

# ***A STUDY ON WRITING ANXIETY OF THE SECOND SEMESTER STUDENT AT ENGLISH STUDY PROGRAM FKIP UR***

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***Abstract:*** *The objective of this research is to find out writing anxiety of the second semester students' at English study program of FKIP UR. The design of this research is quantitative method. 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 Stanley (2017), 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. Furthermore, between three types of writing anxiety and from the results of students more refers to Cognitive Anxiety. The result percentage of the student's response toward Cognitive anxiety with a number of 24 students answered "No strong feelings" (6%). The percentage of the students' responses to insufficient writing practice or 28 students answered "uncertain" (54%). 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.*

***Key Words :*** *Writing Anxiety, Types, Causes of writing anxiety*

## **STUDI KECEMASAN MENULIS MAHASISWA SEMESTER DUA PADA PROGRAM STUDI BAHASA INGGRIS FKIP UR**

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**Abstrak:** Tujuan dari penelitian ini adalah untuk mengetahui kecemasan menulis mahasiswa semester dua di program studi Bahasa Inggris FKIP UR. Desain penelitian ini adalah metode kuantitatif. Partisipan penelitian ini adalah 50 siswa kelas B. Peneliti memilih sampel secara acak. Peneliti menggunakan dua jenis kuesioner sebagai instrumen penelitian. Kuesioner pertama diadaptasi dari Stanley (2017), sedangkan kuesioner kedua diadaptasi dari Rezaei & Jafari (2014). Analisis data dari penelitian ini diterapkan dengan menggunakan skala likert. Hasil dari angket menunjukkan bahwa siswa mengetahui tentang jenis dan penyebab kecemasan menulis mereka. Selanjutnya diantara ketiga jenis kecemasan menulis dan dari hasil siswa lebih mengacu pada Kecemasan Kognitif. Hasil persentase respon siswa terhadap Cognitive anxiety dengan jumlah 24 siswa menjawab “Tidak kuat perasaan” (6%). Persentase tanggapan siswa terhadap latihan menulis kurang atau 28 siswa menjawab “ragu-ragu” (54%). Selain itu, mereka juga mendapatkan manfaat dengan mengetahui jenis-jenis dan penyebab kecemasan menulis, seperti membuat mereka belajar lebih banyak dan mempersiapkan diri sebelum menulis. Sehingga mereka menjadi percaya diri untuk menulis, tanpa rasa was-was.

**Kata Kunci :** Penyebab Kecemasan Menulis, Jenis, Dan Kecemasan menulis

## INTRODUCTION

Writing is one of the very important skills in the process of English teaching and learning. It is an important skill because it will be applied in many aspects of life. Writing is also basically the students' ability in building sentences into paragraphs. Through writing, students are supposed to be able to express their ideas in writing form. The students can apply writing into messages, feelings, ideas and information. Writing has been used by the students as a tool to communicate with each other and as a means of ideas and emotional expression. The reason is because when they write, they have the freedom to express their ideas and emotions creatively on paper. Therefore, writing is a complex skill that can test students' knowledge in English.

On the other hand, communication through the written word needs real proficiency from the writer in order to be effective. It can be said that writing is one of the language skills that should be mastered by students. Most of them consider that writing is the hardest skill to master because the ability to write in foreign language is more complicated than the ability to speak, read or listen. For writing skills, students not only need to know English grammar, but also understand how to use or implement it. In short, for students to write well, it involves many components such as structure, vocabulary, punctuation, and spelling. As a result, it causes the students to become anxious about their ability, which undoubtedly makes them afraid to write.

Sabti & Rashid (2019) stated that anxiety is considered to be a major factor affecting academic performance by a large number of researchers. In particular, anxiety has been found to have a big impact on the writing outcome of L1 learners. In addition, feelings of anxiety have been identified as a negative influence in EFL writing performance. So, it is important to know the students' anxiety in writing, because students' anxiety will influence their writing performance.

Before conducting the research, the researcher previously made observations with the relevant participant, namely the second semester student of class B. Based on the research; the researcher identified that most of the second semester students at the English Study Program of FKIP UR Pekanbaru, found difficulties in writing. The students claimed that when they had writing tasks, they got confused because they do not have adequate skill in writing. They feel fear and panic that they will not be able to complete to get their writing assignment done. There are several problems why they feel this way. Firstly, the problem is lack of vocabulary. The students think that writing is a difficult skill for them because they have a hard time dealing with a lot of vocabulary. For example, when the students want to make sentences into paragraphs, they are anxious to write since they still have limited vocabulary. Students also said that when they

make a sentence, they are confused to choose proper words for the sentence.

