STUDENTS' ANXIETY IN WRITING ACADEMIC TEXTS (A MIXED-METHOD RESEARCH AT THE THIRD SEMESTER OF ENGLISH LANGUAGE EDUCATION OF UIN RADEN MAS SAID SURAKARTA IN THE ACADEMIC YEAR OF 2021/2022)

THESIS

Submitted as a Partial Requirements

For the degree of *Sarjana*

UNIVERSITAS ISLAM NEGERI
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By:

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

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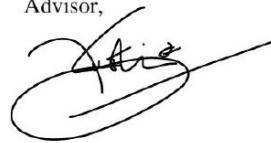
Has already fulfilled the requirement to be presented before the board of examiners (*munaqasyah*) to gain a Bachelor's Degree in English Language Education study programthe at Raden Mas Said State Islamic University of Surakarta.

Thank you for the attention

Wassalamu'alaikumWr.Wb.

Sukoharjo,November 1st 2022

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RATIFICATION

This is to certify the undergraduate thesis entitled "**Students Anxiety in Writing Academic Texts (A Mixed-Method Research at the Third Semester of UIN Raden Mas Said Surakarta in Academic Year of 2021/2022)**" by Panjang Emas Cindewangi has been approved by the Board of Thesis Examiners as the requirement for the Bachelor Degree in English Language Education.

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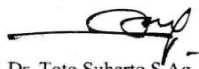
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DEDICATION

This thesis is dedicated to:

1. Allah SWT.

2. My beloved parents

3. My little sister

4. My thesis advisor

5. My beloved people surrounding me with love and support every day

6. My Almamater Raden Mas Said State Islamic University of Surakarta

MOTTO

"And he is with you wherever you are."

(QS. Al Hadid: 4)

"Maybe I made a mistake yesterday, but yesterday's me is still me. I am who I am today, with all my faults. Tomorrow I might be a tiny bit wiser, and that's me too. These faults and mistakes are what I making up the brightest stars in the constellation of my life. I have come to love myself for who I was, who I am, whom I hope to become."

- Kim Namjoon-

"Everything's fine. Never blame me and hate myself, whatever it is I LOVE MY SELF"

-Panjang Emas Cinde Wangi-

PRONOUNCEMENT

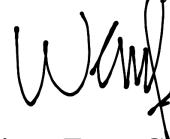Name   : Panjang Emas Cindewangi

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I hereby sincerely state that the thesis entitled "**Student' Anxiety in Writing Academic Texts (A-Mixed-Method Research at the Third Semester of UIN Raden Mas Said Surakarta in the Academic Year of 2021/2022**)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred to in the references.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, ... November 2022

Stated by,

Panjang Emas Cinde Wangi

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The researcher realizes that this thesis is still far from perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, November 2022

The researcher

Panjang Emas Cindewangi
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ABSTRACT

Panjang Emas Cinde Wangi. 2022. ***Students' Anxiety in Writing Academic Texts (A Mixed-Method Research at the Third Semester of UIN Raden Mas Said Surakarta in the Academic year of 2020/2021)***. Thesis Language Education Study Program Cultures and Language Faculty.

Advisor   : Dr. Yusti Arini, M.Pd

This a mixed-method research reported students' level of anxiety, factors that caused students' writing anxiety and also the students' strategies to reduce students writing anxiety among the English language education students at third semester of UIN Raden Mas Said Surakarta in the pandemic era. The objectives of this research are (1) to identify the level of anxiety in writing (2) to describe the factors that contribute to students' anxiety in writing (3) to describe the students solve their anxiety in writing.

This research was explanatory mixed-method research. The data were collected through questionnaires for quantitative and interviews for qualitative. This research had been analyzed by using Student Language Writing Anxiety Inventory by Cheng, Kondo and Ying-Ling, and Wahyuni and Umam. To know the validity and trustworthiness researcher used the theory from Sugiyono. The subject in this research were 45 students of English Language Education study program from the third semester. The subject was selected by a simple random sampling technique.

The finding showed that 45 students who fulfilled the questionnaire are 61% in writing anxiety and it was considered at a moderate level. It means the students are placed in the middle level of writing anxiety. Nine problems caused the students' anxiety in writing : fear of negative evaluation, time pressure, low confidence, insufficient writing technique, language difficulties, lack of topical knowledge, insufficient writing practice, pressure for perfect work, and high frequency of assignments. The dominant factor, that makes students feel anxiety was insufficient writing technique (grammar, vocabulary, spelling and structure of the text). The dominant strategy to reduce students' anxiety was preparation (study, reading, make notes) from the fifth students' strategy to reduce anxiety: preparation, relaxation, positive thinking, peer seeking and resignation.

Keywords: writing, writing anxiety, Student's level, students' factors, students' strategies

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CHAPTER I

INTRODUCTION

A. Background of Study

English is an international language that plays a fundamental role in communication in a global community. It has been realized that English expertise is a vital ability to speak with individuals throughout the world. As indicated by Ramelan (1992:2–3) "English as a global language is utilized to convey, to reinforce, and to secure the relationship among all nations on the planet in all fields, for instance: in the travel industry, business, science, and innovation, and so forth". Thinking about the significance of English, individuals from different non-English talking nations including Indonesia learn English. In Indonesia English is taught from Junior High School to University. It is the only foreign language, which is learned as a compulsory subject by Indonesian Students' (Helty, 2009:14).

In the English language, four basic skills are speaking, listening, reading, and writing. These four skills have a very important role in English lessons. In this case writing, students can train themselves in writing using correct grammar. But in writing too many rules and because of that, and many students have anxiety in writing, which can interfere with the writing process. As an EFL (English as Foreign Language) student, English is not their first language, so many students have difficulty with it. Understandably, students usually find difficulty in writing tasks. Regularly, they fear committing errors and stress over their capacity in duplicating and orchestrating words and sentences. As the consequence of having no trust recorded as hard copy errands, they would prefer not to attempt them even

if they don't care in writing. Students' trouble recorded as a hard copy can influence their writing abilities. Hartono (2012) affirms writing execution of English students can mirror their insight into English language designs through the written discourse they present.

Meanwhile, during pre-research in December 2020 after the final test in the third semester of English Language Education of UIN Raden Mas Said Surakarta, the researcher finds signs of anxiety among students. Some of them have difficulty writing a paragraph in a short time. Because they do not know what they want to write, they also have difficulty writing on a specific topic, and also they lack writing practice. The students feel unconfident in their grammar and vocabulary. They said that they are afraid to get negative feedback from teachers/lecturers. When they start to write, they have some symptoms of anxiety-like mind going blank, pounding heart, and sweating.

As Rezaei & Jafari (2014) considers writing anxiety as a general avoidance situation felt by individuals because they limit themselves to improving their ability in writing. Academic writing is uneasy writing that requires a higher mental process in arranging structure, content, and grammar. Writing anxiety has been generally confined to the school setting, concentrates on the impacts of writing tension on choices, and insights about writing have been for the most part worried about students populaces.

Students may confront some inward and outer variables that will impact how long the students can complete their writing assessment. The interior factor incorporates students' inspiration and capacity, while the outer factor incorporates

climate, personnel framework, and guidance (Asmawan, 2016). This causes them to feel depressed or they call it "stress". Anyway, stress isn't just for terrible things, stress is the body's reaction to changes that make burdening requests.

Each student may have various kinds of anxiety since they have diverse mental foundations. The dread of the instructor's negative input, low self-assurance recorded as a hard copy, and poor etymological information (Jebreil et al. 2015) are the variables that show that understudies experience composing uneasiness. Uneasiness itself is characterized as an emotional sensation of pressure, fear, anxiety, and stress which is related to the excitement of the autonomic sensory system (Horwitz et al. 1986). Given a few multidimensional proportions of tension, it was expressed that nervousness is assembled including Somatic, Cognitive, and social (Cheng, 2004).

Furthermore, some students have their way to decrease their anxiety. According to Raoofi (2017) writing strategies refer to the techniques and operations that students employ to write more effectively or to produce better writing. The identification of the strategies could provide information on how to minimize the occurrence of writing anxiety.

However, with the outbreak of coronavirus in the beginning of 2020, there have been a lot of changes in human life. Since the pandemic era Indonesia has changed the study to online learning. Using online learning increased enthusiasm for using technology. On the other hand some of the teachers and students feel depressed because to many assignments, and aced hardship in financial because they had to buy big credit for online quota (Simamora in Sri Gustiani,2020:24). In

this situation it can be a reason some students feel anxiety in making their assignments and they feel confused because they don't get much information from the teachers. The COVID-19 crisis has an impact on student's psychologically and emotionally. The classes were postponed due to lockdown during this pandemic and the majority of colleges and universities should change their face-to-face learning to virtual learning. This includes UIN Raden Mas Said Surakarta, during this pandemic period issued a policy for implementing online learning since March 16 which was extended to the present. This policy is contained in the Circular of the Chancellor of IAIN Surakarta No. 03/2020. This change in the learning system is implemented by using online media such as Google Classroom, Zoom, WhatsApp Group and others in all learning activities. This condition became one of the factors that students had difficulties in doing their tasks.

The issue of anxiety has been explored in different fields of knowledge, but most of the previous studies talk about anxiety in speaking, listening, and reading. Some previous studies that related to writing anxiety, most of them talk about the relationships between writing anxiety and writing strategies, writing anxiety in making a thesis or proposal, and talk about the relationship between writing anxiety and students' writing performance. There are five researchers who research writing anxiety. The first one was conducted by Siti Nurhalimah (2019). This research has similarities to writing anxiety. The differences in this research were the technique of collecting data by descriptive quantitative and only using questionnaires.

The secondary research was from Farika Muhammad (2019). This research has similarities about writing anxiety and describes the levels of writing anxiety.

The differences from this research were technique of collecting data by quantitative and using random sampling. The third one was from Mei-Ching Ho (2016). This research has similarities in writing anxiety, and using questionnaires and interviews for collecting the data. The differences, this research used two questionnaires, the Research Writing Anxiety Scale (RWAS) and the Research Writing Self-efficacy Index (RWSI) and used semi structured-interviews. The fourth research was from Sri Wahyuni & Khotibul Umam (2017). This research has similarities about writing anxiety and describes the levels of writing anxiety. This research also used Second Language Writing Anxiety Inventory (SLWAI) by Cheng (2004) for collecting the data. The differences in this research used quantitative only. The last previous research was conducted by Duygu UÇGUN (2011). The similarities were writing anxiety and describing the levels of writing anxiety. The differences between this research are the used Writing Anxiety Scale developed by Yaman (2010) and the used a survey model for sampling.

Based on some previous studies above, much research has examined students' anxiety using quantitative methods only. The differences that distinguish this research from the previous research are the method. This research uses quantitative and qualitative methods to get a deep understanding of writing anxiety. This research also focused on the students' anxiety in academic writing during the COVID-19 situation in the third semester and showed new strategies provided by students to reduce their anxiety in writing.

The researcher is also interested in conducting research at Raden Mas Said State Islamic University of Surakarta especially in students in the third semester

who take majoring in academic writing. The researcher chooses the students because the students of the third semester have been taught writing skills before in the previous semester. And to see why they still have anxiety or if they will deal with their anxiety. From the explanation above, the researcher will conduct the research entitled: *"Students' Anxiety in Writing Academic Texts (A Mixed-Method at the Third Semester of English Language Education of UIN Raden Mas Said Surakarta in Academic Year 2021/2022)"*.

B. Identification of the Problems

Concerning the background of the problem above, the following problems can be identified:

1. The students have difficulty in writing because of the different language and the grammatical rules.

2. The students are afraid of making mistakes and worry about their ability to reproduce and arrange words and sentences, also they are afraid of negative feedback from teachers.

3. The students are too lazy to improve their vocabulary mastery in daily life.

C. Limitation of the Problems

In this study, the researcher focused on the students' level of anxiety, factors that caused students' writing anxiety and also the students' strategies to reduce their writing anxiety in the pandemic era. The researcher chooses this considering that they have been taught before in the first semester, so they have experience in writing before. This study will be conducted by students of academic writing in the

third semester at English Language Education, Raden Mas Said State Islamic University of Surakarta during the academic year 2021/2022.

D. Formulation of the Problems

Based on the discussion above, the problem statement of this research are:

1. What is the students' anxiety level in writing?

2. What are the factors that contribute to students' anxiety in writing?

3. How do the students solve their anxiety in writing?

E. Objectives of the Study

The purposes of writing this research are:

1. To identify the level of anxiety in writing

2. To describe the factors that contribute to students' anxiety in writing

3. To describe the students solve their anxiety in writing.

F. Benefits of the Study

The researcher expects that this research can give benefits, both theoretical and practical benefit:

1. Theoretical Benefit

Hopefully, the other researchers will get inspiration to do research that uses the same topic in writing anxiety and can be a reference to other researchers about a factor of writing anxiety students' and the strategy to cope with writing anxiety.

2. Practical Benefit

By doing this research, the researcher hopes it can give benefit students in increaseasing their writing, and to make them confident to write their

assessments even if it still has a mistake, also to be more active in studying English, and help the teacher in selecting appropriate strategies to overcome the students' anxiety in writing class.

G. Definition of Key Terms

1. Anxiety

   Anxiety is a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome (Omrod,2011). Anxiety is a bad feeling that makes an uncomfortable, and tense with the reaction of the body and can affect the thought and behavior

2. Writing Anxiety

   Writing anxiety is a result of lacking knowledge or understanding necessary to complete writing tasks and students' belief that writing is hard work. Writing anxiety is feeling tension or anxiety in writing.

CHAPTER II

LITERATURE REVIEW

A. THEORETICAL REVIEW

To get deeper information about this study, the researcher put theory based on the topic:

1. Concepts of Writing

a. Description of Writing

Writing is a piece of correspondence that finds and communicates thoughts into proclamations and passages. Writing needs a great deal of consideration regarding sentence arrangement, punctuation, structure, and different parts. Writing is not simple expertise and some of the understudies found that composing is difficult and devouring their time and action. According to Hyland (2013), writing is a result, a completed item that could be read for what it educated us regarding language, instead of about importance making. According to Pratama (2012), writing is an activity of exploring the writer's thoughts to arrange the ideas into words that are communicated in a meaningful way.

According to the explanation above, the researcher conclude that writing is a part of communication, the same as speaking, but in writing using a written word with symbols (alphabet, punctuation, and spaces) and writing using one way to express the idea in words. Writing is also known as a complex skill because to write from word to sentence we should be able to know the rule like

grammar, sentence, and structure. So, writing needs more attention and practice to produce it.

b. Types of Writing

Brown (2001: 346) classifies writing into three types:

1) Academic

Academic writing is a formal written text that must use grammar, structure, organizing ideas, and supporting data. Academic writing is a complex rules in a writing text.

2) Vocational or technical

Technical writing is a broad term that encompassed a wide variety of documents in science, engineering, and the skilled trades.

3) Personal

Personal writing is one of the writing texts that is not necessarily use grammar or perfect structure. Personal writing is an informal writing text that gives some of the imagination to write, for example poem.

In conclusion, the researcher focuses on writing for an academic text. Academic writing has stayed on a hard level of writing because there were to many rules and students think it was hard work, usually contains a fact or data like in newspapers, journals, and essays. These types of purposes are to persuade and explain to the reader with some arguments and facts.

c. The Aspect of Writing

According to Hughes (2003), there are five aspects:

1) Grammar

Grammar clarifies the structures and design of words and how they are organized in sentences. It means that writers should master grammar to produce good writing and make it easier to understand the writing.

2) Vocabulary

Having a good vocabulary can help you write more effectively because it is an important part to choose the right words and make them into good sentences. Vocabulary is a collection of words that are arranged into sentences, paragraphs, or essays. In writing, there ought to be refined reach, compelling word figure of speech, word decision, and its utilization.

3) Mechanics

Writing mechanics are the established rules that should be followed when writing sentences. Easy writing is mechanically good if its writer demonstrates mastery of conventions, good spelling, punctuation, capitalization, and paragraphing, and also handwriting.

4) Fluency

Fluency or coherence means that the parts of the paragraph are logically connected. The movement of one sentence to the other should be logical. It could be an important thing that should be mastered by the writers.

5) Organization

Good organization will produce a clear progression of ideas well linked. Fluent expression and ideas are clearly stated, well organized, and logically sequenced. It means the writers should organize their writing to be clearly understood by the readers.

From that, we know that correct grammar, good vocabulary, correct punctuation, capitalization, and paragraphing are key in writing. With all of those, the reader will know or understand what the writer writes. So, to produce good writing with good content and make the reader understand, we should be able to do well in all of those.

2. Concepts of Anxiety

a. Description of Anxiety

Anxiety is a term used to portray a typical inclination individuals experience when confronted with danger, peril, or when focused. Tension, which might be perceived as the obsessive partner of typical dread, is shown by unsettling influences of temperament, just as of reasoning, conduct, and physiological action.

At the point when individuals become anxious, they normally feel upset, uncomfortable, and tense. As per Sharma&Sharma (2015) the expression of tension is derived from Latin ``angere'' which has significance in causing trouble. Imaniar (2016), summed up nervousness as an "expectation of future danger" and is regularly connected with "watchfulness in anticipation of future peril and mindful or avoidant practices" (American Psychiatric Association, 2013, p. 189).

Carlson said that anxiety is "a feeling of worry or destruction that is joined by certain physiological responses, for example, sped up pulse, sweat-soaked palms, and snugness in the stomach". It means when people get anxious they will naturally feel something in their body to recognize that they feel threatened. Halgin depicts the distinction between dread and tension, dread is a characteristic cautious reaction to a perilous circumstance while nervousness is more future-oriented, a sensation of worry and anxiety about the chance of something horrible may occur.

In conclusion, anxiety is a bad feeling and makes you uncomfortable, and tense with the reaction the body. Anxiety also affects the body, thouthoughtsd behavior, so it can make it difficult to control ourselves and stay focused on something. Anxiety can happen when we lack motivation, feel afraid of something, or feel extremely worried.

b. Types of Anxiety

Cheng (2004) divided anxiety into three types, namely:

1) Cognitive anxiety

Cognitive anxiety refers to the psychological part of tension experience, including negative assumptions, distraction with execution, and worry about others' discernment.

2) Somatic anxiety

Somatic anxiety refers to one's impression of the mental impacts of the uneasy experience, like apprehension and strain.

3) Avoidance anxiety

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Avoidance anxiety is a type of anxiety where people avoid what makes them feel worried. This is the behavior aspect of the anxiety experience.

Based on that, Cheng (2004) developed a scale called Second Language Writing Anxiety Inventory (SLWAI) to identify students' writing anxiety, which contains three subscales: Somatic Anxiety, Cognitive Anxiety, and Avoidance Behavior. This scale has been used by many researchers to examine writing anxiety.

c. Symptoms of Anxiety

While there are some common symptoms which are divided into (Black Dog Institute): 1) what are you feeling like feel worried or afraid; tense and on edge; nervous or scared; panicky; irritable; stressed; detached from your body; feeling like you may vomit. 2) What are you thinking like 'everything's going to go wrong; 'I might die; 'I cannot handle the way I feel; 'I cannot focus on anything but my worries'; I don't want to go out today; I can't calm myself down. And last is what you are experiencing like sleep issues; pounding heart; sweating; tummy aches; dizziness; trembling; problems with concentration; and excessive thirst.

According to the National Institute of Mental Health [NIH], common symptoms include: feeling restless; wound-up; being easily fatigued; mind going blank; having muscle tension; having sleep problems.

Other common symptoms according to Mayo Clinic (2016) include persistent worrying about several areas that are out of proportion to the impact of the events; overthinking plans and solutions to all possible worst-

case outcomes; perceiving situations and events as threatening even when they are not; difficulty handling uncertainty; indecisiveness and fear of making the wrong decision; trembling or feeling twitchy; nervousness or being easily startled; sweating; and nausea, diarrhea or irritable bowel syndrome.

In conclusion, the symptoms that show up are a response from our body, that feeling tense or anxious about something. We can see the symptoms from the body movements like trembling, panic, and nervousness. The anxiety also makes us blank or lose our minds. Some people can handle it with something like a deep breath or listening to music, but we can not avoid what we feel inside.

d. Factors of Anxiety

Some factors which can make people feel anxious according to Jeffrey are:

1) Over self-prediction, a Person with anxiety disorder often predicts copiously about how great fear or anxiety is in a situation.

2) Irrational faith, Self-defeating can increase anxiety disorder. If a person faces problems. For example, she/he would think "I should get out of here" or "my heart will come out from my chest". Those suggestions will disturb the plan.

3) Oversensitivity, over-sensitivity toward threat is like a fear of threat.

4) Sensitivity of anxiety, a fear of anxiety people who have high sensitivity toward anxiety has excessive fear. They were afraid of emotions

unmanageable resulted in something detrimental they easily feel panic when having signs of anxiety and heart breathing.

5) Wrong attribution body signal, it means that the thump of the heart will rise, the breath rapidly, sweat.

6) Low self-efficiency, tend to feel more anxious in a situation where they doubt their ability. And anxiety will impede performance. People with low self-efficacy will have less confidence in their ability to perform the task with success.

Excessive tension or anxiety can be caused by the failure of the brain's nerves to control our emotions. Besides that, many other things cause anxiety-like self-prediction, irrational faith, over-sensitivity, the sensitivity of anxiety, wrong attribution body of signal, and low self-efficiency. These factors can affect our emotions because of the bad memories in our brains and that causes anxiety.

3. Concepts of Writing Anxiety

a. Description of Writing Anxiety

According to Hartono's (2012) writing performance of English, learners can reflect their knowledge of English language patterns through the written discourse they present. However, due to some designs, writing, especially in any other language rather than the first language is not always easy for foreign language learners. Generally, students' difficulties can affect their performance in writing and make them anxious. Khoii (2011) also said that learning to write is difficult especially for foreign language learners

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because their English teachers usually ask them to produce fluent, accurate, and appropriate written English.

Writing anxiety is feeling anxious or worried in writing, caused by a lack of motivation, fear of negative feedback, and afraid of mistakes in writing. Writing anxiety is the individual's phenomenon to avoid or approach the situation perceived that possibly requires writing complemented by some quantity of evaluation (Daly and Wilson, 2015). While Hasan (2001) stated that writing anxiety is a general avoidance of writing and situations perceived by individuals to potentially require some amount of writing accompanied by the potential for evaluation of that writing.

Writing anxiety makes some students unable to perform their best of them in writing. It is caused when students start to write they feel under pressure, and afraid to make a mistake. Al-Sawalha & Chow (2012) stated that 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 begin, work on, or finish a given composing task that the individual is mentally equipped for doing. In this condition, students will get a negative feeling when they start to write and that bad feeling will produce a bad idea and words or paragraphs.

Clark (2005) also stated that writing anxiety was a result of lacking knowledge or understanding necessary to complete the writing task and the students' belief that writing is hard work. From that statement about writing anxiety can be concluded that students will feel afraid or anxious when they

start to write because they are afraid to make mistakes when their writing will be evaluated and students can make a bad product because of that feeling.

In conclusion, writing anxiety is feeling tension or anxiety in writing. This can happen because students lack motivation or are afraid judge by their teacher. Moreover, writing in different languages causes students to feel pressured by writing rules like grammatical, structure, punctuation, vocabulary, etc.

b. Types of Writing Anxiety

According to Cheng (2004) writing anxiety is divided into three aspects, they are:

1) Cognitive Anxiety

This cognitive anxiety condition is associated with learners' mental aspects when they experience anxiety, including negative expectations, obsession with performance, and fear of others' perceptions. This type makes students have to achieve high expectations from the teacher or other students, it can make students focus on others' expectations rather than their writing performance.

2) Somatic Anxiety

Somatic anxiety is the perception of an individual towards the physiological effects of anxiety, and unpleasant feelings, such as nervousness and tension. For example, when students are asked to write and they have to finish it in 30 minutes, they will feel under pressure with the time. In this case, some of the students may finish their writing faster

than others, so when the other students do not finish it yet, it can cause nervousness.

3) Behavior Avoidance

Behavior avoidance is related to the aspect of behavior when the students are anxious. In this case, students do not attend writing classes or do not do their writing tasks. This can make students cannot get any results in writing

Write a paragraph, students may experience anxiety that feels tension, fear, high expectation from a teacher, avoiding class, etc. From that statement above we know that types of anxiety are divided into three; cognitive, semantic, and behavior anxiety. These types have different aspects that affect students' writing anxiety.

c. Causes of Writing Anxiety

According to Wahyuni& Umam (2017) the causes of writing anxiety are categorized into 9 causes, they are:

1) Fear of negative evaluation and fear of test

The students will feel afraid or anxious when their writing is not as good as their teacher's expectations and afraid they will get a negative evaluation or a bad score. Morover, the students will feel anxious when their writing is not as good as their teachers' hope, and as result their teacher will give negative evaluation about their writing. They need time, to write and revise in order to make sure that their writing in English can be as good as their hope.

