

**STUDENTS' ANXIETY
IN WRITING ENGLISH ACADEMIC ARTICLE
THESIS**

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd.) in Teaching English



By

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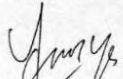
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ABSTRACT

Ariyanti, Dinda Putri (2020). *Students' anxiety in writing English academic article*. A Thesis. English Language Education Department, Faculty of Education and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: Dra. Arbaiyah, YS. MA, Advisor II: Dr. Siti Asmiyah, S.Pd, M.TESOL

Keywords: Writing, Anxiety, English writing academic class.

Writing is a process to express the ideas without saying or interaction in two and others can understand the meaning of the sign/symbol by the reading it. In the process of make a writing product, some students experienced anxiety with feelings nervous, afraid, and not confident. The aim of this qualitative research is to identify types of writing anxiety faced by students when writing English academic article in sixth semester at Universitas Islam Negeri Sunan Ampel Surabaya and to explore their ways to anticipate writing anxiety. The data were collected from questionnaire of Second Language Writing Anxiety Inventory (SLWAI) and interview to 10 students of English academic article writing class. The results show that avoidance behavior anxiety type is the highest but the most common anxiety type that occurs in writing activity is cognitive anxiety type and students mentioned three anticipation but "asking friends or expert about writing" to be the most choosen way to anticipate. This highlights that peer correction and discussion can be a solution to reduce students anxiety in teaching English writing.

ABSTRAK

Ariyanti, Dinda Putri (2020). *Students' anxiety in writing English academic article*. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan. Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I: Dra. Arbaiyah, YS. MA, Pembimbing II: Dr. Siti Asmiyah, S.Pd, M.TESOL

Kata kunci: Menulis, Kecemasan, Kelas menulis akademis dalam Bahasa Inggris

Menulis adalah proses untuk mengekspresikan ide-ide tanpa mengatakan atau interaksi dalam dua dan yang lain dapat memahami makna tanda / simbol dengan membacanya. Dalam proses pembuatan produk menulis, beberapa siswa mengalami perasaan khawatir seperti gugup, takut, dan tidak percaya diri. Tujuan dari penelitian qualitative ini untuk mengidentifikasi jenis-jenis kecemasan menulis yang dihadapi oleh siswa yang menulis English academic article di semester enam di Universitas Islam Negeri Sunan Ampel Surabaya dan mengeksplorasi antisipasi mereka terhadap kecemasan menulis. Data dikumpulkan melalui bagian kuesioner *Second Language Writing Anxiety Inventory* (SLWAI) dan wawancara kepada 10 murid dari kelas English academic article. Dalam penelitian ini ditemukan bahwa tipe kecemasan avoidance behavior adalah yang tertinggi tetapi tipe kecemasan yang paling umum yang terjadi dalam aktivitas menulis adalah tipe kecemasan cognitive dan beberapa murid menyebutkan 3 antisipasi namun “bertanya kepada teman atau yang berpengalaman tentang menulis” menjadi cara untuk antisipasi yang paling banyak dipilih. Ini menyoroti bahwa koreksi teman sebaya dan diskusi dapat menjadi solusi untuk mengurangi kecemasan siswa dalam pembelajaran English writing.

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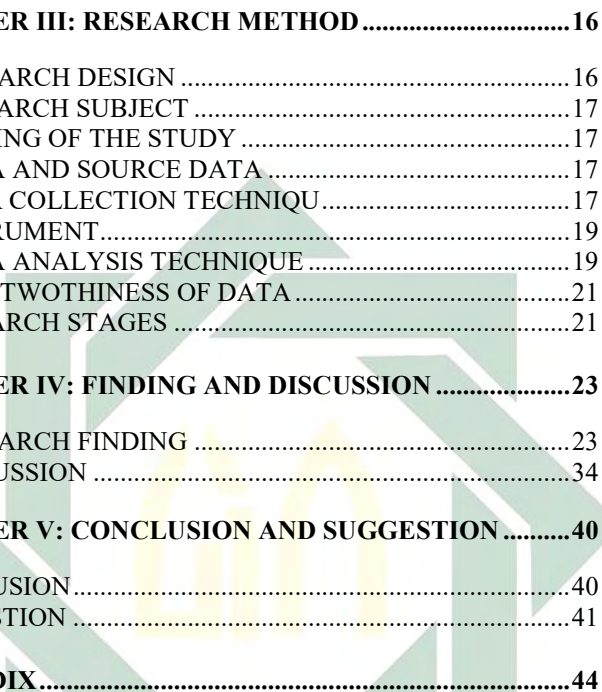
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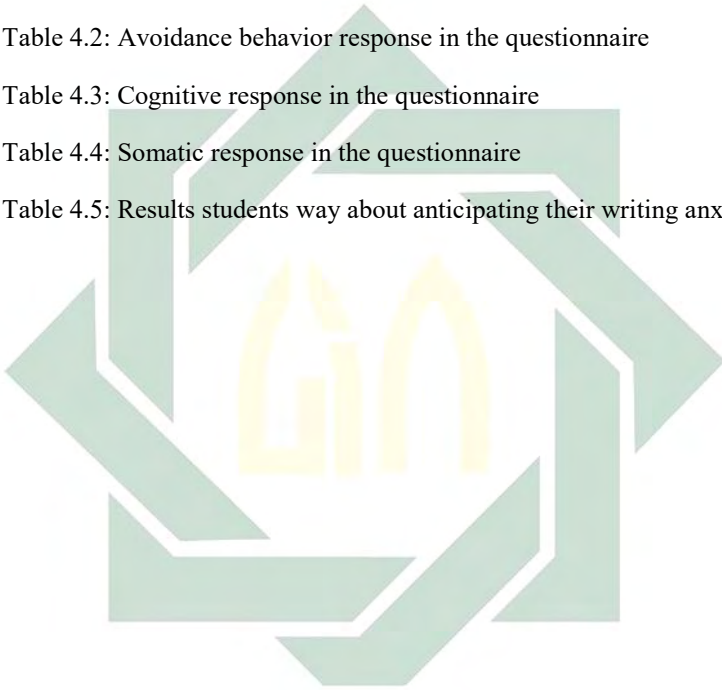
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CHAPTER I

INTRODUCTION

This chapter discusses the area of the study in some headings; background of study, research question of the study, objective of the study, significance, scope and limitation, then definition of the key terms.

A. Research Background

Anxiety has been claimed as the main factors hindering students' development in English writing, particularly that of academic genre. Wahyuni and Umam stated that the fear of negative evaluation by the teachers and peers and being afraid about timed writing even make the students get trouble to develop their English writing skill¹. Foreign language anxiety can be related to three different of anxieties that are related to academic and social evaluation situations. Those are communication apprehension, fear of negative evaluation, and test anxiety.² Communication apprehension refers to a type of shyness characterized by fear or anxiety about communicating with people. The students will feel uncomfortable, shy and fear when they must enter real communication, even in fact the students actually have matured enough in ideas and thought. Fear of negative evaluation is apprehension about others' evaluation, avoidance of evaluation situations and the expectation that others would evaluate oneself negatively. Students' who have some worried such as lack of possibilities to write in English, low self confidences, had no idea to start writing, become panic when they asked to write in English, and have a fear of tests/ writing test. If the students' shows such a phenomenon it means the students' experience a writing anxiety. Writing anxiety indicate a great role for students' in giving negative influence for writing progress and writing acquisitions. The intensity about such apprehension may be higher in academic writing.

¹Wahyuni, sri & khotibul umam, M. 2017. "An Analysis On Writing Anxiety Of Indonesian Efl College Learners". *JEELS*, Volume 4, Number 1, May 2017, 106

²Hortwiz, M. B., Elaine K. &Cope, J. (1986). Foreign Language Classroom Anxiety. The Modern Language Journal, 70: 125-132.

Academic writing, particularly in English, has been claimed as a difficult task. This is because there are several principles writer has to follow when writing in academic discourse. There are 10 foundations to write academic writing, they are: clear objective, audience engagement, clear point of view, focus on one aspect, logical organization, strong support, clear and have perfect explanations, effective use of research, correct APA style, and writing style.³ The requirement in academic writing often bring anxiety to the writers, particularly students being novice writer in academic discourse.

The issue about anxiety in writing has been extensively explored in previous studies in different field of knowledge. The similar study but in general aspect was conducted by Anggiyana Mustachim. This research shows that there are various factors it may contribute to the students' anxiety in learning English and at least there are five factors that related to this study, they are : being laught by others, incomprehensible input, teacher, students' beliefs, and lack of preparation.⁴On the other hand there is analysis about anxiety in learning foreign from Yuni Sujarwati.This study investigates the anxiety that students feel in learning foreign language in English department.⁵ The most of the students generally experience the anxiety in learning English. Moreover finding by Sri Wahyuni and M. Khotibul Umam⁶, was talked about the level of students anxiety and the factor that cause anxiety.

