



**AN ANALYTICAL STUDY OF STUDENTS' WRITING ANXIETY WHEN
WRITING AN UNDERGRADUATE THESIS**

SKRIPSI

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ABSTRACT

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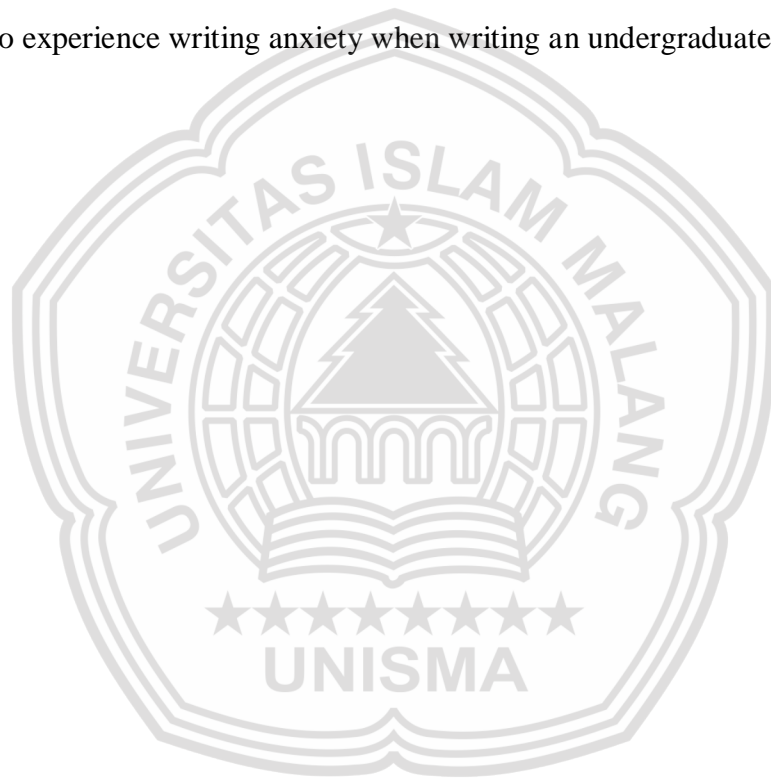
Keyword: Writing Anxiety, Undergraduate Thesis, and Strategy

This current research focused on factors and levels of student writing anxiety that affect their progress in their undergraduate thesis writing. This study also investigates their strategies for dealing with writing anxiety. This study used a qualitative method. The participants were 41 students, consisting of 35 females and six males, in the 8th semester of the English department at a private university in Malang. The data was obtained by assigning the students to fill out the questionnaires and be interviewed afterwards. The data were analyzed by checking the students' answers to the questionnaire and calculating the students' scores of student writing anxiety when writing their undergraduate thesis. The participant who was interviewed was a student who got the highest score in anxiety. The researcher analyzed data from interviews by using context analysis. The result of this study is a moderate level of writing anxiety. Four strategies are found in this study: 1) Taking a break to relax, 2) Controlling emotions, 3) Reading more resources, and 4) Finding support from others.

The results of this study indicated the need to acknowledge and offer appropriate solutions or strategies for students who experienced anxiety while



writing an undergraduate thesis. When students experienced anxiety, they were able to follow the strategies found in this study to overcome or reduce the anxiety of writing an undergraduate thesis that they experienced. The study focused on EFL students, specifically those from Indonesia. This study could have been more effective or had an impact on English foreign learners. English not being their main or second language, factors similar to the results of this study were likely to have caused them to experience writing anxiety when writing an undergraduate thesis.





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CHAPTER I

INTRODUCTION

In this first chapter, the researcher discusses several aspects of the study. These include the background of the study, the research problem, the objectives, the significance of the study, the scope and delimitation of the study, and the definitions of key terms.

1.1 Background of the Study

Undergraduate thesis are great educational resources that teach research, communication, persistence, commitment, and self-awareness, especially in EFL students (Medaille, et al., 2022). Undergraduate students often experience writing anxiety. Writing is one of a part of activities in learning. Writing is an essential skill (Graham, 2019). We can write anything for any purpose, for example, making a note to save important things, saving learning materials, writing to express brilliant ideas, or writing to express a feeling, one of which is through beautiful words such as poetry. Writing skills are one of the vital elements where one can learn how to write words in English correctly, such as the correct spelling in English and how the language is structured. By developing writing skills, we will better understand how to write it correctly. Writing is the most difficult and exasperating subject to master (Zuhairi & Umamah, 2016). Writing anxiety is a student's unpreparedness to write something and feeling uncomfortable working on writing. Anxiety can happen for many reasons. Someone usually gets anxious when they are in a high-pressure situation. It also commonly happens in many conditions. According to

Staal (2004), anxiety is a feeling that high-pressure or stressful events can trigger. Some people will feel uncomfortable in stressful situations, and feelings on a large scale will hinder their performance.

