda bersedia berpatisipasi, keseluruhan data yang diperoleh dari Anda akan diolah hanya untuk kepentingan penelitian dan akan saya jamin kerahasiaannya.

**Lembar Persetujuan Partisipasi**

Dengan ini saya menyatakan persetujuan saya untuk dapat ikut berpartisipasi sebagai responden dalam penelitian yang berjudul *"The Study of Foreign Language Writing Anxiety among English  Department Students of Faculty of Letters, Jember University"*. Saya menyatakan bahwa keikutsertaan saya dalam penelitian ini saya lakukan secara sukarela. Saya juga memperkenankan kepada peneliti untuk menggunakan data yang saya berikan untuk dipergunakan sesuai dengan kepentingan dan tujuan penelitian.

Nama            :
NIM             :
Jenis Kelamin :
No. HP          :

**C. Consent Form of Interview – English Version**

**Consent Form for Participation in Interview for Research**

**Research Area**      : **Foreign Language Writing Anxiety**
**Data taking**         : **April 2014**

I agree to participate in a research project conducted by Tri Ayu Ningsih from English Department Faculty of Letters Jember University. I understand that the project is designed to gather information about my writing anxiety information related to it. This interview in this project is intended to understand more about writing anxiety in foreign language and not for exposing some defects which may contribute to potentially negative consequences in the future, so that the report of this research can inspire further researches. I will be one of three students being interviewed for this research.

1.    If, however, I feel uncomfortable in some questions during interview session, I have the right to decline to answer it.

2.    I understand that the honest answer during the interview must be given in order to help the academic work of researcher.

3.    With my permission, I give the permission to the researcher to write my opinion in the report in this research.

4.    The interview will last approximately 20 minutes in each meeting.

5.    I give the permission to the researcher to record my answer during the interview session. If the researcher still needs my information any time, I will be ready to be interviewed again.

6.    I understand that the researcher will not show my real name in the report of this research. This is my confidentiality as a participant in this study will remain secure.

7.    I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

8.     I have been given copy of this consent form.


Participants' Signature               Date,


Participant's name                  Signature of the interviewer

**D. Consent Form of Interview –Indonesian Version**

**Surat Persetujuan Partisipasi dalam Wawancara untuk Penelitian**

**Bidang Penelitian** : **Kecemasan Menulis dalam Bahasa Asing**

**Pengambilan data** : **April 2014**

Saya menyetujui untuk ikut berpartisipasi dalam sebuah proyek penelitian yang dilakukan oleh Tri Ayu Ningsih dari Sastra Inggris, Fakultas Sastra, Universitas Jember. Saya mengerti bahwa proyek penelitian ini dimaksudkan untuk mengumpulkan informasi yang berhubungan dengan informasi tentang kecemasan saya ketika menulis. Wawancara dalam penelitian ini bertujuan untuk memahami lebih lanjut tentang pembelajar bahasa Inggris dan bukan untuk memaparkan kekurangan-kekurangan yang mungkin menyebabkan dampak negative di masa yang akan datang, sehingga diharapkan dapat menginspirasi penelitian-penelitian selanjutnya. Saya akan menjadi satu dari tiga siswa yang akan diwawancarai.

1. Tetapi, jika saya merasa tidak nyaman terhadap beberapa pertanyaan selama wawancara berlangsung, saya mempunyai hak untuk menolak menjawab pertanyaan tersebut.

2. Saya mengerti bahwa jawaban yang paling jujur harus diberikan dalam rangka untuk membantu penelitian ini.

3. Dengan izin saya, saya memberikan izin kepada peneliti untuk menulis pendapat saya dalam laporan penelitian ini.

4. Wawancara akan berakhir kira-kira selama 30 menit dalam setiap pertemuan.

5. Saya memberikan izin kepada peneliti untuk merekan jawaban saya selama wawancara berlangsung. Jika sewaktu-waktu peneliti masih membutuhkan informasi saya, saya akan siap untuk diwawancarai kembali.

6. Saya mengerti bahwa peneliti tidak akan mencantumkan nama asli saya pada laporan penelitian ini. Hal ini merupakan salah satu cara untuk menjaga keamanan dan kerahasiaan informasi yang saya berikan sebagai partisipan dalam penelitian ini.

7. Saya sudah membaca dan sudah mengerti penjelasan yang diberikan kepada saya. Semua pertanyaan telah terjawab dengan sangat baik, dan saya dengan sukarela menyetujui untuk berpartisipasi dalam penelitian ini.

