

**A SURVEY OF SECOND LANGUAGE WRITING ANXIETY AMONG
INDONESIAN EFL STUDENTS**

A Thesis

**Presented to the Department of English Language Education as Partial Fulfillment of
the Requirements to Obtain the Degree of *Sarjana Pendidikan* in English Language**

Education



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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work of parts of the work of other people, except those cited in quotations and references, as a scientific paper should.

Yogyakarta, 20 July 2022

The Writer,



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MOTTO

“Education is the most powerful weapon for changing the world.” – Nelson Mandela

“The road may be rough, the journey may be tough and the experience may be bitter, but they are stepping stones to our future thrones.” – Bamigboye Olurotimi



DEDICATION

I dedicate my thesis to:

1. My family, especially my father and mother, are very grateful for their encouragement, support, and continuous prayers until now so that I can complete my thesis.
2. My sisters, Syakurooh Alifah, thank you for providing support until my thesis is finished.
3. My thesis supervisor, Mr. Willy Prasetya S.Pd., M.A, always guides him patiently, encourages him to continue to revise the thesis so that it can be finished quickly, and always supports the writing of this thesis.
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The researcher is fully aware that the writing of this thesis is far from perfect; therefore, criticism and suggestions from the researcher are expected to get better writing results in the future. Hopefully, this thesis will be useful for the readers.

Wassalamu'alaikum Warohmatullohi Wabarokatuh

Yogyakarta, 20 July 2022

The Researcher



Afaf Qhoirunniza

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**A SURVEY OF SECOND LANGUAGE WRITING ANXIETY AMONG
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ABSTRACT

Anxiety is a factor that is often experienced by EFL students in writing English compositions. Furthermore, writing anxiety is categorized into three factors (somatic anxiety, cognitive anxiety, and avoidance behavior). This study aims to determine the dominant factors that cause students to experience anxiety when writing in English composition. This research was conducted in one of the private universities in Yogyakarta. From the design of the study, this study was surveyed by adapting a questionnaire from Cheng (2004) consisting of 22 items and this study already had 92 participants. The results of this study are that the dominant factor is somatic anxiety, students feel anxious or afraid when writing in English composition. Moreover, the limited time given by the teacher, and time pressure makes students unable to maximize their English composition.

Keywords: Anxious, Writing Anxiety, EFL Students

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In learning English as a foreign language or a second language for students, there are skills that need to be mastered, namely speaking, reading, listening and writing. In addition, writing is considered as an English skill that must be learned and understood, so that in the end it is possible to master the skill (Daud & Kasim, 2007). It is said that it is a demanding skill because students have to think in the first language and then translate the thoughts or ideas they make into a foreign or second language. Writing is often a problem for EFL students, because writing is challenging and there is no denying that almost all EFL students write in English as a difficult case.

Writing in L2 is considered to be the most complex and difficult skill to master, and as a rule, it is more complex and difficult than writing in one's native language (Bailey, 2003). There are several challenges that students will usually face when performing at L2 such as English. Beginner students attempt to find the words needed and remember grammatical conventions, whereas more advanced students find it difficult to link ideas with coherence and to produce appropriate target language discourse. Apart from that, the idea barriers experienced by both novice and professional writers are also one of the factors that writing is a very challenging task. Therefore, when students were faced with writing activities in a foreign language or a second language they will feel anxiety.

Anxiety is a feeling of tension, nervousness, and fear (Horwitz, et al., 1986). It can be defined that anxiety is a feeling caused by fear and fear of something bad that will happen. As an EFL student, experiencing problems in learning a second language has been widely recognized to be the main problem in the process of learning a second language or language.

EFL or L2 student's anxiety is a feeling of fear with language skills, namely EFL students in writing a foreign language.

According to Clark (2005) as EFL students, in dealing with written assignments students will feel anxious because writing a foreign language requires the necessary knowledge and understanding. Writing worries can occur because writing requires skills that can produce good writing. Anxiety can hinder EFL students' ability to write a second or foreign language. This anxiety can arise because EFL students face problems from themselves, the environment, or EFL student friends. Genc and Yayli (2019) found that writing anxiety occurs due to several factors, topic selection, limited time, and grammar writing. In another study, it was found that students were afraid of getting negative comments by the teacher as a factor that caused EFL student's anxiety (Wahyuni & Umam, 2017).

In the Indonesian context, Wahyuni, et al. (2019) results showed that the students' writing anxiety level was classified as moderate. In addition, there is no significant relationship between students' writing anxiety level and their academic level. Another the study conducted by Kusumaningputri, et al. (2018) found that there are factors that cause EFL students to experience writing anxiety in Jember, such as lack of writing practice, language difficulties, inadequate writing techniques, and time pressure.

Research on writing anxiety of second language has been widely carried out in Indonesia in the context of higher education, but to provide a clearer picture of the existence of second language writing anxiety among students, further research is needed especially in a different regional context from previous research. Therefore, this research was carried out in Yogyakarta in the context of higher education.

1.2 Formulation of the Problem

This research was carried out to answer the question: What are the most dominant factors that influence the writing anxiety of EFL students in one of a private universities in Yogyakarta?

1.3 Objective of the Study

The objective of this study was to identify the most dominant factor that influence EFL students in Yogyakarta feel anxious in writing.

1.4 Significance of the Study

The results of this study can contribute to students about the dominant factors that make EFL students experience writing anxiety. This research is useful for teachers in the same context to make strategies in overcoming the factors that make EFL students experience writing anxiety. For further researchers, this research can add to the literature.