Not only in those aspects of anxiety in general but also anxiety in specific skills also have been the focus of research about anxiety. Research about anxiety in specific skill was conducted by Rio Herwanto, focusing on the factor of language anxiety in speaking class. This research explains about the factors that appear and caused

³Whitaker anne, *Academic Writing Guide* (Slovakia: City University of Seattle, 2009), 2-4.

⁴Mustachim, Anggiyana, bachelor degree dissertation: “ *Students' Anxiety in Learning English: A Case Study at the 8th Grade of SMPN 9 South Tangerang* ”. (Jakarta: State Islamic University Syarif Hidayatullah, 2014)

⁵S. Yuni. “Anxiety of Student in Learning English as a Foreign Language The English Department of Airlangga University”. An graduate thesis. Faculty of literature, (Airlangga University, Surabaya. 2011)

⁶Wahyuni, sri & Khotibul umam, M. “An Analysis on Writing Anxiety of Indonesian EFL Collage Learners”. *JEELS*, Volume 4, Number 1, (May 2017), 106

the anxiety in students speaking performance.⁷ In addition Santriza also studied about anxiety in English speaking skill. Those studies have emphasized mainly on anxiety of EFL/ESL learners in lower and higher level.⁸ It can be assumed that anxiety may well start when students begin to learn a foreign language. Another finding that discussed some skills is by Imaniar. This research shows that 59% of the participants were considered to be in unusual level of writing anxiety.⁹

Most studies above have been content to a general of anxiety in EFL/ESL learner and in specific skills. Considering the importance of identifying students' type of anxiety and looking at the possibility of research on students' anxiety in learning English, student's anxiety in speaking, and students' writing anxiety levels in proposal English writing course which not have been widely explored in previous research, the current study is designed to investigate the types of anxiety and anticipation from the students of writing English academic article in sixth semester at English Language Education Department.

B. Research Question

1. What are students' writing anxiety types in writing English academic article at English Language Education Department of Universitas Islam Negeri Sunan Ampel Surabaya?
2. How do students anticipate their anxiety in writing English academic article at English Language Education Department of Universitas Islam Negeri Sunan Ampel Surabaya?

⁷Herwanto, Rio 2013. "Factors That Cause Language Anxiety In The English Classroom Speaking Performance In Smp Negeri 4 Pakem Yogyakarta" An Graduate Thesis. English Education Department Faculty of Languages and Arts Yogyakarta State University.

⁸Santriza. "An Analysis Of Students' Anxiety In Speaking Performance (A Study At Second Grade At Sman 5 Banda Aceh)" An graduate thesis. Faculty of Education and Teacher Training Ar-Raniry State Islamic University Darussalam (Banda Aceh.2018)

⁹Imaniar., Bachelor Degree Dissertation: "*Students' Writing Anxiety Levels In Proposal Writing Course In Fifth Semester At English Education Department State Islamic University Of Sunan Ampel Surabaya*". (Surabaya:. Faculty of Education and Teacher Training, Sunan Ampel State Islamic University,2016)

C. Research Objective

Related to the research questions stated above, the objective of the study are:

1. to identify types of writing anxiety that usually happen in students of writing English academic article in sixth semester at Universitas Islam Negeri Sunan Ampel Surabaya.
2. to explore the students anticipation of their writing anxiety in writing English academic article in sixth semester at Universitas Islam Negeri Sunan Ampel Surabaya.

D. Significance of the Research

1. Theoretically

In terms of theory, this study is expected to develop better understanding related to the previous finding from Cheng in writing anxiety issue, and it could also develop studies in types of anxiety also the anticipation of writing anxiety.¹⁰

2. Practically

- a. For teachers: the result of this research may gives an insight for teacher resolve students writing anxiety in the class and give the teacher a strategy to develop student encourage in writing.
- b. For students: the result this research may bring the students more understanding about their writing anxiety types and the problem solving of that.
- c. For researchers: future researcher can make further research in the future with a different aspects about writing anxiety that have not been included in this research and can be used as the previous study such as the anticipation of writing anxiety.

E. Scope and Limitation

This research focuses on the writing anxiety types that students feel when they write English academic article and the anticipation of the writing anxiety that students faced in the process of writing the English academic article. This study was conducted in the sixth semester English Language Education Department in class of writing English academic article at Islamic University of Sunan Ampel Surabaya during the academic year 2018/2019.

¹⁰Cheng, Y.-S. (2002). Factors associated with foreign language writing anxiety. *Foreign Language Annals*, 35, 646

F. Definition of Key Terms

There are some key terms used in this study. The terms are defined as follows.

1. Writing

Writing is the mental work of inventing ideas, thinking how about to express them, and organizing them into statements and paragraphs that will be clear to a reader.¹¹ Meanwhile, writing in this research means part of activity in communicating thoughts and ideas and make it a readable form for reader as their assignment of English academic article.

2. Anxiety

Anxiety is defined as “the feeling of being very worried about something”.¹² This is a psychological distress that can be caused by the intergroup tensions and discrimination described in the interactive acculturation model.¹³ In the context of foreign language learning, anxiety refers to the feeling of being very worried and pressure about the new language that they learn. In this research, anxiety means the students feeling about worry that may occurs during activity of writing English in academic article class.

3. Academic article

Academic article is a clear, concise, focused, structured and backed up by evidence ideas in a formal tone and style.¹⁴ It is a course in which students are provided with explicit opportunities, though targeted instruction, to improve their writing academic article. In this research, English academic article is students’ English

¹¹Nunan, D. (2003). *Practical English language teaching*. USA: McGraw-Hill Company.

¹²Anxiety” *Longman dictionary of contemporary English*, (<https://www.ideoonline.com>, accessed on 21 April 2019)

¹³Bouhis, R Y., Moise, L. C., Perreault S., & Senecal, S. (1997). Towards an interactive acculturation model: *A social psychological approach*. *International Journal of psychology*, 32(6), 369-386.

¹⁴Theuns K., (2007). Guidelines on writing a first quantitative academic article. Departement of marketing and communication management university of pretoria. 2

writing in form of a focused and structured piece of writing presenting a particular backed up argument write in formal style following a particular journal form.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the theory related to the topic of this research and previous study. Then the next part of this chapter explains about previous studies which have similar topic with this study. Review of related study is used to reflect similarities and differences of this study.

A. Theoretical Framework

1. Writing

Writing is the one aspect/skill in human and it can be called as human communication. It represents languages and emotions through the symbols and signs. Writing is generally recognized as a difficult task by ESL and EFL students. Writing requires the students to encounter some conditions by which they can write well. And it is a process to express the ideas without saying or interaction in two and others can understand the meaning of the sign/symbol by the reading it. In education for the writing, especially writing skill, according to Hougen et al. said that writing skill is a predictor of academic acquisition and essential for advance in post's secondary education.¹⁵

The ability to write effectively is becoming increasingly important in our global community, and instruction in writing is assuming an increasing role in both second and foreign language education.¹⁶ Here, students need as well as use writing for many purposes (to communicate and share knowledge, to support comprehension and learning, to go into feelings and beliefs). Writing skill is also acceptable in another necessary skill for successfulness in a number of occupations. Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete, writing encourages thinking and learning for it motivates

¹⁵Hougen M. C. et. al. (2012). *Fundamentals of Literacy Instruction and Assessment*, Pre-K-6. Brookes Publishing, 54-55

¹⁶Sara Cushing Weigle. "Assessing Writing". (Cambridge: Cambridge University, 2002). 1, 104-106

communication and makes thought available for reflection¹⁷. Writing is way of thinking a ideas and explore it and acquire information.

2. Anxiety

Anxiety found is the natural psychological situation where the people feel worried that has characteristics such as nervous, afraid, and not confidence.¹⁸ In the simple explanation, anxiety is defined as “the feeling of being very worried about something” according to Longman Dictionary of Contemporary English Online. In the context of foreign language learning, anxiety refers to the feeling of being very worried about the new language that they learn.

The characteristic anxiety indicates to a person’s or student’s since born habit to be anxious, and state anxiety is expressed to be a temporary apprehension induced by a specific situation. State anxiety can be applied to specific situations, such as examinations in language classrooms¹⁹ In this case, the relationship between anxiety and language learning has attracted many researchers to conduct anxiety related of studies. Anxiety can helps the students to be more aware and watchful, so that they can avoid making the same mistakes while learning target language (L2) or foreign language (English)²⁰.

