

**AN ANALYSIS OF STUDENTS' ANXIETY IN WRITING SKILL AT
TENTH GRADE STUDENTS OF SMA N JUMAPOLO IN ACADEMIC
YEAR 2020/2021**

THESIS

Submitted as A Partial Requirements

for the *Sarjana* Degree in English Language Education



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Thank you for the attention

Wassalamu'alaikum Wr.Wb

Surakarta, 23 February 2021

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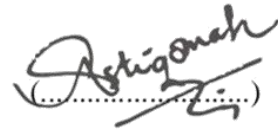


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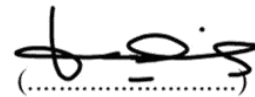
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DEDICATION

Alhamdulillahirabbil 'aalamiin, praise thanks to Allah SWT who has given all the blessings. I would like to dedicate this thesis to the people who have been loving yesterday, now, and tomorrow ever after:

1. My beloved parents (Mr. Rudi Trisno Nugroho and Mrs. Sumiyati).
2. My beloved brother (Alfiery Vittorio).
3. My best friend (Dewi Murni Wulandari).

My beloved almamater, the State Islamic Institute of Surakarta.

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

“For indeed, with hardship (will be) ease.”

(QS. Al Inshirah: 6)

“To get a success, your courage must be greater than your fear.”

(Anonymous)

PRONOUNCEMENT

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I hereby sincerely state that thesis “An Analysis of Students’ Anxiety in Writing Skill at Tenth grade Students’ of SMA N Jumapolo in Academic Year 2020/2021” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. 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, 23 February 2021

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

Surakarta, 23 February 2021

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ABSTRACT

Thalia Oryza. 2021 *“An Analysis of Students’ Anxiety in Writing Skill at Tenth grade Students’ of SMA N Jumapolo in Academic Year 2020/2021”*. Thesis, Surakarta: English Education Department, Cultures and Languages Faculty.

Advisor : Furqon Edi Wibowo, M.Pd.,
Key words : Type of writing anxiety, Factor of writing anxiety, Strategy to reduce writing anxiety.

This research is about An Analysis of Students’ Anxiety in Writing Skill at Tenth grade Students’ of SMA N Jumapolo in Academic Year 2020/2021. Objective of this research are: (1) To identify the types of writing anxiety by the tenth grade students of SMA N Jumapolo academic year 2020/2021. (2) To investigate the cause of writing anxiety by the tenth grade students of SMA N Jumapolo academic year 2020/2021. (3) To know the strategies to reduce students’ anxiety.

The participants of this research were 36 students of tenth grade at SMA N Jumapolo. The methode of the research was Qualitative Research with questionnaire as an instrument. The questionnaire was given to collect data related to types of students’ anxiety and factor causing of writing anxiety and strategy used by the students’ to reduce writing anxiety.

The data showed that 36,87% of the students perceived cognitive anxiety which made it as common type of writing anxiety of the tenth grade students. Moreover, the anxiety provoking factors that cause writing anxiety were the Language difficulties, Time Pressure, Fear of negative evaluation, and Lack of experience or insufficient writing practice. The study also found the strategy used by the students in reducing their writing anxiety is Preparation, Relaxation, Positive Thinking, Peer Seeking, and Resignation

CHAPTER I

INTRODUCTION

A. Background of the Study

In English lesson, There are some skills that students need to master, such as writing, listening, reading, and writing. Writing is a complex process that allows writers to explore thought and ideas, and make them visible and concrete on the piece of paper (Gaith, 2002:1). It is an opportunity to express idea and give some information to readers and also can express their thoughts or ideas more communicable to other. Nunan (2003:88) state that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to a reader. It indicates that the writers are demanded to show the thoughts and organized them into a good composition. Writing is express thoughts or ideas in a piece of paper with the good sentences so that the reader can acquire information clearly.

The students need to learn writing in order to be able to express their ideas, thoughts, and feelings in the best possible ways on the page. There are several reasons as the bases of why writing should be mastered by the students. First, the effective communication can take place through the medium of writing. It means that writing can be a means of communication. Second, the academic writing is emphasized on much greater accuracy and formal language that can be used by the students to reach their informational level (Riddel,2003:130).

On the learning process, students might have some problem face in learning English as a foreign language, especially in writing. Brown (2007:156) points out that one of the major affective factors in learning a second or foreign language is anxiety. Anxiety is tense, unsettling anticipation of a threatening but vague event; a feeling of uneasy suspense (Rahman, 2004:3). The Oxford Advanced Learner's Dictionary (1995: 44) defines that anxiety as a nervous feeling caused by fear that something bad is going to happen. It can be conclude that anxiety is a felling of worriedness and doubt, It becomes one of students' problem in learning english and might be caused by a pressure to be well performed and fluently.

Every student may have different types of anxiety because they have different psychological backgrounds. On the research of Horwitz, & Cope, (1986:131), it is stated that there are three components on language anxiety, those are communication anxiety, test anxiety, and fear of negative evaluation. Based on several multidimensional measures of anxiety, it was stated that anxiety is grouped including Somatic, Cognitive, and behavioral (Cheng, 2004:318). Likewise, the cause of anxiety itself has been recognized as follows; lack of motivation to write, inability to write well, and the difficulty of writing task its self, hence, little effort has been done to take steps further to investigate the possibility source of SLWA (Second Language Writing Anxiety) in EFL context (Rezaei & Jafari, 2014).

SMA N Jumapolo is one of the senior high school in the Karanganyar Regency and also the one and only senior high school in 4 sub-district known as 4J (Jumantono, Jumapolo, Jatipuro, Jatiyoso). This school is located in Jl. Jurug No. 1 Jumapolo, Karanganyar. Similar with the most senior high schools in Indonesia, SMA N Jumapolo has 3 grade classes, that are tenth grade, eleventh grade, and twelfth grade. All the grade divided into 10 classes. There are IPA class and IPS class which is divided into IPA 1 until IPA 5 and IPS 1 until IPS 5. Therefore, SMA N Jumapolo has 30 classes. In this school also has complete facilities such as library, science laboratory, computer labs, Go-Green area, Mosque, canteens and others.

In this research the researcher chose tenth grade of senior high school to be the subject. Because the tenth grade students must have adapted, differently from junior high school students. As for twelfth grade students, they have been too preoccupied with national examinations. In tenth grade there is one teacher who teach English. She is Mrs. Sri Purwani.

Based on interview with some students, they consider that English lesson is a very difficult lesson. Most of them cannot make an English communication in their social interaction. Besides that, students have anxieties on making a good writing. English has characteristics that are different from exact sciences and social sciences. One of the differences is that English has language functions either as instrument of communication or to produce written text. This shows that learning English is not only

learning the vocabulary and the structure of it but also applying and using it in daily activities either as the instrument of communication or to produce written text.

The students who are given an assignment to make writing may feel confused about what to write and how to write. To transfer their thoughts into written forms is not easy, since they have to obey the rules of time and also think of the content of their writing itself. The students may feel anxious to write a composition, some students were not doing anything until the time out. They find it difficult to make writing may be because they were not acquire the necessary knowledge needed in making writing.

On the research of (Wahyuni, 2017), Indonesian EFL college learners experienced had a high anxiety with the cognitive type of anxiety in writing class. Therefore, the students will feel high-anxiety when their writing will be corrected and analyzed by the teacher because they lack of vocabulary bank, disturbance of L1 to L2, and the psychology. It is because they are worried if their writing is wrong when they give to the teacher to be corrected. It is different when they write in a form of free writing. They will feel free when they write something because it will not be corrected by the teacher. Therefore, they are not worried when they write something freely.

However, the previous researches mostly concerned on the writing essay class. Therefore, to fill the gap, this current study will investigate the types, causes of writing anxiety and also the alleviating strategy used to

reduce anxiety among students at tenth grade students of SMAN Jumapolo. Thus, the resresearch carried out by the researcher is entitled “**An Analysis of Students’ Anxiety in Writing Skill at Tenth Grade Students of SMA N Jumapolo in Academic Year 2020/2021**”

B. Identification of the Problem

In relation to background of the problem above, the following problems can be identified:

1. The students in SMA N Jumapolo feel not confident because they are unsure of their ability.
2. The students in SMA N Jumapolo have lack of sufficient in english especially writing practice.
3. Some students in SMA N Jumapolo thinking that he is not better than other.
4. Each student in SMA N Jumapolo has different cause of writing anxiety.

C. Problem Limitation

In conducting the research, the researcher limits the research only at tenth grade students of SMA N Jumapolo in academic year 2020/2021 as the subject of research. The researcher also only focus on the student’s anxiety in writing skills.

D. Problem Statement

Based on the background, the problem of the research can be formulated as follows:

1. What are the types of writing anxiety of the tenth grade students of SMA N Jumapolo academic year 2020/2021?
2. What are the cause of writing anxiety of the tenth grade students of SMA N Jumapolo academic year 2020/2021?
3. What are the alleviating strategies applied by the students to reduce anxiety?

E. Objective of the study

In line to what has been sytated in the problem statement, the objectives of this study are:

1. To identify the types of writing anxiety by the tenth grade students of SMA N Jumapolo academic year 2020/2021.
2. To investigate the cause of writing anxiety by the tenth grade students of SMA N Jumapolo academic year 2020/2021.
3. To know the strategies to reduce students' anxiety.

F. Benefit of the Study

1. Theoretical benefit
 - a. The result of this research can be used as a reference for further research.
 - b. The research of this can add knowledge to readers about English writing of English department in IAIN Surakarta.

2. Practical benefit

From this study, it is expected that the results of the research can give contribution to the improvement of the effective English teaching leaning process in general by knowing student' problem, especially for foreign students. The result of this research can be used by teachers, students and another researcher.

- a. For the teachers, teacher can know the students' anxiety when they learn about writing as foreign language. They can explain slowly and clearly to speak either second language.
- b. For students, they can prepare the strategies that must be done before face english lesson. Even though their anxiety is always felt when they are studying english especially in writing. Even though their anxiety will be reduced as long as they do the strategies.
- c. For other researcher, this result of the research hoped can be used as the reference for other research when conducting the researcher, it may be different object or another technique.