CHAPTER II

LITERATURE REVIEW

2.1 Writing Anxiety

Anxiety is able to block and interferes the process of learning. Horwitz, et al., (1986) explained that anxiety can be defined as a feeling for , fear, nervousness. It means that, anxiety is a negative feeling or feeling very worried about something that might happen and not work, anxiety can arise and can interfere with a process or activity. According to various studies in the field of language teaching, anxiety has a relationship with language acquisition. According to Field (2004), anxiety is one of the factors that can decrease language performance. Which means affecting communication, the emergence of feelings of fear, tension, and worry. That it can affect the decline in language performance when communicating using a foreign language.

Anxiety is classified into three subscales namely, cognitive anxiety, somatic anxiety, and avoidance behavior (Cheng, 2004). Somatic anxiety is a feeling of anxiety that causes students to experience disturbances such as palpitations and sweaty hands. Cognitive anxiety, this feeling of anxiety arises because students have negative perceptions or thoughts about others regarding their assessment of themselves. While avoidance behavior, students will avoid things that make students feel anxious and afraid.

Writing anxiety is a feeling of worry about writing. According to Hjortshoj (2001), writing anxiety is various forms of feelings of fear and pessimism about writing. Writing anxiety is defined as a combination of feelings, beliefs, and behaviors of someone who is difficult to do or complete writing tasks (Al-Sawalha & Chow, 2012). It means that, writing anxiety can be defined as a combination of feelings, beliefs, and

behaviors that can interfere with completing writing assignments, because these



combinations can affect students in doing and completing writing assignments. Hassan (2001) stated writing anxiety as situational-specific anxiety defined as general avoidance of writing and situations that the individual perceives as potentially requiring a number of writings accompanied by the potential to evaluation of the writing. Usually, writing anxiety has a fairly severe impact when students are required to write in a language other than their mother tongue. This because it is clear, strategic second language writing, rhetorically, and linguistically differ in important ways from the writings of L1 (Silva, 1993).

As an EFL student, several factors can make students experience writing anxiety. Writing anxiety occurs due to some causes, based on previous researchers there are some possible causes of writing anxiety. First, Rezaei and Jafari (2014) explain that writing in English really takes longer, students need extra time to plan, write, and revise. It means that in writing anxiety time pressure is one of the factors that greatly affects students in writing since writing in English for students requires more time than writing in the student's mother tongue. Moreover, students will concentrate more on limited time than concentrate on writing. Second, according to Zhang (2011), language difficulties are a common problem faced by students, linguistic difficulties make it difficult for students to express ideas in the right way and demands that students write according to the correct grammar rules. In addition to this, the vocabulary possessed by students is still lacking. It means that, challenges in vocabulary, grammatical rules, and flow of ideas can hinder students' writing process. Third, a student's low self-confidence can affect the process of writing in English, if a student has low self- confidence it can make the writing results unsatisfactory. Hassan (2001), explains that self-confidence is a very important factor in determining student results or responses in writing.

According to Cheng (2004), stating that even if students feel they are incompetent in writing as instructed, then students will still experience writing anxiety. Fourth, Bloom (1981) explains that students will experience writing anxiety when under pressure from a teacher, if the student must have or complete a task perfectly. It means that, the pressure factor from a teacher to students makes students feel anxious because students are afraid of not being able to provide or display satisfactory and perfect results, students will have negative thoughts in completing the work or task.

Based on the explanation above, it can be concluded that writing anxiety is a negative feeling that can make students feel worried or afraid to write. Writing anxiety occurs because students lack confidence in their writing abilities. These feelings are influenced by a combination of factors that cause students to feel anxious. English as a student's second language makes a very influential factor in the student's writing process, so that students who use English as a second language have difficulty with grammatical vocabulary and lack of understanding of English vocabulary. Therefore, in writing English, it is very important to know the factors that can influence students in writing.

2.2 Previous Study

There are several previous studies from the context of EFL and Indonesia. The research was conducted in the EFL context by Liu and Ni (2015) This research was conducted in China, the participants of this study consisted of 1,174 first year students from three Chinese universities. The data from this study were collected through questionnaire. The questionnaire used is the same, adapting questionnaire from research Cheng (2004). This study concludes that foreign language writing anxiety significantly

negatively affects students' performance in writing English and finds amount of factors that contribute to students' foreign language writing anxiety. Another study, namely Ekmekci (2018) this study specifically focuses on the anxiety of writing foreign languages in English as a foreign language in the context of EFL in Turkey. Participants in this study consisted of 126 participants. Data collection performed with filling out a data questionnaire, adapting questionnaire from research Cheng (2004). The purpose of this study was to determine the level and anxiety of writing a foreign language. The results of this study revealed that most of the participants of this study had anxiety about writing in English, and the results of this study were significant because they could explain the problem of writing foreign language anxiety and increase the awareness of language teachers in developing the material.

In the Indonesian context, there are several previous studies. First is Wahyuni, et al. (2019) who conducted research about writing anxiety among EFL college students. This research aimed at investigating foreign language writing anxiety experienced by Indonesian EFL learners studying at one of public university in West Sumatera. The numbers of participants involved in this survey were 132 students. This research found that there is a relationship between levels, causes, and strategies regarding anxiety in writing foreign languages in Padang. Second, Kusumaningputri, et al. (2018) This research reported the types, as well as the causal factors of writing anxiety experienced by 44 volunteered Indonesian student writers from the first and second year of college. This research found that there are factors that cause EFL students to experience writing anxiety in Jember. Third, another study was conducted by Jawas (2019) the study was designed in quantitative, the data were collected through a questionnaire. The questionnaire used is the same, adapting questionnaire from research Cheng (2004). The respondents of this research were 80 University students

of English Department from four parallel essay writing classes. This study identifies the factors that contribute to writing anxiety experienced by EFL students.