3. Anxiety in writing

Anxiety in writing means 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 skill²¹. Writing anxiety, as a subject and situation common anxiety, was defined as a general avoidance of writing behavior and of situations thought to potentially need few amount of writing accompanied by the potential

¹⁷Ghaith, Ghazi . (2002). Writing. Online.

<http://712educators.about.com/cs/writingessays/a/paragraphs.htm>. [accessed on 01/26/09]

¹⁸Zhang R and Zhong J. (2012). The Hindrance of Doubt: Causes of Language Anxiety. *International Journal of English Linguistics* Vol. 2. China.

¹⁹Z. Khattal I. et al.(2011) “An Investigation into the Causes of English Language Learning Anxiety in Students at AWKUM”.*Procedia Social and Behavioral Sciences*. Pakistan.

²⁰Alfiansyah Fahmi, Jaufillaili, Hendriwanto 2017. “The Analysis Of Students’ Anxiety In Learning Writing At The 10th Grade Of Vocational High School “. *Leksika*Vol.11 No.2 – Aug 2017: 46–57

²¹Wahyuni, sri & khotibul umam, M. 2017. “An Analysis On Writing Anxiety Of Indonesian Efl College Learners “. *JEELS*, Volume 4, Number 1, May 2017, 106

for evaluation from that writing.²² The situation of experience composing a piece of writing and having it evaluated by an instructor or peers is anxiety provoking for many students. According to Daly and Wilson, 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".²³ Basically, even the students has the fear to fail express themselves and worry about the negative evaluate from the reader as the result. Writing anxiety manifests itself much as general language anxiety: through excessive worry, self-evaluation, fear of others' judgments, and avoidance or excessive time spent on the composition process.²⁴

a. Types of writing anxiety

Writing anxiety divided into three types, somatic anxiety, cognitive anxiety, and avoidance anxiety. First, Somatic is body manner/ behavior or physical based on craft.

Somatic anxiety is one's perception of the psychological issues of the anxiety experience, while reflected in increased autonomic arousal and unpleasant feeling states such as nervousness and tension.²⁵ Based on the explanation before, the writer adopts some issues for the somatic anxiety based on Rezaei and Jafari and Zhang , such as, the students feel blank, panic or perspire when they start to work on an English writing composition, the students feel tremble or sweating when the students have to write English under time pressure, the students feel freeze up, stiff and nervous when the teacher gives the students to write English composition.²⁶

²²Zhang H. (2011). A study on ESL writing anxiety among Chinese English majors - Causes, effects and coping strategies for ESL writing anxiety. Kristianstad University, School of Teacher Education, Sweden.

²³Daly, J. A. & Wilson, D. A. (1983). Writing apprehension, self-esteem, and personality. *Research in the Teaching of English*, 17(4), p.327. Retrieved from <http://www.jstor.org/stable/i40004695>

²⁴Cheng, Y. -S. (2004). A measure of second language writing anxiety: Scale development and preliminary validation. *Journal of Second Language Writing*, 13, 313-335.

²⁵Craft, L. L. et. al. (2003). The Relationship Between the Competitive State Anxiety Inventory-2 and Sport Performance: A Meta-Analysis. *Journal of sport & exercise psychology*, 2003, 25, 44-65.

²⁶Jafari M. And Rezaei M. (2014). *Investigating the Levels, Types, and Causes of Writing Anxiety among Iranian EFL Students: A Mixed Method Design*. English Department, Hafez Institute of Higher Education, 71344, Iran.

Second, cognitive is a mental action or process of acquiring knowledge in human brain. Based on Cheng cognitive anxiety is the mental condition of anxiety experience, including negative assumptions, preoccupation with performance, and concern about others' assumptions.²⁷ Based on the explanation above, in this research adopts some issues for the cognitive anxiety based on Rezaei and Jafari and Zhang , such as, the students feel anxious and afraid when they have to write in English assignment and then the teacher evaluate their English, the students feel afraid when their work being chosen as a sample to be discussed in class, the students feel worry while writing in English, the students don't feel worry and nervous while writing in English, and the students will never be able to finish their assignment (thought of failure).²⁸

Third, avoidance behavior usually found from students who are tried by foreign language. In writing, students themselves to keep away from writing anything in another language or foreign language not their mother tongue. Based on the explanation above, in this research also adopts some issues for avoidance behavior based on Rezaei and Jafari and Zhang , such as, the students seek every possible chance to write English composition outside of class, the students often not use English as long as they have to write in English task or not use English to write compositions, the students often choose to write down by themselves in English.²⁹

From that those types above, there are similarity in the causes of writing anxiety which are fear, lack of knowledge, and, low self confident that make students experienced an anxious feeling in writing.

b. Causes of writing anxiety

Writing anxiety appear due to some causes, based on previous researches there are some possible causes of writing anxiety. The causes are explained as follows.

²⁷Cheng Y. S. (2004). A measure of second language writing anxiety: Scale development and pre-liminary validation. Department of English, National Taiwan Normal University, 162 Hoping East Road, Section 1, Taipei 10610, Taiwan.

²⁸Jafari M. And Rezaei M. (2014). *Investigating the Levels, Types, and Causes of Writing Anxi-ety among Iranian EFL Students: A Mixed Method Design*. English Department, Hafez Institute of Higher Education, 71344, Iran.

²⁹Ibid.

a) Fear of negative evaluation and writing test

Most students will feel anxious when their writing will be evaluated, and fear of test is very pervasive because writing test is regarded as productive activity that is influenced by time pressure strongly.³⁰ The students will feel worried when their writing is not as good as their teachers' expectation, and as result their teacher or peers will give negative evaluation about their writing product.

b) Lack of the topic knowledge

The low level of understanding topical knowledge causes the students may experience anxiety. Based on Zhang said that the level and specificity of topical knowledge (sometimes referred to as knowledge schemata or real world knowledge, can be loosely thought of as knowledge structures in long term memory) assumed or required of the language learners, can also have an impact in their affective responses to the writing tasks.³¹ The students will feel anxious about their writing because their lack of knowledge and make them difficult to understand about what they write in their writing task.

c) Low self confident

Self-confidence is extremely important in determining the response of the students toward writing task. According to Choi proposes that students expressed a lack of confidence in English writing when they had no idea how to begin writing in English.³² Moreover, the low self confidence is one factor of anxiety in writing, where the students' condition feel not ready to face the writing compositions and feel that they not good enough to write something.

4. A measure of second language anxiety

Cheng conducted a stepwise multiple regression analysis to measures the effects of English writing motivation or an attitude, extracurricular effort to learn English, confidence in English writing, and English writing achievement on the English writing anxiety of 165 undergraduate English majors in Taiwan.³³ The results from this

³⁰Ibid.

³¹Ibid.

³²Choi S. (2013). Language Anxiety in Second Language Writing: Is It Really A Stumbling Block?. University of Hawai'i at Mānoa, pp. 1-42.

³³Cheng, Y.S. (2002). Factors associated with foreign language writing anxiety. Foreign Language Annals,35,647-656

study perceived that confidence in English writing was the main predictor of English writing anxiety.

The Second Language Writing Anxiety Inventory (SLWAI) was made to measure three dimensions of writing anxiety: physiological, behavioral, and cognitive. The SLWAI consists of 22 statements which respondents rate on a five point Likert scale used a ranges from strongly agree to strongly disagree. From this, cheng measure the three groups of undergraduate and graduate anxiety used the SLWAI and the scores of 421 undergraduate Taiwanese English majors on the SLWAI 22 items were used to check the validity and reliability of the measure. Based on Cheng's analysis, the SLWAI appears to be a valid, reliable measure of second language writing anxiety and is used as the measure of writing anxiety for this study with little modification.³⁴

5. Writing anxiety and writing performance

Many studies have explored the relationship between language anxiety and performance in language classrooms. The Yerkes Dodson law demonstrates the relationship that exists between anxiety and performance. When an individual is completely calm, as in asleep or extremely anxiety increases with demands without any increase in performance. If demands continue to increase, anxiety will increase and become unmanageable, causing a rapid decrease in performance as perceived control over the task at hand is lost.³⁵

Several studies have found that writing anxiety has a clear effect on writing performance. Studies by Chen and Lin and Saito and Samimy indicate that writing anxiety is negatively related to performance on writing tasks. More specifically, anxious writers: "score lower on writing portions of standardized tests, write less, write less effectively, and create written products that are evaluated as lower in quality than less anxious writers".³⁶ Beside that, Saito and Samimy conducted a study on the anxiety levels and the language performance of 257 American undergraduates studying Japanese at

³⁴Ibid.

