

AN ANALYSIS OF WRITING ANXIETY OF INDONESIAN EFL COLLEGE LEARNERS

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This study aims at analyzing the writing anxiety of English students of STAIN Kediri. Writing anxiety is one of anxiety that occurs in foreign language anxiety. It is a fear of writing when a person has to start, work on, or finish a given writing task. By conducting a qualitative research, this study described the levels, dominant type, and main factors of writing anxiety of the English students. Fifty English students at the fourth semester joined in this study. Two closed-ended questionnaires, Second Language Writing Anxiety Inventory (SLWAI) proposed by Cheng, and Causes of Writing Anxiety Inventory (CWAI) proposed by Rezaei and Jafari were employed to collect the data. The findings revealed that there were 27 students (54%) who experienced high level of writing anxiety, 22 students (44%) who experienced moderate level of writing anxiety, and only 1 student (2%) who experienced low level of writing anxiety. The dominant type of writing anxiety was cognitive writing anxiety, which is based on the highest mean among two other types of writing anxiety. Then there are four main factors that cause writing anxiety. They are linguistic difficulties, fear of teachers' negative comments, insufficient writing practice, and time pressure.

Key words: anxiety, foreign language anxiety, writing anxiety

INTRODUCTION

In learning English as a foreign language, there are some skills that learners need to master, such as speaking, reading, listening and writing. Writing is considered as a demanding skill especially for learners of a second or foreign language (Daud, and Kasim, 2007). It is a

demanding skill because the learners have to think in their language then translate their thought or ideas into English. Moreover, the learners have to pay attention to the grammar in their writing. Beside it is demanding, it is necessary for EFL learners to have.

Writing is considered to be the most complex and difficult skill to master, and as a rule, it is more complex and difficult than writing in one's native language (Bailey, 2003). Writing presents a great confront for most students in academic context, both in the mother tongue and in an ESL\EFL contexts. As English has become the most popular language universally, the important of English writing cannot be too denied.

Writing in foreign language in this regard writing in English, is an important language skill to acquire the important of communication in the globalization era. It cannot be denied that writing in English for almost every foreign language learners is believed as a though case. The fear of negative evaluation by the teachers and peers and worry about timed-writing even make the students are hard to develop their English writing skill. If the reality shows such a phenomenon, it means that the students experience writing anxiety.

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

Foreign language anxiety is a feeling of tension and apprehension specifically associated with language skills, including speaking, listening, writing, and learning. Although foreign language anxiety or second

language anxiety is commonly expressed by foreign or second language learners and considered as normal issue, yet FLA/SLA has been widely known as one of main obstacles for the learners when they are in a process of learning second or foreign language because anxiety is very consistent in contributing negative impact on language achievement (MacIntyre and Gardner, 1994).

Foreign language anxiety can be related to three different of anxieties that are related to academic and social evaluation situations. Those are communication apprehension, fear of negative evaluation, and test anxiety (Hortwiz, et al., 1986). Communication apprehension refers to a type of shyness characterized by fear or anxiety about communicating with people. The learners will feel uncomfortable, shy and fear when they must enter real communication, even in fact the learners actually have matured enough in ideas and thought. Fear of negative evaluation is apprehension about others' evaluation, avoidance of evaluation situations and the expectation that others would evaluate oneself negatively. Test anxiety refers to a type of performance anxiety stemming from failure. These types of anxiety also happen in writing skill.

Due to the crucial role for learning English, learners' writing skill needs to reinforced through a practice. In doing the practice of writing, learners are very possible to face problems such as anxiety. For example, he/she feels worried whenever the teacher reads the writing or his/her mind goes blank when writing under time pressure. Such anxiety is one of the factors that affect the process of learning (Kara, 2013).

Most of students avoid to write because they feel worry about their writing. They are worry about their grammar, and they are worry if

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their writing will be evaluated. What students feel about writing will affect their writing. Worry feeling is related with writing anxiety or apprehension.

According to Cheng (2004), writing anxiety is divided into three types namely cognitive anxiety, somatic anxiety, and avoidance anxiety. Cognitive anxiety refers to the cognitive aspect of anxiety experience, including negative expectations, preoccupation with performance and concern about others' perception. Somatic anxiety refers to one's perception of the psychological effects of the anxiety experience, such as nervous and tension. Avoidance anxiety is a type of anxiety where the students avoid writing.

Writing anxiety is more of a fear of the writing process that outweighs the projected gain from the ability to write (Takahashi, 2009). Writing anxiety is also defined as a label for one or a combination of feelings, beliefs, or behaviors that interfere with a person's ability to start, work on, or finish a given writing task that he or she is intellectually capable of doing (Al-Sawalha and Chow, 2012).

