#### **CHAPTER IV**

#### FINDING AND DISCUSSION

This chapter demonstrates about finding and discussion. In the finding draws result of the research about levels and causes of writing Apprehension. While other parts, discussion explains about information that got from finding.

### A. RESEARCH FINDING

# 1. Level of Writing Apprehension

The first question in this study is what the levels of writing apprehension among students when dong thesis writing. The data were gained through writing apprehension test (WAT) and spread to 35 students. In this part, the research demonstrated the result of level writing apprehension from English Education department students.

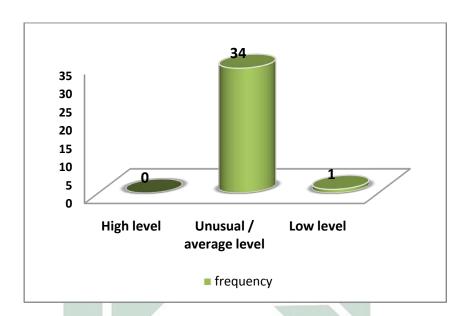
In analyzing Writing Apprehension test, data calculated using a formula that presented by the Writing Apprehension Test (WAT). To discover writing apprehension score is WA =78+PSV-NSV. After knowing the result of Writing Apprehension Test then the researcher categorized score based on the range of Writing Apprehension Test (WAT). As mentioned in chapter 3, there are three ranges; they are low, unusual/average, and high level. The researcher tabulated the data based on name and their score of Writing Apprehension Test (WAT) in a table below.

**Table 4.1 Summary of Students' Final Score in WAT** 

NO.	Name	Score of	Levels of Writing Apprehension					
		WAT	High level (26-59)	Unusual/Average level (60-96)	Low level (97-130)			
1.	Student' 1	78		✓				
2.	Student '2	76		✓				
3.	Student '3	109			✓			
4.	Student '4	75		<b>√</b>				
5.	Student '5	85		<b>/</b>				
6.	Student '6	81	A A	<b>V</b>				
7.	Student '7	82		<b>✓</b>				
8.	Student '8	84		<b>V</b>				
9.	Student '9	88		<b>*</b>				
10.	Student '10	76		<b>/</b>				
11.	Student '11	83		<b>V</b>				
12.	Student '12	81		<b>V</b>				
13.	Student '13	80		<b>√</b>				
14.	Student '14	85		<b>√</b>				
15.	Student '15	84		<b>√</b>				
16.	Student '16	77		<b>√</b>				
17.	Student '17	78		<b>✓</b>				
18.	Student '18	71		<b>✓</b>				
19	Student '19	86		<b>✓</b>				
20.	Student '20	79		<b>√</b>				
21.	Student '21	86		<b>√</b>				

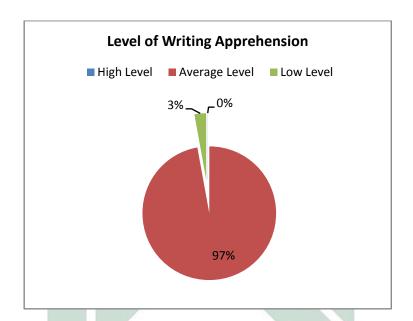
22.	Student '22	80		✓	
23.	Student '23	75		✓	
24.	Student '24	78		✓	
25.	Student '25	68		✓	
26.	Student '26	83		✓	
27.	Student '27	75		✓	
28.	Student '28	78		<b>√</b>	
29.	Student '29	71		<b>*</b>	
30.	Student '30	92		<b>Y</b>	
31.	Student '31	82	L A		
32.	Student '32	81	7	<b>~</b>	
33.	Student '33	67		Y	
34.	Student '34	75		1	
35.	Student '35	73		<b>√</b>	

After calculating the score in writing apprehension test, the researcher categorized level based on range. In the table above, the result showed that level of writing apprehension among students in doing thesis writing is unusual or average and low level. There are 34 students that their final score including to unusual or average level. And 1 student got a low level of writing apprehension and no one got high level.



