

ENGLISH WRITING ANXIETY TOWARD INDONESIAN EFL LEARNERS: A DESCRIPTIVE STUDY

Mohammad Rudiyanto

FKIP, Universitas Madura

Email: mohammadrudiyanto5@gmail.com

Abstract

This study aims at investigating English writing anxiety toward Indonesian EFL learners. There were 39 students comprised of 16 male students and 23 female students who participate in this study of Indonesian State Senior High School. This current study used descriptive design with explanatory sequential mixed method approach. In quantitative phase, there were three questionnaires that are employed to collect data, namely SLWAI, CWAI, PLPSQ, as well as English writing test to collect students' English writing score. In qualitative phase, this study collected the qualitative data through interviews. The analysis results revealed that the student experience medium level of somatic anxiety in which the female students were identified significantly more anxious than the male students. The major factors that caused the student experience English writing anxiety were insufficient writing practice, linguistic difficulties, insufficient writing technique and writing in time constraint. It was also found that English writing anxiety had positive effect toward the students' writing performance. There were pedagogical implications addressed to English teacher and recommendations for future research that are suggested by this study.

Keywords: English writing anxiety, English writing performance, gender, teaching writing strategies.

INTRODUCTION

English teachers need to be aware that the quality of students' English writing outcome is determined by complex factors. Teaching the students English writing at school in order to achieve students' English competencies in accordance with curriculum cannot be seen as a simple thing. Applying an appropriate teaching practice along classroom writing activities become one of the core aspects of successful learning process that the teachers need to put into account (Wenglinsky, 2001). The teachers cannot merely explain the material and administer the students to do tasks without considering to set effective classroom writing assessment. As it is necessary to choose an appropriate teaching method, it is also important for the teachers consider the techniques before providing tests in case of avoiding any intervention of negative effect of anxiety. The accurate informations gained from the tests will assist the teacher in succeeding the evaluation and ease them to set better future learning activity in order to enhance the students' learning competencies.

Nevertheless, in the era of globalization, communication through English interactions, such as writing, has become a trend and unavoidable approach. As a global citizen, providing a training course of writing under a worrying-free environment has become many curriculum designers and policy makers' responsibilities (Lin, 2009). It can be seen from number of private English training courses which offer English learning activity that claimed more effective in assisting the students in English writing practice compared to the approach that the teachers tend to use at schools. It warns that English teachers are encouraged to evaluate their approach in teaching writing as well as set more effective English writing activity in the classroom due to improving students' English writing competency is their occupational obligation.

This present study was conducted Based on research background above, the present study was conducted to find out: 1) the level of English writing anxiety; 2) the main factors that cause English writing anxiety; 3) whether or not English writing

anxiety have effect toward the student writing.

LITERATURE REVIEW

Nature of Writing

Writing is one of four language aspects which are important to master by the students in order to succeed in academic field. Writing has always formed parts of the syllabus in the teaching of English (Harmer, 2004). Moore and Murray (2006:36) states that “writing is an action, a process of discovering and organizing ideas, putting them on the paper and reshaping and revising them”. It is a continuous process of thinking and organizing (Boardman, 2002). In conclusion, Writing can be defined as transcriptions of language, a rendering of a thought into symbolic system onto a surface that takes several processes. Writing is not only meant to be described as a piece of written text. There are broader perspectives to discuss when coming to the nature of writing. Yet at this sub-chapter, the discussion is delimited to the topics related to area of this study.

Writing is the most integrated skill among four language skills. According to Hedge (1998:5), “writing is about expressing idea that the writer is unable to express what a speaker able to express, such a gesture, body movement, facial expression, pitch and tone of voice, stress and hesitation”. Thus, writers should be able to create an effective writing in order to successfully convey the messages or the ideas which they try to deliver to the readers. Written language is more challenging to express than the spoken language. People who find it difficult to convey the idea to the person that they are speaking with may show such body movements, gesture, or facial expressions to help them easily deliver the messages. Writing is complicated an integrated skill in which writers have to be able to develop and organize ideas, use proper vocabulary, grammatical pattern, and sentence structure which is appropriate to the subject matter and eventual readers.

Writing Process

Spratt *et al.* (2005) note that the nature of writing has a number of stages such as brainstorming, making notes, planning, writing a draft, editing, producing another draft, and proof-reading or editing again. Those stages help the students in make an effective process of writing.

A writer needs to be able to develop the ideas into a writing product. The process of writing is necessary that the writer should understand in order to assist them producing a good outcome. The stages of the writing process are as follows (Harmer, 2004:11):

The first is planning, the students make a list of ideas related to the topic. They plan what they are going to write in the first draft. The students have to consider three main issues. The issues are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments. Secondly, drafting, after the students have a list of ideas related to the topic, it is the stage for the students to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistakes. Third, editing, In this stage, students should re-write their first draft after finishing it. Its purpose is to see where it works and where it does not. The process of editing may be taken from oral or written feedback by peers and teachers. The feedback will help students to make revision of their writing. The revision shows what has been written. It means that this step is important to check the text coherence and to stimulate further ideas. Likewise, it also encourages students to find and correct their mistakes in writing. The last is final version, it means the students re-write their draft after revising with peers and teachers. The students have a good written text in the final product since they do the editing process before.