8. Saya sudah mendapatkan salinan dari surat persetujuan ini.
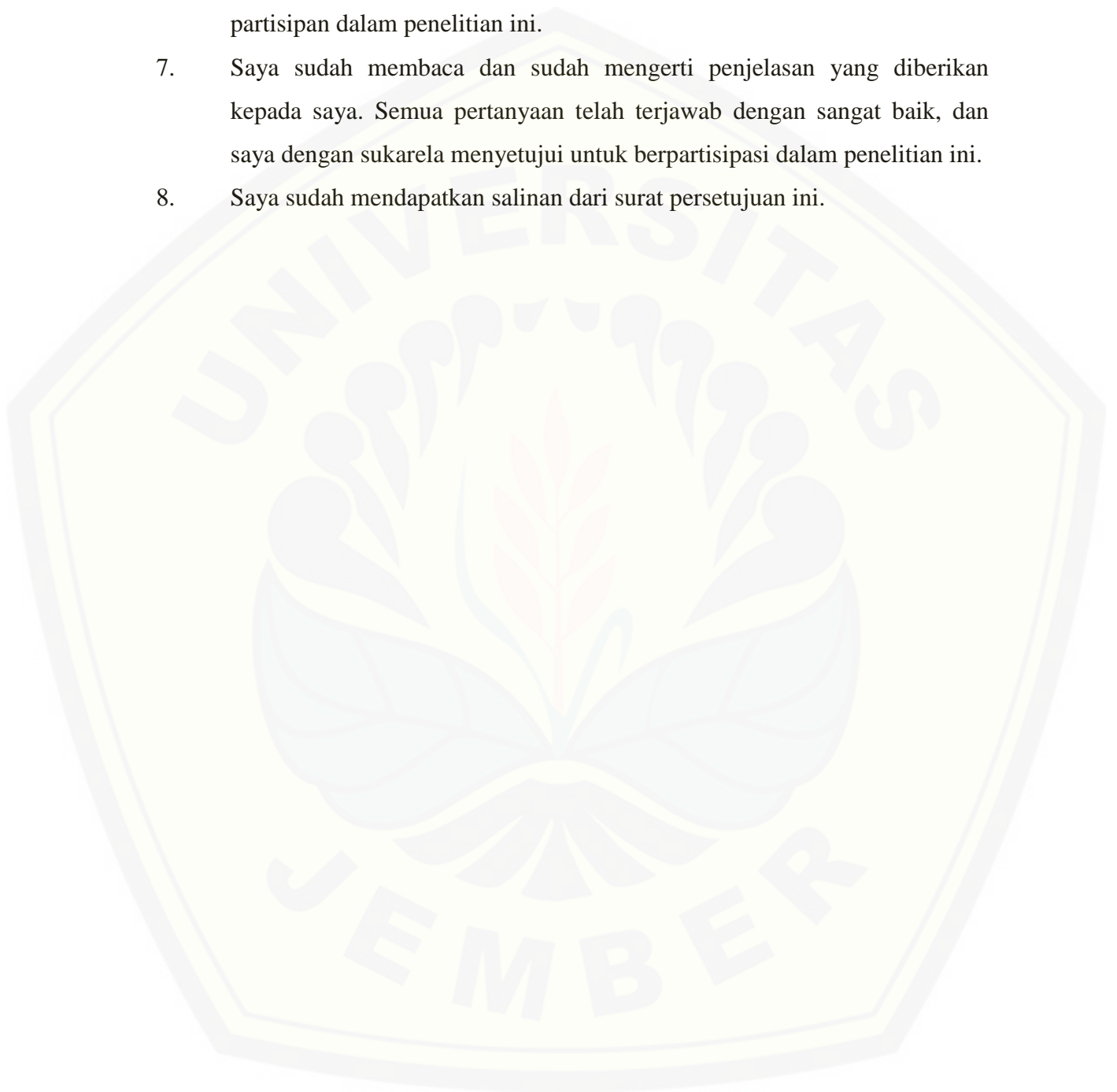
**E. Second Language Writing Anxiety Inventory (SLWAI) Questionnaire – English Version**

**SLWAI (Second Language Writing Anxiety Inventory) by Y.S Cheng (2004)**

| No. | Statement | SA | A | U | D | SD |
|-----|-----------|----|----|----|----|----|
| 1. | While writing in English, I'm not nervous at all. | | | | | |
| 2. | I feel my heart pounding when I write English compositions under time constraint. | | | | | |
| 3. | While writing English compositions, I feel worried and uneasy if I know they will be evaluated. | | | | | |
| 4. | I often choose to write down my thoughts in English. | | | | | |
| 5. | I usually do my best to avoid writing English compositions. | | | | | |
| 6. | My mind often goes blank when I start to work on an English composition. | | | | | |
| 7. | I don't worry that my English compositions are a lot worse than others'. | | | | | |
| 8. | I tremble or perspire when I write English compositions under time pressure. | | | | | |
| 9. | If my English composition is to be evaluated, I would worry about getting a very poor grade. | | | | | |