Secondly, the students lack comprehensive grammar. Most of the students had stated that they still haven't mastered a lot of English tenses yet. The students face difficulties in choosing appropriate tenses. Moreover, most of the students still do not understand how to determine the class of words in making sentences. They said that making an English sentence is not easy, because they should know about tenses in order to write correct sentences. In short, the students are often bewildered about what suitable tenses they should write in.

Thirdly, the students do not know how to elaborate their ideas. Most of the students found difficulties in exploring their ideas to write. The reason is because of their lack of vocabulary and grammar, they do not know how to express what they want to say correctly. In addition, the students think their ignorance on exploring ideas is a bad influence for them. From all of these problems, students' anxiety in writing prevents them from writing English well.

The results of this short interview are similar to that of Miri & Joia (2018). According to them, writing anxiety is a situation where someone feels anxious and difficult when writing. They claimed that most people have difficulties when they want to write because they do not have a lot of vocabulary. In addition, they also have to learn more about grammar and know how to use that grammar properly. So, the learners should master vocabulary and know how to use grammar when they want to write or make a sentence or text.

Based on the theories, writing anxiety occurs when someone faces difficulty in writing, which causes them to fear to write. This happens because of a lack of vocabulary and grammar mastery. Knowing that they have to master grammar and vocabulary makes them experience confusion in writing. They have to understand how to write well, after mastering vocabulary and grammar. From the explanation above, the writer is interested in conducting a research entitled "A Study on Writing Anxiety of the second semester student at English Study Program FKIP UR".

## **RESEARCH METHODOLOGY**

The design of this research is quantitative research. Creswell (2012) says that quantitative research identifies a research problem based on trends in the field or on the need to explain why something occurs. This research is designed to describe Writing Anxiety of the second semester student at English Study Program FKIP UR. The data for this study was gathered by questionnaire.

In collecting the data from the respondents, the researcher will be 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.

In this research, the researcher will take the data from students' responses of the questionnaires. The instruments of this research was using questionnaire. In order to know the types of writing anxiety, the researcher used questionnaire the second language Writing Inventory constructed by Naghmeh Jebreil (2015) As a result the inventory comprises three subscales which measure somatic anxiety with seven questions (Item 2, 6, 8, 11, 13, 15, 19), cognitive anxiety with eight questions (Item 1, 3, 7, 9, 14, 17, 20, 21) avoidance behavior with seven points (Item 4, 5, 10, 12, 16, 18, 22 ) The measurement instrument adopted a 5-point ranged from 1 (strongly disagree) to 5 (strongly agree).

Causes of Writing Anxiety Inventory (CWAI) was used to find out 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 (Malihei, 2014). The questionnaire of CWAI that contains 10 items of questions scores on five-point ranging from point 1 (strongly disagree) to 5 (strongly agree).

