## **CHAPTER IV**

#### FINDINGS AND DICUSSION

This chapter deals with the research findings and discussion of the study. The researcher describes the result of the data in findings part. While in discussion part, the researcher discusses and informes the data based on the results of the analysis.

## A. Research Finding

In this part, the researcher will present the data related to the problems of study; (1) What are the students' writing anxiety levels in proposal writing course at English Education Department? (2) What are the major factors cause students' writing anxiety in proposal writing course at English Education Department?. Therefore, the researcher would classify the students' writing anxiety levels and analyze the major factors that caused students' writing anxiety.

There are total 22 students in C. Nevertheless, not all of them were able to become the research respondent in interview section, due to limited time thatthose students was done their final test this semester, the researcher did the best to collected 10 audio recorder from 10 students. In short, there were 22 students who become the research respondent in questionnaire section and 10 out of 22 students who become the respondent in interview section here. The results of those findings are categorized based on the research questions of the study.

# 1. Students' Writing Anxiety Levels in Proposal Writing

In case of finding what are the students' writing anxiety levels in proposal writing course, the researcher had collected the data by used EWAT (English Writing Anxiety Test) in form of questionnaire. The researcher had tabulated the data of the students' questionnaire score by categorizing it form the student's name and their final score (*see appendix 3*). The result will be presented in table below:

Table 3.1

The Score of students' EWAT questionnaire

NO.	STUDENT'S	HIGH	UNUSUAL	LOW
	NAME	(Range 26-59)	(Range 60-96)	(Range 97-130)
1	Student A		<b>√</b>	
2	Student B		<b>✓</b>	
3	Student C		<b>√</b>	
4	Student D	-/-	<b>*</b>	
5	Student E	1 1		<b>✓</b>
6	Student F			<b>✓</b>
7	Student G			<b>V</b>
8	Student H			<b>✓</b>
9	Student I			<b>V</b>
10	Student J		✓	1
11	Student K			✓
12	Student L			<b>✓</b>
13	Student M		<b>√</b>	
14	Student N		<b>√</b>	
15	Student O		✓	
16	Student P		✓	
17	Student Q		✓	
18	Student R			<b>√</b>
19	Student S		<b>√</b>	
20	Student T			<b>√</b>

21	Student U	✓	
22	Student V	✓	

From the table above, it can be seen that there were no students who got high score in writing anxiety level, which means there is no student in C class classified in range that indicates have a high levelof writing anxiety. This level range between 26 until 59. The lower student's score in this range, the more severe their anxiety. They are nervous about writing and fearful of evaluation. In fact, research shows that those who score extremely low in this range would not take a course, select a major, or accept a job they know involves writing. Its relief to know that there is no students in C class who get this score, because it might feel uncomfortable for them who achieve this high level to write a proposal as final task. As stated before, for those who score extremely low in this range would not even take any course that involves writing.

While there were 13 students who got score in unusual level. Those students are (A,B,C,D,J,M,N,O,P,Q,S,U,V). They got in the same level but their score may be vary. For those who achieved in unusual level means most of students who score in this range do not experience a significantly unusual level of writing apprehension. There is no one who got score in 78, but the closest is student Q who got 77 as her final score. This level namely as unusual level because score of 78 places a writer on the mean, which is the middle point between two extremes, or condition of students writing anxiety.

The closer students are to the mean, the better position for a writer. Nonetheless, students should be alert to the fact that they may manifest signs of writing apprehension in performing certain writing tasks or in writing with varying purposes for different types of audiences. While they may not experience harmful apprehension while writing an expository essay, for example, they may experience excessive anxiety of writing a

placement essay for faceless evaluators or in writing an in-class essay exam for a history professor.

The last but not least, there were 9 students who got score in low level of writing anxiety. Those students are (E,F,G,H,I,K,L,R,T). As stated before, although they got in the same level it does not mean that their scores all same too. Low level of writing anxiety range between 97 until 130. A score in this range indicates that students have a low level of writing anxiety. The higher students score in this range, the more troublesome their lack of anxiety. They might not be motivated to listen or read carefully on their class assignments, to pay attention to due dates of the assignments, to remember criteria for evaluation, or to act upon recommendations that might improve subsequent drafts of their essays. They even do not fear writing or evaluation of writing, but they may not be adequately motivated to work on their writing, which means the higher students who score in this level, they may lack of writing anxiety.

In this case, there is a student who got the highest score in this level. Student H who got 119 as her final score, but still this is not reach until the limit of the low level score range. There are possible chances that they might still has a motivation to listen, read and work on their class assignments, furthermore they might still has a motivated to work on their writing on proposal as final assignment in this class.