| No. | Statement | SA | A | U | D | SD |
|-----|-----------|----|----|----|----|----|
| 10. | I do my best to avoid situations in which I have to write in English. | | | | | |
| 11. | My thoughts become jumbled when I write English compositions under time constraint. | | | | | |
| 12. | Unless I have no choice, I would not use English to write composition. | | | | | |
| 13. | I often feel panic when I write English compositions under time constraint. | | | | | |
| 14. | I'm afraid that other students would deride my English composition if they read it. | | | | | |
| 15. | I freeze up when unexpectedly asked to write English compositions. | | | | | |
| 16. | I would do my best to excuse myself if asked to write English compositions. | | | | | |
| 17. | I don't worry at all about what other people would think of my English compositions. | | | | | |
| 18. | I usually seek every possible chance to write English compositions outside of class. | | | | | |
| 19. | I usually feel my whole body rigid and tense when I write English compositions. | | | | | |
| 20. | I'm afraid of my English | | | | | |

| No. | Statement | SA | A | U | D | SD |
|-----|-----------|-----|-----|-----|-----|-----|
|  | composition being chosen as a sample to be discussed in class. |  |  |  |  |  |
| 21. | I'm not afraid at all that my English compositions would be rated as very poor. |  |  |  |  |  |
| 22. | Whenever possible, I would use English to write compositions. |  |  |  |  |  |

**Note:**

**SA** **: Strongly Agree**

**A** **: Agree**

**U** **: Uncertain**

**D** **: Disagree**

**SD** **: Strongly Disagree**

**F. Second Language Writing Anxiety (SLWAI) Questionnaire – Indonesian Version**

Catatan: SS= Sangat Setuju, S= Setuju, R= Ragu-ragu, TS= Tidak Setuju, STS= Sangat Tidak Setuju

| No. | Pernyataan | SS | S | R | TS | STS |
|-----|-----------|----|----|----|----|-----|
| 1. | Ketika menulis dalam bahasa Inggris, saya tidak merasa gugup sama sekali. | | | | | |
| 2. | Saya merasa jantung saya berdegup lebih kencang ketika saya menulis karangan dalam bahasa Inggris dengan batas waktu yang ditentukan. | | | | | |
| 3. | Ketika menulis karangan-karangan dalam bahasa Inggris, saya merasa cemas dan gelisah jika saya tahu bahwa karangan tersebut akan dinilai. | | | | | |
| 4. | Saya sering memilih menggunakan bahasa Inggris dalam menuliskan pemikiran atau gagasan yang saya miliki. | | | | | |
| 5. | Biasanya sebisa mungkin saya menghindari menulis karangan-karangan dalam bahasa Inggris. | | | | | |
| 6. | Pikiran saya tiba-tiba menjadi kosong ketika saya memulai menulis sesuatu dalam bahasa Inggris. | | | | | |
| 7. | Saya tidak khawatir jika karangan-karangan bahasa Inggris saya ternyata lebih buruk dari milik orang lain. | | | | | |
| 8. | Saya gemetar dan berkeringat  saat saya menulis karangan menggunakan bahasa | | | | | |

| No. | Pernyataan | SS | S | R | TS | STS |
|---|---|---|---|---|---|---|
| | Inggris dengan batas waktu yang ditentukan. | | | | | |
| 9. | Jika karangan bahasa Inggris saya akan dinilai, saya akan merasa cemas kalau mendapat nilai yang sangat jelek. | | | | | |
| 10. | Saya akan melakukan apapun untuk menghindari situasi-situasi yang mengharuskan saya menulis dalam bahasa Inggris | | | | | |
| 11. | Pikiran saya menjadi campur aduk ketika saya menulis karangan dalam bahasa Inggris dengan waktu yang dibatasi. | | | | | |
| 12. | Kecuali kalau tidak mempunyai pilihan, saya tidak akan menggunakan bahasa Inggris dalam menulis apapun. | | | | | |
| 13. | Saya sering panik ketika saya menulis karangan dalam bahasa Inggris dengan batas waktu yang ditentukan. | | | | | |
| 14. | Saya takut siswa lain akan mencemooh tulisan bahasa Inggris saya jika mereka membacanya. | | | | | |
| 15. | Saya gugup ketika tiba-tiba diminta untuk menulis komposisi karangan dalam bahasa Inggris. | | | | | |
| 16. | Sebisa mungkin saya akan melakukan apapun untuk menghindarkan diri saya dari menulis karangan dalam bahasa Inggris. | | | | | |
| 17. | Saya tidak merasa khawatir sama sekali | | | | | |

| No. | Pernyataan | SS | S | R | TS | STS |
|-----|-----------|----|----|----|----|----|
|  | tentang apa yang orang lain akan pikirkan terkait dengan karangan bahasa Inggris saya. |  |  |  |  |  |
| 18. | Saya biasanya mencari kesempatan yang memungkinkan saya untuk menulis karangan dalam bahasa Inggris diluar kelas. |  |  |  |  |  |
| 19. | Saya biasanya merasa seluruh badan menjadi kaku dan tegang ketika saya menulis karangan dalam bahasa Inggris. |  |  |  |  |  |
| 20. | Saya takut jika karangan bahasa Inggris saya dipilih sebagai contoh untuk didiskusikan di dalam kelas. |  |  |  |  |  |
| 21. | Saya tidak takut sama sekali jika karangan bahasa Inggris saya akan dinilai dengan sangat jelek. |  |  |  |  |  |
| 22. | Bila memungkinkan, saya akan menggunakan bahasa Inggris untuk menulis setiap karangan-karangan. |  |  |  |  |  |

