

An Analysis of Writing Anxiety of the Second Semester Student at English Language Study Program of FKIP UIR

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ABSTRACT

The objective of this research is to find out writing anxiety of the second semester students' at English Language Education study program of FKIP UIR. The design of this research is mixed method that consist of descriptive research and qualitative research approach. The participants of this study were 50 students of class B. The researcher chose the sample randomly. The researcher uses two kinds of questionnaires as the research instruments. The first questionnaire is adapted from Masriani (2018), while the second questionnaire was adapted from Rezaei & Jafari (2014). Analysis of data from this study was applied by using a likert scale. The result from questionnaire showed that students know about types and causes of their writing anxiety. Besides that, they also get some benefits from knowing the types and causes writing anxiety, such it makes them to learn more and prepare themselves before writing. So, they become confidence to write, without having the anxious feeling.

Keywords: Writing Anxiety, Types, and Causes of writing anxiety

1. INTRODUCTION

Writing is an important part of academic, personal life, and personal community. Besides, writing is very important for the students in building sentences into paragraph. The students can apply writing into messages, feelings, ideas and information. As a means of brainstorming and expressing emotions, writing is also used by students to communicate each other. Because when students creatively write down their thoughts and feelings, the best way to convey their thoughts is to write them on paper. Moreover, writing can help the students to improve knowledge in English especially in academic writing.

Furthermore, in writing, students not only need to know what grammar is, but also know how to use grammar

when writing. This is an important skill because it will be applied in many areas of life. In writing, students should be able to express their thoughts in writing. There are many ways to express a letter, and one of them is through text. They also can improve their skill in writing English.

On the other hand, communicating in written language requires the author's true skills to be effective. It can be pointed out that writing is one of the language skills that students should acquire. Most of them consider writing to be the most difficult skill to learn, as the ability to write in a foreign language is more complex than the ability to speak, read and listen.. It is difficult for students to write well because it contains many elements such as structure, vocabulary, punctuation, and spelling. Therefore, it causes the

students become anxious in writing. This anxiety has influenced students how to write well. This causes students' anxious and afraid when writing in English.

According to Sabti & Rashid (2019) said that many researchers view anxiety as one of the main factors affecting academic performance. In particular, anxiety was found to have a significant effect on the writing results of L1 students. Anxiety has also been shown to negatively affect English writing quality. Therefore, it is important to know that students feel anxious when writing because their anxiety affects their writing ability

Before conducting the research, the researcher previously made observations with the relevant participant, namely the second semester student of class B. The researcher has found several problems of the students in class B in dealing with their anxiety when writing in English. Some students also expressed difficulties during the process of writing. As a result of the study, it was found that most of the students in the second semester of FKIP UIR Pekanbaru had writing difficulties. The fact that the students get writing tasks, they got confused because they did not have skill in writing. Most of the learners also assumed that they got panic when they cannot do their assignment.

Actually, the learners also wanted to be able to write well. Firstly, the problem is lack of vocabulary. The learners think that writing is a difficult skill for them. Some of them argued that it's really hard to deal with a lot of vocabularies. For example, when the learners wanted to make sentences into paragraphs, they are anxious to write, because they have limited vocabulary. Students also said that when they made

a sentence, they are confused when choosing a suitable word for the sentence. Besides, the learners often anxious in writing and did not understand how to determine the class of words in making sentences.

Secondly, the problem is lack of grammar comprehensive; the students had stated that they did not master a lot of tenses yet. The learners faced difficulties when writing a sentence and do not understand how to choose appropriate tenses in an English sentence. They said that making an English sentence is not easy, because they should know about tenses in order to write correct sentences. Besides that, some students who already know several tenses omitted that they anxious in applying suitable tenses, the explanations above are claimed as one of their problems in writing anxiety.

Third, the students did not understand how to elaborate the ideas. Most of the students found difficulties in exploring their ideas when using vocabulary and grammar. The learners did not understand how to combine vocabulary and grammar to be explored from a sentence into paragraphs. In addition, the learners think their ignorance on exploring ideas is a bad influence for them, and writing anxiety prevented them from writing an English sentence.

From the problems above, the researcher identified several situations where the students feel anxious and difficult while writing. According to Miri & Joia (2018) writing anxiety is a situation where someone feel anxious and difficult when writing process. As it is known that a person has difficulties when they want to write, because they do not understand and do not have a lot of vocabularies. In addition, the students also need to know more about

grammar and how to use it correctly. Therefore, learners need to be proficient in vocabulary and use grammar when writing or constructing sentences or texts.