³⁵Tyrer, P. (1999). *Anxiety: A Multidisciplinary Review*. London, United Kingdom: Imperial College Press.

³⁶Daly, J. A. & Wilson, D. A. (1983). Writing apprehension, self-esteem, and personality. *Research in the Teaching of English*, 17(4), p.328. Retrieved from <http://www.jstor.org/stable/44004695>

three proficiency levels.³⁷ The findings of this study supported the theory that anxiety has a negative effect on performance. Most of the research exploring the relationships between writing anxiety, writing self efficacy, and writing performance are correlational in nature, making it impossible to determine the causal relationships between these variables in undergraduate English as second language (ESL), English as foreign language (EFL), and foreign language (FL) students.

6. The effects of anxiety on language learning

In the language learning process, anxiety often affect the students: ability processing, receiving, and retrieving the information. Considering that anxiety has a high influence in language learning construction. Anxiety is the most possibly affective factors that distrubed the learning process of learning language process. It is associated with the frustration, feeling tension, and also the students circle.

In addition, anxiety has negative effect that influence self esteem of the learners, confidence, communicate competence, examination, and etc. some students are anxious because they are often worry, afraid, and nervous to make a mistakes in some skills in English such as writing, speaking, listening, and reading. Student are also afraid of negative evaluation from the teacher or peers.

However, Horwitz strongly argues that anxiety is a multifaceted variable that can be both a cause and a consequence of poor language learning.³⁸In other words, the role of anxiety related to students low achievement on mastering the target language is not only the cause of poor language proficiency but also as its consequence.

B. Previous Study

The studies about anxiety in English education have been widely investigated before. For instance, the study conducted by Anggiana Mustachim carried out another study regarding to the anxiety in English education. In this research, the previous writer

³⁷ Saito, Y. & Samimy, K. (1996). Foreign language anxiety and language performance: A study of learning

³⁸Hortwiz, M. B., Elaine K. &Cope, J. (1986). Foreign Language Classroom Anxiety. The Modern Language Journal, 70: 256

investigated the factor may contribute in English learning environment based on students perspectives and there are various factors contribute to the students' anxiety in learning English.³⁹ The focus of this research is quite different from the current study because previous study does not explain anxiety in specific skill in English.

In addition, there is another study about anxiety in English education as a foreign language that conducted by Yuni Sujarwati. This studies investigates the anxiety of students university in learning English as foreign language.⁴⁰ The result from this study explain that generally students experience at the stage of moderate anxiety level. The research conducted by Yuni has quiet different from current research.

On the other side, another study which investigated anxiety in English education in skills area and this research conducted by Imaniar. In this research, focus on level of anxiety in proposal writing course and the factors that caused the anxiety.⁴¹ Unfortunately, this study not deeply explain the problem solving of the phenomenon that happened to students.

Furthermore, another study which investigated about anxiety in English education has been conducted by Santriza focused on anxiety in speaking context. This result of this study is more about analysis of the students' anxiety that happened in speaking performance.⁴² The difference of this research and the current research is the context that the writer's focus on.

Besides, Rio Herwanto that talked about anxiety in speaking performance. This research focuses on the factors that cause anxiety

³⁹Mustachim, anggiana.,(2014).An graduate thesis “ Students Anxiety of Learning English (A case study at the 8th grade of SMPN 9 South Tangerang) “. English Education Department Faculty of Tarbiyah and Teachers Training, Syarif Hidayatullah Jakarta State Islamic University.

⁴⁰Sujarwati, Yuni., (2011). Anxiety of students in learning English as a foreign language at English department of Airlangga university. Language and literature of culture faculty.

⁴¹Imaniar, Imaniar., (2016). An graduate thesis: “Students' Writing Anxiety Levels In Proposal Writing Course In Fifth Semester at English Education Department State Islamic University of Sunan Ampel Surabaya”. English Education Department. Faculty of Education and Teacher Training, Sunan Ampel State Islamic University.

⁴²Santriza., (2018).An graduate thesis: “An Analysis of Students' Anxiety in Speaking Performance (A Study at Second Grade at SMAN 5 BANDA ACEH)”. Faculty of Education and Teacher Training Ar-Raniry State Islamic University Darussalam-Banda Aceh.

in English speaking classroom performance.⁴³ In this research explain about factors that appear and caused the anxiety in students speaking performance. The difference from the current study analyzed the factors cause anxiety in speaking skills not in writing skills.

Moreover, there is analysis about writing anxiety of Indonesian EFL collage learner. In this research Sri Wahyuni and M. Khotibul umam talked about the level of anxiety of Indonesian EFL collage learner and the main factors of anxiety in writing.⁴⁴ The focus of this research and the current research is different because the writer focus on the types of writing anxiety that students faced.

Another research conducted by Rachel DeDeyn, this research, stated that possibly due to the lack of quantitative identity research, few language acquisition studies have attempted to find relationships between identity and other individual differences.⁴⁵ This research has different with the current research in the focus of the research.

This current research is different from the previous studies. Seeing all from the studies that have been conducted before, this research concludes that all the previous studies have the similarity and different areas of study. Those previous studies could be the foundation of conducting this research. The previous researcher explained about the general anxiety in learning English, and about anxiety in specific skills in English such as: the levels of anxiety in writing proposal course, factor anxiety in English speaking performance, the anxiety itself in speaking English, and also anxiety in learning English as foreign language.

On the other hand, In this research focuses more on the types anxiety that usually finds in writing and the strategy of students anticipation to their anxiety after know that they experienced writing anxiety. This research will take one class of writing English

⁴³Herwanto, Rio, (2013). An graduate thesis: "Factors That Cause Language Anxiety in The English Classroom Speaking Performance in Smp Negeri 4 Pakem Yogyakarta". English Education Department Faculty of Languages and Arts Yogyakarta State University.

⁴⁴Wahyuni, sri & khotibul umam, M. 2017. "An Analysis On Writing Anxiety Of Indonesian Efl College Learners ". JEELS, Volume 4, Number 1.

⁴⁵Rachel, DeDeyn. (2011). Doctoral Thesis: Student Identity. Writing Anxiety And Writing Performance: A Correlational Study. Colorado State University.

academic article class of sixth semester of 2016/2017 years for the data.



CHAPTER III

RESEARCH METHOD

This part study deals with research methodology which is design as technique to collect and analyze the data.

A. Research Design

This research used descriptive qualitative design. Descriptive Qualitative research is aimed to obtain meanings and to understand in depth the indications. This method is appropriate in identifying and describing the types of anxiety students in writing English Language Education Department in class of writing English academic article at Islamic University of Sunan Ampel Surabaya. Descriptive research method is used to obtain information about existing condition and have been widely used in educational research.⁴⁶

In this study, the phenomenon observed is anxiety in writing English academic article class. Qualitative design leads the writer in having depth understanding toward students as the subject of the research. This research examined the students worried and anxious feeling about writing English academic article of sixth semester students in English education department of Universitas Islam Negeri Sunan Ampel Surabaya. Moreover, one of characteristic qualitative approach has the natural setting as the direct source data and researcher is the key instrument,⁴⁷ this reaserch did not give any treatment to the students. The data was analyzed used Second Language Writing Anxiety Inventory (SLWAI). the writer also describes how students anticipate for their writing anxiety in writing English academic article class.

⁴⁶Donald Ary et.al, Introduction to Research in Education, (Belmont: Wadsworth Cengage Learning, 2010), 8th Ed., 322

⁴⁷Sugiyono, (2009)Metode Penelitian Kuntitatif, Kualitatif dan R&D (Bandung; Alfabet),p.13.

B. Research Subject

The subject of this study is the students on six semester in Writing Academic Article class at State Islamic University of Sunan Ampel Surabaya that consist of twenty students as the representative.

C. Setting of the Study

1. Place

The location for this research was taken place in Islamic University of Sunan Ampel Surabaya. This university was chosen because there is the writing academic class held and no others university held this class.

2. Time

This research was conducted on May 2019. The questionnaire were distributed to the students on 15th May 2019 and the interview on 20th may 2019.

D. Data and Source of the Data

The data this research are the anxiety types that usually appear and the anticipation from the students to their anxiety of writing English academic article. The anxiety in writing academic article class focuses to find out the most dominant type and the anticipation, which were found by the students in their writing experiences are analyzed.

