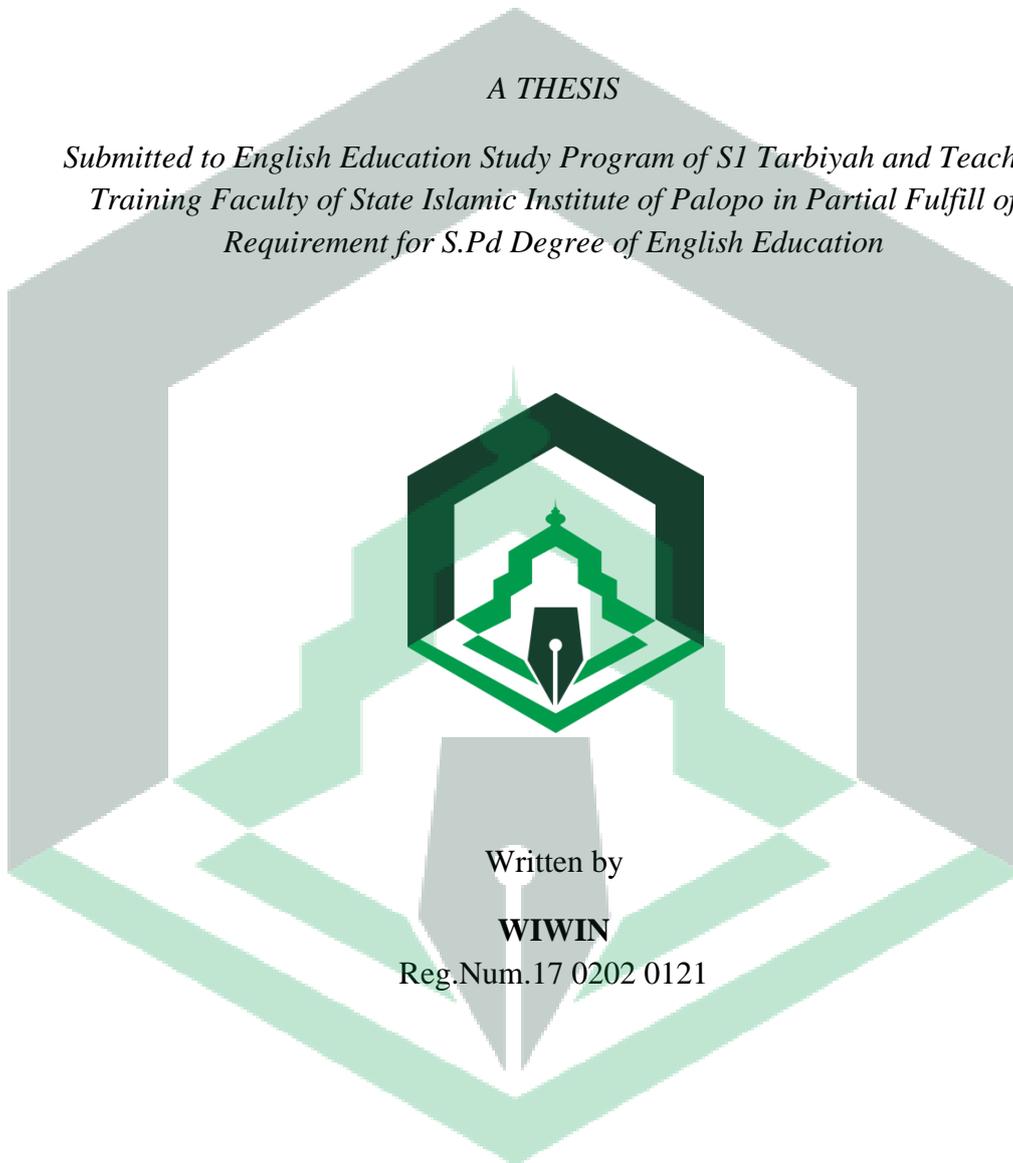


**AN ANALYSIS OF STUDENTS' WRITING ANXIETY IN  
ENGLISH AT THE ELEVENTH-GRADE OF SCIENCE CLASS  
AT UPT SMAN 11 LUWU**

*A THESIS*

*Submitted to English Education Study Program of SI Tarbiyah and Teacher  
Training Faculty of State Islamic Institute of Palopo in Partial Fulfill of  
Requirement for S.Pd Degree of English Education*



Written by

**WIWIN**

Reg.Num.17 0202 0121

**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2022**

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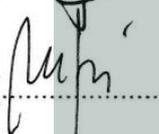
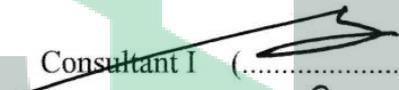
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This thesis entitles "*An Analysis of Students' Writing Anxiety in English at the Eleventh-Grade of Science Class at UPT SMAN 11 Luwu*", which is written by **Wiwin, Reg. Num. 17 0202 0121**, English Education Study Program of Tarbiyah and Teacher Training Faculty, The State Islamic Institute of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on **Friday, August 19<sup>th</sup> 2022 M**, coincided with **21<sup>st</sup> Muharram 1444 H**, it is authorized and acceptable as fulfillment for undergraduate degree in English Education Study Program.

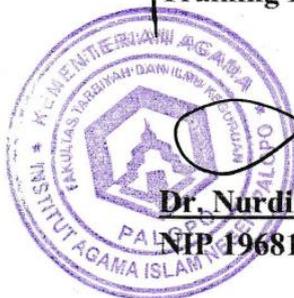
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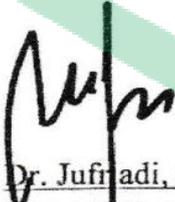
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*Assalamu'alaikum Wr.Wb.*

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Program studi : Pendidikan Bahasa Inggris  
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Demikian untuk diproses selanjutnya.

*Wassalamu'alaikum Wr.Wb.*

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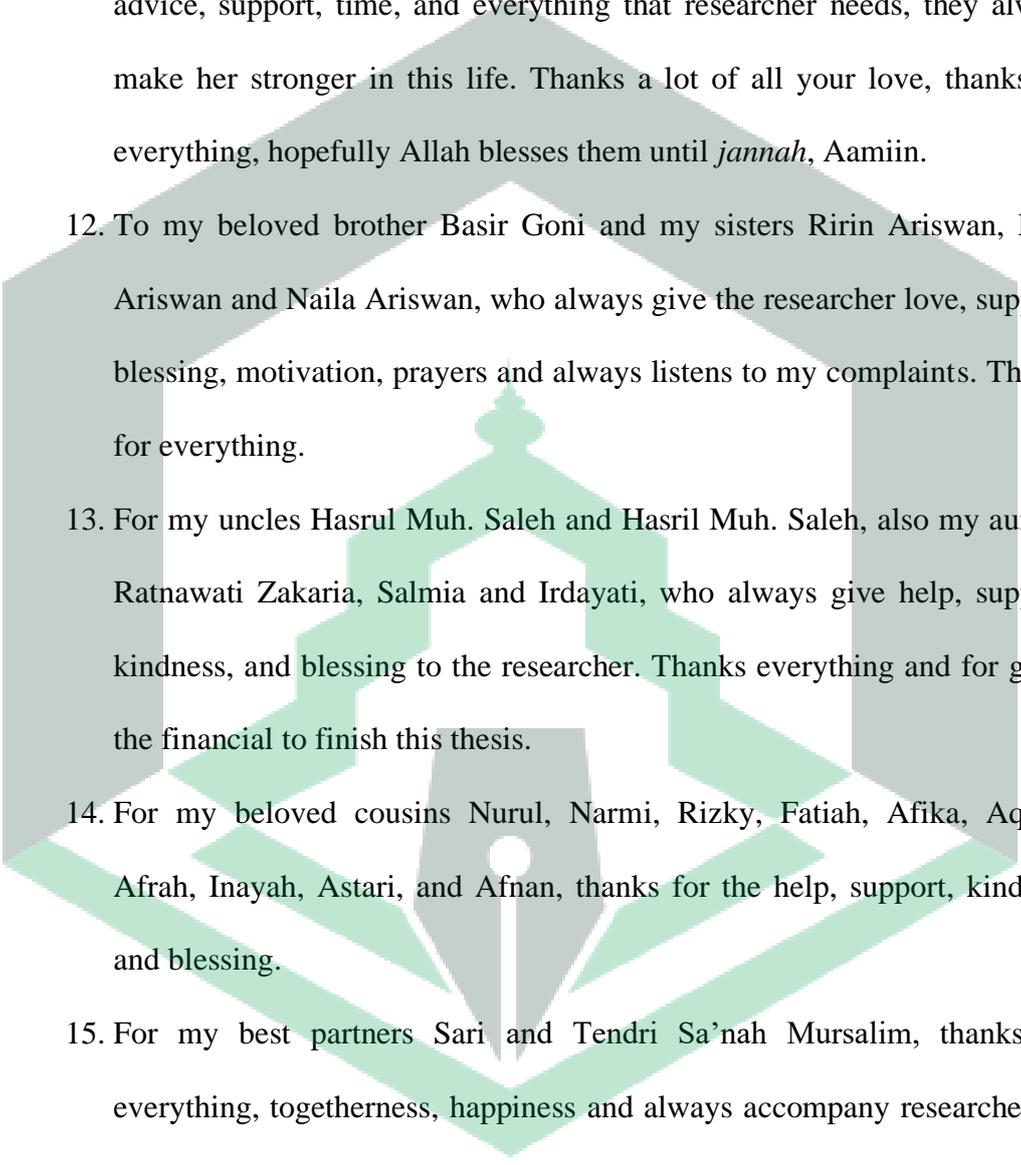
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise and gratitude the author pray to Allah SWT, the Almighty God, the Most Gracious and Merciful, because of the grace and guidance the researcher was able to complete this thesis as a part of the requirements for graduating from the English Department of State Islamic Institute of Palopo.

Salawat and salam to the Prophet Muhammad SAW. to his family, friends, and followers. This thesis was prepared as a requirement that must be completed to obtain a bachelor's degree in English education at the State Islamic Institute of Palopo. This thesis entitles "**An Analysis of Students' Writing Anxiety in English at Eleventh-Grade of Science Class at UPT SMAN 11 Luwu**". The researcher realizes that the support and encouragement from many people are very important for the researcher in the preparation for this thesis. Therefore, the researcher would like to express special thanks to:

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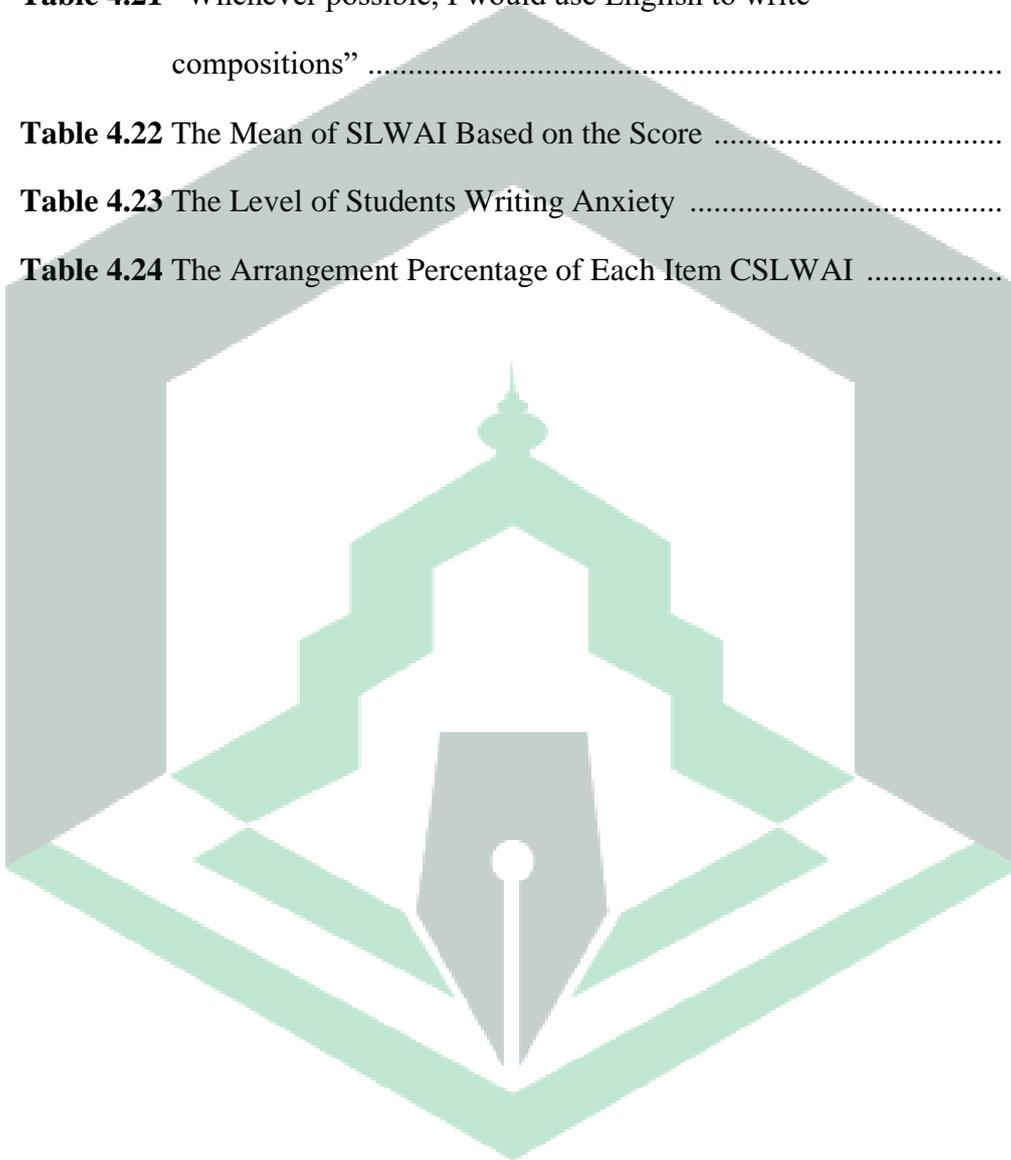


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## ABSTRACT

**Wiwin, 2022.** *“An Analysis of Students’ Writing Anxiety in English at the Eleventh-Grade of Science Class at UPT SMAN 11 Luwu”*. Thesis of English Study Program Educational Department in the State Islamic of Palopo. Supervised by Madehang and Husnaini.

This research aimed to analyze the students’ writing anxiety in English at the Eleventh-Grade of Science Class at UPT SMAN 11 Luwu. This research described the level and main factors that cause students writing anxiety in English (cognitive anxiety, somatic anxiety, and avoidance behavior). This research applied descriptive quantitative research. The population of this research was the eleventh-grade students of science class and the researcher used simple random sampling as the sample which consisted of 68 students. Second Language Writing Anxiety Inventory (SLWAI) by Cheng was used to analyze the level of students writing anxiety, and the Causes of Second Language Writing Anxiety Inventory (CSLWAI) by Rezaei and Jafari was used to describe the main factors that cause students writing anxiety. The data was analyzed and calculated by using SPSS 22 version program and Microsoft Excel 2019 to find the mean and percentage. The finding revealed that the students who experienced a high level of writing anxiety were the mean ( $M=73.06 > 65$ ). Furthermore, the main factors that cause students writing anxiety are; insufficient writing technique, linguistic difficulties, insufficient writing practice, and time pressure.

**Keywords: Writing skills, Anxiety, Writing anxiety**

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English is an international language or the second language after the mother tongue. Furthermore, with English, we can communicate with foreigners very easily. There are four aspects of the English, namely, speaking, reading, and writing. Nevertheless, writing is important in human life because it allows us to express ourselves and then develop those ideas so that they become something useful for ourselves and others.

Writing is the process of transferring ideas into a text or written words which can be read and understood in the text. Meanwhile, writing is one of the basic language skills which are very important for students to be mastered. In writing, the students also must know knowledge of grammar, spelling, vocabulary, punctuation, the organizing of ideas, pronunciation, and content. Moreover, writing is most difficult and different from other language skills, as example, when speaking, making mistakes is considered normal as long as the interlocutors understand the message.

According to McCrimmon in Setiawan et. al., (2019), writing is difficult work. But writing also provides an opportunity to express ourselves, communicate ideas to people outside of our immediate vicinity, and learn something new.<sup>1</sup> On the other hand, Cheng (2004) stated that there are three different types of writing

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<sup>1</sup>Hendri Setiawan, Dewi Rochsantiningih, Endang Setyaningsih, “*Improving Students’ Writing Skill Using Animated Video*”, English Education, Vol.7, No.3, p.343-352.

anxiety: cognitive anxiety, somatic anxiety, and avoidance behavior. The term cognitive anxiety describes the cognitive component of anxiety experiences, such as negative expectations, concern with performance, and worry about how others will perceive oneself. Somatic anxiety is the sense of the physiological effects of anxiety, such as tension and nervousness. Avoidance behavior is a type of anxiety where students avoid writing.<sup>2</sup>

As a result, the majority of students are afraid to write because they worry about their grammar and vocabulary. According to Brown (2007), a little stress when doing a task is advantageous because it forces people to concentrate or focus on the task. Then, it can keep them from being fun; additionally, in writing, students must pay close attention to accuracy (grammatical items), and writing can be developed through practice losses.<sup>3</sup>

Based on the interview with the English teacher conducted at UPT SMAN 11 Luwu and the experience of the researcher when studying in that school, the researcher found the difficulties, faced by students. Most students avoid the English, especially writing. Some of the factors that cause students to experience difficulty in writing are lack of vocabulary, low mastery of grammar, the method of treatment provided being less attractive, the organizing of ideas, and other related issues. Further, the students needed motivation during the classroom process to make students interesting in learning English.

---

<sup>2</sup>Sri Wahyuni, M. Khotibul Umam, "An Analysis of Writing Anxiety of Indonesian EFL College Learners", JEELS; (Journal of English Education and Linguistics Studies), Vol.4, No.1, 2017, p.105-128.

<sup>3</sup>Kurniasih, "Writing Anxiety in Relation to High Performing Students' English Compositions", BRIGHT; Journal of English Language Teaching, Linguistics, and Literature, Vol.1, No.1, 2017, p.2.

Based on the explanation above, the researcher interested in observing and finding what is the students' writing anxiety in English. Therefore, the researcher conducted this research entitled "**An Analysis of Students' Writing Anxiety in English at the Eleventh-Grade of Science Class at UPT SMAN 11 Luwu**".

Many previous studies are similar to this research that was previously carried out at the university level. But in this study, the researcher wants to conduct the research at Senior High School to find out what makes the students anxious in writing the English by using two types of questionnaires. There are two main points focused on the research, those are; the level of students writing anxiety and the factors that cause students writing anxiety.

### **B. Problem Statements**

Based on the background of the study, the researcher formulates some problems following:

1. What is the level of students' writing anxiety in English in the eleventh-grade of science class at UPT SMAN 11 Luwu?
2. What are the main factors that cause students' writing anxiety in English in the eleventh-grade of science class at UPT SMAN 11 Luwu?

### **C. Objectives of the Research**

Based on the research problem above, the objective of the research is listed below:

1. To find out the level of the students' writing anxiety in English at the eleventh-grade of science class at UPT SMAN 11 Luwu.

2. To find out the main factors that cause students' writing anxiety in English in the eleventh-grade of science class at UPT SMAN 11 Luwu.

#### **D. Significance of the Research**

The result of the research can contribute some benefits for the teachers, students, and other researchers as follow:

1. Theoretically

This research will provide useful information about the students' writing anxiety in English. Furthermore, this research provides a favorable description of what to study for the sake of a case, so this research becomes useful information and can be a useful reference for the next research.

2. Practically

- a. For the Teachers

The researcher hopes that the result of this study will be used and can give good information for the teacher to resolve the students' anxiety in writing English. Furthermore, the teachers can identify the level and the main factors that cause students writing anxiety, then the teachers found the strategies for resolving that problem.

- b. For Students

The findings of this study can help students better understand and overcome with their writing anxiety. The researcher hopes that the students do not feel bored to learn, especially learning writing and the students will get enjoyment and be more enthusiastic about English.

## E. The Scope of the Research

In this research, the researcher focused on the students' writing anxiety on types of cognitive anxiety, somatic anxiety, and avoidance behavior in English at UPT SMAN 11 Luwu. The subject of the research was the eleventh-grade students of science class at UPT SMAN 11 Luwu.