From previous research, the researchers found that writing anxiety has several factors that can hinder or interfere with the writing process of EFL students. Research on writing anxiety is still very rarely done in Indonesia. Therefore, this study was identified the dominant factors for writing anxiety. This research was conducted at a university in Yogyakarta.

2.2 Theoretical Framework

This research will follow the framework below, which focuses on writing anxiety and then second language writing anxiety.

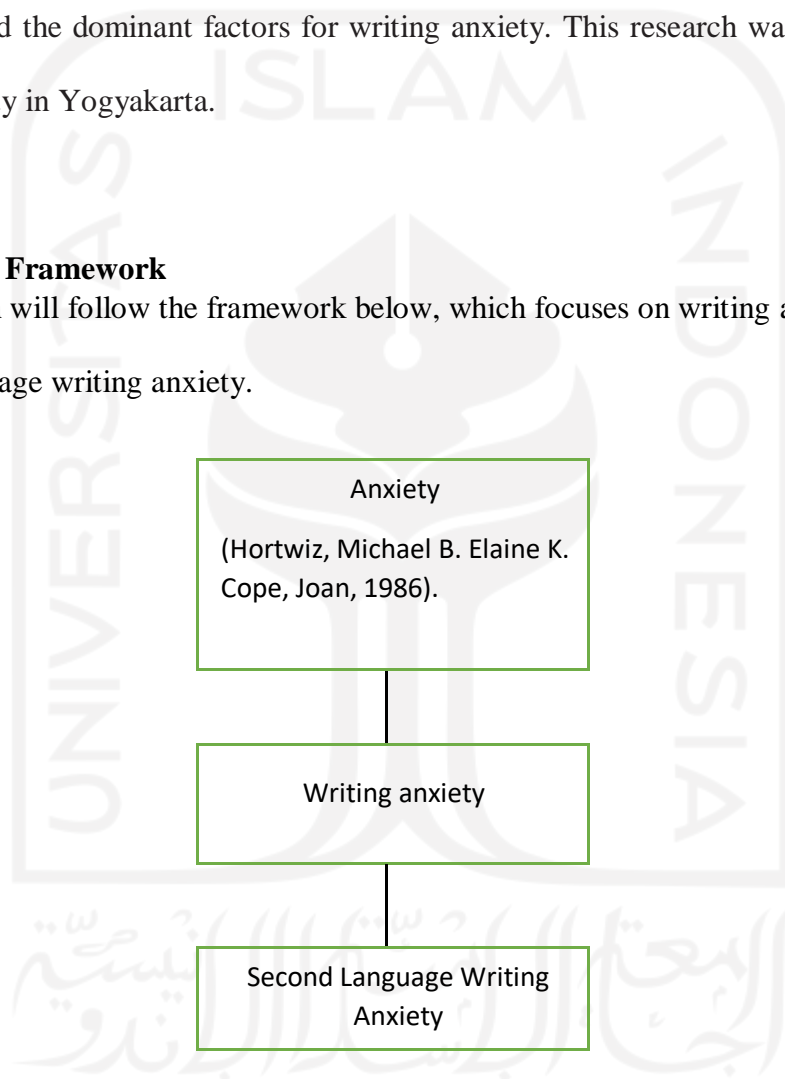


Figure 1 Theoretical Framework

CHAPTER III

RESEARCH DESIGN

This chapter describes in detail the design research methods. This chapter begins by explaining the research design, continues with the population and sample, then data collection techniques, and finally describes data analysis techniques.

3.1 Research Design

This study used a quantitative method in the form of a survey for the research design of the data. This study used a quantitative method because this study observes phenomena that can be quantified. According to Creswell (2014) survey research design is a procedure in quantitative research, in survey research the researcher used samples and populations. By using this survey research, the researcher collected data using a questionnaire and analyzing the data statistically.

3.2 Population and Sample

3.2.1 Population

The participants in this study were the students who were taking an introduction to argumentative writing course with a population of 114 students. The researcher chooses the students who take introduction to argumentative writing in the third-semester cohort of 2020. This study takes the data from students who have taken an introduction argumentative writing course because this study was focused on the level of anxiety of students in writing English.

3.2.2 Sample

The sample of this research were taken from four introduction to argumentative writing classes in English Education Department.

The following is the calculation of the number of student data samples was taken in this study. In this study, the calculation of the number of samples from the population using Slovin's formula.

n = Number of sample

N = Population



$e = \text{Error rate } (5\% = 0,05)$

$n = N : [1 + Ne^2]$

$n = 114 : [1 + (114)(0,05^2)]$

$n = 114 : 1,285$

$n = 88,7 (89)$

Based on the results above, it can be concluded that the minimum sample number shows 88.7 or 89. So based on the calculation of the sample to the total population, there are 89 students as the minimum number of samplings. This study has attained the minimum sample number by recruiting 92 students.

3.3 Data Collecting Technique

3.3.1 Second Language Writing Anxiety Inventory (SLWAI)

The questionnaire used in this study was adapted from the author Cheng (2004). This questionnaire has a 22-item second language writing anxiety. All measurement instruments adopted a 5-point Likert response format (in all but one case, 1 = strongly disagree; 2 = disagree; 3 = neither strongly agree; 4 = agree; 5 = strongly agree).

The first thing that is needed to do is translate the questionnaire into Bahasa. The writer hopes that respondents can fill out 22 items of this questionnaire to assist the author in completing this research. The estimated time to fill out this 22-item questionnaire is 15 minutes. Respondents who fill out this questionnaire will be kept private and the answers to the questionnaire will only be used in this study. Respondents who participated in this study were voluntary, the questionnaire in this study did not contain impolite questions. Respondents are free to stop at any time if they find the questions from this questionnaire uncomfortable.