Writing is an enjoyable activity for some students, and they see it as enjoyable exercise when they put their thought or ideas on paper. For those students who have difficulty putting their thoughts into written words, the writing activity will be a very uncomfortable, and even fearful experience each time they face a written task. When students find difficulties in writing, they might have faced writing anxiety.

Writing anxiety is a result of lacking knowledge or understanding necessary to complete the writing task and the students' belief that writing is hard work (Clark, 2005). One of the reason why writing apprehension occur is that because in writing requires knowledge how to

produce a good writing. Beside knowing knowledge about writing but practicing writing is also important, how often practicing writing will effect to the writing itself. Because the more practice in writing, the easier writing will be.

In term of Indonesian learners, they are still nervous and reluctant to write in English. This case does not only happen because they are not competent enough, yet also because of the students themselves. The anxiety blocks their ability in composing English writing. They face some problems from themselves or from the environment such their teacher or their friends. That is why writing anxiety occurs in foreign language learners.

Writing anxiety occurs due to some causes; based on previous researches there are some possible causes of writing anxiety. The causes are fear of negative evaluation and fear of test, language difficulties, lack of topical knowledge (Zhang, 2011), time pressure and high frequency of assignment (Rezai and Jafari, 2014), low of self-confidence (Hassan, 2001; Cheng, 2004), insufficient writing technique (Hassan, 2001), lack of experience or insufficient writing practice (Gunge and Taylor, 1989: 235-248), and pressure for perfect work (Bloom, 1981).

Rezaei and Jafari (2014) conduct a study investigating the Levels, Types, and Causes of Writing Anxiety among Iranian EFL Students: A Mixed Method Design". The participants were 120 EFL students in two institutes of higher education. The instruments used are Second language writing anxiety inventory (SLWAI) by Cheng (2004) and Causes of Writing Anxiety Inventory (CWAI) developed by themselves based on observation and previous researches. The finding of the mixed method study shows that there is a high level of anxiety among Iranian EFL

students with cognitive anxiety as the dominant type. Meanwhile the main causes of writing anxiety are fear of teachers' negative feedback, low of self-confidence and poor of linguistic knowledge.

Tumpang's study (2014) revealed that cognitive anxiety was the most common type of writing anxiety, and there are four main factors of writing anxiety; those are that the students never experienced writing class before, afraid of their own writing, pressure from teacher and writing under time constraint. Furthermore, Ningsih's study (2015) found that cognitive anxiety was the dominant type of writing anxiety. The three major factor of writing anxiety among the students are insufficient practice, language difficulties and insufficient writing technique, and three major factor of writing anxiety among first semester are language difficulties, time pressure and insufficient writing practice.

The writer chooses the fourth semester students of English Department of STAIN Kediri as a subject of this research, because they have got academic writing classes. The students have got Writing 1, 2, and 3 courses. The writer assumes that they have got knowledge about writing, and they have practiced writing in their writing classes. The writer intends to prove the existence of writing anxiety among them. With this regard, the present study was designed to address the research questions as follows.

1. What is the level of writing anxiety faced by the fourth semester English students of STAIN Kediri?
2. What is the dominant type of writing anxiety faced by the fourth semester English students of STAIN Kediri?
3. What are the main factors that cause writing anxiety faced by the fourth semester English students of STAIN Kediri?

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LITERATURE REVIEW

This section discusses the review of some related literature of the study. Those are foreign language anxiety, the definition of writing, definition of writing anxiety, types of writing anxiety, and causes of writing anxiety. Those are discussed as follow.

1. Foreign Language Anxiety

Anxiety according to Oxford Advanced Learner's Dictionary is a nervous feeling caused by fear that something bad is going to happen (Oxford Advanced Learner's Dictionary, 1995: 44). Anxiety is able to block and interfere the process of learning. Foreign language anxiety is a special kind of anxiety related to foreign language classes. Anxiety in learning foreign language or second language is different from other anxieties because language anxiety is a special complex system of belief, feelings, self-perceptions and behaviour that usually happens in language classroom which emerges because the complex system of learning process (Hortwiz, Michael B. Elaine K. Cope, Joan, 1986: 125-132).

Foreign language anxiety is a feeling of tension and apprehension specifically associated with language skills, including speaking, listening, writing, and learning. Although foreign language anxiety or second language anxiety is commonly expressed by foreign or second language learners and considered as normal issue, yet FLA/SLA has been widely known as one of main obstacles for the learners when they are in a process of learning second or foreign language because anxiety is very consistent in contributing negative impact on language achievement (MacIntyre, P.D & Gardner, R.C, 1994: 283-305).

Foreign language anxiety can be related to three different of anxieties that are related to academic and social evaluation situations.