## F. The Definition of Key Terms

To get a general understanding of the research title, the research provided definitions of the same important are necessarily defined as follows:

### 1. Writing

Writing is important in human life because, with writing, we can express our ideas, and ideas are arranged so that become something that is structured and can be enjoyable. Supported Basturmen cited by Cenrikawaty (2008), mentions that writing is a way to express ideas, emotions, feelings, and opinions in writing.<sup>4</sup>

### 2. Anxiety

An uneasy or restless feeling is referred to as anxiety. People typically experience it when they are in a particular scenario. Spielberger stated that anxiety is a feeling of tension, discomfort, and worry that is carried on by stimulation of the nervous system.<sup>5</sup>

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<sup>4</sup>Akhirotul Faizatin Nisa, "Improving Students' Writing Skill by Using Inquiry Technique at The Eight Grade Students of MTS Negeri 2 Palembang", *EDUKASI; Jurnal Pendidikan dan Pengajaran*, Vol.2, No.1, 2015, p.77-86.

<sup>5</sup>Ardhea Rosana Putri, "A Study of Students' Anxiety in Speaking", *ELLITE; Journal of Education, Linguistics, and Language Teaching*, Vol.3, No.01, 2020, p.35-47.

### 3. Writing Anxiety

According to Clark (2005) stated that writing anxiety is a result of lacking knowledge or understanding necessary to complete the writing task and the student's belief that writing is hard work.<sup>6</sup>



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<sup>6</sup>Sri Wahyuni, M. Khotibul Umam, "An Analysis of Writing Anxiety of Indonesian EFL College Learners", JEELS; (Journal of English Education and Linguistics Studies), Vol.4, No.1, 2017, p.105-128.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Findings

There are several previous research related to the students' writing anxiety with different populations in particular ways. The researchers took several previous studies on writing anxiety in English as follow:

1. Ari Prasetyaningrum, Adib Nasri, and Maman Asrobi (2021), in their research entitled "*A Study of Learners' Writing Anxiety in an EFL Context.*" The data was analyzed and calculated using a descriptive quantitative method to determine the mean and percentages in this study. According to the findings of this study, avoidance behavior, which was identified as the most prevalent among other types of writing anxiety, was associated with the highest level of writing anxiety, and the main factors that cause students writing anxiety are a high frequency of writing assignments (25.3%), low self-confidence in writing (16.87%), and a problem with topic choice (10.79%).<sup>7</sup> Research conducted by Ari et. al., focused on the types and causes of students' writing anxiety in the English education study program in the second semester at Hamzanwadi University.
2. Farika Muhammad (2019), in his thesis titled "*Writing Anxiety EFL Students of Makassar Muhammadiyah University*" (a descriptive study at fifth-semester students in Muhammadiyah University of Makassar). To

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<sup>7</sup>Ari Prasetyaningrum, Adib Nazri, Maman Asrobi, "*A Study of Learners' Writing Anxiety in EFL Context*", Jo-ELT; Journal of English Language Teaching, Vol.8, No.1, p.19-31.

analyze and calculate the data for this study, a descriptive quantitative method was used. According to the findings of the study, respondents had a positive perception of writing anxiety in EFL students, and the average number of students was 67.96, indicating that the majority of students experience writing anxiety. It is because students at the Muhammadiyah University of Makassar lack confidence in their ability to write the material. After all, many students struggle with writing anxiety.<sup>8</sup> Research conducted by Farika focuses on the level of students' writing anxiety or students' experiences' anxiety about EFL in academic writing among fifth-semester students of the Muhammadiyah University of Makassar.

3. Siti Nurhalimah (2019) in her thesis "*Writing Anxiety of EFL Students at SMA IT Al-Fityah Pekanbaru.*" The data was analyzed and calculated using a descriptive quantitative method in this study. According to the study, 58.20% of students suffer from writing anxiety. The result indicated that the minority of students (13.57%) had a high level of writing anxiety, while some (22.20%) had a moderate level, and (23.6%) had a low level. Based on the findings, SMA IT Al-Fityah Pekanbaru students experienced moderate levels of writing anxiety.<sup>9</sup> Research conducted by Siti focuses on the level of students' writing anxiety among tenth-grade students of SMA IT Al-Fityah Pekanbaru in the 2018/2019 academic, without finding the main factors that cause students writing anxiety, and the result of the data

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<sup>8</sup>Farika Muhammad, Thesis: "*Writing Anxiety EFL Students of Makassar Muhammadiyah University (a descriptive study at fifth semester students in Muhammadiyah University of Makassar)*" (Makassar: 2019), p.35.

<sup>9</sup>Siti Nurhalimah "*Writing Anxiety of EFL Students at SMA IT Al-Fityah Pekanbaru*" (Pekanbaru:2019), p.66.

used percentage. However, it is different from this research, because this research use means to find the level of students writing anxiety, also this research found the main factors that cause students writing anxiety.

4. Elsa Masriani, Mukhaiyar, and Delvi Wahyuni (2018), in their research entitled “*Writing Anxiety and Writing Strategies used by English Department Students of Universitas Negeri Padang*” This research used a descriptive quantitative method to analyze and calculated the data to find the mean and percentages. The results of this study found that, the majority of the third-year students at Universitas Negeri Padang had cognitive anxiety, which was a moderate level of writing anxiety. Affective and metacognitive techniques were the most often employed writing techniques.<sup>10</sup> Research conducted by Elsa, Mukhaiyar, and Delvi, focuses on the level and types of students’ writing anxiety in the 3<sup>rd</sup> year students of Universitas Negeri Padang.

Based on the explanation of previous research findings above, all of the researchers use the descriptive quantitative method design to find out the students writing anxiety, and this research also used this method. The first previous research focused on the types and causes without finding the level. The second research focused just on the level without finding the causes. The third research focused on the level without finding the causes, and that research was conducted in senior high school. The last previous research focuses on the level and types without finding the

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<sup>10</sup>Elsa Maharani, Mukhaiyar, Delvi Wahyuni, “*Writing Anxiety and Writing Strategies Used by English Department Students of Universitas Negeri Padang*”, *Lingua Didaktika; Jurnal Bahasa Dan Pembelajaran Bahasa*, Vol.12, No.1, 2018, p.76-85

causes. Meanwhile, the researcher focuses on the level and the main factors that cause students writing anxiety in English at the eleventh-grade of science class at UPT SMAN 11 Luwu.

## B. Theoretical Review

### 1. Writing

#### a. Definition of Writing

According to Kern, stated that writing is a process that enables individuals to learn how to actively consider how to structure and convey their thoughts, feelings, and ideas in a way that is in line with the expectations of their intended readers.<sup>11</sup> Furthermore, writing is a process of putting symbols, words, sentences, and paragraphs and then producing the text so one could read and understand its content.

Langan (2008) states that everyone can learn to write with practice. It is a talent that we can learn by practice, just like driving or word processing that we can master with hard work.<sup>12</sup> Commonly, the writing cycle is a process of pre-writing, drafting, revising, editing, and publishing. Writing activities are not easy, the writer must focus on finding ideas then putting the ideas into a paper, and then developing them into something worth reading so that it attracts the interest of the readers.

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<sup>11</sup>Shinta Veronika Sianturi, Thesis; *“Teachers’ Strategies in Teaching Writing Descriptive Text at Senior High School”* (Medan: Diss. UNIMED, 2018), p.5.

<sup>12</sup>Ratih Juwita Maulida Toyyibah, Bambang Suharjito, Siti Sundari, *“A Descriptive Study on Grammatical Errors of The Eighth Grade Students’ Narrative Text Writing at SMPN 1 Wuluhan Jember in the 2013/2014 Academic Year”*, ARTIKEL ILMIAH MAHASISWA, Vol.1, No.1, 2014, p.1-3.

On the other hand, Jonah (2006) stated that writing can be utilized to transmit knowledge to others in an indirect way. Writing requires the ability to create something new and to communicate ideas to readers, therefore it is not a simple task.<sup>13</sup>

Writing is an enjoyable activity for some students because they can put their ideas into a paper. However, sometimes the students found difficulties when they are putting their ideas into written words, it will be very uncomfortable because of their lack of vocabulary, poor grammar mastery, and the other factors that make them afraid and face writing anxiety. Learners realize that writing is not a simple activity and should be done continuously.

In addition, Harris (1993), mentions that writing is a process that takes time, especially if the writer considers the extended periods of thought that come before the first draft. When writing, the author requires time to perform internal procedures. Many writers use different amounts of time. Some people require more time to just consider what to write before beginning the first draft.<sup>14</sup>

Therefore, writing is a way of thinking of ideas, thoughts, and feelings, and exploring them to convey a message to readers. Then the writers acquire information from their readers who can understand it. As a result, the writing process also makes people anxious, which may prevent

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<sup>13</sup>Meili Surlansih, Mahmud MY, Ayuliamita Abadi, "The Correlation Among the Students' Writing Motivation, Writing Anxiety and Writing Ability at SMP Ahmad Dahlan Kota Jambi", Doctoral Dissertation, UIN Sultan Thaha Saifuddin Jambi, 2020, p.8.

<sup>14</sup>Fitria Siti Utami, A. Dahlan Rais, Ending Setyaningsih, "Improving Students writing Skill Using a Four-Phase Technique", English Education, Vol.1, No.1, 2012.

students from writing. However, writing encourages thinking and learning for motivating communication.

Writing is one of the useful abilities that language learners should learn. They discover that writing is a crucial skill for their academic practice as well as for their future careers. They will eventually possess the necessary background information for writing.

UPT SMAN 11 Luwu is a high school that uses the 2013 curriculum (K13) as a learning reference from 2014 until now. There are basic competencies in the K13 learning reference book, such as compiling personal letter texts while paying attention to social functions, text structures, and correct and in context linguistic elements. While the indicator of competency achievement is that students can write personal letters by paying attention to grammar, punctuation, and capital letters. The writing activity of the eleventh-grade students is to make "*Personal Letters*" with different themes determined by the teacher.

#### **b. The Aspect of writing**

Jacob et. al., state that there are aspects of writing composition.

Those aspects are:

##### 1) Content

To develop the subjects, each paragraph's substance should further the writer's main idea.

## 2) Organization

Organization refers to the logical organization of the content (coherence). Writing directly explains the core of the problem and is not complicated. The transfer of discussion from one problem to another takes place smoothly without creeping gaps and is logically arranged. In writing, each sentence can support the main idea of the paragraph.

## 3) Vocabulary

Vocabulary refers to the word selection for a given topic. It begins with the idea that the writer is attempting to communicate his thoughts in the simplest and most direct way possible. Clarity should generally be its main objective

## 4) Language use

Language use means that the words in the phrase must be used in the correct proportion. splitting, combining, and grouping ideas in words, phrases, clauses, and sentences to highlight logical relationships in paragraph writing using the proper grammatical and syntactic patterns.

## 5) Mechanic

The term "mechanic" describes how language is used graphically, as well as the stages involved in organizing letters, words, sentences, and paragraphs using an understanding of the structure and other factors that

are related to one another. When we write, we need to be careful with our spelling, grammar, and capitalization.<sup>15</sup>

### c. Process of Writing

According to Harmer (2007), there are four procedures the writing process<sup>16</sup>:

#### 1) Planning

The writer plan out their writing. They must consider three major writing issues before beginning to write. The issue is their writing's purpose, readers, and content structure.

#### 2) Drafting

The writer creates the step draft after deciding what to write. Their draft can be changed. Because there is an editing stage, multiple drafts can be prepared before the final version.

#### 3) Editing

The writer now reviews his text once again to check for any ambiguities. They also make that the grammar and sentence structure are appropriate. The original draft may be amended at any time by the author. They have the ability to alter the various word forms for a given sentence. Additionally, readers and editors of other people's comments frequently pause to consider and update their work.

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<sup>15</sup>Ramlan Gt. Suka, Adelina Hasyim, M. Sukirlan, “Peningkatan Prestasi Belajar Menulis Paragraf Melalui Pendekatan Kontekstual pada Mahasiswa Semester III Program Studi Pendidikan Bahasa Inggris FKIP Universitas Lampung”, Jurnal Teknologi Informasi Komunikasi Pendidikan (Old), Vol.3, No.4, 2015, p.5.

<sup>16</sup>Harmer, J. *How to Teach English*. Essex: Pearson Education Limited. (2007)

#### 4) Final Version

The writer will draft the final version, then edit and revise it. The final result could be different from the original draft if the writer makes a lot of changes when editing. Instead, the author is now prepared to give the audience the written material.

#### d. The Types of Writing Text

According to Cholipah (2014) in her research, there are five types of writing text.<sup>17</sup> Those types are:

##### 1) Narrative Text

Narrative texts are those that tell a story. It aims to provide the reader or listener a perspective that is interesting or informative.

##### 2) Recount Text

Recount text is a type of text that recounts past events, usually in the chronological order that they occurred. Giving the audience a description of what happened and when it happened is the goal.

##### 3) Procedure Text

A process text is a section of text that contains instructions. Making it apparent how something can be accomplished is the goal.

##### 4) Descriptive Text

A descriptive text is a piece of writing that completely explains anything, whether it is alive or not. Its purpose is to convey to the reader the characteristics of individuals, animals, place, or environments.

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<sup>17</sup>Bahrul Hasibuan, Thesis: “*An Analysis of Students’ Error in Writing Recount Text (A Case Study in The Eleventh-grade Students of SMP Trimulia Jakarta Selatan)*” (Jakarta: 2014), p.36.

## 5) Report Text

A text that provides information on a subject is referred to as an information report text. The text often includes information about the subject, including facts, a description, and details on its components, traits, and behavior. Its objective is to categorize, describe, or convey data regarding a subject.

## 2. Anxiety

### a. Definition of Anxiety

According to Barlow (2002) was defined anxiety is a future-oriented emotion, characterized by beliefs of uncontrollability and unpredictability over potentially adverse events and a quick change in attention to the focus of potentially dangerous events or own effective response to these events.<sup>18</sup>

On the other hand, Levitt (1980) stated that anxiety refers to the sensation of being so afraid of something that will happen or has already happened that we keep thinking about it throughout the day. It can also refer to having a strong desire to complete a task but being extremely worried that we will fail. It has to do with uneasy feelings, depression, a lack of confidence, failure, or fear (Eslami et al., 2016).<sup>19</sup>

In addition, Passer and Smith in Mustachim (2014) stated that anxiety is defined as a feeling of tension and apprehension as a natural

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<sup>18</sup>Clark, David A., And Aaron T. Beck, *Cognitive Therapy of Anxiety Disorders; Science and Practice*. Guilford Press, 2011. p.5.

<sup>19</sup>Ari Prasetyaningrum, Adib Nazri, Maman Asrobi, "A Study of Learners' Writing Anxiety in EFL Context", Jo-ELT; Journal of English Language Teaching, Vol.8, No.1, p.19-31.

reaction to a perceived threat. It implies that when people are threatened, they naturally experience anxiety.<sup>20</sup> In Hortwiz, Elaine, and Cope (1986), Spielberger defines anxiety as a feeling of tension, apprehension, nervousness, and worry caused by the autonomic nervous system being aroused. Anxiety, according to the Oxford Advanced Learner's Dictionary (1995), is a nervous sensation caused by the fear that something bad will happen. Anxiety can obstruct and complicate learning.<sup>21</sup>

Based on some definitions above, the researcher concluded that anxiety is a normal thing to feel when someone faces an uncontrollable situation that causes fear or worry. Anxiety is triggered by the unknown and accompanies all new experiences. Furthermore, anxiety is a fear of a bad possibility that will happen. It makes a person who experiences it feel disappointed, uncomfortable, will be afraid, unsatisfied, anxious, feel tense, nervous, and feel awkward so which makes the student's self-confidence down.

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<sup>20</sup>Risna Nur Hasanah, La Ode Sidu Marafad, Kammaluddin, "Students' Anxiety in Learning English (A Case Study in SMAN 1 Lawa)", JLEET; Journal of Language Education and Educational Technology, Vol.4, No.2, 2019, p.19-31.

<sup>21</sup>Sri Wahyuni, M. Khotibul Umam, "An Analysis of Writing Anxiety of Indonesian EFL College Learners", JEELS; (Journal of English Education and Linguistics Studies), Vol.4, No.1, 2017, p.105-128.

## **b. Kinds of Anxiety**

According to Spielberger, there are two kinds of anxiety. Those kinds are:

### 1) State Anxiety

State anxiety is a temporary emotional state or condition distinguished by increased autonomous nervous system activity and subjective, mindfully felt feelings of stress and apprehension. Its position may change and fluctuate.

### 2) Trait Anxiety

Trait anxiety is a relatively persistent characteristic of an individual and refers to a general tendency to react anxiously to perceptions in the environment. A person with higher trait anxiety perceives dangers more frequently than a person with lower trait anxiety.<sup>22</sup>

Based on the definitions above, the researcher concluded that anxiety has negative effects on our life so it is very important to research to know how to control our anxiety of ourselves.

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<sup>22</sup>Masami Horikawa, Akihiro Yagi, "The Relationship Among Trait Anxiety and The Goal Performance of Penalty Shoot-Out by University Soccer Players", Plos One, Vol.7, No.4, 2012.

### c. Types of Anxiety

In general, there are some types of anxiety. As follow:

#### 1) Generalized Anxiety Disorder (GAD)

Generalized anxiety disorder is a disorder characterized by prolonged that is not focused on an object or situation.

#### 2) Panic Disorder

Panic disorder is a feeling of panic that occurs very suddenly within a few minutes, which is characterized by physiological responses such as shaking, sweating, shortness of breath, palpitations, and nausea.

#### 3) Phobia Disorder

A phobia is a type of anxiety disorder that causes sufferers to have excessive fear and tend to be irrational about certain objects or situations that do not cause fear in most people.

### d. Factor Causes of Anxiety

According to Darajad in Kurnia Juita, the following factors can cause anxiety:

- 1) People look and realize they are in danger, which leads to the discovery of anxiety.
- 2) Similar to illness, anxiety is considered in a certain way and has nothing to do with the fear that affects it.
- 3) Anxiety arises when a person commits a mistake by doing something that contradicts their beliefs.

The following are some of the reasons for anxiety, according to Ellis in Sasson:

- 1) The competitive personalities of learners.
- 2) The teacher's questions are uncomfortable.
- 3) Lack of a comfortable environment for learning a second language.

#### **e. Sources of Anxiety**

According to Lindgren in Mohammad Agus Salim El Bahri, anxiety sources are classified as follows:

- 1) From external sources

There are external sources, such as parental treatment, classmates, teachers, specific subject content, tests, surroundings, and so on.

- 2) From internal sources

These reasons stem from the individual, such as a lack of self-confidence, unworthiness, guilt, and so on.<sup>23</sup>

### **3. Writing Anxiety**

#### **a. Definition of writing Anxiety**

Hassan (2001), says that writing anxiety is the overall avoidance of writing and of situations that people believe may require them to write anything, together with the possibility of having their writing evaluated.

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<sup>23</sup>Mulyani, "The Correlation Between Students' Anxiety Level and Their Speaking Ability at The Second Year of Senior High School 1 Enok Indragiri Hilir Regency" (IAIN Sultan Syarif Kasim Riau, 2011)

Writing ability among students is negatively correlated with writing anxiety. Anxious students can't enjoy writing; as a result, they write under pressure, which hinders their ability to produce their finest work. Consequently, the writing efforts of nervous writers are occasionally disappointing.<sup>24</sup>

Meanwhile, Thompson in Atay and Kurt (2007) mention that writing anxiety is “far of the writing process that outweighs the projected gain from the ability to write”. It happens because the students have a high sense of worry.<sup>25</sup>

Most of the students avoid writing because they are concerned about their grammar and how their writing will be appraised if it is commented on. Students' attitudes toward writing will influence their writing. Writing anxiety or apprehension is linked to a worry feeling. Terms of Indonesian students, there are still apprehensive about writing in English. This situation arises not only as a result of their lack of competence but also as a result of the student's actions. They are unable to write in English because of their fear. They experience difficulties from either among themselves or from others in their immediate area, such their teachers or classmates.

On another side, writing with anxiety in a foreign language is a term that might be used. Writing anxiety is only present in particular

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<sup>24</sup>Elsa Maharani, Mukhaiyar, DelviWahyuni, “*Writing Anxiety and Writing Strategies Used by English Department Students of Universitas Negeri Padang*”, *Lingua Didaktika; Jurnal Bahasa Dan Pembelajaran Bahasa*, Vol.12, No.1, 2018, p.76-85.

<sup>25</sup>Nur Lena, Amir Jaya, Mursalim, “*An Analysis of Students' Anxiety and Self-Efficacy in Writing at English Department of Halu Oleo University*”, *Journal of Teaching of English*, Vol.4, No.2, p.151-162.

settings related to language learning, therefore it is regarded as a particular type of anxiety (Horwitz et al., 1986).<sup>26</sup>

Moreover, Clark (2005) stated that lack of knowledge or comprehension required to perform the writing task and students' perception that writing is difficult activity are the causes of writing anxiety.<sup>27</sup>

In short, Students' writing success is negatively impacted by writing anxiety. Students who experience anxiety become deeply depressed, less focused, anxious, and tense. They are reluctant to correct grammatical mistakes, incorrect vocabulary, etc. Of course, this has a significant impact on students' motivation and confidence, causing them to lose focus and limit their ability to perform at their best.