**Chart 4.1 Frequency of Writing Apprehension Level** 

In the chart 4.1, it mentioned that 34 students tended to an unusual range, it meant that unusual range is majority level for students when doing thesis writing in this department. Unusual or average level (range 60-96) indicated that most students do not experience significantly in writing apprehension. Likewise, there is 1 student categorized in the low level (range 97-130). Students with number 3 got score 109 in the final score of Writing Apprehension Test. It meant that she indicates in the low level of writing apprehension. For the last, no one indicates to the high level of writing apprehension. It could be concluded that levels of writing apprehension among students in writing thesis are low and unusual or average level. To ease the interpretation, this pie chart would summarize the result using percentage.



**Chart 4.2 levels of Writing Apprehension** 

In the chart above, the level of students writing apprehension in doing writing thesis is unusual level and low level. The result of the final score in writing apprehension test dominated score from 70-85 and it indicated to the unusual level. Unusual or average level got 97%, the low level is 3% and high level is 0%.

# 2. Causes of Writing Apprehension

The second question from this study is "what are the causes of writing apprehension among students in doing thesis writing?" It used open-ended questions and 35 students filled the questionnaire. After doing analyzing the questionnaire from reduction and tabulated data in the instrument, there are many same responses about causes of writing apprehension. The table below summarized the result about causes of writing apprehension.

Table 4.2 Summary of Students' Questionnaire

NO.	Name	Response of Questions About Causes of Writing Apprehension			
1	G. 1				
1.	Student '1	Yes, I feel depressed because they are experts. So, I			
		was afraid to show my stupidity regarding research.			
		(No response)			
		Coming under pressure.			
2.	Student '2	Yes, I feel apprehension			
		Yes, I am afraid of many unanswered questions asked			
		by them			
		Feeling hopeless			
3.	Student '3	> Yes, I feel apprehension			
		> Yes, when making mistakes			
		laziness, less motivation, feeling tired, feeling busy			
4.	Student '4	Yes I'm afraid of making lot of mistake			
		Yes, Content and structure			
		Feeling tired			
5.	Student '5	≻ No			
		(No response).			
		➤ Laziness			
6.	Student '6	Yes, I do. Because I'm afraid of getting big mistake			
		and I cannot answer my advisor question			
		Background, RQ, design and analysis technique			
		Feeling busy			
7.	Student '7	Exactly, because everything inside of my thesis			
		should be perfect			
		everything inside of my thesis			
		Less motivation			
8.	Student '8	Yes of course, I am afraid of many revision			
		➤ There are many revisions, checking the grammatical			
		error.			
		laziness, less motivation, feeling tired, feeling busy			
9.	Student '9	> yes, I 'm afraid of making fatal mistakes			
		<ul><li>I 'm afraid of making fatal mistakes</li></ul>			
		> Tired			
10.	Student	Yes, because I am afraid if I make many mistakes			
	<b>'</b> 10	➤ The advisor have good academic knowledge			
		> Tired and busy			
11.	Student	Yes, because advisor will know how the capability we			
		- 12, 1111111 III III III III III III III II			

	<b>'11</b>	<ul> <li>have about English. We have been studying for 4 years in this department, if the English is low, we will be shy for it.</li> <li>Lack of capability in writing English well especially, continuing to write thesis.</li> <li>Laziness</li> </ul>
12.	Student	
12.	'12	➤ I like it when my content of my thesis to be evaluated. because from that I know my lack
	12	The content between Research question, theory, and
		data analysis
		➤ I have my own deadline to make me excited to have
		the consultation with my advisor
13.	Student	Yes, little bit. Because I think I am never the perfect
	<b>'</b> 13	one who can write thesis.
		➤ I think the order of the thesis itself. Like the
	- 2	Background, Research Method, etc.
		Less motivation
14.	Student	Yes, of course. I thought that I have many mistakes on
	<b>'</b> 14	t <mark>hat that that the that the that the that the the that the the the the the the the the the th</mark>
		There are many mistakes on that, from the grammar
		even in organizing the idea (content)
		Actually I don't really understand with this point, but
		talking about my feelingI just afraid on if there will
		be so many questions from my advisor about the
		content then I can't give the right reason.
15.	Student	➤ Of course
	<b>'</b> 15	Because advisor will evaluate all and give suggestion
		thus make me confident
		> Laziness
16.	Student	Yes, because I am afraid if my knowledge about
	<b>'</b> 16	grammatical structure was disappeared and not useful
		anymore.
		The comments of the advisor sometimes make me
		feeling down.
17	Ct. 1	➤ I feel less motivation
17.	Student	Yes I do. It is similar to be evaluated by friends.
	17	➤ I am afraid if she is not agreeing with my writing.
10	Ct. 1	➤ I am afraid disturbing her free time.
18.	Student	No, because from the advisor, I can get advice to
	<b>'</b> 18	improve my thesis writing