Table 3. 1 Distribution of Questionnaire Items/Blueprint of the SLWAI Questionnaire

No	Dimension/ Factor	Item(s) number	Number of item(s)
1	Somatic Anxiety	1,2,3,4,5,6,7	7
2	Avoidance Behavior	8,9,10,11,12,13,14	7
3	Cognitive Anxiety	15,16,17,18,19,20,21,22	8

3.3.2 Validity

According to Heale and Twycross (2015), validity is a form of concept in quantitative studies, which is a measure of accuracy. The Cheng's (2004) SLWAI questionnaire was examined using a pilot study by factor analysis. The factor analysis research used to determine the final structure of second language writing anxiety inventory which consists of three subscales: somatic anxiety, cognitive anxiety, and avoidance behavior.

3.3.3 Reliability

The questionnaire that was obtained by Cheng (2004) the Cronbach's alpha point 0.91, and the Cronbach's Alpha value adapted in Cheng (2004) research is 0.863 which indicates a higher level of internal consistency than Cronbach's Alpha in Cheng (2004) study. Therefore, as a result, the items in the questionnaire show excellent consistency.

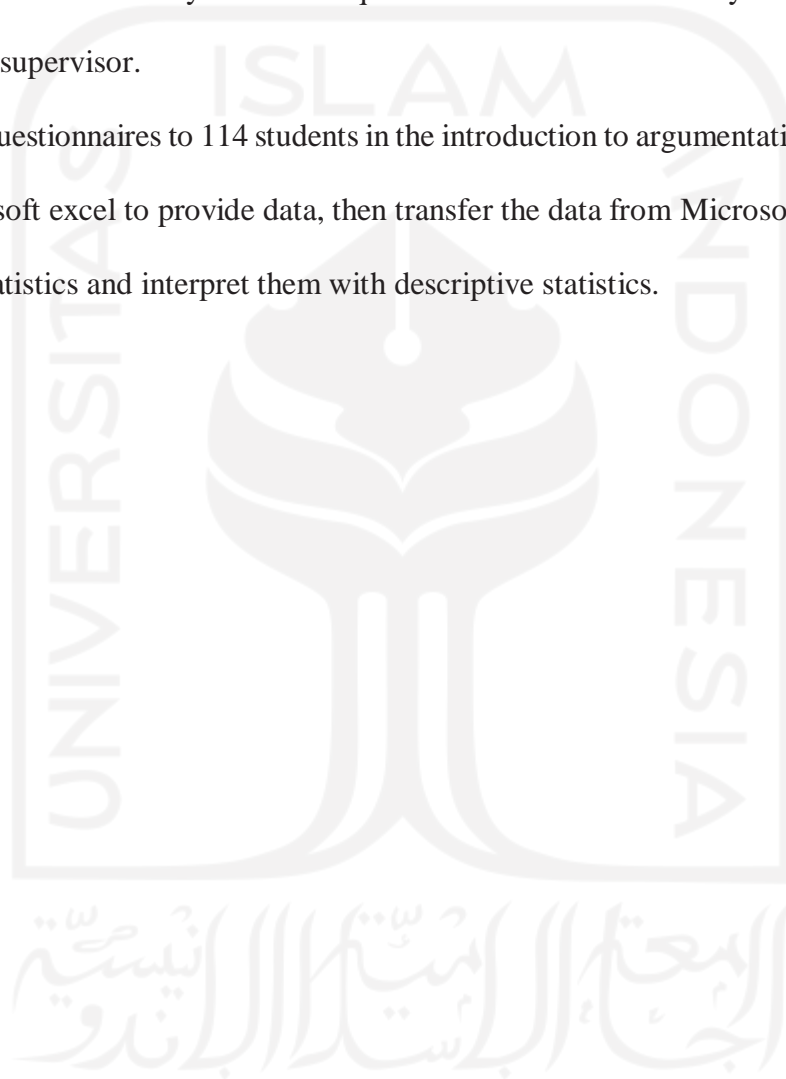
Table 3. 2 Reliability Test from All Dimensions

Cronbach's Alpha	N (Items)
0.863	22

3.4 Data Analysis Technique

The writer was taken several steps in collecting data in this study.

1. Reviewing the literature on writing anxiety.
2. Questionnaire from Cheng (2004) Second Language Writing Anxiety Inventory which was used as an instrument.
3. Translating the items one by one in the questionnaire so that it is easy to understand, and check by the supervisor.
4. Distributed questionnaires to 114 students in the introduction to argumentative writing class.
5. Using Microsoft excel to provide data, then transfer the data from Microsoft excel to SPSS to analyze statistics and interpret them with descriptive statistics.



CHAPTER IV

FINDING AND DISCUSSION

This chapter is the findings and discussion of the data obtained based on students statement questionnaire about writing English at the Department of English Education a private university in Yogyakarta based on Cheng (2004). The findings and discussion in this chapter analyze the data using descriptive statistics which aim to test the average of each questionnaire item, after which the data will be sorted from the highest to the lowest rank.

4.1 Research Finding

4.1.1. Overall Finding the category of writing anxiety

The result of data analysis covers aspects consist of somatic anxiety, avoidance behavior, and cognitive anxiety in order from the highest mean to the lowest.

Table 4. 1 Ranking Of Category Writing Anxiety for Learning English

Second Language Writing Anxiety Inventory (somatic anxiety, cognitive anxiety, avoidance behavior)	N	Mean	Std. Deviation
Somatic Anxiety	92	3.4	0.88
Cognitive Anxiety	92	3.3	0.66
Avoidance Behavior	92	2.58	0.76
Overall	92	3.21	0.54

Table 4.1 shows that the highest factor is somatic anxiety with an average value of 3.4 and the lowest factor is avoidance behavior with an average value of 2.58. From these data shows that the average overall score of the three factors is 3.21. Therefore, it can be seen that EFL overall findings in this study indicate that EFL students experience anxiety when writing English compositions.