2) Time pressure

The students will feel anxious when they have to write under time pressure because they cannot concentrate on their writing performance and students concentrate more on the time. It can cause them to feel anxious when writing because the students will feel threatened and become panicky. Time pressure is the condition where the students are given a time limit from the teacher. The students must do quickly on their excercise based on limit of time.

3) Low self-confidence

Students with bad skills in writing will feel low confidence when they start to write, but students with good skills can have low confidence in their writing. According to Hasan (2001) Students with good skills and capabilities in writing will encounter anxiety when they believe that they will do poorly. Even if the students who have high second language writing ability assume that they are not competent in writing something which is ordered, then they also cannot avoid writing anxiety.

4) Insufficient writing technique

In this case, students with bad skills and a lack of an understanding process of writing will feel anxious because they are insufficient in writing technique. Students who experience writing anxiety are those who have poor skill development and lack of understanding of the composing process.

5) Language difficulties

The English for Foreign Language (EFL) students faced the problem when they write in other languages, with the different language students becoming lazy to write because of the difficulty in expressing their ideas and their writing must correct the grammar rule. Language difficulties make students reluctant or lazy to write in English or learn more about the structure, grammar lure and vocabulary, because the students feel difficulties to express their idea into English words or sentences.

6) Lack of topical knowledge

The low degree of effective information causes the students may encounter anxiety. For example, when a teacher gives an essay about economics and students only have a little knowledge that they will feel nervous and afraid to write their ideas, and this may be difficult for them. They have to think something which is strange and difficult for them. Therefore, it means that lack of knowledge greatly affects the occurrence of writing anxiety among the students.

7) Lack of experience or insufficient writing practice

The students who lack practice will find it difficult to express their ideas using English. Writing practice is very important in developing writing ability, the students who often practice their writing will be better at writing.

8) Pressure for perfect work

In this case, students believe that perfect writing makes them achieve a high score and high standard of writing, and it can make them feel the pressure for perfect work. This self-imposed pressure for perfect work which usually makes the students experience writing anxiety and cause the student to be reluctant to write. They have to achieve high standard of writing, and it makes the students experience writing anxiety.

9) High frequency of assignment

According to Rezai and Jafari (2014), the high frequency of assignments is one of the sources of writing anxiety. High frequency of assignments means that the students had to do writing in a long time. The students need more time to think and to process because the different of language and had to translate from their first language into English.

Bad memories can affect the body's response and cause negative feelings like fear, anxiety, panic, etc. The negative feeling in writing can cause anxiety in writing. The cause of this writing anxiety is fear of negative evaluation, time pressure, low confidence, insufficient writing technique, language difficulties, lack of topical knowledge, insufficient writing practice, pressure for perfect work, and high frequency of assignment. These problems could be solved by the students themselves. Others or the environment may help the anxious students but it does not help a lot.

d. Strategies to Reduce Students' Anxiety

While there are some strategies to reduce students' anxiety according to Kondo and Ying-Ling (2004), namely:

1) Preparation

Preparation is the common strategy for reducing anxiety. The preparation category refers to the students' efforts to overcome their feeling of anxiety by improving their learning strategies. There are many ways to prepare like studying hard, reading the material, trying to obtain good summaries of lecture notes, and asking for help from friends and teachers.

2) Relaxation

Relaxation students have to involve tactics that aim at reducing anxiety. Some basic tactics are as follows: take a deep breath, and try to calm down. However, this only offers a quick relaxation technique. It is not sufficiently effective for high-anxiety students because it only focuses on relieving anxiety physically.

3) Positive Thinking

This strategy tends to focus on learners' emotions. The way of positive thinking is to imagine yourself giving a great performance, trying to be more confident, and trying to enjoy the tension.

4) Peer seeking

These strategies to consult other learners who are feeling anxious. This strategy may find a suitable partner to talk to and support each

other. This strategy is a good solution, especially if the students can share their experiences and strategies with their learning partners.

5) Resignation

The resignation category refers to the unwillingness of the learners to lesson their anxiety by avoiding the learning process. The resignation make students did not want to attendence in writing class, because they did not want to feel anxious and uncomfortable in the class.

It is not easy to reduce writing anxiety instantly, but we can do it gradually. From the statement above we know five strategies to reduce writing anxiety. First, the students have to prepare by studying hard, reading the material, trying to obtain good summaries of lecture notes, and asking for help from friends and teachers. The second one is that the students try to relax by themselves. Third, students give motivation or positive comments. Fourth, find a suitable partner to talk and support each other.

B. Previous Related Studies

Several researchers conduct similarities research and differences between previous studies with the researcher's topic. This research is conducted by Siti Nurhalimah with the title *"Writing Anxiety of EFL Students at SMA IT Al-Fityah Pekanbaru"* UIN Syarif Kasim Riau Pekanbaru. The problem statement from this thesis is to know the writing anxiety of EFL students at SMA IT Al-Fityah Pekanbaru. This thesis tries to describe the writing anxiety of students at SMA IT

Al-Fityah Pekanbaru and find out about the students' feelings during writing activities.

The second research is conducted by Farika Muhammad with the title *"Writing Anxiety EFL Students of Makasar Muhammadiyah University (A Descriptive Study at Fifth Semester Students in Muhammadiyah University of Makassar)"* Makassar Muhammadiyah University. The problem statement of this thesis is to know about the writing anxiety of EFL students in English Department at Makassar Muhammadiyah University. This study tries to investigate whether or not there is EFLStudents of Makassar Muhammadiyah University experience anxiety in their academic writing.

The third is Journal from Sri Wahyuni & M.Khotibul Umam with the title *"An Analysis on Writing Anxiety of Indonesian EFL College Learners' ' STAIN Kediri JEELS*, Vol 4 No.1, 2017. The purpose of this study is to analyze the writing anxiety of English students of an Islamic State College in East Java, Indonesia. This study described the levels, dominant type, and main factors of writing anxiety among English students.

The fourth is a journal from Mei-Ching Ho with the title *"Exploring Writing Anxiety and Self-Efficacy among EFL Graduate Students in Taiwan " University* of Taipei, Taiwan, Higher Education Studies, Vol 6 No.1, 2016. The purpose of this study is to investigate research writing anxiety and self-efficacy beliefs among EFL graduate students in engineering-related fields. The relationship between the two writing affective constructs was examined and students' perspectives on research writing anxiety were also explored.

The fifth journal is from Duygu UÇGUN with the title "The Study on the Writing Anxiety Levels of primary school 6,7 and 8th-year Students in Terms of Several Variables" Nigde University, Turkey, Educational Research and View, Vol 6(7), 2011. The purpose of this study is to examine the writing anxiety levels of primary school 6, 7, and 8th-year students in terms of several variables using the "writing anxiety scale" developed by Yaman (2010). The details of that can be seen in the following table:

Table 2.1 Previous Studies

NO.	Title	Similarities	Differences
1.	*"Writing Anxiety of EFL Students at SMA IT Al-Fityah Pekanbaru"* UIN Syarif Kasim Riau Pekanbaru by Siti Nurhalimah	a. To know about writing anxiety b. To describe the levels of writing anxiety c. Find out about the student's feelings during writing activities	a. Using descriptive quantitative b. The object of the research from SMA Al-Fityah Pekanbaru c. The technique of collecting data using a questionnaire only
2.	*"Writing Anxiety EFL Students of Makasar Muhammadiyah University (A Descriptive Study at Fifth Semester Students in the Muhammadiyah University of Makassar)"* Makassar Muhammadiyah University by Farika Muhammad	a. To know about writing anxiety b. To describe the levels of writing anxiety	a. Using descriptive quantitative b. Sample of the research using random sampling c. The technique of collecting data using questionnaire only d. The object of the research is fifth-semester students at Muhammadiyah University of Makassar
3.	*"An Analysis on Writing Anxiety of Indonesian EFL*	a. To know about writing anxiety b. To describe the	a. Using descriptive quantitative b. In collecting data, two

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	College Learners" Journal from Sri Wahyuni & M.Khotibul Umam	levels of writing anxiety	questionnaires, the Second Language Writing Anxiety Inventory (SLWAI) by Cheng (2004) and the Causes of Writing Anxiety Inventory (CWAI) by Rezaei and Jafari (2014) c. Object of the research is Fifty English students of an Islamic College in East Java Indonesia the fourth semester
4.	*"Exploring Writing Anxiety and Self-Efficacy among EFL Graduate Students in Taiwan"* University of Taipei, Taiwan, Higher Education Studies journal from Mei-Ching Ho	a. To know about writing anxiety b. Technique of collecting data using questionnaire and interview	a. To know self-efficiency b. Using Two questionnaires, the Research Writing Anxiety Scale (RWAS) and the Research Writing Self-efficacy Index (RWSI). c. Using Semi-structured interviews
5.	"The Study on the Writing Anxiety levels of primary school 6,7 and 8th-year Students in Terms of Several Variables" Nigde University, Turkey journal is from Duygu UÇGUN	a. To know about writing anxiety b. To describe the levels of writing anxiety	a. Research design using the writing anxiety scale developed by Yaman (2010) b. The survey using the survey model

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In doing this research, the researcher uses mixed-method research (quantitative and qualitative). According to Creswell "a mixed-method research is an approach to inquiry that combines or associates both quantitative and qualitative forms". To find out the purpose of this study, the researcher used an explanatory sequential mixed method. This method is to collect and analyzes the data from quantitative first and followed by qualitative. In order to strengthen the result of quantitative in the first method, this research design employed to find out the type of students' anxiety, the factors students' faced in writing, and the strategies to find students use to overcome their anxiety in making academic writing. The researcher chooses descriptive quantitative and descriptive qualitative.

The first method, researchers used descriptive quantitative research because this study is to study the impacts of the phenomenon to compare, describe, analyze, classify and interpret the entities. The researcher chooses a descriptive quantitative method to describe and collect data to show and solve the question and the data should be arranged, analyzed, and explained. To collect data in this research, the researcher used the Second Language Writing Anxiety Inventory (SLWAI) which is 20 items about the students' writing anxiety to measure the level of students' anxiety.

The second method, the researcher used descriptive qualitative research. Denzin and Lincoln (2005: 3) state that qualitative researchers study things in their

natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. The researcher chose this study because it provides insight into language anxiety in the third semester of Raden Mas Said State Islamic University of Surakarta. This research is to describe and analyze the factors that caused the students' writing anxiety and also students' strategies to reduce their anxiety in writing.

B. Research Setting

1. Place of Research

   The research was conducted at UIN Raden Mas Said Surakarta which is located at Pandawa street Dusun IV, Pucangan, Kartasura, Sukoharjo.

2. Time of Research

   The researcher conducts the study from November 2020 until July 2022.

C. Research Subject

Subjects in research are needed to get the required data. Lodico et.al (2006: 266) revealed "Depending on the types of questions asked, the researcher will want to select the subjects so that they will be able to provide the key information essential for the study". It implies that in subjective exploration, the analysts select their subject depending on the information of the matter which is competent to respond to the inquiry.

In line with the explanation above, subjects in research are needed to get the required data. The subjects in this research were the third students of English Language Education at UIN Raden Mas Said Surakarta. In this study, the researcher used the Purposive sampling technique. This technique was used by choosing the

participants of this research. The researcher chooses classes A to H for the research subject. Students as a population of 240 students and 45 students volunteered for the questionnaire. Then, 5 students who got high scores and 5 lowest scores in the questionnaire will participate in the interview. Sampling for SLWAI used Simple Random Sampling, which is a sampling technique that provides equal opportunity for the population to be sampled. For qualitative data, the researcher used a purposive sampling technique, namely taking samples with a special purpose.

D. Data and Source of the Data

The data in this research will be in the form of descriptive qualitative data and use qualitative data procedure for the data analysis. Data in this research will be obtained from interviews with the participants (about the factors that contribute to their writing anxiety and the solution to solve their anxiety in the pandemic COVID-19 situation). Data sources of this research were the students at third semester English Language Education UIN Raden Mas Said Surakarta the researcher chose two classes. This data was obtained by collecting the students' questionnaire adapted from Second Language Writing Anxiety (SWLAI) by Cheng (2004). The questionnaire used closed questionnaires and opened questionnaires. The closed questionnaire was used to measure the students' level of anxiety, and the open questionnaire was used to determine some factors of students' anxiety and students' strategies to reduce their anxiety. The researcher also collected data through in-depth interviews to learn more about the factors of students' anxiety and students' strategies to reduce their anxiety.

E. Technique of Collecting the Data

In this study, the researcher uses several techniques in collecting the data: questionnaires and interviews.

1. Questionnaires

To collect the data in this research, the researcher used a questionnaire. Babbie (2010) defines a questionnaire as a document containing questions and other types of items designed to solicit information appropriate for analysis. In this research, the researcher gave two questionnaires as follows:

a. Closed questionnaire

The instrument used in this study was Second Language Writing Anxiety by Cheng (2004). SLWAI was designed to measure three dimensions of writing anxiety: somatic, avoidance, and cognitive. In this research, researchers used 20 questionnaires from Cheng. This questionnaire asked to know more about their writing anxiety

Table 3.1 Indicators of Anxiety

Indicators	Items
Students' somatic anxiety	1,2,3,4,5,6,7,8,9
Students' avoidance behavior	10,11,12,13,14,15
Students' cognitive anxiety	16,17,18,19,20

In this part, the students were asked to indicate their agreement to writing anxiety in the given statements by using the format 5-Likert scale from Cheng (2004). It is formatted in a five-point Likert Scale ranging from 1 (strongly disagree), 2 (disagree), 3 (uncertain), 4 (agree), and 5 (strongly agree). This questionnaire will be given to the students of the third semester

of UIN Raden Mas Said SURAKARTA. The purpose of this questionnaire
is to answer the anxiety or problems they have in academic writing.

Table 3.2 Likert Scale

No	Scale	Score
1	Strongly Agree	5
2	Agree	4
3	Uncertain	3
4	Disagree	2
5	Strongly Disagree	1

Table 3.3 SLWAI Questionnaire

NO	STATEMENTS	SA	A	U	D	SD
1.	While writing in English, I'm not nervous at all.					
2.	I feel my heart pounding when I write English under time constraints.					
3.	While writing English, I feel worried and uneasy if I know they will be evaluated.					
4.	While writing English, my mind suddenly went blank.					
5.	I freeze up when unexpectedly asked to write English text.					
6	I feel trembling and sweaty when writing English.					
7.	My thoughts become jumbled when I write English text.					
8.	I don't worry or anxious when the lecturer evaluates my English text.					
9.	I feel worried and anxious when lecturer evaluate my English text					
10.	I always think that my English text is from my classmate.					
11.	I do my best to avoid situations in which I have to write English text.					
12.	Unless I have no choice, I will use English to write.					
13.	I try my best to write in English.					
14.	If I have a choice, I will avoid my English					

	writing class.					
15.	I usually seek every possible chance to write English outside class.					
16.	I'm not afraid at all that my English text would be rated as very bad.					
17.	I'm afraid and anxious when my writing would be rated as very bad.					
18.	I'm afraid of my English text being chosen as a sample to be discussed in class.					
19.	I feel afraid and anxious when I know that my text will be evaluated by the lecturer.					
20.	I don't worry at all when my writing is worse than the other.					

b. Open Questionnaire

The open questionnaire consists of two statements focused on the factors of students' anxiety and students' strategies to reduce their anxiety. The statements are:

1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing for choosing the topic until the final step (you can choose more than one)

a. I have a problem when choosing the topic

Statement: ………………………………………

b. I am afraid to get negative comments and get a bad grade

Statement: ………………………………………

c. Under time pressure

Statement: ………………………………………

d. Different Languages

Statement: …………………………………………

e. I have problem to make a good paragraph

Statement: …………………………………………

f. Lack of expertise in write English (Grammar, Vocabulary, Structure)

Statement: …………………………………………

2. Explain your strategies and solutions when you feel anxious writing English! (Write down your strategies and solutions in every phase below!)

a. Pre-writing

Statement:..

b. Drafting

Statement:..

c. Revising

Statement:..

d. Proofreading

Statement:..

e. Publishing

Statement:..

2. Interview

Interviews are particularly useful for getting the story behind a participant's experiences (Shrivastava, 2015). The advantage of the interview is the researcher could find some depth information about the activity done by students. Their opinions and facts are needed to make the data more detailed and stronger than what the researcher already had in the observation.

The main purpose of doing the interview is to find out the factors students' faced in writing and the strategies the students use to overcome their anxiety in academic writing. In this case, the researcher used an in-depth interview. This section, the researcher used recorder and interview guidelines to conduct the interview.

The researcher arranged eight questions for the interview guideline. The interview will be done with the students at UIN RADEN MAS SAID SURAKARTA to know the difficulties that they faced. The researcher will be interviewing 10 students at UIN RADEN MAS SAID SURAKARTA. This interview will be online via WhatsApp. The researcher choose to used WhatsApp because of the pandemic of COVID-19. The questions in the interview guideline were about opinions and suggestions about students' writing anxiety as follows:

1. Have you ever felt worried and anxious when you are writing English text? How do you solve that?

2. When you feel anxious writing English text, what do you feel?

3. What are the factors that make you feel worried and anxious when writing English text?

4. What do you think causes your anxiety according to the factors that you mentioned before?

5. What do you feel when you write English text under time constraints? And how will it influence your ability to write English text?

6. What will you do to solve your anxiety when writing English text?

7. What solution and strategy do you use to solve your anxiety when writing English text?

8. What do you suggest to yourself to write in English?

F. Data Validation

1. The Validity

According to Sugiyono (2013), validity is the degree to which it measures what it is supposed to measure. It means that validity measures the assessment result in terms of the purpose of the assessment. Sugiyono (2013) also mentioned that there are three kinds of validity. They are criterion validity, content validity, and construct validity. In this research, researchers used construct validity. To analyze the validity of the data, the researcher used the SPSS program. The result was shown in the table below:

Table 3.4 Validity Instrument SLWAI

No	Number of Items	r-observed	r-table	Category
1.	Item 1	0.452	0.242	Valid
2.	Item 2	0.733	0.242	Valid
3.	Item 3	0.716	0.242	Valid
4.	Item 4	0.707	0.242	Valid
5.	Item 5	0.555	0.242	Valid
6.	Item 6	0.543	0.242	Valid
7.	Item 7	0.636	0.242	Valid
8.	Item 8	0.136	0.242	In Valid
9.	Item 9	0.753	0.242	Valid
10.	Item 10	0.687	0.242	Valid
11.	Item 11	0.442	0.242	Valid
12.	Item 12	0.568	0.242	Valid
13.	Item 13	0.414	0.242	Valid
14.	Item 14	0.275	0.242	Valid
15.	Item 15	0.340	0.242	Valid
16.	Item 16	0.014	0.242	In Valid
17.	Item 17	0.607	0.242	Valid

18.	Item 18	0.693	0.242	Valid
19.	Item 19	0.785	0.242	Valid
20.	Item 20	0.785	0.242	Valid

2. The Reliability

According to Sugiyono (2013), reliability is a consistency of a research result using various methods of research. Reliability has to do with the accuracy of measurements. Cresswell (2012) also stated that internal consistency reliability is the instrument administered, using one version of the instrument.

Table 3.5 the Level of Reliability

No	Reliability	Level of Reliability
1.	>0.90	Very highly reliable
2.	0.80-0.90	Highly reliable
3.	0.70-0.79	Reliable
4.	0.60-0.69	Minimally reliable
5.	<0.60	Unacceptably low reliability

To get the reliability of the questionnaire given, the researcher used the SPSS program to find out whether the questionnaire was reliable or not. The result was shown in the table below:

Table 3.6 Reliability Statistic of Writing Anxiety

Cronbach's Alpha	N of Items
0.853	20

From the table above, it can be seen that the score of Cronbach's alpha is 0.853 that categorized as highly reliable. It can be concluded that the questionnaire is reliable and the level of reliability is very high.

G. Trustworthiness of the Data

In qualitative research, data can be categorized as good data if the data are valid. In this study, the researcher applied several steps which were part of the trustworthiness. According to Shenton (2004), Credibility was the priority criterion for improving the internal effectiveness of trustworthiness. In this research, the researcher collected data to obtain validity used a questionnaire supported by an interview. Then, the researcher analyzed the questionnaire and interview in this research and raise a profound question about writing anxiety. Shenton (2004) defined transferability as an external validation process where a finding in research can be applied to other situations or populations. From the definition above, this research investigated students' level of writing anxiety, factors that contribute to the students' anxiety, and the students' strategies to reduce their writing anxiety. This study expects that the result can have a proper understanding and can be applied by the lecturer and the students while writing.

H. Technique of Analyzing the Data

To answer the research question, the researcher analyzed the data by following these steps:

1. The researcher collected the data used quantitative and qualitative. For quantitative, the researcher used a questionnaire and for qualitative researcher used interview, and gave them to the participants.

2. To collect the data quantitatively, the researcher gave questionnaires via google forms. In order to find out how is writing anxiety of EFL students is, the writer

used the score of closed-questionnaire on students' anxiety. In analyzing the data, the researcher used descriptive statistics through the SPSS program. To analyze the data on writing anxiety, the writer used the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where :

P = Number of percentage

F = Frequency

N = Number of sample

Then the researcher presented the data from the questionnaire by tabulating the final score using SPSS and analyzed them. The questionnaire was analyzed by using SLWAI by Cheng to classify the levels of writing anxiety. The categories percentages of writing anxiety questionnaires from Cheng (2004) are as follows:

Table 3.7 The Percentage of Writing Anxiety Questionnaire

No	Percentage	Category Level
1	65%-100%	High
2	50%-64%	Moderate
3	0%-49%	Low

3. To collect the data qualitatively, the researcher interviewed participants with voice notes or video calls (from WhatsApp). In order to find out the factors of anxiety and students' strategies. The researcher tabulated the score from the SLWAI questionnaire and took 10 students to join the interview. The students with the 5 highest and 5 lowest scores are invited to an in-depth interview Before, the researcher interviewed the students, the researcher tabulated the

score by categorizing them from the types of anxiety. The SLWAI questionnaire used the format 5-Likert scale from Cheng (2004).

4. Then the researcher added the data by open-questionnaire to measure and to depth known about students' factors of anxiety and students' strategies.

5. After the data was collected, the researcher calculated the questionnaire and interview based on a scoring system. The researcher analyzed the data separately. For questionnaire was analyzed quantitatively, while the interview was examined qualitatively.

6. And in the final step, the researcher drew a conclusion based on the result.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents and analyzes the data of the research. This chapter was divided into two parts: research finding and research discussion. The finding part contains the result of the data that was collected by questionnaire and interview about writing anxiety from students of third-semester UIN Raden Mas Said Surakarta. While in the discussion part, the researcher discussed the data based on the result of the analysis.

A. Research Findings

Researcher showed the data to answer the research problem about; (1) what is the students' anxiety level in learning writing? (2) What are the factors that contributed to students' anxiety in writing? (3) How do the students solve their anxiety? Therefore, the researcher classified the students' level of writing anxiety and analyzed the factors that caused students' writing anxiety and the students' strategies to reduce their writing anxiety.

The research was conducted by the researcher by using a questionnaire, and interview. The questionnaire was full-filled by 45 students. Among them, 10 students had done interview. The researcher took 5 students who had the highest score and 5 lowest scores from the questionnaire which indicated they had a higher anxiety level than the other students. In short, there were 45 students who became the research respondent in the questionnaire section and 10 out of 45 students who became the research

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respondent in the interview section The result presents the interpretation as follows:

1. Students' Anxiety Levels

In finding students' level of writing anxiety, the researcher collected the data used SLWAI (Second Language Writing Anxiety) in the form of an online closed questionnaire. The SLWAI questionnaire defined the type of writing anxiety, such as somatic anxiety which gived autonomic arousal and unpleasant feeling states such as nervousness and tension, cognitive anxiety is a process of acquiring knowledge in the human brain, and avoidance anxiety is feeling the student themselves to keep away from writing. The researcher tabulated the data of the questionnaire. The result was presented in table tables below:

a. Students Writing Anxiety

1) Results of Item Number 1 of the SLWAI Questionnaire

Item number 1 of the SLWAI questionnaire is a statement "***While writing in English, I'm not nervous at all.***" The results of data analysis of that item obtained from 13 subjects can be seen in Table 4.1.