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Those are communication apprehension, fear of negative evaluation, and test anxiety ((Hortwiz, Michael B. Elaine K. Cope, Joan, 1986: 125-132).

a. Communication apprehension

Communication apprehension refers to a type of shyness characterized by fear or anxiety about communicating with people. The learners will feel uncomfortable, shy and fear when they must enter real communication, even in fact the learners actually have matured enough in ideas and thought.

The learners who indeed often experience anxiety will increasingly get more difficulties when they have to communicate with others language that is not their first language, because they may feel that their attempts at oral work are constantly being monitored. Therefore, communication apprehension possesses influential role in disturbing the process of learning FLA/SLA because the learners will face more anxiety when they have to communicate in foreign language.

b. Fear of Negative Evaluation

Fear of negative evaluation is apprehension about others' evaluation, avoidance of evaluation situations and the expectation that others would evaluate oneself negatively. Fear of negative evaluation is not limited to test-taking situations, rather it may occur in any social, evaluative situation, such as interviewing for a job or speaking in second or foreign language class.

c. Test Anxiety

Test anxiety refers to a type of performance anxiety stemming from failure. Fear of failure occurs because the learners have thoughts in their mind that the only acceptable performance refers to a test that

they can answer perfectly. If they cannot do the test perfectly, it means that they fail the test. Test anxiety has an important role in influencing students learning outcomes, several feelings such as fear of failure or unpleasant experience are forms of test anxiety that usually occur in students' mind.

2. The Definition of Writing

Writing is one of the language skills which are important in our life. Through writing, we can inform others, carry out transactions, persuade, infuriate, and tell what we feel. However, we know that writing especially in a second language is not simply a matter of "writing things down". It is one of the four basic skills that are very complex and difficult to learn.

Writing is usefully described as a process of putting thoughts into words and words into papers (McDonald, C.R. and McDonald, R.L.,2002: 7). In writing the writer tries to express an idea into words and make paragraphs or essay, and then the writer put the paragraphs into papers. Writing is a process, it means that the writer have to develop the idea into paragraphs in order to make the reader understand what the writer's idea about.

Writing is making a hand writing where the one who write gives a form for everything what he or she thinks and whatever he or she feels. A writer has to be able in using written language to give an idea or message.

According to a psycholinguist, Eric Lenneberg, he says that different from speaking in which people learn language through a natural process or human behavior as learning to "walk", writing is a

learned behavior as learning to “swim”, people need someone to teach them. It means that people learn to write if they are members of a literate society and usually if someone teaches them (Brown, D.H, 2001: 334).

According to Jim A.P, he explains that writing skill is complex and difficult to learn. Requiring mastery is not only grammatical patterns but also the rule of writing such as high degree of organization in the development of ideas and information and also choosing the appropriate vocabularies and sentence structure to create a style which is appropriate to subject matter (Jim, A.P., 2010: 2).

Since writing is a way to communicate with others in the written form, everything should be clear. Unlike speaking that the message of the communication can be grasped through non-verbal language, such as gestures, body languages or facial expressions, in writing the message is conveyed through the written form. Therefore, the writer should be able to make his or her reader understand the message conveyed.

3. Definition of Writing Anxiety

The concept of writing anxiety, also called writing apprehension has been introduced by Daly and Miller in 1975. The terms “writing apprehension” refer to writing-specific anxiety (Daly, J. A., & Miller, M. D, ,1975: 242-249). The definition given by Daly and Miller regarding writing apprehension is that it is a “situation and subject specific individual difference associated with a person’s tendencies to approach or avoid situation perceived to potentially require writing accompanied by some amount of perceived evaluation”.

Writing anxiety is more of a fear of the writing process that outweighs the projected gain from the ability to write (Takahashi, A., 2009,

14: 39-48). Writing anxiety also defines as a label for one or a combination of feelings, beliefs, or behaviors that interfere with a person's ability to start, work on, or finish a given writing task that he or she is intellectually capable of doing" (Al-Sawalha, A. M. S, & Chow, T. V. V. 2012: 6-14).

In short, writing anxiety is the psychological predisposition faced by an individual in the course of a writing task due to tendencies of overwhelming fear arising from a combination of feelings, beliefs, and behaviors affecting the individual's ability to write in the writing process as compared to the projected gain from the ability to write" (Al-Sawalha, A. M. S, & Chow, T. V. V. 2012: 6-14).