Types of Classroom Writing Performance

The process of teaching practice of writing in the classroom, teachers should ensure writing activity is well constructed. The types of writing activities that will be applied in teaching writing should be considered based on the students' English

proficiency. Also, the writing practices, including writing paragraphs or simple essays should be based on the standards of competence and the basic competencies in accordance with applied curriculum. Those efforts above should be done well to improve the students' writing skill.

According to Brown (2001:343), there are five major categories of classroom writing performance: 1) Imitative writing, at the beginning level of learning to write. Students will simply write down English letter, words, and possibly sentences in order to learn the conventions of the orthographic code, 2) Intensive-controlled writing, this intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much creativity on the part of the writer. A controlled writing is to present in which the students have to alter a given structure, 3) Self-writing, the most salient instance of this category in classroom is note-taking by the students. Diary or journal writing also falls into this category, 4) Display writing, for all language students, short answer exercises, essay examinations and research reports will involve an element of display. One of the academic skills of English as second language (ESL) or English as foreign language (EFL) students that they need to master is a whole array of display writing techniques, and 5) Real Writing, some classroom writing aims at the genuine communication of messages to an audience in need of those messages.

Writing Evaluation

In the process of developing students' writing competence, the students need to be supported by providing them qualified and understandable inputs. As the part of teaching practices, it is necessary to evaluate students' learning outcome. An evaluation of students' writing product should be done to measure the students' ability in writing. According to Brown (2001:357), the categories for evaluating writing are: 1) Content, It includes thesis statement, related ideas, development of ideas, and development of ideas through personal experience, illustration, facts, and opinions, 2) Organization, It consists of

introduction, logical sequence of ideas, conclusion and appropriate length, 3) Discourse, It embraces topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy, variation, 4) Syntax, 5) Vocabulary, 6) Mechanics, including spelling, punctuation, and citation of references, neatness and appearance.

Nature of Anxiety

Anxiety is one of factors that make the process of learning a foreign language difficult for many language students. Although its effects may vary from one individual to another, it plays a significant role in determining the performance of a language student in a target language (TL), in this case, the English language. According to Horwitz and Cope (1986:125), "anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system". It influences attention, and this may result in poor language performance (Field, 2004). It means that Anxiety is a psychological condition where people feel worry or afraid of future-oriented situation which may affect their present performance.

The brief explanations presented above indicate that anxiety mostly results negative effect on one's performance. Yet numbers of studies have reported that anxiety also has positive effect on one's performance which will be discussed further in section C of this part. According to Riasati (2011), anxiety is one of the key factors influencing FL learning. It causes problems for language students attempting to perform in the TL (Kondo and Ying-Ling, 2004; Marwan, 2007; and Riasati,2011). Horwitz and Cope (1986:128) provided an explanation which describe anxiety "concerning foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process". Barlow (2002) adds that anxiety is a future-oriented mood state associated with preparation for possible, upcoming negative events; and

fear is an alarm response to present or imminent danger (real or perceived).

Foreign Language Anxiety

Foreign Language Anxiety (FLA) is one of learning fields that receive a lot of influences from anxiety in FL learning. The first originators who proposed that anxiety played a significant role in influencing FL learning are Chastain (1975) and Scovel (1978). Horwitz et al. (1986) claim that anxiety in learning FL or L2 is different from other anxieties, because language anxiety is a special complex system of beliefs, feelings, self-perceptions and behaviors that usually happens in language classroom which emerges because the complex system of language learning process. They also argue that FLA is included to a situation-specific anxiety because language anxiety usually takes place in a specific situation, for example when a person who is not fully proficient must speak in a public speech. MacIntyre and Gardner (1994) clearly define FLA as the feeling of tension and apprehension specifically associated with language skills, including speaking, listening, writing and learning.

Although foreign language anxiety (FLA) or second language anxiety (SLA) is commonly expressed by FL/ L2 students and considered as a normal issue, yet FLA/ SLA has been widely known as one of main obstacles for the students when they are in a process of learning L2 because anxiety is very consistent in contributing negative impact on language achievement. Based on the belief that FLA is considered as situation-specific anxiety, Horwitz et al. (1986) asserts that foreign language or second language anxiety may vary into three related performance anxieties.

