TEACHER'S ROLES IN REDUCING STUDENTS' ENGLISH WRITING ANXIETY: STUDENTS' AND TEACHERS' PERCEPTIONS

THESIS

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



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ABSTRACT

Amelia Eka Ratnasari. (2020). *Teacher's Roles in Reducing Students' English Writing Anxiety: Students' and Teachers' Perceptions.*Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor I: H. Mokhamad Syaifuddin, M.Ed., Ph.D., Advisor II: Dr. Siti Asmiyah, M.TESOL

Keywords: Teacher's Roles, English Writing Anxiety, Perceptions English writing skill is considered as a complicated skill compared to other English skills due to the complex target language rules. As a result, students tend to experience anxiety when they are involved in English writing. Thus, teachers are the one who take a great responsibility to play the significant roles in reducing such anxiety. So, the study aims to explore teacher's roles in reducing students' English writing anxiety based on students' and teachers' perceptions. Data was obtained by using questionnaire and interview guidelines. The questionnaire was distributed to Written English students via Google form link. Next, interview was conducted face-to-face with 3 English writing teachers and 6 students from each class of Written English through forum group discussion. The study highlights lack of ability to generate ideas in appropriate English writing as the major cause of English writing anxiety. Students were mostly faced anxiety in English writing when they had to write in English without understanding the topics given. Although students and teachers have slightly different perceptions on teacher's roles in reducing English writing anxiety, teachers were understood enough the causes of students' English writing anxiety and how to deal with such anxiety. It is confirmed by the changes of students' feeling from anxious to enjoyed writing in English.

ABSTRAK

Amelia Eka Ratnasari. (2020). *Teacher's Roles in Reducing Students' English Writing Anxiety: Students' and Teachers' Perceptions.*Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel, Surabaya. Pembimbing I: H. Mokhamad Syaifuddin, M.Ed, Ph.D., Pembimbing II: Dr Siti Asmiyah, M.TESOL

Kata kunci: Peran guru, Kecemasan Menulis Bahasa Inggris, Persepsi Kemampuan menulis Bahasa Inggris dipandang sebagai kemampuan yang sulit dibanding kemampuan Bahasa Inggris lainnya yang disebabkan aturan-aturan yang kompleks dari target Bahasa tersebut. Alhasil, siswa-siswa cenderung mengalami kecemasan ketika mereka terlibat dalam penulisan Bahasa Inggris. Oleh karena itu, guru adalah salah satu yang menerima tanggung jawab besar untuk memainkan peran pentingnya dalam mengurangi kecemasan siswa tersebut. Sehingga penelitian ini bertujuan untuk menyelidiki peran guru dalam mengurangi kecemasan siswa menulis Bahasa Inggris dilihat dari persepi para siswa dan guru. Data diperoleh dengan menggunakan kuisioner dan pedoman interview. Kuisioner didistribusikan kepada para siswa di kelas Written English melalui link dari Google form. Selanjutnya, interview tatap muka dilakukan dengan 3 guru dan 6 siswa dari setiap kelas penulisan Bahasa Inggris melalui forum grup diskusi. Penelitian ini menandai kurangnya kemampuan menghasilkan idea dalam tulisan Bahasa Inggris yang sesuai sebagai penyebab utama kecemasan menulis Bahasa Inggris. Para siswa umumnya menghadapi kecemasan menulis Bahasa Inggris ketika mereka harus menulis Bahasa Inggris tanpa memahami topik yang diberikan. Meskipun para siswa dan guru memiliki persepsi yang sedikit berbeda terhadap peran guru mengurangi kecemasan menulis Bahasa Inggris, guru cukup mengerti penyebab-penyebab kecemasan siswa menulis Bahasa Inggris dan cara menanggulangi kecemasan tersebut. Hal tersebut dikuatkan dengan adanya perubahan perasaan siswa yang awalnya cemas menjadi menikmati dalam menulis Bahasa Inggris.

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LIST OF ABBREVIATION

EFL : English Foreign Language
 ESL : English Second Language

3. L2 : Second Language

4. UIN : Universitas Islam Negeri

5. U.K : United Kingdom6. U.S : United State

7. USA: United State of America



CHAPTER 1 INTRODUCTION

The first chapter addresses the areas of the study that are covered in some headings: (1) Background of the study, (2) Research questions, (3) Objectives of the study, (4) Significance of the study, (5) Scope and limitation of the study, (6) Definition of key terms.

A. Background of the Study

Anxiety is recognized as being one of the psychological sources in language writing that has been widely studied in the context of second or foreign language not only in Asia but also in Europe. Anxiety has become a critical issue in language writing for EFL/ESL students. Studies by Ozkan Kirmizi & Gulin Dagdeviren Kirmizi¹, Ibrahim Seckin Aydin², and Veda Aslim Yestis³ have focused on several issues related to anxiety in second or foreign language writing experienced by students. In fact, writing into the target language requires a writer to have a good knowledge of vocabulary, grammar rules, and syntax to express opinions in a proper manner. Consequently, a writer has to be careful with grammatical rules, spelling, punctuation, coherence, cohesion, syntax, morphology, and word choice in order to effectively convey a clear and meaningful message to the readers. For this reason, writing in a second or foreign language is considered to be a difficult thing for some students.

In fact, writing in a second or foreign language is important to academic success since it becomes the commonest tool to assess language learners⁵ As a result, students are required having a good English writing performance. Also, writing in second or foreign language is complex and it can lead to anxiety⁷. Undeniably, students

¹ Kirmizi, Ozkan & Kirmizi, Gulin Dagdeviren. (2015). *An Investigation of L2 Learners' Writing Self-Efficacy, Writing and Its Causes at Higher Education in Turkey*. International Journal of Higher Education, 4(2). http://www.sciedu.ca/journal/index.php/jihe/article/view/6468

² Aydin, Ibrahim Seckin. (2018). *The Investigation of Language Teacher Candidates' Self-efficacy and Writing anxiety in Processual Context.* Journal of Education and Training Studies, 7(1). http://redfame.com/journal/index.php/jets/article/view/3793

³ Yetis, Veda Aslim. (2017). Sources of Writing Anxiety: A study on French Language Teaching. Turkey: Canadian Center of Science and Education. 10(7)

⁴ Whalen, K. & Menard, N. (1995). L1 and L2 Writers' Strategic and Linguistic Knowledge: A Model of Multiple-Level Discourse Processing. Language Learning, 45(3), 381-418

⁵ Tan, B. H. (2011). Innovative writing centers and online writing labs outside North America. Asian EFL Journal, 13(2), 391-418.

⁷ Karakaya, I., & Ulper, H. (2011). Developing a writing anxiety scale and examining writing anxiety based on various variables. Educational Sciences: Theory & Practice, 11(2), 703-707.

experience anxiety when they write in English. By definition, English writing anxiety can be defined as the psychological and somatic symptoms likely angry, fear, blushing, sweating, or worry when an individual is involved in the act of English writing⁸. So, when students have to write in English and they seem angry, fear, worry, blushing, or sweating, they tend to face English writing anxiety.

Similarly, another definition comes from Atay and Kurt, English writing anxiety can be also defined as students' tendency on negative emotions dealing with a task of writing, resulting in a reduced ability to organize thoughts and generate ideas⁹. Then, it can be recognized that student who has difficulties with English writing can also have anxiety in English writing¹⁰. English writing anxiety brings negative emotions to the students when they get English writing assignments, then they will difficult to organize and generating ideas. So that, students with difficulties of English writing, they tend to experience English writing anxiety.

Moreover, English writing anxiety is addressed to be a crucial issue because when students suffer from English writing anxiety, their performance will decrease as well their quality of English writing. In line with this, Rezaei, Jafari, and Younas found that writing anxiety decreases students' performance. A study by Hassan revealed that students with low anxiety came up with better quality of writing compositions rather than students with high anxiety. Compared to students with high anxiety in English writing, students with low anxiety have better performance and quality of English writing.

For the past few years, the sources of second or foreign language writing anxiety have grown into a focus on previous studies. There are several factors why students experiencing writing anxiety such as lack of confidence¹³, lack of ability to generate ideas in appropriate English

⁸ Daly, J.A. & Wilson, D.A. (1983). Writing apprehension, Self-esteem and personality. Research in the teaching of English, 17(4), 327-339.

⁹Atay, D, & Kurt, G. (2007). Prospective teachers and L2 writing anxiety: Asian EFL journal 8(4) 100-118.

¹⁰ Lee, S, N,, & Tajino,A. (2008). Understanding students' perceptions of difficulty with academic writing for teacher development: A case study of the university of Tokyo Writing program. Kyoto University Researchers in Higher Education,14, 1-11.

¹¹ Rezaei, M.M., Jafari, S. M. & Younas, M. (2014). *Iranian EFL students' Writing Anxiety: Levels, Causes and Implications*. English for Spesific Purposes World, 42(15), 1-10.

¹² Hasan, B, (2001). The Relationship of Writing Apprehension and Self-Esteem to the Writing Quality and Quantity of EFL University Students. Mansora Faculty Education Journal, 39, 1-36.

¹³ Cheng, Y. S. (2002). Factors associated with foreign language writing anxiety, Foreign Language Annuals, 35(5), 647-56. http://dx.doi.org/10.111/j.1944-9720. 2002. Tb01903.x

writing ¹⁴, high frequency of English writing assignments¹⁵, and fear of getting negative comment¹⁶. Besides, a study done by Veda Aslim Yetis¹⁷, revealed that the sources of second or foreign language writing anxiety can be indicated from several factors namely classmates, linguistic knowledge, writing skill problems, teacher's attitudes towards students, and time pressure on a writing activity.

The teacher who takes responsibility in reducing students' English writing anxiety needs to consider the suitable methods to be applied. This idea is supported by Maryam Foroutan & Nooreen Noordin who stated that one of the greatest responsibilities for L2 teachers to provide a comfortable and a low-anxiety environment for their students. In their responsibilities, teachers need to find the best methods to overcome students' anxieties on second or foreign language writing and create enthusiasm among them¹⁸. In order to reduce students' English writing anxiety, applying the best methods and providing a low-anxiety environment for students are considered as the possible solutions.

Moreover, providing student-centered environment, utilizing concrete materials, grouping students in small groups, using free writing can minimize students' anxiety in English writing. This idea comes from Baxter, he suggested several strategies for L2 teachers to reduce students' anxiety of writing through providing student-centered environment in the writing class, utilizing concrete materials, arranging students into small groups, and using free writing in classes that give opportunities to express their feelings about any topic leads to decrease their anxiety¹⁹. Various exciting English writing activities can make students feel comfortable as well their English writing anxiety will also reduce.

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¹⁴ Hyland, K. (2003). Second language writing. New York: Cambridge University Press.

¹⁵ Claypool, S.H. (1980). Teacher writing apprehension: Does it affect writing assignments across curriculum?. In Rezae, M. & Jafari, M. (2014). Investigating the Levels, Types, and Causes of Writing Anxiety among Iranian EFL Students: A Mixed Method Design. Procedia- Social and Behavioral Sciencies. 98, 1545-1554.

¹⁶ Horwitz, E. K., Horwitz, M.B., & Cope, J. (1986). *Foreign Language classroom anxiety*, The modern Language Journal, 70 (2), 125-132. https://doi.org.10.2307/327317.

¹⁷ Yetis, Veda Aslim, (2017). Sources of Writing Anxiety: A Study on French Language Teaching, Turkey: Canadian Center of Science and Education, 10(7).

