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

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ABSTRACT

DwiPutri, Deliyana. 2022 .*The Analysis of The Students' Writing Anxiety In Their Academic Writing: The Case of University Level Students.* Thesis, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advistor I: Henny Rahmawati, S.Pd., S.S., M.Pd; Advistor II; Fitri Awaliyatush Sholihah, S.Pd., M.Pd.

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This research was conducted to examine whether levels and types face by English students at fourth semester influencing a study in writing anxiety. The research problem in this research was "What is the levels of students writing anxiety of the fourth semester of University of Islam Malang in their academic writing" and also "What type of students writing anxiety of the fourth semester of University of Islam Malang in their academic writing", then the research has found the most levels of anxiety at students fourth semester.

In this study, the researcher used quantitative approach with a descriptive quantitative design. The researcher used students at fourth semester of University of Islam Malang. The participants of this study were 35 students which taken by using random sampling which consist of 15 students from writing class A and 20 students from writing class B. The population of this research was 35 students of English students at University of Islam Malang. In this study the researcher used one instrument to collect the data it is the questionnaire. The questionnaire by ESL Writing Anxiety Questionnaire I- Adopted from Second Language Writing Anxiety (SLWAI) by Cheng (2004) used to obtain the levels and the types of writing anxiety.

The finding showed that English students had anxiety about writing anxiety. From the results of the questionnaire. The study found that the students fourth semester of University of Islam Malang 24 students (70%) had anxious high level in anxiety, 8 students (20%) moderate level in anxiety, then there are 3 students (10%) had low level in anxiety. The types of writing anxiety is somatic, cognitive,

and the last avoidance behavior. The researcher found that the most type writing anxiety is Avoidance behavior and Somatic.

CHAPTER I

INTRODUCTION

This chapter discusses several topics about the background of the study, research problem, the objective of the study, research hypothesis, assumption, scope and limitation of the study, Significance of the study, and definition of key terms.

1.1 Background of the Study

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

Based on the American psychological association anxiety is an emotion characterized by feelings of tension, worried thoughts, and physical changes like increased blood pressure. Foreign language anxiety is a feeling of tension and apprehension specifically associated with language skills, including speaking, listening, reading, and writing. Although foreign language anxiety or second language anxiety is commonly expressed by foreign or second language learners and is considered a normal issue, FLA/SLA has been widely known as one of the main obstacles for learners when they are in a process of learning a second or

foreign language because anxiety is very consistent in contributing negative impact on language achievement (MacIntyre and Gardner, 1994).

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

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

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

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

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

This research was conducted to examine to what extent the levels and types of student anxiety affected their academic writing in the fourth semester. The researcher focused on determining the level and types of academic writing in students' fourth semester, and the researcher collected data from students' fourth semester at the University of Islam Malang using a questionnaire.

1.2 Research Problem

Based on the background of the study, the research problems of this study can be stated as follow.

1. What is the level of students writing anxiety in the fourth semester of University of Islam Malang in their academic writing?

2. What types of students writing anxiety in the fourth semester of University of Islam Malang in their academic writing?

1.3 The Objective of the Study

Based on the research problem above, the objective of the research is as follows.

1. To find out the level of students writing anxiety in their academic writing in the fourth semester of University of Islam Malang.

2. To find out the types of students' anxiety in their academic writing in the fourth semester of University of Islam Malang.

1.4 Research Hypothesis

From the research problem above, the researcher assumed the hypothesis as follow:

The subjects of the study were students from the fourth semester in the English Department at the University of Islam Malang, of which the population consisted of 35 students. To obtain the data, the researcher used random sampling in this research. The instruments for this study were a questionnaire to find out the level and type of anxiety students expressed in their academic writing.

Furthermore, because the study of the analysis of anxiety in academic writing was still very rare in English writing practices, this study still has weaknesses in finding the previous study. Students were also nervous about speaking English. The instruments of this research were the SLWAI questionnaire. As a result, more instruments must be evaluated. Actually, the researcher translated the questionnaires into Indonesian. So, the reliability of the translated questionnaire must be checked, but the researcher did not check first.

1.5 Assumption

The researcher uses the assumption methodology in this research. The methodology in this study is descriptive quantitative. The assumption is the analysis of students writing anxiety in their academic writing in students fourth semester. And the other assumption is students have the same background of learning English.