#### **b. Cause of Writing Anxiety**

There are several reasons for writing anxiety. Sri Wahyuni and M. Khotibul Umam (2017) will explain the following causes:

##### *1) Fear of negative comments and evaluation*

The majority of students experience anxiety when their writing is evaluated because writing assessments are seen as productive activities that are significantly influenced by time limitations. Students will become anxious if their teachers give them a low grade on their writing.

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<sup>26</sup>Alvian Adhi Nugroho, Ouda Teda Ena, "Writing Anxiety Among EFL Students of John Senior High School", IDEAS; Journal in English Language Teaching and Learning, Linguistic and Literature, Vol.9, No.1, 2021, p.4.

<sup>27</sup>Sri Wahyuni, M. Khotibul Umam, "An Analysis Students Writing Anxiety of Indonesian EFL College Learners", JEELS; Journal of English Education and Linguistics Studies, Vol.4, No.1, 2017, p.105-128.

## 2) *Time pressure*

Writing in English requires more time from students than writing in their home tongue or first language. They need extra time to organize, compose, and rewrite in order to make sure that their English writing is as good as their original language work. Students experience anxiety when writing under time constraints because they are unable to focus on their work and instead focus on the time constraints.

## 3) *fear of writing test*

The majority of students would experience anxiety or panic before an English writing test because they needed more time to organize, compose, and revise so that their English writing would be on a level with that of their native tongue.

## 4) *Low of self-confidence*

Regarding how students will respond to their writing assignments, confidence is crucial. Even students with strong writing ability experience anxiety when they anticipate performing poorly (Hassan, 2001).<sup>28</sup> Even if students with strong second-language writing skills believe they lack the skills necessary to write anything orderly, they will still experience writing anxiety (Cheng, 2004).

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<sup>28</sup>Hassan, Badran A. "The Relationship of Writing Apprehension and Self-Esteem to the Writing Quality and Quantity of EFL University Students." (2001).

##### 5) *Insufficient writing technique*

The student's ability to write well demonstrates their mastery of the writing process and their development as writers (Hassan, 2001). Students who struggle with writing anxiety typically lack both skill development and comprehension of the writing process, which makes them poor writers.

##### 6) *Linguistic difficulties*

When writing essays in English, foreign language learners frequently experience linguistic difficulties. Because it is difficult to explain concepts through appropriate and varied sentences that must be written by grammar rules, linguistic challenges make people reluctant or lazy to produce compositions in English. Additionally, the students still have a limited vocabulary, which makes it difficult for them to demonstrate their compositions in English.

##### 7) *Lack of topical knowledge*

The students may feel anxious due to their lack of subject expertise. For instance, when teachers assign students to write an essay about politics even though they are unfamiliar with the subject, they will be anxious and hesitant to put their thoughts on paper. They must ponder something strange and challenging to them. Therefore, it follows that ignorance has a significant impact on students' tendency to experience writing anxiety.

8) *Lack of experience or insufficient writing practice*

One of the reasons students face anxiety when writing English assignments is a lack of expertise expressing themselves in the language. Students who do not write frequently will be preoccupied with the forms they fill out rather than the content of their essays. The more the form is emphasized, the greater the writing anxiety. Writing practice is essential for improving writing skills; students who practice writing on a regular basis will perform better in this area.

9) *Pressure for perfect work*

When students feel pressure to perform perfect work, anxiety may result. They think that a piece of writing that requires effort and conforms to a higher standard is the ideal piece (Bloom, 1981). This self-imposed requirement for flawless work on students sometimes results in writing anxiety and hesitation. The ones with high expectations for themselves are the ones that struggle with writing anxiety.

10) *High frequency of assignment*

Assignments being given out frequently is another major contributor to writing dread. High assignment frequency is one of the causes of writing anxiety, claim Rezaei and Jafari (2014). But just a small fraction of survey participants identified it as a factor in their writing anxiety, making it the least popular option.<sup>29</sup>

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<sup>29</sup>Sri Wahyuni, M. Khotibul Umam, "An Analysis of Writing Anxiety of Indonesian EFL College Learners", JEELS; Journal of English Education and Linguistics Studies, Vol.4, No.1, 2017, p.105-128.

On the other hand, Heaton and Pray (1982) mention the following causes of writing anxiety:

- 1) Lack of time to plan, write, and revise.
- 2) Lack of good writing skills, which include writing instruction and practice, brainstorming ideas, organizing ideas, and writing mechanics such as penmanship, punctuation, and vocabulary.
- 3) Negative feedback from teachers.<sup>30</sup>

### c. Types of Writing Anxiety

In writing anxiety, Cheng (2004) stated that there are three types of writing anxiety. And those types are:

#### 1) Cognitive Anxiety

Cognitive anxiety is the mental side of anxiety in students, such as unfavorable expectations, worry about how others will see them, and the impression that everything is out of their control.

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<sup>30</sup>Maliheh Rezaei, Mohammad Jafari, "Investigating the Levels, Types, and Causes of Writing Anxiety Among Iranian EFL Students; A Mixed Method Design", *Procedia – Social and Behavioral Sciences*, Vol.98, 2014, p.1545-1554.

**Table 2.1**  
**Cognitive Characteristics of Anxiety**

No.	Characteristics
1.	Worry about something
2.	Feeling disturbed by fear or understanding of something that happens in the future
3.	The belief that something bad will come soon happened, without any clear explanation
4.	Be fixated on bodily sensations
5.	Very sensitive to body sensations
6.	Feeling threatened by people or events
7.	Hate will lose control
8.	Inability to solve problems
9.	Thinking that everything is out of control
10.	Think that everything was so astonishing that it couldn't be overcome
11.	Worry about trivial things
12.	Thinking the same annoying things over and over
13.	Unable to get rid of negative thoughts
14.	Worried about being left alone.

## 2) Somatic Anxiety

Somatic anxiety is the perception of the physiological results of anxiety. It has been demonstrated that students who experience somatic

anxiety experience higher levels of autonomic arousal and unpleasant feelings like tension and apprehension.

**Table 2.2**  
**Physical Characteristics of Anxiety**

<b>No.</b>	<b>Characteristics</b>
1.	Restless or nervous
2.	Hands or limbs shaking
3.	Sweat a lot
4.	Sweaty palms
5.	Dizziness
6.	Dry mouth or throat
7.	Difficult to speak
8.	Difficult to breathe
9.	Short breath
10.	Heart pounding hard or beating fast
11.	Vibrating voice
12.	Fingers or limbs become cold
13.	The neck or back feels stiff
14.	A choking sensation
15.	Stomach pain or nausea
16.	Face feels red

### 3) Avoidance Behavioral

Avoidance anxiety is the behavioral component that occurs when learners experience anxiety. For example, learners who engage in

avoidance behavior will look for excuses and circumstances to avoid writing essays or in English or writing compositions in class.<sup>31</sup>

**Table 2.3**  
**Behavioral Characteristics of Anxiety**

No.	Characteristics
1.	Avoidance behavior
2.	Attached and dependent behavior
3.	Shocked behavior

Based on the explanation above, the researcher concluded that the types of writing anxiety are very dangerous for the students. Where in a state of anxiety, the students become so distracted that it makes them avoid writing activities.

### **C. Conceptual Framework**

In order to describe the theories employed in this research, the researcher will explain the variables of this research. The descriptive quantitative research method was used, with the focus on the student's writing anxiety. As a result, in this study, the researcher only uses one variable, namely students' writing anxiety.

<sup>31</sup>Reni Kusumaningputri, Tri Ayu Ningsih, Wisasongko, "Second Language Writing Anxiety of Indonesian EFL Students", *Lingua Cultura*, Vol.12, No.4, 2018, p.357-362.

**Table 2.4**  
**The Components of Writing Anxiety**

No.	The components of writing Anxiety	Symptoms of Anxiety
1	Cognitive Anxiety	Cognitive symptoms of anxiety include disorientation or a lack of focus, recurrent or obsessive thoughts, emotions of impending doom, morbid or panic thoughts or ideas, and sensations of impending doom.
2	Somatic Anxiety	Somatic symptoms of anxiety include headaches, dizziness, sweating, numbness, difficulty breathing, elevated heart rate, and feelings of tightness in the neck and shoulder.
3	Avoidance Behavior	Avoidance symptoms of anxiety include hand wringing or finger tapping.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The researcher decides to use a descriptive quantitative technique design. In general, descriptive quantitative is research that shows the results of a quantitative or statistical data collection such as a survey as it is, without being calculated or seen about other treatments or variables. Supporting McMillan (1992), stated that descriptive quantitative research describes a phenomenon and usually in the form of statistics, such as frequencies, percentages, averages, and sometimes variability.<sup>32</sup>

In conclusion, the researcher selects the descriptive quantitative research method because it describes and collects the data required to fix the research problems. Moreover, it aims to find out the level and main factors that causes of students' writing anxiety at the eleventh-grade students of science class at UPT SMAN 11 Luwu experiencing writing anxiety when using English.

#### B. Location and Time of the Research

##### 1. The Location of the Research

The research was conducted on the eleventh-grade students of science class at UPT SMAN 11 Luwu. More details on jalan Andi Djemma, Lamasi District, Luwu Regency, South Sulawesi.

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<sup>32</sup>Ratih Juwita Maulida Thooyibah, Bambang Suharjito, Siti Sundari, "A Descriptive Study on Grammatical Errors of The Eighth Grade Students' Narrative Text Writing at SMPN 1 Wuluhan Jember in the 2013/2014 Academic Year", Artikel Ilmiah Mahasiswa, Vol.1, No.1, 2014, p.1-3.

## 2. Time of the Research

This research was conducted from February to March 2022. The duration of the research was from February 24<sup>th</sup> to March 2<sup>nd</sup>, 2022.

## C. Population and Sample

### 1. Population

The population of this study is the eleventh-grade students of science class at UPT SMAN 11 Luwu in the academic year 2021/2022. It consisted of 215 students.

**Table 3.1**

**Number of Populationthe Eleventh-Grade Students of Science Class at UPT SMAN 11 Luwu<sup>33</sup>**

No.	Class	Total of the Students
1.	XI IPA 1	36
2.	XI IPA 2	36
3.	XI IPA 3	36
4.	XI IPA 4	36
5.	XI IPA 5	36
6.	XI IPA 6	35
<b>Total</b>		<b>215</b>

### 2. Sample

In determining the research sample, the researcher uses the Simple Random Sampling technique. The sample was selected at random from the

<sup>33</sup>School Administration of UPT SMAN 11 Luwu.

population. From a total population of 215 the eleventh-grade students of science class at UPT SMAN 11 Luwu, the researcher used Slovin's theory in sampling<sup>34</sup>:

$$n = \frac{N}{1 + N(e)^2}$$

where:

$n$  = sample

$N$  = population

$e$  = error tolerance (5%, 10%, 15%)

With the error tolerance of 10% (0.1), it was gained the number of samples as the following calculation:

$$\begin{aligned} n &= \frac{215}{1 + 215 (0,1)^2} \\ n &= \frac{215}{0,01 \times 215 + 1} = 3,15 \\ n &= \frac{215}{3,15} \\ n &= 68,25 = 68 \end{aligned}$$

Based on Slovin's theory above, the researcher takes 68 students in six classes on the eleventh-grade students of science class at UPT SMAN 11 Luwu, which consisted of 215 students.

#### **D. Technique of Collecting the Data**

The questionnaire was distributed to determine the level of students' writing anxiety and the factors that cause the students writing anxiety. There is no

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<sup>34</sup>Sofyan Siregar, *Statistik Parametrik untuk Penelitian Kuantitatif Dilengkapi dengan Perhitungan Manual dan Aplikasi SPSS Versi 17* (Jakarta: Bumi Aksara, 2014), Vol.2, p.61.

hypothesis, the researcher only used one variable namely students' writing anxiety analyzed by descriptive statistics frequency, percentage, and mean.

The researcher will give 40 minutes for the students to answer the questionnaires. In collecting the data, the researcher will apply the following procedures:

1. First, the researcher asked permission to get research on the class. After the researcher got permission from the headmaster and English teacher, then the teachers make the validity of the questionnaires.
2. The second, the researcher gave questionnaires to the participants of the research. Before the students filled out the questionnaires, the researcher first gave directions on how to fill out the questionnaire sheet.
3. Then, the researcher collected the data from questionnaires.
4. After collecting all the data, the researcher analyzed the data.
5. The researcher then classified the responses based on the question of anxiety response from highest to lowest using mean, frequency, and percentage.
6. The last, the researcher does the data conclude.

#### **E. Research Instruments**

The researcher will employ questionnaires to gather data for this research. Based on the problem statement above, the researcher wants to know about the students' writing anxiety through the questionnaires to get the data and analysis the level of students' anxiety and the main factors that cause students writing anxiety.

The researcher used two types of questionnaires that were translated into Indonesian. The first questionnaire is the Second Language Writing Anxiety Inventory (SLWAI) by Cheng (2004), was consist of 22 statements it was given to measure the level of students writing anxiety. The first questionnaire had the following three subcategories as follow: cognitive anxiety, somatic anxiety, and avoidance behavior. This questionnaire was analyzed and calculated to find the mean. SLWAI which was invented by Cheng (2004) was the first valid instrument for measuring writing anxiety.

Meanwhile, the second questionnaire Causes of Second Language Writing Anxiety Inventory (CSLWAI) was adopted by Rezaei and Jafari (2014) and consisted of 10 statements, it was given to measure the causes of students' writing anxiety. This questionnaire was analyzed and calculated to find the percentages.

The invention has shown to be quite reliable and valid in factor analysis, which is why the researcher employs it. This instrument has been used by many previous researchers such as (Maliheh Rezaei & Mohammad Jafari, 2014; Sri Wahyuni & M. Khotibul Umam, 2017; SitiNurhalimah,2019; Syarifudin, 2020; DelviWahyuni, WitriOktavia & Leni Marlina, 2018).

**Table 3.2**  
**Subcategories of Writing Anxiety**

No.	Indicator	Number of Items
1	Cognitive Anxiety	1,2,3,4,5,6,7,8
2	Somatic Anxiety	9,10,11,12,13,14,15
3	Avoidance Behavior	16,17,18,19,20,21,22

The students were asked to agree or disagree with the research findings on their level of anxiety when writing in English using the 5-Likert Scale style.

**Table 3.3**  
**Likert Scale**

Scale	Score
Strongly Agree	5
Agree	4
Uncertain	3
Disagree	2
Strongly Disagree	1

The first questionnaire had 22 items and the second questionnaire consisted of 10 items. The Second Language Writing Anxiety Inventory (SLWAI) contains seven negatively worded items (1, 3, 8, 15, 16, 21, and 22) that must be scored in reverse before being added together to provide the SLWAI total score.

## **F. Validity and Reliability Testing**

### **1. Validity Testing**

A validity test is used to verify whether or not a questionnaire is valid. If the product-moment correlation coefficient with a standard of 0.2 the validity test is considered to be valid. It means if the value is less than 0.2, the questionnaire is invalid and a new one must be created.

**Table 3.4**  
**The Validity of the SLWAI Questionnaire**

<b>Number of Items</b>	<b>R Count</b>	<b>R Table</b>	<b>Status</b>
Statement 1	0.407	0.198	Valid
Statement 2	0.582	0.198	Valid
Statement 3	0.333	0.198	Valid
Statement 4	0.574	0.198	Valid
Statement 5	0.422	0.198	Valid
Statement 6	0.222	0.198	Valid
Statement 7	0.291	0.198	Valid
Statement 8	0.356	0.198	Valid
Statement 9	0.437	0.198	Valid
Statement 10	0.500	0.198	Valid
Statement 11	0.587	0.198	Valid
Statement 12	0.550	0.198	Valid
Statement 13	0.499	0.198	Valid
Statement 14	0.306	0.198	Valid
Statement 15	0.218	0.198	Valid
Statement 16	0.278	0.198	Valid
Statement 17	0.382	0.198	Valid
Statement 18	0.469	0.198	Valid
Statement 19	0.351	0.198	Valid
Statement 20	0.235	0.198	Valid
Statement 21	0.168	0.198	Invalid
Statement 22	0.202	0.198	Valid

Based on table 3.4, there are 22 items on the first questionnaire developed by Cheng (2004), but only 21 statements were valid and matched to the students.

**Table 3.5**  
**The Validity of the CSLWAI Questionnaire**

Number of Items	R-Value	R Table	Status
Statement 1	0.610	0.198	Valid
Statement 2	0.373	0.198	Valid
Statement 3	0.651	0.198	Valid
Statement 4	0.657	0.198	Valid
Statement 5	0.240	0.198	Valid
Statement 6	0.241	0.198	Valid
Statement 7	0.586	0.198	Valid
Statement 8	0.287	0.198	Valid
Statement 9	0.637	0.198	Valid
Statement 10	0.297	0.198	Valid

Based on table 3.5, it can be seen that there are 10 items on the second questionnaire that were developed by Rezaei and Jafari (2014), and all the statements were valid and matched to the student.

## 2. Reliability Testing

A reliability test is an instrument that produces the same data when measured multiple times on the same object. The SPSS Application includes a facility for measuring reliability with the Cronbach Alpha statistical test, which is used to determine whether or not a research instrument is reliable. In this

technique, an instrument is said to be reliable if it provides a value with a standard  $\alpha \geq 0.6$ .

**Table 3.6**  
**The Level of Reliability by using Cronbach Alpha (Guilford, 1956)<sup>35</sup>**

Cronbach Alpha	Level of Reliability
$0.80 \leq r_{11} < 1.00$	Very highly reliability
$0.60 \leq r_{11} < 0.80$	Highly reliability
$0.40 \leq r_{11} < 0.60$	Reliability
$0.20 \leq r_{11} < 0.40$	Low reliability
$-1.00 < r_{11} < 0.20$	Unacceptable low reliability

To get the reliability of the questionnaires given, the researcher uses SPSS Statistic 22 version program to find out whether the questionnaires were reliable or not.

**Table 3.7**  
**The Reliability Statistic of SLWAI**

Reliability Statistics	
Cronbach's Alpha	N of Items
,707	21

Based on table 3.7 above, it can be seen about the score of the Second Language Writing Anxiety Inventory (SLWAI) questionnaire by Cheng (2004) is

<sup>35</sup>Gusti Ayu Dessy Sugiharni, Ni Wayan Setiasi, "Validitas dan Reliabilitas Instrument Evaluasi Blended Learning Matakuliah Matematika Diskrit di STIKOM Bali Berbasis Model Alkin", Indomath: Indonesian Mathematics Education, Vol.1, No.2, 2018, p.93-108.

0.707, it can be concluded that the questionnaire is reliable and categorized as highly reliable.

**Table 3.8**  
**The Reliability Statistic of the CSLWAI Questionnaire**

Reliability Statistics	
Cronbach's Alpha	N of Items
.611	10

Based on table 3.8 above, it can be seen the score of the Cause Second Language of Writing Anxiety Inventory (CSLWAI) questionnaire by Jafari and Rezaei (2014) is 0.611 and it can be concluded that the questionnaire is more reliable than the categorization of Cronbach Alpha is high reliability.

### **G. Data Analysis Technique**

The researcher employs descriptive analysis along with mean to determine the level of writing anxiety among students when analyzing the research's data. To examine the data on writing anxiety, the researcher employed a descriptive statistic with the SPSS Statistic 22 version software and Microsoft Excel 2019. A measurement method was used to analyze the questionnaire's responses.

1. To reveal the level of writing anxiety, the obtained data from the first questionnaire Second Language of Writing Anxiety Inventory (SLWAI) by Cheng, is analyzed and calculated to find the mean and frequency. According to Jafari and Rezaei (2014), a total score above 65 points

indicates a high level, a total score below 50 points are indicated a low level, and a total score between a high level and low level indicates a moderate level of writing anxiety.<sup>36</sup> The data was analyzed by measurement formula by Sugiyono (2014)<sup>37</sup>, to find the mean:

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

Note:

P = Percentage  
 F = Frequency  
 N = Number of Sample  
 100% = Constant Value

2. The first step to analyzing the students' answers is to know the main factors that cause students writing anxiety from the second questionnaire Cause Second Language of Writing Anxiety Inventory (CSLWAI) by Jafari and Rezaei (2014) by multiplying each counting result each the point of the questionnaire. After multiplying the result by the Likert point, the total score was summed up to calculate the percentage. Ten causes of anxiety ranked from one to ten, then the highest percentage would be chosen as the main factors of writing anxiety. The data analyzed by the formula of Sri Wahyuni and Umam (2017):<sup>38</sup>

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<sup>36</sup>Malihah Rezaeia, Mohammad Jafari, "Investigating the Levels, Types, and Causes of Writing Anxiety among Iranian EFL Students: A Mixed Method Design", *Procedia - Social and Behavioral Sciences*, Vol.98, 2014, p.1545-1554.

