

THE ANALYSIS OF THE STUDENT'S WRITING ANXIETY IN THEIR ACADEMIC WRITING: THE CASE OF UNIVERSITY-LEVEL STUDENTS

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Abstract: This research was conducted to examine whether levels and types face by English students at fourth semester influencing a study in writing anxiety. The research problem in this research was “What is the levels of students writing anxiety of the fourth semester of University of Islam Malang in their academic writing” and also “What type of students writing anxiety of the fourth semester of University of Islam Malang in their academic writing”, then the research has found the most levels of anxiety at students fourth semester. In this study, the researcher used quantitative approach with a descriptive quantitative design. The researcher used students at fourth semester of University of Islam Malang. The participants of this study were 35 students which taken by using random sampling which consist of 15 students from writing class A and 20 students from writing class B. The population of this research was 35 students of English students at University of Islam Malang. In this study the researcher used one instrument to collect the data it is the questionnaire. The questionnaire by ESL Writing Anxiety Questionnaire I- Adopted from Second Language Writing Anxiety (SLWAI) by Cheng (2004) used to obtain the levels and the types of writing anxiety. The finding showed that English students had anxiety about writing anxiety. From the results of the questionnaire. The study found that the students fourth semester of University of Islam Malang 24 students (70%) had anxious high level in anxiety, 8 students (20%) moderate level in anxiety, then there are 3 students (10%) had low level in anxiety. The types of writing anxiety is somatic, cognitive, and the last avoidance behavior. The researcher found that the most type writing anxiety is Avoidance behavior and Somatic.

Key Words: Writing, Writing Anxiety, Academic Writing

INTRODUCTION

Spielberger in Hortwiz, Elaine, and Cope (1986) defines anxiety as a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. The Oxford Advanced Learner's Dictionary (1995: 44) defines that anxiety as a nervous feeling caused by the fear that something bad is going to happen. Anxiety can block and interferes with the process of learning.

Based on the American psychological association anxiety is an emotion characterized by feelings of tension, worried thoughts, and physical changes like increased blood pressure. Foreign language anxiety is a feeling of tension and apprehension specifically associated with

language skills, including speaking, listening, reading, and writing. Although foreign language anxiety or second language anxiety is commonly expressed by foreign or second language learners and is considered a normal issue, FLA/SLA has been widely known as one of the main obstacles for learners when they are in a process of learning a second or foreign language because anxiety is very consistent in contributing negative impact on language achievement (MacIntyre and Gardner, 1994).

Writing anxiety is more of a fear of the writing process that outweighs the projected gain from the ability to write (Takahashi, 2009). Hassan (2001) defines writing anxiety as general avoidance of writing and of situations perceived by the individuals to potentially require some amount of writing accompanied by the potential for evaluation of that writing. Writing anxiety is also defined as a label for one or a combination of feelings, beliefs, or behaviors that interfere with a person's ability to start, work on, or finish a given writing task that he or she is intellectually capable of doing (Al-Sawalha and Chow, 2012). The same definitions of writing anxiety are a result of lacking knowledge or understanding necessary to complete the writing task and the student's belief that writing is hard work (Clark, 2005). Basco (2016, as cited in Woodrow, 2018) stated that writing anxiety is one of the emotional factors.

In the English learning classroom, there are still many students who have difficulty writing English. The most English students have writing problems when they master their writing skills. Usually, the problems with writing are the low motivation in learning English, the lack of vocabulary, the difficulty to choose the appropriate words for writing, and the difficulty to spell and write the words. In this study, the researcher will discuss one of the problems that were about anxiety in writing. Students' feeling very strongly influences sentence production in a writing activity. If the students feel anxiety when they write the sentence in English, they cannot improve their writing skills well.

According to Erkan and Saban (2011), students who find it difficult to learn writing, share the same problems in writing, they are afraid to make writing errors. Being afraid to make mistakes in English writing is one of the anxiety patterns because the students feel afraid to make a mistake in writing. This is also strengthened by Cheng (2004) who states there are 3 types of writing anxiety and one of them is Avoidance Anxiety which refers to "the actions or behavior to avoid something or someone who feels anxious toward something." According to Worde (2003), both foreign language and second language learners experience anxiety. The term "writing

anxiety" refers to an intrinsic tendency to anxiety that arises once a topic comes across tasks that entail an editorial element. According to the literature, writing anxiety has a negative impact on students' writing performances.