		>	The idea of my writing. The content. Is it appropriate
			or not.
		>	Laziness
19	Student	>	Of course absolutely yes. If my writing did not really
	<b>'</b> 19		express my idea. It means we have different
			understanding. And the advisor is the master so it will
			give a big pressure.
		>	They suggest me to add more theories, so it will help
			you when your thesis is evaluated by them on final
			test
		>	(no response)
20.	Student	>	Yes. because it is help me too in finishing my thesis
	'20	>	(no response)
		>	You know what my answer first. It reflects on the
			example above. Of course, I got laziness, feel tired to
			think and writing everything
21.	Student	>	No, because it has to do
	<b>'21</b>	>	Negative comments, make me down
		>	Less motivation
22.	Student	<b>\</b>	Yes, I am afraid for their comment
	'22	<b>A</b>	(no response)
		>	Feeling tired
23.	Student	4	Sure, because he is an expert.
	<b>'23</b>	>	I don't want to disappoint him.
		>	feel enthusiasm and optimist
24.	Student	>	No, because my advisor is older than me. When I
	'24		faced him, I feel like talking with my father.
		>	Nothing
			Laziness
25.	Student	>	Yes, I'm afraid for many revisions when advisor ask
	<b>'</b> 25		me to revise thesis if it not appropriate with her/his
			opinion.
			Wrong theory
			Feeling nervous
26.	Student	>	Yes, because advisor always know the best way in
	'26		writing thesis
		>	The mistakes, such as grammar, paraphrase, the
			format of thesis
		>	2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
27.	Student	>	Yes. Because I will know where is my fault

	'27	> (no response)
		Feeling busy and laziness
28.	Student	Nope. I'm just afraid of disappointing them.
	'28	➤ I don't know
		Tired and busy. That's students are supposed to be
29.	Student	Yes because my lecture very clear to give explanation
	'29	Make more brave
		Feeling busy
30.	Student	➤ Yes the content
	<b>'</b> 30	➤ The content in the thesis
		Less motivation
31.	Student	Yes because I think my thesis is far from the criteria
	<b>'31</b>	of good thesis
		➤ I think my thesis is far from the criteria of good thesis
		Nervous, afraid
32.	Student	Yes. There are many mistakes will be found. And she
	'32	asked to add more and more difficult ideas in my
		p <mark>ara</mark> graph
		Adding information that impossible to find.
		Make me mad, disappointed, and tired
33.	Student	➤ I do not know because my thesis has not been
	'33	evaluated
		> (no response)
		> Stressful
34.	Student	➤ No
	<b>'</b> 34	➤ I do not know
		> less motivation
35.	Student	> No
	<b>'</b> 35	> Plagiarism
		> yes sometimes laziness, less motivation, feeling tired,
		feeling busy) yes some times

From the table above, the researcher analyzed and tabulated responses become six points. They are negative comments of a thesis, many revisions of the thesis, content of thesis, lack of knowledge about writing, making a fatal mistake; advisor disagrees with writing or idea. Below is a further explanation about the cases of writing apprehension.