Language Writing Anxiety

Language writing anxiety has become crucial concern for researchers and language practitioners. Hassan (2001:4) defines language writing anxiety 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”. Thompson (in Lan, 2011) explains writing anxiety as a “fear of the

writing process outweighs the projected gain from the ability to write”. Likewise, Daly (1978) also believes that writing anxiety is a situation in which a student avoids the task of writing in the L2 on account of the fact that writing necessitates some amount of formal evaluation by the teacher. Similarly, Bloom (1981:104) defines second language writing anxiety as “highly situation specific, seems to be self-limiting, is relatively visible, and more importantly appears to be relatively easily overcome by rational instruction”. Common to all the definitions given above is that fact that there are negative feelings of anxiety that keep student from writing in the L2. According to Cheng (2004), writing anxiety is divided into three types, namely: 1) Cognitive Anxiety, is connected with any activities in the human brain and its information processing. Cognitive anxiety refers to students’ mental aspect when they experience anxiety, including negative expectations, preoccupation with performance, and concern about others’ perceptions, 2) Somatic anxiety, is mainly about physical or body manner. This type of anxiety refers to ones’ perception as the physiological effects for the anxiety that they have. It is usually reflected in increasing “autonomic arousal and unpleasant feeling states such as nervousness and tension” (p. 316), 3) Avoidance behavior, is commonly experienced by the L2/FL students. Avoidance behavior refers to the behavioral aspect when the students are anxious (Cheng, 2004:316). The students with high anxiety will prevent themselves from writing anxiety, for instance they will avoid writing anything using L2 or FL.

Review of Relevant Studies

Researchers and language practitioners have reported the effect of foreign language writing Anxiety towards English as FL students’ writing performance. There have been made an important distinction between two kind of anxiety effect, namely: Debilitative anxiety and facilitative anxiety. Debilitative anxiety is the harmful anxiety that affects the peoples performance in a bad way (Mousapour and Talebi, 2012). This shorts

of anxiety might prevent EFL students from trying to express themselves in writing and speaking. In different studies has distinguished debilitating and facilitative anxieties (Alpert and Haber, 1960). As the names suggest debilitating one impedes learning and achievements while facilitative one improves these two.

A great number of previous studies concerning FLA/SLA, indicated that high levels of anxiety could have negative effects on students' language performance overall and for specific language skills such as writing (Hassan, 2001; Zhang, 2011; Cheng, 2004). A study which was conducted by Choi (2013) on senior high school students revealed that students with high anxiety tend to show poor performance on the writing. In line with this, Tsai and Cheng (2009) also found that low-anxiety group performed significantly better than the high-anxiety group among senior high school students in Taipei. However, Choi (2013) reported that the negative correlation between writing anxiety and writing performance was not significant, while Tsai and Cheng (2009) found significant negative correlation between the two variables. According to Alpert and Haber (1960), who invented the achievement anxiety test for understanding the degree of facilitative and debilitating anxiety, believe that facilitative anxiety is used for better coping with a new task and prepares the student emotionally for that. In contrast, the debilitating anxiety makes the student skip the new learning task. So they emphasize the debilitating anxiety causes the student to have a kind of avoidance behavior.

METHOD

Study design

The form of this current study is descriptive research since the aim of this study was to describe a phenomenon regarding the effect of English writing anxiety on students' English writing performance. A descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing". This implies that this

type of study deals with the interaction between two or more variables which occur in the present and there is no intervention on any variable since this study is designed to describe (Best and Kahn, 2006). This current study used explanatory sequential mixed method approach. Explanatory sequential mixed method was a type of mixed methods approach with a strong quantitative background from fields relatively new to qualitative approaches (Creswell, 2014). This type of mixed method approach was not meant to compare the two databases (quantitative and qualitative), yet the quantitative data were prior and qualitative data are used to support the quantitative analysis. Creswell (2014) states that the data that are collected in this approach from the earlier phase of data collection and analysis are to select participants who can best provide that data and to generalize findings by verifying and augmenting study results from members of a defined population.

Participants

This study employed sampling technique only in second phase of qualitative data collection. The universe in this study refers to the eleventh grade students of English specialization class of State Senior High School Eight Sampang in the academic year of 2016/2017. In the meantime, the process of selecting sample in qualitative phase was done after analyzing the quantitative data. This study used stratified purposeful sampling technique to select the participants in the second phase. The participants were divided into three groups based on the level of their English writing anxiety. There were two participants (1 male and 1 female) that were selected from each level of writing anxiety; low anxiety, moderate anxiety, and high anxiety. Therefore, there were six students with equal number between male and female who participated in qualitative data collection. The consideration of selecting this small number was that it was impracticable to involve the entire subjects in the qualitative phase.

Materials and instrument

In the process of collecting data, this current study used three survey

instruments in form of questionnaire, English writing test as well as Interview. Since the three questionnaires that were employed in this study were translated from English and modified based on Indonesian English learning context, the researcher needed to test the readability and the accuracy of the translations. The first questionnaire was designed based on the Second Language Writing Anxiety Inventory (SLWAI) developed by Cheng (2004). It was used to measure the level of English writing anxiety. The original version of the SLWAI, developed by Cheng (2004) is an instrument that measures the degree to which a student feels anxious in second language (L2) writing. According to Cheng (2004), the SLWAI was assessed and proved by means of correlation and factor analysis to be valid and reliable with a Cronbach alpha coefficient reported of 0.91, and has been adopted in many studies related to second language and foreign language writing anxiety. The SLWAI consists of 22 items with Five-point Likert response scale format: 1 (strongly disagree), 2 (disagree), 3 (uncertain), 4 (agree) and 5 (strongly agree). There were five of items which were negatively worded and require reverse scoring before being summed up to yield total scores. A higher score obtained indicated a higher level of students' writing anxiety. The 22 items of the SLWAI were divided into three categories of anxiety; cognitive anxiety, somatic anxiety, and avoidance behavior.