¹⁸ Forutan,M. & Noordin, Nooren, (2012). Effect of Dialogue Journal Writing through the use of Conventional Tools and E-mail on Writing anxiety In the ESL Context. English Language Teaching, 5(1). http://dx.doi.org/10.5539/elt. V5n1p10
¹⁹ Baxter,B. (1987). Basic writing: Breaking through the barriers of apathy and fear. Paper presented at

¹⁹ Baxter,B. (1987). Basic writing: Breaking through the barriers of apathy and fear. Paper presented at the annual Meeting of the Southeastem Conference on English in the Two-Year College (22nd, Jackson, MS, February(19-21, 1987)

Since teachers play an important role in the English writing class, one of an EFL writing classroom in an Indonesia higher education is the written English class at UIN Sunan Ampel Surabaya. This university becomes one of the model university which applies English writing course to develop students' skill in English writing for English Language Education Department. The teacher has great challenges to design suitable activities or tasks for making their students able to master English writing skill in the end of the lecture. Moreover, this lecture of Written English is taken by the 3rd semester students of English Language Education Department at UIN Sunan Ampel Surabaya in which they study about English writing with 8 course credit and in one semester they are expected to be able to write in English academically with several types of writing. It is different from English Language Education Department at other universities, English writing lecture is taken in several semester with some stages. Consequently, the students may feel anxious when they have to write in English then teachers have a big responsibility to minimize such anxiety.

While the previous studies mostly focused on the characteristics of second and foreign language writing anxiety (see Daly, J. A., & Wılson, D. A.²⁰; Atay, D. & Kurt, G²¹), effects of English writing anxiety (see Rezaei, M.M., Jafari, S.M. & Younas, M.²²; Hassan, B.²³), and sources of English writing anxiety (see Cheng, Y. S.²⁴; Hyland, K.²⁵; Claypool, S. H.²⁶; Horwitz, E. K., Horwitz, M. B., & Cope, J.²⁷; Yetis, Veda

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²⁰Daly, J. A,. & Wilson, D.A. (1983). Writing Apprehension, Self-esteem, and Personality, Research in the Teaching of English, 17(4). 327-339.

²¹ Atay,D. & Kurt, G. (2007). Prospective teachers and L2 writing anxiety. Asian EFL Journal, 8(4): 100-118.

²² Rezai, M.M., Jafari, S.M. & Younas, M. (2014). Iranian EFL Students' Writing Anxiety: Levels, Causes and Implications, English for Spesific Purposes Word, 42(15). 1-10.

²³ Hassan,B. (2001). The Relationship of Writing Apprehension and Self-Esteem to the Writing Quality and Quantity of EFL University Students. Mansoura Faculty of Education Journal,39, 1-36.

²⁴ Cheng, Y.S. (2002). Factor Associated with foreign language writing anxiety. Foreign Language Annuals, 35(5). 647-56. http://dx. doi. org./10.1111/j. 1944-9720.2002.tb01903.x

²⁵ Hyland. K. (2002). Second Language Writing. New York: Cambridge University Press.

²⁶ Claypool, S.H. (1980). Teacher writing apprehension: Does it affect writing assignments acroos curriculum? In Rezaei,M. & Jafari, M. (2014). Investigating the levels, types, and Causes of writing Anxiety among Iranian EFL Students: A Mixed Method Design. Procedia-Social and Behavioral Sciences. 98, 1545-1554.

²⁷ Horwitz, E.K., Horwitz, M.B., J. (1986). Foreign Language Classroom anxiety. The Modern Language Journal. 70(2), 125-132. https://doi.org/10.2307/327317

Aslim²⁸), there has been little discussion on how students and teachers perceive the teacher's roles in minimizing English writing anxiety.

This is troubling since teachers can play a significant role as the facilitator to reduce students' English writing anxiety. Therefore, the phenomenon needs a further investigation to explore what exactly teacher's roles in reducing students' English writing anxiety viewed from students' and teachers' perceptions. When the literature and the gap mentioned above are considered, this study attempts to explore students and teachers' perceptions dealing with the teacher's roles in reducing English writing anxiety. If teachers' perceptions meet with students' needs about the teacher's roles in minimizing writing anxiety then, teachers will be easier to find out an effective English writing method for their own students to suffer less from English writing anxiety.

B. Research Questions

Based on the background of the study above explained, the problems of the current study are formulated as the following research questions:

- 1. What are students' perceptions of teacher's roles in reducing students' English writing anxiety in English Language Education Department of UINSA?
- 2. What are teachers' perceptions of their roles in reducing students' English writing anxiety in English Language Education Department of UINSA?

C. Objectives of the Study

Referring back to the research questions, below are the objectives of the current study:

- 1. To investigate students' perceptions of teacher's roles in reducing students' English writing anxiety in English Language Education Department of UINSA
- 2. To investigate teachers' perceptions of their roles in reducing students' English writing anxiety in English Language Education Department of UINSA

²⁸ Yetis, Veda Aslim, (2017). Sources of Writing Anxiety: A Study on French Language Teaching, Turkey: Canadian Center of Science and Education. 10(7)

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D. Significance of the Study

The current study is expected to provide certain significances.

a. Theoretical Significance

The results of the current study are expected to enrich theories of effects of English writing anxiety, sources of English writing anxiety, and roles of the teacher in reducing English writing anxiety.

b. Practical Significance

The results of the current study can be used for teachers which provides deeper information and knowledge about what should they do to perceive their roles in reducing their own students' English writing anxiety by considering the students' needs.

Moreover, the current study can be also used for students and provides an overview of anxiety in EFL/ ESL writing that makes them aware of their writing anxiety. Hopefully, they can solve their own problems in English writing.

c. Significance for Future Research

Considering roles of the teacher are very important to reduce students' English writing anxiety, then the results of the current study can be used as the reference for future research with the same topic for the English proposal writing in which students may feel more anxious due to the context of English writing or another different skill such as teacher's roles in reducing students' speaking anxiety.

E. Scope and Limitation of the Study

The scope of the current study is to investigate students' and teachers' perceptions dealing with the teacher's roles in reducing English writing anxiety generally rather than measure the level of students' English writing anxiety. In this research, the perception of students is in the form of students' experience, feeling, and expectation of the teacher's roles in reducing anxiety in English writing. The perception of teachers is teachers' understanding about their students are formed by their background knowledge and experiences about teacher's roles in reducing anxiety in English writing.

While the limitation of the current study are within the 3rd semester students of English Language Education Department of UIN Sunan Ampel Surabaya who enrolled Written English course during the

academic period year 2019-2020 as the lecture which focuses on the English writing skill and the lecturers who teach A-C written English class.

F. **Definition of Key Terms**

To avoid misunderstanding and obtain same perceptions, the current study brings the following definition of key terms:

- Anxiety: According to Spielberger, anxiety is the "subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system"29. In this study, anxiety means students' feeling of tension, fear, nervous, and worry when students are involved in English writing.
- Writing: According to Harmer, writing is a process of producing b. languages and expressing thoughts, ideas, and feelings³⁰. While in this study, writing means the process of producing English language and expressing ideas, thoughts, or feelings into a writing as a skill that is taught for the third semester students in English Language Education Department at UINSA.
- Perception: According to Sinding & Waldstrom argues that c. perception is a cognitive process in which an individual understand the sensation in producing a relevant experience of the environment ³¹. Chudler states that perception is the conscious experience about what an individual sense³². In this study, students' perception refers to the students' feelings of their learning experience when they write in English during English writing teaching-learning process. Then, teachers' perception refers to the teachers' understanding of their roles in reducing English writing anxiety.
- Teacher's Roles: According to Nunan as cited in Keller, teacher d. role deals with "a part that teachers are expected to play in carrying out learning tasks as well as the social and interpersonal

²⁹ Spielberger, C.D. (1983). Manual for the State-Trait Anxiety Inventory STAI, Palo Alto, CA: Mind

³⁰Harmer, Jeremy.(2004). How to Teach Writing: Effective Sentence, Paragraph, and Essay. New

³¹ Knud Sinding-Christian Waldstrom. (2014). Organisational Behaviour. New York: McGraw Hill. 128-129

³² Mike May - Eric H. Chudler. (2007). Sensation and Perception. New York: Chelsea House Publishers

relationships between the participants"³³. Then, in this study teacher's roles are parts that the teacher play in implementing English writing assignments also the relationships of social and interpersonal with students in order to help them reduce their English writing anxiety.



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³³ Nunan, David. (1989:79) in Tom Keller.(2011). *The various Roles of the Teacher in the English Classroom*. Munrich, GRIN Verlag, https://www.grin.com/document/319479

CHAPTER II REVIEW OF RELATED LITERATURE

The second chapter deals with the theoretical framework on definition of English writing skill, definition of English writing anxiety, effects of English writing anxiety, sources of English writing anxiety, teacher's roles in reducing English learning anxiety, and previous studies related to this study.

A. Theoretical Background

1. English Writing Skill

In the daily activities, writing is recognized as the communication tool in the form of statements or paragraphs. According to Nunan, writing is an act of physical that carrying out words or sentences into some medium¹. In addition, Nunan also stated that writing is a mental process of getting ideas, expressing them, then constructing them into sentences or paragraphs properly and clearly for the readers². Compared with other skills, writing is a skill that needs the process of getting the ideas, expressing the ideas, constructing them appropriately in several sentences or paragraphs.

Moreover, writing needs some particular skills and a long process. According to Brown, writing requires specialized skills in the process of thinking, drafting and revising³. Writing also involves four processes like planning, drafting, editing, and final draft⁴. Additionally, a writer requires a good knowledge in the produce a piece of writing: the writer's process, content, organization, mechanics, syntax, grammar, word choice, purpose, and the Readers⁵. Therefore, writing is known as a skill that needs a long and uneasy process consists of the process of planning, drafting, revising, and final draft.

Due to the fact of writing, writing skill becomes one of the most essential skill for a communication with other people that contains some sub skills such as spelling, punctuation, and grammar⁶. Then, writing

¹ Nunan, D. (2003). Practical English Language Teaching. USA:McGraw-Hill Company.

² Nunan, D. (200). Practical English Language Teaching. USA: McGraw-Hill Company.

³ Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. New York, US: Addison Wesley Longman.

⁴ Harmer, Jeremy. (2004). How To Teach Writing. U.K.:Longman.

⁵ Raimes, A. (1983). Techniques in Teaching Writing. New York: oxford.

⁶Harris, P., McKenzie.B., Fitsimmons,P., & Turbill,J. (2003). Writing in the primary school years. Melbourne, au: Social Science Press.

skill is also significant in the context of education in which that majority of examination, either for testing foreign language abilities or skills is mostly measured through students' writing proficiency⁷. Therefore, writing skill is essential for academic or occupational opportunities⁸. Considering the importance of a writing skill, specifically for academicians are required to have a good English writing skill.

2. English Writing Anxiety

Undeniably, writing becomes one of the complicated skill to master rather than any other skills because it requires good knowledge at grammar, syntax, morphology, vocabulary, punctuation, and spelling to convey the messages in a proper manner. It also involves several factors of social, cultural, motivational, and cognitive considerations in which writing becomes a problematic process. Since writing in a foreign or second language becomes a difficult thing for students due to target language-specific rules, students may experience anxiety in English writing. Based on those ideas, students experience English writing anxiety because of the nature of English writing itself which requires a writer to pay attention on the English writing-specific rules and particular skills.