<sup>37</sup>Sugiyono, "Metode Penelitian Kombinasi (Mixed Methods)", *Jurnal JPM IAIN Antasari*, Vol.1, No.2, 2014. P.35.

<sup>38</sup>Sri Wahyuni, M. Khotibul Umam, "An Analysis of Writing Anxiety of Indonesian EFL College Learners", *JEELS; (Journal of English Education and Linguistics Studies)*, Vol.4, No.1, 2017, p.105-128.

$$\text{The percentage} = \frac{\text{Total score each item}}{\text{Total score of all item}} \times 100\%$$

In this research, the researcher uses categories mean of writing anxiety questionnaires by Cheng (2004). It is also used by Syarifudin (2020), and the result of her research was in the category of a high level of writing anxiety. Furthermore, Jafari and Rezaei (2014) also used mean categories and the result of their research is a high level of students writing anxiety.

**Table 3.9**  
**The Categories of Score SLWAI**

No.	Scores	Category Level
1	66-100	High
2	50-65	Moderate
3	0-49	Low

*(Jafari & Rezaei, 2014)<sup>39</sup>*

Based on table 3.9 above, it can be seen that a total score above 65 indicates a high level of writing anxiety, a total score below 50 indicates a high level of writing anxiety, and a total score in-between indicates a moderate level of writing anxiety.

<sup>39</sup>Maliheh Rezaeia, Mohammad Jafari, "Investigating the Levels, Types, and Causes of Writing Anxiety among Iranian EFL Students: A Mixed Method Design", *Procedia - Social and Behavioral Sciences*, Vol.98, 2014, p.1545-1554.

**Table 3.10**  
**The Categories of Writing Anxiety Questionnaires**

<b>Category</b>	<b>Criteria</b>
High Anxiety	When the students strongly agree about their anxiety in writing.
Moderate Anxiety	When the students are uncertain about their anxiety in writing.
Low Anxiety	When the students strongly disagree about their anxiety in writing.



## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Finding

The Second Language of Writing Anxiety Inventory (SLWAI) by Cheng (2004) is the first of the two types of questionnaires that were employed in this study. There were 21 statements in this questionnaire, and the data were analyzed and calculated to determine the mean and percentages. Further, the levels of writing anxiety are determined using the SLWAI.

The Causes of Second Language Writing Anxiety Inventory (CSLWAI) by Rezaei and Jafari (2014) is the second type of questionnaire that consisted of 10 statements and the data were analyzed and calculated to find the percentages. CSLWAI is used to find out the main factors that cause students writing anxiety. The data analysis is presented as follows:

#### 1. The Level of Students' Writing Anxiety

##### a. The frequency and percentage of students' writing anxiety

##### 1) Item 1

**Table 4.1 "While writing in English, I'm not nervous at all"**

		Frequency	Percent	Valid Percent
Valid	STRONGLY AGREE	7	10,3	10,3
	AGREE	16	23,5	23,5
	UNCERTAIN	21	30,9	30,9
	DISAGREE	19	27,9	27,9
	STRONGLY DISAGREE	5	7,4	7,4
	Total	68	100,0	100,0

Based on the descriptive statistics on table 4.1, showed that 7 students (10.3%) choose “strongly agree”, 16 students (23.5%) choose “agree”, 21 students (30,9%) choose “uncertain”, 19 students (27.9%) choose “disagree”, and 5 students (7.4%) choose “strongly disagree”. Therefore, it can be stated that most of the science class students at UPT SMAN 11 Luwu in the eleventh-grade are uncertain that while writing in English, they are not nervous at all.

2) Item 2

**Table 4.2 “While writing English compositions, I feel worried and uneasy if I know they will be evaluated”**

		Frequency	Percent	Valid Percent
Valid	STRONGLY AGREE	13	19,1	19,1
	AGREE	34	50,0	50,0
	UNCERTAIN	15	22,1	22,1
	DISAGREE	6	8,8	8,8
	Total	68	100,0	100,0

Based on the descriptive statistics on table 4.2, displays 13 students (19.1%) choose “strongly agree”, 34 students (50.0%) choose “agree”, 15 students (22.1%) choose “uncertain”, and 6 students (8.8%) choose “disagree”. Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade agree that while writing English compositions, they feel worried and uneasy if they know they will be evaluated.

## 3) Item 3

**Table 4.3 “I don’t worry that my English compositions are a lot worse than others”**

		Frequency	Percent	Valid Percent
Valid	STRONGLY AGREE	3	4,4	4,4
	AGREE	20	29,4	29,4
	UNCERTAIN	14	20,6	20,6
	DISAGREE	22	32,4	32,4
	STRONGLY DISAGREE	9	13,2	13,2
	Total	68	100,0	100,0

Based on the descriptive statistics on table 4.3, informs that 3 students (4.4%) choose “strongly agree”, 20 students (29.4%) choose “agree”, 14 students (20,6%) choose “uncertain”, 22 students (32.4%) choose “disagree”, and 9 students (13.2%) choose “strongly disagree”. Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade disagree that they don’t worry that their English compositions are a lot worse than others.

## 4) Item 4

**Table 4.4 “If my English composition is to be evaluated, I would worry about getting a very poor grade”**

		Frequency	Percent	Valid Percent
Valid	STRONGLY AGREE	23	33,8	33,8
	AGREE	33	48,5	48,5
	UNCERTAIN	7	10,3	10,3
	DISAGREE	4	5,9	5,9
	STRONGLY DISAGREE	1	1,5	1,5
	Total	68	100,0	100,0

Based on the descriptive statistics on table 4.4, reveals that 23 students (33.8%) choose “strongly agree”, 33 students (48.5%) choose “agree”, 7 students (10.3%) choose “uncertain”, 4 students (5.9%) choose “disagree”, and 1 student (1.5%) choose “strongly disagree”. Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade agree that if their English composition was to be graded, they would be concerned about receiving a low grade.

## 5) Item 5

**Table 4.5 “I’m afraid that other students would deride my English composition if they read it”**

		Frequency	Percent	Valid Percent
Valid	STRONGLY AGREE	13	19,1	19,1
	AGREE	30	44,1	44,1
	UNCERTAIN	12	17,6	17,6
	DISAGREE	7	10,3	10,3
	STRONGLY DISAGREE	6	8,8	8,8
	Total	68	100,0	100,0

Based on the descriptive statistics on the table 4.5, describes 13 students (19.1%) choose “strongly agree”, 30 students (44.1%) choose “agree”, 12 students (17.6%) choose “uncertain”, 7 students (10.3%) choose “disagree”, and 6 students (8.8%) choose “strongly disagree”. Therefore, it can be stated that most of the science class students at UPT SMAN 11 Luwu in the eleventh-grade agree that they were afraid that other students would derides their English composition if they read it.

6) Item 6

**Table 4.6 “I don’t worry at all about what other people would think of my English compositions”**

		Frequency	Percent	Valid Percent
Valid	STRONGLY AGREE	13	19,1	19,1
	AGREE	23	33,8	33,8
	UNCERTAIN	14	20,6	20,6
	DISAGREE	9	13,2	13,2
	STRONGLY DISAGREE	9	13,2	13,2
	Total	68	100,0	100,0

Based on the descriptive statistics on table 4.6, demonstrates that 13 students (19.1%) choose “strongly agree”, 23 students (33.8%) choose “agree”, 14 students (20.6%) choose “uncertain”, 9 students (13.2%) choose “disagree”, and 9 students (13.2%) choose “strongly disagree”. Therefore, it can be stated that most of the science class students at UPT SMAN 11 Luwu in the

eleventh-grade agree that they don't worry at all about what other people would think of their English compositions.

7) Item 7

**Table 4.7 "I'm afraid of my English composition being chosen as a sample to be discussed in class"**

		Frequency	Percent	Valid Percent
Valid	STRONGLY AGREE	16	23,5	23,5
	AGREE	29	42,6	42,6
	UNCERTAIN	11	16,2	16,2
	DISAGREE	9	13,2	13,2
	STRONGLY DISAGREE	3	4,4	4,4
	Total	68	100,0	100,0

Based on the descriptive statistics on the table 4.7, exhibits 16 students (23.5%) choose "strongly agree", 29 students (42.6%) choose "agree", 11 students (16.2%) choose "uncertain", 9 students (13.2%) choose "disagree", and 3 students (4.4%) choose "strongly disagree". Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade agree that they are afraid of their English composition being chosen as a sample to be discussed in class.

## 8) Item 8

**Table 4.8 “I’m not afraid at all that my English compositions would be rated as very poor”**

		Frequency	Percent	Valid Percent
Valid	STRONGLY AGREE	5	7,4	7,4
	AGREE	15	22,1	22,1
	UNCERTAIN	25	36,8	36,8
	DISAGREE	17	25,0	25,0
	STRONGLY DISAGREE	6	8,8	8,8
	Total	68	100,0	100,0

Based on the descriptive statistics on table 4.8, produces 5 students (7.4%) choose “strongly agree”, 15 students (22.1%) choose “agree”, 25 students (36.8%) choose “uncertain”, 17 students (25.0%) choose “disagree”, and 6 students (8.8%) choose “strongly disagree”. Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade are uncertain that they are not afraid at all that their English compositions would be rated as very poor.

## 9) Item 9

**Table 4.9 “I feel my heart pounding when I write English compositions under time constraints”**

	Frequency	Percent	Valid Percent
Valid STRONGLY AGREE	31	45,6	45,6
AGREE	26	38,2	38,2
UNCERTAIN	6	8,8	8,8
DISAGREE	5	7,4	7,4
Total	68	100,0	100,0

Based on the descriptive statistics in table 4.9, indicates that 31 students (45.6%) choose “strongly agree”, 26 students (38.2%) choose “agree”, 6 students (8.8%) choose “uncertain”, and 5 students (7.4%) choose “disagree”. Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade strongly agree that they feel their heart pounding when they write English compositions under time constraints.

## 10) Item 10

**Table 4.10 “My mind often goes blank when I start to work on an English composition”**

	Frequency	Percent	Valid Percent
Valid STRONGLY AGREE	8	11,8	11,8
AGREE	21	30,9	30,9
UNCERTAIN	23	33,8	33,8
DISAGREE	9	13,2	13,2
STRONGLY DISAGREE	7	10,3	10,3
Total	68	100,0	100,0

Based on the descriptive statistics on the table 4.10, proves that 8 students (11.8%) choose “strongly agree”, 21 students (30.9%) choose “agree”, 23 students (33.8%) choose “uncertain”, 9 students (13.2%) choose “disagree”, and 7 students (10.3%) choose “strongly disagree”. Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade are uncertain that their mind often goes blank when they start to work on English composition.

#### 11) Item 11

**Table 4.11 “I tremble or perspire when I write English compositions under time pressure”**

		Frequency	Percent	Valid Percent
Valid	STRONGLY AGREE	26	38,2	38,2
	AGREE	14	20,6	20,6
	UNCERTAIN	13	19,1	19,1
	DISAGREE	13	19,1	19,1
	STRONGLY DISAGREE	2	2,9	2,9
	Total	68	100,0	100,0

Based on the descriptive statistics on the table 4.11, evinced 26 students (38.2%) choose “strongly agree”, 14 students (20.6%) choose “agree”, 13 students (19.1%) choose “uncertain”, 13 students (19.1%) choose “disagree”, and 2 students (2.9%) choose “strongly disagree”. Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade

strongly agree that they tremble or perspire when they write English compositions under time pressure.

12) Item 12

**Table 4.12 “My thoughts become jumbled when I write English compositions under time constraints”**

		Frequency	Percent	Valid Percent
Valid	STRONGLY AGREE	24	35,3	35,3
	AGREE	30	44,1	44,1
	UNCERTAIN	7	10,3	10,3
	DISAGREE	4	5,9	5,9
	STRONGLY DISAGREE	3	4,4	4,4
	Total	68	100,0	100,0

Based on the descriptive statistic on the table 4.12, explains that 24 students (35.3%) choose “strongly agree”, 30 students (44.1%) choose “agree”, 7 students (10.3%) choose “uncertain”, 4 students (5.9%) choose “disagree”, and 3 students (4.4%) choose “strongly disagree”. Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade agree that their thoughts become jumbled when they write English compositions under time constraints.

## 13) Item 13

**Table 4.13 “I often feel panic when I write English compositions under time constraints”**

		Frequency	Percent	Valid Percent
Valid	STRONGLY AGREE	17	25,0	25,0
	AGREE	35	51,5	51,5
	UNCERTAIN	9	13,2	13,2
	DISAGREE	6	8,8	8,8
	STRONGLY DISAGREE	1	1,5	1,5
	Total	68	100,0	100,0

Based on the descriptive statistics on the table 4.13, showed that 17 students (25.0%) choose “strongly agree”, 35 students (51.5%) choose “agree”, 9 students (13.2%) choose “uncertain”, 6 students (8.8%) choose “disagree”, and 1 student (1.5%) choose “strongly disagree”. Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade agree that they often feel panic when they write English compositions undertime constraints.

## 14) Item 14

**Table 4.14 “I freeze up when unexpectedly asked to write English compositions”**

		Frequency	Percent	Valid Percent
Valid	STRONGLY AGREE	16	23,5	23,5
	AGREE	21	30,9	30,9
	UNCERTAIN	20	29,4	29,4
	DISAGREE	9	13,2	13,2
	STRONGLY DISAGREE	2	2,9	2,9
	Total	68	100,0	100,0

Based on the descriptive statistics on the table 4.14, displays 16 students (23.5%) choose “strongly agree”, 21 students (30.9%) choose “agree”, 20 students (29.4%) choose “uncertain”, 9 students (13.2%) choose “disagree”, and 2 students (2.9%) choose “strongly disagree”. Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade agree that they freeze up when unexpectedly asked to write English compositions.

## 15) Item 15

**Table 4.15 “I usually feel my body whole rigid and tense when I write English compositions”**

	Frequency	Percent	Valid Percent
Valid STRONGLY AGREE	10	14,7	14,7
AGREE	12	17,6	17,6
UNCERTAIN	18	26,5	26,5
DISAGREE	12	17,6	17,6
STRONGLY DISAGREE	16	23,5	23,5
Total	68	100,0	100,0

Based on the descriptive statistics on the table 4.15, reveals that 10 students (14.7%) choose “strongly agree”, 12 students (17.6%) choose “agree”, 18 students (26.5%) choose “uncertain”, 12 students (17.6%) choose “disagree”, and 16 students (23.5%) choose “strongly disagree”. Therefore, it can be stated that most of the science major students at UPT SMAN 11 Luwu in the eleventh-grade are uncertain that they usually feel their body whole rigid and tense when they write English compositions.

## 16) Item 16

**Table 4.16 “I often choose to write down my thoughts in English”**

		Frequency	Percent	Valid Percent
Valid	STRONGLY AGREE	11	16,2	16,2
	AGREE	17	25,0	25,0
	UNCERTAIN	15	22,1	22,1
	DISAGREE	20	29,4	29,4
	STRONGLY DISAGREE	5	7,4	7,4
	Total	68	100,0	100,0

Based on the descriptive statistics on the table 4.16, informs that 11 students (16.2%) choose “strongly agree”, 17 students (25.0%) choose “agree”, 15 students (22.1%) choose “uncertain”, 20 students (29.4%) choose “disagree”, and 5 students (7.4%) choose “strongly disagree”. Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade disagree that they often choose to write down their thoughts in English.

## 17) Item 17

**Table 4.17 “I usually do my best to avoid writing English compositions”**

		Frequency	Percent	Valid Percent
Valid	STRONGLY AGREE	6	8,8	8,8
	AGREE	28	41,2	41,2
	UNCERTAIN	21	30,9	30,9
	DISAGREE	8	11,8	11,8
	STRONGLY DISAGREE	5	7,4	7,4
	Total	68	100,0	100,0

Based on the descriptive statistics on table 4.17, describes 6 students (8.8%) choose “strongly agree”, 28 students (41.2%) choose “agree”, 21 students (30.9%) choose “uncertain”, 8 students (11.8%) choose “disagree”, and 5 students (7.4%) choose “strongly disagree”. Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade agree that they usually do their best to avoid writing English compositions.

## 18) Item 18

**Table 4.18 “I do my best to avoid situations in which I have to write in English”**

		Frequency	Percent	Valid Percent
Valid	STRONGLY AGREE	11	16,2	16,2
	AGREE	19	27,9	27,9
	UNCERTAIN	18	26,5	26,5
	DISAGREE	16	23,5	23,5
	STRONGLY DISAGREE	4	5,9	5,9
	Total	68	100,0	100,0

Based on the descriptive statistics on the table 4.18, indicates that 11 students (16.2%) choose “strongly agree”, 19 students (27.9%) choose “agree”, 18 students (26.5%) choose “uncertain”, 16 students (23.5%) choose “disagree”, and 4 students (5.9%) choose “strongly disagree”. Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade agree that they do their best to avoid situations in which they have to write in English.

## 19) Item 19

**Table 4.19 “Unless I have no choice, I would not use English to write composition”**

		Frequency	Percent	Valid Percent
Valid	STRONGLY AGREE	15	22,1	22,1
	AGREE	18	26,5	26,5
	UNCERTAIN	19	27,9	27,9
	DISAGREE	14	20,6	20,6
	STRONGLY DISAGREE	2	2,9	2,9
	Total	68	100,0	100,0

Based on the descriptive statistics on the table 4.19, explains that 15 students (22.1%) choose “strongly agree”, 18 students (26.5%) choose “agree”, 19 students (27.9%) choose “uncertain”, 14 students (20.6%) choose “disagree”, and 2 students (2.9%) choose “strongly disagree”. Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade are uncertain that unless they have no choice, they would not use English to write.

## 20) Item 20

**Table 4.20 “I would do my best to excuse myself if asked to write English compositions”**

		Frequency	Percent	Valid Percent
Valid	STRONGLY AGREE	14	20,6	20,6
	AGREE	31	45,6	45,6
	UNCERTAIN	15	22,1	22,1
	DISAGREE	5	7,4	7,4
	STRONGLY DISAGREE	3	4,4	4,4
	Total	68	100,0	100,0

Based on the descriptive statistics on the table 4.20, exhibits 14 students (20.6%) choose “strongly agree”, 31 students (45.6%) choose “agree”, 15 students (22.1%) choose “uncertain”, 5 students (7.4%) choose “disagree”, and 3 students (4.4%) choose “strongly disagree”. Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade agree that they would do their best to excuse themselves if asked to write English composition.

## 21) Item 21

**Table 4.21 “Whenever possible, I would use English to write compositions”**

		Frequency	Percent	Valid Percent
Valid	STRONGLY AGREE	3	4,4	4,4
	AGREE	17	25,0	25,0
	UNCERTAIN	31	45,6	45,6
	DISAGREE	11	16,2	16,2
	STRONGLY DISAGREE	6	8,8	8,8
	Total	68	100,0	100,0

Based on the descriptive statistics on the table 4.21, showed that 3 students (4.4%) choose “strongly agree”, 17 students (25.0%) choose “agree”, 31 students (45.6%) choose “uncertain”, 11 students (16.2%) choose “disagree”, and 6 students (8.8%) choose “strongly disagree”. Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade are uncertain that whenever possible, they would use English to write compositions.

## b. The Mean Score of Students Writing Anxiety

**Table 4.22****The Mean of SLWAI Based on the Score**

	<b>Number of Students</b>	<b>Minimum score</b>	<b>Maximal score</b>	<b>Mean</b>
High Anxiety	52	66	89	76.69 $\geq$ 65
Moderate Anxiety	15	55	65	62.27 $\leq$ 65
Low Anxiety	1	46	46	46.00 $\leq$ 65
<b>Total</b>	<b>68</b>	<b>167</b>	<b>200</b>	<b>73.06</b>

Based on table 4.22, it can be seen that the total mean score for the participants in this study was 73.06 $\geq$ 65, with scores ranging from 46 to 89. There were 52 students (M=76.69 $\geq$ 65) who experienced a high level; 15 students (M=62.27 $\leq$ 65) experienced a moderate level; and 1 student (M=46.00 $\leq$ 65) experienced a low level of writing anxiety in English. It means the category of students writing anxiety was at a high level.

**Table 4.23**  
**The Level of Students' Writing Anxiety**

<b>Number of students</b>	<b>Total score</b>	<b>Mean</b>
68	4968	<b>73,06</b>

Based on table 4.23, it can be shown that the questionnaire had a total score of 4968 from 68 students, and there was a total of 21 tables. The mean score is based on the measurement formula:

$$X = \frac{\sum x}{n}$$

$$X = \frac{4968}{68}$$

$$X = 73.06$$

The calculation above shows that the result of the mean score of the students' writing anxiety was  $M=73.06 \geq 65$ . It indicates that the level of students writing anxiety in English of UPT SMAN 11 Luwu was in the high-level category.