# A. Negative Comments of Thesis

Negative comments of thesis become one of the causes of writing apprehension. Based on their answer in the questionnaire, Students number 21 said: "negative comments, make me down". Student number 22 "Yes, I am afraid for their comment". And Student number 16 "the comments of the advisor sometimes make me feeling down". From the questionnaire, the research analyzed that lecturer's negative comment gave feeling apprehension in their product of writing or thesis. Lecturer's negative comment means lecture's opinion that it is not expected by students for their thesis. Some students also stated that that positive comments and motivations were needed by students when they consulted about their thesis.

### B. Many Revisions of Thesis

In this point, some students also stated that revision of thesis is one of the causes of writing apprehension. They think poorly about their revision and they feel their revision of thesis always less information, theory, sentence and so on. For example, student number 8 and 2, "yes, of course, I am afraid of many revisions".

## C. Content of Thesis

The content of theses such as background, research question, method, and data analysis also became the causes of writing apprehension. Students feel apprehension when their thesis especially content is wrong such as theory, background, and wrong theme or focus. Based on their instrument content thesis is one important thing in a thesis and they sometimes feel difficult, then it increased their apprehension. For example student, number 4 stated, "Yes, content and structure, Student number 6 "Background, RQ, design and analysis technique". Student number 12 answered, "The content between research question, theory, and data analysis". Student number 18 responded, "The idea of my writing, the content, whether is it appropriate or not."

# D. Lack of Knowledge about Writing Thesis

Some students stated that grammar and diction become causes of writing apprehension. They feel apprehensive when advisor checking grammar in their thesis. For example, student number 14 answer "there are many mistakes on that, from the grammar even in organizing the idea (content)". Student number 4 "Yes, Content and structure". Student number 8, "there are many revisions, checking the grammatical error". Student number 25 "Yes, I'm afraid for many revisions when advisor ask me to revise thesis if it not appropriate for her/his opinion".

# E. Making Fatal Mistake

Making fatal mistake means that they feel apprehensive when their thesis is wrong. They feel small that what their thesis was far from good criteria. Then they feel not confident about their capability when writing a thesis. Such number 31 "Yes because I think my thesis is far from the criteria of good thesis". Students number 1 "Yes, I feel depressed because they are experts. So, I was afraid to show my stupidity regarding research". Students number 3 "Yes when making mistakes". Student number 9 "I 'm afraid of making fatal mistakes". Student number 10 "Yes, because I am afraid if I make many mistakes".

# F. Advisor Disagrees With Writing/idea

Based on their response, when their idea in thesis was not accepted by lecture, students feel apprehension. When their product of writing or thesis wanted to be evaluated by lecturer or advisor, feeling apprehension is appear. Some students said that they sometimes cannot answer some questions from advisor regarding their idea. They also fear if advisor asking to revise their thesis. Student number 17," I am afraid if she is not agreeing with my writing". Below are table for coding of some points regarding causes of writing apprehension.

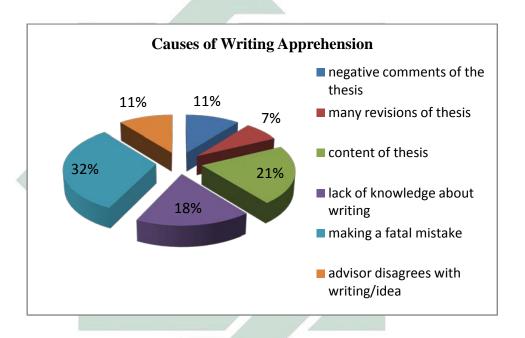
Table 4.3 Coding of Responses from Questionnaire

No.	Causes of W.A	Point	Point	Point	Point	Point	Point
	Name	A	В	C	D	E	$\mathbf{F}$
1.	Student '1					✓	