There are some characteristics of writing anxiety which effects on negative emotions related to English writing tasks. In general, anxiety refers to a distressing emotional state or cognition with feelings of apprehension, tension, and worry involved automatically activation nervous system¹². Then, writing anxiety can be defined as the somatic and psychological symptoms likely angry, worry, fear, sweating, or blushing when an individual is writing¹³. Atay and Kurt also defined that

⁸ Salem, Asraf Atta M,S. & Al Dyiar, Mosaad Abu.(2014). Writing Anxiety as a Predictor of Writing Self-efficacy in English for special Education Arab Learners. Canadian Center of Science and Education.7(6).

¹⁰ Raofi,S. (2014). A Qualitative Study into L2 Writing Strategies of University Students. English Language Teaching, 7(11). http://dx.doi.org/10.5539/elt.v7n11p39.

Daly J.A., & Miller, M.D. (1975). The Empirical development of an instrument of writing apprehension. Research in the teaching of English, 9. 242-249.

¹² Spielberger, C.D. (1972). Anxiety: Current trends in theory and research. New York: Academic Press. http://dx.doi.org.//10.1016/b978-0-12-657401-2.50008-3.

¹³ Daly, J.A.m & Wilson, D.A. (1983). Writing apprehension, Self-Esteem and personality, Research in the Teaching of English, 17(4), 327-339.

⁷ Harmer, Jeremy.(2004). *How to teach writing*. U.K.: Longman.

⁹ Whalen, K., & Menard, N. (1995). L1 and L2 Writers' Strategic and Linguistic Knowledge: A model of Multiple-Level Discourse Processing. Language Learning, 45(3),. 381-418. http://dx.doi.org.10.11111./j.1467.1770.1995.tb0047.x

writing anxiety as students' tendency on negative emotions dealing with a writing assignment that resulting a reduction of ability to arrange thoughts and construct ideas¹⁴. Students with English writing anxiety tend to experience negative emotions during English writing activity then it leads to decrease on their ability in creating and elaborating ideas.

In addition, anxiety is divided into two categories. According to Spielberger, anxiety can be classified into two types: trait anxiety and state anxiety. Trait anxiety is identified as a stable personality trait, while state anxiety is identified as a temporary condition happened at a certain moment ¹⁵. In line with this, Maria also states that state anxiety happens in a certain event or situation while trait anxiety happens in many situations that an individual experiences negative emotions likely worries, fears, and stress ¹⁶. Come up with this idea, students experience English writing anxiety whether in trait or state condition of anxiety. Students with state anxiety, have anxiety when they are asked to write in English only at a particular moment such as they do not have any preparations before or they do not understand the topics given. On the other hand, students with trait anxiety tend to stably feel anxious when they write in English.

3. Effects of English Writing Anxiety

Currently, there have been a number of studies exploring that second or foreign language writing anxiety influences on cognition and performance of students. For instance, Cheng argued that writing anxiety effects on students' cognitive and somatic state also influences in avoidance behavior¹⁷. Additionally, Grupe and Nitschke reported that writing anxiety effects on cognitive discomfort and uncertainty emotional ¹⁸. Students with English writing anxiety, their cognitive and emotional will be influenced when they write in English.

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¹⁴ Atay., D. & Kurt. G. (2006). Prospective teachers and L2 writing anxiety. Asian EFL Journal, 8(4), 100-150.

¹⁵ Spielberger, C. D. (1966). Anxiety and behavior. New York: Academic Press.

Maria, Nusrat Rahman. (2017). Teacher's role in minimizing undergraduate students' Language Learning Anxiety. BRAC Institute of Languages.

¹⁷ Cheng, Y. S. (2004). A measure of Second Language writing anxiety: Scale development and preliminary validation. Journal of Second Language Writing, 13(4), 313-335. http://dx.doi.org./10.1016/j.jlsw.2004.07.001

¹⁸ Grupe, D, W., & Nitchke, J.B. (2013). Uncertainly and anticipation in anxiety: An integrated neurobiological and psychological perspective, Nature reviews Neuroscience, 14,488,501.doi:10.1038?nm3524

English writing anxiety can also effect on students' performance. When students experience English writing anxiety, their performance decreases. It has been found that a decrease in students' performance is caused by writing anxiety¹⁹. Boice and Johnson proposed that writing anxiety causes writer's block leads to reduce writing productivity²⁰. Moreover, Daly found that writing anxiety caused inadequate messages shorter and simpler structures on students' assignments²¹. When students face English writing anxiety, their act of producing English writing also decreases even they unable to convey adequate messages with a long and complete in their English writing tasks.

Besides that, writing anxiety can also influence students' writing quality as claimed by Hassan that with low anxiety will have a better quality of writing composition rather than students with high anxiety²². There are some previous studies that highlighted writing anxiety has a negative impact on students' writing performance and quality (see Cheng, Horwitz, & Shallert²³; Atay & Kurt²⁴). Similarly, Cheng's study confirmed those previous studies. The results revealed that students with high anxiety are afraid to enroll writing class compared to students with low anxiety²⁵.

Sources of English Writing Anxiety 4.

For the past few years, sources of second or foreign language writing anxiety have become a focus on previous studies. There are several factors why students experiencing writing anxiety such as lack of confidence²⁶, lack of ability to generate ideas in appropriate English

¹⁹ Rezai, M. M. Jafari, S.M. & Younas, M. (2014). Iranian EFL Students' Writing Anxiety: Levels, Causes and Implications. English for Specific Purposes World, 42(15), 1-10.

²⁰ Boice, R., & Johnson, K. (1984). Perception and practice of writing for publication by faculty at a doctoral-granting university. Research in higher Education, 21. 33-43.

²¹ Daly, J. A.(1978). Writing apprehension and writing competency. Journal of Education Research, 72,

²² Hassan,B. (2001). The Relationship of Writing Apprehension and Self-Esteem to the writing Quality and Quantity of EFL University Students. Mansoura Faculty of Education Journal, 39, 1-36.

²³ Cheng, Y.S. Hortwitz, E.K, & Schallert, D. (1999). Language anxiety: Differentiating writing and speaking components. Language Learning, 49(3), 417-446. https://dx.doi.org/10.1111/j.1944-9720.2002.tb011903.x.

²⁴ Atay,D. & Kurt, G. (2002). Prospective teachers and L2 Writing Anxiety. Asian EFL Journal,8(4)

²⁵ Cheng, Y,S. (2002). Factors associated with foreign language writing anxiety. Foreign Language Annuals, 35(5), 647-56. http://dx.doi.org/10.1111/j.1944-9720.

²⁶ Cheng, Y.S. (2002). Factors associated with foreign language writing anxiety. Foreign language

Annuals. 35(5). 647-56. http://dx.doi.org/10.1111/j.1944-9720.2002.tb01903.x.

writing²⁷, high frequency of writing assignments²⁸, and fear of getting negative comment²⁹. Some factors of English writing anxiety are students' psychology, ability in generating ideas, and high frequency of English writing tasks.

Moreover, a study by Veda Aslim Yetis, revealed that sources of writing anxiety can be also classified into several factors in terms of classmates, linguistic knowledge and writing skill problems, time pressure on writing activities, and teacher's attitudes students³⁰. This is in line with what is found by Ozkan Kirmizi & Gulin Dagdeviren Kiirmizi that students mostly rated time pressure, teacher's negative evaluation, and lack of sufficient English writing practice as the most essential second or foreign language writing anxiety sources³¹. Students' classmates, students' psychology, students' English writing knowledge, time pressure, less practice, and teacher's attitudes towards students are some factors why students get anxiety when they write in English.

In addition, there are also several factors of English writing anxiety that students may get experience related to the competence, psychology, and the writing context. In terms of competence factor is perceive language competence in general and writing competence in particular³². Concerning psychology factors consist of low motivation, writing self-efficacy³³, preparation and fear of getting a negative evaluation³⁴. Then, the time provided for a certain task, getting peer feedback, competitive

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²⁷ Hyland, K. (2003). Second Language Writing. New York: Cambridge University Press.

²⁸ Claypool,S.H.(1980). Teacher writing apprehension: does it affect writing assignments across curriculum?. In Kazei,M. & Jafari, M. (2014). Investing the levels, Types and Causes of writing Anxiety among Iranian EFL Students: A mixed Method Design. Procedia Social and Behavioral Sciences. 98, 1545-1554.

²⁹ Horwitz, E,K. Hortwitz, M,B & Cope, J. (1986). Foreign Language classroom anxiety, The modern Language Journal. 70(2). 125-132. https://doi.org/10.2307/327317.

³⁰ Yetis, Veda Aslim. (2017). Sources of Writing Anxiety: A Study on French Language Teaching. Turkey: Canadin Center of Science and Education, 10(7).

³¹ Kirmizi, ozkhan & Kirmizi, Gulin Dagdeviren,(2015). *An investigation of L2 learners' Writing Self-Efficacy, Writing Anxiety and its causes at higher Education in Turkey*, International Journal of Higher Education 4(2) https://www.Sciedu.ca/journal/index.php/ijhe/article/view/6468.

³² Abdel Latif,M.M.(2015). Sources of L2 Writing apprehension: A study of Egyption university students. Journal of research in reading, 38(2). 194-212. http://doi.org/10.1111/j.1467-9817. 2012.01549.x

³³Pajares, F.(2003). Self-efficacy beliefs, motivation and achievement in writing: A review of the literature. Reading & Writing Quarterly: Overcoming Learning Difficulties. 19(2), 139-158

³⁴ Ozturk, H., & Cecen, S. (2007). The effects of portfolio keeping on writing anxiety of EFL students. Journal of Language and linguistic studies, 3(2). 218-236.

context, uninterested in the writing prompt³⁵ and the student's writing ability have been reported as the factors affect writing anxiety regarding the context of writing³⁶. Since there are many factors cause students' English writing anxiety, teacher is considered as the one who can help students reduce their English writing anxiety because teacher's attitudes and behavior towards students are very important.

5. Teacher's Roles in Reducing Second or Foreign Language Learning Anxiety

Due to negative effects of English writing anxiety and its several factors earlier mentioned, reducing students' English writing anxiety becomes an essential goal to be achieved in educational contexts and also it becomes demanding roles for the teachers. Teachers' attitude towards the students and beliefs dealing with language learning and teaching, teachers respond to students' errors, and the way they create a stressful environment in the class have been significantly considered influenced second/foreign language anxiety³⁷.

In the study of Sana four major roles of the teacher in minimizing language learning anxiety has been described which consist of³⁸: (1) Controller. The teacher controls the classroom environment, learning activities, also students' attitudes and behavior during the learning process, (2) Organizer. The teacher organizes students' tasks, engages students' interest in the learning activity, (3) Facilitator. The teacher facilitates students with a good classroom environment and creates them cope with different situations and tasks in the class. (4) Caregiver. The teacher can be patience, trust, honesty, and courage to the students.

Moreover, result study by Nusrat Rahman Maria also reported the following roles of the teachers in minimizing language learning anxiety³⁹: (1) Guidance. The teachers should teach the students that they shouldn't nervous to write. Otherwise, they need to become bold enough

³⁶ Cheng, Y.S. (2002). Factors associated with foreign language writing anxiety. Foreign Language annuals, 35(5). 647-56. https://dx.doi.org/10.1111/j.1944-9720.2002.tb01903.x.

³⁵ Lin,G.H.C.,& Ho,M.M.S(2009). An exploration into foreign language writing anxiety from Taiwanese university students' perspective. NCUE Fourth Annual Conference on Language. Teaching, Literature, Linguistics, Translation and Interpretation, 307-318.

³⁷ Maria. Nusrat Rahman.(2017). Teacher's role in minimizing undergraduate students' Language Learning Anxiety. BRAC Institute of Languages.

