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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.

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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*

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

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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

Tri Ayu Ningsih

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ACKNOWLEDGMENTS

My deepest gratitude is due to Allah, The Almighty, who has given His blessing and gratitude so that I can finish writing this thesis. I also would like to deliver my gratitude to several people who have helped me to finish this thesis.

1. Dr. Hairus Salikin, M. Ed., as the Dean of the Faculty of Letters, Jember University. I am so grateful for the support during the process of this thesis;
2. Dra. Supiastutik, M. Pd., as the Head of English Department, Faculty of Letters, Jember University and also as my academic supervisor. I do thank you for the guidance and support for my academic years;
3. Drs. Wisasongko, M.A., as my first supervisor. I am so grateful for giving me your time, guidance, motivation, advice, assistance and knowledge during the writing of this thesis;
4. Reni Kusumaningputri, S.S., M.Pd., as my second supervisor. I am so grateful for all the time, patience, help, advice, knowledge and opportunity that you give to me during the writing of this thesis;
5. Drs. Syamsul Anam, M.A. and Hari Supriono, S.S., M.EIL., I am very thankful for the knowledge, suggestions and support during the writing of this thesis.
6. All of the lecturers of Faculty of Letters, Jember University who gave me knowledge and valuable motivations during my academic years.
7. The academic division of Faculty of Letters for helping me completing every requirements.

Jember, September 2015 Tri Ayu Ningsih

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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.

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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 ofnegative 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'

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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

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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.

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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

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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.

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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

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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.

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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,

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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.

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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

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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.

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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) explaines 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

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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

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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

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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

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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

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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

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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

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(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.

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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

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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,

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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).

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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.

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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

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(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

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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.