**G. Causes of Writing Anxiety Inventory (CWAI) – English Version**

**CWAI (Causes of Writing Anxiety Inventory) by Maliheh Rezaei and Mohammad Jafari (2014)**

| Statements | SA | A | U | D | SD |
|---|---|---|---|---|---|
| When I write English essays:<br>1. I worry about the negative comments and evaluation of the teacher.<br>2. I'm afraid of writing test<br>3. I have lack of sufficient English writing practice which makes me feel anxious.<br>4. I don't have a good command of English writing techniques which makes me feel anxious.<br>5. I don't know what to write on the topic given by the teacher so I feel upset.<br>6. I often encounter some linguistics problems such as inadequate mastery og vocabulary, sentence structure, grammatical errors, etc.<br>7. I'm under pressure to offer a perfect work which makes me upset.<br>8. I feel anxious due to the high frequency of writing assignments.<br>9. I feel worry when I have to write under time constraints.<br>10. I have a low-confidence in English writing. | | | | | |

**H. Causes of Writing Anxiety Inventory (CWAI) – Indonesian Version**

Catatan: SS= Sangat Setuju, S= Setuju, R= Ragu-ragu, TS= Tidak Setuju, STD= Sangat Tidak Setuju

| Pernyataan | SS | S | R | TS | STS |
|---|---|---|---|---|---|
| Ketika saya menulis karangan dalam bahasa Inggris: | | | | | |
| 1. Saya khawatir jika karangan bahasa Inggris saya mendapat komentar dan evaluasi negatif dari dosen writing. | | | | | |
| 2. Saya lebih cemas menulis karangan menggunakan bahasa Inggris saat ujian, seperti saat UTS dan UAS. | | | | | |
| 3. Kurangnya berlatih menulis karangan menggunakan bahasa Inggris lah yang membuat saya merasa cemas. | | | | | |
| 4. Saya merasa cemas karena saya tidak menguasai teknik-teknik menulis karangan dalam bahasa Inggris. | | | | | |
| 5. Saya merasa gelisah karena saya tidak tahu apa yang harus saya tulis berkaitan dengan topik karangan yang diberikan oleh dosen writing. | | | | | |
| 6. Ketika menulis karangan menggunakan bahasa Inggris, saya sering menghadapi beberapa masalah linguistik/ kebahasaan seperti kurangnya penguasaan kosakata bahasa Inggris, struktur kalimat, kesalahan grammar, dll. | | | | | |
| 7. Saya merasa berada dibawah tekanan | | | | | |

| Pernyataan | SS | S | R | TS | STS |
|---|---|---|---|---|---|
| dan terganggu ketika harus mengumpulkan karangan yang sempurna dalam bahasa Inggris. (Saya menulis dibawah tekanan untuk membuat karangan sempurna yang membuat saya terganggu.) | | | | | |
| 8. Saya merasa gelisah dengan terlalu banyaknya tugas menulis karangan dalam bahasa Inggris. | | | | | |
| 9. Saya merasa khawatir ketika saya harus menulis karangan dalam bahasa Inggris dengan batas waktu yang ditentukan. | | | | | |
| 10. Saya memiliki kepercayaan diri yang rendah ketika menulis karangan menggunakan bahasa Inggris | | | | | |

**I. The Main Questions for Interview**

1. What is the difficulty that you find or experience when writing in English?

2. What is situation or condition that you think may cause writing anxiety?

3. What is situation or condition that you think most provoking writing anxiety?

4. When you are anxious in writing using English, what is the dominant response that you show?

5. Do you have any way or strategy to overcome your writing anxiety?

6. If you are instructed to write an essay and you are free to choose the language, which languages would you choose? Indonesian or English?

7. According to you, will the presence of anxiety in yourself have an impact or not on your achievement?

8. Do you also experience anxiety on another language skills?

**J. The Transcript of Interview**

**High Anxiety Student**

Interviewer: "Eh..kesulitan apa saja yang kamu temukan atau alami ketika menulis dalam bahasa Inggris?"

Interviewee: "Eh ya.. itu kesulitan saya dalam menulis dalam bahasa Inggris itu kayak menyusun kata-katanya gitu mbak. Jadi klo misalkan kata ini disusun kayak gimana,terus kan aksen bahasa Indonesia sama bahasa Inggris kan berbeda, kayak dibolak-balik lah itu, kesulitannya itu otomatis dalam grammarnya juga."