E. Data Collection Technique

In this study, data were collected by techniques of sampling. The researcher used questionnaire and interview. Then, the researcher analyzes that to know the anxiety types and the way they anticipate it.

1) Questionnaire

In the first instrument is questionnaire to get the data and analyze the types of writing anxiety. The questionnaire for 20 students writing English academic article class was conducted paper based to make it more easy and accurate for the researcher to get the data also the subject to answer the questionnaire. This questionnaire is Second Language Writing Anxiety Inventory

(SLWAI) which was a 22 items questionnaire according about the anxiety of students' experience when writing in English.⁴⁸

2) Interview

According to John.W Creswell, interview data is in which the researcher do face to face with the participant and it can be by telephone or communicate⁴⁹. So, this research used an interview in order to explore about students anticipation to their writing anxiety in writing English academic article class. The description of students response were made on several aspect, such as, the thought about writing English academic article, the feeling, the situation that students faced, and the anticipation of their anxiety in writing English academic article.

In this research conducted an interview after the students collect their questionnaire. For the interview, it used selected interview, where the writer took selected randomly students. The writer used the interview to strengthen and to dig students' thinking deeper. The interviewee's perceived degree of anxiety when writing in English and his/her explanations for the perceived magnitude of anxiety.

There are total 20 students for the data. However, not all of the students were able to become the research respondent in interview section, due to limited time because most of the students was done their final test this semester, the writer did the best to collected 10 audio recorder from 10 students. In short, there were 20 students who become the research respondent in questionnaire section and 10 out of 20 students who become the respondent in interview section here. The results of those findings are categorized based on the research questions of the study.

⁴⁸Cheng Y. S. (2004). A measure of second language writing anxiety: Scale development and pre-liminary validation. Department of English, National Taiwan Normal University, 162 Hoping East Road, Section 1, Taipei 10610, Taiwan.

⁴⁹Ibid,

F. Instrument

Sugiyono stated that research instrument consisted of but supported by other Instruments based on research focus. The writer designs the research instrument based on expert as following.

a). Questionnaire

The writer used questionnaire based on Cheng about the anxiety of students' experience when writing in English. This research adopted the items of questionnaire in 22 items.⁵⁰ This questionnaire consists of three subscales such as, Somatic anxiety, Cognitive anxiety and Avoidance behavior. this is the numbers of items from the three types were as follows: Cognitive anxiety (1, 3, 7, 9, 14, 17, 20, 21), Somatic Anxiety (2, 6, 8, 11, 13, 15, 19), Avoidance Behavior (4, 5, 10, 12, 16, 18, 22) (See Appendix 1)

This scale consist of 22 items dealing with students' anxiety and not anxious feeling in writing. The test instrument was adapted in this research as the students experience in writing English academic article. The questionnaire also followed into five choice responses format: 1 (never), 2 (rarely), 3 (sometimes), 4 (often), 5 (always). it is standart writing anxiety measure.

b). Interview Guidelines

The interview guideline was designed by the writer itself by considering the students' experience and several foundation from previous studies about the anticipation that students faced in writing anxiety (see appendix 2). this research used an interview in order to explore about students anticipation to their writing anxiety and there was 6 question about that anticipation.

G. Data Analysis Technique

After collecting data, in this research analyze the data by using descriptive design by using qualitative approach. The data analysis in this research is done by applying the following procedures:

⁵⁰Ibid.

a. Data analyzes technique

Analyzing the data from reducing the data, after that arrange the data before describe it one by one, explain each anxiety response from the highest until the lowest and also the anticipate of it. Specifically, analyzing the data based on the theoretical framework and the instrument was adapted from some experts and lectures to check it as the valid instruments.

b. Analyzing the questionnaire

In this research adopted Second Language Writing Anxiety Inventory (SLWAI) and the items of questionnaire in 22 items. This questionnaire consists of three subscales such as, somatic anxiety, cognitive anxiety and avoidance behavior. In this research used Ms. Excel to analyze the most dominant type that usually faced by students. The researcher grouped the data based on the types(somatic, cognitive, avoidance behavior). After all the data was arranged, the writer started to describe the findings by explain the each kind of anxiety that got high score until the low score from the data in questionnaire narratively after that the writer classified the data from the highest until the lowest anxiety type that appear in the writing English academic article class.

c. Analyzing interviews

Each of the interview sessions are recorded in order to avoid any miss collection of data. The next step was analysis of the data and transcript what is in the recording data. After getting the data transcript, analys the transcript from the interview and find another data to support the first data. First of all before analys the transcript, the data should be classified in the table according to the kinds (anxious feeling and the anticipation) it will help to describe the data easily. From the data that found in the interview, in this research describe the data narratively each students with explanation of their anxiety and the anticipation that the students did. after that researcher summarized all the data to become the main data from interview section.

H. Trustworthiness of Data

Data in the qualitative research can be categorized into a good data if the data are valid. For establishing the truth worthiness of the data, it needs an appropriate technique for the evaluation. The data analysis in this research will be pass through collecting data, reducing data (data management), Display (organizing and determining form), conclusion drawing, and verification of the data. In this research uses triangulation techniques. Triangulation may be defined as the use of two or more methods of the data collection in the study of some aspect human behavior.⁵¹ Thus, triangulation technique means that in this research uses two or more technique in collecting the data to get validity. There are four triangulation techniques. Those are: (1) Source triangulationis uses many source or participant to get the accuracy of the data., (2) Investigator triangulation means technique that uses in the research more than one researcher while collecting data and analyzing data, (3) Methodological triangulation refers to the writer that uses more than one method in the research., (4) Theoretical triangulation means the researcher compares the data finding with perspective theory that is relevant.

Moreover, in this research collected the data by using questionnaire and supported by interview that have different theory. The theory that used in this research are from Based on Cheng's analysis, the SLWAI appears to be a valid, reliable measure of second language writing anxiety and is used as the measure of writing anxiety⁵² and the modified interview guideline from English Writing Apprehension Test which was developed by Daly and Miller⁵³.

I. Research stages

⁵¹L. Cohen, and K. Morrison. *Research Methods in Educantion* (5th edition). London: routledge. 112. 2000

⁵²Cheng, Y. S. (2004). A measure of second language writing anxiety: Scale development and preliminary validation. *Journal of Second Language Writing*, 13, 313-335.

⁵³Daly, J. A., & Miller, M.D. (1975). Apprehension of writing as a predictor of message intensity. *The Journal of psychology*, 85, 175-177.

1. At first, the researcher asked permission to get research in writing English academic article class. After researcher got permission from lecture from the class, researcher made appointment with students of writing English academic article class to fill questionnaire instrument.
2. Second, the researcher came to the class for conducting the questionnaire section after teaching learning process in the class on 15th may 2019. The After get the data from questionnaire, there are few students interviewed by researcher to know the students anticipate about their writing anxiety on 20th may 2019.
3. Analyzing the data
After collecting all data, in this research analyzing the data from reducing the data, after that arrange the data and then describe it one by one, explain each anxiety response from the highest until the lowest and also the anticipate. Specifically, analyzing the data based on the theoretical framework and the instrument was adapted from some experts and lectures to check it as the valid instruments.
4. Concluding the result of data
The researcher made a conclusion that has discussed in this research after all of process analyzing the data which is combined with theory.



CHAPTER IV

RESEARCH FINDING

This chapter presents and analyzes the data that has been collected during the research. The data were taken from students of writing English academic article class 2018/2019.

A. Research Finding

In this part, to answer the questions related to the question about; (1) What are students' writing anxiety types usually occurs in writing English academic article? (2)How does students' anticipate their anxiety in writing English academic article?. Therefore, the writer would classify the students' writing anxiety types and analyze the students anticipation to their anxiety.

There are total 20 students for the data in this research. However, not all of the students were able to become the research respondent in interview section just 8 students. The results of those findings are categorized based on the research questions of the study.

1. Students' anxiety types in writing English academic article

In case of finding what are the students' writing anxiety types usually occurs in writing academic article course, the writer had collected the data by used Second Language Writing Anxiety Inventory (SLWAI) in form of questionnaire. The result will be presented in table below The SLWAI questionnaire defines the types of anxiety in learning writing into three types, such as somatic anxiety is the psychological anxiety experience, while reflected in increased autonomic arousal and unpleasant feeling states such as nervousness and tension, cognitive anxiety is a mental action or process of acquiring knowledge in human brain, and avoidance behavior is feeling the students themselves to keep away from writing anything in another language or foreign language not their mother tongue. The types about anxiety are presented in next page.