³⁸ Sana, Boumaraf. (2015). Teacher's Role as motivator to Reduce Anxiety in EFL Classes: The case study of EFL classes. Mohammed Kheider University Biskara.

³⁹ Maria. Nusrat Rahman. (2017). Teacher's role in minimizing undergraduate students's Language Learning Anxiety. BRAC Institute of Languages.

to against with their anxiety, (2) Friendly behavior. The teachers can act as a friend to their students with his friendly behavior to comfort them in the class so that they will interest to participate in the class, (3) Flexibility and patience. The teachers should be flexible and patience enough to respond to the students' mistakes by not correcting them all the time and not mocking or scolding at the students when they make mistakes, (4) Supportive attitudes. The teachers should show a supportive attitude towards the students by making them comfortable and feel important in the class, (5) Motivation. The teachers can act as a motivator for the students by telling positive things and by motivating them to deal with anxiety, in order to overcome their problems.

Besides that, a study done by Veda Aslim Yetis⁴⁰, suggested several ways for the teachers to reduce their own EFL students' writing anxiety by: (1) Informing the students that elements of linguistic are important but not the only significant component of successful writing, (2) Considering that teachers' positive attitudes influences students' success, teachers should make more lively classes, (3) Encouraging pair and group interactions should be more often integrated into lessons, (4) Co-operating with their students about process of writing: planning, reflecting the plan into writing, reviewing the draft, and correcting mistakes, avoiding negative attitudes towards writing, (5) Teaching features of linguistic like vocabulary and grammar, (6) Giving the students sufficient of time to plan how should start writing and what should be written, (7) Guiding the students, praising students directly, and motivating them to not be afraid of making mistakes in order to make they feel comfort

In addition, the teachers who take responsibility in reducing students' writing anxiety needs to consider the suitable method to be applied. This idea is supported by Maryam Foroutan & Nooreen Noordin who stated that one of the biggest responsibilities for L2 teachers by facilitating a comfortable and low-anxiety environment for their students. Then, teachers need to find the best methods to overcome students' anxiety towards writing and engage enthusiasm among them⁴¹. In this regard, Baxter suggested several strategies for teachers to reduce

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⁴⁰ Yetis, Veda Aslim. (2017). Sources of Writing Anxiety: A study on French Language Teaching. Turkey: Canadian Center of science and education, 10(7).

⁴¹ Foroutan,M. & Noordin, Nooren.(2012). Effect of dialogue journal writing through the use of conventionals tools and E-mail on writing Anxiety in the ESL context. English Language Teaching,5(1). http://dx.doi.org/10.5539?elt.v5n1p10.

students' anxiety of writing through organizing student-centered environment in the writing class, utilizing concrete materials, arranging small group activities with interesting instructional tools, and applying free writing in classes that give opportunities to express their feelings about any topic leads to decrease their anxiety⁴².

Existing theories and findings from previous studies have addressed the issues of writing anxiety, its causes, its effects, and the suggested roles to be applied for the teachers in decreasing writing anxiety. However, those findings haven't clearly illustrated what the teachers' perceptions of their roles in reducing students' English writing anxiety as well the students' needs regarding their teacher's roles to help them in reducing their English writing anxiety. The study adapts a qualitative method to investigate whether students' perceptions of teacher's roles in reducing their writing anxiety in line with teachers' perceptions of their roles in reducing the students' writing anxiety. Based on the previous studies above explained, there are six teacher's roles that would like to use as a base of the theory to analyze the findings of the current study which involve teacher as a motivator, facilitator, controller, organizer, caregiver, and friend.

B. Review of Previous Studies

Several studies related to teacher's roles in reducing students' English writing anxiety: students' and teachers' perceptions have been conducted before this present study. The first previous study is a research by Boumaraf Sana ⁴³. The study was aimed to explore the role of ELT teachers as a motivator in EFL classes and the motivational strategies. Sixty (60) students at the university of Biskra department of English were involved in this study. By using descriptive methodology, this previous study distributed two questionnaires for both students and teachers.

The findings on Boumaraf's study showed that the role of teacher has a great impact to the learning process particularly in EFL classes in which students feel anxious and the use of motivational strategies can overcome their anxiety. This study is similar with the current study

⁴³ Sana, Boumaraf.(2014). *Teacher's Role as motivator to Reduce Anxiety in EFL Classes*. Mohammed Kheider University Biskara.

⁴² Baxter, B. (1987). Basic Writing: Breaking through the barriers of apathy and fear. Paper presented at the annual meeting of the southeastern conference on English in the Two year College(22nd, Jackson, MS, February 19-12,1987)

which is talk about roles of the teacher in reducing students' anxiety in English classes. However, the current study explores teacher's roles to help students reduce their English writing anxiety.

The second previous study is a dissertation from Nusrat Rahman Maria⁴⁴. This study was aimed to explore the sources of L2 learning anxiety from both students and teachers perspective and to find out teacher's roles in minimizing such anxiety. This mixed method study, collecting the data by using survey questionnaires and interview questions. The result of analysis showed that mostly college students suffer from language learning anxiety because of the teacher's attitudes, the way of reacting on their mistakes, the peers' reaction on their performance, and their low self-confidence.

The finding also indicated that teachers play significant roles to reduce student's language learning anxiety, for instance being a guide, motivator, friendly behavior, flexibility and patience, also having supportive attitudes. The results of the study were based on students' and teachers' perceptions through distributing questionnaires and conducting interviews. This study also similar with the current study because it investigates teacher's roles in reducing students' English learning anxiety based on students' and teachers' perceptions. Meanwhile, the current study only focuses on one of English productive skill, writing and different from the previous study which doing survey with a large number of participant, the current study do interview with both students and lecturers so that the data gathered can be deeper.

The third previous study is a study by Maliheh Rezaei and Mohammad Jafari⁴⁵. This study was aimed to examine the levels, types, and sources of writing anxiety. 120 Iranian EFL college students became the participant of the study. By using mixed method design, this data obtained in the study were from questionnaires and semi-structured interview questions.

The results of the mixed method study design reported that a high level of writing anxiety with cognitive anxiety as its central type, also fear of getting teacher's negative feedback, lack of self-confidence, and lack of linguistic knowledge are primary causes of writing anxiety. This

⁴⁴ Maria, Nusrat Rahman.(2017). Teacher's role in minimizing undergraduate students' Language Learning Anxiety. BRAC Institute of Languages.

⁴⁵ Rezei, M. & Jafari, M. (2014). *Investigating the levels, Types, and Causes of writing Anxiety among Iranian EFL Students*: A Mixed method Design. Procedia-Social and Behavioral Sciences, 98.1545-1554.

study has a similarity with the current study which is regarding students' English writing anxiety, but the current study doesn't examine the levels of English writing anxiety but explore the roles of the teacher in reducing students' English writing anxiety.

The fourth previous study is a study conducted by Christina Gkonou⁴⁶. This previous study was dealing with speaking and writing anxiety which examined whether the Greek EFL learners' speaking anxiety becomes a part of classroom anxiety, sources of Greek EFL learners' writing anxiety, also the correlation between Greek EFL learners' writing anxiety and classroom anxiety. 128 Greek EFL learners in private language school participated in this study. Two questionnaires were distributed to find the correlation among the variables.

Then, the findings of this previous study indicated there was a significant and high correlation between speaking and classroom anxiety. As a result, English language classroom anxiety is considered as the cause of speaking anxiety. Another result is attitudes towards English writing and fear of receiving of negative evaluation from the teacher and fellow students as the sources of writing anxiety. Thus, EFL classroom becomes one of factors students' English speaking and writing anxiety and the teacher has a demanding task to overcome their students' anxiety. This study has a similarity with the current study which mostly concerns on English writing anxiety and the nature of EFL classroom. However, the current study doesn't examine the correlation between the EFL classroom and English writing anxiety also only focus on writing anxiety without observing speaking anxiety.

Based on all four previous studies above explained, it can be concluded that they all have the same topic on EFL writing anxiety but the focus areas are different. However, those previous studies can be used as a foundation and reference to conduct this present study. It is not yet known what exactly the roles of the teacher to reduce students English writing anxiety because most studies only focus on factors of English writing anxiety and strategies that can be used for teachers to minimalize such anxiety. This study attempts to explore teacher's roles in reducing English writing anxiety based on two point of views, students' and teachers' perceptions with the subjects of this research are

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⁴⁶ Gkonou, Christina. Anxiety over EFL speaking and writing: A view from language classrooms. Studies in Second Language Learning and Teaching, 1(2). 267-281.

students and lecturers of English Language Education Department in Written English course during period 2019/2020.



CHAPTER III RESEARCH METHOD

The third chapter discusses how this study was conducted in investigating students and teachers' perceptions of the teachers' roles in reducing English writing anxiety that involves: (1) Research design, (2) Research subject and setting, (3) Data and source of data, (4) Data collection technique, (5) Research instruments, (6) Data analysis techniques

A. Research Design

Referring back to the research questions have been mentioned earlier, the relevant design of the current study is qualitative. Qualitative is a research type that describes an occurring phenomenon and highlights natural settings, verbal narratives, understanding, and flexible designs¹. Likewise, Creswell stated that qualitative research refers to exploring a problem and developing a central problem in a detailed understanding².

In this qualitative study, the phenomenon is observed in a depth understanding without any manipulation about the students' point of view regarding their teacher roles in reducing their English writing anxiety and teachers' perceptions concerning their roles in reducing students' English writing anxiety as well in order to know whether the students' perceptions are in line with what the teachers' belief about their roles in reducing students' English writing anxiety.

B. Subject and Setting of the Research

There are two subjects of the current study. The first subject of this study is three lecturers who teach in Written English course for 3rd semester of English Language Education Department at State Islamic University of Sunan Ampel Surabaya. The second subject consists of eighteen students in the 3rd semester of English Language Education Department at State Islamic University of Sunan Ampel Surabaya who enroll Written English course during period year 2019-2020.

Moreover, there are three classes of Written English from A class until C class so, there are three lecturers participated in this study. Then,

¹ Ary, Donald et. All., (2010). Introduction to Research in Education. Canada: Wadsworth language Learning.

² Cresswell.J.W. (2012). Educational Research: Planning, conducting and evaluating Quantitative and Qualitative Research. Pearson Education.218.

the purposeful sampling were used to interview six students from each Written English class who has difficulties or problems in English writing which indicate having high and low English writing anxiety and they are recommended by their lecturer based on the lecturer's observation during the learning and teaching process or the students' English writing assignment score.

By definition, purposeful sampling is the way of selecting participants intentionally who can best help to understand the phenomenon of this study³. In addition, the following chart describes stages in selecting the participants.

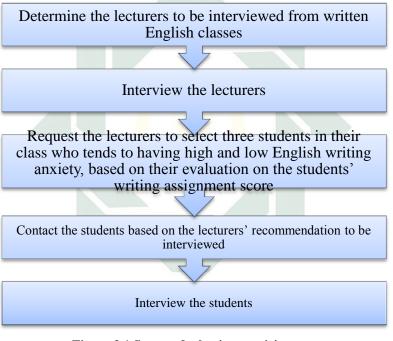


Figure 3.1 Stages of selecting participants

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³ Cresswell, J. W. (2012). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. Pearson Education.218

C. Data and Source of Data

Based on the research questions, the data to be collected in this study is teacher's roles in reducing English writing anxiety based on students and teachers' perceptions. The data were obtained by conducting interviews with lecturers and students. In order to get additional information related to the topic, a questionnaire for the students was also used. Then, several theories in terms of English writing anxiety and the teacher's roles in reducing English writing anxiety were obtained from some books, articles, and journals to support the results of the current study.