2.	Student '2				✓		
3.	Student '3					✓	
4.	Student '4					✓	
5.	Student '5						
6.	Student '6				✓		
7.	Student '7			✓			
8.	Student '8		✓				
9.	Student '9					✓	
10.	Student '10					✓	
11.	Student '11			ic.	✓		
12.	Student '12		//	<b>√</b>			
13.	Student '13			✓			
14.	Student '14	1/4				✓	✓
15.	Student '15	7					
16.	Student '16				<b>✓</b>		
17.	Student '17	$A \mathbf{h}$					<b>✓</b>
18.	Student '18	17	. //	✓			
19	Student '19						✓
20.	Student '20						
21.	Student '21	<b>✓</b>				- P	
22.	Student '22	<b>✓</b>					
23.	Student '23	✓					
24.	Student '24						
25.	Student '25		1				
26.	Student '26		4/	//		✓	
27.	Student '27				✓		
28.	Student '28						
29.	Student '29						
30.	Student '30			✓			
31.	Student '31					✓	
32.	Student '32					✓	
33.	Student '33						
34.	Student '34						
35.	Student '35			✓			
	Total	3	2	6	5	9	3

From the table, it can be concluded that there are six causes of writing apprehension they are negative comments of the thesis, many

revisions of thesis, content of thesis, lack of knowledge about writing, making a fatal mistake, advisor disagrees with writing/idea. Then to get a percentage for a number of students who chose the cases of writing apprehension, the researcher calculated them using a general formula which is same points divided by the total of students times to hundred percent (see pie chart).



**Chart 4.3 Causes of Writing Apprehension** 

As we seen in the pie chart, the percentage in each point is under 5%. Point A, negative comments of thesis got 11%. Point B, which is many revisions of a thesis, got 7%. Point C, content of thesis got 21%. Point D, lack of knowledge about writing is 18%. Point E, making a fatal mistake is 32%. And the last, point F, advisor disagree with writing/idea is 11%. The most students chose to make fatal

mistake as the causes of writing apprehension and content of thesis become second part in the percentage above.

#### B. Discussion

In this section, the researcher discussed those finding by reflecting on some theories and drew information based on the research question of this study. It discussed level and causes of writing apprehension among students in doing thesis writing.

# 1. Students' Level of Writing Apprehension

The first question of this study is what are the levels of writing apprehension among students in doing their thesis writing? The result in the finding section, it showed that low and unusual or average level were most experienced by students in doing thesis writing. As the researcher explained in chapter 2, the level of writing apprehension was divided into three levels; they are high apprehension, unusual or average level, and low level. The finding demonstrated that unusual or average level was the most level experienced by students in doing thesis writing. In determining the level of writing apprehension, the researcher looked the range of writing apprehension between 26 until 130 and mean score was 78. As we see, in this table below:

**Table 4.4 Range of Writing Apprehension Test** 

Levels of writing apprehension	Range
High level	26-57
Unusual/average level	60-96
Low level	97-130

In the explaining result of level in writing apprehension, the researcher only drew information based on writing apprehension test (WAT) and she did not explain about a performance of writing apprehension of an unusual or high level such as Virginia research. In this study, the researcher analyzed about a level of writing apprehension by Dally and Miller and causes of writing apprehension.

In the unusual or average level, the score range 60-96. They are in the middle position of writing apprehension level. It means that their score around the standard score which scores 78. From the calculation and analysis, three students got to score 78. This is a mean score which it placed the average level. The score which closed to mean score (78) is better which it closed to high or low level. In the finding section, student number 1, number 17, and number 24 got to score 78. It meant that they are in average position. There are twenty-nine students in score 70-78 and a student in score 78-90; they are included in unusual or average level. Although unusual range does not experience significantly about writing apprehension in doing thesis writing, unusual range sometimes experienced apprehension in performing writing, such writing task and writing for different purposes and audiences.

In low level, there is one student was categorized in low level. Student number 3 with score 109 indicated to low level. It was a different result when we saw a number of average levels. In low level, students

might not be motivated to listen or read carefully the assignment, task, etc.

They also didn't felt apprehension in evaluating their writing, but their motivation for writing is lack.

There is some research about the level of apprehension related to another aspect such as writing process by Al\_Sawalha et, al (2012), age and economic status by Ibrahim and Noor (2011), self-efficacy beliefs by Termit and Savarana (2015) and many others. The result of this finding of the level of writing apprehension had similarity with research Termit & Saravana (2012). In this study, it summarized that finding for the first question is average level and low level. Meanwhile, the result of final score tended to unusual or average level.