4. Types of Writing Anxiety

Similar to foreign language anxiety, anxiety from specific skills as language, writing anxiety is also divided into some sorts. According to Cheng (2004), writing anxiety is divided into three types, namely:

a. Cognitive anxiety

Cognitive anxiety refers to the cognitive aspect of anxiety experience, including negative expectations, preoccupation with performance and concern about others' perception. How the students make their writing can be highly influenced by expectation from other students or teacher. For instance, the teacher gives high expectation and the students have to achieve the high standard from the teacher. It can affect the students' writing because they will more focus on others' expectation rather than their own writing.

b. Somatic anxiety

Somatic anxiety refers to one's perception of the psychological effects of the anxiety experience, such as nervous and tension. Sometimes students are feeling nervous in high tension when they are under time constrain and they have not found any idea. For instance, the students are asked to write something in one page and they have to finish it in class in 10 minutes. Maybe they are not feeling nervous in the beginning but they will feel nervous when have not finished and some of their friends have finished their writing.

c. Avoidance anxiety

Avoidance anxiety is a type of anxiety where the students avoid writing. This is behavior aspect of the anxiety experience. For instance, the students do not come to the writing class or do not do their writing task. This is the most dangerous type of writing anxiety because the students will avoid writing. They will not do anything in writing class. The students cannot get any result on their writing. (Cheng, Y. S. 2004: 313-316).

5. Causes of Writing Anxiety

Writing anxiety occurs due to some causes, based on previous researches there are some possible causes of writing anxiety. The causes will be explained as below:

a. Fear of negative evaluation and fear of test

Most students will feel anxious when their writing will be evaluated, and fear of test is very pervasive because writing test is regarded as productive activity that is influenced by time pressure strongly (Zhang, 2011).The students will feel anxious when their

writing is not as good as their teachers' hope, and as result their teacher will give negative evaluation about their writing.

b. Time pressure

Rezai and Jafari found that time pressure is one of the main cause of writing (Rezai and Jafari, 2014b). Writing in English for students is needed more time than writing in their mother tongue or first language. They need extra time to plan, write and revise in order to make sure that their writing in English can be as good as writing in their first language. The students will feel anxious when they have to write under time pressure because they cannot concentrate to their writing, and concentrate more about limited time.

c. Low of self confidence

Self-confidence is extremely important in determining the response of the students toward writing task. Students with good skills and capabilities in writing will encounter anxiety when they believe that they will do poorly (Hassan, 2001). Even if the students who have high second language writing ability assume that they are not competent in writing something which is ordered, then they also cannot avoid writing anxiety (Cheng, 2004).

d. Insufficient writing technique

Good skill in writing shows that the students have a fairly good understanding of composing process and good skill development(Hassan, 2001). Students who experience writing anxiety are those who have poor skill development and lack of understanding of the composing process which means the anxious students are not skillful writer.

e. Language difficulties

Language difficulty is a common problem faced by foreign language learners when they write composition in English. Linguistic difficulties make them reluctant or lazy to write composition in English because the difficulty in expressing ideas through correct and varied clauses which must be written according to grammar rule. In addition, the amount of vocabulary of the students is still relatively inadequate, so that they have difficulty in showing their composition in the form of English (Zhang, 2011)

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f. Lack of topical knowledge

The low level of topical knowledge causes the students may experience anxiety. For instance, when the learners are introduced by lecturer to write an essay about politics, whereas they only have a little knowledge about politics, they will nervous and afraid to write down their ideas. They have to think something which is strange and difficult for them. Therefore, it means that lack of knowledge greatly affects the occurrence of writing anxiety among the students.

g. Lack of experience or insufficient writing practice

One of the reasons why students feel anxious when writing English compositions is due to the lack of practice in expressing something using English. The students who rarely practice when they are writing will give excessive concentration on the forms that they write, not on the content of essay. While the more focus is given to the form, the more writing apprehension will be presented. Writing practice is very important in developing writing ability, the students who often practice their writing will be better in writing.

h. Pressure for perfect work

Anxiety may occur because the learners feel in the pressure for perfect work. They believe that the perfect writing work is that which demands work and has more difficult standard (Bloom, 1981). This self-imposed pressure for perfect work which usually makes the students experience writing anxiety and cause the student to be reluctant to write. They have to achieve high standard of writing, and it makes the students experience writing anxiety.

i. High frequency of assignment

Another root cause of writing anxiety is high frequency of assignments. According to Rezeai and Jafari (2014) high frequency of assignments is one of the sources of writing anxiety. However, the percentages of the respondents from the study who choose it as a cause of writing anxiety are a few and it becomes the least chosen item by the respondents.

In conclusion, there are two roots that cause students to feel anxiety in writing. The first is from the students itself, such as low self-confidence, insufficient writing technique, language difficulties, lack of topical knowledge, and lack of experience or insufficient writing practice. These problems can be solved by the students itself. Others or environment may help the anxious students but it does not help a lot. The second is from environment, such as fear of negative evaluation, time pressure, pressure for perfect work, and high frequency of writing assignment.