1.6 Scope and Limitation of the Study

This scoping study focuses on the students' writing class to analyze the students' writing anxiety in their academic writing in the fourth semester of the English Department at the University of Islam Malang. The limitation of this study is that the classes are held online, and as a result of these limitations, the students are unable to reach the target, causing difficulties for the researcher when administering questionnaires to students.

1.7 Significance of the Study

This study is important to the researcher since it tries to identify, solve, and answer the problem in writing class.

1. Theoretically

This study is expected to develop better understanding in relation to the previous finding, and it could also develop studies on levels and types of anxiety.

2. Practically

This research can help students reduce their anxiety in writing classes and gain a better understanding of their anxiety levels and types. For the next researchers, this will help them research the same problem in the future with different aspects of anxiety.

1.8 Definition of Key Terms

The definition of key term is provided to avoid misunderstanding and ambiguity. There are some terms used in this study which needed to be defined.

a. *Writing Anxiety*

The term writing anxiety is one of anxiety that occurs in learning English. It is a fear of writing when a students has to start, work on, or finish a given writing task. By conducting a quantitative research, this study described the levels and types of students' academic writing in fourth semester at University of Islam Malang.

b. *Academic Writing*

The term academic writing is a formal technique in writing English, which make writers have to avoid using language, such as contractions or informal vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents two sections, the first is conclusion of the findings and the second is suggestion of the researcher.

5.1 Conclusion

This research was conducted to investigate the level and types of writing anxiety experienced by students at the University of Islam Malang in their fourth semester of academic writing. According to the findings of the previous study, the researcher discovered the level and types of writing anxiety that most students in their fourth semester writing class experience.

Based on the result of the data analysis and the result of the study, the researcher can draw the following conclusions:

1. The level of writing anxiety among students' academic writing at the University of Islam Malang in the fourth semester was 24 with high levels of anxiety and 8 with moderate levels of anxiety. This proves that the students in academic writing in the fourth semester have the highest level of anxiety in writing.

2. The types of anxiety faced by the students in academic writing at the University of Islam Malang in their fourth semester are avoidance behavior and somatic.

5.2 Suggestions

Based on the result of data analysis and conclusion the researcher present some suggestion. The researcher hoped that this study can be used to additional reference by other researcher.

5.2.1 For Students

According to the findings, each student is experiencing anxiety, albeit at varying levels and with varying responses.For students who have anxiety, starting with believing in yourself can reduce anxiety, aside from being more relaxed when writing material in English.

5.2.2 For Lecturer

In the learning process, the lecturer needs to create enjoyable situations to attract students' interest in English and reduce their anxiety.
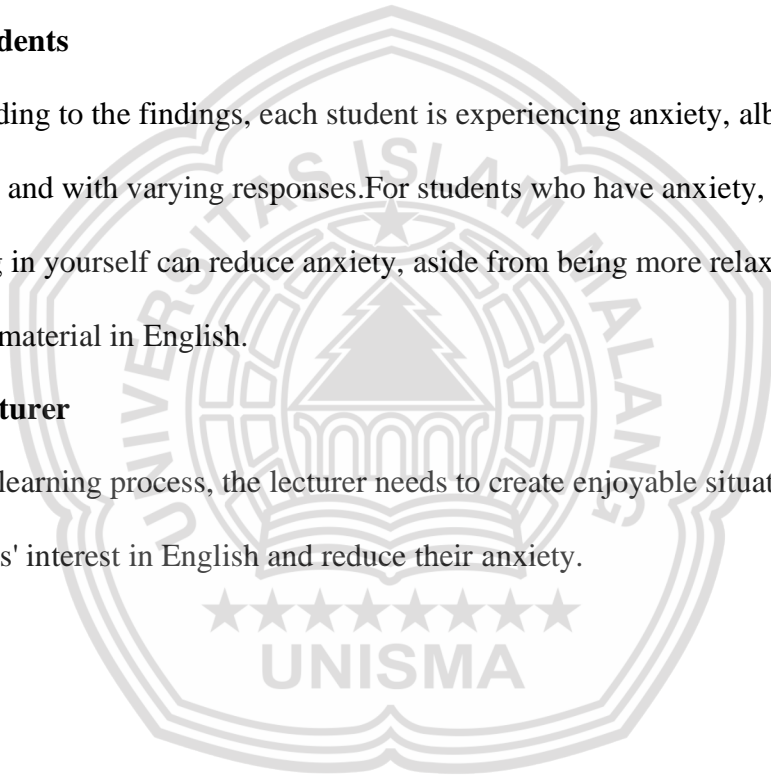
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