In short, fortunetaly there is no student who got score in high level of writing anxiety in C class, although some of the students got score in low level but they did not achieved such as extremely low scores in writing anxiety. The highest score in low level of writing anxiety is 119. Which is still far from the limit. The last, mostly students got score in unusual level of writing anxiety which is a 'safe zone' for students as a writer. There is one student who got score nearly to the middle point of this level, that is student Q achieved 77 as her final score.

Then the researcher concludes the data by using chart to make the reader easily to interpret the data:

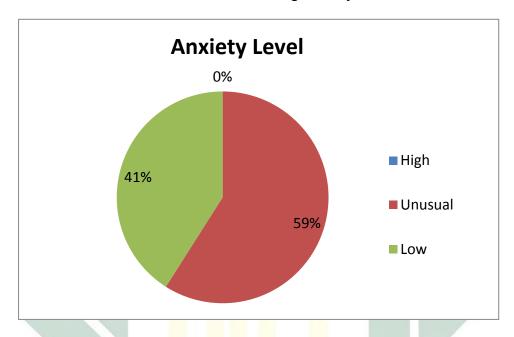


Chart 4.1 Students' Writing Anxiety Levels

Here from all of the students in C class who did a writing anxiety test, 0% of them who got score in high level of writing anxiety, 59% of them who got score in unusual level of writing anxiety, and the rest there were 41% of them who got score in low level of writing anxiety.

#### 2. Major Factors Caused Students' Writing Anxiety

After getting the result of the analysis, there was some causing factors related to students' writing anxiety that less known. So based on the finding of the first research question, most of the students' in proposal writing C class has unusual writing anxiety level. The researcher did interview with the student from C class used voice recorder. Total amount 10 out of 22 students has been interviewed by the researcher. Nevertheless, not all of them were able to become the research respondent in this interview section.

Some of them already done the final project and the rest have refused to be analyzed or interviewed. In short, there were 10 students who become the research respondent in interview section here. The raw data of transcript interview can be seen here (*see appendix* 4). Then the researcher had tabulated the data of the students' interview result by categorizing it form the student's name and their common problem of writing anxiety. The result of students' interview result will be presented in table below:

Table 3.2

Main point of causing problems statement students' writing anxiety

NO	STUDENT NAME	PROBLEMS OF WRITING ANXIETY
1	Student 1	<ul> <li>"I do not feel confident in my ability to express my ideas clearly in writing.</li> <li>Such as background and title."</li> <li>"I feel nerveous and uneasy when my writing's (proposal) being evaluated."</li> <li>"I feel not good at writing than others."</li> <li>"I have a fear of my writing, and my proposal title not being accepted in the future."</li> <li>"I feel burden with the new term of proposal in our English Education Department."</li> <li>"I have fear of committed plagiarism"</li> </ul>
2	Student 2	"I have problems with my framework such as background and research

		questions."
		"I have fear of my writing being
		evaluated."
		"My lecture set as us like an
		independent learner."
		"I have a fear of committed
		plagiarism."
		• "I do not have much references."
		"I have a fear of my writing, and my
		proposal title not being accepted in the
		future."
		• "I feel burden with the new term of
		proposal in our English Education
		Department."
3	Student 3	"I have problems write down my ideas
		in background."
		• "I do not have much references."
		• "I feel burden with the new term of
		proposal in our English Education
		Department."
		"Because my references is limited so i
		have a fear of committed plagiarism."
4	Student 4	"I have problems write down my
		ideasin background."
	I	I

		"My lecture do not give us a deeper
		explanation."
		• "My lecture seldom come to the class."
		• "I feel not good at writing than my
		friends in my class."
		• "I do not feel confident with my
		writing."
		• "I do not have much references because
		i'm lazy to read."
		"I have a fear of my writing, and my
		proposal title not being accepted in the
	40	future."
5	Student 5	"My title is very common"
		• "I feel tight competition between my
		friend when looking for proposal title."
		• "I have a fear of my writing, and my
		proposal title not being accepted in the
		future."
		• "I do not feel confident with my
		writing."
		• "I often feel not good at writing than
		others."
		• "My parent often asked me about my
		proposal preparation."