G. Definition of Key Terms

Key terms related with the research:

1. Writing

Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to a reader (Nunan, 2003:88). Writing is also one of productive skills which has to be learned by the students consciously

because most exams, whether they are testing foreign language abilities or other skills, often rely on the students' writing proficiency in order measure their knowledge (Harmer, 2004).

2. Anxiety

Anxiety is tense, unsettling anticipation of a threatening but vague event; a feeling of uneasy suspense (Rahman, 2004:3). The Oxford Advanced Learner's Dictionary (1995: 44) defines that anxiety as a nervous feeling caused by fear that something bad is going to happen. Anxiety is able to block and interferes the process of learning.

3. Writing Anxiety

Writing anxiety is a result of lacking knowledge or understanding necessary to complete the writing task and the students' belief that writing is hard work(Clark, 2005:8).

CHAPTER II

LITERATURE REVIEW

A. Writing

1. Definition of Writing

According to Nunan (2003:88) Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to a reader. It indicates that the writers are demanded to show the thoughts and organized them into a good composition. As a mental work, the activities of writing focus more on the act of inventing ideas, thinking about how to express and organize them into clear statements and paragraphs that enable a reader in understanding the ideas of the written work.

To support the definition of writing proposed by Nunan, Brown (2001:335) also states that writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products.

Writing is one of productive skills which has to be learned by the students consciously because most exams, whether they are testing foreign language abilities or other skills, often rely on the students' writing proficiency in order measure their knowledge

(Harmer,2004:3). Gaith (2002:1) states that writing is a complex process that allows writers to explore thought and ideas, and make them visible and concrete on the piece of paper. Writing gives an opportunity to explore ideas and give some information to readers. By writing, someone can express their thoughts more communicable to other. From the explanation above, it can be concluded that writing is complex process of transforming thoughts or ideas and organizing them into a statement or pharagraph that involve the process of thinking, drafting, and revising on the piece of paper.

2. The Importance of Writing

Writing is one of important skill which have to be mastered by the students because writing can help them to consider many things to build a good writing. Harmer(2004: 31-33) state that there are some the importances of writing. Those are :

- a. Writing is often not time-bound in the way conversation is. It means that in writing activities the students have longer time to think rather than in writing activities. Thus, the students can choose the appropriate word that will be used to express their ideas. They can also have longer time to check their grammar patterns.
- b. Writing encourage students to focus on accurate language use because they think as they write. It may provoke well development as they resolve problems which writing puts in their mind.

- c. Writing has always been used as a means of reinforcing language that has been taught. Teacher uses writing skill to make a note about recently learnt grammar in learning process.
- d. Writing is frequently useful as preparation for some other activities, in particular when students write sentences. The students are given the time to think the ideas and asked to write sentence.
- e. Writing can also be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or writing. The teacher asks students to write short dialogues which they will act out.
- f. Writing is also used in questionnaire-type activities. Students may be asked to design a questionnaire by asking questions to their friends.
- g. Writing is also used to help students perform a different kind of activity (in this case writing and listening). Students need to be able to write to do these activities.

3. Aspects of Writing

Discussing the aspects of writing skill, there are some important matters that need to be outlined in this discussion, They include 1) micro and macro skill of writing, 2) mechanical components of writing, and 3) cohesion and coherence of writing. The first aspect of writing skill is its micro and macro components. Brown (2001: 342-343) mentions a list of micro and macro skills for written communication which focuses on both the form of language and the

function of language. Firstly, the micro skills of writing mentioned by Brown cover several important aspects. They are producing graphemes and orthographic pattern of English, producing writing at an efficient rate of speed to suit the purpose, producing an acceptable core of words and using appropriate word order patterns, using acceptable grammatical systems such as tense, subject verb agreement and etc, expressing a particular meaning in different grammatical form, using cohesive devices in written discourse and using the rhetorical forms and conventions of written discourse.

Meanwhile, the macro skills of writing cover some other aspects. They are accomplishing the communicative functions of written texts according to form and purpose, conveying links and connections between events and communicating such relations as main idea, supporting ideas, new information, given information, generalization, and exemplification, and finally developing a battery of writing strategies that include such as accurately in using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

To add Brown's ideas on the micro and macro skills of writing, Spratt et al (2005:16) also state that writing involves several sub skills. They involve spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using correct grammar correctly, and using paragraphs

correctly. In summary, the skills of writing must be introduced in every stage of writing composition. This will enable the students to get used to writing more effectively by using and obeying those skills of writing. Then, mechanical components are the second important matter of writing. Like other skills of English, writing has its own mechanical components, such as handwriting, spelling, punctuation, and construction of well-performed sentences, paragraphs and texts (Hamer: 2004). He also states that the previous components are the nuts and bolts of the writing skill. Therefore, those components need to be introduced in the teaching and learning process of writing.

The last aspect will center on the discussion of the cohesion and coherence of writing skill. The two aspects play important role in the process of good paragraph compositions and cannot be separated in the process of writing since they are closely related to one another. Moreover, Harmer (2004:16) states that both cohesion and coherence are needed to make the writing more accessible. The first thing to know is cohesion. Cohesion can be defined as linking relationship of a number of linguistics elements that can be seen in the structure of the text surface. According to Harmer, there are two types of cohesion. They are lexical (repetition of words) and grammatical cohesion (pronoun, possessive reference, and article reference).

On the other hand, coherence is defined in slightly different way that is whether the writing works can easily be read and the coherence in writing, a writer needs to focus on the sentence

movements. The movement of one sentence to the next sentences must be logically and smoothly delivered. In other words, the sentences must flow smoothly, He then adds four ways that can be done by the writer to achieve coherence in their works. They involve repeating key nouns, using pronouns, using transactional signals and arranging the sentences in logical order.

In conclusion, the micro and macro skill, the mechanical components and cohesion and coherence are important aspects of writing. Each of them has contributions towards the good paragraph compositions. Therefore, they must be considered in each stage of the process of writing, especially when the teachers want to make their students' writing works more accessible.

B. Anxiety

1. Definition of Anxiety

According to Rahman (2004:3) anxiety is tense, unsettling anticipation of a threatening but vague event; a feeling of uneasy suspense. The Oxford Advanced Learner's Dictionary (1995: 44) defines that anxiety as a nervous feeling caused by fear that something bad is going to happen. Anxiety is able to block and interferes the process of learning Anxiety is categorized into three, Trait anxiety, State anxiety, and Situation-specific anxiety Mahmoodzadeh (2012:446). Trait anxiety refers to the one's anxiety in many situations. For example, a person who feels pain from panic condition. State anxiety is a sense of nervousness about particular situation that is

not constant, but rather for passing emotional interaction. An individual who is about to deliver a speech is kind of the situation sample, In the other side, situation-specific anxiety is similar with trait anxiety that is not constant but it is not stable across condition or situation. This condition might happened when students are doing presentation and answering the question from the lecturer (Batiha et al., 2014).

From the explanation above it can be conclude that, Anxiety is a fellings of worriedness and doubt. Anxiety becomes one of students problem in learning english language and might be caused by a pressure to be well performed and fluently.

2. Foreign Language Anxiety

Foreign language anxiety is a feeling of tension and apprehension specifically associated with language skills, including writing, listening, writing, and learning. Although foreign language anxiety or second language anxiety is commonly expressed by foreign or second language learners and considered as normal issue, yet FLA/SLA has been widely known as one of main obstacles for the learners when they are in a process of learning second or foreign language because anxiety is very consistent in contributing negative impact on language achievement (Macintyre and Gardner, 1994:301).

Foreign language anxiety can be related to three different of anxieties that are related to academic and social evaluation situations. Those are; 1) Communication apprehension, 2) Fear of negative

evaluation, 3) Test anxiety Hortwiz, et al.1986:127). Communication apprehension refers to a type of shyness characterized by fear or anxiety about communicating with people. The learners will feel uncomfortable, shy and fear when they must enter real communication, even in fact the learners actually have matured enough in ideas and thought. Fear of negative evaluation is apprehension about others evaluation, avoidance of evaluation situations and the expectation that others would evaluate oneself negatively. Test anxiety refers to a type of performance anxiety stemming from failure. These types of anxiety also happen in writing skill.

3. Writing Anxiety

Writing is a language skill essential for academic success and a skill required in many occupations. For example at school, the experience of writing a composition and having it evaluated by the teacher or peers is anxiety provoking for many students. According to Clark (2005:8) Writing anxiety is a result of lacking knowledge or understanding necessary to complete the writing task and the students' belief that writing is hard work. Al-Sawalha and Chow (2012:n7) also state that writing anxiety also defines as a label for one or a combination of feelings, beliefs, or behaviors that interfere with a person's ability to start, work on, or finish a given writing task that he or she is intellectually capable of doing.

It can be conclude that, writing anxiety is anxious feeling usually caused by the fear of negative feedback and lack of motivation in

writing because students see writing as task instead of a necessary skill to have.

4. Types of Writing Anxiety

Similar to foreign language anxiety, anxiety from specific skills as language, writing anxiety is also divided into some sorts. According to Cheng (2004:316), writing anxiety is divided into three types, namely:

a. Cognitive Anxiety

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

b. Somatic Anxiety

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

they will feel nervous when have not finished and some of their friends have finished their writing.

c. *Avoidance Anxiety*

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

5. Second Language Writing Anxiety

Second language writing anxiety (SLWA) can be defined as a general avoidance of writing and of situations perceived by the individuals to potentially require some amount of writing accompanied by the potential for evaluation of that writing (Hassan, 2001: 4). This Second Language Writing Anxiety Inventory (SLWAI) was primarily developed by Cheng, (2000) and has been standardized to measure level and types of anxiety. There are three subscales in this instrument: Cognitive, somatic, and behavior avoidance.

This instrument consists of 22 items that uses Likert scale five-point. The answer could be 1) strongly agree, 2) agree, 3) uncertainly, 4) disagree, and 5) strongly disagree. Demographic section is also included in this instrument. This instrument has been used Rezaei &

Jafari (2014) and also Jebreil, Azizifar, & Gowhary, (2015). For that reason, the researcher chose this instrument to be adopted.