The second questionnaire is Causes of Writing Anxiety Inventory (CWAI) (Rezaei and Jafari, 2014). This questionnaire consists of 10 items that was developed on the basis of cause of foreign language writing anxiety. The CWAI was applied because this questionnaire for now as the researcher has searched, was a reliable tool to identify causal factors of English as foreign language (EFL) writing anxiety. According to the inventors, Rezaei and Jafari (2014), CWAI was developed based on classroom observation and the previous research available on related issue. Similar to the first questionnaire, the second questionnaire also applies Five-point Likert response scale ranging from 1 (strongly

disagree) to 5 (strongly agree). The questionnaires items were translated into Indonesian language so that the participants could understand each of item and give correct responses towards the questionnaires.

The third questionnaire consists of 30 items, which was designed on the basis of Reid's Self-perceptual Learning Style Preference Questionnaire (1987) and was adapted to identify the students' major learning style preferences. For each of item of the questionnaires, the participants were asked to indicate the extent to which they agreed or disagreed with the statement on a 5-point Likert response scale from 1 (strongly disagree) to 5 (strongly agree). There are six categories of learning style preferences, such as visual, auditory, kinesthetic, tactile, group, and individual. Similar to questionnaire I and II, the PLSQP was also translated and modified based on Indonesian classroom learning context.

This study collected the students' English writing scores by administering them to write English composition in recount text. The consideration of utilizing recount text in this study were because (1) according to syllabus that was implemented by the school, the students had been taught recount text in the previous academic year; (2) there had not been study that clearly reports which the most appropriate rhetorical task types in English teaching practice can be applied to assess students' English writing performance in foreign language learning context (Tsai and Cheng, (2009); (3) senior high school students tend to produce more comprehensive writing when the selected topic is related to their personal experience as part of creative writing rather than in form of academic writing (Cahyono et al., 2016).

Semi-structured interview was designed to obtain qualitative data in the qualitative phase. It was conducted on 6 students that were selected from each three level of English writing anxiety (low anxiety, moderate anxiety, and high anxiety). The participants who involved in interview were selected by using stratified purposeful sampling technique. Though the

interview seemed formal because it followed guiding questions, the participants still could develop their answer freely since semi structured interview employs open-ended questions that the interviewee is encouraged to elaborate the issue.

Procedure

In order to respect the code of ethics in educational and social research, the researcher firstly asked the participants' permission to involve them in this study. The consent form contained the confirmation of the respondents that they agreed to work with were distributed. The next step was the participants were asked to write an English composition under time constraint (60 minutes) in recount text. Then the participants were administrated to

answer Questionnaire I (SLWAI), Questionnaire II (CWAI) and Questionnaire III (PLSPQ) successively after finishing their writing task which took most of the students about 15 minutes to complete. Questionnaire I was distributed first and it took the students about 5 minutes to complete. Then the students answered Questionnaire II, which took them about 5 minutes. Finally, the students were asked to answer Questionnaire III in about 5 minutes. There were 39 students who completed the English writing test and gave their responds on the questionnaires. The Questionnaire I (SLWAI) was firstly analyzed to determine the participants who involved in interview sections. Figure 3.1 shows the result of SLWAI.

Table 1
Descriptive statistics of second language writing anxiety inventory based on gender

		Level of English Writing Anxiety			Total
		Low	Moderate	High	
Gender	Male	10	6	0	16
	Female	8	12	3	23
Total		18	18	3	39

There were six students that comprised of 2 Males and 4 females who become the participant in qualitative data collection. This unequal number of participants who were involved in interviews is due to there was no male students who experienced high level of anxiety. After obtaining and calculating quantitative data from the questionnaires and English writing test, the next step was conducting semi-structured interview to obtain deep insight regarding how the students experienced English writing anxiety in English writing practice. The interview was held when the students agreed to participate and signed the consent form. The questions and students' answers during interview were running in Indonesian language in order to have the students felt comfortable during the interview and allowed them to answer the

questions naturally. The interviews were recorded and transcribed.

THE RESULT AND DISCUSSION

Level of the Students' English Writing Anxiety

The initial purpose of this study was measuring the level of the students' English writing anxiety. The Questionnaire I (SLWAI) that consisted of 22 items with five-point Likert scale was analysed. There were 5 items of the questionnaire were negatively worded and were analyzed reversely to yield the total score. A total score above 65 points indicates a high level of writing anxiety, a total score below 50 points indicates a low level of writing anxiety, and a total score in-between indicates a moderate level of writing anxiety (Cheng, 2004). Table 4.1 and 4.2 present descriptive statistics of the SLWAI.