Table 4.1 Results of Item Number 1 of the SLWAI Questionnaire

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	4,2	4,2	4,2
	D	4	16,7	16,7	20,8
	U	13	54,2	54,2	75,0
	A	6	25,0	25,0	100,0
	Total	24	100,0	100,0	

Table 4.1 showed that 13 students (54.2%) said "uncertain", 6 students (25%) said "agree", 4 students (16.7%) said "disagree", and 1 (4.2%) student said, "strongly disagree". From the explanation above they agree when writing in English they are not nervous.

2) Results of Item number 2 of the SLWAI questionnaire

Item number 2 of the SLWAI questionnaire is a statement "*I feel my heart pounding when writing English under time.*" The Results of data analysis of that item obtained from 13 subjects can be seen in Table 4.2.

Table 4.2 Results of Item Number 2 of the SLWAI Questionnaire

		Frequency	Percent	Valid Percent	Cumulative Percer
Valid	SD	1	4,2	4,2	4,2
	D	3	12,5	12,5	16,7
	U	7	29,2	29,2	45,8
	A	13	54,2	54,2	100,0
	Total	24	100,0	100,0	

Table 4.2 showed that 13 students (54.2%) said "agree", 7 students (29.2%) said "uncertain", 3 students (12.5%) said "disagree", and 1 (4.2%) student said, "strongly disagree". The data showed that they feel their heart pounding when I write English under time constraints.

3) Results of Item number 3 of the SLWAI questionnaire

Item number 3 of the SLWAI questionnaire is a statement "*While writing English, I feel worried and uneasy if I know they will be evaluated*" Results of data analysis of that item obtained from 9 subjects can be seen in Table 4.3.

Table 4.3 Results of Item Number 3 of the SLWAI Questionnaire

		Frequency	Percent	Valid Percent	Percent
Valid	SD	1	4,2	4,2	4,2
	D	4	16,7	16,7	20,8
	U	5	20,8	20,8	41,7
	A	9	37,5	37,5	79,2
	SA	5	20,8	20,8	100,0
	Total	24	100,0	100,0	

Table 4.3 showed that 9 students (37.5%) said "agree", 5 students (20.8%) said "uncertain", 5 students (20.8%) said "strongly agree", 4 students (16.7%) said "disagree" and 1 (4.2%) student said, "strongly disagree". So, it can be concluded that they feel worried and uneasy if I know they will be evaluated.

4) Results of Item number 4 of the SLWAI questionnaire

Item number 4 of the SLWAI questionnaire is a statement "***While writing English, my mind suddenly went blank.***" The result of data analysis of that item obtained from 16 subjects can be seen in Table 4.4.

Table 4.4 Results of Item Number 4 of the SLWAI Questionnaire

		Frequency	Percent	Valid Percent	Percent
Valid	D	4	16,7	16,7	16,7
	U	16	66,7	66,7	83,3
	A	3	12,5	12,5	95,8
	SA	1	4,2	4,2	100,0
	Total	24	100,0	100,0	

Table 4.4 showed that 16 students (66,7%) said "uncertain", 4 students (16,7%) said "disagree", 3 students (12,5%) said "agree", and 1 (4,2%) student said, "strongly disagree". From the result above that, they are uncertain that writing English, and their mind is suddenly blank.

5) Results of Item number 5 of the SLWAI questionnaire

Item number 5 of the SLWAI questionnaire is a statement "*I freeze up when unexpectedly asked to write English text.*" The results of data analysis of that item obtained from 17 subjects can be seen in Table 4.5.

Table 4.5 Results of Item Number 5 of the SLWAI Questionnaire

		Frequency	Percent	Valid Percent	Percent
Valid	SD	2	8,3	8,3	8,3
	D	12	50,0	50,0	58,3
	U	7	29,2	29,2	87,5
	A	3	12,5	12,5	100,0
	Total	24	100,0	100,0	

Table 4.5 showed that 17 students (50%) said "disagree", 7 students (29.2%) said "uncertain", 3 students (12.5%) said "agree", and 2 (4.2%) students said, "strongly disagree". The table showed that they do not freeze up when unexpectedly asked to write English text.

6) Results of Item number 6 of the SLWAI questionnaire

Item number 6 of the SLWAI questionnaire is a statement "*I feel trembling and sweaty when writing English text.*" The results of data analysis of that item obtained from 13 subjects can be seen in Table 4.6.

Table 4.6 Results of Item Number 6 of the SLWAI Questionnaire

		Frequency	Percent	Valid Percent	Percent
Valid	SD	2	8,3	8,3	8,3
	D	13	54,2	54,2	62,5
	U	7	29,2	29,2	91,7
	A	2	8,3	8,3	100,0
	Total	24	100,0	100,0	

Table 4.6 showed that 13 students (54.2%) said "disagree", 7 students (29.2%) said "uncertain", 2 students (8.3%) said "agree", and 2

(8.3%) students said, "strongly disagree". It can be concluded they do not feel trembling or sweat when writing English text.

7) Results of Item number 7 of the SLWAI questionnaire

Item number 7 of the SLWAI questionnaire is a statement "*My thoughts become jumbled when I write English text.*" The results of data analysis of that item obtained from 8 subjects can be seen in Table 4. 7.

Table 4. 7 Results of Item Number 7 of the SLWAI Questionnaire

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	4,2	4,2	4,2
	D	8	33,3	33,3	37,5
	U	8	33,3	33,3	70,8
	A	5	20,8	20,8	91,7
	SA	2	8,3	8,3	100,0
	Total	24	100,0	100,0	

Table 4.7 showed that 8 students (33.3%) said "disagree", 8 students (33.3%) said "uncertain", 5 students (20.8%) said "agree", 2 (8.3%) students said "strongly disagree", and 1 student (4.2%) said, "strongly disagree". The explanation above presented that they do not agree about their thoughts become jumbled when they write English text.

8) Results of Item number 8 of the SLWAI questionnaire

Item number 8 of the SLWAI questionnaire is a statement "*I don't worry or anxious when the lecturer evaluates my English text.*" The results of data analysis of that item obtained from 12 subjects can be seen in Table 4.8.

Table 4.8 Results of Item Number 8 of the SLWAI Questionnaire

		Frequency	Percent	Valid Percent	Percent
Valid	SD	3	12,5	12,5	12,5
	D	6	25,0	25,0	37,5
	U	12	50,0	50,0	87,5
	A	3	12,5	12,5	100,0
	Total	24	100,0	100,0	

Table 4.8 showed that 12 students (50%) said "uncertain", 6 students (25%) said "disagree", 3 students (12.5%) said "agree", and 3 students (12.5%) said, "strongly disagree". So, it can be concluded that they feel worried or anxious when the lecturer evaluated their English text.

9) Results of Item number 9 of the SLWAI questionnaire

Item number 9 of the SLWAI questionnaire is the statement "***I feel worried and anxious when the lecturer evaluates my English text***" Results of data analysis of that item obtained from 9 subjects can be seen in Table 4. 9.

Table 4. 9 Results of Item Number 9 of the SLWAI Questionnaire

		Frequency	Percent	Valid Percent	Percent
Valid	SD	1	4,2	4,2	4,2
	D	3	12,5	12,5	16,7
	U	9	37,5	37,5	54,2
	A	7	29,2	29,2	83,3
	SA	4	16,7	16,7	100,0
	Total	24	100,0	100,0	

Table 4.9 showed that 9 students (37.5%) said "uncertain", 7 students (29.2%) said "agree", 4 students (16.7%) said "strongly agree", 3 students (12.5%) said "disagree", and 1 student (4.2%) said "strongly disagree". It showed that they feel worry and anxious when the lecturer evaluate their English text.

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10) Results of Item number 10 of the SLWAI questionnaire

Item number 10 of the SLWAI questionnaire is a statement "*I always think that my English text is from my classmate.*" The results of data analysis of that item obtained from 10 subjects can be seen in Table 4.10.

Table 4.10 Results of Item Number 10 of the SLWAI Questionnaire

		Frequency	Percent	Valid Percent	Percent
Valid	D	3	12,5	12,5	12,5
	U	10	41,7	41,7	54,2
	A	8	33,3	33,3	87,5
	SA	3	12,5	12,5	100,0
	Total	24	100,0	100,0	

Table 4.10 showed that 10 students (41.7%) said "uncertain", 8 students (33.3%) said "agree", 3 students (12.5%) said "strongly agree", and 3 students (12.5%) said "disagree". The explanation above presented that they always think that their English text is better than the other.

11) Results of Item number 11 of the SLWAI questionnaire

Item number 11 of the SLWAI questionnaire is the statement "*I do my best to avoid situations in which I have to write English text*" Results of data analysis of that item obtained from 11 subjects can be seen in Table 4.11.

Table 4.11 Results of Item Number 11 of the SLWAI Questionnaire

		Frequency	Percent	Valid Percent	Percent
Valid	SD	4	16,7	16,7	16,7
	D	8	33,3	33,3	50,0
	U	11	45,8	45,8	95,8
	A	1	4,2	4,2	100,0
	Total	24	100,0	100,0	

Table 4.11 showed that 11 students (45.8%) said "uncertain", 8 students (33.3%) said "disagree", 4 students (16.57%) said "strongly disagree", and 1 student (4.2%) said "agree". The explanation showed that they do not avoid situations in which I have to write English text.

12) Results of Item number 12 of the SLWAI questionnaire

Item number 12 of the SLWAI questionnaire is a statement "***Unless I have no choice, I will use English to write***" Results of data analysis of that item obtained from 13 subjects can be seen in Table 4.12.

Table 4.12 Results of Item Number 12 of the SLWAI Questionnaire

		Frequency	Percent	Valid Percent	Percent
Valid	D	1	4,2	4,2	4,2
	U	13	54,2	54,2	58,3
	A	9	37,5	37,5	95,8
	SA	1	4,2	4,2	100,0
	Total	24	100,0	100,0	

Table 4.12 showed that 13 students (54.2%) said "uncertain", 9 students (37.5%) said "agree", 1 student (4.2%) said "strongly agree", and 1 student (4.2%) said "disagree". It can be concluded that they agree that if they have no choice they will use English to write.

13) Results of Item number 13 of the SLWAI questionnaire

Item number 13 of the SLWAI questionnaire is a statement "***I try my best to write in English***" Results of data analysis of that item obtained from 13 subjects can be seen in Table 4.13.

Table 4.13 Results of Item Number 11 of the SLWAI Questionnaire

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	4,2	4,2	4,2
	U	11	45,8	45,8	50,0
	A	9	37,5	37,5	87,5
	SA	3	12,5	12,5	100,0
	Total	24	100,0	100,0	

Table 4.13 showed that 11 students (45.8%) said "uncertain", 9 students (37.5%) said "agree", 3 students (12.5%) said "strongly agree", and 1 student (4.2%) said "disagree". From the explanation above that, they are trying their best to write in English.

14) Results of Item number 14 of the SLWAI questionnaire

Item number 14 of the SLWAI questionnaire is a statement "*If I have a choice, I will avoid my English writing class*" Results of data analysis of that item obtained from 9 subjects can be seen in Table 4.14.

Table 4.14 Results of Item Number 14 of the SLWAI Questionnaire

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	6	25,0	25,0	25,0
	D	9	37,5	37,5	62,5
	U	8	33,3	33,3	95,8
	SA	1	4,2	4,2	100,0
	Total	24	100,0	100,0	

Table 4.14 showed that 9 students (37.5%) said "disagree", 8 students (33.3%) said "uncertain", 6 students (25%) said, "strongly disagree", and 1 student (4.2%) said "strongly agree". It showed that students disagree to avoid English writing class.

15) Results of Item number 15 of the SLWAI questionnaire

Item number 15 of the SLWAI questionnaire is a statement "*I usually seek every possible chance to write English outside class.*" The

results of data analysis of that item obtained from 10 subjects can be seen in Table 4.15.

Table 4.15 Results of Item Number 15 of the SLWAI Questionnaire

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	12,5	12,5	12,5
	U	10	41,7	41,7	54,2
	A	9	37,5	37,5	91,7
	SA	2	8,3	8,3	100,0
	Total	24	100,0	100,0	

Table 4.15 showed that 10 students (37.5%) said "uncertain", 9 students (37.5%) said "agree", 3 students (12.5%) said "disagree", and 2 students (8.3%) said "strongly agree". The data presented that students are usually seek every possible chance to write English outside class.

16) Results of Item number 16 of the SLWAI questionnaire

Item number 16 of the SLWAI questionnaire is a statement "***I'm not afraid at all that my English text would be rated as very bad.***" The results of data analysis of that item obtained from 9 subjects can be seen in Table 4.16.

Table 4.16 Results of Item Number 16 of the SLWAI Questionnaire

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	16,7	16,7	16,7
	D	9	37,5	37,5	54,2
	U	8	33,3	33,3	87,5
	A	1	4,2	4,2	91,7
	SA	2	8,3	8,3	100,0
	Total	24	100,0	100,0	

Table 4.16 showed that 9 students (37.5%) said "disagree", 8 students (33.3%) said "uncertain", 4 students (16.7%) said "strongly

disagree", 2 students (8.3%) said "strongly agree", and 1 student (4.2%) said "agree". So, students are afraid at all that my English text would be rated as very bad.

17) Results of Item number 17 of the SLWAI questionnaire

Item number 17 of the SLWAI questionnaire is a statement "***I'm afraid and anxious when my writing would be rated as very bad***" Results of data analysis of that item obtained from 10 subjects can be seen in Table 4.17.

Table 4.17 Results of Item Number 17 of the SLWAI Questionnaire

		Frequency	Percent	Valid Percent	Percent
Valid	SD	2	8,3	8,3	8,3
	D	1	4,2	4,2	12,5
	U	7	29,2	29,2	41,7
	A	10	41,7	41,7	83,3
	SA	4	16,7	16,7	100,0
	Total	24	100,0	100,0	

Table 4.17 showed that 10 students (41.7%) said "agree", 7 students (33.3%) said "uncertain", 4 students (16.7%) said "strongly agree", 2 students (8.3%) said "strongly disagree", and 1 student (4.2%) said "disagree". It seem that students are afraid and anxious when my writing would be rated as very bad.

18) Results of Item number 18 of the SLWAI questionnaire

Item number 18 of the SLWAI questionnaire is a statement "***I'm afraid of my English text being chosen as a sample to be discussed in class***" Results of data analysis of that item obtained from 10 subjects can be seen in Table 4.18.

Table 4.18 Results of Item Number 18 of the SLWAI Questionnaire

i.

		Frequency	Percent	Valid Percent	Percent
Valid	D	3	12,5	12,5	12,5
	U	6	25,0	25,0	37,5
	A	10	41,7	41,7	79,2
	SA	5	20,8	20,8	100,0
	Total	24	100,0	100,0	

Table 4.18 showed that 10 students (41.7%) said "agree", 6 students (25%) said "uncertain", 5 students (20.8%) said "strongly agree", and 3 students (12.5%) said "disagree". So, it can be concluded that they are afraid of their English text being chosen as a sample to be discussed in class.

19) Results of Item number 19 of the SLWAI questionnaire

Item number 19 of the SLWAI questionnaire is a statement "*I feel afraid and anxious when I know that my text will be evaluated and given a grade by the lecturer*" Results of data analysis of that item obtained from 9 subjects can be seen in Table 4.19.

Table 4.19 Results of Item Number 19 of the SLWAI Questionnaire

		Frequency	Percent	Valid Percent	Percent
Valid	SD	1	4,2	4,2	4,2
	D	4	16,7	16,7	20,8
	U	8	33,3	33,3	54,2
	A	9	37,5	37,5	91,7
	SA	2	8,3	8,3	100,0
	Total	24	100,0	100,0	

Table 4.19 showed that 9 students (37.5%) said "agree", 8 students (33.3%) said "uncertain", 4 students (16.7%) said "strongly agree", 2 students (8.3%) said "strongly disagree", and 1 student (4.2%)

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said "disagree". A percentage of the data showed that they are feeling afraid and anxious when they know that their text will be evaluated and given grades by a lecturer.

20) Results of Item number 20 of the SLWAI questionnaire

Item number 20 of the SLWAI questionnaire is the statement "*I don't worry at all when my writing is worse than the other"* Results of data analysis of that item obtained from 8 subjects can be seen in Table 4.20.

Table 4.20 Results of Item Number 20 of the SLWAI Questionnaire

		Frequency	Percent	Valid Percent	Percent
Valid	SD	2	8,3	8,3	8,3
	D	8	33,3	33,3	41,7
	U	8	33,3	33,3	75,0
	A	5	20,8	20,8	95,8
	SA	1	4,2	4,2	100,0
	Total	24	100,0	100,0	

Table 4.20 showed that 8 students (33.3%) said "disagree", 8 students (33.3%) said "uncertain", 5 students (20.8%) said "agree", 2 students (8.3%) said "strongly disagree", and 1 student (4.2%) said "strongly agree". So, it can be concluded that they are a worry at when my writing is worst than the others.

From all those responses in opened questionnaire, it indicated that cognitive anxiety types become the highest anxiety in writing academic. The students feel blank, or, panicked when they start to work on an English writing, the students feel tremble or sweat when the students have to write English under time pressure. This anxiety might affect the

students mental during the process of making the writing product. Somatic anxiety types become the second type that effect on writing anxiety, this type would make the students feel strange for their pyscological issues that the students feel afraid when their work being chosen as a sample to be discussed in class, the students feel worry while writing in English, the students don't feel worry and nervous while writing in English. The last type writing of anxiety that students feel was avoidance anxiety. The students tried to students themselves to keep away from writing anything in another language or foreign language not their mother tongue. keep away from writing anything in another language or foreign language not their mother tongue.

b. Students' Level of Anxiety

In order to find out students' level of anxiety, the researcher used the score of the questionnaire. The questionnaire was analyzed by using SLWAI by Cheng to classify the levels of writing anxiety. The categories percentages of writing anxiety questionnaires from Cheng (2004) as follows: (1) Category high level 65%-100%, (2) category moderate or verage level 50%-64%, and (3) category low level 0%-49%

Here are the result to the open questionnaire items which were added to the SLWAI questionnaire. The questionnaire was tabulated the final score used SPSS program..

Table 4.22 Students' Level of Anxiety

Statistics		
Total		
N	Valid	45
	Missing	0
Mean		61,0417
Sum		1465
Percent%		61%

From the table above it can be seen that the percentage score of students' level of anxiety was 61%. It indicated that the writing anxiety level was categorized as a "moderate" level. It's a relief to know that the students in the third semester who had writing tasks are still at a safe level because if students get high scores in anxiety they will avoid writing activities.

However, the level of anxiety in the third-semester students mentioned in the opened questionnaire that they still had problems with their writing anxiety. In this case, the students will evaluate their results of writing to the lecturer, moreover in pandemic situations that push them to adjust their writing in new conditions. They are also nervous about writing and fearful of evaluation. In fact, research shows that those score

extremely middle in this range would not take a course, select a major, or accept a job they know involves writing.

All the students in the writing English academic class who fill the questionnaire of the Second Language Writing Anxiety Inventory (SLWAI), highlighted that there were a few students who indicated have writing anxiety. They are nervous about writing and fearful of evaluation. This phenomenon makes a lot of students feel hard to focus on making the writing product.

2. **Factors Causing Students' Anxiety in Writing Academic Texts**

In order to know the factors that caused students' anxiety, the researcher had classified the cause based on the theories. The cause of this writing anxiety is fear of negative evaluation, time pressure, low confidence, insufficient writing technique, language difficulties, lack of topical knowledge, insufficient writing practice, pressure for perfect work, and high frequency of assignment

The researcher gave open questionnaire and depth-interview. For the open-questionnaire, it supposed to known better about students' statements in factors that caused writing anxiety. The 45 students that finished the questionnaire wrote their problems during writing.

Then, for the interviews, researcher took 10 students to joined interview. The students in the 5 higher score and 5 lowest score are invited in in-depth interview. From 45 students that fulfilled the questionnaire, the score of their level anxiety. The researcher tabulated and sums the score from closed

questionnaire by categorizing it from the types of anxiety by Cheng. The result

was presented in the table below:

Table 4.21 The Score of SLWAI questionnaire

No	Name	Class	Gender	Score			Total Score
				Cognitive	Somatic	Avoidance	
1.	FN	C	P	11	16	15	42
2.	AP	G	L	21	19	14	54
3.	FSA	G	P	23	17	15	55
4.	MA	G	P	24	17	14	55
5.	APP	G	P	24	18	24	57
6.	AR	G	P	34	19	19	72
7.	APD	C	P	22	17	14	53
8.	NA	G	P	29	17	19	65
9.	RN	G	P	30	19	15	64
10.	FAA	G	P	34	20	17	71
11.	NK	G	P	25	19	16	60
12.	CC	C	P	30	21	19	70
13.	ARP	C	P	33	17	19	69
14.	HHAH	G	P	26	17	14	57
15	PMR	G	P	29	16	14	59
16.	AHK	G	P	30	17	14	61
17.	S	C	P	29	21	17	67
18.	AR	G	P	23	18	16	57
19.	SRS	C	P	25	22	15	62
20.	DAP	C	L	24	21	19	64
21.	RY	C	P	24	17	16	57
22.	DDNS	C	P	34	18	18	70
23.	BB	C	P	28	17	12	57
24.	ASR	C	L	22	20	17	59
25.	DP	B	L	27	23	18	68
26.	LA	A	P	28	20	18	66
27.	AL	B	P	30	16	15	61
28.	GAA	H	L	27	15	17	59
29.	AM	D	L	23	16	15	54
30.	FIM	C	L	32	19	14	65
31.	DFV	B	P	31	20	19	70
32.	DAC	H	L	27	18	15	60
33.	AFA	E	P	27	16	15	58
34.	AA	E	P	27	18	15	60
35.	AAM	E	L	27	18	15	60
36.	TU	E	P	27	18	15	60
37.	SAP	H	L	27	18	15	60

38.	HMS	H	L	27	18	15	60
39.	TIP	F	P	27	19	18	54
40.	HSS	F	L	31	19	15	65
41.	MAG	F	L	29	18	15	62
42.	KNM	F	P	29	20	15	64
43.	RHN	D	P	29	18	16	63
44.	RR	D	P	29	18	15	62
45.	MZA	D	L				

From the table above, it can be seen that students with 5 higher scores and 5 lowest scores will join an in-depth interview. Those students are (AP, FS, MA, APP, AR, APD, FAR, CC, ARP, DDN). There should be 1 student who joins the interview, but she rejects it. So the researcher took another one from the lowest score to join the interview. Most of 45 students were complete the criteria based on the theories but the 10 students gave statements deeper than others.

After getting the result of factors that caused students anxiety from an open questionnaire, the researcher continued to analyze factors of anxiety by in-depth interview. The researcher did an interview with 10 students (5 students from higher score and 5 students from lowest score) and the interview was carried out by using WhatsApp voice notes. The researcher chose voice not, because the internet connection was bad when the researcher took the interview. The raw data of the transcript interview can be seen in the appendix. Then, the researcher tabulated the data of students' interview results by categorizing it from the students' name, their score, and their common problem of writing anxiety. The result of the interview was presented in table below:

Table 4.22 Factors that caused writing anxiety

No.	Students Name	Score	Factors of Writing Anxiety
1.	AP	54	- I never feel anxious when it comes to writing in English, but if it comes to speaking in English I will feel anxious. - If I ask to write under pressure, I will feel nerve-racking, but it doesn't affect the quality of my writing.
2.	FS	55	- Sometimes I feel anxious, but when it comes to short paragraphs I feel confident. - I feel like I am still lack in my grammar - It different from speaking, when I speak I don't care about the pronunciation, but in writing I am really aware in grammar - It also different when we study online, because in online learning we really have to study by yourself - If I ask to write under pressure, it depends on the topic. If I choose the topic by myself, I will write what I want to write. If the topic will choose by the lecturer, it will affect the quality of my writing.
3.	MA	55	- I never feel anxious when it comes to writing in English. I am just afraid that my grammar is incorrect - I ever felt afraid when get bad score from lecturer - I ever felt less confident when write in English - If I ask to write under pressure, it will affect the quality of my writing. We have to write spontaneously.
4.	APP	57	- I ever felt anxious when writing in English. I am just afraid if my grammar is incorrect - I feel heart pounding because I am afraid that my English text is wrong. - I am less confident, because I feel that I am not expert in English, grammar and vocabulary

			• I am afraid when lecturer evaluated my work in front of the class • If I ask to write under pressure, it will affect the quality of my writing. I will panic, my mind goes blank and heart pounding, because I am afraid that my work become wrong
5.	AR	72	• I feel nervous, tummy aches and sweaty hands • I feel oversensitive about my grammar. Because when we write and the structure goes wrong we will get criticized • I am afraid to get bad score • When I write then I have to submit, I will think that my work will same expectation with my lecturer mind • If I ask to write under pressure like in the final exam, it will affect the quality of my writing. I will panic, and not concentrated
6.	APD	53	• I never feel anxious when write in English • I just feel less confident in my grammar • If I ask to write under pressure, it will affect the quality of my writing. because when we write we need a huge amount of time to write.
7.	FAR	71	• I feel nervous when around people • Sometimes I forgot the structure and grammar when I write • I feel less confident to write in English, because I am afraid my work is wrong, and afraid that the lecturer will see it. • If I ask to write under pressure, it will affect the quality of my writing. because my mind goes blank and cannot maximize my quality • Also I am not expert in grammar and vocabulary
8.	CC	70	• It depends on the topic, If I know the topic I am not feel anxious • I am afraid that my grammar is wrong • I am just sweating, and sometimes I feel trembling and my mind goes blank • Lack of familiarity with writing text

			like the structure
			● Afraid to get bad score like C
			● If I ask to write in under pressure, it depends when the lecturer give permission to open dictionary, I am never feel anxious
9.	ARP	69	● When write in English, I feel nervous, dizzy and blank
			● Less confident in my grammar, because I am not memorizing all grammar rule
			● I am less study in writing and I am less practice in writing like making an essay
			● The difference of accents. Because almost of the lecturer using British accent, and I always use the American accents
			● I am less confident and afraid at my final score
			● If I ask to write under pressure, it will affect the quality of my writing.
10.	DDN	70	● I feel anxious when it comes to write in English
			● I feel heart pounding because I don't know what I want to write
			● I feel panic, blank and sweaty when write and also I feel less confident because of my grammar
			● When I see my friend work and presented it in front of class, I feel like my work is bad
			● If I ask to write under pressure, it will affect the quality of my writing. because my mind goes blank and panic

From the table above it can bee seen that students with lowest score and higher score had same factors that caused writing anxiety. Many problems during pandemic were suffered by students in writing text. The researcher summarized and tabulated the problems so that reader could get the information easier. The factors that caused students anxiety are : (1) Insufficient writing technique, (2) Fear of negative evaluation, (3) Time pressure, (4) Low

confidence, (5) Language difficulties, (6) Lack of topical knowledge, (7) Insufficient writing practice, (8) Pressure for perfect work, (9) High frequency of assignments.

