

**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



**UIN SUNAN AMPEL
S U R A B A Y A**

By:

**Amelia Eka Ratnasari
NIM D75216078**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHERS TRAINING
SUNAN AMPEL STATE ISLAMIC UNIVERSITY
SURABAYA
2020**

PERNYATAAN KEASLIAN PENULISAN

Saya yang bertanda tangan dibawah ini:

Nama : Amelia Eka Ratnasari
NIM : D75216078
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan

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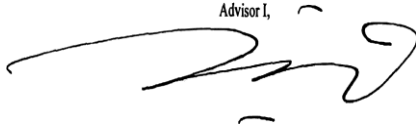
Amelia Eka Ratnasari
NIM. D75216078

ADVISOR APPROVAL SHEET

This thesis by Amelia Eka Ratnasari entitled "*Teacher's Roles in Reducing Students' English Writing Anxiety: Students' and Teachers' Perceptions*" has been approved by thesis advisors for further approval by the Board Examiners.

Surabaya, June 12th 2020

Advisor I,



H Mokhamad Svaifudin M.Ed., Ph D

NIP. 197310131997031002



Dr. Siti Asmiyah, M.TESOL

NIP.197704142006042003

EXAMINER APPROVAL SHEET

This thesis by Amelia Eka Ratnasari entitled "*Teacher's Roles in Reducing Students' English Writing Anxiety: Students' and Teachers' Perceptions*" has been examined on 29 June 2020 - 3 July 2020 and approved by the board examiners.



Dean,


Prof. Dr. H. Ali Mas'ud, M.Ag. M.Pd.I

NIP. 196301231993031002

Examiner I,



Dr. Irma Soraya, M.Pd

NIP. 196709301993032004

Examiner II,



Rakhmawati, M.Pd

NIP. 197803172009122002

Examiner III,



H. Mokhamad Syaifudin, M.Ed., Ph.D.

NIP. 197310131997031002

Examiner IV,



Dr. Siti Asmiyah, M.TESOL

NIP.197704142006042003



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

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KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

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Nama : Amelia Eka Ratnasari
NIM : D75216078
Fakultas/Jurusan : Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
E-mail address : ameliaratnasari30@gmail.com

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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.

Table 4.7 Sources of English writing anxiety: Teachers' view

Lecturer	Factors
1	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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 in-depth 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.

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