**Table 4.1 Types of anxiety SLWAI⁵⁴ of students writing
English academic article**

Student	Cognitive	Somatic	Avoidance behavior
A	18	14	23
B	27	23	25
C	26	19	21
D	21	18	24
E	22	16	27
F	23	19	29
G	29	27	28
H	23	20	20
I	23	13	21
J	22	19	19
K	15	13	24
L	24	22	22
M	20	19	18
N	23	18	19
O	20	18	26
P	25	15	18
Q	21	18	17
R	25	25	24
S	26	23	25
T	28	22	33
Total	461	381	463

⁵⁴Second Language Writing Anxiety Inventory

Table 4.2 Avoidance behavior response in the questionnaire

No.	Questionnaire number	Student statement
1	4	I often choose to write down my thoughts in English.
2	5	I usually do my best to avoid writing English compositions.
3	10	I do my best to avoid situations in which I have to write in English.
4	12	Unless I have no choice, I would not use English to write composition.
5	16	I would do my best to excuse myself if asked to write English compositions.
6	18	I usually seek every possible chance to write English compositions outside of class.
7	22	Whenever possible, I would use English to write composition.

Among those avoidance behavior anxiety response the most anxious that got many respondent is number 22 (Whenever possible, I would use English to write composition). From this response, many students choose “**sometimes**” as their feeling while they asked to write in English composition. This situations showed that students still lack of confident to explore their thought using English.

Second place for response in avoidance behavior is number 4 (I often choose to write down my thoughts in English). For response number 4 got “**often**” as the most frequency response by students. This situations indicate that students tried to arrange their though before they started writing something to avoid some mistakes while they were asked to write in English composition.

Third place for response in avoidance behavior is number 5 (I usually do my best to avoid writing English compositions). From this

response, many students choose “**always**” as the most response to avoid writing in English. In this response can be showed that many students want to avoid writing their writing task in English composition.

Fourth place for response in avoidance behavior is number 10 (I do my best to avoid situations in which I have to write in English) and number 18 (I usually seek every possible chance to write English compositions outside of class). From this response many students choose “**sometimes**” as their response to the number 10 and 18. It means that students as much as they can to avoid write their task in English inside the class. This situation happen when they have choice to write something in their mother language than another language, the students will choose to write in English when they outside from the class.

Fifth place for response in avoidance behavior is number 16 (I would do my best to excuse myself if asked to write English compositions). Many students choose “**sometimes**” for this response. It showed that there are many students still not excused theirself to write in English because of they scared to make a mistake.

Sixth place for response in avoidance behavior is number 12 (Unless I have no choice, I would not use English to write composition). For this response, many students choose “**never**” for their best response. From this response showed that students will choose to write in their mother language if they have chance for it. In this response stated that students still want to avoid to write in English composition.

Table 4.3 Cognitive response in the questionnaire

No.	Questionnaire number	Student statement
1	1	While writing in English, I'm really nervous.
2	3	While writing English compositions, I feel worried and uneasy if I know they will be evaluated.
3	7	I don't worry that my English compositions are a lot worse than others'.
4	9	If my English composition is to be evaluated, I would worry about getting a very poor grade.
5	14	I'm afraid that other students would deride my English composition if they read it.
6	17	I don't worry at all about what other people would think of my English compositions.
7	20	I'm afraid of my English composition being chosen as a sample to be discussed in class.
8	21	I'm not afraid at all that my English compositions would be rated as very poor.

From all those cognitive response that got a higher score is number 17 (I do not worry at all about what other people would think of my English compositions). This response got “**sometimes**” frequency as students selection. This showed that students still aware with someone opinion about their English compositions in writing.

This usually happen to the students who still lack confident in their writing skill using English compositions.

Second response from cognitive that higher score is number 7 (I do not worry that my English compositions are a lot worse than others'). This response got "**often**" as the most frequency that appear. It can be seen that many students not worry about their writing product worse than others but there is still a few students still afraid about that.

Third response from cognitive that got the higher score is number 3 (While writing English compositions, I feel worried and uneasy if I know they will be evaluated). The students choose this response with "**sometimes**" frequency. This showed that students are not confident when they know that their writing will be evaluated by their lecture and it make them feel scared. Regarding to the students confident about their writing, they need to improve thier skill and confident.

Fourth response from cognitive anxiety type that got higher score is number 9 (If my English composition is to be evaluated, I would worry about getting a very poor grade). This response got "**rarely**" as the most frequency. From this response can be seen that students feel anxious and not confident when their writing evaluated by lecture and afraid to get a poor score for their writing. This situation usually happen when the students not really about their writing product.

Fifth place response of cognitive anxiety type is number 21 (I am not afraid at all that my English compositions would be rated as very poor). This response got "**rarely**" frequency that chosen by students. This showed that many students still afraid that their writing will get poor score by the lecture. This may happen because the students lack of the information about their writing or still difficult to understand about their writing product.

Sixth place response of cognitive anxiety type are number 20 (I am afraid of my English composition being chosen as a sample to be discussed in class) and 1 (While writing in English, I am really nervous). Those response got the same score and same frequency

“sometimes”. It can be seen that students are afraid that they will be chosen as the sample in discussion and also they still nervous while they asked to write in English compositions. This situation usually happens to the students that their skill still lacks and their information about their writing product is not enough.

Seventh place of cognitive response is number 14 (I am afraid that other students would deride my English composition if they read it). This response got **“rarely”** frequency. The meaning of this response is students feel anxious if their writing will be mocked by others after reading their writing product. Students are afraid to get criticism by other peers but there are many students who are brave to get criticism by others to improve their writing skill.

Table 4.4 Somatic response in the questionnaire

No.	Questionnaire number	Student statement
1	2	I feel my heart pounding when I write English compositions under time constraint.
2	6	My mind often goes blank when I start to work on an English composition.
3	8	I tremble or perspire when I write English compositions under time pressure.
4	11	My thoughts become jumbled when I write English compositions under time constraint.
5	13	I often feel panic when I write English compositions under time constraint.
6	15	I freeze up when unexpectedly asked to write English compositions.
7	19	I usually feel my whole body rigid and tense when I write English compositions.

Among those somatic anxiety response the most anxious that got many respondent is number 11 (My thoughts become jumbled when I write English compositions under time constraint), this number of somatic anxiety got “**sometimes**” frequency. It means that the students feel anxious when writing under time pressure and make their thoughts become random. So, the students cannot focus on their writing activity. This response usually found from students that cannot work on something under pressure and this kind of students need more time to doing their work.

Second somatic response that got higher score from respondent is number 6 (My mind often goes blank when I start to work on an English composition), for this response got “**sometimes**” as the most frequency appear. In this type the students feel anxious while they start to work on English composition and make their mind goes blank while writing the task. This kind of response usually happen in students who not get used to write in English composition and this situation can be help by train to write something in English.

Third somatic response that got higher score from the respondent is number 8 (I tremble or perspire when I write English compositions under time pressure). The most frequency for this response is “**sometimes**”. In this kind of situation student feel anxious when they write English in time pressure and their anxious is become tremble and it make them less focus on their writing task. This type of response usually develops in students that cannot focus on something they work on because of time pressure and make their tension going up.

Fourth somatic anxiety response that got higher score is number 2 (I feel my heart pounding when I write English compositions under time constraint). For this response got “**rarely**” frequency. This kind response means that students start to feel anxious such as their heart beat increase when they write the task in time pressure. The response happens when students have to work on their writing task in short time and make their tension racing because of their thought about the time.

Fifth somatic response that got higher score is number 15 (I freeze up when unexpectedly asked to write English compositions),

this response got “**sometimes**” for the most frequency appear. This happens when the students feel anxious because they unexpectedly asked by their lecture to write the journal or article in English. Because the students suddenly asked by their lecture to make a journal without preparation, they cannot start to write anything in that unexpected time.

Sixth somatic response that got the second minimum score is number 13 (I often feel panic when I write English compositions under time constraint). This somatic response got “**sometimes**” as the most frequent response appear. This happened because the students start to feel anxious such as panic attack when they write article in English under time pressure. Students usually become panic because they have to do something in specific time pressure and make their tension become high.

Seventh somatic response that got the last minimum score is number 19 (I usually feel my whole body rigid and tense when I write English compositions). The last somatic response got “**sometimes**” frequency. This response found when students of writing English academic article class feel anxious such as being stiff and feeling not well on their body when they asked write the article in English. Student body become not in synchronous when their tension become high and not focus on their work.