6. Cause of Writing Anxiety

Cause of Writing Anxiety Inventory (CWAI) is a standard instrument that aims to identify the cause of writing anxiety and has been developed by Rezaei & Jafari, (2014). Writing anxiety occurs due to some causes, based on previous researches there are some possible causes of writing anxiety. The causes will be explained as follows:

a. Fear of negative evaluation and fear of test

Most students will feel anxious when their writing will be evaluated, and fear of test is very pervasive because writing test is regarded as productive activity that is influenced by time pressure strongly (Zhang, 2011:13). 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 extra time to plan, write and revise in order to make sure that their writing in English can be as good as writing in their second language. The students will feel anxious when they have to write under time pressure because they cannot concentrate to their writing, and concentrate more about limited time.

b. Lack of experience or insufficient writing practice

One of the reasons why students feel anxious when writing English compositions is due to the lack of practice in expressing something using English. The students who rarely practice when

they are writing will give excessive concentration on the forms that they write, not on the content of essay. While the more focus is given to the form, the more writing apprehension will be presented. Writing practice is very important in developing writing ability, the students who often practice their writing will be better in writing.

c. Insufficient writing technique

Good skill in writing shows that the students have a fairly good understanding of composing process and good skill development. Students who experience writing anxiety are those who have poor skill development and lack of understanding of the composing process which means the anxious students are not skillful writer.

d. Lack of topical knowledge

The low level of topical knowledge causes the students may experience anxiety. For instance, when the learners are introduced by teacher to write an essay about politics, whereas they only have a little knowledge about politics, they will nervous and afraid to write down their ideas. 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.

e. Language difficulties

Language difficulty is a common problem faced by foreign language learners when they write composition in English.

Linguistic difficulties make them reluctant or lazy to write composition in English because the difficulty in expressing ideas through correct and varied clauses which must be written according to grammar rule. In addition, the amount of vocabulary of the students is still relatively inadequate, so that they have difficulty in showing their composition in the form of English (Zhang, 2011).

f. Pressure for perfect work

Anxiety may occur because the learners feel in the pressure for perfect work. They believe that the perfect writing work is that which demands work and has more difficult standard (Bloom, 1981:2). 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.

g. Time pressure

Time pressure is the one root of cause anxiety in writing. It is also the center of writing anxiety (Rezaei and Jafari: 2014:1551). Also Donaldson S. I. et. al., (2002: 263) said that the effect of writing anxiety is most likely to be manifested when the apprehensive writer composes under time pressure.

Hence, the writer believes that the time pressure is the condition where the students given a time limit from the teacher. Here the students must do quickly on their exercise based on limit

of time. As the writer knows, that writing in English for students is needed more time than writing in their mother tongue. They need much of times to plan, write and revise in order to make sure that their writing in English. Hence, time pressures are seen as other causes of writing anxiety.

h. Low of self confidence

Self-confidence is extremely important in determining the response of the students toward writing task. Students with good skills and capabilities in writing will encounter anxiety when they believe that they will do poorly (Hassan, 2001:5). 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.

i. High frequency of assignment

Another root cause of writing anxiety is high frequency of assignments. According to Rezeai and Jafari (2014:150) high frequency of assignments is one of the sources of writing anxiety. However, the percentages of the respondents from the study who choose it as a cause of writing anxiety are a few and it becomes the least chosen item by the respondents.

In conclusion, there are two roots that cause students to feel anxiety in writing. The first is from the students itself, such as low self-confidence, insufficient writing technique, language difficulties, lack of topical knowledge, and lack of experience or

insufficient writing practice. These problems can be solved by the students itself. Others or environment may help the anxious students but it does not help a lot. The second is from environment, such as fear of negative evaluation, time pressure, pressure for perfect work, and high frequency of writing assignment.

7. Alleviating Strategy to Reduce Anxiety

After knowing the causes of anxiety, the strategy is needed to alleviate the anxiety. According to Kondo & Ying-ling, (2004:263) this kinds of strategy to cope with anxiety is classified into affective approach, cognitive approach, and behavioral approach.

The main concern in affective strategy is the negative involuntary association between classroom and anxiety, and physiological responsiveness. Moreover, Hashemi and Abbasi (2013:643) suggested to control bodily reactions and stress in order to reduce the anxiety. Besides, they also suggested to cope the anxiety by using systematic desensitization therapy (SDT). It is because by using this strategy, students are taught about how to relax themselves, so they can reduce their anxiety in the class.

Furthermore, Hashemi & Abbasi, (2013:643) stated that cognitive strategy is related to the thinking disturbance which has been the primary sources of anxiety. Moreover, H., Mejias, et. al, (1991:97) suggested that the treatment is 'cognitive modification' (CM) method to reduce the anxiety. They also stated that CM method can be a

treatment to change the student' cognitive expectation by teaching their self-talk. By having this strategy, students are motivated to be more positive and they can manage their self-evaluation more realistically.

Moreover, behavioral strategy is attempting to change the way of their thinking process towards language learning is needed to cope with this. Practicing and much training on writing composition outside class is one of major steps to reduce anxiety. It is because Kondo & Ying-ling, (2004:259) stated that anxiety caused by having poor academic skills. Therefore, the students should have much training and practicing to reduce their anxiety. For example, the students who practice their writing continually will get the better result rather than those who never practice their writing. Based on Kondo & Ling (2004: 262) said that there are five strategies to less students' tension. Those are: Preparation, Relaxation, Positive Thinking, Peer Seeking and Resignation.

8. Previous Related Study

In this study the researcher conducted a literature review to find out the similarities and differences between this research and pre existing research. This literature review consist of several previous studies that have relevance to research that the author will do.

The first previous study is Aldila Candra Novita Handayani from IAIN Surakarta who has the title "An Analysis On The Students' Writing Ability At The Eleventh Grade Students Of MAN 1 Sragen In

Academic Year 2015/2016". In this research the researcher focus on the writing and also in this research the researcher focus in writing too. Meanwhile, the differences between that previous study and this research is in the previous study, the researcher is analyze students' ability in classifications sentence in Senior High School, but in this research, the researcher analyze students' anxiety in writing skill at tenth grade in Senior High School.

The second previous study is Yandha Farda Arrizki from UMM who has title "Writing anxiety experienced by fifth semester students at english education department in University of Muhammadiyah Malang". In this research the researcher focus on the writing and also in this research the researcher focus in writing too. Meanwhile, the differences between that previous study and this research is in the previous study, the researcher is analyze the cause of writing anxiety and strategies to reduce the anxiety, but in this research, the researcher analyze the types of students' anxiety in writing skill at tenth grade in Senior High School.

The third previous study is Amirudin Aga Anshori from IAIN Surakareta who has title "A study of students anxiety in writing performance at the third semester of english education department in IAIN Surakarta academic year 2015/2016". In this research the researcher focus on student's anxiety and also in this research the researcher focus in student's anxiety too. The differences between that previous study and this research is in the previous study, the researcher

to find out the factors or sources of students' anxiety in writing class in the third semester of IAIN Surakarta in academic year 2015/2016 and to find out students' strategies to reduce the students' anxiety in writing class in the third semester of IAIN Surakarta in academic year 2015/2016, but in this research, the researcher analyze the types of students' anxiety to find out students' strategies to reduce the students' anxiety in writing skill at tenth grade of SMA N Jumapolo in academic year 2020/2021.

The researcher also conducts this research based on the previous study from journals entitled "Investigating the levels, Types and cause of writing anxiety among Irania EFL students", composed by Maliheh Rezaei & Mohammad Jafari from Faculty Member in the English Department, Hafez Institute of Higher Education, Iran. The similarity of that previous journal and this research is both of them focus on students' writing anxiety and also in this research focus on students' writing anxiety too. Meanwhile, the difference between that previous journal and this research is the journal focus in investigate the level and types of writing anxiety, but in this research the researcher focus on analyze the types of students writing anxiety only and also investigate the students' strategies to reduce their anxiety.

Table 2.1 Similarities and Differences

No.	Name/year	Title	Similarities	Differences
1.	Aldila Candra	An Analysis On The Students'	Focus on	Purpose of the

	Novita Handayani / 2017 (IAIN Surakarta)	Writing Ability At The Eleventh Grade Students Of MAN 1 Sragen In Academic Year 2015/2016	student's writing skill	study
2.	Yandha Farda Arrizki /2018 (UMM)	Writing anxiety experienced by fifth semester students at english education department in University of Muhammadiyah Malang	Investigate the cause of writing anxiety and strategies to reduce the anxiety.	Subject of the research.
3.	Amirudin Aga Anshori/2017 (IAIN Surakarta)	A study of students anxiety in writing performance at the third semester of english	Focus on student's anxiety	Purpose of the study

		education department in IAIN Surakarta academic year 2015/2016		
4.	Maliheh Rezaei & Mohammad Jafari / 2014 (Hafez Institute of Higher Education)	Investigating the levels, Types and cause of writing anxiety among Irania EFL students.	Identified the types and cause of student's writing anxiety	Subject of the study

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research design is a procedure for collecting, analyzing, interpreting and reporting data in research studies. The design of this study is qualitative. According Denzin and Lincoln in Emzir (2012:1) Qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study in their natural setting, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them.

Qualitative research involves the studied use and collection of a variety of empirical materials-case study, personal experience, introspective, live story, interview, observational, historical, interactional, and visual texts-that describe routine and problematic moment and meaning in individuals' lives. In this case, the research wants to investigate the types of student' writing anxiety and describes some causes of writing anxiety. By using questionnaire as an instrument.

B. Subject of the Study

The subject of this study was the tenth grade students of SMA N Jumapolo in academic year 2020/2021. There was one class that will be the representative of tenth grade in SMA N Jumapolo specifically X IPS2. It was chosen as purposive sampling to gain some specific purposes (Sugiono, 2011:118-119). The researcher used probability sampling by using simple random sampling to choose one class to be observed, where

every individual had probability to be chosen as the sample. The researcher selected the sample randomly. So, X IPS2 was chosen as a subject on this research which consist of 36 students.

C. Setting of the Research

1. Setting of Place

The research was conducted at SMA N Jumapolo. The located of this school is on Jl. Jurug No. 1 Jumapolo, Karanganyar. The school has 2 majors, they are IPA and IPS classes. The researcher collected the data from the learning process of writing class in tenth grade of SMA N Jumapolo in academic year 2020/2021. The researcher choose SMA N Jumapolo because this is one of developing school in Karanganyar district that can reach easily.