METHOD

In line with the purpose of this study that is to reveal the phenomenon of foreign language writing anxiety of English students at

STAIN Kediri, this study employed descriptive quantitative research design. This study aimed at revealing the levels, the common types and the main causes of the writing anxiety. Fifty English students at the fourth semester joined in this research.

In collecting data, two questionnaires, Second Language Writing Anxiety Inventory (SLWAI) by Cheng (2004) and Causes of Writing Anxiety Inventory (CWAI) by Rezaei and Jafari (2014a) were used as the instruments of the study. SLWAI which was invented by Cheng (2004) was the first valid instrument for measuring writing anxiety, especially in second or foreign language. The reason for selecting this inventory as a measure of writing anxiety was that it has been proved as being highly reliable and valid by means of correlation and factor analysis.

The questionnaire consists of 22 items and follows a Likert-type 5-choice response format: 1 (strongly disagree), 2 (disagree), 3 (neither agree nor disagree), 4 (agree), and 5 (strongly agree). The distribution of items across three subcategories is as follows: Cognitive Anxiety (1,3,7,9,14,17,20,21), Somatic Anxiety (2,6,8,11,13,15,19), and Avoidance Behavior (4,5,10,12,16,18,22). The result of the study shows that SLWAI has good internal consistency reliability, respectable test-retest reliability, adequate convergent and satisfactory criterion-related validity (Cheng, 2004: 331).

Cause of Writing Anxiety Inventory (CWAI) was used to know the main factors that cause writing anxiety. It was developed on the basis of causes of writing anxiety (including fear of teacher's negative comment, fear of writing tests, insufficient writing practice, insufficient writing technique, problems with topic choice, linguistic difficulties, pressure for perfect work, high frequency of writing assignments, time

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pressure, and low self-confidence in writing) (Rezai and Jafari, 2014a: 1547).

In analyzing the data, the researcher did some steps, as follows:

1. Calculating total score of SLWAI questionnaire from each student. It is used to range the level of students' writing anxiety. It consists of 22 items, and there are seven items (1, 4, 7, 18, 19, 21, 22) in SLWAI which are negatively worded and require reverse scoring before being summed up to yield the SLWAI total score. 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.
2. Grouping the item/answer according to its category: Cognitive Anxiety, Semantic Anxiety and Avoidance Behavior. Items number 1, 3, 7, 9, 14, 20, 21 are for Cognitive Anxiety; items number 2,6,8,11,13,15,19 are for Somatic Anxiety, and items number 4,5,10,12,16,18,22 are for Avoidance Behavior. There are seven items (1, 4, 7, 18, 19, 21, 22) in SLWAI which are negatively worded and require reverse scoring before being summed up to yield total scores for three categories. The researcher calculates the mean of students' answer on each category of writing anxiety. From the highest mean the types of writing anxiety experienced by the students could be found. The calculation of the mean score was based on the following formula:

$$\text{The mean score } M = \frac{\sum fx}{\sum f}$$

M : mean

f : frequency

x : 5-1 (specific value given)

$\sum f$: total number of students (50)

3. Analyzing Causes of Writing Anxiety Inventory (CWAI) questionnaire to know the main factors that cause writing anxiety. The first step to analyze the students' answer is by multiplying each counting result each the point of the questionnaire. The questionnaire of CWAI that contains 10 items of questions scores on Five-point Likert response scale ranging from point 1 (strongly disagree), 2 (disagree), 3 (neither agree nor disagree), 4 (agree), and 5 (strongly agree). After multiplying the result with Likert point, the total score was summed up to calculate the percentage. The highest percentage would be chosen as the main factors of writing anxiety.

The calculation of percentage was based on the following formula:

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

4. Drawing conclusion after having the result of analysis of the obtained data. By analyzing the questionnaire, the researcher finds the level, types and the causes of writing apprehension faced by the students.

RESEARCH FINDING AND DISCUSSION

This section presents the research findings and discussion. The research findings consist of the data presentation and data analysis. Discussion discusses about the result of data analysis to get the result of levels, types and the main factors of writing anxiety.

1. Research Finding

In this research, the researcher analyses two kinds of questionnaires used in this study: Second Language Writing Anxiety

Inventory (SLWAI) by Cheng 2014, and Causes of Writing Anxiety Inventory (CWAI) by Rezaei and Jafari (2014a). Second Language Writing Anxiety Inventory (SLWAI) is used to find out the levels and the types of writing anxiety, and Causes of Writing Anxiety Inventory (CWAI) is used to find out the dominant causes of writing anxiety. The data analysis is presented as follows:

a. Level of Writing Anxiety

To find out the levels writing anxiety, Second Language Writing Anxiety Inventory (SLWAI) which consists of 22 test items is used. 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. The summary of the analysis result of SLWAI questionnaire can be seen in Table 1.