Interviewer:"Kata-perkata terus buat jadi kalimat gitu?"

Interviewee: "He'eh, jadi kalimat terus kayak disusun, ini tempatnya dibelakang, apa ditengah, apa didepan kalimat, kayak gitu."

Interviewer: "He'em, he'em.. terus pada situasi atau kondisi apa yang menurut kamu paling bikin kamu *anxiety* waktu nulis bahasa Inggris? Situasi atau kondisi apa yang paling paling paling bikin gelisah gitu?"

Interviewee: "Ya klo misalkan bikin tulisan itu kondisi saat kita *badmood*, kayak gitu memang gak suka tentang materinya terus disuruh untuk menyusun ini, menyusun karangan ini terus..."

Interviewer: "Gak suka sama topiknya?"

Interviewee: "He'eh gak suka sama tema, kadang-kadang kurang sreg, kita *badmood* gitu kan males sih untuk apa, bukan males.. intinya kayak sulit, 'ohh.. topiknya gini seh, kok gak sesuai', jadine kan bingung juga mau berfikir, kita mau nulis itu berfikiran apa gitu, jadi tema yang ditentukan gak sesuai dengan pemikiran kita kan gitu juga sulit."

Interviewer: "Jadi itu yang paling menimbulkan ya dek?"

Interviewee: "He'eh."

Interviewer: "Terus, eh... selain *badmood* sama sulitnya topik itu apa lagi menurut kamu yang bikin kamu *anxiety* waktu kamu nulis bahasa Inggris?"

Interviewee: "Kurangnya *vocabulary*."

Interviewer: "*Vocab*?"

Interviewee: "He'eh, terus kurangnya apa... *grammar* juga, tata bahasanya ini mau ditaruh dimana? Soalnya kan aksen bahasa Inggris sama...."

Interviewer: "SPO, eh, apa namanya, DM, MD?"

Interviewee: "Iya, he'eh, iya gitu."

Interviewer: "*Grammar, vocab*.. Terus ketika kamu gelisah, ketika kamu *anxiety* menulis karangan atau tulsisan dalam bahasa Inggris, respon apa yang paling dominan kamu berikan gitu? Contohnya seperti pemikiran, pemikiran negatif, kayak gini contohne 'aku gak bisa ngerjakan ini, ini terlalu sulit buat aku, aku gak bisa, pasti gak bisa' atau... ke perilaku, contohne gemeter, keringeten, terus dredeg gitu, terus habis itu yang ketiga apa kamu mencoba untuk menghindar jadi kli misalnya dosennya meminta kalian eh... apa namanya, untuk mendemonstrasikan tulisan kalian di depan kelas kamu lebih memilih menghindar dari itu, mending gak maju.. itu apa? Dari tiga itu apa? Pemikiran, perilaku atau *avoidance* itu kira-kira dominan yang mana?"

Interviewee: "Tapi klo misalkan saya itu klo yang nomer tiga itu tadi masu juga, klo misalkan disuruh maju gitu lebih baik intinya gak usah dulu lah, biar temen dulu yang gitu, tapi klo misalkan gemeteran, gemeteran juga iya, apa namane ya pastinya, soale kita kan klo gak bisa vocabnya, klo gak bisa grammare itu kan kayak bingung mau nulis apa, tapi klo sebisanya itu ya cukup vocab-vocab yang diketahui, disusun ala kadarnya tapi klo saya lebih cenderung ke nomer tiga itu tadi."

Interviewer: "Oh *avoidance* tadi, menghindar?"

Interviewee: "He'eh, tapi biarlah temen saya dulu, nanti kan bisa diperbaiki lagi gitu."

Interviewer: "Terus kamu punya cara atau strategi gak untuk mengatasi *anxiety*nya kamu itu?

Interviewee: "Klo cara itu, eh mungkin lebih ke latihan, perlu latihan-latihan, latihan-latihan lagi ya, terus klo perlu pengenalan *vocab*nya juga terus perlu belajar."

Interviewer: "Lebih banyak *vocab*?"

Interviewee: "He'eh, lebih banyak belajar *grammar,* terus juga sering latihan-latihan gitu juga seh."

Interviewer: "Terus klo misalnya kamu diinstruksikan untuk nulis sebuah karangan tapi kamu bebas bisa pake' bahasa Indonesia, bisa pake' bahasa Inggris, mana bahasa yang bakal kamu pilih untuk karangan kamu itu?"

Interviewee: "Klo sejujurnya ya, ini klo misalkan langsung ke aksen Inggrisnya langsung itu bagi saya, itu sulit ya mbak. Apalagi untuk semester-semester awal gitu ya. Tapi klo saya klo, klo gak bisa, saya mesti bahasa Indonesia, terus saya coba untuk Inggris."