		"I feel burden with the new term of
		proposal in our English Education
		Department."
		"I feel burden with outside class task
		from my lecture."
6	Student 6	"I do not really feel enjoyed in my
		proposal writing class."
		"I have problems with my research
		questions and object of the research."
		"I feel unsatisfied with my lecture
		teaching style than my previous
		lecture."
		• "I feel tight competition between my
		friends."
		"I feel burden with the new term of
		proposal in our English Education
		Department."
		"I feel burden with outside class task
		from my lecture."
		"I do not feel confident and abandoned
		because some of my friends seems
		realy close with my lecture."
7	Student 7	"My title is very common."
		"I have a fear of my writing, and my

proposal	title not being accepted in the
future."	
• "I do not	feel confident with my
writing.'	
• "I often	feel not good at writing than
others."	
• "I feel u	neasy while doing personal
discussio	on with my lecture."
• "I feel bu	urden with the new term of
proposal	in our English Education
Departm	ent."
• "I feel bu	urden with individual task from
my lectu	re."
8 Student 8 • "I do not	feel confident in my ability to
express 1	my ideas clearly in writing.
Such as	oackground and title."
• "I feel no	erveous and uneasy when my
writing's	s (proposal) being evaluated."
• "I feel no	ot good at writing than others."
• "I do not	feel enjoyed writing"
9 Student 9 • "I have	problem to start write down on
backgrou	ınd"
• "I feel ui	nconfident with my writing"

		• "]	feel blank whenever start writing a
		ne	ew chapter or sub chapter"
		• "I	have a fear my writing being
		ev	raluated"
		• "I	feel burden with the new term of
		pr	oposal in our English Education
		D	epartment."
		• "I	have a fear of my writing, and my
		pr	oposal title not being accepted in the
		fu	ture."
10	Student 10	• "	I have problems write down my ideas
		or	background"
		• "I	feel burden with the new term of
		pr	oposal in our English Education
		D	epartment."
		• "I	have a fear of my writing, and my
		pr	oposal title not being accepted in the
		fu	ture."
		• "I	do not have much references because
		i'ı	m lazy to read."

From table above, it can be seen that there were some students that same common causing factors of writing anxiety. The researcher analyzed the causing factors of students' writing anxiety and concludedits in some point:

1. "I have problem write down my ideas in background."

- 2. "I feel not good at writing than others"
- 3. "I feel unconfident with my writing"
- 4. "I have a fear my proposal being evaluated"
- 5. "I have a fear my proposal title not being accepted in the future."
- 6. "I feel burden with the new term of proposal in English Education Department."
- 7. "I do not have much references"
- 8. "I have a fear of committed plagiarism"

The result from table above, the researcher found 8 the same causing factors of students' writing anxiety. All of them already analyzed and tabulated on the next table. To make it easier for reader the researcher used coding for the same causing factors of students' writing anxiety namely F1 stand for Factor 1, F2 stand for factor 2 and soon.

Table 3.3

Coding of Interview Result

					_ /				
NO	STUDENT NAME	F1	F2	F3	F4	F5	<b>F6</b>	<b>F7</b>	F8
						1//			
1	Student 1	✓	✓			/ /	✓		✓
2	Student 2	<b>✓</b>			<b>✓</b>	✓	✓		✓
3	Student 3	<b>✓</b>					✓	✓	<b>✓</b>
	Student 3								
4	Student 4	✓	✓	✓		✓		✓	
5	Student 5		✓	✓		✓	✓		
6	Student 6			✓			✓		
	Q: 1 - =								
7	Student 7		✓			✓	✓		
	G. 1 . 0								
8	Student 8	_	✓		<b>✓</b>				
	Student 0	<b>√</b>	<b>√</b>	<b>√</b>	<b>√</b>	<b>√</b>	<b>√</b>		
9	Student 9	•	<b>v</b>	•	•	•	<b>,</b>		

10	Student 10	✓	✓	✓	✓	

From the chart, it can be seen that there were major factors stated by the students as correspondence in this section. Here the deeper explanation about some major factors that already stated by the students. First:

1. "I have problem write down my ideas in background."

Having problems write down an ideas in background is the first major factor that caused students' writing anxiety. This factor stated by 7 out 0f 10 students in interview section. The following statements reflect each individual reason or statement about have a problem write down their background in the proposal:

- a. "I do not feel confident in my ability to express my ideas clearly in writing.

  Such as background and title." (Student 1)
- b. "I have problems with my framework such as background and research questions." (Student 2)
- c. "I do not feel confident in my ability to express my ideas clearly in writing.Such as background and title." (Student 8)
- d. "I have problem to start write down on background" (Student 9)

The rest correspondence(student 3,student 4, student 10) stated the same statement that is "I have problems write down my ideas in background." As mentioned before in the result of analysis data of interview, almost all students stated they have problem whenever they start to write down an ideas or reason behind the background. Some of them added that they feel uneasy and confused what should they write first and what should they write after that. They also compared that write down a background of study is more difficult that formulated a research questions.