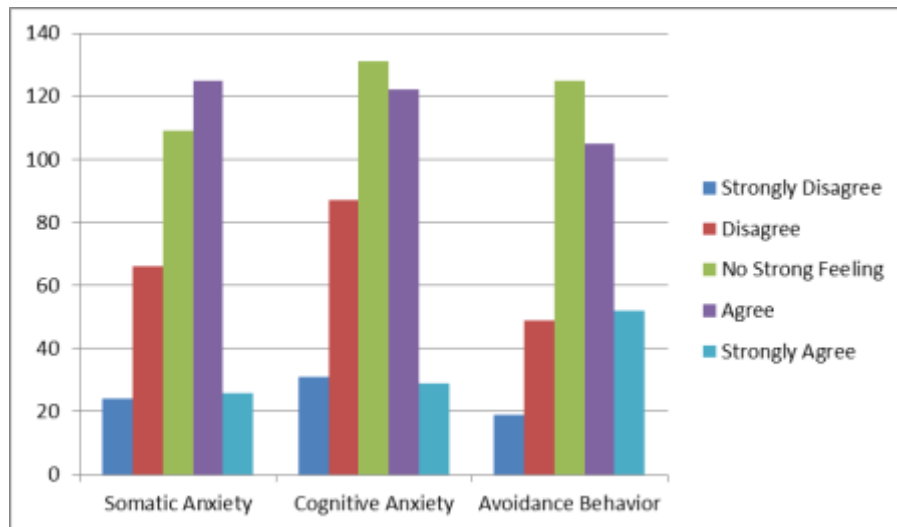
## **FINDINGS AND DISSCUSION**

### **FINDINGS**

#### **1. Data Description**

- **Types of writing anxiety**

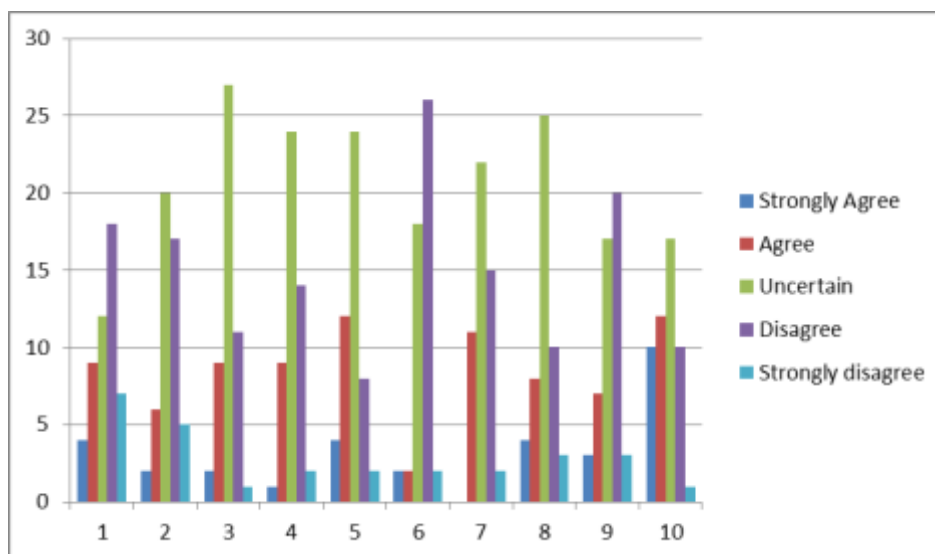
Types of writing anxiety, there are three types of writing anxiety, they are: somatic anxiety, cognitive anxiety, and avoidance behavior. In this research, researchers find the number of students by counting each question in the statement at each point. The table below contains of the total students' answer in each point of types of writing anxiety statement questionnaire.



- **Causes of Writing Anxiety**

There are causes of writing anxiety, they are: 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, Low self-confidence in writing. The table below contains of the total students' answer in each point of causes of writing anxiety statement questionnaire.