Interviewer: "Oh.. jadi tulis dulu pake' bahasa Indonesia terus habis itu bahasa Inggris jadi intinya bahasa Inggris gitu yo?"

Interviewee: "He'eh."

Interviewer: "Terus menurut eh... kamu *anxiety* yang ada pada diri kamu itu berdampak apa gak ke prestasi atau *achievement*mu gak? Kamu ngerasa berdampak apa gak?"

Interviewee: "Klo saya sih ngerasa berdampak ya, soalnya klo misalkan kita gak bisa ngarang apa gak bisa menulis, intine itu kayak eh... seakan-akan bisa, ajdi gak bisa sendiri, jadi berdampak pada lingkungan juga."

Interviewer: "Prestasi?"

Interviewee: "He'eh prestasi."

Interviewer: "Ngerasa gitu ya klo *anxiety* pasti berdampak?"

Interviewee: "He'em."

Interviewer: "Terus ini pertanyaan terakhir, apa kamu juga mengalami kegelisahan atau *anxiety* pada skill bahasa yang lain, contohnya *speaking, listening, reading*?"

Interviewee: "Eh... klo misalkan paling berpengaruh itu pada *listening* ya."

Interviewer: "Listening?"

Interviewee: "He'eh, aku gelisah itu karna *listening*, soale ehh... apa ya..... gak terlalu biasa denger orang-orang Inggris, katakanlah begity ya mbak, apalagi kan aku dulu SMA aku tu kayak, intine itu SMA yang biasa lah jadi gak terlalu mewah, gak terlalu anu.... jadi kayak kurangnya pembelajaran listening, pembelajaran speaking gitu, klo misalkan ya dua itu antara listening dan speaking."

Interviewer: "Klo *writing* itu ada di urutan berapa? Klo diurut *writing* itu ada diurutan berapa?"

Interviewee: "Klo......"

Interviewer: "Yang paling bikin gelisah itu nomer satu apa?"

Interviewee: " Yang paling gelisah itu, yang nomer satu itu bagiku *speaking*, terus *listening*, terus klo misalkan, klo *writing* itu sama *reading* itu kan bagian dari *vocab* sama *grammar*nya juga jadi itu ya termasuk."

Interviewer: "Jadi nomer 3, 4?"

Interviewee: "He'eh."

Interviewer: "He'em, he'em, iya."

**Moderate Anxiety Student**

Interviewer: "Kamu itu ngerasa *anxiety* itu, *anxiety* kan cemas, dalam *writing* itu pada situasi yang kayak gimana?"

Interviewee: "Engg... mungkin aku lebih ke dosennya ya mbak ya, mungkin klo untuk beberapa dosen yang memang pembawaannya kayaknya di dalam kelas itu apa namanya, di dalam kelas itu kayaknya juga suasananya mencekam, klo bisa dibilang kayak gitu, aku ngerasa mau nulis itu kadang idenya udah ada tapi klo mau nulis itu klo dosennya kayak gitu juga kadang takut salah gitu. Itu terus juga materi sama topiknya yang biasanya aku bikin anxiety itu. Klo seumpamanya topiknya aku ndak ngerti dan terlalu berat buat.. bukan terlalu berat sih.. yang intinya ndak terlalu tau lah tentang topik itu jadi biasanya gitu cemas aja."

Interviewer: "Dosen, topik sama materi yang terlalu berat buat kamu ya dek ya? Terus habis gitu..ehh... pas nulis itu kesulitan apa sing kamu temukan selain topik, materi, itu apa lagi? Contonya kayak...."

Interviewee: "Mungkin lebih ke *vocab*."

Interviewer: "*Vocab*"

Interviewee: "Lebih ke *vocab* sih, sama..ehhh... *grammar*, juga selain itu apa ya.. aku itu mungkin ya karak..karakternya orang Indonesia, jadis sering klo nulis itu mbulet gitu lho mbak, jadi struk..apa ya.. bukan struktur..apa ya, ya..struktur.. strukturnya itu tidak runtut gitu, kadang mbalik kesana mbalik kesini."

Interviewer: "Mbulet gitu intine, gak langsung ke intine..yo yo yo."

Interviewee: "Gitu.."

Interviewer: "Terus... pas kamu *anxiety* itu respon apa sing.. yang kamu berikan gitu lo dek. Misale mengenai pikiran, contone 'aku ndak iso, aku gak iso ngerjakan ini, pokoke aku gak iso ngerjakno ini'. Apakah tindakan, contone gemeter, keringeten, deg-degan gitu, mana sing lebih dominan?"

Interviewee: "Eh... kayaknya lebih ke deg-degan deh, klo gemeter sama keringetan ndak sih, tapi lebih ke deg-degan. 'Ooohh.. aku harus yak apa ya.. aku gak bisa nulis kayak gini, ato apa sih ini?' 'Ini materinya tentang apa sih' aku lebih ke deg-degan itu."