However, the researcher only found 7 problems in the result of the interview. Each sample had its own problems in writing text, but several samples felt similar problems with the other. The researcher analyzed the factors for make it easier with more explanation. Here the more explanation that was already stated by the students.

a. Insufficient Writing Technique

First factors that got many scores from students' writing anxiety is **"insufficient writing technique (grammar, vocabulary, structure, spelling, etc."**. This problem was felt by 8 out of 10 students (FS, APP, AR, APD, FAR, CC, DDN, MA). It makes them feel anxious and afraid that their writing it's good or not. Like what FS said **"*aku merasa kurang ahli apalagi bagian grammar, soalnya beda sama ngomong, kalau pas nulis aku takut banget grammarku salah*"** (I felt lack at my writing mostly at grammar, it is becaused writing and speaking is different, when I was writing i was afraid if my grammar was wrong). The student also said that they are not expertise in vocabulary too; APP also said that **"*Aku belum terlalu mahir bahasa Inggris dan belum menguasai grammar dan banyak kosa kata yang belum aku tau*"** (I am not mastered yet in English and I am still not mastered at grammar, and there are still a lot of vocabularies that i do not known yet). However, some students stated that they are still confused about the structure of the text, like CC said

"Aku kurang keahlian dalam menulis" (I am still insufficient in writing). The following statements reflect each individual statement about their factors writing anxiety. According these responses, they are still lacking in their grammar and not confident, then they considered it as their main factors of writing anxiety.

b. Time Pressure

Second factors that got higher score is **"Time Pressure"**. The students stated that they feel anxious when students have to write in specified time. There were 7 out of 10 students (FS, MA, APP, APD, FAR, ARP, DDN). They said they feel less confident in their writing tasks and sometimes their stuck in their writing. Based on APP said *"Pas nulis dalam waktu tertentu tentu mempengaruhi, karena aku merasa panik dan deg-degan, mikirnya udah buntu aja"* (When write under time constraint it affect me, because i feel panic and nervouse, and my thoughts is stuck). Some students stated that writing under time constraint will affect them if the topic was choosen by the lecturer, like FS said *"kalau topiknya bebas sih bakal menulis sesukaku, tapi kalau topiknya ditentuin itu mempengaruhi, karena kemampuanku itu keliatan dan kadang suka nge blank"* (If the topic is free i will write what i want to write, but if the topic is choosen already it affect me, because my ability is shown and sometimes i feel blank). According to the responses above, students felt that write under time constraint will affect them in writing English text, students felt nervouse, blank even stuck in their writing.

c. Low self confidence

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Third factor that got a higher score is **"low self confidence"**. The students mentioned that their English is not great, so they feel not confident when writing in English. In this factors 7 students (FS, MA, APP, APD, FAR, ARP, DDN) experienced this factors. According to APP *"aku merasa rendah diri, karena aku belum terlalu mahir bahasa Inggris"* (I feel low self confident, because I am not mastered English yet). According to the respond above, students feel less confident because they were not mastered English yet and it make them feel anxious.

d. Fear negative evaluation

Fourth factors that got higher score are **"fear negative evaluation and fear of bad score"**. There were 5 students (MA, APP, AR, FAR, CC). The students stated that they feel anxious when get bad comments from the lecturer, especially when the lecturer commenting it in front of the class. They said they feel less confident in front of their classmate and feeling embarrassed. They also said they are afraid to get bad scores, because it is embarrassing. Based on CC statement *"aku tidak apa apa dapet nilai B, tapi kalau sampai dapat C aku merasa nggak PD, itu artinya aku masih kurang dalam menulis"* (I am okay if the score was B, but when it comes to C I feel not confident, it means that I am still lacking in my writing). According to the responses above, students felt shy or embarrassed when their friends got higher grades from them or when the lecturer evaluated their assignments in front of the class.

e. Lack of topical Knowledge

Fifth factors that got higher score are **"Lack of topical knowledge"**. There were 3 students (FS, APP, CC). The students stated that they still lack in topical knowledge, it affect them when they write in the new topic that they did not know about the topic well. FS said *"aku merasa kurang aja ilmu yang didapat apalagi pas online kayak gini, kalau online itu harus banyak-banyajk belajar sendiri"* (I feel lack about my knowledge especially learning through online, when online learning I have to learn more but by myself). According to the responses above, students felt difficult to learn more when online learning because they could not ask face to face with lecturer.

f. Language difficulties

Sixth factors that got higher score are **"Language difficulties"**. There were 3 students (ARP, APP, CC). The students stated that different language make them feel anxious. Based on ARP said *"sama adanya perbedaan bahasa aku merasa sedikit gugup, kan biasanya dosen-dosen maupun guru-guru pakainya british, cuman aku pakainya Amerika jadi agak bingung"* (With the difference in language i feel a bit anxious, because the lectures use British accent, but i use American accent, so it a little bit confusing). According to the responses above, students felt difficult because the language barrier and accent that used by the lecturer.

g. Insufficient writing Practice

Sevent factors that got higher score are **"Insufficient writing practice"**. There were 3 students (MA, ARP, CC). The students stated that sometimes they lack in writing practice. Based on ARP said *"aku merasa kurang latihan*

menulis sama kurang belajar tentang menulis" (I feel lact in writing practice and lack in learn about writing). According to the responses above, students lack in writing practice.

h. Pressure for perfect work

Eight factors are **"Pressure for perfect work"**. The students believe that perfect writing makes them achieve a high score and high standard of writing, and it can make them feel the pressure for perfect work. In this case, all of the students did not mention that they must perfect in their work. However, based on CC statement *"aku tidak apa apa dapet nilai B, tapi kalau sampai dapat C aku merasa nggak PD, itu artinya aku masih kurang dalam menulis"* (I am okay if the score was B, but when it comes to C I feel not confident, it means that I am still lacking in my writing). According to the responses above, the students care about their score not their writing task.

i. High frequency of assignments

Nineth factors are **"High frequency of assignments"**. High frequency of assignments means that students had to do their tasks need more time, because they felt difficult when to write in English. In this case, all of the students did not mention that they had high frequency level of assignments. However, based on APD statement *"aku ngga bisa kalau menulis dengan waktu yang ditentukan, soalnya kalau menulis kan perlu proses berfikir dan perjuangan yang lama"* (I can not write in under time constraint, because when it comes to write, it will need process to think and long effort). According to the responses

above, the students felt that writing had to be free not under time contraints because writing need more effort and procces to write.

Moreover, when students write in English, some of them will have symptoms, which shows their anxiety when writing. The symptoms according to Mayo Clinic (2016) include persistent worrying about several areas that are out of proportion to the impact of the events; overthink plans and solutions to all possible worst-case outcomes; perceiving situations and events as threatening even when they are not; difficulty handling uncertainty; indecisiveness and fear of making the wrong decision; trembling or feeling twitchy; nervousness or being easily startled; sweating; and nausea, diarrhea or irritable bowel syndrome. The students said **"sometimes I feel heart pounding" or "when writing my hands become sweating and trembling" or "I also panic when I have to write and my mind goes blank"**. The students stated when they feel this, the main factor is because they are afraid. They are afraid if their work fails, they are afraid because of their insufficient writing technique and feel less confident when it comes to writing.

In addition, the researcher asked the students, **"What do you feel when you write English text under time constraint? And how will it influence your ability to write English text?"**. Seven of ten students stated that it will affect their writing ability, because they feel under pressure. The pressure makes them feel anxious, some of them say that **"my mind goes blank and panic", "I will not concentrate", "my heart is pounding faster"**. However two of ten students stated it depends on **"if the topic by myself it doesn't affect me", "if I**

can open a dictionary it won't affect me". Then, one of ten students that got the lowest score stated that it will not affect him, but he just feels heart pounding.

From the statement above, we also know that not all of the students feel anxious. Students with low scores stated that they were not afraid when they got a bad score, and they are confident with what they write, they do not care about the score. So, it means that students with high scores will feel anxious when writing in English.

3. **Students' Strategies to Reduce Writing Anxiety**

The data in this part was collected by open questionnaire and interview through voice note. Based on the result of the open questionnaire the researcher does not find the specific strategies and solutions from the students. It makes the researcher feel confused at the first time, but the researcher finds some strategies and solutions that match with the data. Here are responses to the open questionnaire items. All responses in this section were written in English by the researcher

1. Strategies in managing of feeling anxious in writing English

a. **Pre-writing**

The first strategy in eliminating anxious feelings in writing is "prewriting". This is the main key to success in writing. based on the following data:

(9/10) nine of ten students responded their opinion about their solution in this step: **"First, I have to relax", "looking for references from different**

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sources", "looking   the idea from neighborhood", "looking the ideas

based on experience", "need a good mood", looking for inspiration"

and "read a lot". In contrast, (1/10) one of ten students reported that he

does not have difficulty in this step.   In this case the author can describe in

advance his imagination or the main points of his thoughts

b. **Drafting**

Based on data obtained by researchers about the strategy and

solution in feeling anxiety in writing, (8/10) Eight of ten students give a

responses with: **"first, I thin from general to specific", "I make a**

guideline", "I make a not", "I write in Indonesia", "I check first and

then make a layout" and "developing the ideas". In contrast, (2/10) two

of ten students reported that stated **"I make a lot of mistakes in the**

structure" and **"I write it"**.

Basically drafting is a series of strategies designed to organize and

further develop a piece of writing. On At this stage, a writer needs to choose

a topic and organize information about this topic into meaningful parts

c. **Revising**

There were the same solutions or strategies from the students **"re-**

reading and revising", "asking an expert or friend". However, one of ten

students said **"I am confused because I have to look for references and**

find a new word".

This strategy involves procedure to perfect or correct the writing that

is being made. Revision is a series a strategy made to review and reassess

the choices that have resulted in an article. After the preliminary draft finished, the author must review his writing and determine the course of action what seems most productive. This revision process can be in the form of global revisions, namely the re-creation of the nuances of writing, or local revision, namely refinement of small elements in the writing that has been completed.

d. **Proofreading**

There were the same solutions or strategies from the students **"re-reading", "must be calm and careful", "using application to check"**. Then, one of ten students stated **"I became nervous and afraid my work is wrong "**.

This strategy relates a writer can complete all activities at one stage and then move on to another stage. But this sequence does not actually consider the complexity of the activities intellectual property that a writer must do. Maybe one the writer has to repeat a step several times before he goes to another stage. Even he had to go back to the previous stage even though he had already reached the next stage. Moreover, even though the three These stages are different activities in many ways. but all three often look the same. In other words, a writer may do all three activities at once during the writing process.

e. Publishing

There were various responses to this strategies or solution from students. There are: **"corrected again", "submit", "praying", "change into English", consulted it first"** and **"afraid"**.

This strategy is the last strategy after writing is finished. it is useful to get suggestions for better writing. Through the feedback or suggestions provided by the publisher, it is very likely that errors or mistakes will be minimized in the future.

The students give their solutions or strategies, but some of them give their opinion about the steps in writing. so, it confuses the researcher at first. From the open questionnaire, not all of the students give specific strategies or solutions. To find more strategies and solutions from the students, the researcher collected the data by interview.

The raw data of the transcript interview can be seen in the appendix. Then, the researcher tabulated the data of students' interview results by categorizing it from the students' name, their score, and their common strategies or solution to reduce their writing anxiety. The result of the interview was presented in table below:

Table 4.25 Students' Strategies or solutions to Reduce Writing Anxiety

No	Students Name	Score	Strategies
1.	AP	54	● First, praying and let your breath out in order to relax ● Practice more ● Read English book, in order to know better about the structure, spelling,

			punctuation, etc.
2.	FS	55	● Practice more about how to make a good writing ● Make my own book about vocabulary ● Read a book in order to know better about the structure in writing. ● Additional study like take a class in some English courses
3.	MA	55	● Choosing the simple topic ● Trying to write more in English
4.	APP	57	● First, silent in a seconds, then trying to relax, breath out ● Talk to myself "let's try it first" ● Study more about grammar ● Increase vocabulary with listening music ● Practice writing in English more
5.	AR	72	● Using application to check my work like Grammarly ● Read English journal, in order to know the better structure and get a wide topics ● Study more about grammar
6.	APD	53	● Before submitting, check again through application. Especially on grammar ● Taking the internship about translating English book
7.	FAR	71	● Check again using google translate ● Read more about grammar to memorizing the tenses ● Listening to western music or watching movie
8.	CC	70	● Relax first ● Practice more, but as a English student in university we are not learn speaking only, also learn about writing
9.	ARP	69	● Keep calm, so we can think clearly ● Study more, so we can get a good score ● Practice more in writing English, so we can mastered it ● Utilizing technology, join seminar or join essay contest
10.	DDN	70	● Drink first, then trying to relax ● Ask friends

				● More confident in writing English ● Study more about grammar and vocabulary

From the table above it can be seen that students with lowest score and higher score had the same strategies or solution to reduce writing anxiety. To make it easier, the researcher will analyze the strategies with more explanation. The result of the analysis is students' strategies according to Kondo and Ying-Ling (2004), namely: preparation, relaxation, thinking positive, peer seeking and resignation. Here is the explanation that was already stated by the students.

a. Preparation

First, strategies that got many scores from students' writing anxiety is **"preparation"**. Preparation is strategy for reducing anxiety by improving their learning strategies. This strategy was stated by 9 out of 10 students (FS, MA, AR, AP, APP, AR, APD, FAR, ARP). AP stated *"Harus banyak berlatih menulis dan membaca bahasa Inggris jadi bisa tau penulisan yang benar, jika kita pas disuruh nulis jadi tidak terlalu grogi atau takut, karena sering lihat dan baca."*(I have to make more practice in writing and reading in English so I know the correct one, if we ask to write it makes us not nervouse and afraid because we always see and read). From these strategies we know that students want to improve their writing skill by practicing more, reading a book or studying more in grammar and vocabulary.

The others opinion based on FS as: *"membuat buku tentang vocabulary"* (**Make avocabulary book**). Preparation or planning helps the

writer uncover, examine and assess a topic. Students become deeper in understanding the problems and topics to be written.

b. Relaxation

Second, strategies that got many score from students' writing anxiety is **"relaxation"**. In relaxation students have to involve tactics that aim at reducing anxiety. There were 6 students (AP, APP, AR, CC, ARP, DDN) that used this strategy. AR state ***"dengan cara merilekskan pikiran dengan tarik nafas dan dengan mendengarkan musik, dan mencari tempat yang tenang seperti kamar atau perpustakaan"*** (With relax my mind, take a deep breath, listen to the music and find a quiet place like room or library). This activity contains fun things, which make you feel happy by writing them down. Choose a writing topic that involves the deepest mood and serenity about happiness, about joy, express it from the bottom of the heart. DDN also state ***"Kalau pas online, minum dulu sama menenangkan diri sama rileks"*** (When online learning drink first and relax myself). From those statements we know before the students started to write English, they make themselves relax first. It makes them to think clearly. As we know from the factors of anxiety most of students have a symptom like panic, and heart pounding. So, to reduce it the students choose to relax for a moment.

c. Positive Thinking

Third strategies that got the lowest score is **"think positive"**. Positive thinking tends to focus on learners' personal emotion. This strategy was stated by 3 students (APP, ARP, DDN). The statements from APP ***"awalnya itu aku***

mencoba buat rileks terus aku bilang sama diri sendiri (ayo dicoba dulu setidaknya udah mencobakan, tidak apa-apa kalau dapat nilai jelek)" (**at first i try to relax then i say to myself, come on try first at least you have try it is okay if you get bad score**). It indicates that the students try to improve their confident by think positively. Motivation is a very extraordinary trait that a person has, because it will push him forward and his sense of enthusiasm is more burning. Motivation will also affect behavior and do activities when we expect a better achievement. Positive thinking can help us overcome stressful situations, ignore negative thoughts, change pessimistic thoughts to optimistic ones, reduce anxiety and reduce stress. When we develop a positive attitude we can control our life well.

d. Peer Seeking

Fourth strategy that got the lowest score is **"peer seeking"**. Peer seeking is a strategy to find a suitable partner to talk and support each other. This strategy was stated by 3 students (AR, FAR, DDN). The student said *"Biasanya kalau pas online lalu dosen memberi tugas, aku akan bicara sama temenku. Aku tanya dengan temenku biar nggak panik sendirian."* (when online learning, then the lecturer gives an assignment to writing English, I will talk to my friend first. I ask my friend to decrease my panic attack). According to these responses, students try to find a partner to talk about their anxiety. Group work also has a positive impact on the knowledge of both students with different knowledge and skills combined into an exchange of experiences in terms of writing English, correcting each other's mistakes and making writing better.

e. Resignation

Fifth strategy is **"Resignation"**. Resignation is strategy that used by student to avoid the learning process. But in this research, the students did not mention about avoiding the class, or the assignments. They tried their best to write in English although they were anxious about writing. This strategy did not mention from the students. Based on interview all of students suggest that they had to learn writing, it means that the students tried their best to not avoid their writing anxiety.

B. Discussion

The discussion section addressed the result and reflected on some previous study and theories that related to these problems. After analyzing the results, the researcher was able to determine the students' level of writing anxiety, factors that caused students' writing anxiety and the students' strategies or solutions to reduce their writing anxiety. Thus, the discussion is categorized based on the research question of the study:

1. Students' Writing Anxiety Level

According to Al-Sawalha & Chow (2012) stated that 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 begin, work on, or finish a given composing task that the individual is mentally equipped for doing. It had been proven in this research that the third semester students at English Language Education of UIN Raden Mas Said Surakarta.

Analyzing the levels of writing anxiety, the researcher used Second Language Writing Anxiety (SWLAI) by Cheng (2004). Based on SLWAI, Cheng divides the type of anxiety into three namely: cognitive anxiety, somatic anxiety and avoidance anxiety. Moreover, there are three levels of writing anxiety provided by Cheng (2004), those are high, moderate, and low. The result about the levels of writing anxiety can be seen from the result of the questionnaire. The result of the questionnaire showed that the students' percentage is 61% they are in the save position for a writer. However they still has signs of writing anxiety when performing writing for a variety audience. They still can overcome their anxiety and finish their writing.

2. Factors Caused Students' Writing Anxiety

In this section, the researcher discussed the factors that caused students' writing anxiety and this result was obtained from the interview. As can be seen in the findings before, the main factors causing writing anxiety is insufficient writing technique (Grammar, vocabulary, spelling, punctuation). According to the students, they are still lacking in their grammar and not confident, then they considered it as their main factors of writing anxiety.

Time pressure became the second factors that caused students writing anxiety. students felt that write under time constraint will affect them in writing English text, students felt nervouse, blank even stuck in their writing.. Low self-confidence became the third factor that caused students writing anxiety. According to the students feel less confident when their friend's work is better, and that makes them feel anxious.

However, according to Wahyuni& Umam (2017) there were 9 factors that caused students writing anxiety, but from the findings above researcher only found 7 factors that caused students writing anxiety. The reason was the students did not felt about the other 2 factors that are pressure for perfect work and high frequency of assignments. These 2 factors means that students, did not pay any atttention or did not recognaise these factors.

3. Students' Strategies to Reduce Writing Anxiety

In this part, the data about the students' strategies or solution to reduce writing anxiety and this data was obtained from the interview result. In line with the research was conducted by Kondo and Ying-Ling (2004). The first strategy is preparation, there were some kinds of preparation such as: practice more about writing skills, read journals or English books, take a course. These strategies improve their writing skill and make them enjoy writing in English.

The second strategy is relaxation like deep breathing and meditation. The relaxation made the students feel more confident to write in English. The third solution is to think positively, it has a significant effect on the students' mental health. Positive thinking makes students release their overthinking about the writing. The last strategy is peer seeking, this strategy to make students share their problem to their friends or lecturer. It can be the way to decrease their anxiety because they can find the solution from someone that is close to the students.

Based on the findings above, one strategy did not mention because the students did not use this strategy. This srategy was recognation. From the

findings all of students suggest and agree with themselve that they had to learn writing, it means that the students tried their best to not avoid their writing anxiety.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, presented the conclusion of the research and the suggestion from the researcher are presented as follow:

A. **Conclusion**

Based on the data presentation and analysis in the previous chapter, it can be concluded that the percentage of writing anxiety at the third semester from A until H class of UIN Raden Mas Said Surakarta is 61% and it is categorized as "moderate" level. This percentage was the result of the SLWAI questionnaire. The data have been explained in chapter IV.

The researcher also discovered several points based on interview results about factors that caused students' writing anxiety and students' strategies to reduce their anxiety. The first one, there are seven main factors that contribute to students' writing anxiety: (1) insufficient writing technique (grammar, vocabulary, spelling), (2) time pressure, (3) low self confidence, (4) fear negative evaluation, (5) language difficulties, (6) lack of topical knowledge, (7) insufficient writing practice. The dominant factor is insufficient in writing technique. As many as 8 out of 10 students felt this factors. Second, based on the interview result about students' strategies to reduce writing anxiety, the researcher found several points, those strategies are: (1) preparation, (2) relaxation, (3) think positive, and (4) peer-seeking. The dominant strategy is preparation. As many as 9 out of 10 students used this strategy to reduce their writing anxiety.

B. Suggestion

Based on the research result and the conclusion, it is known that students' writing anxiety in the third semester is at a moderate level. There are some significant suggestion from the researcher which is stated as follow:

1. For students

Based on finding research, students are feeling afraid about their work. It would be good for students to practice more and relax their mind when writing English. By practice more hopefully the students can conduct and write their works better.

2. For lecturer

Because of this result, many students are worried about negative comments from the lecturer, especially when evaluating it in front of the class. From this, when students got their work wrong the lecturer should give positive comments and give motivation to improve students' writing skill.

3. For other researcher

Based on the result of this research, the researcher has suggestions for future researchers who are interested in students' writing anxiety. The researcher suggested investigating more deeply with a large number of participants. For future researchers, one researcher suggests the other researcher to develop this research with different data sources and better techniques.

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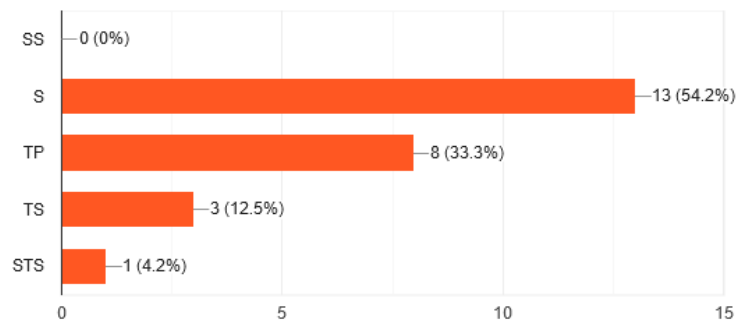
APPENDIX

Second Language Writing Anxiety Inventory (SLWAI)

Closed Questionnaire Result

Saat menulis dalam bahasa Inggris dengan kurun waktu yang ditentukan jantung saya berdegub dengan kencang.

