

AN ANALYSIS OF STUDENTS WRITING ANXIETY AT IKIP PGRI PONTIANAK

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Abstrak

Munculnya kecemasan dalam menulis akan mempengaruhi hasil menulis siswa, siswa cemas bagaimana menggunakan tata bahasa yang benar, dan khawatir jika tulisannya akan dievaluasi. Beberapa penelitian sebelumnya meneliti mahasiswa semester bawah dan menemukan bahwa kecemasan mereka masih tinggi. Penelitian ini bertujuan untuk menganalisis kecemasan menulis untuk mengetahui jenis dan tingkat kecemasan menulis yang di alami oleh mahasiswa, penelitian ini melibatkan mahasiswa semester tujuh dari Program Studi Pendidikan Bahasa Inggris di IKIP PGRI Pontianak dengan jumlah 36 mahasiswa, 25 diantaranya mahasiswa perempuan dan 11 mahasiswa laki-laki. Metode penelitian yang digunakan dalam penelitian ini yaitu penelitian deskriptif quantitative, dimana data dianalisis secara statistik, dan data dikumpulkan melalui kuesioner SLWAI yang di adaptasi dari penelitian Cheng (2004). Hasil penelitian menunjukkan bahwa mahasiswa semester enam masih mengalami rasa cemas ketika menulis, meskipun berada di tingkat sedang dengan persentase 53%, sedangkan jenis kecemasan menulis diukur berdasarkan tiga jenis yaitu: Cognitive Anxiety, Somatic Anxiety, and Avoidance Behavior. Hasil analisis data memperlihatkan bahwa mahasiswa mengalami kecemasan menulis kognitif dengan skor rata-rata tertinggi yaitu 18,41 diantara dua jenis kecemasan yang disebutkan. Peneliti berharap penelitian ini bermanfaat bagi pembaca yang ingin mengetahui tentang kecemasan menulis, dan penelitian ini dapat digunakan sebagai referensi tambahan bagi peneliti lain yang memiliki topik serupa dimasa mendatang.

Kata Kunci: *Kecemasan Menulis; Tipe Kecemasan Menulis; Level Kecemasan Menulis; Mahasiswa Semester Enam*

Abstract

The emergence of anxiety in writing will affect the results of writing, the students are anxious how to use proper grammar, and they are worried if their writing will be evaluated. Several previous studies examined students in the early semester and found that their anxiety is still high, this study aimed to analyze writing anxiety to know the types and the levels of writing anxiety experienced by the students. This study involved sixth semester students of the English Education Study Program at IKIP PGRI Pontianak, with a total of 36 students, 25 of whom were female and 11 were male. The research method used is descriptive quantitative, where the data analysis statistically, and the data were collected through SLWAI questionnaire adapted from Cheng (2004). The result showed that students in the sixth semester still experienced writing anxiety even though it was at a moderate level with a percentage 53%, while the types of writing anxiety was measured based on three types: Cognitive Anxiety, Somatic Anxiety, and Avoidance Behavior, data analysis showed that students experienced Cognitive Anxiety with the highest mean score of 18.41 among the two types mentioned. The researcher hopes that this study will useful for readers that want to know about writing anxiety, and this research can be used as additional references for other researcher that has similar topic in the future.

Keywords: *Writing Anxiety; Types of Writing Anxiety; Levels of Writing Anxiety; Sixth Semester Students*

INTRODUCTION

Writing is a physical act where one has to form every word in a piece of writing it is also a mental activity because it requires a broad frame of mind to create a piece of writing. Most university students are required to write various genres of writing, including summaries,

internship report, and research proposal (Khalid, 2018). While studying a foreign language, anxiety is one of the affective factors that have been a popular research topic for decades. It is known that in the learning of a second language process, anxiety has a big influence, therefore this is worth researching (Yayli & Genç, 2019). The student can be suddenly feels worried if they requested to make writing essay without any preparation. According to Aunurrahman (2019) said that anxiety has good and bad effects for students, the good impact is that students are aware of their weaknesses so that they study harder, while the bad impact is that students will continue to be trapped in fear to develop their writing, especially in learning English.

The problems that are mostly faced by the EFL (English Foreign Language) university student in Indonesia are such as generating ideas, planning, developing the thesis statement, and persuading the readers through a refutation. Since writing have anxiety, it is define as apprehensive of the writing process, due the challenges high more than the ability of writing (Asmari, 2013). Unstable feelings when managing ideas in writing are caused by anxiety. Writing is the skill that most often causes anxiety in learning English, Ekmekçi (2018) states that when the students learn English which is a second language, the writing method will be different and have challenges, so that students experience anxiety about writing. In writing process, students may do grammatical errors used, inappropriate use of words, inability to express ideas in written, as well the lack of systematic in content (Zhang, 2011). They are anxious how to use proper grammar, and they are worried if their writing will be evaluated, writing is starting to be difficult to understand because there are still students who are not sure how to write it.