2. Setting of Time

The research was conducted on July-Desember, 2020 when the students studied at home due to the COVID-19 Pandemic. Before doing the research, the researcher prepared questionnaire used to measure students writing anxiety at tenth grade students of SMA N Jumapolo in academic year 2020/2021. After getting an agreement of the school principal, the researcher doing consult to an English teacher who taught at X IPS 2 of SMA N Jumapolo.

D. Data Sources

1. Informant

In this research, the informant refers the students of the tenth grade of SMA N Jumapolo in academic year 2020/2021. The informant of the questionnaire is 36 students of X IPS-2. The English teacher is Mrs. Sri Purwani, S.Pd, who conducts English teacher for the tenth grade students, especially in X IPS-2 class. The English teacher also become informant in this research.

E. Techniques of Collecting Data

There are four basic types of data collections namely; observation, interviews, documents, and questionnaire (Creswell, 2008:120). In this research research, the researcher used questionnaire to collecting the data.

1. Questionnaire

According to Sugiyono (2008: 142), questionnaire is a technique of collecting data which is done by giving a set of written questions or declarations to the respondents. The questions or declaration was used as a means to explore their feelings, beliefs, experiences, or activities. Questionnaire is a written questions form to be answered by the research subject in order to get information related to the topic the researcher interested in (Blaxter, Hughes & Tight, 2006). Considering the statements above, it is inferred that questionnaire attempted to elicit the feelings, beliefs, experiences, or activities of respondents by using a set of questions or declarations.

In this research, The researcher gave close questionnaire to take the data. There are Three kinds of questionnaire are used in this current research. The first questionnaire is a Second Language Writing Anxiety Inventory (SLWAI) developed by Cheng (2004) about students' anxiety in writing English. This kind of questionnaire is categorized into some aspects as Cognitive anxiety, Somatic anxiety, and Behavior avoidance with Likert scale 5 choice responds format. In addition, the researcher uses this questionnaire to gain the type of students' anxiety. In this kinds of questionnaire consists of 22 statements that was divided into three subcategories, such as, statement number 1,2,3,4,5,6,7,8 (Cognitive Anxiety), statement number 9,10,11,12,13,14,15 (Somantic Anxiety), statement number 16,17,18,19,20,21,22 (Behavior Avoidance). The second questionnaire is a Cause of Writing Anxiety Inventory (CWAI) proposed by Rezaei & Jafari (2014) Cause of Writing Anxiety Inventory (CWAI) was used to know the main factors that cause writing anxiety. It was developed on the basis of causes of writing anxiety (including fear of teacher's negative comment, fear of writing tests, insufficient writing practice, insufficient writing technique, problems with topic choice, linguistic difficulties, pressure for perfect work, high frequency of writing assignments, time pressure, and low self-confidence in writing) (Rezaei and Jafari, 2014). And the last questionoaire is open-ended questionnaire was used to know alleviating strategy applied by the students to reduce writing anxiety. It was develop by the kinds os

strategy to reduce writing anxiety including Preparation, Relaxation, Positive Thinking, Peer Seeking and Resignation.

1. Data Analysis

To increase the understanding of data research presented to others, researcher needs to arrange the data through a process of data analysis (Donald Ary, Lucy Cheser Jacobs, Christine K. Sorensen Irvine, 2010). The researcher put the result of the data to be discussed in findings of the research. It would refer to the research questions as ensuring way whether the questions are answered or not. In short, the data obtained from questionnaire was analyzed through these following detailed techniques:

1. Data Reduction

Data reduction was used to choose the primary data that only needed by the researcher. Reducing data means to summarizing, choosing main data, focusing on the main topic of the research (Sugiyono,2012:338). In case of reducing the data, the researcher coded the data as follows:

a. Classifying the Types of Students' Anxiety

In this step, the result of Students Language Writing Anxiety Inventory (SLWAI) questionnaire was collected from the respondents and it was calculated by using Microsoft Excel and also described with descriptive statistic.

b. Classifying the Cause of Writing Anxiety Inventory

After the researcher collected the data, the researcher classified the factor of foreign language writing anxiety by calculating the score of Cause of Writing Anxiety Inventory (CWAI).

- c. Create the conclusion from the result of open-ended questionnaire to know the alleviating strategies to reduce student's anxiety.

2. Data Displays

After conducting the technique of reducing data, then the researcher set the technique to display the data. In qualitative method, the data display are formed in short essay, diagram, graphic, matrix, network, flowchart, etc(Sugiyono,2012:341). By displaying the data, it would easy the researcher to understand the data that have been categorized before. In this study, the researcher displayed the data as follows:

- a. The student's writing anxiety using Students Language Writing Anxiety Inventory (SLWAI) questionnaire

Firstly, the researcher analyzed students' answer from the questionnaire used the formula and got a final score. Secondly, the researcher tabulated the finding number of score (raw data) students' questionnaire. Thirdly, the researcher classified the final score with the types writing anxiety.

- b. The cause of student's writing anxiety using Cause of Writing Anxiety Inventory (CWAI) questionnaire

Firstly, the researcher analyzed students' answer from the questionnaire used the formula and got a percentage of the score.

Secondly, the researcher tabulated the finding number of score (raw data) students' questionnaire. Thirdly, the researcher classified that the high percentage as the most cause of student's writing anxiety.

c. The alleviating strategies

Firstly, the researcher analyzed students' answer from the result of open-ended questionnaire, Secondly, the researcher tabulated the main point that students answer on questionnaire. Thirdly, the researcher concluded the strategies used by students to reduce their anxiety.

3. Drawing conclusion

After doing analysis process the researcher makes a conclusion about the types of students' writing anxiety, cause of student's writing anxiety and their strategies to reduce their anxiety. After that, the researcher classifies the students' writing anxiety based on the types of writing anxiety. The researcher also draws the result into a table. And also researcher indentified the caused of students' writing anxiety. And then, the researcher tabulate and conclude the result of open-ended questionnaire know an overview of the strategies to reduce their writing anxiety.

2. Trustworthiness of the Data

Shenton(2004:73) tasked qualitative research methodology instructors to ensure that researchers contemplating undertaking qualitative research are not only aware of the criticisms typically made by its detractors but

they are also cognizant of the provisions which can be made to address matters such as credibility, transferability, dependability and confirmability.

1. Credibility

In test of data credibility or internal validity, the data must be admit and receive the truth by information source from the field of the study. To effort in order that the result of the students believe (Qodir,2008:23) , it is support by some ways as follows:

a. Triangulation

It is examine validity of the data to the source of the data by the questionnaire and documentation.

b. Member Check

The objective of member check is to inform and confirm the data result to the subject of the study before writing the report of study.

The data result must be suitable with the subject of study or subject of data as respondents or informant.

2. Transferability

Transferability related to the questions how far the result of the study could be apply by the other people on other context. It means that the writer give detail description about the result of the study that someone read the result of back or not the study in next time.

3. Dependability

Dependability examining conduct by auditing all of study process to prove the data reliability. Therefore, the writer must be focus to the

problems, determine the source of data, analyze the data, examine the validity of data and made conclusion of data. The purposes of this technique is the writer give the true report of the research : the result and process must be balance.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

1. The Types of Students writing anxiety

The first purpose of this study is to know the types of students' writing anxiety. The researcher used adopted questionnaire from Cheng (2004). The researcher analyzed the data by looking at the mean score of each category. The researcher divided the students' types of writing anxiety into three categories based on the Cheng's questionnaire which are cognitive anxiety, somatic anxiety, and avoidance behavior. From the study, the result of students' types of writing anxiety is presented in table below:

Table 4.1 The Students' Type of Writing Anxiety

Types of writing anxiety	Number of students	Total score	Mean
Cognitive(others' preception aspect)	36	978	36,87
Somatic(Psycological Aspect)	36	908	34,23
Avoidance (Behavior Aspect)	36	766	28,88

According to the table above, the mean scores of types of writing anxiety are between 28.88 up to 36.87. The mean score of cognitive anxiety is 36,87, somatic anxiety is 34,23, and avoidance behavior is 28,88. Based on these scores cognitive anxiety has the highest score, somatic is the second, and avoidance anxiety has the lowest score. It means that cognitive anxiety has the highest mean score than other two types of writing anxiety. Thus, the other people's perception and expectation influenced tenth grade students when writing English compositions

2. The students' factors causing writing anxiety

The second objective of this study is to find out the factors causing students' writing anxiety. The researcher had done the study and found factors causing writing anxiety faced by tenth grade students of SMA N Jumapolo. Based on the study, the researcher presents the results in the table below:

Table 4.2 The students' factor causing writing anxiety

No	Causes Of Writing Anxiety	Total	Percent
1	Fear of negative evaluation	131	10,5
2	Lack of experience or insufficient writing practice	129	10,34
3	Insufficient writing technique	123	9,86
4	Lack of topical knowledge	125	10,02
5	Language difficulties	147	11,78

6	Pressure of perfect work	115	9,22
7	Time pressure	131	10,5
8	Low of self confidence	118	9,46
9	The fear of writing test	116	9,3
10	High frequency of assignment	112	8,98
		1247	100

From the table above, the mean scores of factors causing writing anxiety ranged were from 8,98 to 11,78. Ten items were in this variable. The results can be concluded that main causes of writing anxiety among the tenth grade students' of SMA N Jumapolo are the Language difficulties (11,78) it means that tenth grade students feel more anxious because of their lack of linguistic knowledge that leads them to face some difficulties such as in grammar, sentence structure, and vocabulary , Time Pressure (10,50) it means that the students feel more difficult if they were asked to write under time pressure, Fear of negative evaluation (10,50) It means that negative evaluation can cause students' writing anxiety, and Lack of experience or insufficient writing practice(10,34) It means that in making writing compositions for tenth grade students of SMA N Jumapolo still need to practice their writing ability. The main factors are chosen based on the higher percentage than 10 other causes of writing anxiety.

a. Language difficulties

The linguistic difficulties becomes the main factor causing students' writing anxiety. It is proven by its mean score of 11,78. When writing composition in a foreign language especially in English, students feel more anxious because of their lack of linguistic knowledge that lead them to face some difficulties such as in grammar, sentence structure , and vocabulary. It si faced by the tenth grade students of SMA N Jumapolo even though they have experienced learning since on Junior High School. Nevertheless, the students still need other's help to increase their ability in writing. For instance, the feedback and suggestion from teachers or parents, or they can ask proof to evaluate and revide their writimh composition.

b. Time Pressure

The second main factor is the time pressure with its mean score of 10,50. For students, writing in English is harder that in their first language when they write in English, they need extra time gto consider and think a lot of aspects such a planning the ideas, considering the proper grammar, choosong rhe proper vocabulary and relating the ideas each other in order to ensure that their writing result as good as possible. However, it will feel more difficult for the students if they were asked to write under time pressure.