24 responses

Response	Value
SS	0 (0%)
S	13 (54.2%)
TP	8 (33.3%)
TS	3 (12.5%)
STS	1 (4.2%)

Saya merasa tidak gugup sama sekali saat menulis dalam bahasa Inggris.

24 responses

Response	Value
SS	0 (0%)
S	6 (25%)
TP	13 (54.2%)
TS	4 (16.7%)
STS	1 (4.2%)
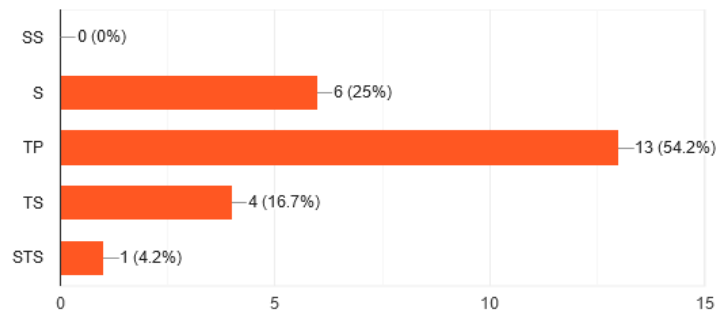
Saya merasa khawatir dan gelisah saat ada evaluasi dalam menulis bahasa Inggris.

24 responses

- SS — 5 (20.8%)
- S — 9 (37.5%)
- TP — 5 (20.8%)
- TS — 4 (16.7%)
- STS — 1 (4.2%)
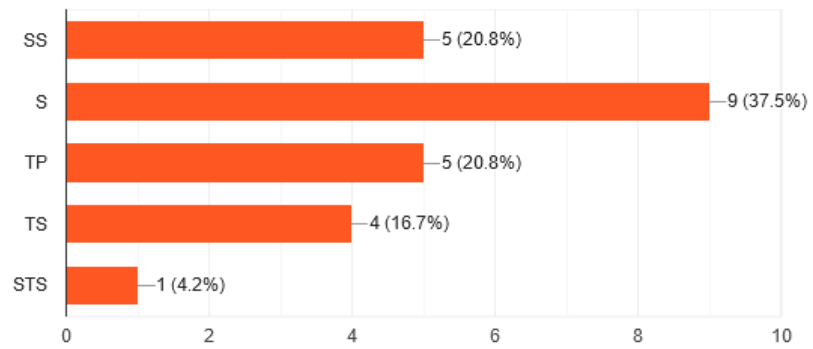
Saat menulis dalam bahasa Inggris tiba-tiba otak saya menjadi kosong.

24 responses

- SS — 1 (4.2%)
- S — 3 (12.5%)
- TP — 16 (66.7%)
- TS — 5 (20.8%)
- STS — 0 (0%)
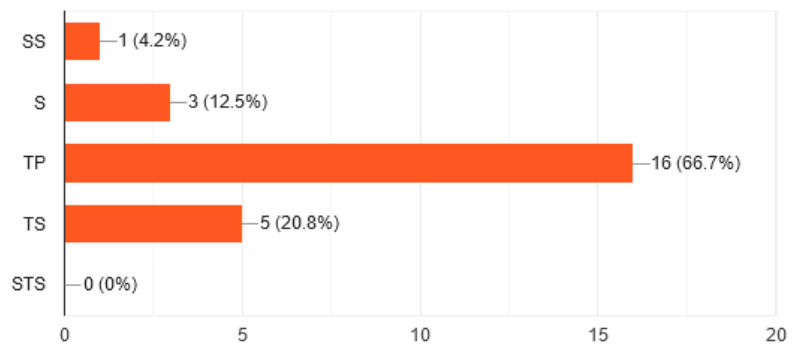
Saat diminta menulis dalam bahasa Inggris tiba-tiba tubuh saya menjadi kaku dan tegang.

24 responses

- SS — 0 (0%)
- S — 3 (12.5%)
- TP — 7 (29.2%)
- TS — 12 (50%)
- STS — 2 (8.3%)
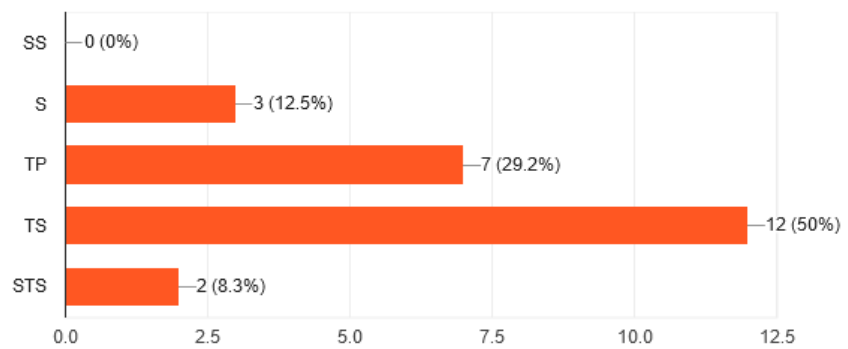
Saya merasa gemetar dan berkeringat saat menulis dalam bahasa Inggris.

24 responses

Copy

Kategori	Jumlah
SS	0 (0%)
S	2 (8.3%)
TP	7 (29.2%)
TS	13 (54.2%)
STS	2 (8.3%)
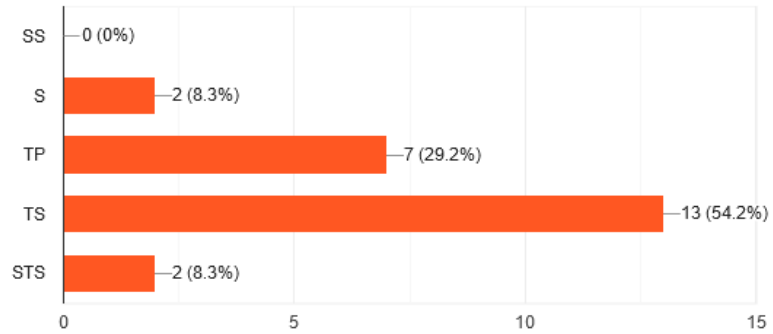
Terkadang pikiran saya menjadi kacau balau saat menulis dalam bahasa Inggris.
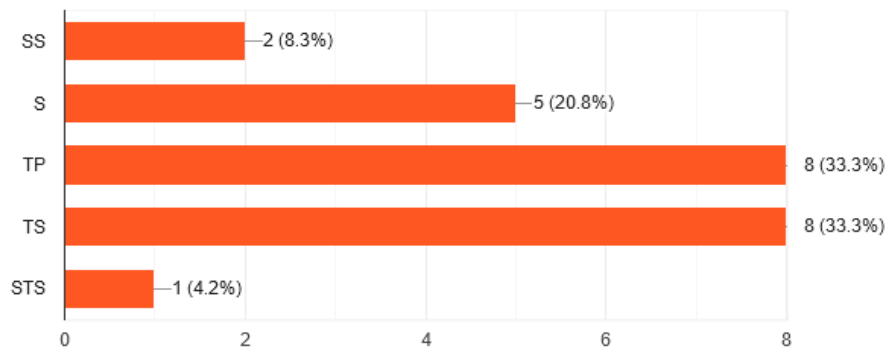
24 responses

Copy

Kategori	Jumlah
SS	2 (8.3%)
S	5 (20.8%)
TP	8 (33.3%)
TS	8 (33.3%)
STS	1 (4.2%)

Saya tidak merasa khawatir maupun gelisah saat dosen mengevaluasi tulisan saya.

24 responses

Copy

Kategori	Jumlah
SS	0 (0%)
S	3 (12.5%)
TP	12 (50%)
TS	6 (25%)
STS	3 (12.5%)

Saya akan merasa khawatir maupun gelisah saat dosen mengevaluasi tulisan saya.

24 responses

Saya selalu berfikir bahwa kemampuan bahasa Inggris saya di bawah teman-teman saya.
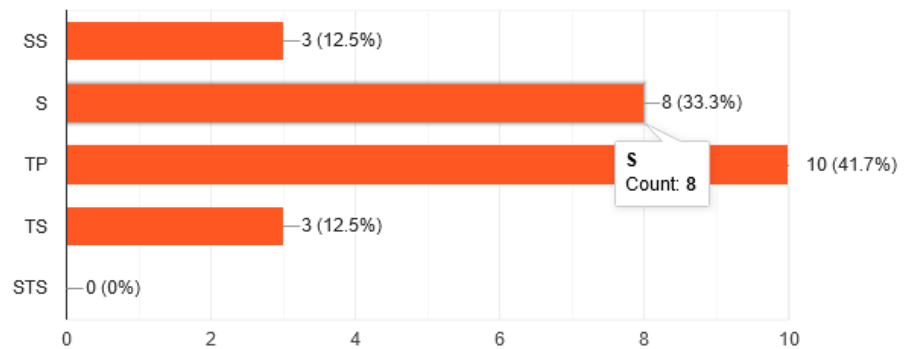
24 responses

Saya sebisanya menghindari menulis dalam bahasa Inggris.
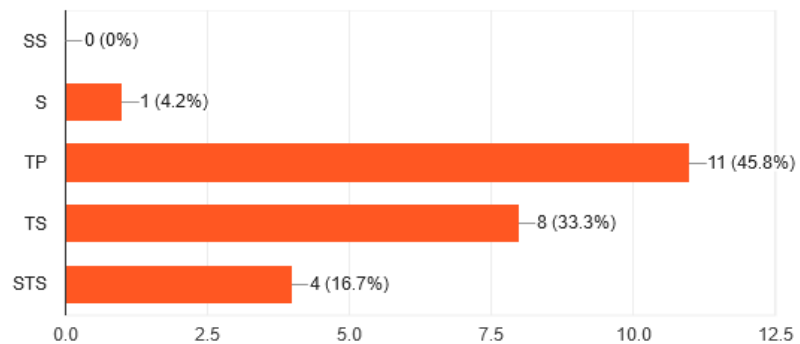
24 responses

Jika tidak ada pilihan lain, maka saya akan menulis dengan bahasa Inggris.

Copy
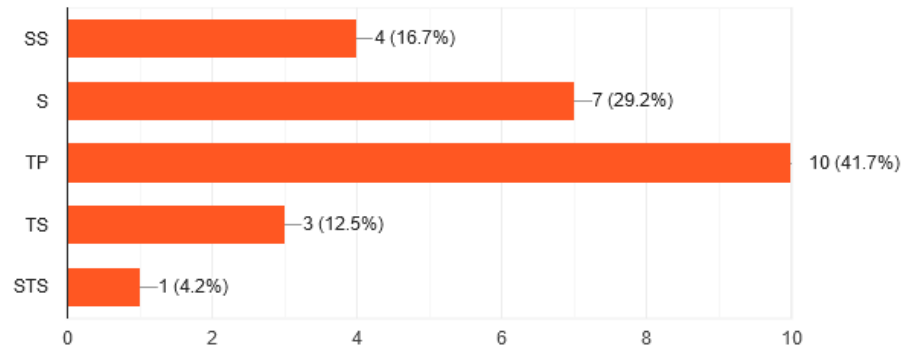
24 responses

Kategori	Nilai
SS	1 (4.2%)
S	9 (37.5%)
TP	13 (54.2%)
TS	1 (4.2%)
STS	1 (4.2%)
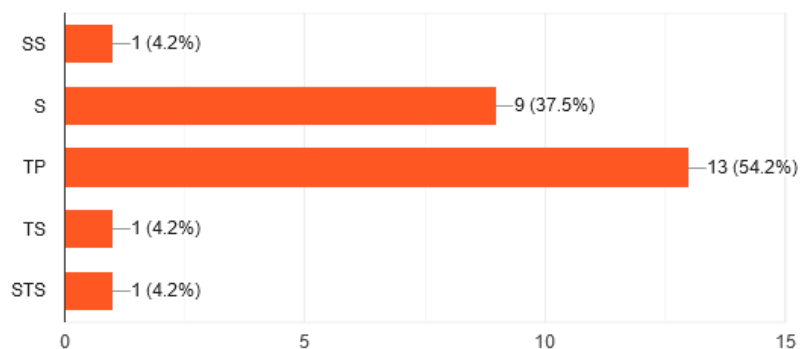
Saat diminta menulis, sebisa mungkin saya menulis dengan bahasa Inggris.

Copy

24 responses

Kategori	Nilai
SS	3 (12.5%)
S	9 (37.5%)
TP	11 (45.8%)
TS	1 (4.2%)
STS	0 (0%)
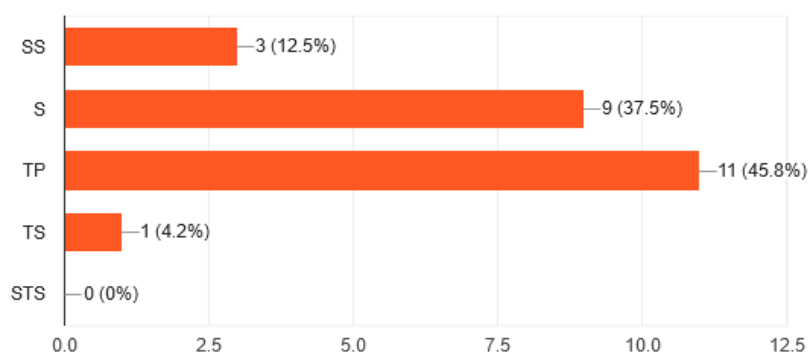
Saya biasanya mencari kesempatan untuk menulis dengan bahasa Inggris di luar kelas.

Copy

24 responses

Kategori	Nilai
SS	2 (8.3%)
S	9 (37.5%)
TP	11 (45.8%)
TS	4 (16.7%)
STS	0 (0%)
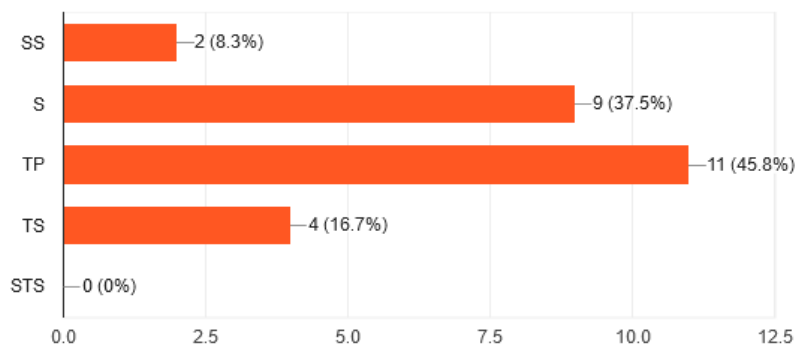
Saya tidak merasa gelisah saat tulisan saya mendapat nilai yang paling jelek sekalipun. Copy

24 responses
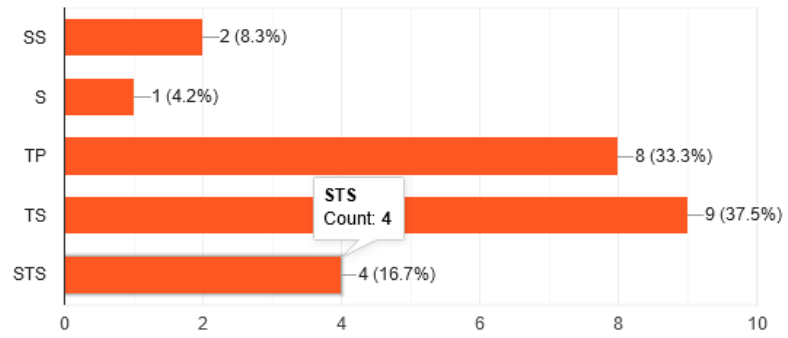
Jika bisa, saya ingin menghindari kelas menulis bahasa Inggris. Copy
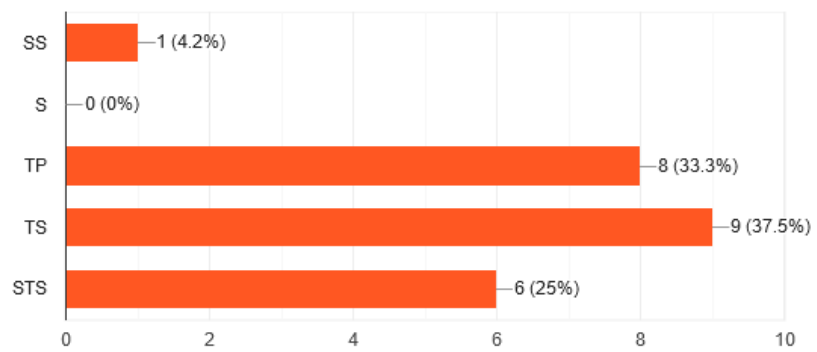
24 responses

Saya merasa sangat gelisah dan takut tulisan saya dijadikan sebagai bahan diskusi di kelas.
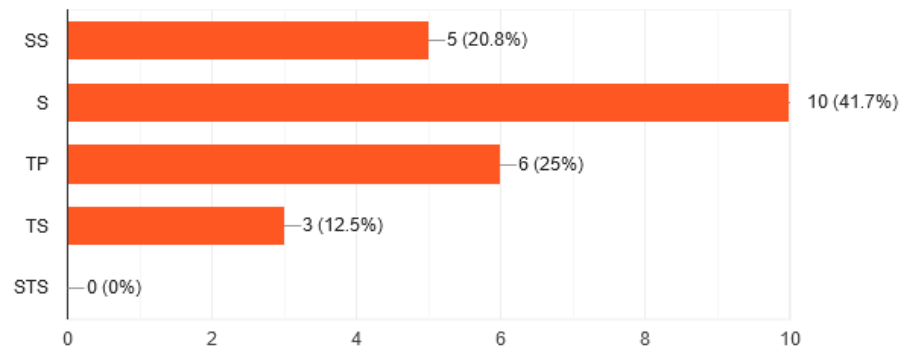
24 responses

Saya merasa sangat gelisah saat mengetahui tulisan saya akan di nilai dan di evaluasi oleh dosen.

24 responses

Saya merasa gelisah saat tulisan saya mendapat nilai yang paling jelek sekalipun.

24 responses

Saya tidak merasa khawatir saat tulisan saya lebih jelek dari yang lain.

24 responses

SS — 1 (4.2%)
S — 5 (20.8%)
TP — 8 (33.3%)
TS — 8 (33.3%)
STS — 2 (8.3%)
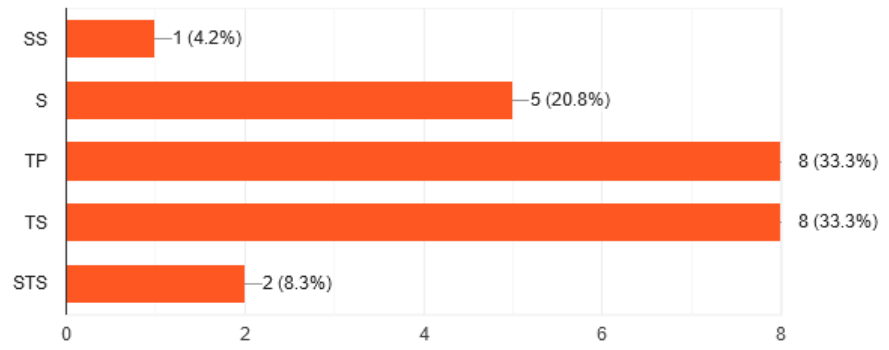
SLWAI (Second Language Writing Anxiety Inventory)

Result of the Closed Questionnaire

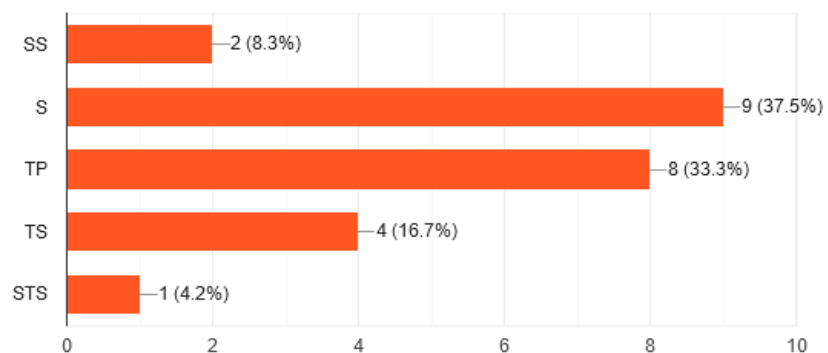| No	Name	Class	Gender	Score			Total Score
				Cognitive	Somatic	Avoidance	
1.	FN	C	P	11	16	15	42
2.	AP	G	L	21	19	14	54
3.	FSA	G	P	23	17	15	55
4.	MA	G	P	24	17	14	55
5.	APP	G	P	24	18	24	57
6.	AR	G	P	34	19	19	72
7.	APD	C	P	22	17	14	53
8.	NA	G	P	29	17	19	65
9.	RN	G	P	30	19	15	64
10.	FAA	G	P	34	20	17	71
11.	NK	G	P	25	19	16	60
12.	CC	C	P	30	21	19	70
13.	ARP	C	P	33	17	19	69
14.	HHAH	G	P	26	17	14	57
15	PMR	G	P	29	16	14	59
16.	AHK	G	P	30	17	14	61
17.	S	C	P	29	21	17	67
18.	AR	G	P	23	18	16	57
19.	SRS	C	P	25	22	15	62
20.	DAP	C	L	24	21	19	64
21.	RY	C	P	24	17	16	57
22.	DDNS	C	P	34	18	18	70
23.	BB	C	P	28	17	12	57
24.	ASR	C	L	22	20	17	59
25.	DP	B	L	27	23	18	68
26.	LA	A	P	28	20	18	66
27.	AL	B	P	30	16	15	61
28.	GAA	H	L	27	15	17	59
29.	AM	D	L	23	16	15	54
30.	FIM	C	L	32	19	14	65
31.	DFV	B	P	31	20	19	70
32.	DAC	H	L	27	18	15	60
33.	AFA	E	P	27	16	15	58
34.	AA	E	P	27	18	15	60
35.	AAM	E	L	27	18	15	60
36.	TU	E	P	27	18	15	60
37.	SAP	H	L	27	18	15	60
38.	HMS	H	L	27	18	15	60
39.	TIP	F	P	27	19	18	54

40.	HSS	F	L	31	19	15	65
41.	MAG	F	L	29	18	15	62
42.	KNM	F	P	29	20	15	64
43.	RHN	D	P	29	18	16	63
44.	RR	D	P	29	18	15	62
45.	MZA	D	L				

Result of the Opened Questionnaire

Name	Question	Answer
FN	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choosing the topic until the final step (you can choose more than one); I have problems when choosing the topic; I am afraid to get negative comments and get a bad grade; Under time pressure; Different Languages, I have a problem to make a good paragraph; Lack of expertise in write English (Grammar, Vocabulary, Structure)	a. **Memiliki kesuitan saat menggali ide:** *Tidak* b. **Takut mendapatkan komentar jelek dan nilai jelek:** *Iya* c. **Adanya tekanan waktu saat menulis:** *Tidak* d. **Adanya perbedaan bahasa:** *Iya* e. **Memiliki kesulitan untuk membuat tulisan yang baik:** *Tidak* f. **Kurangnya keahlian dalam menulis:** *Tidak*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, and publishing.	a. **Pre-wiring:** *saya tidak merasa khawatir* b. **Drafting:** *saya merasa mudah* c. **Revising:** *saya merasa khawatir* d. **Proofreading:** *Saya merasa mudah* e. **Publishing:** *saya sangat bisa untuk menyebarluaskan*

Name	Question	Answer
AP	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you	a. **Memiliki kesuitan saat menggali ide:** *Tidak terlalu mengalami.* b. **Takut mendapatkan komentar**

	experiencing when you are writing from choose the topic until final step (you can choose more than one); I have problem when choosing the topic; I am afraid to get negative comments and get a bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	*jelek dan nilai jelek: Iya, saya takut jika mendapatkan nilai jelek.* c. *Adanya tekanan waktu saat menulis: Terkadang terdapat suatu kekhawatiran atau tekanan.* d. *Adanya perbedaan bahasa: Iya.* e. *Memiliki kesulitan untuk membuat tulisan yang baik: Iya, terkadang mengalami kesulitan untuk membuat kata-kata yang lebih baik atau tepat.* f. *Kurangnya keahlian dalam menulis: Iya, menurut saya kemampuan saya masih kurang dan terkadang masih banyak kesalahan*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, and publishing.	a. **Pre-wiring:** *pada tahap ini saya mengalami kesulitan* b. **Drafting:** *terkadang sering mengalami kesalahan dalam penyusunan strukturnya* c. **Revising:** *terkadang mengalami kebingungan karena harus mencari referensi dan kata baru* d. **Proofreading:** *terkadang mengalami rasa grogi karena takut terdapat kesalahan* e. **Publishing:** *terkadang terdapat rasa takut, jika masih ada kesalahan*