Interviewer: "Hmmm... terus klo kamu udah kayak gitu kamu punya cara gak untuk mengatasasi atau strategi untuk mengatasi *anxiety*ne kamu itu? Ada cara gak?

Interviewee: "Hmmm.. apa ya.. klo seumpamanya contohnya ya aku nulis tentang suatu hal yang tidak aku bisa, seumpamanya tentang apa gitu, itu biasanya aku lebih menghubungkan materi itu kepada apa yang memang benar-benar aku ngerti.. gitu."

Interviewer: "Hmmm.. he'em , he'em"

Interviewee: "Jadi setelah aku menemukan jalur, ketika kita nulis kemudian menemukan jalur tentang apa yang sudah kita kuasai biasanya

langsung mengalir aja mbak, mengalir gitu aja, tapi klo kita dipaksakan di... harus menulis modelnya kayak gini..materinya ini, tidak boleh ada pengembangan, itu yang aku cemas dan pasti buntu, ndak bisa nulis apa-apa kadang."

Interviewer: "Emang pernah ngalami kayak gitu pas di kelas?"

Interviewee: "Iya, ehh... waktu itu dosennya itu ngasih materi tentang..... tentang apa ya waktu itu... pokoknya topiknya apa gitu lho mbak dan kita itu nulis sudah dikasih apa... *outline*, udah dikasih *outline* jadi kan tidak boleh...pengembangan."

Interviewer: "Keluar dari *outline* itu?"

Interviewee: "He'eh keluar dari *outline* itu sendiri, jadi informasi yang kita punya cuman dikit-dikit aja gitu."

Interviewer: "Oh.. ya ya"

Interviewee: "Jadi kadang cemas, tapi klo kadang seumpamanya kita dikasih topik kemudian *outline* silahkan buat sendiri gakpapa, perspektifnya kan beda."

Interviewer: "He'em, he'em. Terus pertanyaan kelima. Klo kamu diinstruksikan untuk menulis karangan dan bebas memilih bahasa, kamu lebih milih mana? Bahasa Inggris atau bahasa Indonesia?"

Interviewee: "Eh....aku.. gini, tergantung topiknya klo memang topiknya aku terlalu berat ya mbak, kembali ke topik, aku lebih langsung, lebih suka langsung bahasa Inggris. Tapi klo memang.... eh... kayak seumpamanya nulis *essay* yang memang itu menjadi tugas UAS atau tugas UTS, itu aku lebih untuk berhati-hati aja ya, lebih menulis bahasa Indonesia baru tak *translate* ke bahasa Inggris, kayak gitu. Tapi klo memang harus spontan ya... mau gak mau pake' bahasa Inggris."

Interviewer:"He'em, he'em.. pertanyaan keenam, eh... menurut kamu ya de ya, *anxiety* yang ada di dalam diri kamu itu berdampak gak sama pencapaian kamu dalam belajar bahasa Inggris?"

Interviewee: "Eh... jelas lah mbak, jelas itu..eh.. terutama kan masalah percaya diri ya."

Interviewer: "He'em"

Interviewee: "Eh... ketika kita merasa *anxiety* gitu kan ya atau tidak percaya diri, kadang itu yang ada di otak kita itu mengalirnya juga buntu, nah ketika ide atau informasi gagasan yang kita punya itu tidak bisa kita salurkan atau buntu atau kita mikirnya sering tersendat gitu ya... itu jadi nanti otomatis kan tulisan kita dampaknya jadi jelek atau speakingnya kita jadi jelek kayak gitu.. *output*nya lah yang nanti dampaknya, jadi kalau kan otomatis *mark* atau *value*nya juga jelek."

Interviewer: "Jadi kamu ngerasa yo lek misale *anxiety* berpengaruh banget ke hasil belajarmu?"

Interviewee: "He'eh."

Interviewer: "Ya, ya, ya. Pertanyaan terakhir, selain apa namanya, *anxiety* di *writing*, kamu punya *anxiety* di apa namanya.. *writing*..eh... *skill* bahasa yang laen gak? Kayak *listening, speaking*..?"

Interviewee: "*Listening*, klo *speaking* sih gak terlalu. Mungkin selama ini karna *speaking*nya juga dosennya yang asyik gitu ya."

Interviewer: "He'em, *speaking*."

Interviewer: "Tapi klo *listening* itu walaupun dosennya asyik atau gak, aku merasa *anxiety*, karna apa ya.. mungkin menurutku *skill* yang paling sulit itu dari semua *skill* bahasa Inggris malah *listening*."

Interviewer: "*Listening*?"

Interviewee: "He'eh, apa mungkin karna jarang *practice* atau kenapa tapi aku *listening* gak cocok aja."

Interviewer: "Ok, ok, cukup."

**Low Anxiety Student**

Interviewer: "Pertanyaa pertama ya.. eh.. kesulitan apa aja yang kamu temukan atau alami ketika menulis dalam bahasa Inggris?"