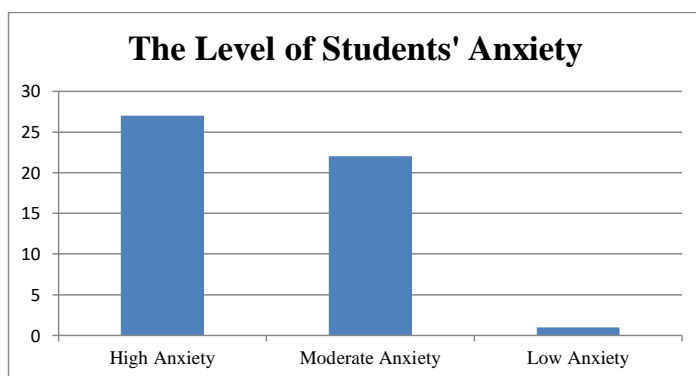
Table 1
The levels of students' writing anxiety
Based on the total score of SLWA questionnaire

	Number of students	Minimum score	Maximum score	Percentage (%)
TOTAL	50	33	87	100 %
High Anxiety	27	66	79	54%
Moderate Anxiety	22	50	65	44%
Low Anxiety	1	43	49	2%

After analyzing the SLWAI questionnaire, the researcher divides the levels of writing anxiety into three levels. They are high, moderate and low. The totals of respondents are 50 students. Based on the questionnaire that has been analyzed, the researcher found that there

were 27 experienced high anxiety, 22 students experienced moderate anxiety and 1 students experienced low anxiety. The levels of writing anxiety faced by students can be seen in Figure 1.

Figure 1
The levels of students' writing anxiety



The figure above shows that 54% of students are found to experience high levels of writing anxiety. The students who experience moderate level of writing anxiety are 44%, and 2% student who experience low level of writing anxiety. Based on the result of research, high level anxiety becomes the dominant level. Therefore, the researcher concludes that most of the students experience high level of writing anxiety.

b. The Types of Writing Anxiety

To find out the dominant type writing anxiety, the researcher measures the mean of each category of type writing anxiety based on Second Language Writing Anxiety Inventory (SLWAI) questionnaire. Based on the SLWAI questionnaire that has been analyzed, the researcher

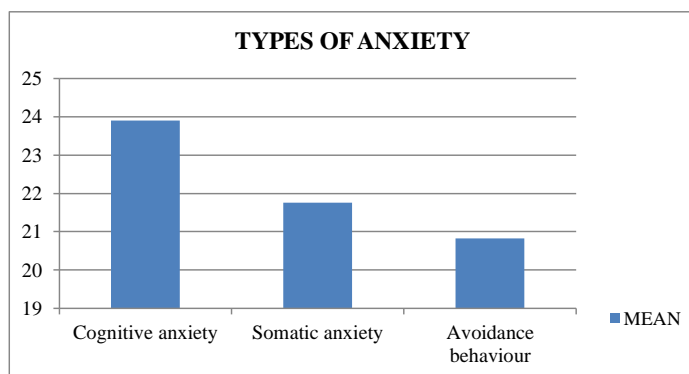
divided the students' type of writing anxiety into three categories; they are cognitive anxiety, somatic anxiety and avoidance behavior. The mean of each category is presented in Table 2.

Table 2
The Mean of Each Category of Writing Anxiety

Types of writing anxiety	Number of students	Total score	Mean
Cognitive	50	1195	23.9
Somatic	50	1088	21.76
Avoidance behavior	50	1041	20.82

Based on the table above, the mean of cognitive anxiety is 23.9; somatic anxiety is 21.76, and avoidance behavior is 20.82. Cognitive anxiety becomes the highest mean; somatic anxiety becomes the second, and avoidance behavior has the lowest mean. Cognitive anxiety is the highest mean among two types of writing anxiety. It means that Cognitive anxiety becomes the dominant type of writing anxiety. The type of writing anxiety faced by the students is showed in Figure 2.

Figure 2
The types of students' writing anxiety



The figure above shows that Cognitive anxiety becomes the dominant type of writing anxiety experienced by the students. The mean score of Cognitive anxiety is 23.9. The next type of writing anxiety is Somatic anxiety with the mean score 21.76, and the last type of writing anxiety is Avoidance behavior with the mean 20.82.

c. The Causes of Writing Anxiety

To find out the causal factor of writing anxiety, the Causes of Writing Anxiety Inventory (CWAI) was employed. The writer has made a calculation result table of CWAI and presented the data into percentage. The result of CWAI displayed in Table 3.