Another study by Syarifudin (2020) found that the majority of students in thesecond semester of the English Education Study Program ( $M=65.86 \geq 65$ ) at State Islamic University Mataramshow high levels of writing anxiety.<sup>40</sup> The same situation was also discovered in research by Jafari and Rezaei (2014), who note that ( $M=67.21 \geq 65$ ) of two institutes in Shiraz and Iran of EFL students were in the level highest category. Furthermore, Farika Muhammad (2019) discovered that the majority of students in the fifth semester ( $M=67.96 \geq 65$ ) at Makassar Muhammadiyah University fell into the category of having a high level of writing anxiety.

## 2. The main factor that causes students writing anxiety

To determine the main factors of students' writing anxiety, the questionnaire from Jafari and Rezaei (2014) Causes of Second Language Writing Anxiety Inventory (CSLWAI). The researcher created a calculation

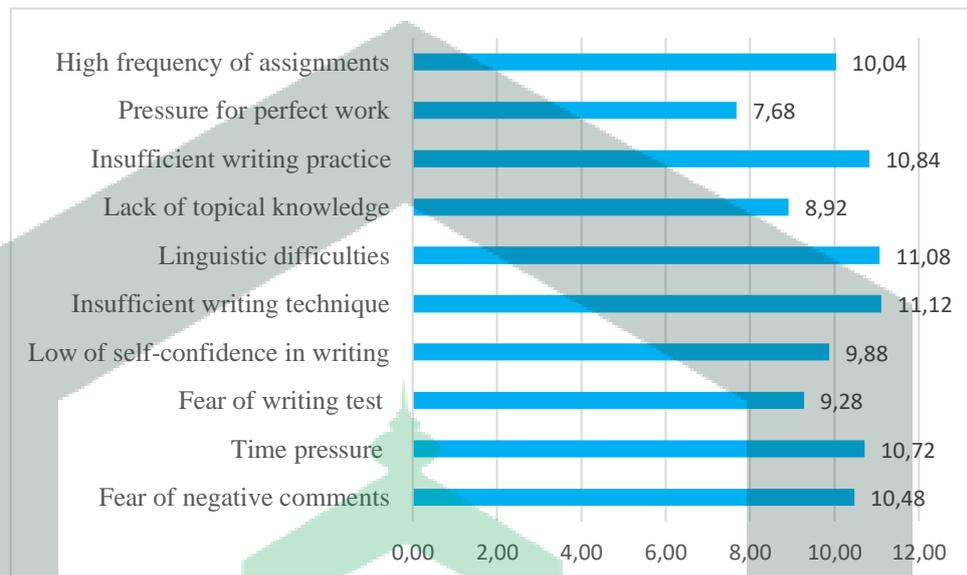
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<sup>40</sup>Syarifudin, "Survey on EFL Students' Writing Anxiety: Level, Types, And Causes", *Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra*, Vol.4, No.2, 2020, p.122-132.

result table of CSLWAI into the data percentage using SPSS Statistic 22.

Figure 1 shows the CSLWAI results.

**Figure 1 Descriptive Statistic of CSLWAI**



From figure 1 above, it can be seen that the main factor that causes students writing anxiety is insufficient writing technique (11.12%), linguistic difficulties (11.08%), insufficient writing practice (10.84%), and time pressure (10.72%). It has the highest percentage among 6 other causes of students writing anxiety.

**Table 4.24****The Arrangement Percentage of Each Item CSLWAI**

<b>No.</b>	<b>Causes of Writing Anxiety</b>	<b>Score</b>	<b>Percent</b>
1	Insufficient writing technique	278	11.12%
2	Linguistic difficulties	277	11.08%
3	Insufficient writing practice	271	10.84%
4	Time pressure	268	10.72%
5	Fear of negative comments	262	10.48%
6	High frequency of assignments	251	10.04%
7	Low of self-confidence in writing	247	9.88%
8	Fear of writing test	232	9.28%
9	Lack of topical knowledge	223	8.92%
10	Pressure for perfect work	192	7.68%
<b>Total</b>		<b>2501</b>	<b>100%</b>

Based on table 4.24, it can conclude that the main factor that causes students writing anxiety in English at the eleventh-grade of science class at UPT SMAN 11 Luwu based on the percentage is insufficient writing technique (11.12%). Writing technique refers to writing composition, skill development, and customized spelling.

## **B. Discussion**

The purpose of this study is to determine the level and main factors that cause writing anxiety in eleventh-grade science students at UPT SMAN 11 Luwu. The results show that the total mean score on the Second Language Writing Anxiety Inventory (SLWAI) is  $M=73.06 \geq 65$ , indicating that the level of students' writing anxiety was high. Furthermore, insufficient writing technique (11.12%), linguistic difficulties (11.08%), insufficient writing practice (10.84%), and time pressure (10.72%) are the main causes of students' writing anxiety.

Insufficient writing technique is the primary source of students' writing anxiety in English. Because the students are inexperienced writers, they are worried when they are writing. Furthermore, students' skill development and mastery of the writing composition are lacking.

Linguistic difficulties are the second main factor that causes students to experience anxiety when writing in English. Because of the difficulties in expressing thoughts through proper and varied clauses that must be written according to grammar rules and sentence structures, this factor makes students uncomfortable or lazy to produce compositions in English. Because they have a limited vocabulary, students who write English compositions must consider their work in Indonesian before translating it into English.

Insufficient writing practice is the third most common cause of writing anxiety in students. Students are nervous when writing English compositions because they lack experience expressing themselves in English. Students who rarely practice writing will place a greater emphasis on the forms they use rather than the content of the essay. The more thought given to the forms, the more writing anxiety will develop.

Time pressure is the fourth main cause of students writing anxiety. When students are forced to write under time constraints, they will become anxious because they will be unable to focus on their writing and will instead focus on the time constraints. They will need more time to plan, compose, and rewrite to ensure that their English writing is as good as their native language.

The result of this research is similar to the finding of Syarifudin (2020) that most of the students experienced a high level of writing anxiety ( $M=65,86 \geq 65$ ). Syarifudin conducted a research survey on EFL students writing anxiety: level, types, and causes. By using a descriptive quantitative method design, he found that there was a high level of writing anxiety among thesecond-semester of students English Education Study Program at the State Islamic University of Mataram. The fact that both studies were done on EFL students is a reasonable explanation for the similar results. Because of the same context of English as a foreign language, the subjects have a high level of writing anxiety.

In this research, the result of the study was different from Delvi Wahyuni et. al., (2019), who found that the level of students writing anxiety was in the category of moderate level ( $57.73 \leq 65$ ). Problems with topic choice, linguistics difficulties, insufficient writing practice, and pressure for perfect work are the highest percentage. In addition, Ari Prasetyaningrum et.al., (2021) found that the main factors that cause students writing anxiety are the high frequency of assignments and low self-confidence in writing.<sup>41</sup>

Furthermore, the main factor that causes students writing anxiety is different from this previous research finding. In this research, insufficient writing techniques are the highest percentage. However, the least cause of students writing anxiety was pressure for perfect work. This is showed that the main factors that cause students writing anxiety are different and possibly be attributed

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<sup>41</sup>Ari Prasetyaningrum, Adib Nazri, Maman Asrobi, "A Study of Learners' Writing Anxiety in EFL Context", Jo-ELT; Journal of English Language Teaching, Vol.8, No.1, p.19-31.

to several factors. Instructional practices in which the participants learn how to write in English might influence the result of this research.

It is self-evident that teaching writing is not only a difficult undertaking but also one that necessitates creativity on the part of teachers. Teachers must be aware of their students' high level of writing anxiety as a result of this fact. When students were asked to write an English composition, the results of the study revealed that they experienced a high level of writing anxiety.

When students are required to compose an English composition under time constraints, they often feel panicked and trapped, and their hearts pounding. Furthermore, they are concerned that when their English composition is reviewed, they will receive a terrible grade. They also lack a strong understanding of English writing procedures, which causes them anxiety. Meanwhile, they are concerned about language issues such as a lack of vocabulary, sentence structures, grammatical errors, and so on. Teachers should not ask their students to write a piece of writing under time constraints as an option to lower their students' high writing anxiety.

In conclusion, writing anxiety has a negative correlation with students' writing achievement. When students are unable to enjoy the writing process, they will write under time constraints, making them less able to perform at their best. Anxiety is a feeling of being terrified of something that is about to happen or has already happened, and we keep thinking about it all the time. It could also be a

strong desire to complete a task, but we are afraid of failing. It's related to uneasy feelings, depression, and a lack of self-esteem.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the data presentation and previous chapter, it can be concluded that the level of writing anxiety in eleventh-grade science students at UPT SMAN 11 Luwu was high. Meanwhile, the main causes of students' writing anxiety are insufficient writing technique, linguistic difficulties, insufficient writing practice, and time pressure.

#### B. Suggestion

The researcher wants to suggest to the teachers, students, and another researcher at the eleventh-grade students of science class at UPT SMAN 11 Luwu to reduce the students' writing anxiety.

1. For the teachers

Writing in English is challenging for students, but teachers can offer advice to lessen writing anxiety by encouraging students that writing in English is enjoyable and not as difficult as they may believe, so long as they study hard in class and never give up on learning. Furthermore, the teachers must find out the strategies for resolving the students' writing anxiety.

It is recommended for teachers to provide better writing techniques because based on the results of research the techniques used previously were inadequate. In addition, linguistics or grammar must be improved or deepened because it is a causal factor with the second highest percentage.

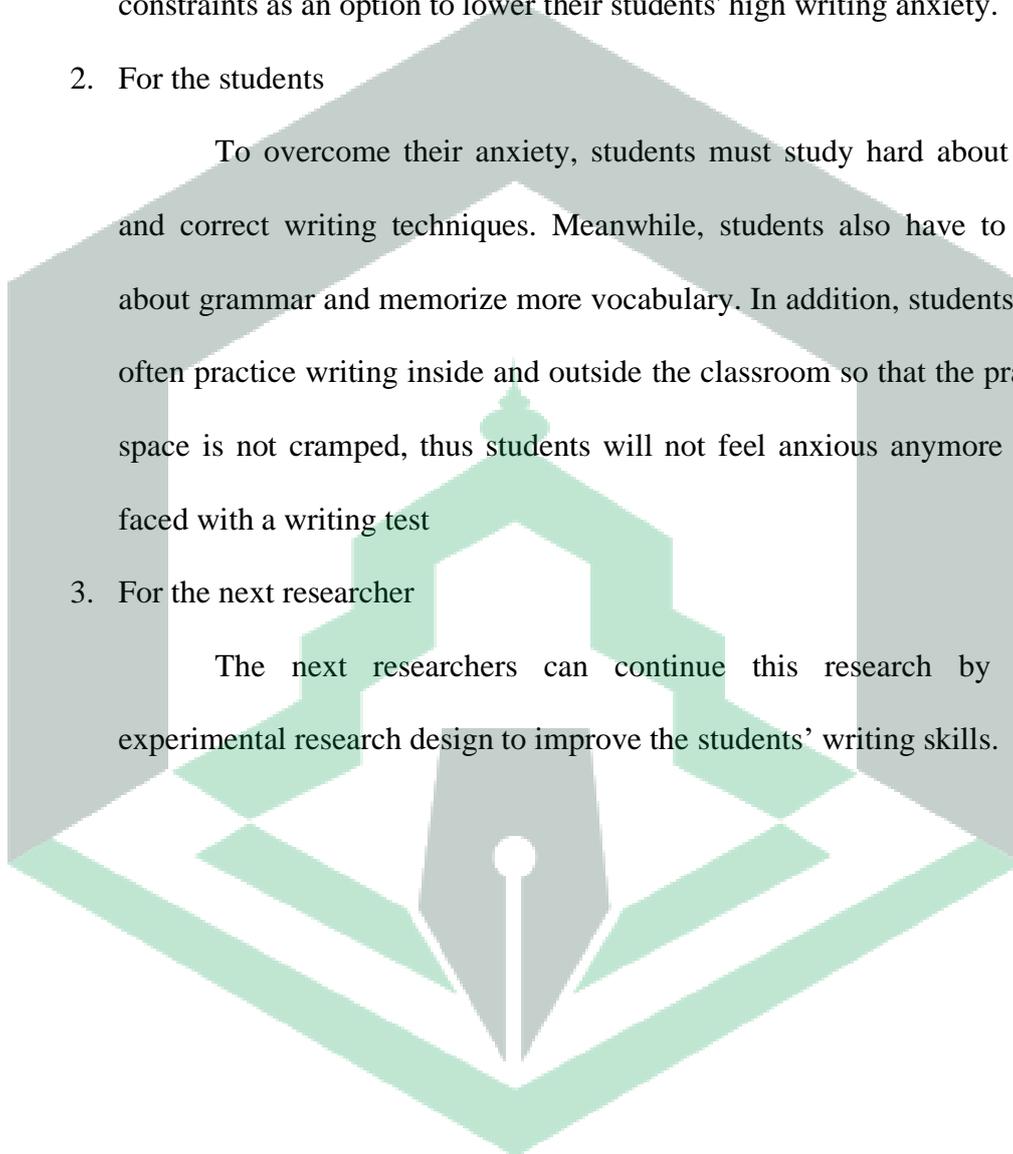
Meanwhile, the teacher must also provide writing practice to students so that students have space to hone their writing skills. The last, teachers should not ask their students to write a piece of writing under time constraints as an option to lower their students' high writing anxiety.

2. For the students

To overcome their anxiety, students must study hard about good and correct writing techniques. Meanwhile, students also have to learn about grammar and memorize more vocabulary. In addition, students must often practice writing inside and outside the classroom so that the practice space is not cramped, thus students will not feel anxious anymore when faced with a writing test

3. For the next researcher

The next researchers can continue this research by using experimental research design to improve the students' writing skills.

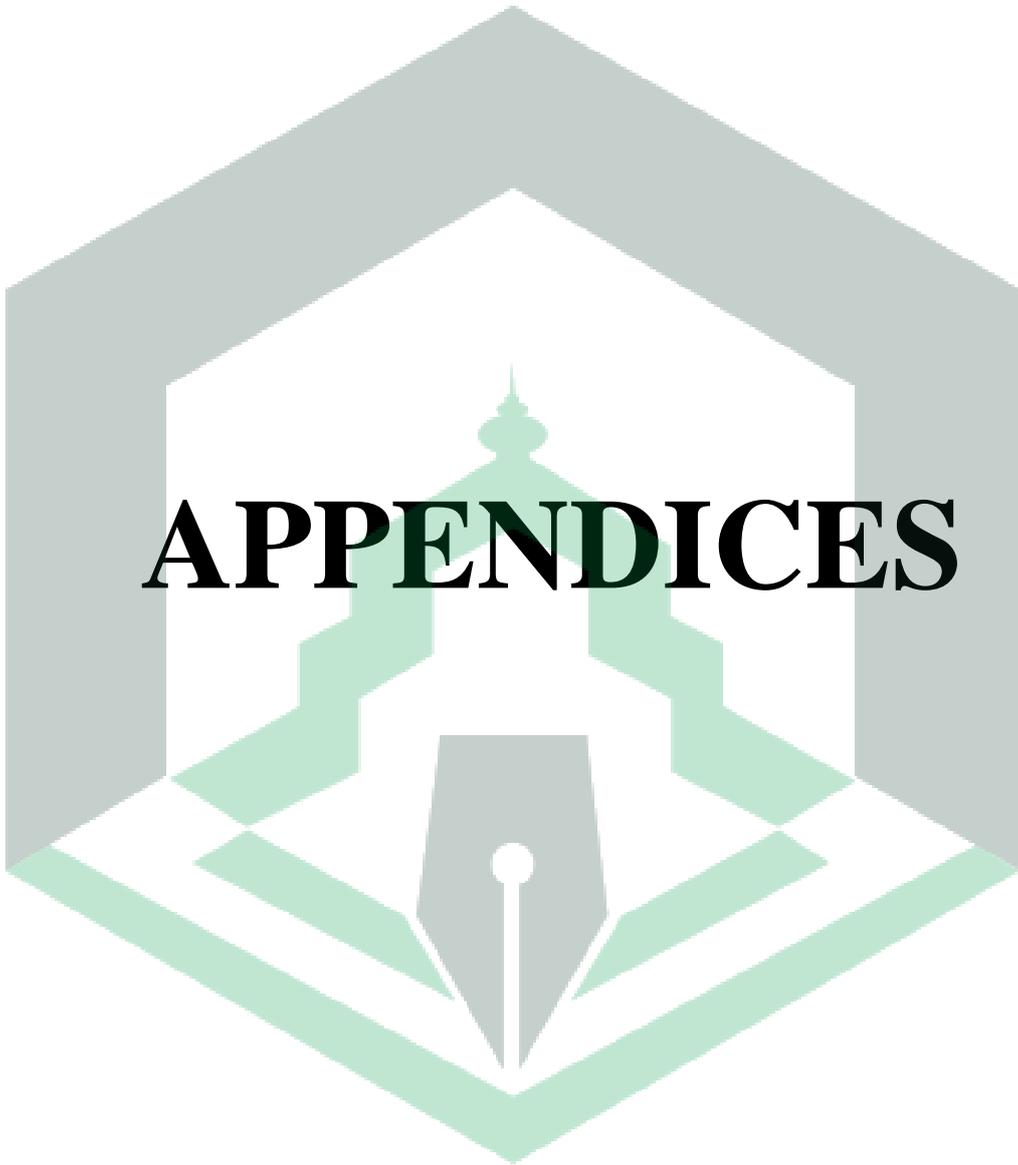


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# APPENDICES

*Appendix 1: Research Questionnaire of SLW AI*

**KUESIONER PENELITIAN**

**ESL Writing Anxiety Questionnaire I**

**Adopted from Second Language Writing Anxiety Inventory (SLWAI)**

**(Cheng, 2004)<sup>1</sup>**

**Informasi Demografis**

Nama :

Jenis Kelamin :

Kelas :

**Instruksi:**

Bacalah pernyataan berikut dan nyatakan tingkat setuju/tidak setuju anda dengan mencentang(√).

**Centang kolom yang sesuai**

Catatan :

Sangat Setuju (SS) = 5

Setuju (S) = 4

Ragu-Ragu (R) = 3

Tidak Setuju (TS) = 2

Sangat Tidak Setuju = 1

No	Pernyataan	SS	S	R	TS	STS
1	While writing in English, I'm not nervous at all. <i>(Saat saya menulis dalam Bahasa Inggris, saya tidak gugup sama sekali).</i>					
2	While writing English compositions, I feel worried and uneasy if I know they will be evaluated.					

<sup>1</sup>Y.-S. Cheng, "A Measure of Second Language Writing Anxiety: Scale Development and Preliminary Validation", Journal of Second Language Writing Vol.13, 2004, p.313–335.

	<i>(saat menulis komposisi Bahasa Inggris, saya merasa khawatir dan gelisah jika saya tahu tugas saya akan dievaluasi)</i>					
3	I don't worry that my English compositions are a lot worse than others'. <i>(saya tidak merasa khawatir bahwa komposisi menulis Bahasa Inggris saya jauh lebih buruk daripada yang lain)</i>					
4	If my English composition is to be evaluated, I would worry about getting a very poor grade. <i>(jika komposisi Bahasa Inggris saya akan dievaluasi, saya akan khawatir mendapatkan nilai yang sangat buruk)</i>					
5	I'm afraid that other students would deride my English composition if they read it. <i>(saya takut siswa lain akan mencemooh komposisi Bahasa Inggris saya jika mereka membacanya)</i>					
6	I don't worry at all about what other people would think of my English compositions. <i>(saya tidak khawatir sama sekali tentang apa yang orang lain pikirkan tentang komposisi Bahasa Inggris saya)</i>					
7	I'm afraid of my English composition being chosen as a sample to be discussed in class. <i>(saya takut komposisi Bahasa Inggris saya dipilih sebagai sampel untuk dibahas dikelas)</i>					
8	I'm not afraid at all that my English compositions would be rated as very poor. <i>(saya sama sekali tidak takut bahwa komposisi Bahasa Inggris saya akan dinilai sangat buruk)</i>					
9	I feel my heart pounding when I write English compositions under time constraint. <i>(saya merasa jantung saya berdebar ketika saya menulis komposisi Bahasa Inggris dibawah batasan waktu)</i>					
10	My mind often goes blank when I start to work on an English composition. <i>(pikiran saya sering kosong Ketika saya mulai mengerjakan komposisi menulis dalam Bahasa Inggris)</i>					
11	I tremble or perspire when I write English compositions under time pressure. <i>(saya gemetar atau berkeringat ketika saya menulis komposisi Bahasa Inggris dibawah tekanan waktu)</i>					

12	My thoughts become jumbled when I write English compositions under time constraint. <i>(pikiran saya menjadi campur aduk ketika saya menulis komposisi Bahasa Inggris dibawah batasan waktu).</i>					
13	I often feel panic when I write English compositions under time constraint. <i>(saya sering merasa panik ketika menulis komposisi Bahasa Inggris dibawah batasan waktu)</i>					
14	I freeze up when unexpectedly asked to write English compositions. <i>(saya membeku (tidak bisa bergerak) ketika tiba-tiba diminta untuk menulis komposisi Bahasa Inggris)</i>					
15	I usually feel my whole body rigid and tense when I write English compositions. <i>(saya biasanya merasa seluruh tubuh saya kaku dan tegang ketika saya menulis komposisi Bahasa Inggris)</i>					
16	I often choose to write down my thoughts in English. <i>(saya sering memilih untuk menuliskan pemikiran saya dalam Bahasa Inggris)</i>					
17	I usually do my best to avoid writing English compositions. <i>(saya biasanya melakukan yang terbaik untuk menghindari penulisan komposisi Bahasa Inggris)</i>					
18	I do my best to avoid situations in which I have to write in English. <i>(saya melakukan yang terbaik untuk menghindari situasi dimana saya harus menulis dalam Bahasa Inggris)</i>					
19	Unless I have no choice, I would not use English to write composition. <i>(kecuali saya tidak punya pilihan, saya tidak akan menggunakan Bahasa Inggris untuk menulis)</i>					
20	I would do my best to excuse myself if asked to write English compositions. <i>(saya akan melakukan yang terbaik ketika diminta untuk menulis komposisi Bahasa Inggris)</i>					
21	I usually seek every possible chance to write English compositions outside of class.					