D. Data Collection Technique

In this study, two interviews were conducted to answer the research questions, first for the students' and second for the lecturers dealing with their perceptions of the roles of the teacher in reducing English writing anxiety in order to get detail information related to the topic. Then, the one-on-one interview with the lecturers was done out of the teaching and learning process, at the end of the class or outside of class hours with an estimated duration of 15-20 minutes. This one-on-one interview is typically a process of asking open-ended questions to the participants and then record their answers which related to the teachers' roles in reducing English writing anxiety.⁴

Furthermore, focus group interview with 6 students of each class was also conducted by dividing them in accordance with their level of English writing anxiety, low and high anxiety. The two levels are distinguished based on students' performance and writing composition during English writing class. This focus group interview is another kind of interview by collecting the data through interview in order to get shared understanding and views with several individuals from a specific group of people⁵.

E. Research Instrument

The current study used open-ended interview questions for interviewing all participants. See appendix no. 1.1 for the complete list of interview questions. In the interview section, the study adapts

⁴ Cresswell. J.W. (2012) Educational Research: Planning, Conducting and evaluating Quantitative and Qualitative Research, Pearson Education.218.

⁵ Cresswell. J.W. (2012) Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. Pearson Education.218.

interview questions from Nusrat Rahman Maria⁶ dealing with language learning anxiety, then contextualized the questions with English writing anxiety. There are eight questions are used to interview the students in order to explore their feelings in enrolling their English writing class whether they face anxiety in English writing or not, their sources of English writing anxiety, their teachers' roles in reducing their English writing anxiety based on their perceptions.

Besides that, there are also eleven questions for interviewing the lecturers in order to explore what the teachers think about their students' English writing anxiety, how they try to help their students reduce their anxiety in English writing, to what extent they become successful in reducing English writing anxiety, and what their suggestions for the future teachers who will deal with English writing anxiety.

Those type of interview questions is open-ended in which the participants feel free to answer the questions without feeling constrained as claimed by Creswell that open-ended questions allow the participants to respond the questions without any constrains from the researcher⁷. So that, the data will have width, depth, and detail.

In order to get additional information, this study uses questionnaire from theories of English writing skill, sources of English writing anxiety, and teacher's strategies in reducing English writing anxiety that has been presented in the previous chapter. There are 6 items of close-ended questions on the questionnaire that was distributed via Google form which effectively enabled for all students in written English class to complete the form by online. See appendix 1.2 for the complete questionnaire.

F. Data Analysis Technique

After all the data was gathered from interviews, then the data was analyzed by using qualitative data analysis technique. According to Creswell, there are several ways to analyze qualitative data.⁸

1. Organizing and preparing the interview results involve transcribing interview results, sorting them, and arranging them into different types depends on the source of information likely from students'

⁶ Maria, Nusrat Rahman. (2017). Teacher's role in minimizing undergraduate students' Language Learning Anxiety. BRAC Institute of Languages.

⁷ Creswell, J.W. (2012). Educational Research: Planning, conducting, and evaluating Quantitative and Qualitative research. Pearson Education.218.

⁸ Creswell, J. W. (2014). Research design qualitative, quantitative, and mixed methods approaches (4th ed). Thousand Oaks, CA: Sage.

- focus group interviews, lecturers' one-on-one interviews, and the questionnaire.
- 2. Reading all the data from interviews and questionnaire results by getting a sense of general information and trying to reflect on them on the whole meaning in terms of teachers' roles in reducing students' English writing anxiety.
- 3. Coding all the data includes taking text data gathered during data collection in forms of sentences or paragraphs into several categories of the teachers' roles in reducing students' English writing anxiety, then labeling those categories with a term. For instance, coding the interview results which relates to the research questions and categorize them into several codes: frequency, feeling, factors, and roles of the teacher in reducing English writing anxiety. An example of the coding is presented in the appendix no. 2 for a sample of analysis codes.
- 4. Coding process to generate a description of the teachers' roles in reducing students' English writing anxiety by generating a small number of categories of the description based on interview results. In this case, the categories from the results of students' and teachers' interviews are generated into descriptions. The examples of the categories are presented in the appendix. The examples of the categories are presented in the appendix no. 2.
- 5. Interrelating descriptions through providing tables and descriptions of teachers' roles in reducing students' English writing anxiety based on students' perceptions and lecturers' perceptions. It means the descriptions from the interviews results are related with questionnaire results by presenting them into some tables.
- 6. Interpreting the meaning of descriptions involves conclude and interpret teachers' roles in reducing students' English writing anxiety based on students' perceptions and lecturers' perceptions by correlating the theories from previous studies. In this last steps of analyzing data, both descriptions of interviews results and questionnaire results are concluded and interpreted by relating with the theories of teacher's roles in reducing students' English language anxiety and English writing anxiety.

G. Checking Validity of Findings

In order to check validity of findings of the qualitative study, the findings are confirmed with the theories used in this study and some experts of this topic, the supervisor and the lecturers who also teach writing English but not the participants in this study by doing triangulation. By definition, triangulation is the process of collecting evidences from different individuals, types of data, data collection in qualitative research themes and member checking that determines the findings are accurate or not with participants in the study by reviewing their interview transcripts⁹. Triangulation basically consists of four types which are triangulation by theory, triangulation by data, by the method, and by investigator¹⁰. Triangulation by the method was applied in this study to get validity of the data in which not only gathering the data by interviewing students and lecturers but also distributing questionnaire for students to recheck the data of English writing anxiety and teacher's roles in reducing English writing anxiety.

⁹ Creswell, J. W. (2014). Research design qualitative, quantitative, and mixed methods approaches (4th ed). Thousand Oaks, CA: Sage.

Denzin, N. (2006). Sociological Methods: A sourcebook (5th ed). New York: Routledge. https://doi.org/10.4324/9781315129945

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

The fourth chapter describes the research findings and discussion of the current study. It is intended to answer the questions of the roles of the teacher in reducing students' English writing anxiety based on students' and teachers' perceptions. The results of the data are presented in the findings part, while the researcher's responses to the findings and their relations to theories are presented in the discussion part.

A. Findings

This part presents the findings related to students' feelings in English writing, types of their anxiety in English writing, its sources, and roles of the teacher in reducing students' anxiety in English writing viewed from students' and teachers' perceptions. Then, the data results of interviews and questionnaire were analyzed and presented in order to give significant interpretations regarding teacher's roles in reducing students' anxiety in English writing.

1. Students' feelings in English writing

In case of finding what are the students' feelings in English writing, the students' questionnaire data has been tabulated by categorizing into some kinds of students' feelings when they had to write in English and their gender. The result is shown in the following table:

Table 4.1 Kinds of students' feelings in English writing

Feeling	M	F	%
Nervous	1	6	14
Pressure	0	0	0
Fear	0	0	0
Angry	0	0	0
Worry	5	7	23
Enjoy	7	18	49
Excited	0	6	12
Doubt	0	1	2

M=Male, F=Female

Based on the table 4.1 above, 49% of students felt enjoyed when they were writing in English. It's also supported by the in-depth interviews that some of students felt anxious in English writing at the first English writing class, but then they became enjoyed when they had

to write in English means they do not feel anxious right now. "At first, I feel anxious because I don't have any experiences before. But now, I feel enjoyed" (excerpt C1.3). The switch of feelings from anxious to enjoy that students faced in English writing can be because they lacked of experiences in English writing, but as they learned and practiced more during the English writing class they started enjoying write in English.

In order to support the results above, questionnaire data has been also analyzed to compare students' English writing frequency with students' feelings when write in English whether frequency of students write in English effect on their feelings when they write in English or not. Detail explanation is presented in the following table:

Table 4.2 Students' English writing frequency and students' feelings in English writing

students reenings in English writing						
Writing Frequency	Nervous	Worry	Enjoy	Excited	Other (Doubt)	%
	V			_	(Doubt)	
Almost all	-	3	5	2	-	20
days						
3-5 times per	5	5	8	2	1	41
week						
1-2 times per	1	3	6	-	-/	20
week				4		
Once a week	1	1	3	2	-	14
Less than a	-	-	3	- ,,,	-	5
week						

Then, the table 4.2 shows that 41% of students wrote in English for 3-5 times per week while only 5% of students wrote in English for less than a week. However, the different frequency of writing in English doesn't seem to affect students' anxiety in English writing and 49% of students felt enjoyed when they were writing in English no matter how often they wrote in English.

Such changes of feeling from anxious to enjoy is also emphasized by the teachers. Three (3) teachers told that they felt that their students felt anxious at the beginning of English writing class, but their anxiety could be gradually reduced through teacher's helps. One teacher said that, "At first they were anxious because they thought there must be a lot to write but when the techniques were shown step by step, they finally understood and enjoyed writing in English. Thus, their anxious began to

decrease" (excerpt 2). This indicates that students mostly faced English writing anxiety due to their high expectation about English writing and their prior experience in English writing was not good enough, but when the teacher taught the techniques of English writing, they understood how they started writing then their anxiety in English writing began to decrease gradually.

2. Types of English writing Anxiety

The current study explored two types of English writing anxiety that students faced when they had to write in English, trait anxiety and state anxiety. The results are explained below:

Table 4.3 State anxiety and trait anxiety

Time	M	F	%
Always when I have to write in English	1	3	8
Only when I do the exam	6	19	49
Only when I have no preparations to write in	7	18	49
English			
Only when I have to write in English	10	23	65
without understanding the topics given			Þ
Only when the teacher asks me to write in	6	25	61
English with a limited time			
Only when the teacher evaluates my mistakes	4	8	24
Only when I write in English in front of the	2	3	10
class			
Other	0	0	0

M=Male, F=Female

From the table 4.3, it can be seen that 65% of students felt anxious in English writing only when they had to write in English without understanding the topics given, similar with in-depth interviews result that "I feel anxious when I don't know the topics given by the lecturer" (excerpt B1.1). It means they faced state English writing anxiety or feeling anxious only at the particular moment, related with assigned English writing tasks.

On the other hand, 8% of students always felt anxious when they had to write in English means that they faced trait English writing anxiety or feeling anxious in a stable personality. Data from in-depth interviews result also confirms that the student experienced English writing anxiety every time there is an English writing task. "Every time I

get a Written English assignment, I always feel anxious, especially when the material is new" (Excerpt A2.1). Students with this type of English writing anxiety is considered difficult to be reduced because anytime they get English writing tasks they feel such anxious, so that the teacher has a great responsibility with this case.

3. Students with a high and a low level of English writing anxiety

In order to enrich the findings of the current study, the study explored the feelings of students in English writing with different levels of anxiety, students with a high and a low level of English writing anxiety. The levels are divided based on teachers' observation on students' English writing quality and performance during English writing class. The interview data are categorized based on students' level of English writing anxiety and their class. Below are the results.