It can cause them to feel anxious when writing, because the students will feel threatened and become panic. Thus, the students will more focus on the time than their writing.

c. Fear of negative evaluation

Fear of negative evaluation become the third main factor due to its score 10,50. In learning language process, the students' work should be evaluated by other people especially teacher in order to develop the quality of their writing by asking suggestion. However, for students the suggestion from other people can give positive or negative influence. For students who think that the other people's perception and suggestion as positive influence, they will learn more to improve their writing ability and to develop the quality of their work. However, for students who consider the other people's suggestion as negative influence which require them to make a perfect work, the students faced writing anxiety. It indicates that negative evaluation can cause students' writing anxiety. In improving writing skill, students need to do writing practices. It gives benefits for students because they will know more about the techniques and mechanics in writing which ease to produce writing compositions.

d. Lack of writing practice

The lack of practice become the fourth main factor due to its score of 10,34. In improving writing skill, students need to do writing practices. It gives benefits for students because they will know more about the techniques and mechanics in writing which ease to produce writing compositions Thus, writing practices become an essential activity in improving students' writing ability. It showed that practice is an important process from receiving the language information to producing something using the language. However, for students who are lack of writing practice, they will experience more anxiety in writing. In making writing compositions for tenth grade students of SMA N Jumapolo still need to practice their writing ability. Writing practice will give more advantages for students; they can evaluate their linguistic knowledge and their writing techniques and improve it to be better.

3. The students' alleviating strategy to reduce writing anxiet

The third purpose of this study is to know students' alleviating strategy to reduce writing anxiety. After getting the result of the analysis, there was some strategies used by the students to reduce writing anxiety. The researcher used open ended questionnaire. Then the researcher had tabulated the data of the questionnaire result by categorizing it form the student's name and their strategies to reduce

writing anxiety. From the result of questionnaire, they almost used the same strategies. Those strategies that used by the students could be classified into five types. They were preparation, relaxation, positive thinking, peer seeking, and Resignation.

a. Preparation

To achieve a success in the process of teaching and learning, students needed to prepare everything properly. Because by preparing everything, the students were ready to study. Based on the result of questionnaire, preparation was used by some students to alleviating their anxiety. To find the behavior aspect of students in alleviating strategy to reduce writing anxiety, the researcher added question to the questionnaire and the results were as follow :

Persiapan apa yang kamu lakukan jika kamu merasa cemas saat akan menghadapi ujian menulis?

- Student 1 : *Mempelajari contoh contoh teks*
- Student 2 : *Mempelajari materi di buku paket*
- Student 17 : *Saya mencari kosakata" baru, agar tidak bingung saat akan menulis*
- Students 34 : *lebih giat mempeljari bab tersebut dari melihat buku catatan, atau juga bisa searching tentang hal hal lain yang mengenai bab tersebut secara detail.*

Student 36 : *Belajar dengan membaca tulisan-tulisan orang lain di Internet*

b. Relaxation

The next strategy that was used by the students was relaxation. When the students were afraid to start their writing, they did relaxation such as try to calm them down and relax. To find the Psychological aspect of students in alleviating strategy to reduce writing anxiety, the researcher added question to the questionnaire and the results were as follow :

Usaha apa yang kamu lakukan untuk mengurangi kecemasan saat mulai mengerjakan ujian menulis?

Student 4 : *menarik nafas agar tetap tenang dan berfikir.*

Student 5 : *Menenangkan diri terlebih dahulu, lalu membaca soal dan memfokuskan diri untuk mengerjakan*

Student 7 : *Memejamkan mata agar tetap fokus berfikir*

Student 13 : *Berfikir tenang sambil memainkan bolpoint*

Student 25 : *Berdoa dan beristighfar agar fikiran*

menjadi rilex

c. Positive Thinking

Another strategy to reduce writing anxiety is having positive thinking. It means that the students try to think positively that mistake are common thing when they were writing English and they still have skill in another subject so that they feel more confident with themselves. To find the psychological aspect of students in alleviating strategy to reduce writing anxiety, the researcher added question to the questionnaire and the results were as follow :

Apa yang kamu pikirkan saat merasa cemas, ketika kamu tidak tau apa yang akan kamu tulis saat ujian menulis?

Student 2 : *saya tetap yakin bahwa seburuk apapun tulisan saya pasti akan tetap dinilai*

Student 3 : *saya kira tulisan saya tidak terlalu buruk*

Student 20 : *Mengerjakan semampunya dan tetap yakin akan mendapatkan nilai yang baik*

Student 30 : *Tetap yakin mendapat nilai minimal KKM*

Student 33 : *Selalu berfikir optimis bahwa semuanya akan berjalan sesuai ekspektasi*

d. Peer Seeking

It was characterized by the student's willingness to ask for a help from other friends who could help them when they had difficulty in writing English. Soetimes they were not find ideas to write One another way to share their difficulty was to their friend. If they shared their difficulty to their friend, it could reduce their writing anxiety. To find the cognitive aspect of students in alleviating strategy to reduce writing anxiety, the researcher added question to the questionnaire and the results were as follow :

Usaha apa yang kamu lakukan ketika kamu tidak memiliki ide/merasa kesulitan dengan topik yang diberikan saat ujian menulis?

Student 18 : *bertanya dengan teman yang lebih pintar*

Student 19 : *Bertanya ke teman apakah mereka mempunyai kesulitan yang sama.*

Student 25 : *Bertanya ke teman dekat*

Student 34 : *Berdiskusi dengan teman*

e. Resignation

The last strategy is Resignation. This category is characterized by students' reluctance to do anything to alleviate their writing anxiety (e.g. giving up, doesn't write

anything). To find the behavior aspect of students in alleviating strategy to reduce writing anxiety, the researcher added question to the questionnaire and the results were as follow :

Apa yang kamu lakukan ketika kamu benar-benar tidak bisa dan tidak tau apa yang harus kamu tulis ketika mengerjakan sebuah tulisan?

Student 10 : *Menyerah dan hanya menulis judul saja.*

Student 12 : *Tidak mengerjakan. Hanya menulis nama*

Student 36 : *Menulis kembali perintahnya*

B. Discussion

1. The Types of Students writing anxiety

The results of identifying the students' types of writing anxiety at tenth grade students of SMA N Jumapolo showed that from three types of writing anxiety, one of them become the dominant type. It can be seen from the mean scores that cognitive anxiety has the highest scores of 36,87. Furthermore, the other mean score of two types of writing anxiety were somatic anxiety (34,23) and avoidance behavior (28,88). It can be concluded that most of tenth grade students of SMA N Jumapolo faced cognitive anxiety as their type of writing anxiety. Cognitive anxiety is negative feelings which influenced students to

have negative expectation for their performance and they worry about others people's perception of their performance. Besides, somatic anxiety is the effect of anxiety experience which is act out by showing nervousness and tension. It can be mentioned that somatic anxiety is emotionality factor. The next is avoidance behavior, this type of anxiety is negative attitude toward writing activities due to the effect of anxiety experience.

The students faced cognitive anxiety because they really concern about other people's perception and expectation to their writing compositions. As mentioned in literature review, cognitive anxiety refers to the negative aspect of anxiety experience including negative expectations, preoccupation with performance, and concern about other's perceptions (Rezaei and Jafari, 2014:361). It shows that, the other people's perception and expectation influenced students when writing English compositions. Based on the result that cognitive anxiety is the dominant type of writing anxiety faced by tenth grade students of SMA N Jumapolo, it indicates that the teachers' expectation and perception are concerned by students. By looking at the background of students which is lack of writing experiences, the students might think that their writing results are bad.

They also think that the other people's perception and expectation toward their writing results can make their writing compositions looks worse. As the result, they will get a lot of comments and they also can get low scores of their writing. Hence, they suffer writing anxiety

because they concern about other people's perceptions and they also have negative expectation toward their own writing. For the current condition of tenth grade students of SMA N Jumapolo, the others' perceptions and suggestions are really needed to improve their writing ability for their writing test. It could be from their teacher.

As the result, the students will concern more about others people's perceptions than their perception. For some students, others people's perception and expectation motivate them to revise their writing project and learn better in writing. Hopefully, they can get good score for their writing test. However for students who are demotivated, they will not focus on their result of writing test. They will avoid writing; they will excuse revising their writing. As a consequence, they will need longer time to finish their writing.

Due to the type of writing anxiety found, the findings were in line with the result of two previous research. Rezaei and Jafari (2014) identified that cognitive anxiety became the most common type of writing anxiety. In their study, 42.5% of the respondents were indicated of having cognitive anxiety as their type of writing anxiety. Moreover, the finding of this study was also similar to the findings of Wahyuni and Umam's study (2017). They also conducted a research on investigating students' writing anxiety of Indonesian EFL students at Islamic State College in East Java. They found that cognitive anxiety was the most common type of writing anxiety which exists at their research's area.

2. The students' factors causing writing anxiety

From the result of second questionnaire which is displayed in Table 4.2, it can be seen that the four main factors causing writing anxiety among tenth grade students of SMA N Jumapolo are the linguistic difficulties (11,78), Time pressure(10,50), Fear of negative evaluation(10,50), and Lack of experience or insufficient writing practice (10,34). However, the results of data showed that the four main factors causing students' writing anxiety related to all three types of writing anxiety. It can be seen from the categories of the factors causing writing anxiety in the types of writing anxiety. The language difficulties and fear of negative evaluation are related to the cognitive type of writing anxiety. Besides, the time pressure is the factor which cause the somatic anxiety for students. And the lack experience or insufficient of writing practice is related to avoidance behavior type of writing anxiety. Based on these categories, it indicates that only two main factors which related to the tenth grade students' type of writing anxiety which is cognitive anxiety. These discussion shows that the students' writing anxiety are influenced by factors which come up from the students itself and from the environment (teachers and friends). It happen due to the background of Indonesian students who insufficient in writing experience. Hence, all factors around the students can cause students to have writing anxiety experience.