	<i>(saya biasanya mencari setiap kesempatan yang mungkin ada untuk menulis komposisi Bahasa Inggris diluar kelas)</i>					
22	Whenever possible, I would use English to write compositions. <i>(jika memungkinkan, saya akan menggunakan Bahasa Inggris untuk menulis komposisi)</i>					



*Appendix 2: Research Questionnaire of CSLWAI*

**KUESIONER PENELITIAN**

**Causes of Second Language Writing Anxiety Inventory (CSLWAI)**

**Adopted by Rezaei and Jafari (2014)<sup>2</sup>**

**Informasi Demografis**

Nama :

Jenis Kelamin :

Kelas :

**Instruksi:**

Bacalah pernyataan berikut dan nyatakan tingkat setuju/tidak setuju anda dengan mencentang(√).

**Centang kolom yang sesuai**

Catatan :

Sangat Setuju (SS) = 5

Setuju (S) = 4

Ragu-Ragu (R) = 3

Tidak Setuju (TS) = 2

Sangat Tidak Setuju = 1

No	Pernyataan	SS	S	R	TS	STS
1	When I write English essays; I worry about the negative comments and evaluation of the teacher. <i>(Ketika saya menulis esai Bahasa Inggris; saya khawatir tentang komentar negatif dan evaluasi guru).</i>					
2	I feel worry when I have to write under time constraints.					

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<sup>2</sup> Maliheh Rezaeia, Mohammad Jafari, "Investigating the Levels, Types, and Causes of Writing Anxiety among Iranian EFL Students: A Mixed Method Design", *Procedia - Social and Behavioral Sciences*, Vol.98, 2014, p.1545-1554.

	<i>(Saya merasa khawatir ketika harus menulis karena keterbatasan waktu).</i>					
3	I'm afraid of writing tests. <i>(Saya takut dengan ujian tulis).</i>					
4	I have a low-confidence in English writing. <i>(Saya memiliki rasa percaya diri yang rendah dalam menulis Bahasa Inggris).</i>					
5	I don't have a good command of English writing techniques which makes me feel anxious. <i>(Saya tidak menguasai teknik penulisan Bahasa Inggris dengan baik yang membuat saya merasa cemas).</i>					
6	I often encounter some linguistic problems such as inadequate mastery of vocabulary, sentence structures, grammatical errors, etc. <i>(Saya sering menemui beberapa masalah kebahasaan seperti penguasaan kosakata yang kurang memadai, struktur kalimat, kesalahan tata bahasa, dll).</i>					
7	I don't know what to write on the topic given by the teacher so I feel upset. <i>(Saya tidak tahu harus menulis apa tentang topic yang diberikan oleh guru sehingga saya merasa kesal).</i>					
8	I have lack of sufficient English writing practice which makes me feel anxious. <i>(Saya kurang latihan menulis Bahasa Inggris yang membuat saya merasa cemas).</i>					
9	I'm under pressure to offer a perfect work which makes me upset. <i>(Saya berada dibawah tekanan untuk membuat pekerjaan yang sempurna yang membuat saya kesal).</i>					
10	I feel anxious due to the high frequency of writing assignments. <i>(Saya merasa cemas karena frekuensi tugas menulis yang tinggi).</i>					

### Appendix 3: Validation Sheet

#### LEMBAR VALIDASI KUESIONER

##### Petunjuk :

Dalam rangka menyusun skripsi dengan judul: “**An Analysis of Students’ Writing Anxiety in English Language at UPT SMAN 11 Luwu**”. Untuk itu, peneliti meminta kesediaan Bapak/Ibu untuk menjadi validator dengan petunjuk sebagai berikut:

4. Dimohon agar Bapak/Ibu memberikan penilaian terhadap Lembar Pengamatan Pengelolaan Pembelajaran yang telah dibuat sebagaimana terlampir.
5. Untuk tabel Aspek Tabel Dinilai, dimohon Bapak/Ibu memberikan tanda check (✓) pada kolom penilaian sesuai dengan penilaian Bapak/Ibu.
6. Untuk saran dan revisi, Bapak/Ibu dapat langsung menuliskannya pada naskah yang perlu direvisi, atau menuliskannya pada kolom saran yang telah disiapkan.

Kesediaan Bapak/Ibu dalam memberikan jawaban secara objektif sangat besar artinya bagi peneliti. Atas kesediaan dan bantuan Bapak/Ibu, peneliti mengucapkan terima kasih.

##### Keterangan Skala Penelitian:

- 1 : berarti “kurang relevan”  
2 : berarti “cukup relevan”  
3 : berarti “relevan”  
4 : berarti “sangat relevan”

No	Aspek yang Dinilai	Nilai			
		1	2	3	4
1	Petunjuk lembar angket dinyatakan dengan jelas.				✓
2	Kesesuaian pernyataan/pertanyaan dengan indikator.				✓
3	Menggunakan bahasa yang baik dan benar serta mudah dipahami.				✓

4	Kesesuaian materi pernyataan/pertanyaan dengan konteks keilmuan Pendidikan Bahasa Inggris.			✓	
5	Menyajikan pernyataan/pertanyaan secara sistematis (sesuai urutan).			✓	

**Penialain Umum:**

- 5. Belum dapat digunakan.
- 6. Dapat digunakan dengan revisi besar.
- 7. Dapat digunakan dengan revisi kecil.
- 8.  Dapat digunakan tanpa revisi.

**Saran-saran:**

Lamasi, Februari 2022  
Validator



Hasanuddin Karim, S.pd., M.Pd.

NIP. - 19040224 2014101002

## LEMBAR VALIDASI KUESIONER

### Petunjuk :

Dalam rangka menyusun skripsi dengan judul: “**An Analysis of Students’ Writing Anxiety in English Language at UPT SMAN 11 Luwu**”. Untuk itu, peneliti meminta kesediaan Bapak/Ibu untuk menjadi validator dengan petunjuk sebagai berikut:

1. Dimohon agar Bapak/Ibu memberikan penilaian terhadap Lembar Pengamatan Pengelolaan Pembelajaran yang telah dibuat sebagaimana terlampir.
2. Untuk tabel Aspek Tabel Dinilai, dimohon Bapak/Ibu memberikan tanda check (√) pada kolom penilaian sesuai dengan penilaian Bapak/Ibu.
3. Untuk saran dan revisi, Bapak/Ibu dapat langsung menuliskannya pada naskah yang perlu direvisi, atau menuliskannya pada kolom saran yang telah disiapkan.

Kesediaan Bapak/Ibu dalam memberikan jawaban secara objektif sangat besar artinya bagi peneliti. Atas kesediaan dan bantuan Bapak/Ibu, peneliti mengucapkan terima kasih.

### Keterangan Skala Penelitian:

1 : berarti “kurang relevan”

2 : berarti “cukup relevan”

3 : berarti “relevan”

4 : berarti “sangat relevan”

No	Aspek yang Dinilai	Nilai			
		1	2	3	4
1	Petunjuk lembar angket dinyatakan dengan jelas.				√
2	Kesesuaian pernyataan/pertanyaan dengan indikator.			√	

3	Menggunakan bahasa yang baik dan benar serta mudah dipahami.				✓
4	Kesesuaian materi pernyataan/pertanyaan dengan konteks keilmuan Pendidikan Bahasa Inggris.			✓	
5	Menyajikan pernyataan/pertanyaan secara sistematis (sesuai urutan).		✓		

**Penialain Umum:**

1. Belum dapat digunakan.
2. Dapat digunakan dengan revisi besar.
3. Dapat digunakan dengan revisi kecil.
4. Dapat digunakan tanpa revisi.

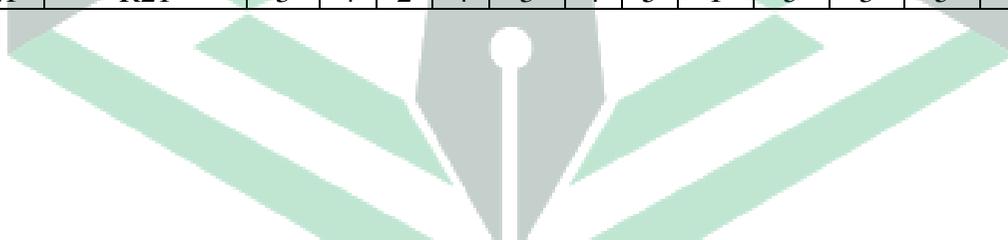
**Saran-saran:**

Lamasi, Februari 2022  
Validator

  
**Lasmini, S.Pd.**  
NIP. -

*Appendix 4: Respondents Questionnaire Data of SLWAI*

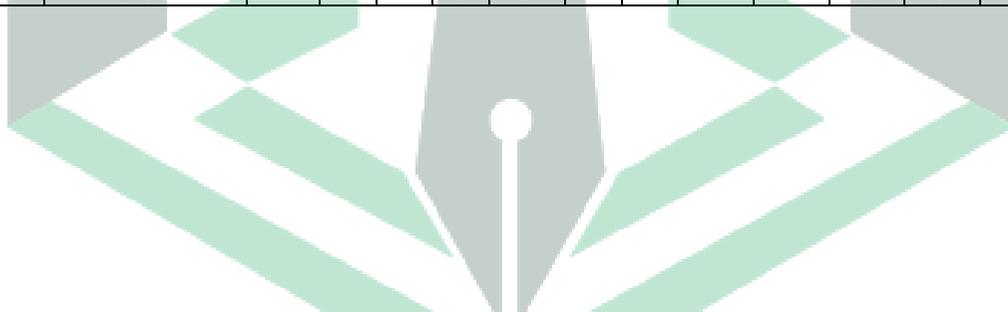
No	Respondents	Number of Items																				Score	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		21
1	R1	5	3	4	3	5	1	3	4	5	3	5	4	2	5	5	4	3	5	5	2	4	80
2	R2	4	5	3	4	5	2	4	3	5	4	5	4	4	5	2	3	4	5	4	5	3	83
3	R3	5	4	5	5	4	4	4	3	5	4	3	5	4	5	2	3	4	5	5	5	3	87
4	R4	4	4	2	5	4	2	5	2	5	4	4	4	4	4	5	5	2	4	5	5	5	84
5	R5	5	5	4	5	5	5	4	5	5	3	5	5	5	4	1	4	3	3	3	3	3	85
6	R6	4	4	2	5	5	4	5	4	5	4	4	4	4	4	5	1	5	2	5	4	3	83
7	R7	5	4	5	4	4	2	4	3	5	4	5	3	4	4	1	3	4	5	4	4	3	80
8	R8	4	5	4	5	4	3	5	4	5	4	5	5	4	5	3	4	4	5	4	3	4	89
9	R9	4	4	2	5	4	1	5	4	5	4	4	4	4	4	1	5	4	4	2	4	3	77
10	R10	4	5	4	5	3	2	1	5	4	3	5	5	5	3	2	4	3	3	4	3	3	76
11	R11	5	4	4	5	4	4	4	4	5	3	5	5	5	4	2	4	3	5	3	4	2	84
12	R12	2	4	4	5	5	5	4	4	5	1	5	5	4	5	5	4	1	1	1	4	5	79
13	R13	4	4	4	3	2	4	3	2	4	3	4	4	4	2	4	2	2	2	4	4	2	67
14	R14	3	4	4	4	4	4	5	3	4	3	2	2	2	2	3	4	4	4	5	1	2	69
15	R15	3	5	4	5	4	3	5	3	5	4	3	4	4	4	3	4	4	4	5	3	4	83
16	R16	2	3	2	1	2	3	4	1	4	3	2	1	2	3	1	1	2	3	2	1	3	46
17	R17	3	4	2	4	3	4	5	1	5	3	5	5	4	5	3	2	4	3	3	2	2	72
18	R18	4	4	4	4	5	2	4	4	4	4	5	5	5	4	5	3	4	4	4	3	3	84
19	R19	1	2	2	4	2	4	2	2	4	2	3	4	4	2	4	4	2	2	2	4	2	58
20	R20	2	4	1	5	1	1	4	3	5	2	5	5	3	5	1	2	1	3	2	5	4	64
21	R21	3	4	2	4	3	4	5	1	5	3	5	5	4	5	3	2	4	3	3	4	3	75



22	R22	3	4	2	2	4	5	4	3	5	3	2	4	2	5	5	4	4	5	4	3	1	74
23	R23	3	4	3	2	4	5	4	3	2	1	2	4	5	4	3	4	1	2	3	4	2	65
24	R24	2	3	2	4	4	3	3	4	4	3	4	2	3	3	4	2	3	3	3	4	3	66
25	R25	3	5	3	5	4	5	4	2	4	3	5	5	5	3	5	1	4	1	3	5	2	77
26	R26	3	4	2	4	1	3	4	4	4	4	4	4	3	4	3	4	3	4	4	2	5	73
27	R27	4	4	2	4	4	4	4	2	4	4	4	4	4	4	1	2	4	4	4	4	2	73
28	R28	4	2	4	2	3	3	2	4	3	4	4	4	3	3	2	2	3	2	3	4	4	65
29	R29	2	3	2	3	3	4	3	3	4	2	3	3	3	2	1	2	4	2	4	3	3	59
30	R30	1	4	4	5	4	4	2	4	5	4	5	5	5	4	2	1	4	2	2	4	2	73
31	R31	2	4	2	4	4	3	4	2	4	4	4	4	4	4	5	2	4	4	4	3	3	74
32	R32	3	3	2	4	4	4	4	2	4	1	3	4	4	4	3	2	4	4	2	2	1	64
33	R33	3	4	4	4	4	3	4	4	3	2	3	4	4	3	1	2	3	3	2	4	2	66
34	R34	2	4	2	4	4	4	4	2	4	4	4	4	4	4	5	2	4	4	4	4	2	75
35	R35	2	4	5	5	5	3	1	5	5	4	5	5	5	5	5	5	2	2	2	4	2	81
36	R36	1	3	5	5	1	1	3	3	4	1	1	5	4	1	5	1	1	1	1	5	3	55
37	R37	4	3	3	4	1	3	5	3	2	4	2	3	3	3	4	3	3	2	2	4	2	63
38	R38	2	4	3	3	4	1	5	2	4	2	3	1	3	5	3	3	3	3	3	4	5	66
39	R39	3	5	4	5	3	5	2	2	3	1	2	3	4	5	5	4	3	4	5	3	4	75
40	R40	3	3	3	4	5	4	5	3	5	3	2	5	2	2	4	2	5	4	5	4	3	76
41	R41	2	3	4	4	2	4	2	4	5	3	2	4	4	3	4	2	3	4	4	4	2	69
42	R42	3	4	3	5	1	4	3	3	5	2	5	4	4	5	3	3	4	3	3	2	3	72
43	R43	4	4	4	5	4	2	4	4	5	2	5	5	5	2	2	1	2	2	2	5	2	71
44	R44	2	2	3	3	2	5	3	3	4	2	2	3	3	3	4	1	3	3	4	4	4	63
45	R45	4	5	1	4	5	1	4	1	4	4	5	2	4	4	2	1	2	5	5	4	3	70



46	R46	3	4	4	4	2	4	5	2	5	5	4	4	4	2	4	4	5	5	2	5	2	79
47	R47	1	4	3	4	5	1	2	2	3	3	2	3	4	3	3	4	4	4	3	4	3	65
48	R48	2	5	4	5	2	4	5	3	2	5	5	5	5	3	3	1	5	5	5	5	3	82
49	R49	4	5	3	4	5	2	4	2	4	4	3	4	4	3	5	4	3	4	3	3	5	78
50	R50	1	3	3	3	3	3	3	3	3	3	5	5	3	3	3	3	3	3	3	3	3	65
51	R51	2	3	2	4	4	1	4	1	4	1	1	1	1	1	5	5	4	2	5	4	4	59
52	R52	4	4	4	4	5	4	4	3	5	5	5	5	5	3	3	2	4	4	3	3	3	82
53	R53	3	2	2	4	4	3	2	3	4	3	4	2	4	4	3	4	4	2	4	3	4	68
54	R54	2	3	5	5	5	4	5	5	5	1	5	5	5	5	2	3	1	1	4	4	3	78
55	R55	1	5	5	4	1	5	1	4	5	5	4	5	5	3	3	3	5	3	5	5	5	82
56	R56	1	3	2	5	4	5	5	3	2	5	5	5	5	3	5	1	5	5	5	5	3	82
57	R57	4	3	5	4	4	5	3	5	5	3	3	4	5	3	4	3	3	3	2	4	3	78
58	R58	4	5	5	4	3	3	4	3	4	3	3	4	4	4	4	3	3	2	3	5	3	76
59	R59	4	4	2	4	4	2	4	4	4	2	4	4	4	4	2	3	2	2	2	4	3	68
60	R60	3	4	4	4	4	4	4	3	4	3	3	4	4	4	2	3	4	3	4	4	4	76
61	R61	3	2	3	2	3	4	2	3	4	3	2	3	4	3	1	2	3	3	3	4	3	60
62	R62	4	2	2	4	3	3	4	3	4	4	2	4	4	4	1	4	3	2	3	1	3	64
63	R63	2	4	3	3	4	5	3	3	3	3	2	4	4	5	3	1	3	3	3	5	1	67
64	R64	3	3	4	4	3	1	2	2	2	5	3	4	2	5	2	4	4	2	5	3	2	65
65	R65	3	4	1	4	4	5	4	2	5	5	5	5	4	3	3	2	4	4	5	4	3	79
66	R66	3	5	5	4	4	2	3	5	5	3	3	4	5	3	5	3	3	3	2	4	3	77
67	R67	2	4	4	5	4	4	4	4	5	4	5	4	4	2	4	4	4	4	3	3	3	80
68	R68	3	4	3	5	3	5	5	3	5	5	5	5	5	2	4	5	4	4	4	5	4	88



*Appendix 5: The Respondents Score of SLWAI*

No	Respondents	Score	Level
1	R1	80	High
2	R2	83	High
3	R3	87	High
4	R4	84	High
5	R5	85	High
6	R6	83	High
7	R7	80	High
8	R8	89	High
9	R9	77	High
10	R10	76	High
11	R11	84	High
12	R12	79	High
13	R13	67	High
14	R14	69	High
15	R15	83	High
16	R16	46	Low
17	R17	72	High
18	R18	84	High
19	R19	58	Moderate
20	R20	64	Moderate
21	R21	75	High
22	R22	74	High
23	R23	65	Moderate
24	R24	66	High
25	R25	77	High
26	R26	73	High
27	R27	73	High
28	R28	65	Moderate
29	R29	59	Moderate
30	R30	73	High
31	R31	74	High
32	R32	64	Moderate
33	R33	66	High
34	R34	75	High
35	R35	81	High

36	R36	55	Moderate
37	R37	63	Moderate
38	R38	66	High
39	R39	75	High
40	R40	76	High
41	R41	69	High
42	R42	72	High
43	R43	71	High
44	R44	63	Moderate
45	R45	70	High
46	R46	79	High
47	R47	65	Moderate
48	R48	82	High
49	R49	78	High
50	R50	65	Moderate
51	R51	59	Moderate
52	R52	82	High
53	R53	68	High
54	R54	78	High
55	R55	82	High
56	R56	82	High
57	R57	78	High
58	R58	76	High
59	R59	68	High
60	R60	76	High
61	R61	60	Moderate
62	R62	64	Moderate
63	R63	67	High
64	R64	65	Moderate
65	R65	79	High
66	R66	77	High
67	R67	80	High
68	R68	88	High