Name	Question	Answer
FSA	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have problem when choosing the	a. *Memiliki kesuitan saat menggali ide: tergantung dan lumayan* b. *Takut mendapatkan komentar jelek dan nilai jelek: kadang-kadang* c. *Adanya tekanan waktu saat menulis: Iya, kadang butuh waktu lama*

		topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	d. **Adanya perbedaan bahasa:** *tidak.* e. **Memiliki kesulitan untuk membuat tulisan yang baik:** *kadang-kadang* f. **Kurangnya keahlian dalam menulis:** *kadang-kadang*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	a. **Pre-wiring:** *buat niat yang kuat dulu dan butuh mood yang bagus* b. **Drafting:** *mikir ide pokok dulu, dari yang general sampai spesifik* c. **Revising:** *dikerjakan dulu, baru minta orang lain untuk di revisi* d. **Proofreading:** *dibaca ulang agar bisa menambah tulisan* e. **Publishing:** *dikoreksi dulu, jadi bisa lebih maksimal*

Name	Question	Answer
MA	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have problem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	a. **Memiliki kesuitan saat menggali ide:** *-* b. **Takut mendapatkan komentar jelek dan nilai jelek:** *-* c. **Adanya tekanan waktu saat menulis:** *-* d. **Adanya perbedaan bahasa:** *-* e. **Memiliki kesulitan untuk membuat tulisan yang baik:** *-* f. **Kurangnya keahlian dalam menulis:** *saya masih kurang ahli dalam menulis*
	2. Explain your strategies and solution when you feel anxious writing English!	a. **Pre-wiring:** *mencari ide dengan lingkungan sekitar* b. **Drafting:** *membuat tulisan*

| | | (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising. | | *sesuai dengan yang dipikirkan*
c. **Revising:** *mengecek tulisan yang sudah ditulis*
d. **Proofreading:** *membaca kembali tulisan yang sudah ditulis*
e. **Publishing:** *menyebarluaskan tulisan yang sudah ditulis* |

Name	Question	Answer
APP	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	a. ***Memiliki kesuitan saat menggali ide:*** *kadang* b. ***Takut mendapatkan komentar jelek dan nilai jelek:*** *tidak pasti* c. ***Adanya tekanan waktu saat menulis:*** *kadang* d. ***Adanya perbedaan bahasa:*** *tidak pasti* e. ***Memiliki kesulitan untuk membuat tulisan yang baik:*** *ya sering, tapi tidak tentu* f. ***Kurangnya keahlian dalam menulis****: ya*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	a. **Pre-wiring:** *banyak membaca* b. **Drafting:** *memahami ide pokok* c. **Revising:** *teliti* d. **Proofreading:** *teliti* e. **Publishing:** *yakin dengan tulisannya*

Name	Question	Answer
AR	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic	a. ***Memiliki kesuitan saat menggali ide:*** *ya, kadang kala saya kesulitan dalam mendapatkan ide* b. ***Takut mendapatkan komentar jelek dan nilai jelek:*** *ya*

	until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	c. **Adanya tekanan waktu saat menulis:** *ya, apalagi kalau dikejar deadline* d. **Adanya perbedaan bahasa:** *ya* e. **Memiliki kesulitan untuk membuat tulisan yang baik:** *ya* f. **Kurangnya keahlian dalam menulis:** *ya, kadang-kadang*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	a. **Pre-wiring:** *saya merenung sambil berpikir ide yang cocok dengan tulisan saya* b. **Drafting:** *membuat catatan atau poin-poin penting yang akan saya tulis* c. **Revising:** *menulis rancangan sya, lalu memperbaiki apa saja yang salah* d. **Proofreading:** *membaca kembali tulisan yang saya buat* e. **Publishing:** *dikonsultasikan ke beberapa pihak baru di sebar luaskan*

Name	Question	Answer
APD	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structu	a. **Memiliki kesuitan saat menggali ide:** *bagi saya mendapatkan ide adalah hal yang mudah* b. **Takut mendapatkan komentar jelek dan nilai jelek:** *saya tidak takut mendapat komentar maupun nilai yang jelek, karena bisa dievaluasi lagi* c. **Adanya tekanan waktu saat menulis:** *Iya, faktor yang membuat tertekan adalah waktu* d. **Adanya perbedaan bahasa:** *perbedaan bahasa juga bisa menjadi tantangan tersendiri, mengingat struktur*

	re)	*kebahasaannya berbeda, serta juga harus mempertimbangkan budaya dan bahasa target* e. **Memiliki kesulitan untuk membuat tulisan yang baik:** *-* f. **Kurangnya keahlian dalam menulis:** *kurang ahli dalam grammar*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	a. **Pre-wiring:** *mencari referensi dari berbagai sumber* b. **Drafting:** *membuat guidline tentang apa yang akan saya tulis* c. **Revising:** *membaca kembali tulisan saya, bila perlu meminta bantuan teman atau orang lain* d. **Proofreading:** *menggunakan aplikasi yang bisa mengecek kesalahan dalam penulisan* e. **Publishing:** *bekerja sama dengan pihak publisihing karya tulis*

Name	Question	Answer
NA	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	a. **Memiliki kesuitan saat menggali ide:** *menggali ide* b. **Takut mendapatkan komentar jelek dan nilai jelek:** *nilai jelek* c. **Adanya tekanan waktu saat menulis:** *adanya target* d. **Adanya perbedaan bahasa:** *takut typo* e. **Memiliki kesulitan untuk membuat tulisan yang baik:** *kadang suka tidak nyambung* f. **Kurangnya keahlian dalam menulis:** *structure*
	2. Explain your strategies and solution when you feel	a. **Pre-wiring:** *mencontoh tulisan yang sudah ada*

	anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	b. **Drafting:** *membuat susunan apa saja yang ingin saya buat* c. **Revising:** *memperbaiki bagian yang salah* d. **Proofreading:** *mencari niat* e. **Publishing:** *mengepost jurnal artikel*

Name	Question	Answer
RN	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	a. ***Memiliki kesuitan saat menggali ide:*** *terkadang* b. ***Takut mendapatkan komentar jelek dan nilai jelek:*** *ya* c. ***Adanya tekanan waktu saat menulis:*** *kadang-kadang* d. ***Adanya perbedaan bahasa:*** *ya* e. ***Memiliki kesulitan untuk membuat tulisan yang baik:*** *ya* f. ***Kurangnya keahlian dalam menulis****: kurang vocabulary, pemahaman grammar dan pemilihan kata yang tepat*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	a. **Pre-wiring:** *melihat, mencari referensi banyak-banyak* b. **Drafting:** *membuat mind map, tulis apa yang ada di dalam pikiran, tanpa memperdulikan benar/salah* c. **Revising:** *mengoreksi lagi kata-kata dan kalimat yang ditulis, sudah benar grammarnya belum* d. **Proofreading:** *membaca ulang dari awal hingga akhir, dan mengoreksinya* e. **Publishing:** -

Name	Question	Answer
FAA	1. What are the factors that make	a. ***Memiliki kesuitan saat***

	you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	*menggali ide: -* **b.** *Takut mendapatkan komentar jelek dan nilai jelek: -* **c.** *Adanya tekanan waktu saat menulis: ya kalau ada waktu dalam menulis biasanya malah otak menjadi blak* **d.** *Adanya perbedaan bahasa: -* **e.** *Memiliki kesulitan untuk membuat tulisan yang baik: -* **f.** *Kurangnya keahlian dalam menulis: lebih ke grammar dan structure, kadang masih suka lupa struktur penulisannya.*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	**a. Pre-wiring:** *mencari didasarkan pengalaman* **b. Drafting:** *ditulis pakai bahasa Indonesia dulu* **c. Revising:** *baca ulang kira-kira ada yang kurang cocok antara kalimat satu dengan yang lain* **d. Proofreading:** *baca ulang diteliti lagi jika masih ada yang kurang tepat dibenerin* **e. Publishing:** *diubah ke bahasa Inggris, seleai.*

Name	Question	Answer
NK	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a	**a.** *Memiliki kesuitan saat menggali ide: -* **b.** *Takut mendapatkan komentar jelek dan nilai jelek: -* **c.** *Adanya tekanan waktu saat menulis: -* **d.** *Adanya perbedaan bahasa: -* **e.** *Memiliki kesulitan untuk membuat tulisan yang baik: -* **f.** *Kurangnya keahlian dalam menulis: masih minim kosakata dan cara penilisan secara grammar*

	good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	**a. Pre-wiring:** *mencari sumber dari nternet* **b. Drafting:** *buat outline secara sederhana dan sesimple mungkin agar tidak terlalu bertele-tele* **c. Revising:** *mencoba menyusun sebuah kalimat dengan memperhatikan grammar maupun kosakata* **d. Proofreading:** *dibaca lebih dari 3x* **e. Publishing:** *tidak pasti*

Name	Question	Answer
CC	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have problem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	*a. **Memiliki kesuitan saat menggali ide:** jika topik sudah ditentukan saya tidak akan bingung, tapi jika topiknya tidak ditentukan kadang masih suka bingung* *b. **Takut mendapatkan komentar jelek dan nilai jelek:** iya* *c. **Adanya tekanan waktu saat menulis:** tentu akan membuat kita gugup sehingga tidak maksimal* *d. **Adanya perbedaan bahasa:** mungkin akan sedikit bingung* *e. **Memiliki kesulitan untuk membuat tulisan yang baik:** tidak begitu kesulitan* *f. **Kurangnya keahlian dalam menulis**: ya, saya merasa kurang percaya diri, apakah tulisan saya ini grammarnya sudah benar atau belum*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies	*a. **Pre-wiring:** mencari inspirasi mungkin lewat pengalaman, media sosial, kegiatan sehari-hari*

		and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	**b. Drafting:** *menulis kerangkanya dulu* **c. Revising:** *membaca tulisan dari awal, meneliti apakah ada tulisan yang salah* **d. Proofreading:** *membaca kembali* **e. Publishing:** *mungkin lewat media*

Name	Question	Answer
ARP	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	**a. Memiliki kesuitan saat menggali ide:** *mencari topik* **b. Takut mendapatkan komentar jelek dan nilai jelek:** *nilai jelek* **c. Adanya tekanan waktu saat menulis:** *terkadang ada* **d. Adanya perbedaan bahasa:** *terkadang saya masih belum bisa membedakan bahasa Inggris, Amerika dan Singapura* **e. Memiliki kesulitan untuk membuat tulisan yang baik:** *terkadang iya* **f. Kurangnya keahlian dalam menulis**: *grammar, karena saya belum menguasai grammar secara 100%. Mungkin baru 60%, jadi harus belajar lagi*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	**a. Pre-wiring:** *merilekskan diri dulu lalu menggali ide* **b. Drafting:** *mengecek lalu mencari materi rancangan yang lebih pasti kebenarannya lagi agar perasaan saya lebih tenang* **c. Revising:** *berusaha mengecek kembali pekerjaan saya agar lebih tenang, jika ada yang salah segera di revisi* **d. Proofreading:** *saya harus telitisampai selesai agar tenang*

		e. **Publishing:** *saya harus berdoa*

Name	Question	Answer
HHAH	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	a. *Memiliki kesuitan saat menggali ide: kadang-kadang* b. *Takut mendapatkan komentar jelek dan nilai jelek: kadang merasa seperti itu* c. *Adanya tekanan waktu saat menulis: terkadang jika diberi tugas menulis dalam bahasa Inggris* d. *Adanya perbedaan bahasa: terkadang perbedaan bahasa yang jarang digunakan mempengaruhi kesulitan dalam menulis* e. *Memiliki kesulitan untuk membuat tulisan yang baik: terkadang* f. *Kurangnya keahlian dalam menulis: saya memiliki kekurangan kemampuan di grammar*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	a. **Pre-wiring:** *dengan istirahat sejenak mencari ide dan berfikir dan refresh sejenak* b. **Drafting:** *menentukan judul dan outline tulisan* c. **Revising:** *membaca kembali dan merevisi tulisan dengan mengganti kata atau kalimat yang kurang pas* d. **Proofreading:** *membaca kembali tulisan setelah itu memastikan bahwa tulisan sudah pas* e. **Publishing:** *ketika dirasa sudah pas setelah dibaca berulang-ulang*

Name	Question	Answer
PMR	1. What are the factors that make	a. *Memiliki kesuitan saat*

	you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	*menggali ide: -* b. *Takut mendapatkan komentar jelek dan nilai jelek: -* c. *Adanya tekanan waktu saat menulis: -* d. *Adanya perbedaan bahasa: -* e. *Memiliki kesulitan untuk membuat tulisan yang baik: -* f. *Kurangnya keahlian dalam menulis: kurangnya, kesulitan dan kadang kebingungan di dalam menulis agar sesuai dengan grammar*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	a. **Pre-wiring:** *banyak mencari dan membaca artikel di internet untuk memunculkan ide-ide dalam menulis* b. **Drafting:** *membuat outline tulisan akan seperti apa saja* c. **Revising:** *tetap tenang, tidak apa jika ada kesalahan, mencoba berkomunikasi dengan dosen mengenai kesalahan tulisan saya dimana* d. **Proofreading:** *yakin kalau tulisan sudah lolos revisi dan sesuai dengan kaidah-kaidah grammar dan penulisan. Serta yakin isinya berbobot* e. **Publishing:** *tetap tenang*

Name	Question	Answer
AHK	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the	a. *Memiliki kesuitan saat menggali ide: -* b. *Takut mendapatkan komentar jelek dan nilai jelek: -* c. *Adanya tekanan waktu saat menulis: -* d. *Adanya perbedaan bahasa: -* e. *Memiliki kesulitan untuk membuat tulisan yang baik: -*

	topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	f. ***Kurangnya keahlian dalam menulis***: *kesulitan dan kebingungan dalam menulis agar sesuai grammar*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	a. **Pre-wiring:** *banyak-banyak membaca artikel* b. **Drafting:** *membuat outline* c. **Revising:** *mencoba untuk tetap tenang jika terdapat kesalahan* d. **Proofreading:** *yakin sudah sesuai* e. **Publishing:** *tetap tenang*

Name	Question	Answer
S	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	a. ***Memiliki kesuitan saat menggali ide:*** *iya* b. ***Takut mendapatkan komentar jelek dan nilai jelek:*** *iya* c. ***Adanya tekanan waktu saat menulis:*** *iya* d. ***Adanya perbedaan bahasa:*** *iya terkadang grammar* e. ***Memiliki kesulitan untuk membuat tulisan yang baik:*** *iya grammarnya* f. ***Kurangnya keahlian dalam menulis****: iya pasti*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	a. **Pre-wiring:** *mencari referensi* b. **Drafting:** *perbanyak membaca* c. **Revising:** *memahami* d. **Proofreading:** *memahami serta mengamati* e. **Publishing:** *kesabaran*

Name	Question	Answer
AR	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	a. **Memiliki kesuitan saat menggali ide:** *terkadang saat suatu teks tersebut menggunakan banyak vocabulary yang menurut saya asing* b. **Takut mendapatkan komentar jelek dan nilai jelek:** *tidak, tapi lebih merasa kecewa kediri sendiri apabila mendapat nilai jelek. Tapi lebih kecewa jika tulisan tidak di reviw sama sekali karena kita tidak tau tulisannya sudah benar atau belum* c. **Adanya tekanan waktu saat menulis:** *sedikit tidak setuju karena jika ada pembatasan waktu kadang suka tidak maksimal saat mengerjakan tugas* d. **Adanya perbedaan bahasa:** *iya, karena kita tahu bahasa Inggris bukan first language kita perlu belajar lebih lagi agar bisa menulis dengan baik* e. **Memiliki kesulitan untuk membuat tulisan yang baik:** *sedikit, karena saya akui bahasa inggris memang menyenangkan bagi sebagian orang, akan tetapi menurut saya lumayan susah juga perlu pemahaman, latihan, dan hafalan* f. **Kurangnya keahlian dalam menulis:** *iya benar menurut saya dalam menilis teks bahasa Inggris grammar lebih memersulit penulisan saya*
	2. Explain your strategies and solution when you feel anxious writing English!	a. **Pre-wiring:** *membaca lagi atau menonton sumber-sumber informasi. Contohnya youtube*

	(Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	**b. Drafting:** *membaca jurnal dari berbagai sumber untuk melihat strukturnya* **c. Revising:** *saya cek dengan web pendeteksi kesalahan dalam grammar dan penggunaan tanda baca* **d. Proofreading:** *saya baca ulang sekali lagi sampai yakin* **e. Publishing:** *mengecek ulang dn meyakinkan diri saya sendiri*

Name	Question	Answer
SRS	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	**a. Memiliki kesuitan saat menggali ide:** *iya* **b. Takut mendapatkan komentar jelek dan nilai jelek:** *tidak terlalu* **c. Adanya tekanan waktu saat menulis:** *tidak* **d. Adanya perbedaan bahasa:** *iya* **e. Memiliki kesulitan untuk membuat tulisan yang baik:** *iya* **f. Kurangnya keahlian dalam menulis:** *iya*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	**a. Pre-wiring:** *mencari ide dengan melihat lingkungan sekitar atau internet. Setelah itu mencari informasi lebih dalam lagi, kemudian membayangkan tulisan saya* **b. Drafting:** *menentukan tema, kemudian mencari tulisn-tulisan yang serupa, lalu membuat poin-poin dasar pembahasan dengan mengacu pada contoh-contoh tulisan tadi*

		c. **Revising:** *membaca ulang tulisan dengan memperhatikan komponen tulis-menulis seperti tanda baca, grammar, spelling words dan juga mencermati tulisan apakah sudah sesuai dengan bayangan saya* d. **Proofreading:** *membaca tulisan saya kemudian memposisikan sebagai pembaca agar dapat memperbaiki tulisan saya supaya mudah di baca dan di pahami* e. **Publishing:** *memposting dalam blog atau sosial media*

Name	Question	Answer
DAP	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	a. *Memiliki kesuitan saat menggali ide: -* b. *Takut mendapatkan komentar jelek dan nilai jelek: -* c. *Adanya tekanan waktu saat menulis: -* d. *Adanya perbedaan bahasa: -* e. *Memiliki kesulitan untuk membuat tulisan yang baik: -* f. *Kurangnya keahlian dalam menulis: pas awal masuk masih kurang tapi seiring berjlannya waktu dan latihan serta menambah wawasan tentang grammar akhirnya penguuasaan grammar dapat lebih baik dari sebelumnya*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	a. **Pre-wiring:** *mencari referensi* b. **Drafting:** *mencontoh referensi yang telah dicari* c. **Revising:** *mencari referensi dari teman* d. **Proofreading:** *meneliti tiap titik yang kurang yakin* e. **Publishing:** *meneliti dan berdoa*

Name	Question	Answer
RY	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	*a. Memiliki kesuitan saat menggali ide: setuju* *b. Takut mendapatkan komentar jelek dan nilai jelek: setuju* *c. Adanya tekanan waktu saat menulis: tidak setuju* *d. Adanya perbedaan bahasa: setuju* *e. Memiliki kesulitan untuk membuat tulisan yang baik: tidak pasti* *f. Kurangnya keahlian dalam menulis: setuju*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	**a. Pre-wiring:** *mencari sumber-sumber* **b. Drafting:** *menggali informasi* **c. Revising:** *merevisi kembali* **d. Proofreading:** *membaca kembali* **e. Publishing:** *meminta teman-teman menyebarluaskan*

Name	Question	Answer
DDNS	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a	*a. Memiliki kesuitan saat menggali ide: isering terjadi* *b. Takut mendapatkan komentar jelek dan nilai jelek: saya sangat takut hasil pekerjaan saya diberi komentar jelek* *c. Adanya tekanan waktu saat menulis: hal ini terjadi saat saya kurang tepat memanage waktu dalam mengerjakan tugas* *d. Adanya perbedaan bahasa: setuju* *e. Memiliki kesulitan untuk*

	good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	*membuat tulisan yang baik:* iya **f. Kurangnya keahlian dalam menulis**: setuju
	3. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	**f. Pre-wiring:** *mencari inspirasi dengan cara mencari suasana atau melihat hal-hal yang berhubungan dengan topik* **g. Drafting:** *mengembangkan ide ide dengan menulis kata kunci* **h. Revising:** *melihat dan menyesuaikan hasil tulisan apakah sesuai, mengurangi kalimat yang kurang tepat dan menambah jika perlu* **i. Proofreading:** *mengulang membaca dari awal dan meyesuaikan dengan topik dan ide pokok* **j. Publishing:** submit

Name	Question	Answer
AGS	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	**a. Memiliki kesuitan saat menggali ide:** *kadang-kadang kesulitan menggali ide ketika menulis dalam bahasa Inggris* **b. Takut mendapatkan komentar jelek dan nilai jelek:** *tidak takut mendapat nilai jelek, karena bukan hal yang buruk untuk di takuti* **c. Adanya tekanan waktu saat menulis:** *ya, dimana itu terkadang bisa membuat pikiran kita menjadi kacau balau dan rasa gugup mulai menghampiri ketika adanya tekanan* **d. Adanya perbedaan bahasa:** *iya, karena dirumah dan dilingkungan sering kali menggunakan bahasa Indonesia daripada bahasa Inggris* **e. Memiliki kesulitan untuk**

		membuat tulisan yang baik: ya, ini menjadi masalah utama dalam diri saya **f. _Kurangnya keahlian dalam menulis_**: *sangat kurang khususnya dalam hal grammar*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	**a. Pre-wiring:** *biasanya saya mencari inspirasi ditempat yang sunyi, indah, dan segar. Dimana ini membantu saya dalam menggali ide-ide yang akan saya tuangkan di delam sebuah karya tulis* **b. Drafting:** *biasanya saya menggunakan secarik kertas untuk menulis rancangan awal dari karya tulis saya. Ini saya lakukan karena mempermudah saya di dalam membuat suati karya tulis yang baik dan benar atau tidak sala membuatnya* **c. Revising:** *dalam tahap ini biasanya saya menggunakan aplikasi untuk merevisi diksi dan kalimat. Ini sangat membantu saya agar tulisan saya jauh lebih baik dan benar* **d. Proofreading:** *tahapan ini dilakukan ketika semua komponen yang ada di dalam sebuah tulisan saya dirasa sudah cukup baik dan benar, maka selanjutnya saya akan membaca kembali apa yang telah saya tulis atau apa yang telah saya tuangkan di dalam karya tersebut agar tampak lebih baik lagi dan sesuai dengan keinginan saya* **e. Publishing:** *saya unggah di media sosial agar orang bisa membaca karya tulis saya*

Name	Question	Answer

BB	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	*a. Memiliki kesuitan saat menggali ide:* ibenar, karena saya merasa kurang berliterasi jadi wawasan saya masih jauh dari kata cukup *b. Takut mendapatkan komentar jelek dan nilai jelek:* tidak juga, kadang-kadang saya memerlukan komentar orang lain yang lebih ahli dalam menulis *c. Adanya tekanan waktu saat menulis:* terkadang, biasanya itu terjadi jika saya benar-benar tidak bisa mencari ide topik maupun benang merah dari keseluruhan karya tulis saya *d. Adanya perbedaan bahasa:* sering terjadi, karena aya merasa vocabnya masih kurang, terkadang juga menemui kata yang seharusnya formal tapi menjadi informal *e. Memiliki kesulitan untuk membuat tulisan yang baik:* ya, karena tulisan yang baik memerlukan wawasan yang luas pula *f. Kurangnya keahlian dalam menulis:* pasti, menurut saya, ahli dalam menulis itu sangat kompleks karena kita harus menguasai beberapa aspek
	4. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	**k. Pre-wiring:** *saya mengalami kesulitan, apalagi jika topiknya ditentukan. Maka saya membutuhkan waktu yang lama untuk mencari informasi* **l. Drafting:** *saya merasakan kesulitan menemukan benang merah, karena saya kurang ahli di bidang menulis* **m. Revising:** *saya sering terbantu, karena ada masukan yang bisa saya serap dan terapkan.*

		Biasanya saya revisi dulu baru saya berikan ke orang lain
		n. Proofreading: *memastikan kembali informsi yang saya cantumkan. Bagian-bagian yang belum biasanya saya tandai untuk memudahkan merevisi*
		o. Publishing: *saya akan menanyakan kepada pembaca saya "apakah kamu paham?". Selain itu sebagai masukan bagi saya sendiri dan menjadi lahan sya untuk action.*

Name	Question	Answer
DP	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	*a.* **Memiliki kesuitan saat menggali ide:** *Tidak* *b.* **Takut mendapatkan komentar jelek dan nilai jelek:** *tidak* *c.* **Adanya tekanan waktu saat menulis:** *iya* *d.* **Adanya perbedaan bahasa:** *iya* *e.* **Memiliki kesulitan untuk membuat tulisan yang baik:** *iya* *f.* **Kurangnya keahlian dalam menulis**: *iya*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	**a. Pre-wiring:** *Menggali ide dari keresahan diri dan sesuatu yang dianggap interes sehingga mudah dalam menentukan ide* **b. Drafting:** *Untuk kesusahan dalam rancana awal biasanya untuk mengawali suatu tulisan maka dari itu harus ada* **c. Revising:** *Tahap revisi biasanya menganggap bahwa*

			tulisan sudah selesai namun masih berceceran untuk itu saya
			d. Proofreading: *Biasanya di tahap ini akan ada masalah yang muncul seperti tanda baca yang kurang tepat sehingga saya akan*
			e. Publishing: *Saya selalu mengapresiasi diri saya sendiri bentuk self love sehingga saya langsung saja mengumpulkan.*

Name	Question	Answer
LA	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	***a. Memiliki kesuitan saat menggali ide:*** *Iyaa karena bingung saat menentukan topik* ***b. Takut mendapatkan komentar jelek dan nilai jelek:*** *Iyaa takut ada yg salah dlm penulisan saya.* ***c. Adanya tekanan waktu saat menulis:*** *tidak* ***d. Adanya perbedaan bahasa:*** *Iyaa kadang merasa kesulitan dalam menggunakan bhs inggris* ***e. Memiliki kesulitan untuk membuat tulisan yang baik:*** *iya, kadang* ***f. Kurangnya keahlian dalam menulis****: Grammar. Takut grammarya salah*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	**a. Pre-wiring:** *Mencari topik sebanyak banyaknya* **b. Drafting:** *Mencri topik kembudian Membuat kerangka penulisan* **c. Revising:** *Mencari kesalahan dlm penulisan* **d. Proofreading:** *Membaca keseluruhan tulisan apakah masi ada yg kjrang tepat atau sudah tepat* **e. Publishing:** *Jika sudah benar*

			bru mengumpulkan tugas/menguploadnya ke situs dll.