4.1.2. Somatic Anxiety

Based on results from the questionnaire, the average of the first part of the questionnaire's Somatic Anxiety can be shown in the table below.

Table 4. 2 Somatic Anxiety

No	Statements	N	Mean	SD
1	I feel my heart pounding when I write English compositions under time constraint.	92	3.8	1.04
5	I often feel panic when I write English compositions under time constraint.	92	3.78	1.02
4	My thoughts become jumbled when I write English compositions under time constraint.	92	3.73	1.12
3	I tremble or perspire when I write English compositions under time pressure.	92	3.57	1.17
6	I freeze up when unexpectedly asked to write English compositions.	92	3.14	1.08
7	I usually feel my whole body rigid and tense when I write English compositions.	92	3.11	1.12
2	My mind often goes blank when I start to work on an English composition.	92	2.95	1.08

Based on table 4.2 above, it can be seen that somatic anxiety is the highest factor that makes the participants feel anxious in writing English. Somatic/physiological (e.g., upset stomach, pounding heart, excessive sweating, and numbness) Somatic anxiety is caused by physiological effects, somatic anxiety causes unpleasant feeling states such as nervousness and

tension (Cheng, 2004). So there is a possibility that participants have excessive anxiety in writing English which affects the psychology or mentality of the participants because of the influence of the time limit given in making a text in English (items 1, 5, 4, 3, 6). This time limit makes participants have pressure to make English texts, in contrast to the difficulties that arise because the factor from participants does not understand making texts in English (items 7, 2). Therefore, it can be concluded that time pressure makes participants experience anxiety in writing English text.

4.1.3. Cognitive Anxiety

Based on the results from the questionnaire, the average of second part of the questionnaire's cognitive anxiety can be shown in the table below.

Table 4. 3 Cognitive Anxiety

No	Statements	N	Mean	SD
18	If my English composition is to be evaluated, I would worry about getting a very poor grade.	92	3.76	1.06
16	While writing English compositions, I feel worried and uneasy if I know they will be evaluated.	92	3.63	1.01
21	I'm afraid of my English composition being chosen as a sample for discussion in class.	92	3.4	1.18
19	I'm afraid that the other students would deride my English composition if they read it.	92	3.23	1.15
17	I don't worry that my English compositions are a lot worse than others.	92	3.10	1.21
22	I'm not afraid at all that my English compositions would be rated as very poor.	92	2.68	1.24

Based on table 4.3 above, it can be seen that cognitive anxiety is the second highest factor felt by participants in writing English texts. Cognitive anxiety refers to students' mentality, including negative expectations and concerns about the perceptions of others (Cheng, 2004). Based on the data above, the high mean explained that students were afraid of being evaluated and worried that they would get very bad grades, students were also afraid that their English composition would be selected as a sample for discussion in class. Meanwhile, the two statements that have the lowest averages reveal that students are not worried if their English composition is worse than the others, and are not at all afraid that their English composition will score very poorly. Therefore, it can be concluded that students feel anxious or afraid if their writing in English composition will be evaluated, and get a bad assessment.

4.1.4. Avoidance Behavior

Based on results from the questionnaire, the average of the third part of the questionnaire Avoidance Behavior, can be shown in the table below.

Table 4. 4 Avoidance Behavior

No	Statements	N	Mean	SD
13	I would do my best to excuse myself if asked to write English compositions.	92	3.46	0.95
11	I do my best to avoid situations in which, I have to write in English.	92	2.52	1.14
10	I usually do my best to avoid writing English compositions.	92	2.41	1.01
9	I often choose to write down my thoughts in English.	92	2.35	1.04
12	Unless I have no choice, I would not use English to write compositions.	92	2.18	1.01

Based on table 4.4 above, it can be seen that avoidance behavior is a factor that has the last rank according to participants in writing English text. Avoidance behavior refers to the behavioral aspect when students feel anxious, for example, they will find ways and situations so that students do not have to write in English (Cheng, 2004). Based on the table above, it shows that the highest average is in item 13, namely students will not immediately avoid being asked to write English compositions, students will ask for permission or continue to negotiate with the teacher to ask for easier in writing English, students will still face it even though they if they have a choice will prefer not to write their thoughts in English. Therefore, maybe students still dare to face it to write in English, but there are still negotiations with the teacher, to find this out further research is needed.

4.2 Discussion

In this study, data were collected by distributing the Second Language Writing Anxiety Inventory (SLWAI) questionnaire developed by Cheng (2004). There are three factors that make students feel anxiety in writing English, such as somatic anxiety, cognitive anxiety, and avoidance behavior. This data was collected from class 2020 students of English education at private universities in Indonesia.

The highest factor in this study is somatic anxiety, the results of Ekmekci's research (2018) state that in writing English students experience symptoms such as heart palpitations, feeling panicked, tense, and nervous due to lack of confidence and limited time to express themselves writing in English. Kusumaningputri, et al. (2018) from the results of this research, it is stated that time pressure and lack of writing are the two main causes of writing anxiety, this shows that teachers must train students to practice more and adjust their time in writing English compositions. In research Kusumaningputri, et al. (2018) the highest type is found in cognitive anxiety which is different from the highest type research, namely there is anxiety in

somatic because a very influential factor for students experiencing anxiety is because there is time pressure or time limits given by the teacher in writing English compositions. In research Kusumaningputri, et al. (2018) the factor of pressure or time constraints given by the teacher in writing English compositions, which is the third factor from the highest is the language difficulty factor, students find it difficult to understand or write in English because of the lack of vocabulary they have. This study also used the SLWAI Cheng's (2004) questionnaire.