Table 4.4 Students with a high level of English writing anxiety

anxiety						
Student	Feeling					
A2.1	- Confused					
	"I am more confused, but it depends on the type of					
	writing such as essays, personal statements till I back					
	and forth to do consultation with the lecturer because					
	many of the words are not well-structured".					
	- Always anxious when has writing assignments					
	"Every time I get a Written English assignment, I					
	always feel anxious, especially when the material is					
	new"					
A2.2	- Burden					
	"I am among those who rarely write so when I get the					
	writing assignment I feel burdened, I can sit for hours					
	thinking about the idea but compiling the idea is not					
	quite hard"					
	- Always anxious when has writing assignments					
	"I feel anxious every time I do written assignments"					
A2.3	Nervous but challenging					
	"Nervous when there is a limited time given for a					
	writing task and we are not allowed open the dictionary.					
	Then, if our vocab is lack, so limited vocab used to write					
	but it's actually challenging"					

B2.1	Neutral
	"When I am writing, I don't really think whether it's
	right or wrong, the important thing is that the structure
	is according to the guidelines, if the errors are
	grammar, etc. I try to be more thorough, but there are
	still many things that are wrong, so my weakness is
	indeed there. So I don't worry, it's normal"
B2.2	Worry about the structure
	"Always worried about right or wrong, that's the root in
	English writing, the structure is correct or not, but now
	becomes better"
B2.3	Neutral
	"I'm not too worried, I don't think my writing is right or
	wrong, I just write according to the structure"
C2.1	Excited
ä	"I am excited writing in English to get new experiences
	that I could <mark>n't before"</mark>
C2.2	Happy and sad
	"Happy a <mark>nd</mark> sad. Happy because I can learn English
	more wide <mark>ly by reading</mark> artic <mark>le</mark> s as essay writing
	material, it was challenging for me. Sadly it doesn't
	know its structure"
C2.3	Excited
	"Excited, not feeling anxious because the lecturer is
	helpful, even though we make mistakes, we will get
	feedbacks"

Table 4.4 is the result of in-depth interview question with a high level of English writing anxiety students. The result shows that 2 of 9 students with a high level of English writing anxiety, always felt anxious when they had to write in English, 1 student felt nervous but looked at English writing as a challenge, 1 student worried about the structure of English writing, 2 students excited when they were asked to write in English, 2 students were neutral, they didn't think too much their writing and said they were not too worried about it, also 1 student said he was happy and sad when he had to write in English.

Some students with a high level of English writing anxiety didn't feel they anxious when they wrote in English instead they were excited

and saw English writing was challenging, while only 2 students who felt anxious every time they got English writing assignment.

Slightly different, students with a low level of English writing anxiety had a better quality and achievement dealing with English writing compared to students with a high level of English writing anxiety. Still, they felt anxious in English writing but only at the particular moment. Below is the interview result with a low level of English writing anxiety students:

Table 4.5 Interview with a low level of English writing anxiety students

anxiety students				
Student	Feeling			
A1.1	Enjoy			
	"I am not worried if the context of writing in everyday			
	or something I have mastered, but it is different if the			
	context is IELTS test there is definitely pressurization			
	because it will be assessed and if writing with a topic			
	that I am not familiar with. But I enjoy it even if I am			
	asked to write a topic that I am not familiar with, given			
	enough ti <mark>me</mark> to look for material etc. I still want to			
	write with that topic and consider it as a challenge"			
A1.2	Enjoy			
	"I do not understand the basic theory of English			
	writing. Just write it down. If it's wrong in terms of			
	grammar, that's normal. I just enjoy it"			
A1.3	Difficult to generate ideas into English writing			
	"At first I was afraid of grammar being wrong, vocab			
	was not too much mastered. In terms of idea, it's easy			
	to get an idea, but to write it down, I have no passion"			
B1.1	Anxious when doesn't know the topics given			
	"I'm worried when I don't know the topic given"			
B1.2	Difficult to generate ideas in appropriate English			
	writing			
	"I'm used to brainstorming from one idea developed			
	into several ideas but the difficulty is generate ideas			
	into a good English writing"			
B1.3	Worry about the idea			
	"I feel worried for sure if the idea does not match with			
	the topic given"			

C1.1	Worry about the lecturer's comment "I'm surely worried when my writing is corrected by an expert. After writing, then being read with the person who is an expert in English writing I become inferior. I usually afraid of the comments"
C1.2	Worry about grammar rules "Worried at the beginning of writing, feared that the grammar was wrong, the structure was wrong. But with my lecturer there is no pressure, slowly being guided then finally I can"
C1.3	Enjoy "Previously I was worried because there was no experience, but now I just enjoy it"

Table 4.5 above shows that 3 of 9 students with a low level of English writing anxiety felt enjoyed when they had to write in English. A student felt anxious of the lecturer's feedback, 1 student felt anxious when she had to write in English without understand the topics given. In terms of the idea, 2 students experienced English writing anxiety when they generated ideas into English writing properly, 1 student worried if his idea didn't match with the topics provided. The last, 1 student worried about grammar rules and structure at the beginning but gradually became better.

Although a low level of English writing anxiety students were mostly enjoyed when they had to write in English because they already understood the basics of English writing. Still, few of them faced English writing anxiety at the particular moment. Both levels of English writing anxiety are divided based on students' performance and quality dealing with English writing. The results indicate whether students with a high and a low English writing anxiety still felt anxious when they dealt with English writing that was caused by their own feeling. As an example, a student with a better performance and quality in English writing were anxious because of teacher's comment, while a student with a low performance and quality in English writing were excited when he had to write in English. As a result, students with a better English writing performance and quality (low level) may not always have a low anxiety and vice versa.

4. Sources of English writing anxiety

After getting the result analysis, there were some causing sources related to English writing anxiety that mostly rated by students and based on teachers' point of view. The table below is the questionnaire analysis result:

Table 4.6 Sources of English writing anxiety: Students' view

Factors	M	F	%
Lack of confidence	3	19	41
Lack of motivation	1	2	6
Lack of ability to generate ideas in	8	32	78
appropriate English writing			
Lack of sufficient English writing practice	4	15	37
Lack of English writing knowledge	5	11	31
High frequency of English writing	1	3	8
assignments			
Limited time given for a particular English	5	9	27
writing task			
Fear of getting teacher negative evaluation	4	8	24
Fear of receiving peer negative feedback	0	1	2
English language and English writing are	1	0	2
difficult			
Other	0	0	0

M = Male. F = Female

Based on the table 4.6, 78% of students had English writing anxiety because they lacked of ability to generate ideas in appropriate English writing in line with the result of in-depth interviews that "I get a problem in generating ideas into English writing properly" (excerpt A1.2). When students have a problem in generating ideas in appropriate English writing, they tend to experience English writing anxiety. Then, they need sufficient practices and tips to overcome this problem.

Lack of ability to generate ideas in appropriate English writing becomes the major source of English writing anxiety that mostly rated by students in the questionnaire. Besides that, teachers had other perceptions of English writing anxiety sources. The interview result with the teachers is shown in the table 4.7 below:

Table 4.7 Sources of English writing anxiety: Teachers' view

Lecturer	Factors		
1	- English language itself as a foreign language		
	- Lack of English writing knowledge (vocab, grammar)		
	- Literacy culture		
	- Lack of ability to generate ideas in appropriate English		
	writing		
	- Fear of getting negative evaluation		
2	- English language itself as a foreign language		
	- English language and English writing are difficult		
	- Lack of English writing knowledge (vocab)		
	- No preparations		
	- Much expectation		
3	- Curriculum leads to high frequency of English writing		
	assignment		
	- Lack of English writing knowledge (structure)		
	- Lack of ability to generate ideas in appropriate English		
	writing		

Slightly different result is presented in table 4.7 which is from indepth interviews result with teachers. The result shows that teachers mostly perceived the sources of English writing anxiety are first, English language itself as a foreign language. "English is a foreign language so they may feel there are limitations related to vocabulary or structure of language" (excerpt 1). Second, there are lacks of English writing knowledge such as vocab, grammar, structure, etc. "Skill gap, if the prior knowledge about English is not good enough, students become more anxious" (excerpt 2). Third, students also lack of ability to generate ideas in appropriate English writing. "In terms of grammar, they are good enough so actually their difficulty is in generating ideas and organizing it appropriately" (excerpt 3). It's widely known that the teachers as the one who can reduce students' English writing anxiety are understand enough the sources of English writing anxiety that their students might experience.

5. Students' perceptions of roles of the teacher in reducing English writing anxiety

In case of finding what are students' perceptions of roles of the teacher in reducing English writing anxiety, the questionnaire result has been tabulated into six categories of teacher's roles in reducing English writing anxiety. The table below shows the percentage of both male and female students viewed their teacher's roles in helping them reduce their English writing anxiety:

Table 4.8 Roles of the teacher in reducing English writing anxiety:

Students' view

	Teacher's Roles	M	F	%
Motivator		7	32	76
Facilitator		10	30	78
Organizer		7	27	67
Controller		11	35	90
Caregiver		9	27	71
Friend		11	30	80

M = Male, F = Female

It can be understood based on the table 4.8 above that 90% of students perceived their teacher as a controller in reducing English writing anxiety. Teachers as a controller in reducing English writing anxiety means they teach English linguistic features, component of English writing, steps of writing in English, and give guidance when students are writing in English. Meanwhile, 80% of students perceived their teacher as a friend and 78% of them perceived their teacher as a facilitator in reducing their English writing anxiety.

Similarly, in the interview sessions, a student stated that feeling anxious in English writing is caused by not understanding the contents, information, and procedures of English writing and through teacher's help her anxiety could be reduced.

"I think the worry of English writing can be reduced if we understand the procedures, what we will face in the English writing process, information about the contents, the procedures, so that the sense of anxiety can really be reduced and the lecturer helps us so much" (excerpt A1.1)

6. Teachers' perceptions of their roles in reducing English writing anxiety

Besides exploring students' perceptions of their teacher's roles in reducing English writing anxiety, three teachers were also interviewed to get more understanding on how teachers perceive their roles in reducing students' English writing anxiety. Table 4.9 below is the interview result in form of checklist (\checkmark) to find out easily how each teacher perceive their roles in reducing students' English writing anxiety.

Table 4.9 Roles of the teacher in reducing English writing anxiety:

Teachers' view

Tea	acher's Roles	1	2	3
Motivator		—	✓	✓
Facilitator		✓	✓	-
Organizer		✓	✓	✓
Controller		✓	✓	✓
Caregiver		~	✓	-
Friend		-	✓	-

Table 4.9 is the result of in-depth interview question. Based on the table above, teachers had different perceptions with students about teacher's roles in reducing English writing anxiety, they perceived the teacher as a motivator, an organizer, and a controller in reducing students' English writing anxiety.

Teachers as a motivator in reducing English writing anxiety by encouraging the importance of English writing. "Giving motivation the importance of writing and having a good writing" (excerpt 2). Also it's okay for making mistakes during a process of writing. "Giving motivation to the students that it's a natural process for making mistakes" (excerpt 1). Motivating students during the English writing class can push them to learn English writing more and they will not afraid of making mistakes.

Next is teacher as an organizer in reducing students' anxiety in English writing by establishing various and meaningful English writing activities for students such as by analyzing the form of an article. "They can write after knowing the structure, usually at the beginning to give explanation of the theory I firstly ask them to analyze the form of an article" (excerpt 3). By giving meaningful tasks and activities, students

will have a sense of the importance of English writing through their experiences.

As an organizer, teachers can also provide on the spot English writing and games related to the materials to make the class more alive. By providing various activities or games related to the material for students, they can also more active and enjoy with English writing.

"OTS by giving a list of themes at home to be studied, then brainstorming in class together, choosing together to be used as writing material, often giving OTS for students so they will get used to and also giving games is also important" (excerpt 2).

In order to reduce students' anxiety in English writing, teachers can also be a controller by informing and discussing the problems that students may face and its solutions, also teaching English writing step by step.

"At the beginning, it is necessary to convey the bad possibilities of what they will face together as well as finding solutions to openness related to targets, procedures, challenges, possible solutions, so that I think students can be better prepared. Then, teaching step by step start from easy to difficult" (excerpt 1).