Diagram 4.1.2 the Total Questionnaire of Causes of writing Anxiety

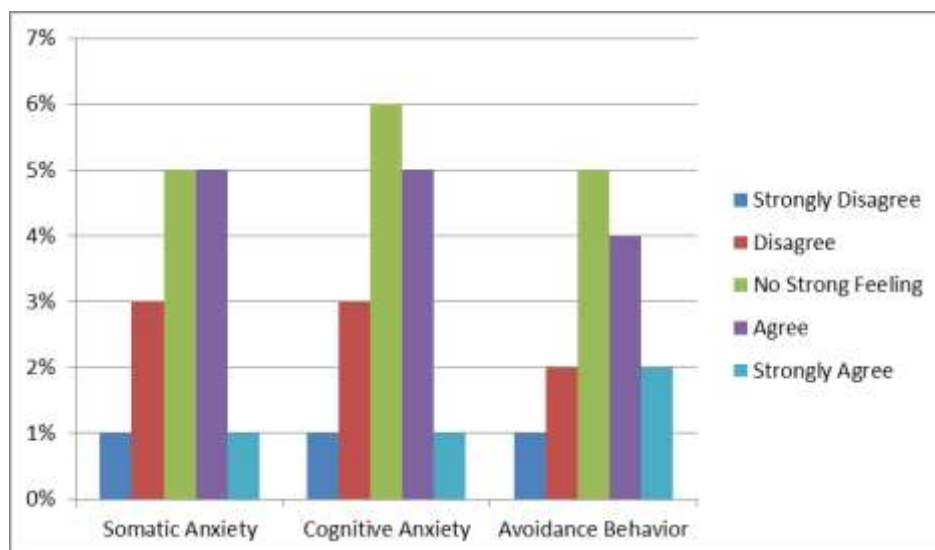


## 2. Data Analysis

### • 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.

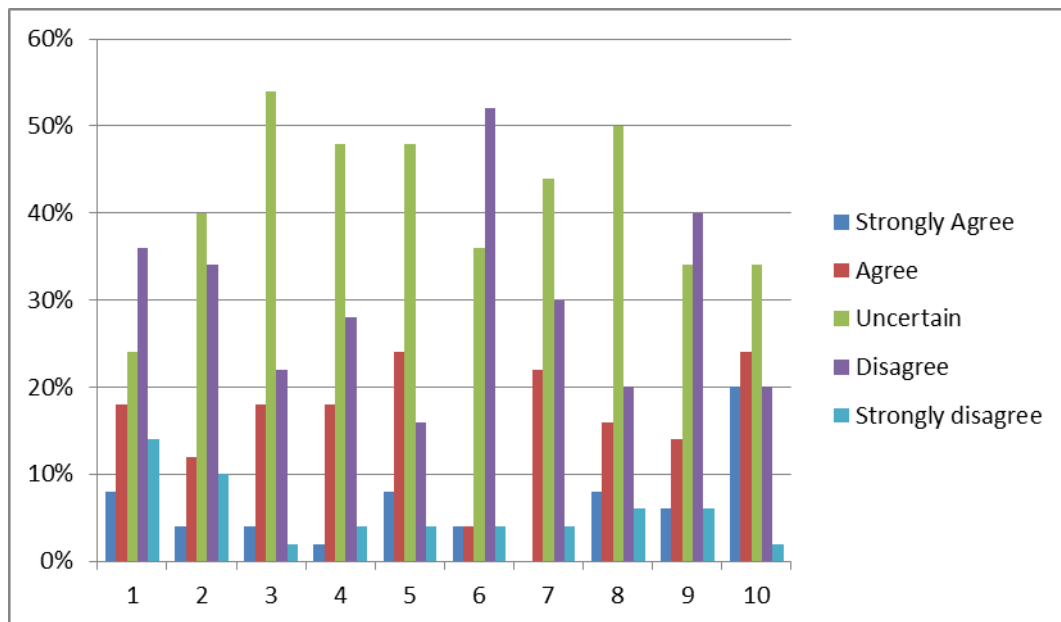
Diagram 4.2.1 The percentage of students' response to the questionnaire



- **Result of Causes of writing anxiety**

In this research, the researcher analyzed the students' responses of writing anxiety causes. After getting the data, the researcher calculated the data manually with a range of score starting from ten. After each of the score from the students' results of CLWAI is calculated, it is categorized into some causes of writing anxiety. There are some questions that related with the causes of writing anxiety and the researcher wanted to know what the students' got from writing. In total of 50 samples of the students, the following table showed each questions' result of the survey:

Diagram 4.2.2 The Percentage of the Students' Responses



All of the data above in each type and causes of writing anxiety were analyzed by using the formula below:

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

Which is:

P = The results

F = Total point of students questionnaire answer



## **DISSCUSION**

From the result of the research, it was found that the students' types of writing anxiety were categorized as Cognitive Anxiety. 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 UR 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 UR are "insufficient writing practice" when they are writing in English.

## **CONCLUSION AND SUGGESTION**

### **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 UR 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 Study Program FKIP UR are in "Cognitive Anxiety and insufficient writing practice" when they writing anxiety.

## **SUGGESTION**

In learning English especially writing, students should be active. If the students are stay quiet, feel afraid to make mistake, worried about grammar, and not do anything, they will get nothing. Based on the result of the data, the researcher would like to give some suggestion dealing with the lecturer, students, and the next researcher.

- For the Lecturers

For the lecturers, hopefully this research can provide more information about the types and causes of writing anxiety. The lecturer also can find out how the students in learning how to write English. It's better if the teaching material also include the way how using grammar correctly, so the students are able to develop their ideas in writing.

- For the Students

The students should pay attention to the lecturers' explanation about how to write English in order to understand. Then the students should prepare themselves before writing in English.

- For Further Research

This research already found the types and causes of writing anxiety. Then, the researcher also found some problems based on the students' responses and how they feel toward the types and causes of writing anxiety. The researcher hope that the findings in this researcher can be useful for the next research in the future.

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