Some students said that they care less about grammar but more confidence in producing their own writing. Seeing the condition of some students, the researcher was curious to know in more detail about students in the sixth semester, students this semester have studied various writing lessons, and this study found that the students in sixth semester still experience writing anxiety even though the students is in the sixth semester. With all of problem the researcher conducted the research to analysis the questions of (1) What are the levels of writing anxiety experienced by the sixth-semester students at IKIP PGRI Pontianak? And (2) What are the types of writing anxiety experienced by the sixth-semester students at IKIP PGRI Pontianak?. The result of this research aimed to find out whether the sixth semester students still experienced writing anxiety, to get the result of writing anxiety levels

in the sixth semester students at IKIP PGRI Pontianak, and find out levels of writing anxiety as the sixth semester students.

The participants of this study were the sixth-semester students of English Education Study Program in IKIP PGRI Pontianak. The researcher chooses this semester as a subject to conduct research is because the students in this semester have gone through a lot of writing lessons. The students is reference for researcher to measure students' anxiety levels, it is know that writing produce linguistic skills so students try to think about various elements of writing precisely in English for proper use. The result of the study found that students experienced writing anxiety at a moderate level, it is hoped that students can reduce their anxiety when writing and improve their writing skills.

METHODOLOGY

This research was conducted using descriptive quantitative method, quantitative research is essentially about collecting numerical data to explain a particular phenomenon that are analyzed using a mathematically based method (Muijs, D. 2010). This research collects data based on information obtained in the form of numbers or statistics. Through this method, the researcher will make a question that will be asked to the respondent in the form of a close-ended questionnaire. The questions are originally made in English, when the researcher given the questionnaire to the respondent, the questions has been translated into Indonesian so that they are easy to understand properly.

The participants of this study are the sixth semester students of English Education Study Program in IKIP PGRI Pontianak. To select a sample from the population, researchers used simple random sampling which is included in the probability sampling technique, which means the sample will take randomly. The sampling technique using this technique is to provide an opportunity for all members of the population to be part of the sample. According to Acharya et al., (2013) every individual has the same chance of being selected in the sample from the population. The data collected to gather the information of each student into one data as the outcome, the researcher distribute the questionnaire in the form of a closed-ended question. Closed-ended questions are those that can only be answered with a finite range of choices, such as multiple choice, yes or no, or a ranking scale as example from strongly agree to strongly disagree (Ho, 2015). It means that the question that given by the researcher is options that have been determined. Data collection through a questionnaire using indirect communication in the format of Google Form. Tools of data collection were use a questionnaire, aimed to obtain data from the perspective of each student. According to Kazi

& Khalid (2012) a questionnaire could be an instrument to get information from respondents. It is an effective way to gather information the researcher must be sure to of what is required and how to measure the factors of intrigued. The questionnaire used by a researcher is a close-ended question, the data have been measured with Likert scale, which has provide answers with graded choices ranging from 1 (strongly disagree), 2 (disagree), 3 (uncertain), 4 (agree), and 5 (strongly disagree). The questionnaire adapted from the Second Language Writing Anxiety Inventory (SLWAI) developed by Cheng (2004).

SLWAI was applied to measure the level and the types of students writing anxiety in English foreign language, because it is the valid instrument for assessing writing anxiety. The instrument consists of 16 statements, in SLWAI the aspect divided into three types that are Cognitive Anxiety, Somatic Anxiety, and Avoidance Behavior. Before the questionnaire given to the participants, the researcher has carried out a try-out to obtain the validity and reliability of the questions to be asked to obtain appropriate data. Try out has been given to some students who are not included in the research participants, through the try out the researcher will find out whether the questionnaire used can be understood or not understood by the participants. Tryout conducted to test the validity and reliability of the questions, the researcher has selected 10 students of the sixth semester students in IKIP PGRI Pontianak to participate in this tryout.

Since the data was obtained from a closed-ended questionnaire, the data analyzed using quantitative techniques. The level of anxiety divided into three parts based on the score obtained, a score below 50 points means that it indicates low writing anxiety, a score above 65 points is a high level of writing anxiety, while if the points obtained are between the numbers 50-65 then it can be said as writing anxiety level moderate.