# 2. Causes of Writing Apprehension

In the finding section, it has been found that there are six causes of writing apprehension. They are negative comments of a thesis, many revisions of thesis, content of thesis, lack of knowledge about writing, making a fatal mistake, and advisor disagrees with writing/idea. From the finding, most of the students chose to make a fatal mistake as the most causes of writing apprehension with 32%. From six causes of writing apprehension above, the researcher grouped into three main points that cause of writing apprehension based on result questionnaire and theory, they are teachers' negative evaluation, students capability in writing, low self-confidence. Those points are explained as follow:

## A. Teachers' Negative Evaluation

The first point is teachers' negative evaluation. It could be divided into sub points such as negative comments of a thesis, many revisions of a thesis, Advisor's comment. From 35 participants, there are seven students ( students number 8, number 16, number 19, number 21, number 22, number 25, and number 32) gave statements that advisor comment is one of the causes writing apprehension. Almost all students stated that teacher's evaluation made them feel apprehensive. Students think poorly about their thesis when it is evaluated. As research by Lin and Ho demonstrated that teacher's evaluation, a time restriction is one of the causes writing apprehension. Based on the questionnaire, feeling apprehensive was experienced by students not only who are writing a thesis but also writing assignment or essay. From this result, it could be information by some lecturer or advisor can convey feedback with various and different way. For example by giving some reference regarding their topic, so that not only comments but also suggestion can be gained by students.

# B. Students' Capability in Writing

When writing a thesis, all aspects of writing should be mastered by students whether content, format thesis or structure sentence. In result of finding showed that there are 12 students included had a problem at this point. They are student number 4, number 6, number 7, number 8, number 11, number 12, number 13,

number 14, number 16, number 25, number 26, and number 30. This point categorized into sub points, they are the content of thesis, parts of thesis (background, research question, method, and data analysis), lack of knowledge about writing, choosing a wrong theory, plagiarism. As the researcher said in the first line, thesis consists of some parts which should be mastered by students. In fact, there are some students stated that there are some difficulties in writing thesis such as when to write background, paragraph coherently, conveys idea, the grammar used, etc. thus, this proved that lack of knowledge about thesis needs to be attention for students.

# C. Low Self-Confidence

This point divided into some sub-points such as getting afraid if can't answer the questions, making a fatal mistake, and advisor disagrees with writing/idea and feeling fear their thesis is far of criteria for a good thesis. Many students stated about their confidence is low when their thesis is evaluated for example students number 1,number 2, number 3, number 4, number 6, number 8, number 9, number 10, number 11, number 13, number 14, number 16, number 17, number 18, number 23, number 31 number, and number 32. The result of the questionnaire, students stated that there are some feeling appear when they write a thesis, for example, less motivation, feeling tired, busy, hopeless, and under pressure. From that problem, lecturer or advisor may give some motivation or support to student, so that it can reduce

their feeling both when writing or consulting their thesis. To make easy these main points, this table below would draw short explanation.

**Table 4.5 Three Main Points in Causes of Writing Apprehension** 

No.	Main Points	Sub points	Frequency
1.	Teachers' negative evaluation	<ul> <li>Negative comments of thesis</li> <li>Many revisions of thesis</li> <li>Checking grammatical errors of thesis</li> <li>Advisor's comment</li> </ul>	7
2.	Students' capability in writing	<ul> <li>Content of thesis</li> <li>Parts of thesis (background, research question, method data analysis)</li> <li>Lack of knowledge about writing</li> <li>Choosing wrong theory</li> <li>Plagiarism</li> </ul>	12
4.	Low self- confidence	<ul> <li>Getting afraid if can't answer the questions</li> <li>Making a fatal mistake</li> <li>Advisor disagrees with writing/idea</li> <li>Feeling fear their thesis is far of criteria for good thesis</li> </ul>	16