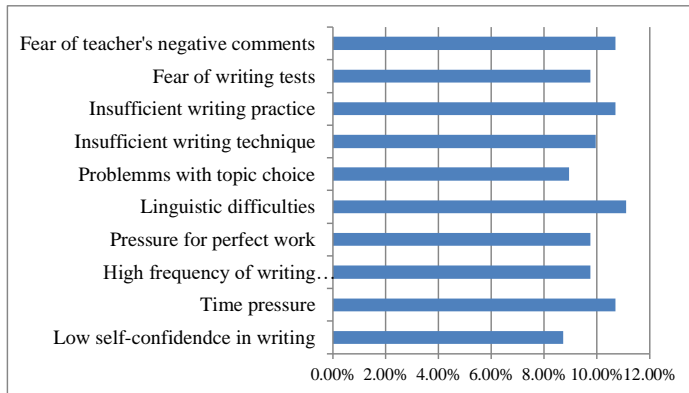
Table 3
The Percentage of Each Item of CWAI

No.	Causes Of Writing Anxiety	Total	Percent
1	Fear of teacher's negative comments	158	10,7%
2	Fear of writing tests	144	9,75%
3	Insufficient writing practice	158	10,7%

4	Insufficient writing technique	147	9,95%
5	Problems with topic choice	132	8,94%
6	Linguistic difficulties	164	11,1%
7	Pressure for perfect work	144	9,75%
8	High frequency of writing assignments	144	9,75%
9	Time pressure	159	10,7%
10	Low self-confidence in writing	129	8,73%
TOTAL		1478	100%

From the table above, it can be seen that main causes of writing anxiety among the fourth semester English students of STAIN Kediri are linguistic difficulties (11.1 %), fear of teacher's negative comments (10.7 %), insufficient writing practice (10.7 %), and time pressure (10.7 %). The main factors are chosen based on the higher percentage than 10 other causes of writing anxiety. The result of the questionnaire is also showed in Figure 3.

Figure 3
The Causes of Students' Writing Anxiety



As can be seen in the figure above, the primary causal factor of writing anxiety among the students is linguistic difficulties (11.1%). It has the highest percentage among 9 other causes of writing anxiety. Linguistic difficulties refer to difficulties in grammar and vocabulary.

The arrangement of 10 common causes of writing anxiety based on the percentage is listed as below:

1. Linguistic difficulties
2. Time pressure
3. Insufficient writing practice
4. Fear of teacher's negative comments
5. Insufficient writing technique
6. High frequency of writing assignments
7. Pressure for perfect work
8. Fear of writing tests
9. Problems with topic choice
10. Low self-confidence in writing

2. Discussion

This study is intended to find out the level, the dominant type, and the main factors that cause writing anxiety among the fourth semester English students of STAIN Kediri. The findings shows that there were 27 students (54 %) experienced high level of writing anxiety; 22 students (44 %) experienced moderate level of writing anxiety, and 1 student (2 %) experienced low level of writing anxiety. From the analysis of the types of writing anxiety, cognitive anxiety becomes the dominant type of writing anxiety experienced by the students. The mean score of cognitive anxiety is 23.9. The next type of writing anxiety is somatic anxiety with the mean score 21.76, and the last type of writing anxiety is avoidance behavior with the mean scores 20.82. Furthermore, the main causes of writing anxiety are linguistic difficulties (11.1 %), fear of teacher's negative comments (10.7 %), insufficient writing practice (10.7 %), and time pressure (10.7 %).

Linguistic difficulties become the prime factor that causes writing anxiety. The students feel anxious when doing writing because of their lack of linguistic knowledge such as grammar and vocabulary. The students who write English composition have to think about their writing in Indonesian and then translate it into English. They do not think in English directly. Hence, the lecturer should teach their students that writing is one of communication tool. They should focus more on content and organization while improving their grammar and vocabulary mastery.

The second main factor of writing anxiety is insufficient writing practice. Writing is a language which only can be attained by routine practice. The students who rarely practice writing may experience

writing anxiety because they have lack experience of writing in English composition. The students who often practice writing will get easier to finish writing task because they have experience in writing composition. The steps of writing process would guide the students in writing practices.

The third main factor of writing anxiety is time pressure. Writing in English for students needs more time than writing in their mother tongue or first language. They need extra time to plan, write and revise in order to make sure that their writing in English can be as good as writing in their first language. The students feel anxious when they have to write under time pressure because they cannot concentrate to their writing, and concentrate more about limited time. The provision of frequent journal writing would give more practices for students to be fluent in writing.