Based on this finding, in other words the first problem that faced by the student above also categorized as factor of individual competency in writing.

# 2. "I feel not good at writing than others"

The students often feels not good at writing than others is the second major factor that caused students' writing anxiety. This factor stated by 6 out 0f 10 students in interview section. Here the following statements reflect each individual reason or statement about feels not good at writing than others:

- a. 1 "I feel not good at writing than others." (Student 1)
- b. 4 "I feel not good at writing than my friends in my class." (Student 4)

The rest correspondence stated the same statement with student 1, those students are, student 5, student 7, student 8, student 9). As mentioned before they stated "I feel not good at writing than others". This factor comes from their own mind. When the researcher asked them more deeply, they often feel small about their writing product (proposal) than other friends in proposal writing class. There is no bullying or harsh comments from the lecture and other students. In short, those students who feel not good with their writing has inside anxiety that caused by themselves. This second problem that faced by the student also categorized as psychological and social factor.

## 3. "I have a fear my proposal title not being accepted in the future."

The third major factors that caused students' writing anxiety is a fear about their proposal title not being accepted in the future. This factors stated by 7 out of 10 students as correspondence in the interview section. All of them stated the same statement that is "I have a fear my proposal title not being accepted in the

future." The students said that the difficulty to proposed their title is like a biggest fear from now. Uneasy feeling and confused to prepared the best title and competition between other students make a deep influence. Moreover other seniors often told story about the struggles to got accepted in their title also added more anxious feeling for students in proposal writing class. Based on this fact researcher categorized this factor as a novelty of the research problem and title.

4. "I feel burden with the new term of proposal in our English Education Department."

The last major factor that stated by the correspondence is the burden feeling about the new term when they want to proposed a proposal title in major office. 8 out of 10 students stated the same statement that is "I feel burden with the new term of proposal in our English Education Department.". Recently, they heard a news about a term and condition proposed a title that announced by the lecture.

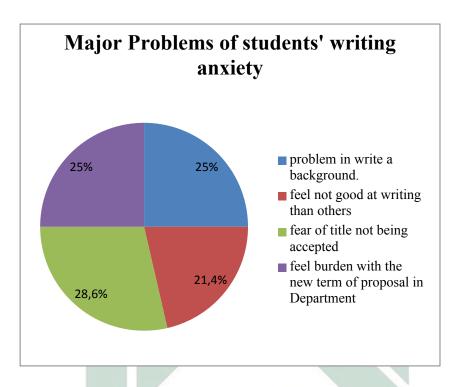
The proposal title would only accepted if the keywords of the title not showed in the 5 pages of google. They told the researcher if they could be honest in the interview section. This new term makes them feel unconfident and more anxious. All they wanted and hoped is their title that already make a progress from now on would be their final title and be accepted even the new term of proposal already announced.

In short, the entire of major factors that caused students' writing anxiety choosed as the most same common factor stated by the students. Those major factors are: (1) "I have problem write down my ideas in background." (2) "I feel not good at writing than others" (3) "I have a fear my proposal title not being accepted in the future." (4) "I feel burden with the new term of proposal in our

English Education Department." In other words, this fourth problem that faced by the student also can be categorized as administrative factor.

In case of knowing the number of major problems caused the students' writing anxiety in proposal writing C class, who were stated the same statement problems and total of correspondence. Instead of tabulated the data into table, the researcher have concluded the following statement problems order to make the reader easier to interpreted the result of data analysis in interview section, the researcher will present it into percentages;

Chart 4.2 Major problems caused students' writing anxiety



From the chart, it can be seen that, 25% of them stated that they have problem in write down a background. Then 21,4% of them stated that they feel not good at writing than othersin proposal writing class. Another 28,6 % of them stated that one of students' writing anxiety factor is a fear of their proposal title not being accepted in the future. The last one is 25 % of students who stated that they feel burden with the new term of proposal in English Education Department.

## 1. Discussion

In case of having the same interpretation between the reader and the researcher toward the finding of the research, this part discuss those findings by reflecting on some theories related to each following problems. The result of the research was known concretely after doing an analysis of the data. By using this analysis, the researcher was able to know the students' level of writing anxiety and major factors of students' writing anxiety. Thus, the discussion is categorized based on the research questions of the study:

#### 1. Students' Writing Anxiety Levels in Proposal Writing

Based on the finding, there are 3 levels of students writing anxiety level. Most of them got unsual writing anxiety level in 59%, and the rest of students got low writing anxiety level in 41%. In other words there is no student who got high writing anxiety level in proposal writing C class. Total of students in C class are 22 students.