In terms of factors causing writing anxiety, the findings of this study are similar with previous research. As stated before, the findings

about main factors of this study are the linguistic difficulties, the time pressure, fear of negative evaluation, and the lack experience or insufficient of writing practice. It is similar to the findings of Rezaei and Jafari (2014). In their study, they found that the main causes of writing anxiety were teachers' negative feedback, low-self confidence and poor linguistic knowledge.

3. Alleviating strategy to reduce writing anxiety

There were many problems of writing that were experienced by the student during process of teaching learning. One of them was writing anxiety. To reach a successful teaching and learning, the students needed to apply the strategies to reduce writing anxiety. From the research finding, the research got the data from 36 students at X IPS2 class had various strategies. Those were they do preparation, relaxation, keep positive thinking, peer seeking, and Resignation. It is suited with theory from Kondo & Ling (2004: 262) that there were four strategies to reduce writing anxiety. Those were preparation, relaxation, positive thinking, peer seeking, and resignation. the use of cognitive, affective, and behavioral coping strategies, as well as resignation, characterizes the student's behavior . Positive Thinking and Peer Seeking are attempts to suppress or change problematic thought processes associated with language learning, and thus categorized into cognitive strategies. Relaxation is characterized by its affective qualities which aim to relieve body tension associated with emotional arousal, and preparation can be considered a behavioral

strategy because it focuses on components of language learning behaviors related to efficient performance.

The first strategy was preparation. Preparation was very important for doing everything. This strategy was frequently used by the students because it was very necessary. By doing preparation, everything was managed well and the lecturing was successful. It was suited with Kondo & Ling (2004: 262) that preparation refers to the learners' endeavors to avoid threat in the classroom by improving learning and study strategies. In such a way, the learners' mastery of the subject matter will be increased, and hence it will reduce the anxiety associated with the language class.

The next strategy was doing relaxation. It was related with taking a deep breath and tried to calm down when they had difficulty in learning English. By doing this relaxation, the students felt better and it could reduce writing anxiety. It was suited with Kondo & Ling (2004:262) that relaxation indicates means that aim at reducing anxiety symptoms the learners experience such as taking a deep breath and trying to calm down.

The other strategy was positive thinking. It was related to the students had to think positively about their writing ability, and anything related to the process of teaching learning, or they had skill in the other major,etc. The various way of doing positive thinking was explained also in Kondo & Ying-Ling (2004:262) that the various ways to do positive thinking were trying to be confident, imagining

themselves giving a great performance, thinking of something pleasant, or not thinking of the consequences.

The other strategy used by the students is peer seeking. The students who had difficulty in learning English asked help to their friend who was smarter. The students shared their difficulty and their friends gave advice and suggestion. It was suited with theory from Kondo & Ling (2004:262) that peer seeking is characterized by learners' willingness to look for others who seem to suffer from writing anxiety. By doing this strategy the students know their mistake and they can improve their skill.

The last strategy is Resignation. Resignation is strategy used by students to alleviate their writing anxiety with stop paying attention to their task. The way of doing resignation was explained in Kondo & Ling (2004:262) that resignation is characterized by students' reluctance to do anything to alleviate their language anxiety (e.g. giving up, sleeping in class). Students reporting examples of Resignation seem intent on minimizing the impact of anxiety by refusing to face the problem.

Based on findings of the research, the subjects shared the reason to use the various strategies. They used preparation strategy because preparation was the important thing before doing any activity. How important preparation is, it is suited with MacIntyre & Gardner (1994) cited by Argaman and Abu-Rubia (2002:152) who state that on

of the effort is preparing and practicing before class. So it could make the activity run well. Without preparation, all writing performance will be worse. They used relaxation strategy because when their body was relax, it can reduce writing anxiety. If they are not relax, they would be nervous and so on. Positive thinking was the next strategy used by the students for many reasons such as it can reduce writing anxiety, their writing performance would be good in time.

The next reason was for peer seeking strategies. In peer seeking strategies was also important because their friends always helped them, gave advice and suggestion so the students would not feel anxiety. It was suited with the theory from Roeser, Eccles, & Strobel (1998:161) who state that peer seeking help from others allows them to get targeted information exactly when they needed it. And the last strategy was resignation. The reason for using this strategy was because they tried to minimize the impact of anxiety by refusing to face the problem.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher conducted this study because the researcher has interested in studying students' writing anxiety. Based on the researcher's experiences in making English writing compositions, some problems are come up. One of the problems is writing anxiety. Cocuk, Yanpae Yelken, and Ozer (2016:340) asserted that writing anxiety is also considered as one of the problems in developing writing skill. In addition, Martinez, Kock, and Cass (2011:355) viewed writing anxiety as a complicated thing that causes a negative reaction of students toward writing in psychology. From these definitions of writing anxiety, the researcher concurs that writing anxiety is an obstacle in developing writing skill which cause negative reaction from students in psychology. Thus, the researcher wants to analyze students' writing anxiety of tenth grade students' of SMA N Jumapolo.

Three research questions arise concerning the title of this study. In this study, the researcher wants to know the level of students' writing anxiety, to identify the most common type of students' writing anxiety, and to explore the factors causing students' writing anxiety. To answer these three research questions, the researcher collects the data by using adopted questionnaires from Cheng (2004) and Younas et al. (2014). The questionnaires are distributed to tenth grade students' of SMA N Jumapolo through WhatApps application. All 36 target students answer

completely the questions in the questionnaire. The researcher analyzes the collected data by using Ms. Excel and SPSS.

The result students' types of writing anxiety, the researcher finds cognitive anxiety as the most common type of writing anxiety faced by tenth grade students. It is proven by its mean score of 36,87. It shows that tenth grade students were anxious when writing because they were worry about others people's perceptions and expectations.

In identifying results of factors causing writing anxiety, the researcher finds the four main factors causing students' writing anxiety. The factors are the linguistic difficulties, Time Pressure, fear of negative evaluation, and Lack of experience or insufficient writing practice. The first is students sometimes faced difficulties with the English linguistic when writing English compositions it scores 11,78. Secondly, time pressure is also sometimes disturbed students when making writing compositions which scoring 10,50. The last rarely faced main factor is, fear of negative evaluation is rarely faced by tenth grade students' of SMA N Jumpolo. This is proven by its score of 10,50. The last rarely faced main factor is lack experience or insufficient of writing practice with the score of 10,34.

Related to the ways in alleviating writing anxiety, they also use various strategies. Those are (a) preparation that is related to how complete the students prepare everything before exam, (b) relaxation is related to keep their body and thought relax when the students have difficulty during writing activity, (c) positive thinking is related to how

the students keep thinking positively about their ability, (d) peer seeking is related to how the students share their difficulty to other friends and ask suggestion about it, and (e) resignation is the way to minimize the impact of anxiety by refusing to face the problem.

The researcher also finds the reason of using those strategies. Preparation is used because it is very important because the students should prepare everything before exam. Without preparation, writing performance will be worse. Relaxation is used because when the students' body is relax, it can reduce writing anxiety. If they are not relax, they are very nervous so they can't write anything. The next was positive thinking. It is used because it can reduce writing anxiety and they can more confident. The next reason is using peer seeking strategies. The reason is helped by other smarter students so it helps the students reduce writing anxiety and their friend always gives advice and suggestion. And the last reason is is resignation

In conclusion, all research questions are answered. The students' writing anxiety exists at tenth grade students of SMA N Jumapolo. The measurement of students' writing anxiety shows that type of their writing anxiety is mostly cognitive anxiety which related to their feeling worry about others' perception. On the other hand, the four main factors causing students' writing anxiety are linguistic difficulties, Time Pressure, fear of negative evaluation, and Lack of experience or insufficient writing practice. In addition, strategy used

by the students in reducing their writing anxiety is Preparation, Relaxation, Positive Thinking, Peer Seeking, and Resignation.

B. Suggestion

1. For the students

Based on the results of this study which explains the types of writing anxiety and the factors causing writing anxiety. This study is recommend students who learn foreign language to evaluate their own writing anxiety. Thus, the students should find out their own strategies to solve their writing anxiety.

2. For the English teacher

This study inform the teachers about three aspects related to students' writing anxiety which are the types, and also the factors causing students' writing anxiety. This study is also recommend teachers as the prompter and tutor in class to find proper strategies to help students in decreasing their writing anxiety or minimizing it, thus the students can improve their writing ability.

3. For other researchers

This study is conducted with the topic of students' writing anxiety which focus on studying the types, factors causing writing anxiety, and alleviating strategy by the students. The researcher is recommend other researchers who have interest in the same topic to use this study as a reference in their study or the other researcher should use this study as information to get new ideas to conduct a

study. Moreover, the next researcher should conduct a study with other focuses on students' writing anxiety like the teachers strategies to overcome writing anxiety.