Based on the theories, writing anxiety occurs when someone feel difficult in writing, and it happens because lack of vocabulary and grammar mastery. In addition, the learners are not interesting to learn more about grammar and vocabulary. Moreover, anxiety arouses when the students are not able to master writing skill. It is known that in writing skill, they have to master grammar and vocabulary, so that the students do not experience confusion in writing. They have to understand how to write well, after mastering vocabulary and grammar. The researcher focus of the problem is about writing anxiety that caused by some factors, such as somatic anxiety (reflected in negative feelings such as stress), cognitive anxiety (reflected in negative expectations) and avoidant behavior (reflected in avoidance text) were identified as the main sources of foreign language writing anxiety.

The aims of this research are:

1. To analyze the types of writing anxiety of the students of second semester at English Language education FKIP UIR.
2. To analyze the cause of writing anxiety of the second semester students at English Language Education FKIP UIR.

According to Sharp (2016) stated that writing is a flexible and developmental process. In addition, writing can describe our situation. When we are in the situational conditions, we can describe how our situations through writing form. Writing as a developmental process when we

want to share ideas or share some information to communicate. Writing is also a flexible process as an activity when someone communicates with another people in their daily life.

According to Indrilla & Ciptaningrum (2018) stated that Writing shows a person's ability to express his thoughts and feelings with the help of visible signs that can be understood not only by himself, but also by everyone else. Also, when writing, people can express their feelings and thoughts by moving from word to sentence and from sentence to important paragraph. writing can help the students, when they want to describe or express their feeling through writing form. So through writing, it can help the students to communicate easily.

Based on the theories above, the writer defines that writing is more complicated from the other language skill. Writing as a developmental and flexible process described our situational conditions. Through writing the students can communicate based on their feelings and understand the meaning of other people. The students also can express their feeling or condition and share ideas from writing form such as word into sentences, sentences into paragraphs. Through writing, it can improve the student' skills and the students can communicate easily in their daily life.

Every activity has a purpose, so do writing. Writing also has a purpose. According to Klimova(2017) stated that the purpose of writing are:

- a. Express one's personality;
- b. Foster communication;
- c. Develop thinking skills;
- d. Make logical and persuasive arguments;

- e. Give a person a chance to later reflect on his/her ideas and re-evaluate them;
- f. Provide and receive feedback;
- g. Prepare for school and employment.

According to Pickett & McDonnell (2017) Academic writing, especially scientific writing is different from some kinds of writing done for literature or cultural criticism. There are several kinds of writing, each with a different philosophy and style. The first is exploratory writing deals with feeling and expression of opinions or emotions. Exploratory writing is often highly metaphoric and imagistic. It may build slowly, or wander through a 'stream of consciousness'. Unfortunately, such evocative writing is not familiar to students from their writing experiences outside of science. When students use that as their model for scientific writing, they come up short.

The second kind of writing is explanatory. It is much more straightforward than exploratory writing. Explanatory writing, which is the most appropriate to scientific subjects, starts with a clear message. In order to define your message, it requires a variety of activities including taking notes or keeping a journal, discussions with your professors and collaborators, readings in the theory of a subject, absorbing the existing empirical literature, field work, poring over graphs of data, statistical analysis and traveling to expand one's understanding of the geographical context of your work.

In English Language Education, Faculty of Teacher Training and Education UIR, there are 3 kinds of writing which must be taken by the students to complete the study. The kinds writing are: Paragraph writing,

Essay writing and Academic writing.

According to Muhtia, Suparno, & Sumardi (2018) said that paragraph writing is to support a claim or idea that helps develop the whole purpose of writing. While, According to Fakeye & Ochia (2016) state that essay writing is a skill that needs to be learnt by all the students. As a skill that requires conscious learning, the students learn to write at every age. Student's ability to acquire basic skill needed for understanding and expressing their ideas in their own words is facilitated by essay writing. Essay writing included such practices as gathering content materials for the essay, organizing the materials into logical order (paragraph), using appropriate expression in terms of appropriate vocabulary and sentence construction, punctuation, capitalization, spelling and grammar.

In addition, According to Wirantaka (2016) stated that academic writing is a type of writing that is specifically used in academic purposes. More specifically, academic writing is important to understand students' disciplines; supporting the students' learning and establish the students' career.

Due to different purposes of different researches, anxiety may have different definitions. According to Kara (2013) Anxiety is one of the factors that affects the process of learning. Anxiety is also very influential for students, especially during the learning process. This type of Anxiety will have a negative impact on students when they are following the learning process. Rahim, Jaganathan, Sepora, & Mahadi (2016) say that anxiety is refers to uneasy feeling or emotion caused by something aggressive that is always associated with excessive emotional reactions, nervousness, and lack of

confidence.