According to Jawas (2019), writing anxiety is when students experience unpreparedness to write or are in a condition that is not good enough to carry out writing activities. They fear receiving a negative evaluation, a lack of mastery of writing techniques, knowledge of the topics to be discussed, and a lack of writing practice in a foreign language (Salikin, 2019). Writing anxiety impedes student performance in the learning process, particularly when it comes to writing abilities; discomfort and feelings of fear hamper them. Students can experience writing anxiety anywhere, both inside and outside the classroom. Writing anxiety sometimes occurs when the teacher expects that students will write well. When teachers expect undergraduate students to perform well in writing, the students may get writing anxiety (Arindra & Ardi, 2020).

In the previous study, the occurrence of writing anxiety is certainly caused by many factors, one of which, as mentioned above, the teacher expects undergraduate students can do good writing performance, even though they do not feel ready or have sufficient knowledge to meet these good performance criteria. Factors that can be considered to influence undergraduate students' writing anxiety in English are their lack of vocabulary mastery and knowledge of English grammar, which is considered difficult for them (Sabti et al., 2019). Iranian EFL students' levels, type, and causes of writing anxiety were examined in a study by Rezaei and Jafari (2014); the results of this study showed a high degree of writing anxiety, with

cognitive anxiety as its primary type, as shown in obsession with performance and high expectations, as well as fear of receiving negative feedback from teachers, low self-confidence, and limited language competence as its main causes. Another study conducted by Putrimiati (2021), Analysis of Students' Writing Anxiety in Academic Writing Classes at Negeri Padang University's English Department, found that anxiety levels were low, and the predominant anxiety type was cognitive anxiety.

In addition, there are many other factors that undergraduate students might experience in learning English and developing writing skills. Factors that can be different for each student that make them feel writing anxiety inside or outside the classroom. Yanti and Hidayati (2022) argued that student anxiety could affect the English academic writing skills of EFL undergraduate students. Therefore, the important thing that must be solved is writing anxiety.

Students will perform well in their learning process and skills when they no longer have writing anxiety. They can focus more, be more confident, understand the material, and master it step by step. They can also have good papers, essays, or in their assignment because they have good writing skills. To write a good thesis, they must have good academic English writing skills (Yanti & Hidayati, 2022).

Writing a thesis is carried out to produce good writing work with a research process to find solutions to some of the existing educational problems. The process of writing this thesis requires students to think critically and have the ability to write academically to make a good thesis (Pravita, 2022).

Sarirah and Chaq (2019) argued that the obligation to write this thesis requires students to complete it to get a bachelor's degree. However, students often

experience anxiety in the process of writing their thesis. Several factors, such as perfectionism, fear of writing tests, linguistic difficulties, insufficient writing practice, insufficient writing technique, low self-confidence, time pressure, and poor time and project management skills, cause this. Undergraduate student anxiety can affect their writing thesis process. Many students have struggled to write to that factor above.

A previous study by Dwihandini et al. (2022) found three significant elements influencing undergraduate thesis writing. Firstly, psychological aspects such as lack of confidence and lack of knowledge of the topic. Second, sociocultural factors outlined the ability to form meaningful sentences, understand proper lexical items and linguistic units, and understand the university culture department's thesis writing format. The third component, linguistic considerations, involved difficulty in minimizing grammar errors. This previous study only focused in factors and has no investigate about strategies so researcher investigate strategies in this study to deal and cope the student writing anxiety while writing undergraduate thesis. According to Umamah and Hidayanti (2018) argued that learners can overcome obstacles in English as a foreign language (EFL) by utilizing learning strategies. A previous study by Maharani et al. (2022) investigated student-level writing anxiety in thesis writing; the result of this study shows that students are getting high levels of writing anxiety, and nervousness is the biggest factor affecting writing anxiety. In this study also investigate level for knowing how their writing anxiety affect their writing undergraduate thesis. By the level of student writing anxiety they need different strategies to deal with their writing anxiety.

According to the given description, limited studies were still examining writing anxiety conducted on students who are writing their undergraduate theses. Therefore, the researcher is considering doing research entitled **An Analytical Study of Students' Writing Anxiety When Writing an Undergraduate Thesis** to uncover the level of anxiety, causing factors, and coping strategies.

1.2 Research Problems

The research questions are formulated as follows:

1. What is the level of student anxiety when writing a thesis for undergraduate students?
2. What factors make the student anxious when writing a thesis?
3. What strategies do students use to deal with and overcome writing anxiety when writing a thesis?

1.3 Objectives of the Study

This study aims to know the factors and levels that influence English undergraduate students' writing anxiety when writing a thesis. Furthermore, to know about their strategies for handling the writing anxiety of undergraduate students when their writing anxiety of undergraduate student when writing a thesis.

1.4 Significance of the Study

This study has several benefits or advantages for teachers, students, and other researchers. The findings of this study can be applied to the English teaching process, particularly in teaching writing skills. The following are the specific benefits of this research.

Theoretically, the findings of this study are anticipated to serve as a valuable resource for future research, providing insights into the elements contributing to undergraduate student writing anxiety during the thesis writing process. Furthermore, it can be utilized to discover new strategies for solving the issue of writing anxiety among undergraduate students.

In practice, the researcher hopes that this study benefits teachers and students.