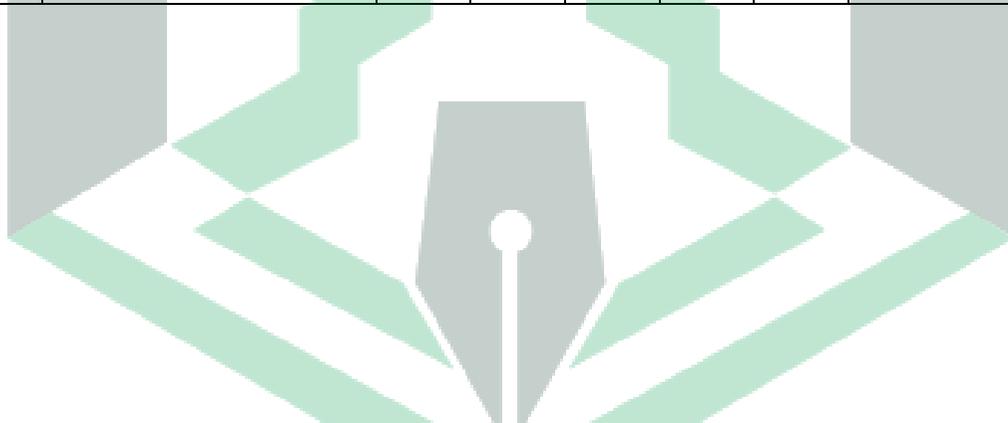
**Appendix 6: Respondents Questionnaire Data of CSLWAI**

No	Respondents	Number of Items									
		1	2	3	4	5	6	7	8	9	10
1	R1	5	4	3	5	4	5	5	4	5	3
2	R2	5	4	5	5	4	3	4	5	4	5
3	R3	5	4	4	5	5	4	5	4	5	3
4	R4	5	5	4	5	4	3	5	4	1	4
5	R5	5	5	4	5	5	5	3	5	4	2
6	R6	2	4	4	5	3	5	5	4	5	5
7	R7	5	4	5	4	4	4	5	4	5	2
8	R8	5	4	2	4	2	5	4	4	5	5
9	R9	5	5	4	5	4	3	5	5	1	4
10	R10	5	4	3	4	5	5	4	4	3	2
11	R11	4	5	4	5	5	5	4	4	4	4
12	R12	2	4	2	1	5	4	1	4	2	2
13	R13	4	4	2	4	4	4	2	3	2	4
14	R14	4	4	4	3	4	4	3	5	5	5
15	R15	4	4	4	3	4	4	3	5	2	5
16	R16	4	5	4	5	5	5	5	4	2	2
17	R17	5	5	4	4	4	5	4	4	5	3
18	R18	4	5	4	5	4	4	5	4	4	4
19	R19	3	4	4	4	4	4	2	4	2	2
20	R20	4	3	3	3	4	4	5	4	2	4
21	R21	4	5	4	2	4	5	2	3	3	2
22	R22	4	3	4	5	3	4	5	2	4	5
23	R23	4	3	5	2	5	5	3	5	1	2
24	R24	4	4	4	3	5	5	2	4	2	2
25	R25	4	4	4	2	5	4	1	4	3	4
26	R26	3	4	3	4	5	3	4	5	3	5
27	R27	5	5	4	4	4	4	4	4	4	4
28	R28	3	4	2	2	4	4	2	4	2	2
29	R29	4	3	3	3	4	3	3	3	3	4
30	R30	3	2	1	4	1	5	5	5	1	5
31	R31	4	4	4	4	4	4	4	4	4	4
32	R32	4	3	3	3	4	3	2	4	3	4
33	R33	4	3	2	4	5	4	2	4	2	3
34	R34	4	4	4	4	4	4	4	4	4	4
35	R35	4	5	4	4	4	3	2	5	1	2
36	R36	3	4	2	4	1	5	5	1	4	5

37	R37	2	3	3	3	4	3	2	4	4	4
38	R38	4	2	3	5	4	4	2	5	3	4
39	R39	4	3	2	4	5	4	3	5	3	4
40	R40	4	2	5	5	4	2	3	4	3	5
41	R41	2	4	2	2	3	4	2	4	2	4
42	R42	4	3	2	4	5	4	3	4	2	5
43	R43	5	4	4	4	4	5	2	5	2	4
44	R44	3	4	4	4	4	5	2	3	2	4
45	R45	5	4	5	4	4	4	5	2	5	5
46	R46	2	4	3	3	5	5	3	4	4	4
47	R47	3	4	5	2	5	2	4	5	2	5
48	R48	5	4	3	3	3	5	5	5	4	5
49	R49	4	5	3	5	5	5	3	5	4	5
50	R50	4	3	2	1	2	1	5	2	1	5
51	R51	2	4	2	2	3	4	2	4	2	2
52	R52	4	5	4	4	5	5	3	4	2	4
53	R53	5	3	5	5	4	3	4	4	2	3
54	R54	5	4	5	4	5	5	3	4	3	4
55	R55	4	5	2	1	4	4	1	5	1	4
56	R56	2	4	3	5	3	4	2	3	2	4
57	R57	5	4	1	1	3	5	4	3	1	3
58	R58	3	4	3	4	5	4	2	4	2	3
59	R59	4	4	4	4	4	4	3	4	2	4
60	R60	4	4	4	4	4	4	4	4	4	3
61	R61	3	4	3	3	4	5	2	3	3	4
62	R62	3	4	3	4	5	4	2	4	1	2
63	R63	4	5	5	2	4	4	4	4	4	5
64	R64	4	4	5	2	4	3	4	2	4	3
65	R65	4	4	5	5	5	5	4	5	2	5
66	R66	2	3	1	1	4	5	2	3	1	3
67	R67	4	5	2	4	5	2	2	5	2	2
68	R68	3	3	3	5	5	4	2	4	1	3

*Appendix 7: The Ranking of CSLWAI*

No	Statements	SA	A	U	D	SD	Total Score Each Items	$\frac{\text{Total Score Each Items}}{\text{Total Score All of Items}} \times 100\%$	Ranking
1	When I write English essays; I worry about the negative comments and evaluation of the teacher.	17	32	11	8		262	10,48	<b>Fifth</b>
2	I feel worry when I have to write under time constraints.	15	37	13	3		268	10,72	<b>Fourth</b>
3	I'm afraid of writing tests.	11	25	16	13	3	232	9,28	<b>Eighth</b>
4	I have a low-confidence in English writing.	18	26	10	9	5	247	9,88	<b>Seventh</b>



5	I don't have a good command of English writing techniques which makes me feel anxious.	23	34	7	2	2	278	11,12	<b>First</b>
6	I often encounter some linguistic problems such as inadequate mastery of vocabulary, sentence structures, grammatical errors, etc.	24	30	10	3	1	277	11,08	<b>Second</b>
7	I don't know what to write on the topic given by the teacher so I feel upset.	15	16	13	21	3	223	8,92	<b>Ninth</b>
8	I have lack of sufficient English writing practice which makes me feel anxious.	18	37	8	4	1	271	10,84	<b>Third</b>

9	I'm under pressure to offer a perfect work which makes me upset.	8	16	11	22	11	192	7,68	<b>Tenth</b>
10	I feel anxious due to the high frequency of writing assignments.	18	25	11	14		251	10,04	<b>Sixth</b>
<b>Total Score All of Items</b>							<b>2501</b>		



## Appendix 8: The students' Response of the First Questionnaire

### KUESIONER PENELITIAN

Kecemasan Menulis ESL Diadopsi dari Inventarisasi Kecemasan Penulisan

Bahasa Kedua/Asing (SLWA) oleh Cheng, 2004.

#### Informasi Demografis

Nama : E.S.R.A

Jenis Kelamin : LAKI-LAKI

Kelas : XI IPA 2

#### Instruksi:

Bacalah pernyataan berikut dan nyatakan tingkat setuju/tidak setuju anda dengan mencentang(✓).

#### Centang kolom yang sesuai

Catatan :

Sangat Setuju (SS) = 5

Setuju (S) = 4

Ragu-Ragu (R) = 3

Tidak Setuju (TS) = 2

Sangat Tidak Setuju = 1

No	Pernyataan	SS	S	R	TS	STS
1	While writing in English, I'm not nervous at all. (Saat saya menulis dalam Bahasa Inggris, saya tidak gugup sama sekali).			✓		
2	While writing English compositions, I feel worried and uneasy if I know they will be evaluated. (saat menulis komposisi Bahasa Inggris, saya merasa khawatir dan gelisah jika saya tahu tugas saya akan dievaluasi)		✓			
3	I don't worry that my English compositions are a lot worse than others'. (saya tidak merasa khawatir bahwa komposisi menulis Bahasa Inggris saya jauh lebih buruk		✓			

	dari pada yang lain)					
4	If my English composition is to be evaluated, I would worry about getting a very poor grade. (jika komposisi Bahasa Inggris saya akan dievaluasi, saya akan khawatir mendapatkan nilai yang sangat buruk)		✓			
5	I'm afraid that other students would deride my English composition if they read it. (saya takut siswa lain akan mencemooh komposisi Bahasa Inggris saya jika mereka membacanya)			✓		
6	I don't worry at all about what other people would think of my English compositions. (saya tidak khawatir sama sekali tentang apa yang orang lain pikirkan tentang komposisi Bahasa Inggris saya)		✓			
7	I'm afraid of my English composition being chosen as a sample to be discussed in class. (saya takut komposisi Bahasa Inggris saya dipilih sebagai sampel untuk dibahas dikelas)	✓				
8	I'm not afraid at all that my English compositions would be rated as very poor. (saya sama sekali tidak takut bahwa komposisi Bahasa Inggris saya akan dinilai sangat buruk)		✓			
9	I feel my heart pounding when I write English compositions under time constraint. (saya merasa jantung saya berdebar ketika saya menulis komposisi Bahasa Inggris dibawah batasan waktu)		✓			
10	I usually do my best to avoid writing English compositions. (saya biasanya melakukan yang terbaik untuk menghindari penulisan Bahasa Inggris)			✓		
11	I tremble or perspire when I write English compositions under time pressure. (saya gemetar atau berkeringat ketika saya menulis komposisi Bahasa Inggris dibawah tekanan waktu)		✓			
12	My thoughts become jumbled when I write English compositions under time constraint. (pikiran saya menjadi campur aduk ketika saya menulis komposisi Bahasa Inggris dibawah batasan waktu).			✓		
13	I often feel panic when I write English compositions under time constraint.					

	(saya sering merasa panik ketika menulis komposisi Bahasa Inggris dibawah batasan waktu)		✓			
14	I freeze up when unexpectedly asked to write English compositions. (saya membeku (tidak bisa bergerak) ketika tiba-tiba diminta untuk menulis komposisi Bahasa Inggris)		✓			
15	I usually feel my whole body rigid and tense when I write English compositions. (saya biasanya merasa seluruh tubuh saya kaku dan tegang ketika saya menulis komposisi Bahasa Inggris)			✓		
16	I often choose to write down my thoughts in English. (saya sering memilih untuk menuliskan pemikiran saya dalam Bahasa Inggris)			✓		
17	I usually do my best to avoid writing English compositions. (saya biasanya melakukan yang terbaik untuk menghindari penulisan komposisi Bahasa Inggris)			✓		
18	I do my best to avoid situations in which I have to write in English. (saya melakukan yang terbaik untuk menghindari situasi dimana saya harus menulis dalam Bahasa Inggris)			✓		
19	Unless I have no choice, I would not use English to write composition. (kecuali saya tidak punya pilihan, saya tidak akan menggunakan Bahasa Inggris untuk menulis)				✓	
20	I would do my best to excuse myself if asked to write English compositions. (saya akan melakukan yang terbaik ketika diminta untuk menulis komposisi Bahasa Inggris)			✓		
21	I usually seek every possible chance to write English compositions outside of class. (saya biasanya mencari setiap kesempatan yang mungkin ada untuk menulis komposisi Bahasa Inggris diluar kelas)				✓	
22	Whenever possible, I would use English to write compositions. (jika memungkinkan, saya akan menggunakan Bahasa Inggris untuk menulis komposisi)				✓	

KUESIONER PENELITIAN

Kecemasan Menulis ESL Diadopsi dari Inventarisasi Kecemasan Penulisan

Bahasa Kedua/Asing (SLWAJ) oleh Cheng, 2004.

Informasi Demografis

Nama : IKA WATI SAPU KANAN

Jenis Kelamin : Perempuan

Kelas : XI IPA 3

Instruksi:

Bacalah pernyataan berikut dan nyatakan tingkat setuju/tidak setuju anda dengan mencentang(✓).

Centang kolom yang sesuai

Catatan :

Sangat Setuju (SS) = 5

Setuju (S) = 4

Ragu-Ragu (R) = 3

Tidak Setuju (TS) = 2

Sangat Tidak Setuju = 1

No	Pernyataan	SS	S	R	TS	STS
1	While writing in English, I'm not nervous at all. (Saat saya menulis dalam Bahasa Inggris, saya tidak gugup sama sekali).	✓				
2	While writing English compositions, I feel worried and uneasy if I know they will be evaluated. (saat menulis komposisi Bahasa Inggris, saya merasa khawatir dan gelisah jika saya tahu tugas saya akan dievaluasi)		✓			
3	I don't worry that my English compositions are a lot worse than others'. (saya tidak merasa khawatir bahwa komposisi menulis Bahasa Inggris saya jauh lebih buruk				✓	

No	Pernyataan	SS	S	R	TS	STS
	daripada yang lain)					
4	If my English composition is to be evaluated, I would worry about getting a very poor grade. (jika komposisi Bahasa Inggris saya akan dievaluasi, saya akan khawatir mendapatkan nilai yang sangat buruk)		✓			
5	I'm afraid that other students would deride my English composition if they read it. (saya takut siswa lain akan mencemooh komposisi Bahasa Inggris saya jika mereka membacanya)			✓		
6	I don't worry at all about what other people would think of my English compositions. (saya tidak khawatir sama sekali tentang apa yang orang lain pikirkan tentang komposisi Bahasa Inggris saya)			✓		
7	I'm afraid of my English composition being chosen as a sample to be discussed in class. (saya takut komposisi Bahasa Inggris saya dipilih sebagai sampel untuk dibahas dikelas)					✓
8	I'm not afraid at all that my English compositions would be rated as very poor. (saya sama sekali tidak takut bahwa komposisi Bahasa Inggris saya akan dinilai sangat buruk)					✓
9	I feel my heart pounding when I write English compositions under time constraint. (saya merasa jantung saya berdebar ketika saya menulis komposisi Bahasa Inggris dibawah batasan waktu)			✓		
10	I usually do my best to avoid writing English compositions. (saya biasanya melakukan yang terbaik untuk menghindari penulisan Bahasa Inggris)					✓
11	I tremble or perspire when I write English compositions under time pressure. (saya gemetar atau berkeringat ketika saya menulis komposisi Bahasa Inggris dibawah tekanan waktu)			✓		
12	My thoughts become jumbled when I write English compositions under time constraint. (pikiran saya menjadi campur aduk ketika saya menulis komposisi Bahasa Inggris dibawah batasan waktu).			✓		
13	I often feel panic when I write English compositions under time constraint.					

	(saya sering merasa panik ketika menulis komposisi Bahasa Inggris dibawah batasan waktu)	✓				
14	I freeze up when unexpectedly asked to write English compositions. (saya membeku (tidak bisa bergerak) ketika tiba-tiba diminta untuk menulis komposisi Bahasa Inggris)			✓		
15	I usually feel my whole body rigid and tense when I write English compositions. (saya biasanya merasa seluruh tubuh saya kaku dan tegang ketika saya menulis komposisi Bahasa Inggris)				✓	
16	I often choose to write down my thoughts in English. (saya sering memilih untuk menuliskan pemikiran saya dalam Bahasa Inggris)			✓		
17	I usually do my best to avoid writing English compositions. (saya biasanya melakukan yang terbaik untuk menghindari penulisan komposisi Bahasa Inggris)					✓
18	I do my best to avoid situations in which I have to write in English. (saya melakukan yang terbaik untuk menghindari situasi dimana saya harus menulis dalam Bahasa Inggris)					✓
19	Unless I have no choice, I would not use English to write composition. (kecuali saya tidak punya pilihan, saya tidak akan menggunakan Bahasa Inggris untuk menulis)					✓
20	I would do my best to excuse myself if asked to write English compositions. (saya akan melakukan yang terbaik ketika diminta untuk menulis komposisi Bahasa Inggris)					✓
21	I usually seek every possible chance to write English compositions outside of class. (saya biasanya mencari setiap kesempatan yang mungkin ada untuk menulis komposisi Bahasa Inggris diluar kelas)					✓
22	Whenever possible, I would use English to write compositions. (jika memungkinkan, saya akan menggunakan Bahasa Inggris untuk menulis komposisi)					✓

KUESIONER PENELITIAN

Kecemasan Menulis ESL Diadopsi dari Inventarisasi Kecemasan Penulisan Bahasa Kedua/Asing (SLWAI) oleh Cheng, 2004.

Informasi Demografis

Nama : WJPA DWIGUNA

Jenis Kelamin : LAKI - LAKI

Kelas : XI IPA 6

Instruksi:

Bacalah pernyataan berikut dan nyatakan tingkat setuju/tidak setuju anda dengan mencentang(✓).

Centang kolom yang sesuai

Catatan :

Sangat Setuju (SS) = 5

Setuju (S) = 4

Ragu-Ragu (R) = 3

Tidak Setuju (TS) = 2

Sangat Tidak Setuju = 1

No	Pernyataan	SS	S	R	TS	STS
1	While writing in English, I'm not nervous at all. (Saat saya menulis dalam Bahasa Inggris, saya tidak gugup sama sekali).			✓		
2	While writing English compositions, I feel worried and uneasy if I know they will be evaluated. (saat menulis komposisi Bahasa Inggris, saya merasa khawatir dan gelisah jika saya tahu tugas saya akan dievaluasi)		✓			
3	I don't worry that my English compositions are a lot worse than others'. (saya tidak merasa khawatir bahwa komposisi menulis Bahasa Inggris saya jauh lebih buruk	✓				

	<i>daripada yang lain)</i>				
4	If my English composition is to be evaluated, I would worry about getting a very poor grade. (jika komposisi Bahasa Inggris saya akan dievaluasi, saya akan khawatir mendapatkan nilai yang sangat buruk)		✓		
5	I'm afraid that other students would deride my English composition if they read it. (saya takut siswa lain akan mencemooh komposisi Bahasa Inggris saya jika mereka membacanya)		✓		
6	I don't worry at all about what other people would think of my English compositions. (saya tidak khawatir sama sekali tentang apa yang orang lain pikirkan tentang komposisi Bahasa Inggris saya)	✓			
7	I'm afraid of my English composition being chosen as a sample to be discussed in class. (saya takut komposisi Bahasa Inggris saya dipilih sebagai sampel untuk dibahas dikelas)		✓		
8	I'm not afraid at all that my English compositions would be rated as very poor (saya sama sekali tidak takut bahwa komposisi Bahasa Inggris saya akan dinilai sangat buruk)		✓		
9	I feel my heart pounding when I write English compositions under time constraint. (saya merasa jantung saya berdebar ketika saya menulis komposisi Bahasa Inggris dibawah batasan waktu)		✓		
10	I usually do my best to avoid writing English compositions. (saya biasanya melakukan yang terbaik untuk menghindari penulisan Bahasa Inggris)		✓		
11	I tremble or perspire when I write English compositions under time pressure. (saya gemetar atau berkeringat ketika saya menulis komposisi Bahasa Inggris dibawah tekanan waktu)		✓		
12	My thoughts become jumbled when I write English compositions under time constraint. (pikiran saya menjadi campur aduk ketika saya menulis komposisi Bahasa Inggris dibawah batasan waktu).		✓		
13	I often feel panic when I write English compositions under time constraint.				