The fourth main factor of writing anxiety is fear of teachers' negative comments. Most students feel anxious when their writing would be evaluated. They feel anxious when their writing is not as good as their teachers' hope, and as result their teacher gives negative evaluation about their writing. Most of the students concern more on teachers' evaluation than their writing. It makes them feel uncomfortable when writing, as result they face writing anxiety. Therefore, the teacher/lecturer should focus more on giving positive feedback and often encourage students to improve their writing.

The finding of this study is similar to the finding of Rezaei and Jafari's study (2014a) that most of the students experienced high level of writing anxiety. Rezaei and Jafari conducted a research on investigating the levels, types, and causes of writing anxiety among Iranian EFL

Students. Through mixed method study, they found that there was a high level of anxiety among Iranian EFL students. The reasonable reason for those same finding is that both studies is conducted on EFL students. The subjects experience high level writing anxiety because of the same context of English as foreign language.

In terms of the dominant types of writing anxiety found, the finding of this study is in line with the finding of Rezaei and Jafari's study (2014a). They found that cognitive anxiety becomes the dominant types of writing anxiety. Cognitive anxiety refers to the cognitive aspect of anxiety experience including negative expectations, preoccupation with performance and concern about others' perception. How the students make their writing can be highly influenced by expectation from other students or teacher. For instance, the teacher gives high expectation, and the students have to achieve the high standard from the teacher. It can affect the students' writing because they will focus more on others' expectation rather than their own writing (Cheng, 2004).

The findings of this study support the finding of Tuppang's study (2014) who conducted a research on investigating students' writing anxiety at English Teacher Education of Satya Christian University. He found that cognitive anxiety was the most common type of writing anxiety. Furthermore, Ningsih's study (2015) also found that cognitive anxiety was the dominant type of writing anxiety. She conducted a research on investigating foreign language writing anxiety among English Department Students of Faculty of Letters, Jember University.

The students face cognitive anxiety when they' concern about others' perception or other expectation (teacher or friends) when do writing. The students do not concern about their own expectation. They

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feel worried and uneasy when they know that their composition will be evaluated and discussed in front of the class. The students are afraid if their classmates will decide their English compositions when they read it, and the students are afraid if their English compositions will be scored badly. Therefore, the students who suffer from cognitive anxiety must fight against several negative factors that come from outside; after that, they must be able to control their minds, so that they can minimize their anxiety levels.

However, in terms of main causes of writing anxiety, the finding of this study is different with the previous study. As stated previously, the main causes of writing anxiety found in this study are linguistic difficulties, fear of teacher's negative comments, insufficient writing practice, and time pressure. It is different from Rezaei and Jafari's finding (2014a) that the main causes of writing anxiety were fear of teachers' negative feedback, low of self-confidence and poor of linguistic knowledge. Furthermore, the finding of the present study is also different with Tuppong's study(2014).He found that the main causes of writing anxiety were that the students never experienced writing class before, afraid of their own writing, pressure from teacher and writing under time constraint.

However, the finding of this study is quite similar with the finding of Ningsih's study (2015) in terms of main causes of writing anxiety. She found that the main three causes of writing anxiety among the third semester students of the English Department of Faculty of Letters, Jember University are insufficient practice, language difficulties and insufficient writing technique, and three major factor of writing anxiety among the first semester are language difficulties, time pressure

and insufficient writing practice. The difference is that the present study was conducted on the fourth semester students of the English Department of STAIN Kediri.

The different and similar findings of the previous studies with the present study may come from some sources. The causes may come from the characteristics of the students and the situation and condition of the environment during the research was conducted. Furthermore, the level of students' English proficiency may also influence the result of the studies.

CONCLUSION

Based on the data presented in the research findings and the discussion in the previous chapter, some conclusions can be drawn. First, most of the students face high level of writing anxiety. Twenty seven students (54%) face high level of writing anxiety; twenty two students (44%) face moderate level of writing anxiety, and one student (2%) faces low level writing anxiety.

Then cognitive writing anxiety became the dominant type of writing anxiety. The second type of writing anxiety is somatic writing anxiety, and the last type of writing anxiety is avoidance behavior writing anxiety. Cognitive anxiety refers to the cognitive aspect of anxiety experience including negative expectations, preoccupation with performance and concern about others' perception. How the students make their writing can be highly influenced by expectation from other students or teacher.

The main factors that causes of writing anxiety are linguistic difficulties, fear of teachers' negative comments, insufficient writing

practice, and time pressure. The results of this research give valuable research-based information for the teacher about their students' writing anxiety. For further researchers, they can replicate the present study for students in different level of English proficiency. They also can add other variable such as students' learning style in investigating the students' writing anxiety as well investigating teaching and learning strategies to decrease or solve the students' writing anxiety.

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