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APPENDIX 1

LIST OF STUDENTS

No.	NIS	NAMA
1	9214	Ahmad Andi Prayoga
2	9215	Aisyatul Maysyaroh Husniyah
3	9216	Alfin Bintang Saputra
4	9217	Andin Romadoni
5	9218	Ardita Famelia
6	9219	Ayu Murni Widyaningsih
7	9220	Bagas Arya Sholichin
8	9221	Chandra Putra Pamungkas
9	9222	Dewi Nur Kasanah
10	9223	Dian Anggraini Dwi Subekti
11	9224	Dwi Arjun Santoso
12	9225	Dwi Wulandari
13	9226	Esthi Wulandari
14	9227	Fina Rahayuningsih
15	9228	Frida Ramadania
16	9230	Hafid Khoirul Fathulloh
17	9231	Herni Dita Fadilasari
18	9232	Ika Febrianti
19	9233	Indah Sari Rahmawati
20	9234	Lena Amellia
21	9235	Melda Galuh Amelia
22	9236	Meyna Tri Puspitasari
23	9237	Miftakhur Royan Abdulloh
24	9238	Mukhlis Disma Rahmadi
25	9239	Nova Pebriyawati
26	9240	Nurista Diah Maharani
27	9241	Putri Hardianti
28	9242	Rashid Eka Pradita
29	9243	Risma Ayu Rahmawati
30	9244	Riya Rahayu Prihantiningsih
31	9245	Septina Ramadhani
32	9361	Shira Nindra Mayang Putri
33	9246	Sulistyo Nugraha
34	9247	Tommy Kurniawan
35	9248	Wulan Tri Astutik
36	9249	Yoga Aditya

APPENDIX 2

Questionnaire Second Language Writing Anxiety Inventory

Nama :

Kelas :

Catatan: 1. Sangat Setuju (5), Setuju (4), Ragu-Ragu (3), Tidak Setuju (2), Sangat Tidak Setuju (1)

2. Isilah Kolom Jawaban dengan tanda (√)

No	Pertanyaan	Pilihan Jawaban				
		5	4	3	2	1
1	Ketika menulis dalam bahasa Inggris, Saya Tidak gugup sama sekali.					
2	Jantungku berdebar kencang ketika menulis karangan dalam bahasa Inggris dengan batasan waktu.					
3	Ketika menulis karangan dalam bahasa Inggris, saya merasa khawatir dan gelisah jika mengetahui bahwa akan dilakukan penilaian.					
4	Seringkali saya memilih untuk menuliskan ide saya dalam bahasa Inggris					
5	Saya biasanya menghindari menulis karangan dalam bahasa Inggris.					
6	Pikiran saya menjadi kosong ketika mulai menulis karangan dalam bahasa inggris.					
7	Saya tidak khawatir bahwa karangan bahasa Inggris saya lebih buruk daripada yang lain					
8	Saya bergetar atau berkeringat ketika saya menulis dalam bahasa					

	Inggris dengan batasan waktu.					
9	Jika karangan bahasa Inggris saya akan dinilai, saya khawatir akan mendapatkan nilai yang buruk.					
10	Saya akan menghindari situasi dimana saya harus menulis dalam bahasa Inggris.					
11	Pikiran saya menjadi tidak karuan ketika saya harus menulis dalam batasan waktu tertentu.					
12	Saya tidak akan menulis karangan dalam bahasa Inggris kecuali jika saya tidak punya pilihan lagi.					
13	Saya sering merasa Panik ketika harus menulis karangan dengan batasan waktu.					
14	Saya khawatir teman teman yang lain akan menghina hasil tulisan saya jika mereka membacanya.					
15	Saya sangat takut ketika tiba tiba diminta untuk menulis karangan dalam bahasa Inggris					
16	Saya akan pasrah ketika diminta untuk menulis karangan dalam bahasa Inggris.					
17	Saya tidak khawatir sama sekali dengan apa yang akan orang lain pikirkan tentang karangan saya					
18	Saya biasanya mencari kesempatan untuk keluar kelas ketika ada kegiatan menulis karangan dalam bahasa Inggris					
19	Saya biasanya merasa kaku dan tegang ketika menulis karangan dalam bahasa Inggris					
20	Saya takut jika harus karangan saya akan dipilih menjadi contoh untuk					

	dibahas di kelas					
21	Saya sama sekali tidak takut jika tulisan saya akan mendapat nilai yang buruk					
22	Bilamana memungkinkan saya akan menulis karangan dalam bahasa Inggris					

Tabulating Data of QuestionnaireSLWAI

No	Nama	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1	SNMP	4	2	4	4	3	3	2	4	4	4
2	MTP	3	4	5	4	4	5	3	4	4	5
3	AMW	3	3	4	4	3	3	3	4	4	4
4	WTA	3	5	5	5	3	5	3	5	5	3
5	FR	2	4	4	5	4	4	4	4	5	3
6	ISR	3	4	4	4	4	4	2	4	5	4
7	AMH	4	4	4	4	2	4	4	4	4	3
8	NP	3	4	3	3	2	2	3	3	4	3
9	NDM	2	4	5	5	5	4	1	5	4	5
10	MGA	3	4	3	4	4	3	4	4	4	5
11	MDR	3	4	4	4	3	4	3	5	3	4
12	IF	3	4	2	2	1	1	2	2	3	3
13	DADS	3	4	5	5	5	5	1	5	5	3
14	REP	3	4	3	5	3	3	4	5	4	4
15	HDF	4	3	5	4	2	4	3	5	4	3

16	LA	4	3	5	4	2	4	3	5	4	3
17	FR	3	3	2	3	2	2	3	2	4	3
18	TK	3	3	5	4	4	3	3	4	4	3
19	DAS	2	4	2	2	3	2	2	2	4	4
20	YA	3	3	3	4	4	4	3	4	4	3
21	AR	3	4	4	3	3	3	3	3	2	2
22	MRA	3	5	5	5	4	3	4	4	3	4
23	AAP	3	2	3	2	2	2	3	4	3	4
24	DN	4	3	3	4	3	3	2	3	3	3
25	AF	2	4	4	3	3	4	2	3	3	3
26	EW	1	1	1	2	1	2	2	1	3	2
27	ABS	3	3	4	3	4	3	4	4	4	4
28	BAS	4	3	3	3	3	3	4	4	5	5
29	CPC	4	3	3	3	3	3	4	4	4	5
30	DW	4	3	3	3	3	3	4	5	4	4
31	HKF	3	3	4	4	4	3	4	4	4	4
32	PH	3	4	4	3	3	3	4	4	4	4
33	RAR	3	4	4	3	3	3	4	4	4	4
34	RRP	3	4	3	3	4	3	4	4	4	4
35	SR	3	4	4	3	3	3	4	4	4	4
36	SN	3	3	4	4	3	3	4	4	4	4

No	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22
1	1	3	3	2	2	3	2	3	3	3	3	4
2	4	4	4	5	2	5	5	4	4	3	2	4
3	4	4	4	5	3	5	3	5	4	4	3	5
4	5	5	5	5	3	3	1	1	3	2	4	3
5	4	4	4	4	2	2	3	3	4	3	2	4
6	4	4	4	4	4	3	3	3	3	2	3	2
7	2	5	3	3	4	3	2	2	3	2	2	3
8	3	4	3	3	2	3	2	1	2	1	3	3
9	5	5	5	2	5	5	5	5	5	5	5	5
10	5	4	5	5	5	4	3	2	4	3	4	4
11	3	4	4	3	3	3	2	2	3	3	3	3
12	2	5	5	1	1	2	2	3	5	3	4	4
13	5	5	5	2	4	4	2	2	4	1	3	4
14	4	4	4	4	4	4	3	3	4	3	4	4
15	4	5	5	3	3	3	1	3	3	2	2	2
16	4	5	5	3	3	3	1	3	3	2	2	2
17	3	4	4	3	3	3	2	2	3	2	3	2
18	3	4	4	3	3	4	3	3	2	3	3	3
19	3	2	2	4	2	4	2	3	2	2	2	3
20	4	4	4	3	3	3	3	3	3	3	3	3
21	2	3	2	3	3	3	3	3	3	2	3	3
22	2	3	3	3	3	4	4	4	5	5	3	5

23	3	3	4	4	3	4	3	3	4	3	4	4
24	3	4	3	3	3	4	3	2	3	3	2	2
25	3	4	4	3	3	4	4	3	3	3	4	2
26	3	3	3	3	2	3	1	3	2	2	4	3
27	4	5	3	3	3	3	3	3	3	4	3	3
28	4	5	3	4	4	3	3	3	3	3	3	3
29	4	4	3	3	3	4	2	2	3	3	2	4
30	4	4	4	3	3	3	3	3	3	3	3	3
31	4	4	3	3	3	3	3	3	3	3	3	3
32	4	4	4	3	3	3	3	3	3	3	3	3
33	4	4	4	3	3	3	3	3	3	3	3	3
34	4	4	4	3	3	3	3	3	3	3	3	3
35	4	4	3	3	3	3	3	3	3	3	3	3
36	4	4	4	3	3	3	3	3	3	3	3	3

APPENDIX 3

Questionnaire Cause Second Language Writing Anxiety Inventory

Nama :

Kelas :

**Catatan: 1. Sangat Setuju (5), Setuju (4), Ragu-Ragu (3), Tidak Setuju (2),
Sangat Tidak Setuju (1)**

2. Isilah Kolom Jawaban dengan tanda (√)

No	Pertanyaan	Pilihan Jawaban				
		5	4	3	2	1
Ketika Saya menulis paragraf Bahasa Inggris						
1	Saya khawatir tentang komentar negatif dan penilaian dari guru					
2	Saya takut Ketika ujian menulis					
3	Saya kurang berlatih menulis sehingga saya merasa sangat cemas					
4	Saya tidak memiliki kemampuan yang baik dalam menulis					
5	Saya tidak tahu apa yang harus saya tukis pada tugas menulis yang diberikan oleh guru					
6	Saya memiliki masalah dalam konteks penguasaan struktur kalimat dan kosa kata					

7	Saya memaksakan diri ketika menulis untuk hasil maksimal dan membuatku merasa kesal					
8	Saya merasa cemas karena banyaknya tugas menulis					
9	Saya merasa takut ketika harus menulis di bawah tekanan waktu.					
10	Saya kurang percaya diri dalam menulis bahasa inggris					

Tabulating Data of Questionnaire CSLWAI

No	Nama	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1	SR	4	4	4	4	4	2	4	5	5	2
2	HKF	3	3	3	3	5	3	3	3	5	3
3	MTP	4	2	2	4	5	4	4	4	4	2
4	AMW	5	4	5	5	5	3	5	5	5	5
5	WTA	5	5	5	5	5	5	5	5	5	3
6	FR	4	4	4	3	4	4	4	4	4	2
7	AMH	4	4	3	3	4	3	4	2	4	4
8	NDM	5	5	5	5	5	5	5	5	5	5
9	MGA	3	5	4	3	3	4	3	4	3	3
10	MDR	4	3	4	4	5	4	3	4	4	3
11	DADS	5	5	5	5	5	5	5	4	4	5
12	LA	5	3	3	3	4	4	4	4	3	4
13	HDF	5	3	3	3	4	4	4	4	3	4

14	TK	3	3	4	3	4	4	2	3	2	4
15	DAS	2	4	5	3	4	2	2	2	3	4
16	YA	4	4	4	3	3	4	4	5	3	4
17	AAP	2	3	4	3	4	2	3	3	2	3
18	IF	4	5	4	4	1	2	4	2	1	1
19	RAP	4	4	4	4	5	3	4	3	4	4
20	DN	4	3	3	3	5	3	3	3	3	4
21	AF	3	4	3	3	4	3	4	2	3	4
22	EW	2	3	3	3	3	2	3	2	2	2
23	FR	3	3	4	3	4	3	4	3	3	4
24	ABS	4	3	3	4	4	3	3	3	3	3
25	AR	4	3	4	3	4	3	3	4	4	3
26	BAS	3	4	3	3	4	3	4	3	3	3
27	CPC	3	3	4	3	4	4	4	3	3	3
28	DW	4	3	3	3	4	3	4	3	3	3
29	ISR	4	3	4	3	4	4	3	3	3	3
30	PH	4	3	3	2	4	2	2	3	4	2
31	RAR	3	3	4	3	4	2	2	3	3	2
32	RRP	3	4	3	3	4	2	2	3	2	2
33	SNMP	2	3	3	4	4	4	2	2	2	2
34	SN	4	3	3	4	4	2	4	2	2	2
35	MRA	3	4	3	4	4	3	2	3	2	3
36	NP	3	4	3	4	4	2	2	2	2	2

APPENDIX 4

Questionnaire of Alleviating Strategy to Reduce Writing Anxiety

Nama :

No. Absen :

Catatan : Isilah jawaban pada kolom yang sesuai dengan pendapatmu sendiri tanpa dipengaruhi oleh siapapun.