Table 2 : Descriptive statistics of the SLWAI based on type of English writing Anxiety

	N	Minimum Score	Maximum Score	Mean
Cognitive Anxiety	39	11	24	18.10
Somatic Anxiety	39	11	31	20.87
Avoidance behavior	39	4	19	10.74
General	39	32	69	49.71

The possible total score of the SLWAI ranges from 22 to 110. Table 4.1 shows that the students' total score of the SLWAI ranges from 32 to 69. The total mean score of the students' respond on the SLWAI was 50 which indicated a moderate level of English writing anxiety.

Furthermore, as table 4.2 shows, there were only 3 students (7.69 %) who experienced high level of English writing anxiety while the rest of them experienced low and moderate level of English writing anxiety (92.3 %).

Table 3 :Descriptive statistics of the SLWAI based on level of English writing Anxiety

Level of English Writing Anxiety	N	Frequency (%)
Low	18	46.15
Moderate	18	46.15
High	3	7.69
Total	39	100

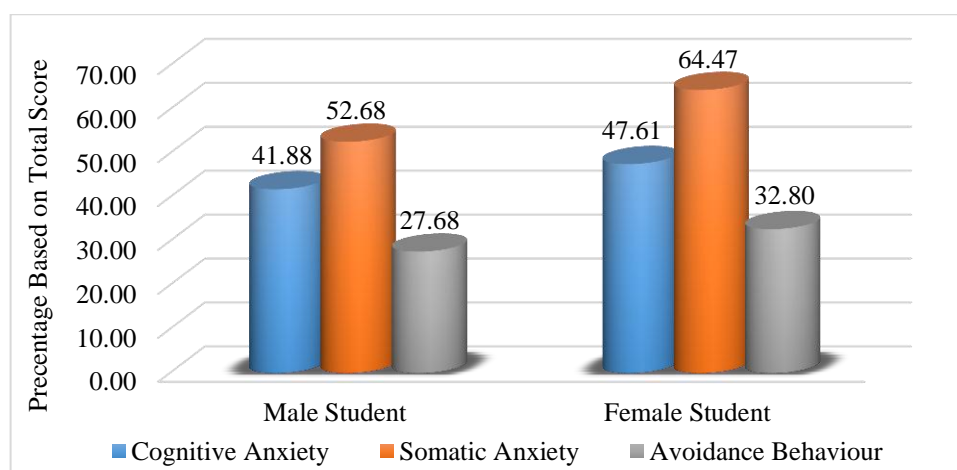
**Figure 1 :Type of the students' English writing anxiety**

Figure 1 shows that the both of the male and the female students denoted to have somatic anxiety. As it can be seen, the female students suffered more from somatic anxiety (52.68 %) compared to the male students (64.47 %). Figure 4.1 also reflects that the female students were identified more anxious in all type of English writing anxiety than the male students.

The result of interviews which were conducted on six students (2 males and 4 females) revealed that there were five of six

interview participants (83%) experienced somatic anxiety during English writing tests while two of these five anxious students (HF1 and HF2) were also indicated to have such avoidance behavior.

- *My mind usually goes blank when I am administered to make an English composition (LF2).*
- *I usually find my palms sweat during English writing test (MF1).*

- *My mind somehow goes blank when I am administered to make an English composition. I forget the vocabulary that actually I recognize them (MM2).*
- *Being asked to write in English puts me into panic. For that my composition becomes an untidy work (HF1).*
- *When I am administered to write in English, it gets me into panic which makes me lose idea to write (HF2).*

Meanwhile, the participants of interview were also asked regarding which language they would use to make a composition. There were five of six students (83%) stated that they preferred to use Bahasa Indonesia than English by the reasons that they considered Bahasa Indonesia was grammatically easier compared to English.

In the other hand, one of the interview participants (LM1) argued that he did not feel anxious during the writing test. He added that he would not force himself to result a perfect work.

I do not feel anxious during English writing test. I would just write as I could do. I would not force myself to write beyond I could do (LM1).

Interestingly, the same student was also asked regarding which language he would use to make a composition. He stated “I would prefer writing in English since I can use informal words in my composition”. It indicated that he did not actually avoid a situation in which he had to write in English like the other interview participants did when they have chance to choose.

Furthermore, the interview participants were asked to mention orderly which the most potential language skill that cause them feel anxious to perform and their reasons. Each of language skill was coded from 1 to 4. The higher score indicated the higher potential skill that the interview participants thought may cause them feel anxious. Table 4 reported language skills that contributed language anxiety among the students.