Furthermore, According to Balta (2018) writing anxiety is among the affective factors that interrupts or prevents writing process. Factors that will cause a problem that will be faced by students, especially in terms of fear, and worries about writing in English. Anxiety will inhibit students in the process of writing English well. According to Masriani, Wahyuni, Universitas, Padang, & Barat (2018) three types of writing anxiety, they are:

1. Somatic anxiety, somatic anxiety is the physiological effect of the anxiety experience as reflected in increased autonomic arousal and unpleasant feeling states such as nervousness and tension.
2. Cognitive anxiety refers to the mental aspect of anxiety experience, including negative expectation, preoccupation with performance, and concern about others' perception.
3. Avoidance behavior deals with behavioral aspect of students regarding writing.

According to Alam (2017) There are many factors which are responsible in anxiety which are:

- a. Personal, Personal factors include emotional disorders, health disorders, maladjustment, low self-concept, low aspiration level, intelligence levels etc.
- b. Familial, Familial factors include low socio economic status, lack of guidance, indifferent attitude of parents and other family problems.
- c. Social, Social factors include irrational norms imposed on someone, castiesm, unequal distribution of resources, illiterate locality etc.

- d. Institutional.Institutional Factors may be related to the school type (Government- Private School), school environment, curricular and co-curricular aspects, teacher student relationship etc.

According to Rezaei & Jafari (2014) identified several causes of writing anxiety as follows:

1. Fear of teacher's negative comment;
2. Fear of writing tests;
3. Insufficient writing practice;
4. Insufficient writing technique;
5. Problems with topic choice;
6. Linguistic difficulties;
7. Pressure for perfect work;
8. High frequency of writing assignments;
9. Time pressure;
10. Low self-confidence in writing;

2. METHODS

The design of this research is mix method research. Mix method is the combination and integration of qualitative and quantitative method in the same study. According to Molina Azorin (2016). Besides, mix methods research has developed rapidly in these last few years, emerging as a research methodology with a recognized name and distinct identity. Therefore, this research used mix methods to reveal the phenomenon of writing anxiety in English Language Education students.

In collecting the data from the respondents, the researcher will use two kinds of questionnaires as the instrument. The first questionnaire was adopted from SLWAI (Second Language Writing Anxiety Inventory) SLWAI questionnaire will use to analyze the types of writing anxiety experienced by respondents. The questionnaire is used to obtain the data in order to answer the research questions that explained in the

next sub chapter. The second questionnaire will be used to identify the causes of writing anxiety faced by second semester students at English Language Education FKIP UIR.

The researcher used field research. These are the writer's steps in analyzing data:

1. The researcher chose the class randomly.
2. The researcher gives the students questionnaire of types and causes of writing anxiety.
3. The researcher instructed the students to answer questionnaire from types and causes of writing anxiety
4. The last step of the research is to analyze the students answer based on indicators submitted by Masriani and Rezai & Jafari.
5. To find out the percentage of Writing Anxiety of the second semester students' by using the formula below:

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

N

P= Percentage

F= frequency of item

N = Number of Item

2. FINDING AND DISCUSSION

Data Analysis

The researcher analyzed the data based on the indicators of questionnaire of types of writing anxiety and causes of writing anxiety. There are three indicators: Somatic anxiety, Cognitive anxiety, and Avoidance behavior. Where the percentage of the students' responses toward somatic anxiety (5%), the percentage of the students' responses toward cognitive anxiety

(6%), and the percentage of the students' responses toward avoidance behavior (5%). Pressure for perfect work (44%), High frequency of writing assignments (50%), Time pressure (34%), and Low self-confidence in writing (34%).

From the result of the research, it was found that the students' types writing anxiety were categorized as middle anxious. It can be seen from the students writing anxiety response by the diagram above. After the researcher analyzes the data, the type of writing anxiety that influenced students' more was Avoidance behavior. Furthermore, between three types of writing anxiety and from the results of students tend to Cognitive Anxiety. The result percentage of the student's response toward Cognitive anxiety with number of 24 students answered "No strong feelings" (6%).

Based on the diagram above and after analyzing the causes of writing anxiety, the researcher found the results of the students' responses toward writing anxiety. From ten causes of writing anxiety, it can be seen there is a big influence to the students' closer to insufficient writing practice. The percentage of the students' responses to insufficient writing practice or 28 students answered "uncertain" (54%). Questions related to Avoidance Behavior answered by more students of second semester at English Language Education FKIP UIR. Based on the data, it also refers that the students' have insufficient writing practice.