Writing was only taught in one to four semesters at the University of Islam Malang's Teacher Training and Education Faculty, specifically in the English Education Department Major. Writing 1 and 2 train the students to understand any type of text and discuss paragraph development. Writing 3 and writing 4 train the students to write a journal, research proposals, and research papers.

LITERATURE OF REVIEW

Definition of Writing

Gaith (2002: 1) stated that writing is a complex process that allows writers to explore thoughts and ideas and make them visible and concrete. Writing encourages thinking and learning. It motivates communication and makes thought available for reflection when thought is written down; ideas can be examined, reconsidered, added to, rearranged, and changed. Nurgiyantoro (2001) defined a writing activity as the latest skill mastered by the students after listening, speaking, and reading skills. Nunan (2003: 88) states that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to the reader.

Definition of Academic Writing

According to Alice Oshima & Ann Hogue (2007) Academic writing is the kind of writing used in high school and college classes. Academic Writing is different from creative writing, which is the kind of writing you do when you write stories. According to The University of Sydney academic writing is generally quite formal, objective (impersonal) and technical. It is by avoiding casual or conversational language, such as contractions or informal vocabulary. It is impersonal and objective by avoiding direct reference to people or feelings, and instead emphasizing objects, facts and ideas. It is technical by using vocabulary specific to the discipline.

Types of Writing Anxiety

According to Cheng (2004), writing anxiety is divided into three types, namely:

a. *Cognitive anxiety*

Cognitive anxiety refers to the cognitive aspect of anxiety experience, including negative expectations, preoccupation with performance and concern about others perception. How the students make their writing can be highly influenced by expectation from other students or teacher. For instance, the teacher gives high expectation and the students writing because they will more focus on others expectation rather than their own writing.

b. *Somatic anxiety*

Somatic anxiety refers to one's perception of the psychological effects to the anxiety experience, such as nervous and tension. Sometimes students are feeling nervous in high tension when they are under time constrain and they have not found any idea. For instance, the students are asked to write something in one page and they have to finish it in class in 10 minutes. Maybe they are not feeling nervous in the beginning but they will feel nervous when have not finished and some of their friends have finished their writing.

c. *Avoidance anxiety*

Avoidance anxiety is a type of anxiety where the students avoid writing. This is behavior aspect of the anxiety experience. For instance, the students do not come to the writing class or do not do their writing task. This is the most dangerous type of writing anxiety because the students will avoid writing. They will not do anything in writing class. The students cannot get any result on their writing. (Cheng, Y. S. 2004).

METHOD

The researcher used quantitative research. According to Creswell (2002) noted that quantitative research is the process of collecting, Analyzing, interpreting, and writing the result of a study. According to Matthews & Ross (2010) quantitative research methods are basically applied to the collection of data that is structured and which could be represented numerically. The researcher used descriptive quantitative research to collect the students have the level anxiety and the types of anxiety in their academic writing at students fourth semester of University of Islam Malang. The research was conducted at University of Islam Malang. This

University is located in Malang, East Java. The population of this research were the fourth semester of English Department at University of Islam Malang. The sample of this study were 35 students in 2 English class of fourth semester at Islamic University of Malang. In the research instrument of his study, the researcher used the Second Language Writing Anxiety Inventory (SLWAI) questionnaire that was contained 22-items statements. The form of this questionnaire developed by Cheng (2004) that concern about the anxiety of student writers while writing in English. To avoid misunderstanding among participants, the whole items questionnaire were translated into Indonesian in order to make it easier for the students to answer the questionnaire.

To analyze the data, the students writing anxiety was identify used writing anxiety questionnaires, the researcher distribute questionnaire of students writing anxiety which was already made by Cheng (2004), the aims to analysis students writing anxiety of fourth semester of University of Islam Malang. The researcher used questionnaire as the techniques the collect the data for the research. Denscombe (2007) explain that questionnaire is the way to collect the data by using a several question that have been made to gain the information.

There are some procedures for doing the analysis of data that the researcher applies in research. First, gather the data that will be analyzed. Second, classify the answer based on the questions. The researcher uses the Likert scale to measure data from the questionnaire data. According to Sugiyono (2014: 136), a likert scale is used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. In research, this social phenomenon has been specifically studied by the researchers, hereafter referred to as research variables. With a likert scale, the variable to be measured is translated into an indicator variable, and the indicator is then used as a starting point to arrange the items of the instrument, which can be a statement or question. After the researcher collects the result, she uses the table of levels of anxiety to determine the respondent's anxiety category, as shown below. And to make it easier, the researcher used The Statistical Package for the Social Sciences (SPSS) version 20 (Frequency Statistics Descriptive).