To analyze the data to be obtained, the researcher has performed four steps of data analysis that adapted the previous study by Wahyuni, S & Khotibul M.U. (2017), as follows:

1. Based on the first research question, the researcher will obtain the results of the students' writing anxiety levels by calculating the total score obtained by each student with the questions consist of 16 items. The total score is calculated from each item that has 5 points for Strongly Agree, 4 points for Agree, 3 point for Uncertain, 2 points for Disagree and 1 point for Strongly Disagree.
2. The second step is carried out to obtain the second research question, namely the type of writing anxiety. Divide each answer per item into three types: Cognitive Anxiety

(1,2,3,4,5,6), Somatic Anxiety (7,8,9,10,11), and Avoidance Behavior (12,13,14,15,16). Types of writing anxiety can be found from the highest mean value.

3. After obtaining the results of the data that has been analyzed, the researcher makes conclusions and can find out the level and type of writing anxiety experienced by students in the sixth-semester.

FINDINGS AND DISCUSSION

In this section, the researcher will describe the results of the research that has been carried out. The discussion in this chapter is carried out through two main sessions, namely, the final results of the research data analysis and discussion of the research. The findings discusses the results obtained from two research questions, those are: What are the levels of writing anxiety experienced by the sixth-semester students at IKIP PGRI Pontianak? And What are the types of writing anxiety experienced by the sixth-semester students at IKIP PGRI Pontianak?. Meanwhile, in the discussion session, they discussed the interpretations related to the research results

The researcher will describe the results of the type and level of writing anxiety experienced by sixth-semester students. The result of this research collected by SLWAI questionnaire, the statement consists in the questionnaire is describe how students feel anxiety in writing, and there are some students in sixth semester still experienced anxiety in high level, it could be hinder students to create a writing. The number of students who were willing to become respondents in this study was 36 students they are from six classes that belonging to English Education Study Program, consisting of 27 female students and 8 male students.

1. The Levels of Students' Writing Anxiety

In terms of solving the first problem, namely the level of writing anxiety, the researcher used the Second Language Writing Anxiety Inventory (SLWAI) questionnaire. The level of writing anxiety includes a low level with a score below 50 points, students with this level do not have too much difficulty in writing and guarantee peace of mind when creating their own writing. Medium level with a score between 50-65 points, students with this level show that some of them still have anxiety when writing in English, but sometimes they are helped by self-confidence so that they are more courageous. While high level with a range of values above 65 points, students with high level tend to find it difficult to create their writings, because when writing they are in an uneasy condition.

The table in appendix 4 will show the results of students' writing anxiety levels. There are 36 students included in this research, total score of the each items were 1352, and total number of the table 16 questions. From the table above it can be seen that 11 students experienced low writing anxiety, 21 students experienced moderate writing anxiety, and 4 students experienced high writing anxiety.

To find out the final outcome of the levels of writing anxiety, the researcher must find for the mean score from all point that students have got.

Table 1
Levels of Writing Anxiety

Levels of Writing Anxiety	n	Total Score	Mean	Percentage
Low	11	493	44,81	34%
Moderate	21	1145	54,52	53%
High	4	270	67,5	13%
Total	36	1908	55,61	100%

The calculating mean score above shown that moderate levels have the highest score with mean score 53%, it indicates that students of English Education Study Program in the Seven semester experienced moderate writing anxiety level, some students still feeling anxiety when writing in English but some students did not really worry about their writing.

2. Types of Writing Anxiety

Anxiety is a feeling of worried, afraid, panic and other negative feelings. Anxiety have many kinds, one of them is anxiety in writing. The researcher collected the data using SLWAI questionnaire through it writing anxiety indicated to have three types, such as: Somatic Anxiety (is a feeling for someone who feeling nervous, and anxious in the writing process. In this condition, students feel nervous when they in a high tension of anxiety and have time constrain), Cognitive Anxiety (is one of the aspects of anxiety that causing negative expectations, students will have feeling anxiety when they concern about other perceptions. It will make students comparing their self with another student), and Avoidance Behavior (sort of anxiety where the students evade writing). This is often behavior angles of the anxiety experience. For occurrence, the students don't come to the writing course or don't do their writing task.

The respond of the participants in this questionnaire has showed their types of writing anxiety, the questionnaire distributed to find the second questions also SLWAI. There are sixteen questions consist of three subscale of writing anxiety. The most types chosen by students is Cognitive anxiety with 663 total score, follow by avoidance Behavior with 632 total score and minimum types from the total score chosen by students was Somatic anxiety with 600 point. However the researcher must find the mean score of each category that will be present below:

Table 2
Score for Types of Writing Anxiety

Types of writing Anxiety	Total Score	Mean Score
Cognitive Anxiety	663	18,41
Somatic Anxiety	600	16,66
Avoidance Behavior	632	17,55

All 36 sample in this research already fill the questionnaire and output the result, seen from the table above, the mean score of cognitive anxiety was 18,41, the second types was avoidance behavior with a mean score of 17,55, somatic anxiety as the least type with a mean score of 16,66. Cognitive anxiety become the highest anxiety experienced by students, this feeling of anxiety may be influence to students' mental while in writing process. The second types experienced by the sixth semester students was avoidance behavior, this anxiety make students to evade writing in English in many ways. The last types of writing anxiety experienced by the sixth semester students was somatic anxiety, it will make students feel weird for their psychological matter. The participants of this research were the sixth semester with 36 students who have different characters and different ways of learning, which means that they advanced in writing, because they already learn a lot about writing. Although it does not guarantee that a person does not experience anxiety, from the results of the study when compared to previous studies, students in this semester experienced less anxiety than junior high, high school, or students under the sixth semester.