#### a. The unsual level of writing anxiety

There were 13 students who got score in unusual level. Those students are (A,B,C,D,J,M,N,O,P,Q,S,U,V). They got in the same level but their score may be vary. There is no one who got score in 78, but the closest is student Q who got 77 as her final score.

#### 1) The low level of writing anxiety

There were 9 students who got score in low level of writing anxiety. Those students are (E,F,G,H,I,K,L,R,T). As stated before, although they got in the same level it does not mean that their scores all same too. In this case, there is a student who got the highest score in this level. Student H who got 119 as her final score, but still this is not reach until the limit of the low level score range. There are possible chances that they might still has a motivation to listen, read and work on their class assignments, furthermore they might still has a motivated to work on their writing on proposal as final assignment in this class.

## 2) The high level of writing anxiety

Mostly students got score in unusual level of writing anxiety. which is a 'safe zone' for students as a writer. There is one student who got score nearly to the middle point of this level, that is student Q achieved 77 as her final score.

In short based on the finding from all of the students in C class who did a writing anxiety test, 0% of them who got score in high level of writing anxiety,

59% of them who got score in unusual level of writing anxiety, and the rest there were 41% of them who got score in low level of writing anxiety. (*See* chart 4.1)

## 2. Major Factors which Caused The Students' Writing Anxiety

The students' writing anxiety level is caused by some major factors. In this study, the data of the major causing factor of the students writing anxietywas obtained from the interview result. By finding the major factor that caused writing anxiety, it can become the reference for student who are going to proposal progress in the nest semester, to be aware of their previous fault, and fear since in next semester they will deal with the real class of thesis proposal seminar. Here, the researcher categorized and formulated the entire major factors that caused wiring anxiety based on the interview result by the students in C class.

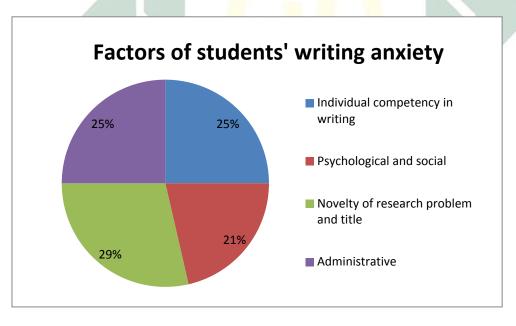


Chart 4.3 Factors of students' writing anxiety

Based on the finding above, the researcher categorized students' major problems into the following factors:

#### a. Individual Competency in Writing

Individual competency in writing means the students having problems write down an ideas in background. It is the first major factor that caused students' writing anxiety. This factor was stated by 25% of the students who took proposal writing class C in their interview section. Almost all students stated they have problem whenever they start to write down an ideas or reason behind the background. Some of them added that they feel uneasy and confused what should they write first and what should they write after that. They also compared that write down a background of study is more difficult that formulated a research questions.

## b. Psychological and Social Factor

Psychological and social factor is the second factor that caused students' writing anxiety. Feeling not good at writing than others is their form of writing anxiety. This factor was stated by 21,4% of the students in interview section. Psychological factor comes from their own mind. When the researcher asked them more deeply, they often feel small about their writing product (proposal) than other friends in proposal writing class. Although there is no bullying or harsh comments from the lecture and other students. In conclusion, those students who feel not good with their writing has inside anxiety that caused by themselves. And for the social factor come from the tight competition between the student in proposal writing class C.

#### c. Novelty of The Research Problem and Title

The third major factors that caused students' writing anxiety is a fear about their proposal title and research problems. The student have ambiguity whether their research problem and title would not given any contribution and a new horizon and perspective in their field. Because of that factor, as a consequence the student have a fear their title not being accepted in the future. This factors stated by 28,6% students as correspondence in the interview section. In other words, this factor is the most common factor of students writing anxiety that

stated by the students. The students said that the difficulty to proposed their title is like a biggest fear from now. Uneasy feeling and confused to prepared the best title and competition between other students make a deep influence.

#### d. Administrative Factor

The last factor that stated by the correspondence can be categorized as administrative factor. The students has a burden feeling about the new term when they want to proposed a proposal title in major office. This factor was stated by 25% of the students in their proposal writing class C through interview section. The proposal title would only accepted if the keywords of the title not showed in the 5 pages of google. This new term makes them feel unconfident and more anxious. All they wanted and hoped is their title that already make a progress from now on would be their final title and be accepted even the new term of proposal already announced.