Name	Question	Answer
AL	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	a. **Memiliki kesuitan saat menggali ide:** *Saat memiliki kesulitan menggali ide bisanya dikarenakan faktor gugup, waktu yang singkat dan ulangan* b. **Takut mendapatkan komentar jelek dan nilai jelek:** *Percaya diri agar menghindari pikiran-pikiran tersebut.* c. **Adanya tekanan waktu saat menulis:** *Adanya tekanan waktu sangat membuat menulis menjadi kurang dinikmati. Dalam proses menulis kita harus sebisa mungkin menikmati dan bersikap tenang. Jika tidak, biasanya akan menjadikan pikiran buyar* d. **Adanya perbedaan bahasa:** - e. **Memiliki kesulitan untuk membuat tulisan yang baik:** - f. **Kurangnya keahlian dalam menulis:** -
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	a. **Pre-wiring:** *Sebisa mungkin bikin pikiran tenang terlebih dahulu. Dari situ saya baru bisa memikirkan ide apa yang akan dipakai* b. **Drafting:** *Merancang dan memikirkan apa yang harus saya tulis.* c. **Revising:** *Mengkoreksi hal-hal yang perlu diganti agar menjadi lebih baik.* d. **Proofreading:** *Memastikan lagi apakah tulisan saya sudah baik dan benar.* e. **Publishing:** *Menyebarkan*

		tulisan dengan percaya diri.

Name	Question	Answer
GAS	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	a. ***Memiliki kesuitan saat menggali ide:*** *Iya. Mencari topik dan menggali ide merupakan kesulitan utama saya ketika akan memulai menulis bahasa Inggris* b. ***Takut mendapatkan komentar jelek dan nilai jelek:*** *Secara umu saya tidak takut dengan komentar atau nilai yang jelek namun saya merasa khawatir jika saya mendapati kesalahan yang banyak dan saya ulangi di tulisan berikutnya* c. ***Adanya tekanan waktu saat menulis:*** *Waktu yang dibatasi merupakan salah kesulitan saya karena saya membutuhkan waktu yang banyak untuk berfikir lebih baik* d. ***Adanya perbedaan bahasa:*** *Secara bahasa saya tidak memiliki kesulitan meskipun ada perbedaan dalam penulisan dalam bahasa Indonesia dengan bahasa Inggris* e. ***Memiliki kesulitan untuk membuat tulisan yang baik:*** *Secara umum saya mampu untuk menulis namun jika dilihat secara hasil kemampuan menulis saya baik benar saya merasa msih kurang* f. ***Kurangnya keahlian dalam menulis****: Grammar, vocabulary dan structure merupakan hal yang penting namun saya merasa merasa masih harus belajar lagi sebab*

			sering kali ragu dan belum paham betul
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	**a.**	**Pre-wiring:** *Pada tahap pre writing saya mencoba memperbanyak literasi terkait, karena untuk menemukan ide ide tertentu sehingga dengan demikian saya mampu menemukan bagaimana bentuk tulisan saya nanti dan mendapatkan informasi tambahan yang bisa saya masukkan dalam menulis nanti*
		b.	**Drafting:** *Pada tahap drafting saya menulis gambaran umum per paragraf alur penulisan dan gambaran umum dalam tugas saya sehingga penulisan saya lebih matang dan terarah bagaimana bentuk tulisan saya*
		c.	**Revising:** *Saya sering kali mengevaluasi tulisan saya ketika selesai dengan membaca kembali dan menge-cek bentuk tulisan, grammar, vocabulary dan structure apakah ada kesalahan dll atau tidak. Kemudian ketika masih ada kesalahan dan kekurangan akan saya perbaiki dan saya rubah menjadi lebih baik*
		d.	**Proofreading:** *Setelah tahap revisi kemudian saya mencoba membaca kembali tulisan tersebut dan mencoba mencari tahu apa ada kesalahan atau penempatan kata yang kurang tepat dalam tulisan tersebut*
		e.	**Publishing:** *Pada tahap terakhir yaitu publishing saya mencoba share dan membagikan tulisan saya melalui media sosial saya dan kemudian menyertakan link pada media sosial tersebut. Untuk website publishing saya*

		memilih beberapa website yang mudah dan terkenal sehingga mudah dibaca dan diakses orang lain.

Name	Question	Answer
AW	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	a. **Memiliki kesuitan saat menggali ide:** *Nope, idea will flow like water in the river when I write* b. **Takut mendapatkan komentar jelek dan nilai jelek:** *Nope, comments will influence the output* c. **Adanya tekanan waktu saat menulis:** *Nope, magically when the DL is almost there, I feel writing will be so ez* d. **Adanya perbedaan bahasa:** *It's normal, but in fact we learn about bilingual so it's just ok* e. **Memiliki kesulitan untuk membuat tulisan yang baik:** *This one, because every text has it's own pattern* f. **Kurangnya keahlian dalam menulis**: *I feel better*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	a. **Pre-wiring:** *I will browse to the internet to gain more information about what will I write* b. **Drafting:** *I set a plan or an outline about how my writing will be* c. **Revising:** *I do need comments from my friends or someone about my writing. Is it good or not, then I revise* d. **Proofreading:** *Proofread I will check and recheck the paragraph, the cohesion of the sentence and paragraph I do check the grammatical and structure* e. **Publishing:** *It's the final, if all*

			is well then publish.

Name	Question		Answer
FIM	1.	What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	a. ***Memiliki kesuitan saat menggali ide:*** *terkadang iya* b. ***Takut mendapatkan komentar jelek dan nilai jelek:*** *-* c. ***Adanya tekanan waktu saat menulis:*** *Jujur ini yang paling berpengaruh, saya kurang bisa memanajemen waktu saat menulis, hasil dari tulisan saya akan sangat bergantung pada waktu* d. ***Adanya perbedaan bahasa:*** *-* e. ***Memiliki kesulitan untuk membuat tulisan yang baik:*** *-* f. ***Kurangnya keahlian dalam menulis****: Betul, terkadang saya merasa tulisan saya sangat berantakan dan merasa tidak percaya diri*
	2.	Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	a. **Pre-wiring:** *Membaca dari berbagai sumber yang relevan dengan topik yang akan saya gunakan untuk menulis. Semakin banyak yang kita baca maka akan semakin mudah meunangkan gagasan.* b. **Drafting:** *Menentukan ide pokok dari tiap paragraf, dari setiap struktur teks* c. **Revising:** *Pada saat revisi, masalah terbesar saya temukan pada grammar. Biasanya saya belajar dan meminta bantuan teman yang lebih pandai grammar untuk menyempurnakan tulisan saya* d. **Proofreading:** *Membaca dengan detail dan seksama, sebelum fase publikasi. Tujuannya agar tulisan kita dapat mencapai tujuan awal.* e. **Publishing:** *Menggunakan*

		media online, tentu sangat efektif. Semakin banyak relasi yang kita punya, proses publikasi semakin mudah.

Name	Question	Answer
DFV	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	a. **Memiliki kesuitan saat menggali ide:** *ya* b. **Takut mendapatkan komentar jelek dan nilai jelek:** *-* c. **Adanya tekanan waktu saat menulis:** *-* d. **Adanya perbedaan bahasa:** *-* e. **Memiliki kesulitan untuk membuat tulisan yang baik:** *ya* f. **Kurangnya keahlian dalam menulis:** *ya*
	3. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	f. **Pre-wiring:** *Menulis diluar ruangan untuk mendapatkan IG* g. **Drafting:** *Mencoret - coret di kertas* h. **Revising:** *Memahami materi* i. **Proofreading:** *Membaca kembali dan memahami* j. **Publishing:** *Menyebarkan lewat li.*

Name	Question	Answer
DSC	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have	a. **Memiliki kesuitan saat menggali ide:** *kadang kadang* b. **Takut mendapatkan komentar jelek dan nilai jelek:** *tidak takut* c. **Adanya tekanan waktu saat menulis:** *membuat pressure* d. **Adanya perbedaan bahasa:**

	proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	*Sulit menulis secara spontan* e. **Memiliki kesulitan untuk membuat tulisan yang baik:** *Kesulitan karena menggunakan bahasa asing* f. **Kurangnya keahlian dalam menulis:** *Kurangnya keahlian dalam strcture*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	a. **Pre-wiring:** *Memikirkan hal2 yang menarik* b. **Drafting:** *Memikirkan tentang ide yang telah ditentukan* c. **Revising:** *Menghilangkan sebagian kalimat yg tidak terlalu penting* d. **Proofreading:** *Membaca kembali tulisan agar dapat mengetahui bagianana yg perlu diperbaiki* e. **Publishing:** *Kurang adanya tempat untuk mempublish tulisan.*

Name	Question	Answer
SFA	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	a. **Memiliki kesuitan saat menggali ide:** *sedikit kesulitan* b. **Takut mendapatkan komentar jelek dan nilai jelek:** *Iya karena kalau nilainya jelek mempengaruhi di ipk* c. **Adanya tekanan waktu saat menulis:** *tidak ada tekanan* d. **Adanya perbedaan bahasa:** *Kurang paham dengan kosakata bahasa inggris* e. **Memiliki kesulitan untuk membuat tulisan yang baik:** *Sulit menyusun kata kata dengan bahasa inggris secara baik dan benar* f. **Kurangnya keahlian dalam menulis:** *grammar dan vocabulary*

| | 2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising. | a. **Pre-wiring:** *Dengan membaca contoh tulisan yang sudah ada untuk mengisi kreatifitas membuat tulisan*
b. **Drafting:** *Membuat kerangka tulisan atau coret coret terlebih dahulu*
c. **Revising:** *Membaca kembali vocab atau grammar yang kurang benar*
d. **Proofreading:** *Membaca bagaimana penyusunan kalimat yang baik dan benar secara bahasa inggris*
e. **Publishing:** *Disebarluaskan di sosial media.* |

Name	Question	Answer
AA	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	a. ***Memiliki kesuitan saat menggali ide:*** *Sulit karena kurang membaca* b. ***Takut mendapatkan komentar jelek dan nilai jelek:*** *Iya takut karena belum terlalu paham bahasa inggris* c. ***Adanya tekanan waktu saat menulis:*** *Biasanya kalau waktunya tinggal sedikit jadi takut tulisannya tidak selesai* d. ***Adanya perbedaan bahasa:*** *Kalau pakai bahasa inggris lebih sulit* e. ***Memiliki kesulitan untuk membuat tulisan yang baik:*** *Sulit karena bahasa inggris kurang vocab* f. ***Kurangnya keahlian dalam menulis****: Kurangnya keahlian vocab yang baik*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting,	a. **Pre-wiring:** *Dengan melihat youtube atau sosial media mencari inspirasi* b. **Drafting:** *Membuat kerangka berfikir dan membayangkan* c. **Revising:** *Mengulang kembali*

	revising, proofreading, publising.	*vocabulary yang kurang atau grammar yang kemungkinan tidak cocok* **d. Proofreading:** *Membaca kembali agar tulisannya bagus untuk dibaca* **e. Publishing:** *Disebarluaskan melalui blog.*

Name	Question	Answer
SAM	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	***a. Memiliki kesuitan saat menggali ide:*** *Sedikit kesulitan* ***b. Takut mendapatkan komentar jelek dan nilai jelek:*** *iya takut* ***c. Adanya tekanan waktu saat menulis:*** *Jika waktu kurang dan tidak ada ide* ***d. Adanya perbedaan bahasa:*** *Iya karena bahasa inggris sulit* ***e. Memiliki kesulitan untuk membuat tulisan yang baik:*** *Iya sangat sulit karena ada struktur, grammar dan vocab yang sulit* ***f. Kurangnya keahlian dalam menulis***: *semuanya*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	**a. Pre-wiring:** *Melihat sosmed* **b. Drafting:** *dicoret coret dikertas* **c. Revising:** *Membenarkan grammar dan vocab yang salah* **d. Proofreading:** *Membaca kembali agar kalimat benar* **e. Publishing:** *Melalui sosmed.*

Name	Question	Answer
TU	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic	***a. Memiliki kesuitan saat menggali ide:*** *sulit sekali* ***b. Takut mendapatkan komentar jelek dan nilai jelek:*** *iya takut* ***c. Adanya tekanan waktu saat menulis:*** *iya ada*

	until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	d. **Adanya perbedaan bahasa:** *sulit dengan bahasa inggris* e. **Memiliki kesulitan untuk membuat tulisan yang baik:** *iya sulit takut grammar* f. **Kurangnya keahlian dalam menulis**: *kurang semua*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	a. **Pre-wiring:** *melihat inspirasi keluar atau sosmed* b. **Drafting:** *membuat kerangka yang akan dibuat* c. **Revising:** *membenarkan grammar* d. **Proofreading:** *membaca kembali dengan baik dan benar* e. **Publishing:** *melalui sosmed.*

Name	Question	Answer
SAS	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	a. **Memiliki kesuitan saat menggali ide:** *Kurang inspirasi untuk menentukan topik* b. **Takut mendapatkan komentar jelek dan nilai jelek:** *Takut banyak kesalahan dalam menulis* c. **Adanya tekanan waktu saat menulis:** *Waktu yang terlalu cepat membuat tekanan* d. **Adanya perbedaan bahasa:** *Perlu bantuan dari google translate karena kesulitan mengartikan* e. **Memiliki kesulitan untuk membuat tulisan yang baik:** *Kurangnya latihan menulis membuat tulisan menjadi berantakan* f. **Kurangnya keahlian dalam menulis**: *Banyak grammar yang salah dan kurang*

		terstruktur
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	a. **Pre-wiring:** *Berfikir ide apa yang bisa dijadikan sebuah tulisan* b. **Drafting:** *Membuat daftar mengenai ide yang telah di pilih* c. **Revising:** *Membuang kalimat yang tidak diperlukan* d. **Proofreading:** *Mereview tulisan agar dapat dibenahi jika ada yang salah* e. **Publishing:** *Kurang adanya wadah untuk dipublish.*

Name	Question	Answer
HMS	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	a. *Memiliki kesuitan saat menggali ide: Tidak adanya inspirasi atau ide yang muncul* b. *Takut mendapatkan komentar jelek dan nilai jelek: Belum terbiasa menulis membuat takut mendapatkan nilai jelek* c. *Adanya tekanan waktu saat menulis: Waktu yang terlalu sedikit membuat buru-buru saat menulis* d. *Adanya perbedaan bahasa: Perbedaan bahasa membut bingung dan perlu adanya alat bantu untuk menerjemahkan* e. *Memiliki kesulitan untuk membuat tulisan yang baik: Jarang membuat tulisan jadi membuat tulisan yang dibuat kurang baik* f. *Kurangnya keahlian dalam menulis: Tulisan kurang terstruktur dengan baik*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting,	a. **Pre-wiring:** *Memikirkan hal-hal yang menarik* b. **Drafting:** *Membuat daftar kalimat-kalimat mengenai topik yang di pilih* c. **Revising:** *Membuang kalimat*

	revising, proofreading, publising.	yang sekiranya tidak dibutuhkan **d. Proofreading:** *Untuk meneliti apakah ada kalimat yang salah dan perlu diganti* **e. Publishing:** *Tidak adanya tempat untuk penyebarluasan.*

Name	Question	Answer
TIPS	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	**a. Memiliki kesuitan saat menggali ide:** *iya* **b. Takut mendapatkan komentar jelek dan nilai jelek:** *iya* **c. Adanya tekanan waktu saat menulis:** *tidak* **d. Adanya perbedaan bahasa:** *iya* **e. Memiliki kesulitan untuk membuat tulisan yang baik:** *tidak* **f. Kurangnya keahlian dalam menulis:** *iya*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	**a. Pre-wiring:** *dengan baca buku* **b. Drafting:** *membuat kerangka* **c. Revising:** *meneliti kembali* **d. Proofreading:** *di cek grammar* **e. Publishing:** *berdoa.*

Name	Question	Answer
HSAS	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can	**a. Memiliki kesuitan saat menggali ide:** *tidak* **b. Takut mendapatkan komentar jelek dan nilai jelek:** *iya* **c. Adanya tekanan waktu saat menulis:** *tidak* **d. Adanya perbedaan bahasa:**

| | | choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure) | *iya*
e. **Memiliki kesulitan untuk membuat tulisan yang baik:** *tidak*
f. **Kurangnya keahlian dalam menulis:** *iya* |
| | 2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising. | a. **Pre-wiring:** *mencari inspirasi*
b. **Drafting:** *membuat kerangka*
c. **Revising:** *cek kembali*
d. **Proofreading:** *membaca ulang*
e. **Publishing:** *berdoa.* |

Name	Question	Answer
MA	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	a. **Memiliki kesuitan saat menggali ide:** *iya* b. **Takut mendapatkan komentar jelek dan nilai jelek:** *tidak* c. **Adanya tekanan waktu saat menulis:** *tidak* d. **Adanya perbedaan bahasa:** *tidak* e. **Memiliki kesulitan untuk membuat tulisan yang baik:** *-* f. **Kurangnya keahlian dalam menulis:** *-*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting,	a. **Pre-wiring:** *dengan jalan-jalan* b. **Drafting:** *mencari ide* c. **Revising:** *membuat kerangka* d. **Proofreading:** *membaca ulang* e. **Publishing:** *percaya diri.*

	revising, proofreading, publising.	

Name	Question	Answer
KNM	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	a. *Memiliki kesuitan saat menggali ide: tidak* b. *Takut mendapatkan komentar jelek dan nilai jelek: -* c. *Adanya tekanan waktu saat menulis: iya* d. *Adanya perbedaan bahasa: -* e. *Memiliki kesulitan untuk membuat tulisan yang baik: -* f. *Kurangnya keahlian dalam menulis: iya*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	a. **Pre-wiring:** *mencari ide* b. **Drafting:** *membuat kerangka dulu* c. **Revising:** *mengecek tulisan* d. **Proofreading:** *mengecek kembali* e. **Publishing:** *berdoa.*

Name	Question	Answer
RHN	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time	a. *Memiliki kesuitan saat menggali ide: iya* b. *Takut mendapatkan komentar jelek dan nilai jelek: -* c. *Adanya tekanan waktu saat menulis: -* d. *Adanya perbedaan bahasa: iya* e. *Memiliki kesulitan untuk membuat tulisan yang baik:* f. *Kurangnya keahlian dalam menulis: iya*

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	pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	**a. Pre-wiring:** *membaca buku dan jurnal, melihat film* **b. Drafting:** *membuat kerangka* **c. Revising:** *mengecek tulisan* **d. Proofreading:** *membaca ulang tulisan* **e. Publishing:** *ngecek ulang lagi.*

Name	Question	Answer
RR	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	*a. **Memiliki kesuitan saat menggali ide:** iya* *b. **Takut mendapatkan komentar jelek dan nilai jelek:** -* *c. **Adanya tekanan waktu saat menulis:** -* *d. **Adanya perbedaan bahasa:** iya* *e. **Memiliki kesulitan untuk membuat tulisan yang baik:** -* *f. **Kurangnya keahlian dalam menulis:** -*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	**a. Pre-wiring:** *mencari ide yang agak susah* **b. Drafting:** *biasanya membaca jurnal* **c. Revising:** *meminta bantuan teman* **d. Proofreading:** *dicek sendiri* **e. Publishing:** *berdoa.*

Name	Question	Answer
MZC A	1. What are the factors that make you feel anxious when writing in English? According to these factors, what are you experiencing when you are writing from choose the topic until final step (you can choose more than one); I have proplem when choosing the topic; I am afraid to get negative comments and get bad grade; Under time pressure; Different Languages, I have problem to make a good paragraph; Lack of expertise in write English (Grammar,Vocabulary,Structure)	*a.* ***Memiliki kesuitan saat menggali ide:*** *-* *b.* ***Takut mendapatkan komentar jelek dan nilai jelek:*** *-* *c.* ***Adanya tekanan waktu saat menulis:*** *-* *d.* ***Adanya perbedaan bahasa:*** *-* *e.* ***Memiliki kesulitan untuk membuat tulisan yang baik:*** *-* *f.* ***Kurangnya keahlian dalam menulis:*** *iya*
	2. Explain your strategies and solution when you feel anxious writing English! (Write down your strategies and solution in every phase below!); pre-writing, drafting, revising, proofreading, publising.	a. **Pre-wiring:** *membaca jurnal artikel* b. **Drafting:** *membuat tulisan awal* c. **Revising:** *mengecek tulisan awal* d. **Proofreading:** *membaca ulang tulisan setelah direvisi* e. **Publishing:** *percaya diri.*

INTERVIEW TRANSCRIPTION

Transcript 1	
Date	22nd March 2022
Time	20.40 WIB
Name	AP
Class	G
SLWAI score	54

1. Have you ever felt worried and anxious when you are writing English text? How do you solve that?

Answer: *tidak, tapi kalu diminta ngomong pakai bahasa Inggris baru merasa cemas, kalau nulis sih nggak pernah*

2. When you feel anxious writing English text, what do you feel?

Answer: *tidak pernah merasa cemas*

3. What are the factors that make you feel worried and anxious when write English text?

Answer: *tidak ada*

4. What do you think cause from your anxious according to the factors that you mention before?

Answer: *lebih ke merasa cemas karena tekanan waktu aja pas menulis bahasa Inggris.*

5. What do you feel when you write English text under time constraint? And how it will influence your ability in write English text?

Answer: *Mungkin kalau dibatasi waktu ya deg-degan karena terpacu waktu. Dan itu tidak mempengaruhi kemampuan saya dalam menulis.*

6. What will you do to solve your anxious when write English text?

Answer: *dengan cara berdoa dahulu dan menghela nafas dulu biar nggak deg-*

degan.