1. For the student

By investigating student writing anxiety in writing undergraduate thesis and their strategies for overcoming their writing anxiety, this research is expected to provide more information for undergraduate students to understand better the writing anxiety they might experience when writing undergraduate thesis and to assist them in dealing with their writing anxiety in an undergraduate thesis.

2. For the teacher

The findings of this study can be utilized to develop more effective teaching methods that can deal with students writing anxiety in the classroom.

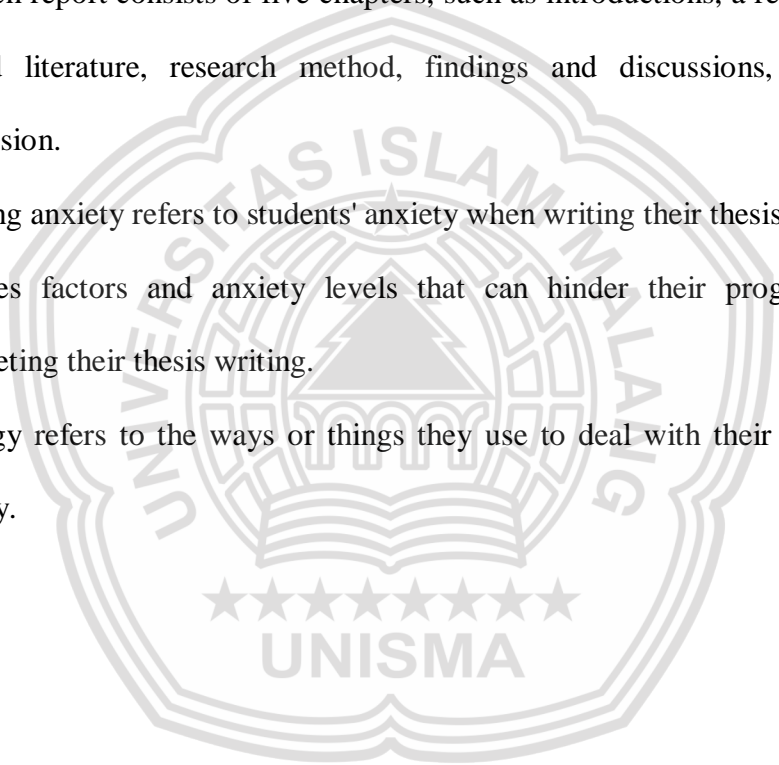
1.5 Scope and Delimitation of the Study

This study was conducted to look at the factors and level of students' writing anxiety during writing their thesis. This study also aimed to investigate their strategies for dealing with their anxiety. The study was delimited to investigate the students writing their undergraduate thesis at a private university in Malang in their 8th semester, 2019/2020. The participants were contacted through WhatsApp group chat or direct chat to get the link to the questionnaires.

1.6 Definition of Key Terms

The terminology below is defined within the context of this research to aid in comprehending this study.

1. Undergraduate thesis is a scientific work or research report written by undergraduate students in a particular format at the end of their studies. The research report consists of five chapters, such as introductions, a review of related literature, research method, findings and discussions, and a conclusion.
2. Writing anxiety refers to students' anxiety when writing their thesis, which includes factors and anxiety levels that can hinder their progress in completing their thesis writing.
3. Strategy refers to the ways or things they use to deal with their writing anxiety.



CHAPTER V

CONCLUSION AND SUGGESTION

This is the final chapter of this study. This chapter is divided into two sections: conclusion and suggestions

5.1 Conclusion

English as a Foreign Language (EFL) students frequently experienced anxiety when writing, and this included students who were preparing their undergraduate thesis. In this study, the first three research questions were about the level of anxiety that students experienced when writing their undergraduate thesis. The findings of this study indicated that students experienced a moderate level of anxiety when writing their undergraduate thesis. Moreover, the second research question inquired about the factors contributing to their anxiety when writing. According to the findings of this study, several factors contributed to students experiencing anxiety when writing. These factors included the following: inability to find ideas, quality of the thesis, blank and stuck while writing the thesis, confusion regarding how to begin writing the thesis, being asked about progress by a supervisor, being asked to explain their thesis, and not being prepared for guidance.

This study also responded to the third research question about how students dealt with the fear they experienced when writing an undergraduate thesis. According to the findings of this study, students had four different methods to deal with their anxiety over writing. The strategies were taking a break to relax,

managing emotions, reading more resources, and obtaining support from other people.

Based on the research findings described above, it was clear that students had their own strategies to deal with or manage their anxiety in writing an undergraduate thesis. Their strategies were successful because they were tailored to their needs as each student developed the techniques. For example, a student (P7) used strategies of reading more resources and finding support from others.

5.2 Suggestions

There are suggestions related to this study's results, namely for students. If you face writing anxiety when writing a thesis, you should find out what factors most affect your writing anxiety. After that, find the best strategy that can be used to overcome your writing anxiety.

For teachers, related to the results of this study, if they find or face students who experience anxiety, teachers can try to use strategies deemed suitable for student conditions.

For future researchers, they can develop research on the topic of writing anxiety and strategies to overcome it more thoroughly and in detail. Besides that, future researchers can also examine this topic at the next level of masters and doctors. Future researchers can also develop research focusing on writing anxiety in their respective fields.

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