The second highest factor is cognitive anxiety have lower mean than somatic anxiety, such as the results research of Kusumaningputri, et al. (2018) in which the results of this study have the highest results, namely the factor of cognitive anxiety, it is stated that the cognitive behavior of students is very diverse in writing English compositions. Students feel anxious and worried when they find out that their writing will be evaluated or discussed together in class, this cognitive anxiety also makes students afraid of getting bad grades and students are also afraid of classmates mocking their English writing composition. As the results of research from Ekmekci (2018) state that cognitive anxiety is related to concerns about other people's perceptions, high expectations, and negative thoughts about writing in English. Students are also afraid of making mistakes, unfamiliar writing topics, and have difficulty in choosing the right vocabulary. But in this study, the type of cognitive anxiety is the second type because students feel more anxious because of the limited time factor in writing English compositions, for this type of cognitive anxiety, students feel anxious and afraid of being given bad grades by the teacher, and worried that the students' writings would be evaluated because students had bad thoughts about teachers and other students about their writing.

The lowest factor is avoidance behavior, in this study the avoidance behavior factor has the lowest mean because students do not always avoid but negotiate with the lecturer. But in research Ekmekci (2018) found that students tend to be less enthusiastic about writing, have no motivation, and do not have sufficient self-confidence to write in English composition. This

is because students have a tendency to refuse to write in English composition. In research Kusumaningputri, et al. (2018) avoidance behavior is also the type that has a low average score because students are more anxious about the language difficulty factor, with the language difficulty factor, students will find it more difficult to write their thoughts in English because of the lack of vocabulary they have, and students will feel anxious because they will be judged badly by the teacher and afraid that they will be evaluated by the teacher or by other students. Therefore, avoidance behavior in this study is not a dominant factor because students do not completely avoid writing in English compositions, but students will still face it even though students will ask for permission or negotiate asking for convenience with the teacher in writing English compositions, for example asking to be given enough time to do it, but if given a choice students will prefer not to use English in writing, because English is the second language of EFL students, it is more difficult for students because they have to have quite a lot of vocabulary in English.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter describes the summary of the research based on research findings in the previous chapter and the recommendation for further research.

5.1 Conclusion

This study aims to determine the most dominant factor that influences anxiety in writing English in the Department of English Education, Islamic University of Indonesia. This study used a questionnaire, 92 students of the cohort 2020 participated in filling out this questionnaire. The conclusion in this study shows that students majoring in English Education from one cohort of 2020 have anxiety in writing English, it was found that the highest factor is somatic anxiety, students have anxiety in writing English because they have time pressure or time limits given when they are writing in English composition, therefore it makes students difficult to think and feel anxious.

5.2 Recommendation

1. For Students

Students majoring in English can find out the factors that influence students to feel anxious when writing in English, so that students are able to overcome this anxiety by finding strategies to overcome anxiety in writing English.

2. For Lecturer

This study can be an illustration of the anxiety factor in writing English, therefore the lecturer can give more time for students to write English compositions.

3. For the next researcher

The author recommends for further research to continue this research to the next generation to obtain research data on a larger scale and can better understand the factors regarding students' anxiety about writing in English.

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APPENDICES

Section 1 of 6

A Survey of Second Language Writing Anxiety Among Indonesian EFL Students

Assalamu'alaikum Warahmatullahi Wabarakatuh

Perkenalkan nama saya Afaf Qhoirunniza, jurusan Pendidikan Bahasa Inggris di Universitas Islam Indonesia. Saat ini saya sedang melakukan penelitian yang berjudul "A Survey of Second Language Writing Anxiety Among Indonesian EFL Students". Oleh karena itu saya mohon kepada anda untuk mengisi kuesioner ini untuk memenuhi kebutuhan penelitian saya.

Kriteria peserta yang dibutuhkan adalah :
Mahasiswa atau Mahasiswi Pendidikan Bahasa Inggris Ull angkatan 2020 yang sudah mengambil mata kuliah Introduction to Argumentative Writing.

Jika anda memenuhi kriteria tersebut, silahkan isi kuesioner sesuai dengan kondisi anda yang sebenarnya. Data penelitian ini akan dijaga kerahasiaannya dan hanya akan digunakan untuk tujuan penelitian.

Jika terdapat masalah atau pertanyaan mengenai penelitian ini, anda dapat menghubungi saya melalui :
Email : 18322158@students.uii.ac.id atau nisa9989@gmail.com

APPENDIX 1. Data Retrieval Using Google Forms

Factors and Items	Scale				
	1	2	3	4	5
<p>Factor 1 : Somatic Anxiety</p> <ol style="list-style-type: none"> 1. I feel my heart pounding when I write English compositions under time pressure. 2. My mind often goes blank when I start to work on an English composition. 3. I trembled or perspire when I write English compositions under time pressure. 4. My thought become jumbled when I write English compositions under time constraint. 5. I often feel panic when I write English compositions under time constraint. 6. I freeze up when unexpectedly asked to write English compositions. 7. I usually feel my whole body rigid and tense when I write English compositions. 					
<p>Factor 2 : Avoidance Behavior</p>					