In addition, as a controller, teachers should guide and monitor when the students are writing in English by making sure they understand the basics of English writing then move on to the complete one in this case is writing in paragraphs before they start writing an essay.

"What I make sure first is their writing in paragraph is good and then move on to the essay, I am more tend to give a step, dictate a little, keep reminding them that outlining is important in writing so they will not get out of the topic, I make sure that they are not immediately writing an essay but gradually" (excerpt 3).

7. Students' suggestions on the teacher's roles in reducing their English writing anxiety

At the last of questionnaire item, students were free to suggest their teacher who deals with English writing anxiety and tries to reduce such anxiety. Here are some highlighted suggestions from students in a different class. One student hoped the teacher could motivate and overcome the problems in getting an idea. "I hope the lecturer can give motivation for how to overcome deep anxiety when we do not find the ideas" (excerpt C2). For this, student was hoped the teacher can be a motivator who can motivate the students to get ideas.

A student wanted the teacher to provide more a meaningful English writing material, gave motivations and appreciations that indicated a teacher can play the roles as a facilitator in utilizing concrete English writing materials and as a motivator in encouraging and appreciating students.

"Providing provisions presented in the form of English writing material, such as components such as grammar and structure, provides motivation and enthusiasm itself as a form of appreciation and fully trust the students" (excerpt A2).

Another student suggested the teacher to not giving many assignments in different materials at the same time in order to prevent their focus breaks and make worries. "Not giving many assignments in different materials within the same time period. This can break the focus so that it cannot master certain material to the fullest, and also causes its own anxiety related to the processing time" (excerpt B2). In order to minimize students' English writing anxiety, a student hoped the teacher can play the role as an organizer in effectively giving assignments suitable with students' needs, knowledge, and ability.

8. Teachers' suggestions on the teacher's roles in reducing students' English writing anxiety

At the end of interview sessions, all three (3) English writing teachers were requested to provide some suggestions for the teachers who will deal with their students' English writing anxiety and will to reduce such anxiety. Different teachers suggested different ways to keep

students' English writing anxiety level at the lowest. This section provides some highlighted suggestions explained by the teachers.

One teacher said that it is essential to convey the bad possibilities that students may face, motivate students that making mistakes is a natural process of English writing, teach students step by step through examples and discussion, and also not assess all English writing components at the beginning.

"At the beginning it is necessary to convey the bad possibilities of what they will face or also provide a model by showing them that even people who are accustomed to writing English make mistakes. Motivating the students that it's a natural process for making mistakes. Teaching step by step is sorted from easy to difficult, starting from collective writing to individual writing, teaching language components through examples, then discuss together, grading should not everything be corrected from the beginning" (excerpt 1)

A teacher emphasized teacher's behavior and attitudes towards students are crucial. Being friendly, giving feedbacks regularly, teaching step by step, providing meaningful games and media, and discussing together with students their works.

"Being friendly do not be so mean, don't be bored giving feedbacks, often giving practice or exercise, teach lessons in phases, games are also necessary, the media must be interactive, do not be passive just give the task without being discussed so that the students can't improve" (excerpt 2)

Another teacher suggested the teacher needs to consider giving effective steps on how to generate an idea and organize it for students, motivating students in personal to comfort them, and telling the importance of English writing.

"Most students have difficulty in terms of content, so they need steps on how to get a new idea for writing and organize it later. Giving personal motivation when called one by one can make them feel comfortable and telling the importance of the English writing class at the beginning of the class" (excerpt 3)

Based on teachers' suggestions on teacher's roles in reducing students' anxiety in English writing, teachers are considered to be a motivator, facilitator, controller, friend, organizer, and caregiver for their students. It implies they have a great demanding task in reducing students' English writing anxiety.

B. Discussion

The results of the study have brought to light a number of concerns related with English writing anxiety and teacher's roles in reducing English writing anxiety based on students' and teachers' perceptions. In order to get the same interpretation between the reader and the researcher, this part discusses the findings by reflecting on several theories relevant to each following problems. Therefore, there are several things that must be noted down.

1. Students' feeling when write in English

Most of students felt anxious in English writing at the first time of English writing class because they did not have any experiences in English academic writing before they enrolled Written English course. Because of the teacher's roles in the English writing class to help students reduce such anxiety, students became more enjoyed when they had to write in English. It doesn't mean they do not feel anxious anymore, but their anxiety in English writing reduces. They still experienced English writing anxiety but only at a particular moment, state anxiety as explained by Spielberger that state anxiety involves a condition in temporary that happened at a certain moment. In this case, students felt anxious when they had to write in English without understanding the topics given and when the teacher asked them to write in English with a limited time likely on the spot writing.

Such anxiety in English writing as a temporary condition is also shown from students' change of feeling from anxious to enjoy. This is confirmed with data from this study in which students started enjoying write in English as they learned and practiced more during English writing class as well teacher's roles had a great impact to reduce students' English writing anxiety when students faced problems in terms of getting idea, grammar rules, academic words, procedures, and techniques of English writing.

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¹ Spielberger, C. D. (1966). Anxiety and behavior. New York: Academic Press.

The condition in which students feel anxious in English writing in the beginning of the class is supported by Horwitz et al. The study revealed that students commonly feel anxious in the beginning foreign language classes of university level². The study by Nusrat Rahman Maria also supports the theory. She stated that anxiety became major obstacle for university students when they start learning second or foreign language, but with the help of the teacher's meaningful motivation and friendly behavior the obstacles can be overcome³. In consequence, it's reasonable for students who are going to learn English writing face anxiety in English writing in the beginning of the class, but gradually during the lessons and through teacher's helps such anxiety can be minimized or even can be overcome.

2. Students with a low and a high level of anxiety in English writing

Since the participants of the study include students with a low and a high level of English writing anxiety, the parameter of those levels are based on a study by Hassan who revealed that students with a low anxiety had better quality compositions on writing than students with a high anxiety⁴. Cheng's study confirmed the previous study. The results exhibited that students with a high level of anxiety tend to afraid to enroll writing courses compared to students with a low level of anxiety⁵. The findings of previous studies indicate that some characteristics of students with a high level of English writing anxiety have a low composition on English writing and they are afraid to enroll the class.

On the contrary, the study indicates that there's no significant difference between students with a low and a high level of English writing anxiety. Three (3) students with a high and 3 students with a low level of English writing anxiety from 3 classes based on teachers' observation on their performance during the class were participated in the study. Even though students with a low English writing anxiety have

²Horwitz, E. K., Horwitz, M. B., and Cope, J. (1986). "Foreign language classroom anxiety". *The Modern Language Journal*, 70(2), 125-132. https://doi.org/10.2307/327317

³Maria, Nusrat Rahman. (2017). Teacher's role in minimizing undergraduate students' Language Learning Anxiety. BRAC Institute of Languages.

⁴ Hassan, B. (2001). The Relationship of Writing Apprehension and Self-Esteem to the writing Quality and Quantity of EFL University students. Mansoura Faculty of Education Journal, 39.1-36

⁵ Cheng, Y. S(2002). Factors associated with foreign writing anxiety. Foreign Language Annuals, 35(5), 647-56. https://dx.doi.org101111/j. 1944-9720-2002. Tb0193.x.

a better performance in English writing compared to students with a high English writing anxiety, still some of them felt anxious in English writing.

Contrarily, some of students with a high English writing anxiety didn't feel anxious, they just wrote what's on their minds. Therefore, it confirms that feeling anxious in English writing depends on students own feeling no matter how good their performance and quality in English writing.

3. Sources of English writing anxiety: Students' and teachers' perceptions

This study highlights several sources of English writing anxiety that are often experienced by students based on students' and teachers' perceptions.

a. Lack of ability to generate ideas in appropriate English writing

Students rated lack of ability to generate ideas in appropriate English writing as the essential reason why they experienced English writing anxiety. Teachers also explained students were mostly difficult to generate and organize ideas in English writing properly. The finding is in line with a study by Hyland⁶. He mentioned lack of ability to generate ideas in appropriate English as one of the source of English writing anxiety. Since students were mostly having a problem in generating ideas in appropriate English writing, then their anxiety in English writing also occurred.

b. English language as a foreign language

Teachers perceived English language as a foreign language becomes the cause of English writing anxiety because there is actually diversity in terms of vocabulary or language structures. As a result, especially for English writing skill become its own difficulties for students because of specific rules of the target language. The finding is strengthen a theory by Daly, J.A. & Miller, M.D., they revealed that writing is one of the problematic and complicated skill to master compared with other skills, even for the one's native

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⁶ Hyland, K. (2003). Second Language writing. New York: Cambridge University Press.

language because of its target language-specific rules⁷. Come up with the fact of English language as a foreign language has different language structures and more difficult than the first language or mother tongue, then students have to write in English this can be a problem for them and cause English writing anxiety.

c. Lack of English writing knowledge

Since English writing skill becomes the most complicated skill which requires a writer has a good knowledge and particular skills related with English writing such as linguistics, vocabulary, grammatical rules, structures, also the process of English writing likely planning, drafting, editing, and final draft. In fact, English Language Education Department students of UINSA mostly receive new knowledge regarding English academic writing that they haven't experienced before they enroll Written English course. It is known from interviews with students, they mentioned they didn't have experiences in English academic writing before they have Written English course.

Through teachers' observation during the class, they perceived lack of English writing knowledge becomes another source of students' anxiety in English writing. If students have a good prior knowledge in English writing such as vocabulary, grammatical rules, and structures of English writing, they may experience less anxiety in English writing. The result strengthens findings by Veda Aslim Yetis. The study revealed that causes of writing anxiety can be indicated from various factors in terms of classmates, linguistic knowledge and writing skill problems, time pressure on writing activities, and teacher's attitudes towards students⁸. When students have good basics knowledge of English writing anxiety, students may suffer less from English writing

⁷ Daly, J. A. & Miller, M. D. (1975). The empirical development of an instrument of writing apprehension. Research in the Teaching of English, 9. 242-249.

⁸ Yetis, Veda Aslim.(2017). Sources of writing anxiety. A study on French Language Teaching. Turkey: Canadian Center of Science and Education, 10(7).

anxiety compared to students with no basic knowledge of English writing anxiety.

4. Teachers' roles in reducing students' English writing anxiety: Students' and teachers' perceptions

When students and teachers were asked whether they think a teacher can reduce students' English writing anxiety or not, all of them agreed that it is a teacher who can help a student to minimize English writing anxiety. They perceived a teacher plays a significant role in a students' English writing anxiety. As stated by a student "In my opinion, the lecturer can really help us to reduce the problems when we write in English so, we are not too worried" (excerpt B1.1). In accordance with a statement by a lecturer, "Of course a teacher can reduce students' English writing anxiety because she is the one who teaches students and she who also reduces such anxiety" (excerpt 2). Thus indicates that the teacher is as the one who can help students reduce their English writing anxiety, so that teachers have to play their roles well.

The participants were also asked to share their thoughts on how a teacher can help students to reduce English writing anxiety. In this point, different teachers gave almost the same perceptions on how a teacher plays her role in reducing such anxiety, so do students. By analyzing their responds, the study provides the following answers on how a teacher can play roles in reducing students' English writing anxiety. The results of the study are strengthen studies by Nusrat Rahman Maria and Boumaraf Sana related with the roles of the teacher in minimizing English learning anxiety.