	(saya sering merasa panik ketika menulis komposisi Bahasa Inggris dibawah batasan waktu)	✓			
14	I freeze up when unexpectedly asked to write English compositions. (saya membeku (tidak bisa bergerak) ketika tiba-tiba diminta untuk menulis komposisi Bahasa Inggris)		✓		
15	I usually feel my whole body rigid and tense when I write English compositions. (saya biasanya merasa seluruh tubuh saya kaku dan tegang ketika saya menulis komposisi Bahasa Inggris)		✓		
16	I often choose to write down my thoughts in English. (saya sering memilih untuk menuliskan pemikiran saya dalam Bahasa Inggris)		✓		
17	I usually do my best to avoid writing English compositions. (saya biasanya melakukan yang terbaik untuk menghindari penulisan komposisi Bahasa Inggris)		✓		
18	I do my best to avoid situations in which I have to write in English. (saya melakukan yang terbaik untuk menghindari situasi dimana saya harus menulis dalam Bahasa Inggris)		✓		
19	Unless I have no choice, I would not use English to write composition. (kecuali saya tidak punya pilihan, saya tidak akan menggunakan Bahasa Inggris untuk menulis)	✓			
20	I would do my best to excuse myself if asked to write English compositions. (saya akan melakukan yang terbaik ketika diminta untuk menulis komposisi Bahasa Inggris)		✓		
21	I usually seek every possible chance to write English compositions outside of class. (saya biasanya mencari setiap kesempatan yang mungkin ada untuk menulis komposisi Bahasa Inggris diluar kelas)			✓	
22	Whenever possible, I would use English to write compositions. (jika memungkinkan, saya akan menggunakan Bahasa Inggris untuk menulis komposisi)			✓	

### KUESIONER PENELITIAN

Kecemasan Menulis ESL Diadopsi dari Inventarisasi Kecemasan Penulisan

Bahasa Kedua/Asing (SLWAJ) oleh Cheng, 2004.

#### Informasi Demografis

Nama : NUFFADHILLAH

Jenis Kelamin : PEREMPUAN

Kelas : XI IPA 4

#### Instruksi:

Bacalah pernyataan berikut dan nyatakan tingkat setuju/tidak setuju anda dengan mencentang(✓).

Centang kolom yang sesuai

Catatan :

Sangat Setuju (SS) = 5

Setuju (S) = 4

Ragu-Ragu (R) = 3

Tidak Setuju (TS) = 2

Sangat Tidak Setuju = 1

No	Pernyataan	SS	S	R	TS	STS
1	While writing in English, I'm not nervous at all. (Saat saya menulis dalam Bahasa Inggris, saya tidak gugup sama sekali).				✓	
2	While writing English compositions, I feel worried and uneasy if I know they will be evaluated. (saat menulis komposisi Bahasa Inggris, saya merasa khawatir dan gelisah jika saya tahu tugas saya akan dievaluasi)		✓			
3	I don't worry that my English compositions are a lot worse than others'. (saya tidak merasa khawatir bahwa komposisi menulis Bahasa Inggris saya jauh lebih buruk				✓	

	<i>daripada yang lain)</i>					
4	If my English composition is to be evaluated, I would worry about getting a very poor grade. (jika komposisi Bahasa Inggris saya akan dievaluasi, saya akan khawatir mendapatkan nilai yang sangat buruk)	✓				
5	I'm afraid that other students would deride my English composition if they read it. (saya takut siswa lain akan mencemooh komposisi Bahasa Inggris saya jika mereka membacanya)		✓			
6	I don't worry at all about what other people would think of my English compositions. (saya tidak khawatir sama sekali tentang apa yang orang lain pikirkan tentang komposisi Bahasa Inggris saya)				✓	
7	I'm afraid of my English composition being chosen as a sample to be discussed in class. (saya takut komposisi Bahasa Inggris saya dipilih sebagai sampel untuk dibahas dikelas)		✓			
8	I'm not afraid at all that my English compositions would be rated as very poor. (saya sama sekali tidak takut bahwa komposisi Bahasa Inggris saya akan dinilai sangat buruk)					✓
9	I feel my heart pounding when I write English compositions under time constraint. (saya merasa jantung saya berdebar ketika saya menulis komposisi Bahasa Inggris dibawah batasan waktu)	✓				
10	I usually do my best to avoid writing English compositions. (saya biasanya melakukan yang terbaik untuk menghindari penulisan Bahasa Inggris)					✓
11	I tremble or perspire when I write English compositions under time pressure. (saya gemetar atau berkeringat ketika saya menulis komposisi Bahasa Inggris dibawah tekanan waktu)			✓		
12	My thoughts become jumbled when I write English compositions under time constraint. (pikiran saya menjadi campur aduk ketika saya menulis komposisi Bahasa Inggris dibawah batasan waktu).			✓		
13	I often feel panic when I write English compositions under time constraint.					

	<i>(saya sering merasa panik ketika menulis komposisi Bahasa Inggris dibawah batasan waktu)</i>	✓				
14	I freeze up when unexpectedly asked to write English compositions. (saya membeku (tidak bisa bergerak) ketika tiba-tiba diminta untuk menulis komposisi Bahasa Inggris)				✓	
15	I usually feel my whole body rigid and tense when I write English compositions. (saya biasanya merasa seluruh tubuh saya kaku dan tegang ketika saya menulis komposisi Bahasa Inggris)		✓			
16	I often choose to write down my thoughts in English. (saya sering memilih untuk menuliskan pemikiran saya dalam Bahasa Inggris)	✓				
17	I usually do my best to avoid writing English compositions. (saya biasanya melakukan yang terbaik untuk menghindari penulisan komposisi Bahasa Inggris)					✓
18	I do my best to avoid situations in which I have to write in English. (saya melakukan yang terbaik untuk menghindari situasi dimana saya harus menulis dalam Bahasa Inggris)					✓
19	Unless I have no choice, I would not use English to write composition. (kecuali saya tidak punya pilihan, saya tidak akan menggunakan Bahasa Inggris untuk menulis)					✓
20	I would do my best to excuse myself if asked to write English compositions. (saya akan melakukan yang terbaik ketika diminta untuk menulis komposisi Bahasa Inggris)	✓				
21	I usually seek every possible chance to write English compositions outside of class. (saya biasanya mencari setiap kesempatan yang mungkin ada untuk menulis komposisi Bahasa Inggris diluar kelas)					✓
22	Whenever possible, I would use English to write compositions. (jika memungkinkan, saya akan menggunakan Bahasa Inggris untuk menulis komposisi)		✓			

Appendix 9: The Students' Response of the Second Questionnaire

KUESIONER PENELITIAN

Penyebab Inventarisasi Kecemasan Menulis Bahasa Kedua/Asing  
(CSLWAI) Diadopsi dari Rezaei dan Jafari (2014)

Informasi Demografis

Nama : E.S.R.A  
Jenis Kelamin : LAKI-LAKI  
Kelas : XI IPA 2

Instruksi:

Bacalah pernyataan berikut dan nyatakan tingkat setuju/tidak setuju anda dengan mencentang(✓).

Centang kolom yang sesuai

Catatan :

- Sangat Setuju (SS) = 5
- Setuju (S) = 4
- Ragu-Ragu (R) = 3
- Tidak Setuju (TS) = 2
- Sangat Tidak Setuju = 1

No	Pernyataan	SS	S	R	TS	STS
1	When I write English essays: I worry about the negative comments and evaluation of the teacher. (Ketika saya menulis esai Bahasa Inggris; saya khawatir tentang komentar negatif dan evaluasi guru).		✓			
2	I feel worry when I have to write under time constraints. (Saya merasa khawatir ketika harus menulis karena keterbatasan waktu).	✓				
3	I'm afraid of writing tests. (Saya takut dengan ujian tulis).		✓			
4	I have a low-confidence in English writing. (Saya memiliki rasa percaya diri yang rendah				✓	

	dalam menulis Bahasa Inggris).					
5	I don't have a good command of English writing techniques which makes me feel anxious. (Saya tidak menguasai teknik penulisan Bahasa Inggris dengan baik yang membuat saya merasa cemas).		✓			
6	I often encounter some linguistic problems such as inadequate mastery of vocabulary, sentence structures, grammatical errors, etc. (Saya sering menemui beberapa masalah kebahasaan seperti penguasaan kosakata yang kurang memadai, struktur kalimat, kesalahan tata bahasa, dll).		✓			
7	I don't know what to write on the topic given by the teacher so I feel upset. (Saya tidak tahu harus menulis apa tentang topik yang diberikan oleh guru sehingga saya merasa kesal).				✓	
8	I have lack of sufficient English writing practice which makes me feel anxious. (Saya kurang latihan menulis Bahasa Inggris yang membuat saya merasa cemas).		✓			
9	I'm under pressure to offer a perfect work which makes me upset. (Saya berada dibawah tekanan untuk membuat pekerjaan yang sempurna yang membuat saya kesal).				✓	
10	I feel anxious due to the high frequency of writing assignments. (Saya merasa cemas karena frekuensi tugas menulis yang tinggi).				✓	

**KUESIONER PENELITIAN**

**Penyebab Inventarisasi Kecemasan Menulis Bahasa Kedua/Asing**

(CSLWAI) Diadopsi dari Rezaei dan Jafari (2014)

**Informasi Demografis**

Nama : IRA WATI SAPU KANAN  
 Jenis Kelamin : Perempuan  
 Kelas : XI IPA 3

**Instruksi:**

Bacalah pernyataan berikut dan nyatakan tingkat setuju/tidak setuju anda dengan mencentang(✓).

**Centang kolom yang sesuai**

Catatan :

- Sangat Setuju (SS) = 5
- Setuju (S) = 4
- Ragu-Ragu (R) = 3
- Tidak Setuju (TS) = 2
- Sangat Tidak Setuju = 1

No	Pernyataan	SS	S	R	TS	STS
1	When I write English essays: I worry about the negative comments and evaluation of the teacher. (Ketika saya menulis esai Bahasa Inggris; saya khawatir tentang komentar negatif dan evaluasi guru).			✓		
2	I feel worry when I have to write under time constraints. (Saya merasa khawatir ketika harus menulis karena keterbatasan waktu).				✓	
3	I'm afraid of writing tests. (Saya takut dengan ujian tulis).					✓
4	I have a low-confidence in English writing. (Saya memiliki rasa percaya diri yang rendah		✓			

	dalam menulis Bahasa Inggris).					
5	I don't have a good command of English writing techniques which makes me feel anxious. (Saya tidak menguasai teknik penulisan Bahasa Inggris dengan baik yang membuat saya merasa cemas).					✓
6	I often encounter some linguistic problems such as inadequate mastery of vocabulary, sentence structures, grammatical errors, etc. (Saya sering menemui beberapa masalah kebahasaan seperti penguasaan kosakata yang kurang memadai, struktur kalimat, kesalahan tata bahasa, dll).	✓				
7	I don't know what to write on the topic given by the teacher so I feel upset. (Saya tidak tahu harus menulis apa tentang topik yang diberikan oleh guru sehingga saya merasa kesal).	✓				
8	I have lack of sufficient English writing practice which makes me feel anxious. (Saya kurang latihan menulis Bahasa Inggris yang membuat saya merasa cemas).	✓				
9	I'm under pressure to offer a perfect work which makes me upset. (Saya berada dibawah tekanan untuk membuat pekerjaan yang sempurna yang membuat saya kesal).					✓
10	I feel anxious due to the high frequency of writing assignments. (Saya merasa cemas karena frekuensi tugas menulis yang tinggi).	✓				

KUESIONER PENELITIAN

Penyebab Inventarisasi Kecemasan Menulis Bahasa Kedua/Asing  
(CSLWAI) Diadopsi dari Rezaei dan Jafari (2014)

Informasi Demografis

Nama : WYFA DWI GUNA  
Jenis Kelamin : LAKI - LAKI  
Kelas : XI IPA 6

Instruksi:

Bacalah pernyataan berikut dan nyatakan tingkat setuju/tidak setuju anda dengan mencentang(✓).

Centang kolom yang sesuai

Catatan :

- Sangat Setuju (SS) = 5
- Setuju (S) = 4
- Ragu-Ragu (R) = 3
- Tidak Setuju (TS) = 2
- Sangat Tidak Setuju = 1

No	Pernyataan	SS	S	R	TS	STS
1	When I write English essays: I worry about the negative comments and evaluation of the teacher. (Ketika saya menulis esai Bahasa Inggris; saya khawatir tentang komentar negatif dan evaluasi guru).		✓			
2	I feel worry when I have to write under time constraints. (Saya merasa khawatir ketika harus menulis karena keterbatasan waktu).		✓			
3	I'm afraid of writing tests. (Saya takut dengan ujian tulis).	✓				
4	I have a low-confidence in English writing. (Saya memiliki rasa percaya diri yang rendah					

	dalam menulis Bahasa Inggris).				✓	
5	I don't have a good command of English writing techniques which makes me feel anxious. (Saya tidak menguasai teknik penulisan Bahasa Inggris dengan baik yang membuat saya merasa cemas).	✓				
6	I often encounter some linguistic problems such as inadequate mastery of vocabulary, sentence structures, grammatical errors, etc. (Saya sering menemui beberapa masalah kebahasaan seperti penguasaan kosakata yang kurang memadai, struktur kalimat, kesalahan tata bahasa, dll).	✓				
7	I don't know what to write on the topic given by the teacher so I feel upset. (Saya tidak tahu harus menulis apa tentang topik yang diberikan oleh guru sehingga saya merasa kesal).			✓		
8	I have lack of sufficient English writing practice which makes me feel anxious. (Saya kurang latihan menulis Bahasa Inggris yang membuat saya merasa cemas).	✓				
9	I'm under pressure to offer a perfect work which makes me upset. (Saya berada dibawah tekanan untuk membuat pekerjaan yang sempurna yang membuat saya kesal).				✓	
10	I feel anxious due to the high frequency of writing assignments. (Saya merasa cemas karena frekuensi tugas menulis yang tinggi).				✓	

**KUESIONER PENELITIAN**

**Penyebab Inventarisasi Kecemasan Menulis Bahasa Kedua/Asing  
(CSLWAI) Diadopsi dari Rezaei dan Jafari (2014)**

**Informasi Demografis**

Nama : **MURFADHILLAH**  
 Jenis Kelamin : **PEREMPUAN**  
 Kelas : **XI IPA 1**

**Instruksi:**

Bacalah pernyataan berikut dan nyatakan tingkat setuju/tidak setuju anda dengan mencentang(✓).

**Centang kolom yang sesuai**

Catatan :

- Sangat Setuju (SS) = 5
- Setuju (S) = 4
- Ragu-Ragu (R) = 3
- Tidak Setuju (TS) = 2
- Sangat Tidak Setuju = 1

No	Pernyataan	SS	S	R	TS	STS
1	When I write English essays: I worry about the negative comments and evaluation of the teacher. (Ketika saya menulis esai Bahasa Inggris; saya khawatir tentang komentar negatif dan evaluasi guru).	✓				
2	I feel worry when I have to write under time constraints. (Saya merasa khawatir ketika harus menulis karena keterbatasan waktu).		✓			
3	I'm afraid of writing tests. (Saya takut dengan ujian tulis).		✓			
4	I have a low-confidence in English writing. (Saya memiliki rasa percaya diri yang rendah		✓			

No	Pernyataan	SS	S	R	TS	STS
5	I don't have a good command of English writing techniques which makes me feel anxious. (Saya tidak menguasai teknik penulisan Bahasa Inggris dengan baik yang membuat saya merasa cemas).		✓			
6	I often encounter some linguistic problems such as inadequate mastery of vocabulary, sentence structures, grammatical errors, etc. (Saya sering menemui beberapa masalah kebahasaan seperti penguasaan kosakata yang kurang memadai, struktur kalimat, kesalahan tata bahasa, dll).		✓			
7	I don't know what to write on the topic given by the teacher so I feel upset. (Saya tidak tahu harus menulis apa tentang topic yang diberikan oleh guru sehingga saya merasa kesal).				✓	
8	I have lack of sufficient English writing practice which makes me feel anxious. (Saya kurang latihan menulis Bahasa Inggris yang membuat saya merasa cemas).	✓				
9	I'm under pressure to offer a perfect work which makes me upset. (Saya berada dibawah tekanan untuk membuat pekerjaan yang sempurna yang membuat saya kesal).				✓	
10	I feel anxious due to the high frequency of writing assignments. (Saya merasa cemas karena frekuensi tugas menulis yang tinggi).		✓			

*Appendix 10: Surat Keterangan Uji Turnitin*



**INSTITUT AGAMA ISLAM NEGERI PALOPO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076  
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

**SURAT KETERANGAN**

No.1721/In.19/FTIK/PBI/PP.00.9/08/2022

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Wiwin  
NIM : 17 0202 0121  
Semester : X (Sepuluh)  
Program Studi : Pendidikan Bahasa Inggris  
Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 25 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 16 Agustus 2022

Mengetahui,  
Ketua Prodi,



Amalia Yahya, S.E., M.Hum.  
NIP 197710132005012006

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.  
NIP 198603272018011001

Appendix 11: Surat Izin Penelitian



**PEMERINTAH KABUPATEN LUWU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Alamat : Jl. Opu Daeng Risaju No. 1, Belopa Telpn : (0471) 3314115

Nomor : 038/PENELITIAN/21.10/DPMPSTP/II/2022  
Lamp : -  
Sifat : Biasa  
Perihal : Permohonan Izin Penelitian

Kepada  
Yth. Ka. UPT SMAN 11 Luwu  
di -  
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 0189/In.19/FTIK/HM.01/02/2022 tanggal 07 Februari 2022 tentang permohonan Izin Penelitian.  
Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Wiwin  
Tempat/Tgl Lahir : Salujambu / 22 Februari 1999  
Nim : 17 0202 0121  
Jurusan : Pendidikan Bahasa Inggris  
Alamat : Dsn. Bambu Kuning  
Desa Salujambu  
Kecamatan Lamasi

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

**AN ANALYSIS OF STUDENTS WRITING ANXIETY IN ENGLISH LANGUAGE AT UPT SMAN 11 LUWU**

Yang akan dilaksanakan di **UPT SMAN 11 LUWU**, pada tanggal **14 Februari 2022 s/d 14 Maret 2022**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.



1 2 0 2 2 1 9 3 1 5 0 0 0 4 8



Diterbitkan di Kabupaten Luwu  
Pada tanggal: 14 Februari 2022  
Kepala Dinas

**Drs. H. RAHMAT ANDIPARANA**  
Pangkat : Pembina Tk. I IV/b  
NIP : 49641231 199403 1 079

**Tembusan :**

1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Wiwin;
5. Arsip.

*Appendix 12: Surat Keterangan Selesai Meneliti*



**PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
UPT SMA NEGERI 11 LUWU**

*Jl. Andi Djemma Telp. (0471) 3315494 Kode Pos 91952*

**SURAT KETERANGAN PENELITIAN**  
**Nomor : 800/431.UPT.SMA.11/LUWU/DISDIK**

Yang bertanda tangan dibawah ini, Kepala UPT SMA Negeri 11 Luwu, menerangkan bahwa :

**Nama** : WIWIN  
**NIM** : 17 0202 0121  
**Tempat/Tanggal Lahir** : Salujambu, 22 Februari 1999  
**Jenis Kelamin** : Perempuan  
**Pekerjaan** : Mahasiswi  
**Program Studi** : SI /Pendidikan Bahasa Inggris  
**Alamat** : Desa Salujambu, Kec. Lamasi, Kab.Luwu

Yang bersangkutan di atas telah melakukan penelitian di UPT SMA Negeri 11 Luwu guna melengkapi karya ilmiah ( Skripsi ) yang berjudul : **“AN ANALYSIS OF STUDENTS’ WRITING ANXIETY IN ENGLISH LANGUAGE AT UPT SMAN 11 LUWU”**. Pada tanggal 24 Februari – 2 Maret 2022.

Demikian surat keterangan penelitian ini kami buat, diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Lamasi, 10 Maret 2022

Kepala UPT SMA Neg. 11 Luwu



Drs. SOFIYAN ANTON

Pangkat : Pembina TK.I

NIP 19631231 199702 1 011

**Catatan :**

Diharapkan menyeter Disertasi satu rangkap setelah selesai ujian ( Yudisium )

**Appendix 13: Documentations**



**The researcher introduced herself and explains the aims and objectives**



**The researcher explained the procedure for filling out the questionnaire**



**The researcher checked class attendance**



**The researchers distribute research questionnaires**



**Photos with the students of science class at UPT SMAN 11 Luwu**

## BIOGRAPHY



Wiwin, born in Salujambu on February 22<sup>th</sup>, 1999. The researcher is the second of four siblings from a father named Ariswan Muh. Saleh and a mother named Hajrah. Currently, the researcher lives in Salujambu Village, Lamasi District, Luwu Regency. The researcher's primary education was completed in 2011 at SD Negeri 108 Salujambu. Then, in the same year, she studied at SMP Negeri 4 Lamasi until 2014. The researcher finished her senior high school at SMA Negeri 1 Lamasi in 2017. After graduating from senior high school, the researcher continued her study in the field she was engaged in, namely in the English Education Study Program, Faculty of Tarbiyah and Teacher Training at the State Islamic Institute (IAIN) Palopo.

Contact Person: [wiwinariswan22@gmail.com](mailto:wiwinariswan22@gmail.com)