No.	Pertanyaan
1.	Persiapan apa yang kamu lakukan jika kamu merasa cemas saat akan menghadapi ujian menulis?
2.	Usaha apa yang kamu lakukan untuk mengurangi kecemasan saat mulai mengerjakan ujian menulis?
3.	Apa yang kamu pikirkan saat merasa cemas, ketika kamu tidak tau apa yang akan kamu tulis saat ujian menulis?
4.	Usaha apa yang kamu lakukan ketika kamu tidak memiliki ide/merasa kesulitan dengan topik yang diberikan saat ujian menulis?
5.	Apa yang kamu lakukan ketika kamu benar-benar tidak bisa dan tidak tau apa yang harus kamu tulis ketika mengerjakan sebuah tulisan?

Tabulating Data of Questionnaire Alleviating Strategy Applied the Students to Reduce Writing Anxiety

No	Nama	Q1	Q2	Q3	Q4	Q5
1	AMW	Mempelajari contoh contoh teks	santai dan menenangkan diri	saya fikir nilai saya akan sangat buruk	Menjawab sebisanya	saya mengerjakan semampu saya
2	FR	Mempelajari materi di buku paket	Menenangkan diri agar bisa menemukan ide	saya tetap yakin bahwa seburuk apapun tulisan saya pasti akan tetap dinilai	Menulis sebisanya	saya tetap menulis meskipun hasilnya sangat jelek
3	NP	berdoa dan santai	santai dan tenang, jadi lebih mudah berfikir	saya kira tulisan saya tidak terlalu buruk.	bertanya dengan teman	menulis apa yang bisa saya tulis
4	AF	membaca referensi teks di buku	menarik nafas agar tetap tenang dan berfikir	saya fikir nilai saya tidak terlalu buruk	menuliskan apa saja yang ada di fikiran.	yang penting sudah menulis
5	FRH	Menenangkan diri terlebih dahulu dan membaca kembali beberapa materi.	Menenangkan diri terlebih dahulu, lalu membaca soal dan memfokuskan diri untuk mengerjakan	Menyesuaikan materi yang pernah diajarkan dengan soal.	Berusaha mengingat materi-materi yang pernah di ajarkan dan buku yang pernah di baca.	Membuat inti materi terlebih dahulu baru menjabarkannya. Dan menjawab seadanya/ sebisanya.
6	LA	Menambah hafalan kosa kata	Menenangkan hati agar lebih relax	Memikirkan hal lain karena sudah buntu, tidak tau mau nulis apa	Membayangkan suatu hal yg bisa dijadikan bahan untuk menulis	Mencoba tanya kepada teman agar memberikan pencerahan terhadap saya, supaya bisa

						menulis.
7	SNMP	Berdoa	Berusaha mengingat	Nilai jelek	Usaha untuk menulis semampunya	Mengerjakan sebisanya
8	MTP	Belajar dengan giat	Menenangkan pikiran, lalu mencoba berpikir	Takut salah dan nilai buruk	Usaha menulis semampunya	Tetap mengerjakan sebisanya
9	DW	Belajar membuka catatan	Tetap tenang	Nilai buruk	bertanya dengan teman yang lebih pintar	Mengerjakan semampunya
10	ABS	Belajar	Santai saja tetap tenang	Nilai jelek	Mengarang bebas	Menyerah dan hanya menulis judul saja.
11	IF	Belajar	Santai saja lah	Nilai jelek	Mengarang	Sebisanya ngerjain
12	AAP	Membuka catatan	Menenangkan diri	Merenung	Menulis semampunya	Tidak mengerjakan. Hanya menulis nama
13	MRA	Belajar	Tenangkan diri pikiran hati lalu mengerjakan	Nilai jelek	Mengarang lalu menjawab sebisanya	Sebisanya
14	DADS	Searcing	Menenangkan diri	Memikirkan nilai	Merenung	Menenangkan diri
15	AMH	Merangkum	Mengingat semampunya	Menenangkan diri	Menulis seingatnya	Menjawab apa adanya
16	SN	Membaca	Mengingat	Mempedulikan nilai	Menulis semampunya	Menulis seadanya
17	DAS	Saya mencari kosakata" baru, agar tidak bingung saat akan menulis	Saya berusaha fokus pada ujian, karna kalau semakin cemas akan membuat kacau ujiannya	Takut salah	Kalau boleh membuka kamus, saya akan mencari kata" dalam bahasa indonesia dulu	Saya akan menulis apapun yg saya tau walaupun hanya beberapa kata, atau kata intinya saja
18	NDM	Membaca	Menenangkan diri	Diam	bertanya dengan	Mencontek teman

					teman yang lebih pintar	
19	YA	searching	menenangkan diri	nilai jelek	Bertanya ke teman apakah mereka mempunyai kesulitan yang sama	menulis seadanya
20	BAS	Berdoa kepada Allah SWT, meminta doa orang tua, belajar dan memahami materi	Berusaha tenang agar tetap fokus mengerjakan	Berdoa dan mengerjakan semampunya	Mengerjakan dengan semampunya	Mengerjakan semampunya saja, yang penting jawabannya tidak kosong
21	DN	searching , membuka buku catatan	Menenangkan diri	Mendapat nilai yang tidak tuntas	Tanya teman	Nulis seadanya
22	EW	Membuka buku catatan	Menenangkan diri dan berfikir lebih efektif	Gagal medapat nilai bagus	Mencari jawaban yang mendekati	Menulis sebisanya
23	CPP	mencatat	menenangkan diri	Nilai pelajaran	Mencoba mengingat	nulis seadanya
24	RRP	Membuka catatan	Menenangkan diri	Nilai buruk	Menulis semampunya	Menulis seadanya
25	AR	Belajar dengan giat	Berdoa dan mencoba rilex	Mendapat nilai jelek dibandingkan teman teman	Bertanya keteman dekat	Menulis dengan seadanya
26	SR	Belajar, browsing, buka catatan	Menenangkan diri	Memikirkan nilai yg jelek	Mengarang jawaban	Mengarang jawaban yg bisa dipikikirkan
27	WTA	Lebih menenangkan hati dan fikiran agar	Menenangkan pikiran agar tidak merasa cemas dan	Memikirkan banyak hal, karena sudah tidak tau mau menulis apa	Berusaha mengingat2 suatu hal yg bisa dijadikan topik untuk	Menanyakan dan berdiskusi dengan teman

		bisa mendapatkan banyak inspirasi untuk menulis	mendapat topik untuk menulis		menulis.	
28	ISR	Banyak membaca dan belajar	Baca istigfar dan yakin Allah selalu bersama aku	Membaca setiap soal dan jawaban yang ada sembari mengingat apa yang sudah dipelajari	Melihat-lihat area sekitar ujian sembari berfikir mencari ide topik	Melihat-lihat ruangan ujian sambil mengetuk-ngetuk meja dan berfikir
29	MGA	Menghafalkan vocab sebanyak mungkin	Tetap menulis sesuai vocab yang saya tahu	Bingung karena tidak tahu vocab dalam bahasa Inggris	Menulis semampu saya	Menulis dengan vocab yang saya tahu
30	MDR	Banyak membaca kamus	Mengingat kembali tentang pelajaran yang lalu	Bagaimana menjawab soal dengan benar	Menulis sebisanya	Mengarang bebas asalkan jawaban terisi
31	HKF	Searching, membuka buku catatan	Melamun, santai saja, menenangkan diri	Nilai jelek	Tulis semampunya	Tulis seadanya
32	REP	Belajar semaksimal mungkin dengan membuka buku catatan	Menenangkan diri	Nilai saya akan jelek	Tanya dengan teman	Menulis seadanya sesuai kemampuan saya
33	TK	Memperdalam materi materi yang telah disampaikan, memperbanyak kosa kata atau	Yang saya lakukan adalah menghafal materi yang kemarin telah dipelajari	Selalu berfikir optimis bahwa semuanya akan berjalan sesuai ekspektasi	Jika sudah tidak memiliki ide saya akan membaca soal sebelumnya agar mendapat ide dan berusaha semaksimal	Mengarang dan menjawab seadanya

		kata kunci agar lebih mudah dalam mengerjakan, dan memperbanyak soal soal			mungkin untuk merangkai kata agar saya dapat menjawabnya	
34	PH	Alangkah baiknya kita lebih giat mempelajari bab tersebut dari melihat buku catatan, atau juga bisa searching tentang hal hal lain yang mengenai bab tersebut secara detail.	menenangkan diri dan berusaha rileks.	merasa cemas karna takut nilainya jelek.	mengerjakan semampunya.	mengerjakan semampunya dan berusaha tetap mengisi jawaban tersebut walaupun tidak tau nanti benar atau salah.
35	HDF	Membuka catatan	Menenangkan diri	Nilai buruk	Menulis semampunya	Menulis seadanya
36	RAR	Belajar dengan membaca tulisan-tulisan orang lain.	Zikir setelah itu berusaha mengingat materi yang sudah dipelajari	Memikirkan kenapa tidak tahu harus menulis apa	Menunggu sampai waktu hampir habis, karena biasanya inspirasi datang disaat terakhir	Menulis kembali perintahnya