FINDING AND DISCUSSION

Finding

After collecting the data, the researcher processed the data using SPSS 20, and the researcher got the following result:

The Result of Level of Anxiety

Table 4.1 Frequency of Distribution of Students' Writing Anxiety Levels

Level of Total Anxiety	N	% of The Score Participants	Min.Level Score	Max.Level Score	Mean of Level Anxiety
High	24	70%	25	111	73,72
Moderate	8	20%	9	37	24,12
Low	3	10%	4	14	9,11
Total	35	100%	38	162	106,95

The researcher discovered 24 students with a high level of anxiety with a range >65 and a mean score of 73,72; 8 students with a moderate level of anxiety with a range 55-65 and a mean score of 24, 12; and 3 students with a low level of anxiety with a range 55 and a mean score of 9, 11. After distributing the questionnaire to 35 respondents, the result is that there are 32 students who have anxiety, and the researcher just focused on the 32 students who feel anxiety.

The Result of Types of Anxiety

Table 4.2 Result of Types of Anxiety

Types of Anxiety	N	Mean	Std. Deviation	Std. Error Mean
Cognitive Anxiety	35	9,11	3.238	548
Somatic Anxiety	35	24,12	8.523	1.400
Avoidance Anxiety	35	73,72	27.806	4.712

According to the above-mentioned result table, the researcher discovered that students in the fourth semester of the University of Islam Malang have anxiety with types of avoidance

behavior, with a mean score of 73,72, somatic anxiety, with a mean score of 24,12, and cognitive anxiety, with a mean score of 9,11.

Discussion

The researcher discovered the level of writing anxiety among students in the fourth semester based on the results data. The researcher found the students in academic writing in the fourth semester of the University of Islam Malang had anxiety in their writing. And, according to the data presented above, 24 students experience high levels of anxiety when writing, while 8 experience moderate levels of anxiety. Students who have high levels of anxiety are usually those who have low self-confidence; they are always afraid to make mistakes, they are afraid to be corrected when they do something, and they always compare their work with others. Students who are in moderate-level anxiety situations usually do not realize that they have anxiety. And because they are never sure whether they will get good or bad results, they can become anxious at times.

According to the findings, different types of anxiety affect students' performance in writing classes; these anxiety types include numbers 1, 3, 7, 9, 14, 17, 20, and 21. Three students were suffering from cognitive anxiety. The students often experience anxiety, including negative expectations, preoccupation with performance, and concern about others' perceptions. The reason for choosing this topic of writing anxiety was that the analysis factor proved it to be highly reliable and valid (Cheng, 2004). For somatic anxiety, it's the lowest percentage of all the types of anxiety. The group as a whole has an average of eight students. The types of anxiety include numbers 2, 6, 8, 11, 13, 15, and 19. They often feel nervous and under high tension when they are under time constraints and have not found any ideas. The final type is avoidance behavior, which accounts for the greatest proportion of all anxiety types. These types of anxiety include numbers 4, 5, 10, 12, 16, 18, and 22. There were 24 students who had verbal communication. They often feel like they do not come to the writing class or do not do their writing task. This is the most dangerous type of writing anxiety because the students will avoid writing. They will not do anything in writing class. This finding answers the research questions because it identifies the types of writing anxiety among students in their fourth semester academic writing.

CONCLUSION AND SUGGESTION

Based on the result of the data analysis and the result of the study, the researcher can draw the following conclusions: 1. The level of writing anxiety among students' academic writing at the University of Islam Malang in the fourth semester was 24 with high levels of anxiety and 8 with moderate levels of anxiety. This proves that the students in academic writing in the fourth semester have the highest level of anxiety in writing. 2. The types of anxiety faced by the students in academic writing at the University of Islam Malang in their fourth semester are avoidance behavior and somatic.

Based on the result of data analysis and conclusion the researcher present some suggestion. The researcher hoped that this study can be used to additional reference by other researcher. According to the findings, each student is experiencing anxiety, albeit at varying levels and with varying responses. For students who have anxiety, starting with believing in yourself can reduce anxiety, aside from being more relaxed when writing material in English. In the learning process, the lecturer needs to create enjoyable situations to attract students' interest in English and reduce their anxiety.

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