<p>8. I often choose to write down my thoughts in English.</p> <p>9. I usually do my best to avoid writing English compositions.</p> <p>10. I do my best to avoid situations in which I have to write in English.</p> <p>11. Unless I have no choice, I would not use English to write compositions.</p> <p>12. I would do my best to excuse myself if asked to write English compositions.</p> <p>13. I usually seek every possible chance to write English compositions outside of class.</p> <p>14. Whenever possible, I would use English to write compositions.</p>					
<p>Factor 3 : Cognitive Anxiety</p> <p>15. While writing in English, I'm not nervous at all.</p> <p>16. While writing English compositions, I feel worried and uneasy if I know they will be evaluated.</p> <p>17. I don't worry that my English compositions are a lot worse than others'.</p> <p>18. If my English composition is to be evaluated, I would worry about getting a very poor grade.</p> <p>19. 'm afraid that the other students would deride my English composition if they read it.</p> <p>20. I don't worry at all about what other people would think of my English compositions.</p> <p>21. I'm afraid of my English composition being chosen as a sample for discussion in class.</p> <p>22. I'm not afraid at all that my English compositions would be rated as very poor.</p>					

APPENDIX 2. Questionnaire

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1. Jantung saya berdebar ketika saya menulis teks dalam Bahasa Inggris dengan waktu terbatas.	2. Saya tidak dapat berpikir ketika saya mulai menulis teks dalam Bahasa Inggris.	3. Saya gemetar atau berkering at ketika saya menulis teks dalam Bahasa Inggris di bawah tekanan waktu.	4. Pikiran saya menjadi kacau ketika saya menulis teks dalam Bahasa Inggris dengan waktu terbatas.	5. Saya sering merasa panik saat menulis teks dalam Bahasa Inggris.	6. Saya terdiam ketika tiba-tiba diminta untuk menulis teks dalam Bahasa Inggris.	7. Saya biasanya merasa tegang ketika saya menulis teks dalam Bahasa Inggris.	8. Saya sering memilih untuk menuliskan pemikiran saya dalam Bahasa Inggris.	9. Saya biasanya merasa sekeras mungkin untuk menuliskan pemikiran saya dalam Bahasa Inggris.	10. Saya berusaha untuk menghindari situasi di mana saya harus menulis dalam Bahasa Inggris.	11. Saya tidak akan menggunakan Bahasa Inggris untuk menghindari situasi di mana saya harus menulis dalam Bahasa Inggris.	12. Saya akan mencari alasan yang tepat untuk menghindari ketika diminta menulis dalam Bahasa Inggris.	13. Saya biasanya mencari kesempatan sebisa mungkin untuk menulis dalam Bahasa Inggris di luar kelas.	14. Jika memungkinkan, saya akan menggunakan Bahasa Inggris untuk menulis.	15. Ketika menulis dalam Bahasa Inggris, saya akan merasa gugup.	16. Saat menulis teks dalam Bahasa Inggris, saya merasa khawatir jika saya tahu saya akan dievaluasi oleh orang lain.	17. Saya tidak khawatir jika saya merasa bahwa tulisan saya jauh lebih baik daripada yang lain.	18. Jika tulisan Bahasa Inggris saya akan dievaluasi, saya merasa khawatir mendapatkan nilai yang sangat buruk.	19. Saya takut akan mengejek orang-orang yang menulis Bahasa Inggris jika mereka membaca tulisan saya.	20. Saya tidak khawatir terganggu oleh tulisan mereka karena saya akan membaca tulisan mereka.
2	4	3	2	2	4	1	3	1	2	3	4	3	2	4	4	3	5	4	2
3	5	3	5	5	4	3	1	4	3	1	3	3	3	3	4	5	1	5	5
4	4	2	4	4	4	3	3	3	2	2	2	3	3	4	2	3	3	2	3
5	4	3	3	4	5	4	4	4	1	2	2	2	2	5	2	4	5	4	4
6	4	3	3	2	4	4	4	5	3	1	1	1	4	4	4	4	4	3	2
7	4	2	3	3	4	2	1	3	1	1	1	1	3	5	4	1	3	4	3