Table 4 :Descriptive statistics of contributing skill of language anxiety

Student Code	Productive Skill		Receptive Skill	
	Speaking	Writing	Listening	Reading
LM1	4	3	2	1
LF2	1	3	4	2
MF1	4	2	3	1
MM2	2	3	4	1
HF1	4	3	2	1
HF2	4	3	2	1
Total	19	17	17	7
Frequency (%)	31.67	28.33	28.33	11.67

Table 4 shows that speaking was the most potential skill that the participants of interview considered as the cause their language anxiety (31.67 %) followed by writing (28.33 %), listening (28.33 %) then reading (11.67 %). This result of interviews revealed that, in terms of language anxiety, the students tended to suffer from productive skill. The qualitative analysis found that the reasons for the students experienced language anxiety because of linguistic matters. It caused

them afraid of negative evaluation and resulted on being less confident to perform.

Causes of the Students' English Writing Anxiety

Figure 4.2 reported the results of Questionnaire II (SLWAI). The students' responds on each item of SLWAI were summed up. In order to ease the interpretation, the total score of each item was converted into percentage based on the possible highest score of each item of the questionnaire. Figure 4.2 presents descriptive statistics of the CWAI.

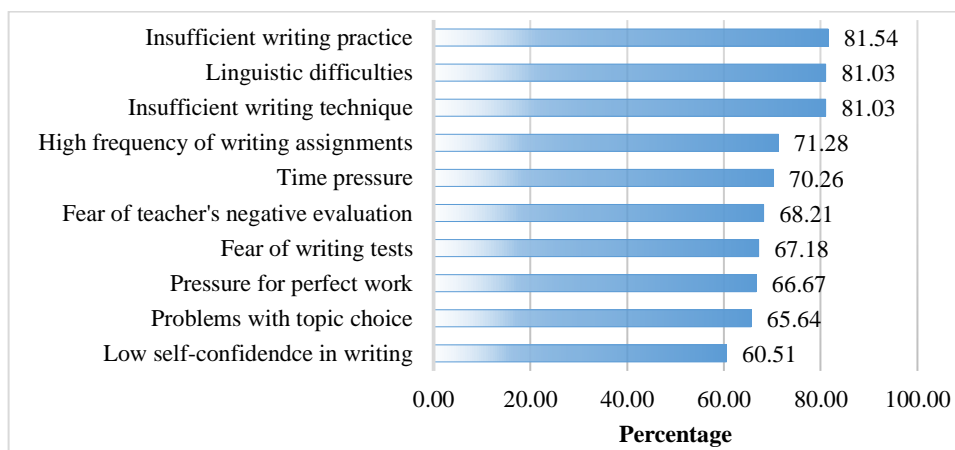


Figure 2 : Descriptive statistics of the CWAI

Figure 2 above illustrates that the primary sources of the students' English writing anxiety were insufficient writing practice (81.54 %), linguistic difficulties (81.03 %) and insufficient writing technique (81.03 %). It can also be seen that high frequency of writing assignment (71.28 %) and times pressure (70.2 %) were also another major sources of the students' English writing anxiety. There was not much difference of students respond on the consecutive items of CWAI afterward. Fear of teachers' negative evaluation (68.21 %), fear writing tests (67.18 %), and pressure for perfect work (66.67 %) as well

as problem with topic choice (65.64 %) were found statistically close in number to contribute the students' English writing anxiety. Finally, low self-confidence in English writing (60.51%) was the least item which was chosen by the students as the cause of their English writing anxiety.

Effect of English Writing Anxiety on the Students' English Writing Performance

Table 4.4 presents the initial result of Pearson correlational analysis that was carried out to find out the correlation between English writing anxiety and the students' English writing performance.

Table 5 :Correlation between English writing anxiety and the students' English writing performance

		Writing Score
SLWAI	Pearson Correlation	.274
	Sig. (2-tailed)	.091
	N	39

As can be seen in table 5 shows that anxiety correlated positively with the students' English Writing performance ($r(39) = 0.274$), yet the correlation between the two variables was not significant ($p > 0.05$). This implies that English writing anxiety was identified to have positive effect on the students' English writing

performance. In other word, the more students feel anxious in English writing test, the better their English writing performance would be. In order to find out the extent to what English writing anxiety affected the students' English writing performance, the regression analysis was carried out as shown in table 6.

Table 6 : Regression analysis result between English writing anxiety and the students' English writing performance

Model	R Square	Unstandardized	Standardized	Sig.
		Coefficients	Coefficients	
		B	Beta	
Constant		59.389		
SLWAI	0.075	0.268	0.274	0.091

Table 6 shows that English writing anxiety did not significantly affect the students' English writing performance ($R^2 = 0.075$, $\beta = 0.27$; $p > 0.05$). It illustrates that English writing anxiety was found as the factor which had contribution in improving the students' English writing performance only 7.5% and the predictor of regression value was 0.274 (see also Appendix 30).

In the meantime, during the interview sections, the students were asked about their perspective how English writing anxiety affected their English writing performance. Most of the interview participants claimed that being nervous in the writing tests would give negative impact on their English composition.