Interviewee: "Eh.. klo nulis dalam bahasa Inggris karna sudah terbiasa jadi gak terlalu sulit untuk *brainstorm* itu gak terlalu sulit."

Interviewer: "He'em."

Interviewee: "Mungkin ya lebih...lebih.. lebih diapa ya.. diwanti-wanti, ditakutkan."

Interviewer: "He'em."

Interviewee: "Yang dipikirkan itu mungkin *structure*, *grammar*nya."

Interviewer: "*Structure grammar*?"

Interviewee: "He'eh, takut salah gitu itu."

Interviewer: "Klo topik?"

Interviewee: "Eh topik.... asalkan udah jelas sih gampang buat ngembanginnya."

Interviewer: "Jadi kesulitannya *grammar, structure* itu?"

Interviewee: "Ya."

Interviewer: "Terus pada situasi atau kondisi seperti apa yang menurut kamu dapat menimbulkan *writing anxiety*? Situasi kayak apa?"

Interviewee: "Eh.. biasanya sih *writing* yang dibatasin waktu dan topik yang gak dikuasain, jadi itu menimbulkan apa ya.. jadi panik, sebetulnya bisa tapi karena ada batasan-batasannya itu jadi panik gak keluar idenya."

Interviewer: "He'em, he'em. Terus pertanyaan ketiga, eh... situasi atau kondisi apa yang.. paling.. ini yang paling.. tadi udah paling atau belom ya?? Paling menimbulkan *writing anxiety*?"

Interviewee: "Yang paling... ya itu.."

Interviewer: "Diantara dua itu tadi?"

Interviewee: "Mungkin.. hmm... kurangnya penguasaaan topik, jadi butuh waktu lama buat *brainstorming*."

Interviewer: "Terus ketika kamu gelisah menulis dalam bahasa Inggris, respon apa yang paling dominan kamu berikan, contohnya satu yang berhubungan dengan pemikiran-pemikiran negatif, contohne 'aku gak bisa ngerjakan ini, aku gak bakal bisa ngerjakan tulisan ini', terus yang kedua yang berhubungan dengan eh.. tadi kan pemikiran sekarang perilaku, contohnya gemeter, terus apa namanya...dredeg,

gitu-gitu. Terus yang ketiga *avoidance* atau menghindar, jadi klo misalnya dosen nyuruh kamu, nyuruh salah satu orang dari kelas kamu disuruh maju, demonstrasikan tulisanmu, kamu lebih memilih menghindar. Dari tiga mana yang lebih dominan kamu munculkan ketika *anxiety*?"

Interviewee: "Eh.. yang pertama mungkin tadi."

Interviewer: "Pemikiran?"

Interviewee: "Pemikiran."

Interviewer: "Negatif, pemikiran negatif gitu? Hmm.. ya ya, terus pertanyaan kelimat, kamu punya cara atau strategi gak untuk mengatasi anxiety kamu itu? Caranya apa saja?"

Interviewee: "Caranya sering-sering latihan ya klo *writing* itu.. ya *familiarity*. Jadi juga sering baca juga, jadi topik yang kita tau itu banyak, ya akhirnya pada saat dihadapkan *writing* itu udah gak ada *anxiety*, udah siap-siap aja."

Interviewer: "Klo misalkan kamu diinstruksikan untuk menulis baha... eh.. nulis karangan dan bebas memilih bahasa, mana bahasa yang otomatis bakal kamu pilih? Indonesia atau bahasa Inggris?"

Interviewee: "Klo saya *personally*, Inggris."

Interviewer: " Inggris?"

Interviewee: "Iy."

Interviewer: "Kenapa kok Inggris?"

Interviewee: "Lebih dapet aja *feel*nya."

Interviewer: "Eh.. menurut kamu, kegelisahan yang ada di diri kamu itu berdampak apa gak ke prestasi yang kamu dapatkan? Menurut kamu berdampak gak *anxiety*nya itu?"

Interviewee: "Emmm..iya sih, soalnya klo dulu kan masih gak pedhe ya *writing*, jadi nilai yang didapatkan pun jadi kurang maksimal."

Interviewer: "He'eh.. ini pertanyaan terakhir. Apa kamu juga mengalami *anxiety* di *skill* bahasa yang lain? Contohnya *speaking, listening*, atau *reading*?"

Interviewee: "Pernah, *speaking*."

Interviewer: "*Speaking*?"

Interviewee: " Dulu paling anti ngomong."

Interviewer: "Yang paling, yang paling bikin *anxiety* itu mana?"

Interviewee: "*Speaking* dulu."

Interviewer: "*Speaking*... klo *writing* nomer berapa?"

Interviewee: "*Writing*.. mungkin setelah *speaking*."

Interviewer: "Kedua berarti ya?"

Interviewee: " Ya.."