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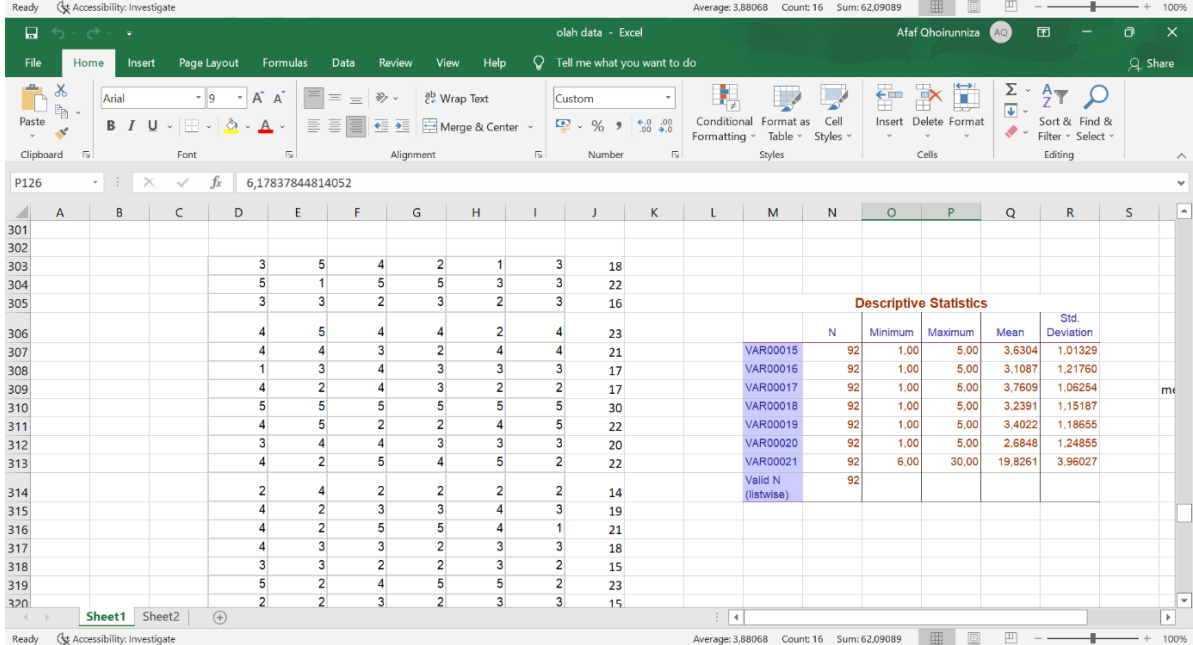
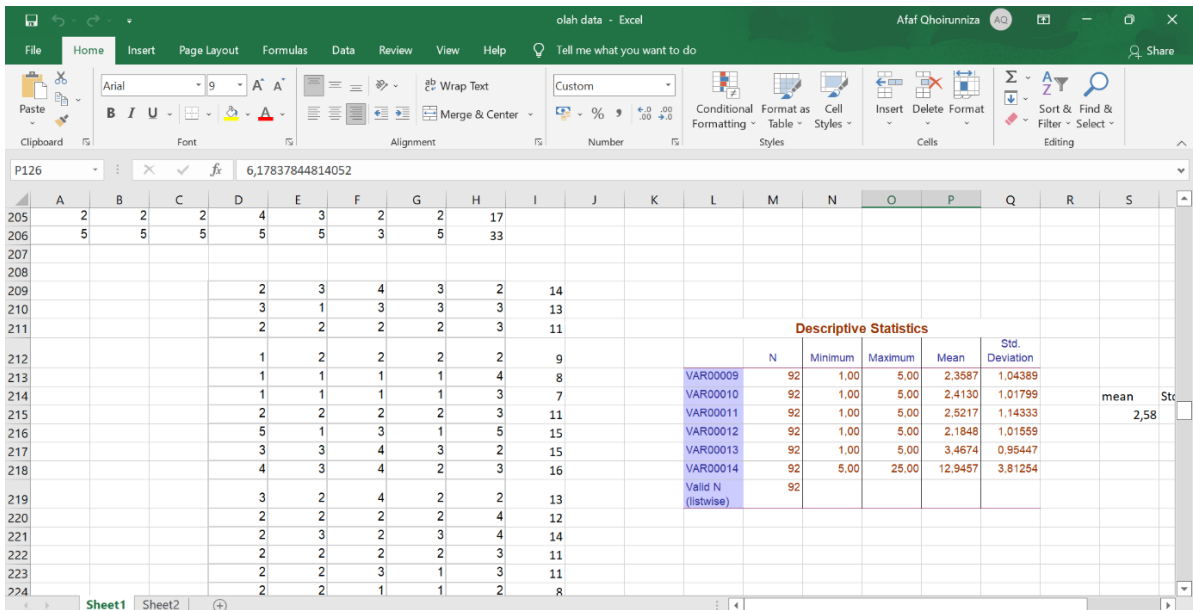
112																			
113																			
114																			
115	4	3	2	2	4	1	3												
116	5	3	5	5	4	3	1												
117	4	2	4	4	4	3	3												
118	4	3	3	4	5	4	4												
119	4	3	3	2	4	4	5												
120	4	2	3	3	4	2	1												
121	2	3	5	5	5	4	3												
122	5	5	5	5	5	5	5												
123	2	4	3	4	3	4	2												
124	5	3	4	5	4	3	3												
125	4	4	4	5	5	5	5												
126	2	2	2	2	3	2	2												
127	3	3	1	1	4	3	3												
128	5	3	5	5	5	3	3												
129	4	3	4	3	4	3	2												
130	4	3	2	3	2	3	3												
131	4	3	4	5	5	4	4												

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	92	1.00	5.00	3.8043	1.04028
VAR00002	92	1.00	5.00	2.9565	1.08853
VAR00003	92	1.00	5.00	3.5761	1.17888
VAR00004	92	1.00	5.00	3.7391	1.12777
VAR00005	92	1.00	5.00	3.7826	1.02524
VAR00006	92	1.00	5.00	3.1413	1.08518
VAR00007	92	1.00	5.00	3.1196	1.12750
VAR00008	92	7.00	35.00	24.1196	6.17838
Valid N (listwise)	92				

mean 3,4 Std.D 0,88

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VALIDITY

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Q01	92	1.00	5.00	3.8043	1.04028
Q02	92	1.00	5.00	2.9565	1.08853
Q03	92	1.00	5.00	3.5761	1.17888
Q04	92	1.00	5.00	3.7391	1.12777
Q05	92	1.00	5.00	3.7826	1.02524
Q06	92	1.00	5.00	3.1413	1.08518
Q07	92	1.00	5.00	3.1196	1.12750
Q08	92	1.00	5.00	3.5870	0.92762
Q09	92	1.00	5.00	2.3587	1.04389
Q10	92	1.00	5.00	2.4130	1.01799
Q11	92	1.00	5.00	2.5217	1.14333
Q12	92	1.00	5.00	2.1848	1.01559
Q13	92	1.00	5.00	3.4674	0.95447
Q14	92	2.00	5.00	3.9783	0.77002

	Q01	Q02	Q03	Q04	Q05	Q06	Q07
Q01	1	.555	.702	.612	.640	.375	.526
Q02		1	.611	.474	.425	.629	.568
Q03			1	.792	.678	.580	.617
Q04				1	.792	.580	.617
Q05					1	.580	.617
Q06						1	.580
Q07							1

Sheet1 Sheet2

APPENDIX 3. Data Providing Using Ms. Excel