- *I think anxiety can have negative effect on my composition. It causes me write shorter than I usually do. It also makes me afraid of negative evaluation and makes me feel uncomfortable and less confident to write in English (LF2).*
- *Being anxious in writing test sometime may have negative effect. Due to time constraint, I work in hurry and write a composition with unconnected idea from one sentence to another (MF1).*
- *Since I feel anxious because of time pressure, my writing becomes grammatically imperfect (MM2).*
- *I believe that feeling anxious in English writing test may decrease my writing score because writing in a hurry due to time constraint causes me result an untidy work (HF1).*
- *I think being anxious may have negative effect on my composition by resulting a poor writing score. (HF2).*

LF2 implied that being less confident in writing test was the result of feeling anxiety rather than the source of anxiety itself. MF1, MF2, and HF1 stated

writing in time pressure caused them result a poor writing performance as they faced linguistic knowledge. Meanwhile, HF1 and HF2 believed that anxiety was responsible for them getting poor writing score in English writing test.

Discussion

The analysis result of questionnaire I (SLWAI) revealed that the students experienced Moderate level of English writing anxiety. The descriptive result shows, however, the mean score was found almost close to be categorized into low level of English writing anxiety. The comparative analysis result revealed that the female students were identified to have higher English writing anxiety in all types compared to the male students. In addition, the qualitative analysis found that the students suffered more in productive language skill such as speaking and writing compared to listening and reading as receptive skill.

The initial result of this study had been predicted that the students denoted to have low level of English writing anxiety as the researcher observed during six-month teaching practice. Although, based on the observation, there were several factors were observed might had triggered their English writing anxiety, such as high frequency of English writing task and pressure for perfect work demanded by the teacher. This finding was in harmony with a research finding which was reported by Kirmizi and Kirmizi (2015). As they measured the level of English writing anxiety among 172 English students at Turkish state university by using SLWAI developed by Cheng (2004), they found that the students experienced moderate level of English writing anxiety in which the female students were identified experiencing higher English writing anxiety than the male students did.

The results of interview reported that the students experienced somatic anxiety such as losing idea to write during taking English writing test, finding their palms got sweat, and getting into panic about the writing tests. Compared to the male students, the female students were found to significantly suffered from English

writing anxiety both in general as well as somatic anxiety. A previous study which was conducted by Rezaei and Jafari (2014) reported that the Iranian students in higher education suffered high level of English writing anxiety, with cognitive anxiety as its main type. Similarly, another previous study which was conducted by Zhang (2011) reported that the English major students of Chinese university experienced high cognitive anxiety. Zhang (2011) found that sophomores significantly suffered from English writing anxiety compared with freshmen.

There are various factors reported by previous studies regarding the causes of students experienced some degree of English writing anxiety. Ho (2016) found that insufficient writing skills in English, time constraints, and fear of teachers' negative comments were found as the sources of English writing anxiety among Engineering-related students. Kirmizi and Kirmizi (2015) & Younas (2014) reported that time pressure, negative evaluation of the teacher, and lack of sufficient English writing practice were several potential factors which had been identified as the causes of English writing anxiety experienced by the Iranian Students. In addition, Zhang (2011) reported that, fear of tests, lack of topical knowledge and low self-confidence in English writing achievement became the contributing factors of English writing anxiety among the students.

REFERENCES

- Alpert, R., & Haber, R. N. (1960). Anxiety in Academic Achievement Situations. *Journal of Abnormal and Social Psychology*, 61 (2), 207-215.
- Asmari, A. A. (2013). Investigation of Writing Strategies, Writing Apprehension, and Writing Achievement among Saudi EFL-Major Students. *International Education Studies*, 6(11), 130-143.
- Badrasawi *et al.* (2016). Exploring The Relationship Between Writing Apprehension And Writing Performance: A Qualitative Study. *International Education Studies*, 9 (8), 134-143
- Barlow, D. H. (2002). *Anxiety and Its Disorders: The Nature and Treatment of Anxiety and Panic, Second Edition*. New York: The Guilford Press.
- Best, J. W. & Kahn, J. (2006). *Research in Education, Tenth Edition*. New York: Pearson education Inc.

The result of correlational analysis revealed that there was a positive relationship between English writing anxiety and the students' English writing performance. The further analysis of regression reflected that English writing anxiety had contribution in affecting the students' English writing performance only 7.5%, while 92.5% constituted by excluded factors with predictor value of regression 0.274. This finding was in contrast with several previous studies' findings concerning on second language and foreign language writing anxiety in high school learning context and higher education. There are number of studies have confirmed that English writing anxiety was found negatively correlated with the students' English writing performance (Tsai and Cheng, 2009; Asmari, 2013; & Badrasawi, 2016). Zhang (2011) even found a significant negative correlation between English writing anxiety and the students' English writing performance. However, this is not surprising that the correlational analysis result in this study was consistent with a research finding reported by Mousapour and Talebi (2012). They mentioned that the students who experienced high level of English writing anxiety performed better in all parts of writing proficiency test compared to the students who experienced low level of English writing anxiety.