7. **What solution and strategy that you use to solve your anxious when write English text?**

   Answer: *harus banyak berlatih menulis dan membaca bahasa Inggris jadi bisa tau penulisan yang benar, jika kita pas disuruh nulis jadi tidak terlalu grogi atau takut, karena sering lihat dan baca.*

8. **What your suggest to yourself to write in English text?**

   Anwer: *terus semangat belajar dan jangan cepat merasa puas dengan apa yang kita capai sekarang, jadi kita harus tetap semangat belajar biar menjadi lebih baik.*

Transcript 2	
Date	21st March 2022
Time	19.00
Name	FS
Class	G
SLWAI score	55

1. **Have you ever fell worry and anxious when you are writing English text? How do you solve that?**

   Answer: *kalau nulis kadang, misalnya menulis dengan kalimat pendek sih PD. Yang bikin takut itu pas disuruh bikin naskah atau cerita. Kepikirannya bener tidak ya tulisannya.*

2. **When you feel anxious writing English text, what do you feel?**

   Answer: *tergantung sih,kalau naskahnya itu penting aku lebih aware dan tanya ke teman tentang grammar dan tata bahasanya. Tapi aku tidak merasakan deg-degan atau cemas gitu.*

3. **What are the factors that make you feel worry and anxious when write English text?**

   Answer: *tidak ada*

4. **What do you think cause from your anxious according to the factors that you mention before?**

   Answer: *aku merasa kurang ahli apalagi bagian grammar kalau nulis. Kalau ngomong kan lebih pendek, walaupun pronunciationnya benar atau salah. Cuman kalau nulis lebih takut bagian grammarnya. Kurang aja ilmu yang didapat apalagi pas online kayak gini, kalau online itu harus banyak-banyajk belajar sendiri.*

5. **What do you feel when you write English text under time constraint? And how it will influence your ability in write English text?**

   Answer: *tergantung topic, kalau bebas sih bakal menulis sesukaku, tapi kalau topiknya ditentuin itu mempengaruhi, karena kemampuanku itu keliatan dan kadang suka nge blank.*

6. **What will you do to solve your anxious when write English text?**

   Answer: *harus banyak latihan, gimana cara penulisan yang baik, atau dengan cara tau banyak vocab, buka buku lagi tentang grammar dan struktur penulisan bahasa Inggris.*

7. **What solution and strategy that you use to solve your anxious when write English text?**

   Answer: *bikin buku vocab sama kursus bahasa Inggris.*

8. **What your suggest to yourself to write in English text?**

   Anwer: *harus semangat, karena pendidikan kedepannya kan gatau gimana. Jadi kita*

harus bergerak sendiri, karena kalau tidak ya gini terus yang ada. Harus lebih

ngatur waktu untuk belajar, dan membuang malas.

Transcript 3	
Date	22nd March 2022
Time	10.40
Name	MA
Class	G
SLWAI score	55

1. Have you ever fell worry and anxious when you are writing English text? How do you solve that?

Answer: *tidak pernah, tapi banyak kata-kata yang salah bisa salah makna.*

2. When you feel anxious writing English text, what do you feel?

Answer: *takut salah penulisan aja*

3. What are the factors that make you feel worry and anxious when write English text?

Answer: *kurang PD*

4. What do you think cause from your anxious according to the factors that you mention before?

Answer: *takut dapat nilai jelek dari dosen, sama tidak PD. Tapi sekarang udah lumayan PD sih, dengan lebih sering belajar menulis pakai bahasa Inggris.*

5. What do you feel when you write English text under time constraint? And how it will influence your ability in write English text?

Answer: *iya mempengaruhi, karena diwaktu itu nulisnya spontan dan kerasa.*

6. What will you do to solve your anxious when write English text?

Answer: *memilih topik yang sederhana aja, biar gampang.*

7. **What solution and strategy that you use to solve your anxious when write English text?**

   Answer: *sering-sering menulis pakai bahasa Inggris.*

8. **What your suggest to yourself to write in English text?**

   Anwer: *untuk selalu belajar menulis dengan baik dan benar dan rajin-rajin menulis*

Transcript 4	
Date	22nd March 2022
Time	20.40
Name	APP
Class	G
SLWAI score	57

1. **Have you ever fell worry and anxious when you are writing English text? How do you solve that?**

   Answer: *karena saya belum menguasai bahasa Inggris, jadi takut ada salah menulis. Cara mengatasinya dengan berpikir "kan lagi belajar, tidak apa-apa kalau saya". Saya menganggapnya proes belajar.*

2. **When you feel anxious writing English text, what do you feel?**

   Answer: *takut sama deg-degan*

3. **What are the factors that make you feel worry and anxious when write English text?**

   Answer: *rendah diri, karena saya belum terlalu mahir bahasa Inggris dan menguasai grammar, banyak kosa kata yang saya masih belum tahu.*

4. **What do you think cause from your anxious according to the factors that you**

mention before?

Answer: *takut dievaluasi langsung sama dosen.*

5. **What do you feel when you write English text under time constraint? And how it will influence your ability in write English text?**

Answer: *iya mempengaruhi. Panik sama deg-degan, bisa tidak ya diselesaikan, mikirnya udah buntu aja.*

6. **What will you do to solve your anxious when write English text?**

Answer: *diam beberapa saat, terus mencoba tenang dan meraik nafas lalu bicara kediri sendiri "ayo coba dulu sebisanya, yang penting usaha dulu, masalah hasil belakangan".*

7. **What solution and strategy that you use to solve your anxious when write English text?**

Answer: *mempelajari grammar dan memperbanyak vocab dengan mendengarkan musik. Banyak latiha menulis juga biar lebih PD*

8. **What your suggest to yourself to write in English text?**

Anwer: *kalau sempat jangan males buat nulis bahasa Inggris, jangan malas belajar grammar dan jangan malas memperbanyak vocab.*

Transcript 5	
Date	21st March 2022
Time	18.55 WIB
Name	AR
Class	G
SLWAI score	72
1. Have you ever fell worry and anxious when you are writing English text? How	

do you solve that?

Answer: *dengan cara merilekskan pikiran dengan tarik nafas dan dengan mendengarkan musik, dan mencari tempat yang tenang seperti kamar atau perpustakaan.*

2. **When you feel anxious writing English text, what do you feel?**

Answer: *deg-degan, tangan berkeringat, tidak tenang, dan perut suka mules.*

3. **What are the factors that make you feel worry and anxious when write English text?**

Answer: *lebih ke grammarnya.*

4. **What do you think cause from your anxious according to the factors that you mention before?**

Answer: *takut dikritik kalau dapat nilai yang jelek, takut dinilai dosen, suka takut topik yang diambil sama tidak ya sama teman.*

5. **What do you feel when you write English text under time constraint? And how it will influence your ability in write English text?**

Answer: *panik, tidak konsentrasi. Sebisa mungkin sih tetap tenang, tapi tidak terlalu berpengaruh sama saya.*

6. **What will you do to solve your anxious when write English text?**

Answer: *pakai aplikasi grammarly, biar bisa ngecek grammarnya.*

7. **What solution and strategy that you use to solve your anxious when write English text?**

Answer: *baca jurnal bahasa Inggris, biar bisa menulis bahasa inggris dengan baik dan mendapat topik yang luas. Melihat internet cara menulis bahasa Inggris,*

bagaimana penggunaan grammar yang tepat. Saya lebih suka membaca daripada

praktik menulis.

8. What your suggest to yourself to write in English text?

Anwer: *perbanyak latihan, sering menulis, sering baca jurnal dan artikel, lebih*

banyak belajar grammar, dan meminta saran dengan teman.

Transcript 6	
Date	22nd March 2022
Time	21.00 WIB
Name	APD
Class	C
SLWAI score	53

1. Have you ever fell worry and anxious when you are writing English text? How do you solve that?

Answer: *saya tidak merasakan kecemasan. Tapi pas awal-awal merasa tidak PD karena grmmarnya.*

2. When you feel anxious writing English text, what do you feel?

Answer: *lebih ke ngerasa takut dengan grammarnya*

3. What are the factors that make you feel worry and anxious when write English text?

Answer: *rendah diri*

4. What do you think cause from your anxious according to the factors that you mention before?

Answer: *merasa kurang PD dan kurangnya keahlian dalam menulis bahasa Inggris.*

5. What do you feel when you write English text under time constraint? And how

it will influence your ability in write English text?

Answer: *mempengaruhi. Karena menuliskan perlu proses berpikir yang lama dan butuh perjuangan pas nulis.*

6. **What will you do to solve your anxious when write English text?**

Answer: *biasanya aku cek lagi pakai aplikasi.*

7. **What solution and strategy that you use to solve your anxious when write English text?**

Answer: *pakai aplikasi grammar, mengasah kemampuan kita dalam menulis. Saat ini sih baru ada niatan mau ikut magang menerjemahkan buku-buku bahasa Inggris. Doakan ya mbak.*

8. **What your suggest to yourself to write in English text?**

Anwer: *tidak malas untuk belajar, semangat mengupgrade diri untuk melatih keahlian menulis, ikut komunitas dalam menulis.*

Transcript 7	
Date	20th March 2022
Time	11.40 WIB
Name	FAR
Class	G
SLWAI score	71

1. **Have you ever fell worry and anxious when you are writing English text? How do you solve that?**

Answer: *tergantung, kalau pas nulisnya diliatin banyak orang biasanya langsung nge-blank. Biasanya cara mengatasinya sih dengan cara mengingat-ingat.*

2. **When you feel anxious writing English text, what do you feel?**

Answer: *deg-degan.*

3. **What are the factors that make you feel worry and anxious when write English text?**

   Answer: *rendah diri, sama kurang PD.*

4. **What do you think cause from your anxious according to the factors that you mention before?**

   Answer: *takut kalau diniliai sama dosen, adanya tekanan waktu pas nulis, sama kurang ahli dalam grmmar.*

5. **What do you feel when you write English text under time constraint? And how it will influence your ability in write English text?**

   Answer: *biasanya sih nge-blank, habis itu merasa kalau menulis bahasa Inggrisnya tidak bisa maksimal.*

6. **What will you do to solve your anxious when write English text?**

   Answer: *biasanya pakai google translate tapi habis itu dicek lagi, kalau tidak ya terjemahin sendiri. Nah, kalau ada kata-kata yang tidak bisa atau tidak paham biasanya baru pakai google translate.*

7. **What solution and strategy that you use to solve your anxious when write English text?**

   Answer: *pakai aplikasi grammar buat hafalan, dengerin musik, sama nonton film.*

8. **What your suggest to yourself to write in English text?**

   Anwer: *lebih banyak belajar, lebih rajin lagi. Kalu pas nonton film jangan Cuma ditonton, tapi juga dipahami maksutnya. Sering ngomong pakai bahasa Inggris biar*

pas nulis tidak kesusahan.

Transcript 8	
Date	20th March 2022
Time	17.15 WIB
Name	CC
Class	C
SLWAI score	70

1. Have you ever fell worry and anxious when you are writing English text? How do you solve that?

Answer: *kalau tau materinya sih aku bisa, kalau tidak tau ya aku tidak bisa, karena lebih takut kalau grammarnya salah.*

2. When you feel anxious writing English text, what do you feel?

Answer: *keringat dingin, deg-degan, gemeteran terus tiba-tiba suka nge-blank.*

3. What are the factors that make you feel worry and anxious when write English text?

Answer: *kurang menguasai materi aja.*

4. What do you think cause from your anxious according to the factors that you mention before?

Answer: *kurang keahlian dalam menulis, dan takut dapat penilaian jelek. Terus yang penting jangan sampai dapat nilai C.*

5. What do you feel when you write English text under time constraint? And how it will influence your ability in write English text?

Answer: *kalau dibolehin buka kamus sih tidak mempengaruhi. Tapi, kalau tidak boleh jadi merasa takut sama nge-blank gitu.*

6. What will you do to solve your anxious when write English text?

Answer: *menenangkan diri.*

7. What solution and strategy that you use to solve your anxious when write English text?

Answer: *lebih banyak berlatih, sebagai mahasiwa bahasa Inggris kita tidak cuman diminta buat ngomong tetapi nulis juga.*

8. What your suggest to yourself to write in English text?

Answer:

Transcript 9	
Date	20th March 2022
Time	16.10 WIB
Name	ARP
Class	C
SLWAI score	69

1. Have you ever fell worry and anxious when you are writing English text? How do you solve that?

Answer: *iya. Mencoba untuk berhenti sebentar buat rileks, biasanya juga baca novel dulu atau mendengarkan musik biar semangat.*

2. When you feel anxious writing English text, what do you feel?

Answer: *pusing sama deg-degan.*

3. What are the factors that make you feel worry and anxious when write English text?

Answer: *rendah diri.*

4. What do you think cause from your anxious according to the factors that you

mention before?

Answer: *kurang latihan dan kurang belajar, sama adanya perbedaan bahasa, kan biasanya dosen-dosen maupun guru-guru pakainya british, cuman aku pakainya Amerika jadi agak bingung. Aku juga ngerasa kurang PD sama takut dapat nilai jelek.*

5. **What do you feel when you write English text under time constraint? And how it will influence your ability in write English text?**

Answer: *deg-degan sama bingung. Tapi mempengaruhi sih, biasanya aku akan mencoba sebisaku dulu buat nulis, sampai waktu yang ditentukan habis.*

6. **What will you do to solve your anxious when write English text?**

Answer: *tetap tenang, kalau tenang kan bisa berpikir dengan jernih dan saya bisa melakukan ini, dan belajar semaksimal mungkin biar bisa dapat nilai yang baik.*

7. **What solution and strategy that you use to solve your anxious when write English text?**

Answer: *solusinya harus belajar, latihan menulis lebih banyak lagi biar bisa nulis bahasa Inggris yang lancar dan baik. Yang pasti akan mengasah kemampuan menulis dan memanfaatkan teknologi, mengikuti seminar, ikut lomba essay bahasa Inggris.*

8. **What your suggest to yourself to write in English text?**

Anwer: *harus banyak belajar lebih giat dari sebelumnya, mengembangkan kemampuan menulis, banyak latihan juga, banyak berkomunikasi pakai bahasa Inggris, lebih semangat lagi dalam mempelajari bahasa Inggris,*

Transcript 10	
Date	21st March 2022
Time	08.54 WIB
Name	DDN
Class	C
SLWAI score	70

1. **Have you ever fell worry and anxious when you are writing English text? How do you solve that?**

   Answer: *Iya. Lebih ke bingung mau menulis apa, isinya gimana, sesuai tidak sama dosennya. Udah mencoba tanya ke temen, tapi pas mau submit deg degan lagi.*

2. **When you feel anxious writing English text, what do you feel?**

   Answer: *Paling sering panik, terus ngeblank. Kalau nulis tangan jadi basah dan dingin, terus kadang perutnya mules.*

3. **What are the factors that make you feel worry and anxious when write English text?**

   Answer: *Kurang percaya diri. Takut grammar salah dan tidak sesuai sama apa yang diminta. Udah mencoba sugesti ke diri sendiri biar tidak deg degan lag, tapi tidak bisa dan masih tetap deg degan.*

4. **What do you think because from your anxious according to the factors that you mention before?**

   Answer: *Time pressure, tangan basah dan dingin. Kadang pas presentasi terus liat punyanya temen kok bagus, langsung tambah deg degan.*

5. **What do you feel when you write English text under time constraint? And how it will influence your ability in write English text?**

   Answer: *Saya merasa tangannya menjadi basah sama dingin, apalagi pas ujian. Iya mempengaruhi, karena langsung nge blank sama panik, tidak kepikiran apapun*

sama sekali.

6. **What will you do to solve your anxious when write English text?**

   Answer: *Kalau pas online, minum dulu sama menenangkan diri sama rileks. Lalu chat temen buat nanya, jadi kalau salah tidak perlu panik sendirian.*
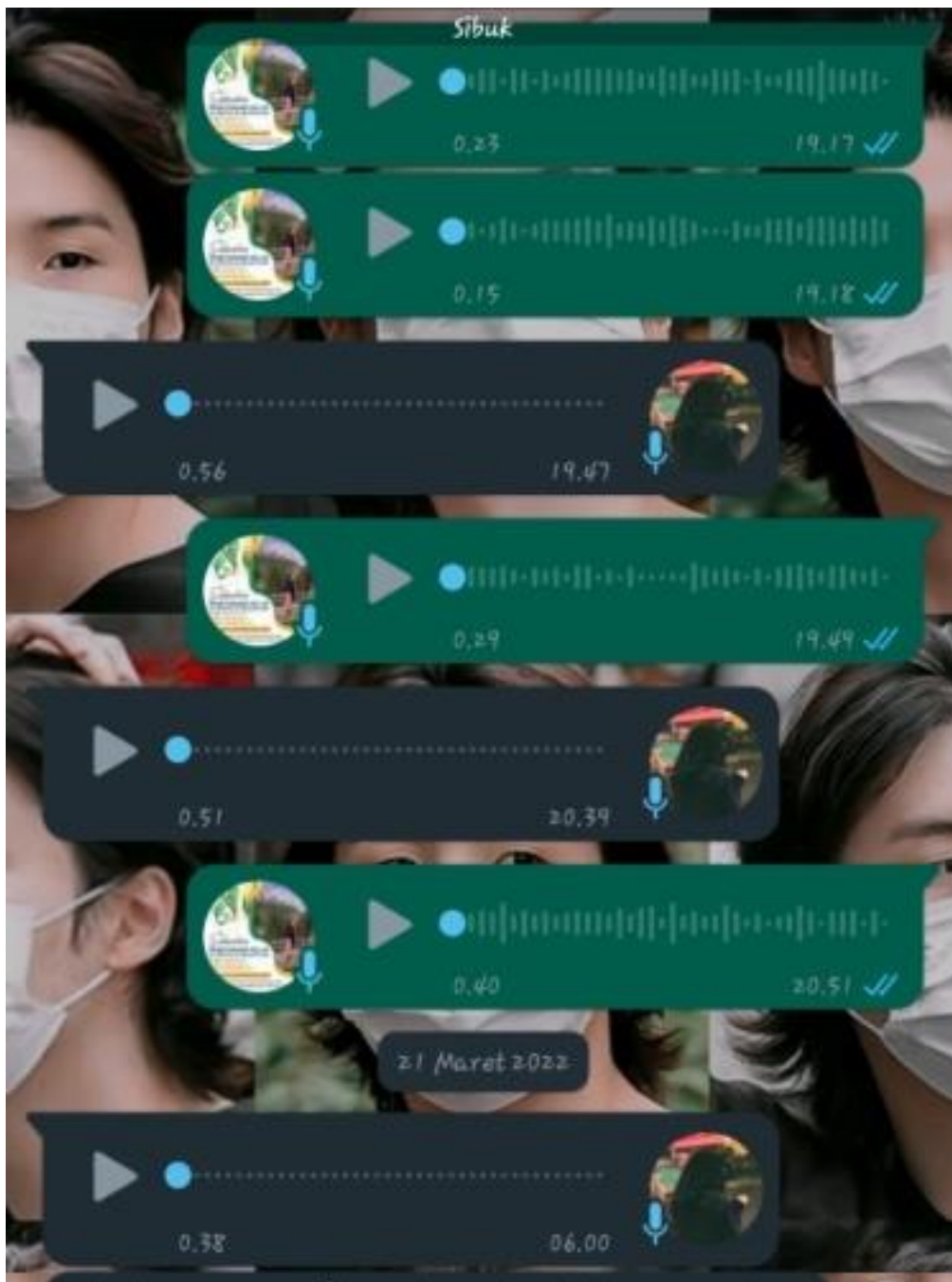
7. **What solution and strategy that you use to solve your anxious when write English text?**

   Answer: *Buat lebih PD, tapi kaya susah banget. Udah mencoba buat lebih PD sih sekarang.*

8. **What your suggest to yourself to write in English text?**

   Anwer: *Lebih PD lagi, lebih diasah lagi grammar dan vocab biar nulisnya lebih PD lagi.*

Pictures of Interviews
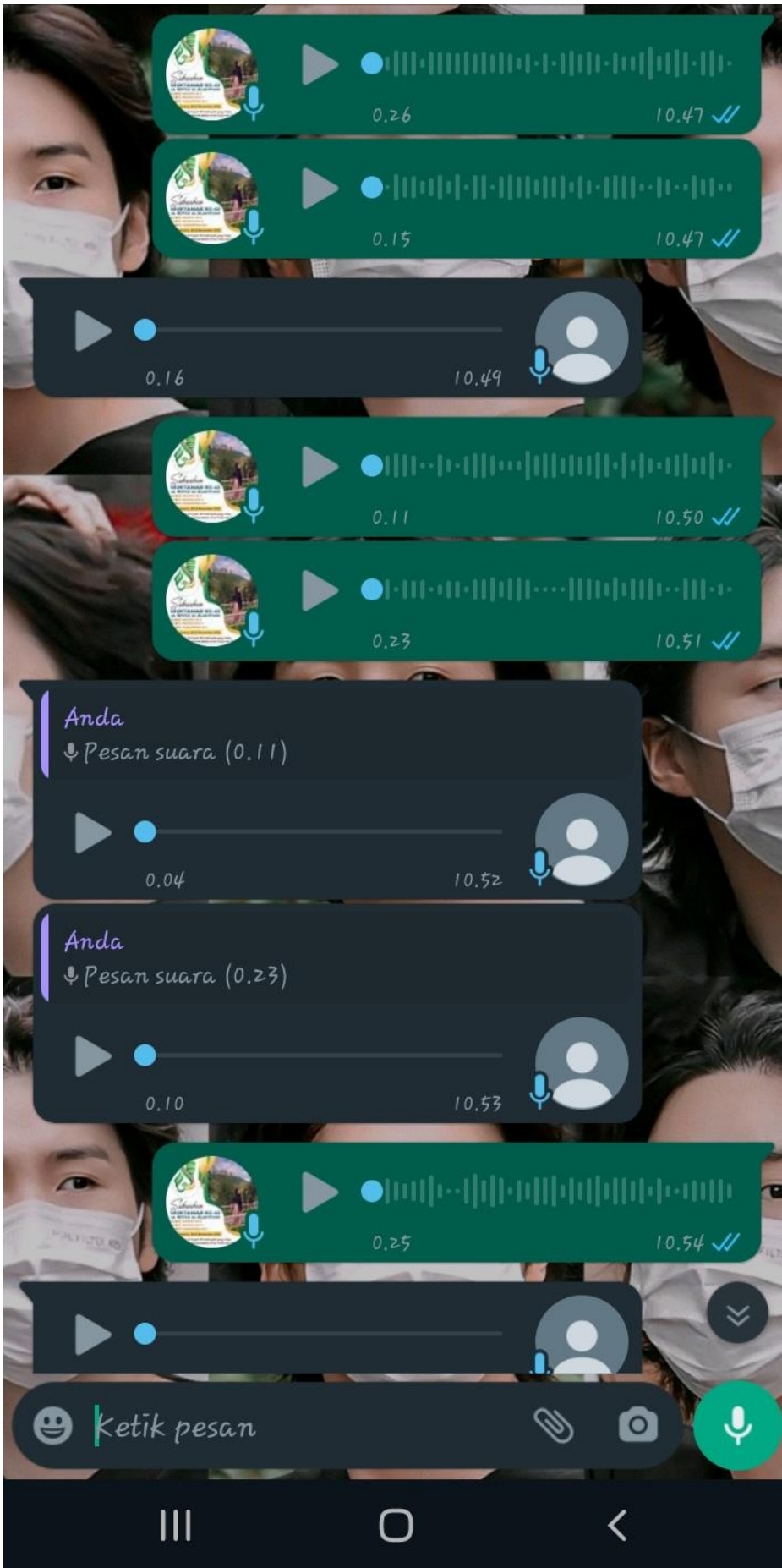
0.26　10.47 ✓✓

0.15　10.47 ✓✓

0.16　10.49

0.11　10.50 ✓✓

0.23　10.51 ✓✓

Anda
🎤 Pesan suara (0.11)

0.04　10.52

Anda
🎤 Pesan suara (0.23)

0.10　10.53

0.25　10.54 ✓✓

😊　Ketik pesan

0.20 11.38 ✓✓

0.44 11.41

0.23 11.42 ✓✓

0.08 11.44

0.20 11.44 ✓✓

0.24 11.48

0.42 11.49 ✓✓

0.35 11.54

0.14 11.55

0.10 11.56

Ketik pesan

0,25   16.08 ✓✓

0,17   16.09 ✓✓

0,39   16.10

0,22   16.12 ✓✓

0,12   16.14

0,25   16.14 ✓✓

0,23   16.16

0,30   16.17 ✓✓

0,59   16.21

0,35   16.22 ✓✓

Ketik pesan

0.23   19.17 ✓✓

0.15   19.18 ✓✓

0.56   19.47

0.29   19.49 ✓✓

0.51   20.39

0.40   20.51 ✓✓

21 Maret 2022

0.38   06.00

Sebelumnya maaf ya mbakk baru balas, semalem udah tidur😭🙏

06.00

DPN devita C '19
Sebelumnya maaf ya mbakk baru balas, semalem udah tidur😭🙏

Iya dek gpp, kalo d lanjut pagi emg gpp?   08.00

😀 Ketik pesan