All the sample of students in writing English academic article class who fill the questionnaire of Second Language Writing Anxiety Inventory (SLWAI), highlighted that there were a few students who got high point in writing anxiety level, which means there is student in writing English academy class classified in range that indicates have a writing anxiety. They are nervous about writing and fearful of evaluation. For the students who got a high point extremely high in avoidance behavior anxiety types would not take a course, select a major, or accept a job they know involves writing. Cognitive anxiety types become the second highest anxiety that exist. This anxiety might affect the students mental during the process of making the writing product. Somatic anxiety types become the last type that exist would make feel strange for their pscological issues in writing activity and a lot of student in writing English academic article class.

This phenomenon makes a lot of students feel hard to focus during on making the writing product.

2. The students' way to anticipate anxiety in writing English academic article

After getting the result of the analysis writing anxiety types, there was some anticipating ways related to students' writing anxiety. So based on the finding of the first research question, most of the students' in writing English academic class has anxious feeling. The writer did interview with random student from writing English academic article class used voice recorder. Total amount 8 out of 20 students has been interviewed by the writer.

The raw data of transcript interview can be seen in appendix. Then the next step is tabulated the data of the students' interview result by categorizing it form their common anxious feeling, and, their common anticipating ways of writing anxiety. The result of students' interview result will be presented in table below:

Table 4.5 Results students way about anticipating their writing anxiety

No.	Students anxious feeling	The students anticipate for their anxiety in writing	N
1	Bored	Take a break from her/his work	1
2	Want to avoid	Asking to someone more expert	5
3	Afraid about making mistake	Believe on theirsself and confident about their writing	3
4	Mind goes blank	Take a rest for a while and do something else	1
		TOTAL	10

Table 4.5, shows that there were a few anxious feeling and anticipation ways that stated by the students in this section. Here the

more explanation about the anxious feeling and the anticipation that already stated by the students.

First anxious feeling that got many score is **“want to avoid”** and this anxious feeling included in avoidance behavior anxiety type. For this anxious feeling, the students said **“Asking another friends or experts about writing”** as their anticipation. From this anticipation way, students can reduce their anxiety such as, feeling to avoid the writing task, and excuse their self to write in English compositions. The following statements reflect each individual reason or statement about have a problem in writing and their anticipation. When asked student B stated *“Sometimes I feel do not know what I will write in my task and I choose to called my friend that expert in writing to help me explain it”* similarly, Student H stated *“When I do not understand about what I write, I usually contact my friend who more understand about writing concept”* and the rest correspondence (student E, student F, student G) stated the same statement that is *“I have problems in my writing and want to stop write something, I call my friend to help me explain it”*.According these responses inform thatstudents try improve their understanding about their English academic writing by asking to friends who they considered as having better writing skill.

Second anxious feeling that got higher score is **“afraid about making mistake”** and this anxious feeling included in cognitive anxiety type. **“Believe in his/herself while doing their task”** stated to be the anticipation for this anxious feeling. Here the following statements reflect each individual reason or statement about afraid to make a mistake in writing and their anticipation. Student C stated *“In some condition I feel that my work is not good as my friends do, but I always said to my self that my work is not that bad”*similarly, student I and student J stated *“All my friend doing a good job in writing and make me feel not confident with my writing, but I said to myself that mine is good enough”*.According these responses inform that students try improve their confident about their English academic writing by think positively.

Third anxious feeling that got the lowest score is **“bored”** and **“mind goes blank”** and this anxious feeling included in somatic anxiety type. The anticipation that students mentioned in interview is **“Take a break time from writing”**. That anticipation can reduce anxious feeling such as, feel bored in writing and their mind goed

blank while doing their writing task. The following statements reflect each individual reason or statement about anxious feeling and the anticipation. Students A and D stated *“Usually I feel very bored and lazy when do the writing task in a such a long time and I need a break time to cool down my mind”*. According these responses inform that students try to improve their motivation about their English academic writing by take a rest.

B. Discussion

In this part, discusses the findings by reflecting on some previous study and theories related to the each problems. The previous study and theories that related to the research questions of students writing anxiety types in writing English academic article class and students anticipate their anxiety in writing English academic article class. By using that, this research was able to identify students anxiety types and also explore students anticipate of their anxiety. Thus, the discussion is categorized based on the research questions.

1. Students’ writing anxiety types in writing English academic article class

According to Daly and Wilson, 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.⁵⁵ It has been proven in this research that students at English Teacher Education Department of UIN Sunan Ampel Surabaya experienced the anxiety feeling in writing English academic article such as want to avoid writing something, afraid about making mistake, sometimes the students mind goes blank, and bored. The students experience significant types of The Second Language Writing Anxiety Inventory (SLWAI). Based on Cheng’s analysis, the SLWAI appears to be a valid, reliable measure of

⁵⁵Daly, J. A. & Wilson, D. A. (1983). Writing apprehension, self-esteem, and personality. *Research in the Teaching of English*, 17(4), p.327. Retrieved from <http://www.jstor.org/stable/i40004695>

second language writing anxiety and is used as the measure of writing anxiety for this study with little modification.⁵⁶

Based on the result of this research, there are 3 types of writing anxiety; avoidance behavior type, cognitive anxiety type, somatic anxiety type. The data descriptive statistic used Ms.Excel 2010, it showed there are two highest anxiety types, with the calculated score were the total score 463 (Avoidance behavior) and 461 (Cognitive). Then, avoidance behavior anxiety and cognitive type become the most dominant type of students' anxiety in writing English academic article class. Those data identifies that while students write English academic article, students felt want avoid to write in English composition because they do not know what they write about. This finding is similar to finding by Rezaei, Jafari and Zhang theories that stated studentsseek every possible chance to write English composition outside of class, the students often avoid to write in English, and also write down their thought in English when they experienced avoidance behavior anxiety type.⁵⁷ Students also felt worried about their writing are worst than others and afraid to make a mistake about their writing. This student experienced reflects about cognitive anxiety, Cheng theories that cognitive is the mental condition of anxiety experience, including negative assumptions, preoccupation with performance, and concern about others' assumptions.⁵⁸

As stated before, there were 2 anxiety types that got highest score from Second Language Writing Anxiety Inventory (SLWAI) questionnaire. Firstly, avoidance behavior is anxious feeling to keep away from writing anything in another language or foreign language not their mother tongue based on cheng.⁵⁹Second, cognitive isa mental action or process of acquiring knowledge in human brain.⁶⁰Here, students of writing English academic article

⁵⁶Cheng, Y. S. (2004). A measure of second language writing anxiety: Scale development and preliminaryvalidation. *Journal of Second Language Writing*, 13, 313-335.

⁵⁷ Jafari M. And Rezaei M. (2014). Investigating the Levels, Types, and Causes of Writing Anxi-ety among Iranian EFL Students: A Mixed Method Design. English Department, Hafez Institute of Higher Education, 71344, Iran.

⁵⁸Ibid.

⁵⁹Ibid.

⁶⁰Ibid.

experienced avoidance behavior type with the total score 463 and cognitive type with total score 461.

The result of this research was almost similar to the previous research, from Santriza carried out research about anxiety that happen in the speaking performance and result from current research is anxiety that happen in writing performance.⁶¹This study also somewhat similar to the Zhang the focus on research same and in their finding, Cognitive anxiety came as the most dominant type, “The most common type of ESL writing anxiety is Cognitive Anxiety”.⁶²Together with the above previous studies, this research found that cognitive become one of two anxiety type that got high score and it same with two previous study that cognitive is the most students anxiety type that happened in their study. In this research also found avoidance behavior as the highest anxiety type and this is become the different data from current research with previous research.

Cognitive anxiety becomes the common type among the three types, it means that many students had a mental issue in English compositions focus on writing skill.

a. The writing anxiety types in writing

There were 461 point for cognitive anxiety type that the common type that appears among three writing anxiety types from 20 students in writing English academic article class. Cognitive anxiety type in questionnaire appears in number (1, 3, 7, 9, 14, 17, 20, 21), (see table 4.3). The less anxiety type that occurs in writing English academic article class is somatic and this types in questionnaire appears in number (2, 7, 9, 13, 15, 18, 23), (see table 4.4).

1) The common writing anxiety that usually occurs in writing

⁶¹Santriza,. (2018). An graduate thesis: “An Analysis of Students’ Anxiety in Speaking Performance (A Study at Second Grade at SMAN 5 BANDA ACEH)”. Faculty of Education and Teacher Training Ar-Raniry State Islamic University Darussalam-Banda Aceh.

⁶²Zhang R and Zhong J. (2012). The Hindrance of Doubt: Causes of Language Anxiety. International Journal of English Linguistics Vol. 2. China.