- Bloom, L. (1981). Why Graduate Students Can't Write: Implication of Research on Writing Anxiety for Graduate Education. *Journal of Advanced Compositions*, 2 (2), 103-117.
- Boardman, C. A. (2002). *Writing to Communicate (Paragraph and Essay)*. New York: Longman.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*. New York: Pearson Education.
- Cahyono, *et al* (2016). Apprehension, Topic Variety, and Proficiency in Writing of Indonesian EFL Students. *Studies in English Language Teaching*, 4 (3), 314-329.
- Chastain, K. (1975). Affective and Ability Factors in Second-language Acquisition. *Language Learning*. 25 (1), 153-161.
- Cheng, Y. S. (2004). A Measure of Second Language Writing Anxiety: Scale Development And Preliminary Validation. *Journal of Second Language Writing*, 13, 313-15.
- Choi, S. (2013). Language Anxiety In Second Language Writing: Is It Really a Stumbling Block?. *Second Language Studies*, 31(2), 1-42.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches, Fourth Edition*. London: Sage Publications Ltd.
- Daly, J. A., & Wilson, D. A. (1983). Writing Apprehension, Self-esteem, and Personality. *Research in The Teaching of English*, 17 (4), 327-341.
- Field, J. (2004). *Psycholinguistics: The Key Concepts*. London: Routledge, Taylor & Francis Group.
- Harmer, J. (2004). *How to Teach Writing*. Essex: Pearson Education Ltd.
- Hassan, B. (2001). The Relationship of Writing Apprehension and Self-Esteem to the Writing Quality and Quantity of EFL University Students. *Mansoura Faculty of Education Journal*, 1-36. ERIC Digest, ERIC ED459671.
- Hedge, T. (1998) *Writing: Resource Book for Teachers*. Oxford: Oxford University Press.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70, 125-132.
- Kirmizi, O. & Kirmizi, G. D (2015). An Investigation of L2 Learners' Writing Self-Efficacy, Writing Anxiety and Its Causes at Higher Education in Turkey. *International Journal of Higher Education*, 4 (2). 57-66.
- Kondo, D. S. and Ling, Y. Y. (2004). Strategies for Coping with Language Anxiety: The Case of Students of English In Japan. *ELT Journal*, 58 (3), 258-265.
- Lan, Y.F. (2011). Effects of Guided Writing Strategies on Students' Writing Attitudes Based on Media Richness Theory. *TOJET: The Turkish Online Journal of Educational Technology*, 10 (4), 148-164.
- Lin GHC (2009). An Exploration into Foreign Language Writing Anxiety from Taiwanese University Students' Perspectives. *NCUE Fourth Annual Conference on Language, Teaching, Literature, Linguistics, Translations and Interpretation*, 307-318.

- MacIntyre, P.D. & Gardner, R. C. (1994). The Subtle Effects of Language Anxiety on Cognitive Processing in the Second Language. *Language Learning*, 44 (2), 283-305.
- Marwan, A. (2007). Investigating Students' Foreign Language Anxiety. *Malaysian Journal of ELT Research*, 3, 37-55.
- Moore, R. & Murray, S. (2006). *The Handbook of Academic Writing: A Fresh Approach*. New York: Open University Press.
- Mousapour & Talebi. (2012). Too Nervous to Write? The Relationship between Anxiety and EFL Writing. *Theory and Practice in Language Studies*, 2 (12), 2578-2586.
- Rezaei, M.M. & Jafari S.M. (2014). Investigating the Levels, Types, and Causes of Writing Anxiety among Iranian EFL Students: A Mixed Method Design. *English for Specific Purposes World*, 15, 42.
- Riasati, M. J. (2011). Language Learning Anxiety from EFL Learners' Perspective. *Middle East Journal of Scientific Research*, 7 (6), 907-914.
- Scovel, T. (1978). The Effect of Anxiety on Foreign Language Learning: A Review of The Anxiety Research. *Language Learning*, 28, 129-142.
- Spratt, M. *et al.* (2005). *The TKT Course*. Cambridge: Cambridge University Press.
- Tsai, P. C. & Cheng, Y. S. (2009). The Effects of Rhetorical Task Type, English Proficiency, and Writing Anxiety on Senior High School Students' English Writing Performance. *English Teaching & Learning*. 3 (33), 95-131.
- Wenglinsky. (2001). *Teacher Classroom Practices and Student Performance: How Schools Can Make a Difference*. Educational Testing Service. New Jersey.
- Younas *et al.* (2014). Exploring the Causes of Writing Anxiety: A Case of B.S. *English Students. ISSN*, 14 (8), 1930-2940.
- Zhang, H. (2011). A Study on ESL Writing Anxiety among Chinese English Majors - Causes, Effects and Coping Strategies for ESL Writing Anxiety. *D-Essay in English Didactics*, 1-38.