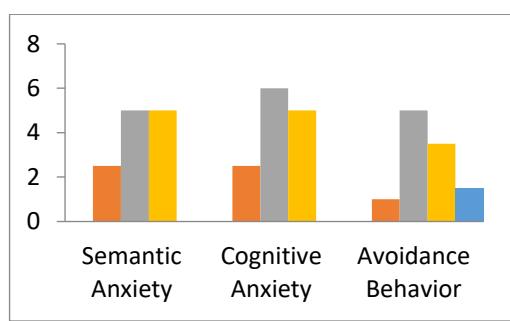
The questionnaire of causes of writing anxiety, there are ten indicators: Fear of teacher's negative comment, Fear of writing tests, Insufficient writing

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. Where the percentage of the students' responses toward of the ten indicators of causes of writing anxiety or closer to "uncertain". Fear of teachers' negative comment (24%), fear of writing tests (40%), insufficient writing practice (54%), insufficient writing technique (48%), Problems with topic choice (48%), Linguistic difficulties (36%),

Result of Types of Writing Anxiety

In this research, researcher analyzed students' questionnaire of types of writing anxiety. After getting the data, the researcher the data are calculated manually with a range of score starting 22, after each of the score from the student's results of SLWAI are gained, it is categorized into some types of writing anxiety. There are some questions the types of writing anxiety and researcher wants to know the answer what students' got from writing. In total of 50 samples of students, the following table shows the question by question result of the survey.

Figure 1. The percentage of students' response to the questionnaire



All of the students surveyed agreed to a certain extent. For the first question, 4% of the students answered "strongly disagree", 20% answered "disagree", and 36% answered "no strong feelings". In addition, 34% of students answered "agree", and 6% answered "strongly agree". In second question, 8% of students answered "strongly disagree", 24% answered "disagree", and 26% answered "No strong feelings". Thus, 36% of students answered "agree" and 6% answered "strongly agree". Third question, 6% of students answered "strongly disagree", 16% answered "disagree", and 38% answered "No strong feelings". In addition, 36% of students answered "agree", and 4% answered "strongly agree".

Discussion

From the result of the research, it was found that the students' types of writing anxiety were categorized as middle anxious. It can be seen from the students writing anxiety responses by looking at the table above. After the researcher analyzes the data, the type of writing anxiety that influenced the students' more was Cognitive Anxiety. Furthermore, between the three types of writing anxiety and from the results of the students' responses more refer to Cognitive Anxiety. The percentage of the students' responses toward Cognitive Anxiety or 24 students answered "No strong feelings" (6%).

Based on the diagram of writing anxiety above, and after analyzing the results of the students' responses, it can be seen that from ten causes of writing anxiety more give influence to the students' refers to insufficient writing practice. The result percentage of student's response to insufficient writing practice or 28 students

answered “uncertain” (54%).

Based on the result of the research, it can be concluded that the students' writing anxiety of the second semester at English Language Education FKIP UIR are weak in writing. The researcher concluded that based on the result of the data, that the students writing anxiety of the second semester at English Language Education FKIP UIR are “middle anxiety” when they are writing in English.

3. CONCLUSION

In this research, there are two main points that researcher find out in this research. There were some types of writing anxiety and causes of writing anxiety that the students encounter in writing English. In first point, based on the data analysis in chapter four, it can be concluded that types of writing anxiety were somatic anxiety, cognitive anxiety and avoidance behavior based on the previous table and result of the students response to the type of writing anxiety. After the researcher analyzes the data, the type of writing anxiety that influenced students' more was Avoidance behavior. Furthermore, between three types of writing anxiety and from the results of students more refers to Avoidance behavior. The result percentage of student's response Cognitive Anxiety or 24 students answered “No strong feelings” (6%).

Thus, the second point is causes of writing anxiety by students. After conducting and analyze the data from 50 students. After analyze and the results of students responses of causes of writing anxiety. That from ten causes of writing anxiety more give influence to the students' refers to insufficient writing practice. The result percentage of student's response to insufficient writing practice or 28

students answered “uncertain” (54%).

Based on the result of the researcher, it can concluded that the students' writing anxiety of the second semester at English Language Education FKIP UIR weakness in writing. So, it can concluded that, after analyzed the data of the student's types and causes of writing anxiety in writing English. The researcher concluded based on the result of data, that the students writing anxiety of the second semester at English Language Education FKIP UIR are in “middle anxiety” when they writing anxiety.

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