Cognitive type becomes one of the two highest score based on the result of this finding. The anxious feel that got the highest score is number 17(I don't worry at all about what other people would think of my English compositions) and the frequency is "sometimes" that means the students still feel worry about someone preception about their writing. Lowest score is number 14 (I'm afraid that other students would deride my English composition if they read it) and the frequency is "rarely". It means that some way students still afraid that their writing will be mocking by others but there are many students are brave to get criticism from others to make their writing become more better. This research related to the Rezaei and Jafari theories, said that the students feel anxious and afraid when they have to write in English assignment and then the teacher evaluate their English, the students feel afraid when their work being chosen as a sample to be discussed in class, the students feel worry while writing in English, and the students do not feel worry and nervous while writing in English.⁶³ Most of the students still afraid that their writing will evaluate or more worst than others but there also still a students that already ready to get criticism from lecture or their peers about their writing.

2) The less writing anxiety that unusually occurs in writing

Somatic anxiety type is one's perception of the psychological issues of the anxiety experience, while reflected in increased autonomic arousal and unpleasant feeling states such as nervousness and tension.⁶⁴ Among those somatic respond that appears, the most anxious respond that got many respondent is number 11 (My thoughts become jumbled when I write English compositions under time constraint), the frequency for this response are "sometimes". It means that students usually feel anxious while write under time pressure and their cannot focus on their writing. The students usually feel this anxiety while they do their task in writing English academic article class. This kind of situation happen to the students who

⁶³Jafari M. And Rezaei M. (2014). Investigating the Levels, Types, and Causes of Writing Anxi-ety among Iranian EFL Students: A Mixed Method Design. English Department, Hafez Institute of Higher Education, 71344, Iran.

⁶⁴Cheng, Y. S. (2004). A measure of second language writing anxiety: Scale development and preliminary validation. *Journal of Second Language Writing*, 13.

cannot control their mind while doing something in short time and in the under pressure condition.

2. The way students anticipate anxiety in writing English academic class

After got the result of the writing anxiety that usually happen in the writing English academic article class. In this part, show data about the students anticipating of their anxiety and this data was obtained from the interview result. It can be students reference who are try to reduce their writing anxiety while do their task in writing English academic article class and make them more aware about their writing anxiety.

In this research already formulated the factors of writing anxiety and a few anticipate that usually students choose to reduce their writing anxiety.

a. Asking another friends or experts about writing

Asking another friends or experts about writing become the first highest anticipate that students choose to reduce their writing anxiety. Zhang said that the level and specificity of topical knowledge (sometimes referred to as knowledge schemata or real world knowledge, can be loosely thought of as knowledge structures in long term memory) assumed or required of the language learners, can also have an impact in their affective responses to the writing tasks.⁶⁵This way of anticipate usually help students to improve their understanding about what will they write in their task by asking their friends who expert in writing skills. From this anticipate may help students to more understand about what will they write in their task about writing English academic article and this anticipate very useful to students increase their knowledge.

b. Believe in his/herself while doing their task

Believe in his/herself while doing their task become the second anticipate that was mentioned by students in interview section. According to Choi proposes that students

⁶⁵Zhang R and Zhong J. (2012). The Hindrance of Doubt: Causes of Language Anxiety. International Journal of English Linguistics Vol. 2. China.

expressed a lack of confidence in English writing when they had no idea how to begin writing in English.⁶⁶For this anticipate way, students make themselves confident about their work and always think positively about their writing to reduce their anxiety while writing their task in writing English academic article class. From that anticipate usually students choose to increase their confident about what they write in writing English academic article task. This anticipate very helpful for student to think positively about their writing product.

c. Take a break time from writing

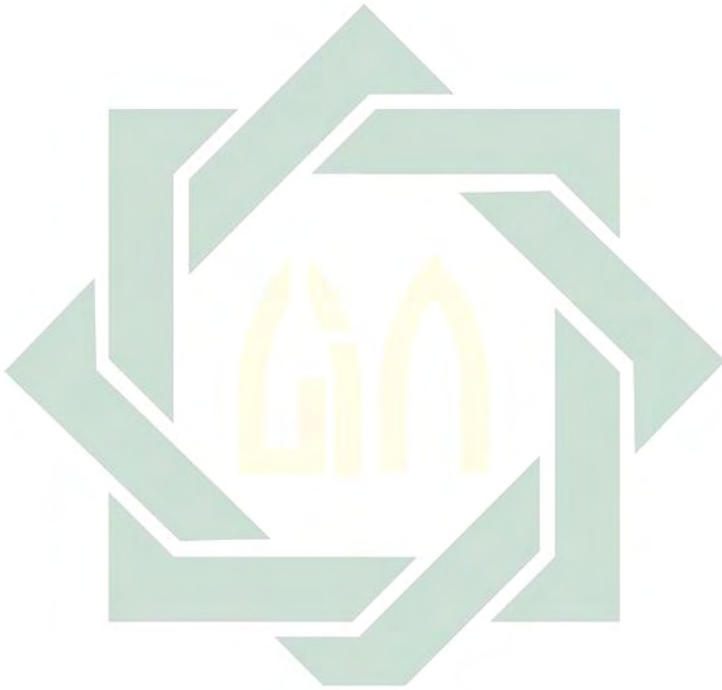
Take a break time while do their task in writing become third anticipate that students choose to reduce their anxiety. Most students will feel anxious when their writing will be evaluated, and fear of test is very pervasive because writing test is regarded as productive activity that is influenced by time pressure strongly.⁶⁷Students in interview section mention this way to make them more relax and calm while do their assignment or make a journal from writing English academic article class. There are possible chances that they might still has a motivation to work on their class assignments, furthermore they might still has a break time to work on their writing assignment to relax their thought. This kind of anticipation help students to cool down after a long time thinking about their writing and refreshing their mind. Take a break time make their mind more fresh and help them to thinking easily about their writing task.

All those anticipate began from the anxious feeling that related to the Jafari and Zhang issue about writing anxiety that students faced. From this research, found a few anticipate usually student choose and that may help another student to reduce their anxious

⁶⁶Choi S. (2013). Language Anxiety in Second Language Writing: Is It Really A Stumbling Block?. University of Hawai'i at Mānoa, pp. 1-42.

⁶⁷Jafari M. And Rezaei M. (2014). Investigating the Levels, Types, and Causes of Writing Anxi-ety among Iranian EFL Students: A Mixed Method Design. English Department, Hafez Institute of Higher Education, 71344, Iran.

feeling while doing their writing task in writing English academic article class.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter presented the conclusion of the research and suggestion from the researcher related to this research.

A. Conclusion

Based on the finding and discussion of the research, this chapter concludes the result of the data analysis to answer the research question of this research.

1. Students' anxiety types in writing English academic article

Students' writing anxiety types usually occurs in writing English academic article. After conducting this research, there are several points that can be concluded. The dominant type that usually occurs in the writing English academic article class is cognitive anxiety type. The SLWAI test already showed that cognitive anxiety type got 461 point. in short, cognitive anxiety type become the second highest anxiety type among another anxiety type that students writing English academic article class usually feel and it same with previous study that conduct about anxiety in English skills. Avoidance behavior anxiety got 463 point and become first anxiety type that students usually feel. The last place for writing anxiety type that students feel is somatic anxiety type that got 381 point.

2. The students' way to anticipate anxiety in writing English academic article

The students anticipate of their writing anxiety, based on the interview section about students anticipate in their writing anxiety, the researcher had found that there are three anticipation that mentioned by students. Those anticipates are (1) asking friends or expert about writing, (2) believe in his/herself while doing their task, and (3) take a break time when writing task. Those anticipates are the usually students choose to be their way to reduce their writing anxiety. "Asking friends or expert about writing" is the

most chosen anticipate that students mentioned in interview section.

B. Suggestion

Based on the result of this research, the researcher presented suggestions as the following. :

1. For student

Based on the finding of this research, students are feeling anxious when they have to write English composition in the time constraint. It would be good for students to relax their mind when they do their task and the finding of anticipate from this research can contribute to develop students awareness of their writing anxiety. From this research, students get a way to how to anticipate their anxious feeling while do their writing task.

2. For lecturer

The result of this research can be additional information related to teaching about writing. This research can be information that help lecture to acknowledging about writing anxiety that might students feel and also lecture can help students to decrease their writing anxiety.

The way to decrease students writing anxiety, lecture may give the students a positive comment or offer encouragement to make students more confident about their writing.

3. For future research

For further researcher is suggested to investigate more deeply with large amount of participant to know about the writing anxiety. For future researcher can focus on the similar topic with different aspect that not included in this research such as the consequence of anxiety or the reason of anxiety in writing activity.

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