Controller

The teacher acts as a controller, takes infer situation from students, guides when students are working, gives instructions, and drills skills ¹¹. Then, there are several ways for the teachers as a controller to reduce their own EFL students' writing anxiety by teaching linguistic features, informing students that linguistic features are important but not the merely component of successful English writing, cooperating with

⁹ Maria, Nusrat Rahman. (2017). Teacher's role in minimizing undergraduate students' language learning anxiety. BRAC Institute of Languages.

¹⁰ Sana, Boumaraf.(2014). Teacher's Role as motivator to reduce anxiety in EFL classes. Mohammed Kheider University Biskra

¹¹ Sana, Boumaraf. (2014). Teacher's Role as Motivator to Reduce Anxiety in EFL Classes. Mohammed Kheider University Biskra

students about composing-process English writing (planning, reviewing, correcting), and giving guidance when students are writing ¹². This highlights that teachers play their role as a controller have some responsibilities in reducing students' English writing anxiety.

The result of in-depth interview question supports that students viewed their teacher as a controller in helping them reduce their English writing anxiety during Written English class by guiding and giving detail explanation related with English writing. "In this Written English class, I am more guided from the basics, the way she explains is well and detail" (excerpt B2.3). Thus, students view teacher's role as a controller is crucial to help them reduce their English writing anxiety.

Similarly, a teacher emphasized the importance of explaining the students the bad possibilities that they may face, finding the solutions together with them, and the way of teaching is step by step. "Convey the bad possibilities of what they will face, discuss with students to find the solutions related to targets, procedures, challenges of English writing" (excerpt 1). Students will be more ready to write in English because they have already known the bad possibilities of English writing and how to overcome those bad possibilities so that they can suffer less from English writing anxiety.

Motivator

The teacher acts as a motivator to reduce students' English writing anxiety by telling positive things that students shouldn't be afraid of making mistakes, giving praise when students can pass a particular task¹³, engaging students to learn, encouraging students to overcome their English writing anxiety¹⁴, and promoting positive beliefs to develop self-efficacy¹⁵. Those responsibilities can help teachers to reduce students' English writing anxiety.

One student shared their thoughts about his lecturer in motivating him by telling the importance of English writing. "Giving feedback as well as motivation, conveying the importance of writing, for example, to

Yetis, Veda Aslim. (2017). Sources of Writing Anxiety: A Study on French Language Teaching. Turkey: Canadian Center of Science and Education, 10(7)

¹³ Yetis, Veda Aslim. (2017). Sources of Writing Anxiety: A Study on French Language Teaching. Turkey: Canadian Center Science and Education, 10 (7).

¹⁴ Maria, Nusrat Rahman. (2017). Teacher's role in minimizing undergraduate student' Language Learning Anxiety. BRAC institute of Languages.

¹⁵ Sana, Boumaraf. (2014). Teacher's Role as Motivator to Reduce Anxiety in EFL Classes. Mohammed Kheider University Biskra

get a scholarship, one of the qualifications is to write an essay, so I know written English subject is important" (excerpt B1.3). That is also supported by a quoted from one teacher. "Motivates the importance of writing and the importance of having a good writing" (excerpt 2). By giving motivation during the English writing class can also push students to write and write more, then they will struggle reduce their English writing anxiety.

Organizer

In order to diminish English writing anxiety, the teacher can act as an organizer. The teacher as an organizer, organizes students in various activities ¹⁶. To do this responsibility, the teacher can also arrange pair or group works into lessons, give students sufficient time for them to plan what to write and how to start writing also plan various activities and suitable tasks that make the class more alive ¹⁷. In reducing students' English writing anxiety, the data show that the teachers can organize several meaningful activities and tasks related with the materials to drill students write in English. When they get used to write in English, their English writing anxiety gradually reduces.

In this phase, a student shared his thoughts about the activity in his English writing class for instance after theory, then practice and group work activity. "I like activities in the class, after the theory we can immediately practice, also group work to support the material so we can help each other among group members" (excerpt C1.2). It is also supported by a teacher who gave a meaningful activity for her students. "They can write after knowing the structure, usually at the beginning to give explanation of the theory I firstly ask them to analyze the form of an article" (excerpt 3). Teachers should not only give students theories of English writing, but also let them practice more by giving suitable activities and tasks for them.

Friend

The teacher can act as a friend to help students reduce their English writing by showing friendly behavior, welcoming, supportive attitudes ¹⁸,

¹⁶ Sana, Boumaraf. (2014). Teacher's Role as Motivator to Reduce Anxiety in EFL Classes. Mohammed Kheider University of Biskra.

¹⁷ Yetis, Veda Aslim. (2017). Sources of Writing Anxiety: A study on French Language teaching. Turkey: Canadian center of science and education, 10(7).

¹⁸ Maria, Nusrat Rahman. (2017). Teacher's role in minimizing undergraduate students' Language Learning Anxiety. BRAC Institute of languages.

and has a sense of humor¹⁹ in order to comfort students in the English writing class. One response from a student relating to this, "She teaches us by minimizing the tension and giving jokes, so we enjoyed the class" (excerpt A2.2). To support this, a teacher also emphasized teacher's behavior to the students can comfort them. "Being friendly, don't be sharp and mean. So, they will be more enjoyed" (excerpt 2). In fact, teacher's behavior towards students is considered significant to reduce students' English writing anxiety. When a teacher shows friendly and welcoming behaviors to the students, students feel interested and comfortable to participate with some activities in the English writing class. Consequently, students are enjoyed to write in English and indirectly their English writing anxiety become less.

Facilitator

The teacher acts as a facilitator, creates a conducive atmosphere of the classroom²⁰. Other ways for the teacher to play this role are by creating a supportive learning environment, providing student-centered environment in the English writing class, and utilizing concrete materials²¹. In this part, one student shared her thought about how her lecturer helped her reducing her anxiety in English writing. She stated her lecturer provided suitable materials for students. "She gives us suitable reading materials" (excerpt B2.3). Additionally, a teacher mentioned it is essential to provide academic word list, exercises, media, and examples of a good English writing. "Providing academic word lists and interesting exercises, assignments at home to facilitate students who have not been able to, providing media such as videos to initiate students' ideas, giving examples of a good writing" (excerpt 2). By facilitating students with a supportive learning environment, suitable materials, exercises, and media can help them understand more about English writing. When they have understood about English writing, they will know how to construct a good writing in English and they will suffer less from English writing anxiety.

Caregiver

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¹⁹ Yetis, Veda Aslim. (2017). Sources of Writing Anxiety: A Study on French Language Teaching. Turkey: Canadian Center of Science and Education, 10(7)

²⁰ Sana, Boumaraf. (2014). Teacher's Role as Motivator to Reduce Anxiety in EFL Classes. Mohammed Kheider University Biskra

²¹ Yetis, Veda Aslim. (2017). Sources of Writing Anxiety: A Study on French Language Teaching. Turkey: Canadian Center of Science and Education, 10(7)

In terms of giving feedback, a teacher can act as a caregiver in order to reduce students' anxiety in English writing. The teacher doesn't correct students' mistakes all the time or being flexible, not scold students when they make mistakes or being patience, and gives positive feedback²². Data of this study show that the teachers have used such a flexible way of giving feedback. By giving feedback, students' anxiety in English writing can be reduced and avoid make same mistakes in the future. "She always shows my writing mistakes in detail, so after class I can write without not too worried" (excerpt A1.2). A teacher also said that step by step giving comments can also reduce English writing anxiety. "Grading, don't correct everything from the beginning, step by step commenting can also reduce anxiety" (excerpt 1). Teacher's attitude in giving feedbacks is also crucial. When teacher corrects every aspects on students' English writing from the very beginning, students will feel insecure and failed because they see many mistakes on their English writing and later they become fear to write in English due to afraid of making mistakes.

In addition, teachers need to consider how they should evaluate students' English writing to avoid students feel anxious in English writing, step by step grading can be a possible solution. Another possible solution is giving regularly positive feedbacks in details can make students learn from their mistakes and later they can avoid do same mistakes. Thus, their English writing anxiety gradually decreases.

In short, there are six roles of the teacher in reducing students' English writing anxiety that has been explored in this study. Both students and teachers mentioned those six roles. Teachers can be as a motivator, facilitator, controller, organizer, friend, and caregiver for their students. Each role has specific tasks for teachers to play easily their roles in reducing students' anxiety in English writing.

²² Maria, Nusrat Rahman. (2017). Teacher's role in minimizing undergraduate students' Language Learning Anxiety, BRAC Institute of Languages

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CHAPTER V CONCLUSION AND SUGGESTION

The fifth chapter addresses the conclusion based on the data that have been analyzed in the preceding chapter and also there is a suggestion for teachers, students, and other researchers.

A. Conclusion

Based on the findings of the study that have been presented earlier in the chapter four, there are several points that can be concluded. The result of analysis seems to be interesting as it was signified that 3rd semester of English Language Education Department at State Islamic University of Sunan Ampel Surabaya who enroll written English course during period year 2019-2020 felt enjoyed in English writing though they felt anxious at the first English writing class because they did not have any experiences in English writing. Gradually, students' English writing anxiety became decrease due to teacher's roles in helping students reduce their anxiety in English writing. Students may still experience English writing anxiety, but their English writing anxiety reduces. Also, it only happens at the particular moment, when they have to write in English without understanding the topics given.

Based on interview and questionnaire results dealing with sources of English writing anxiety, students mostly rated lack of generating ideas in appropriate English writing becomes the main source of their English writing anxiety. Teachers also added English language itself as a foreign language and lack of English writing knowledge are the sources of students' English writing anxiety. Also, the study confirmed that students and teachers had slightly different perceptions of teacher's roles in reducing English writing anxiety. Students mostly perceived their teacher as a controller, a friend, and a facilitator in reducing their English writing anxiety. On the other hand, teachers perceived their roles as a controller, a motivator, and an organizer to help students reduce their English writing anxiety. This means that those slightly different perceptions seem not to affect the way teachers reduce students' English writing anxiety. Because of the teacher's helps, students' English writing anxiety gradually reduces as they learned English writing during the Written English class.

B. Suggestion

The results of the current study imply several significant suggestions for the following parties.

1. Other researchers

The study still has many shortcomings due to the restrictiveness of the occasion and time. Therefore, the study provides suggestions for other researchers who are interested to develop in the same field of the study. It is much better if other researchers expand the topic for the English thesis proposal writing in which students may feel more anxious to write in English due to the context of English writing or another productive skill of English, for instance teacher's roles in reducing students' English speaking skill in academic context.

Teachers

Although students and teachers have slightly different perceptions on teacher's roles in reducing English writing anxiety, still, this study highlighted that teachers understand how they should play their roles in reducing students' English writing anxiety, it is supported by the switch of feelings from anxious to enjoy that students faced in English writing. But, teachers should develop the way to reduce such anxiety by considering students' needs and wants like in the end of questionnaire, students hoped teachers can be also a motivator, a facilitator, and an organizer to help them minimize their anxiety in English writing. Another thing is a teacher should be a friend as students mentioned, not too serious and has a good sense of humor. It will make them feel comfort in the class and be more open to share their difficulties that they face in order to reduce their English writing anxiety. Based on teachers' suggestions on teacher's roles in reducing students' anxiety in English writing, teachers are considered to be a motivator, facilitator, controller, friend, organizer, and caregiver for their students. It implies they have a great demanding task in reducing students' English writing anxiety.

Students

Even though this study signified the importance of roles of the teacher in reducing students' English writing anxiety, students are hoped to be more aware of the sources of their English writing anxiety. As the findings suggest that students expect to have friends to reduce their anxiety in English writing, students need to be more open both to their teachers and their peers when they face difficulties in their English writing.



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