Table 3 Description of Respondent

Numbers	Class	Students		Total
		Female	Male	
1	A Morning	4	2	6
2	B Morning	3	3	6
3	C Morning	2	4	6
4	A Afternoon	5	1	6
5	B Afternoon	6	-	6
6	C Afternoon	5	1	6
Total		27	8	36

Researcher analyzed the data quantitatively by calculating the number of scores obtained by students using Microsoft Excel to find the main score, the researcher have known the level of writing anxiety by calculating the score of each students based on the selected item points between 1-5, then look for the mean value. The results of this study indicate that students in sixth semester do not experience high writing anxiety, however students experienced moderate writing anxiety with the percentage 53%, this level has big opportunity to reduce writing anxiety, students will improve their writing by not worrying about something, the anxiety level decrease and becomes even better (Jawas, 2019). This may be a good thing so that students are ready to face thesis writing in the next semester.

Students who are in the sixth semester currently are not too worried about writing, they have learned various writing concepts from the first semester, students in second semester were new to the concept of writing at the university level (Aunurrahman, 2019), so it can be understood that these students still have a high level of writing anxiety. It is different with students who have been taking writing lessons for a long time at the lecture level, this also proves that the length of time learning to write and knowing the environment has an effect on writing skill and recognizing the environment affect writing skill. This research conducted to the participants which is most of them are female, it just like the research conducted by (Rudiyanto, 2017) levels of writing anxiety has been tested, there were female students most experienced writing anxiety in moderate level, it can be happened because of lack of linguistic and demands that require students to write perfectly.

Beside seen from the types of writing anxiety, the researcher grouped the score to every type and found the mean score, there are three types of writing anxiety, the types least found

in this research is Somatic anxiety with a score of 603, this condition when the students feel like under pressure and nervous if they in time constraint or cannot find any idea to write. Then Avoidance behavior with a score of 632, this kind refers to a condition when students try to evade writing situation. Cognitive anxiety becomes the dominant type with a score of 663, which is the students deals with other perception about their writing, in fact that in writing linguistic side is very influential, here students in the sixth semester are still worried about the grammar and the structure of the words used in writing, as re-researcher conducted by Rezaei & Jafari (2014) based on their survey it shows that Iranian EFL students also experienced writing anxiety and cognitive anxiety as the dominant type. Cognitive get the highest score in the questionnaire result, followed by avoidance behavior becomes the second types of anxiety experienced by students in the sixth semester, and somatic anxiety was the lowest score.

This result in line with Younas et al., (2014) from SLWAI found that cognitive anxiety was the most common types in Chinese students, it because of the linguistic problem, inadequate learning practice and poor of self-confidence. Literally writing is a cognitive-linguistic activity, that's the reason all the things about writing is closely related to linguistic theories. The result in this second research questions was alike to the research by Mary Jennifer & Joseph Ponniah's (2017), there were (41.2%) student experienced cognitive anxiety. Cognitive anxiety is one of the types in writing anxiety that refers to cognitive aspect, feel anxious about using linguistic element, have negative expectation related to his/her writing, students anxious to others perception who talk about their writing, perception itself comes from the teacher/lecturer or classmate, that way the students make their writing can greatly affected. It obviously will become a factor for student goes blank in writing the idea. Most students said that the main factor that causes fear when writing is when evaluating or criticizing in front of classmates and when there is time pressure.

CONCLUSION

Based on the findings above and discussion above, it can be conclude that the researcher has found two research questions, the first question ask for what are the levels of students writing anxiety experienced by the sixth semester students? The sixth semester students experienced moderate writing anxiety with 53%, it between low writing anxiety and high writing anxiety, it was means that anxiety still exist in students writing process. For the second question ask for what are the types of writing anxiety experienced by the sixth

semester students? There are three types involves in this research there are cognitive anxiety, somatic anxiety and avoidance behavior.

This research found that the most dominant types of writing anxiety occurs to the sixth semester students were Cognitive Anxiety with a mean score of 18,41, which is the students deals with other perception, students still have lack of linguistic knowledge, and have negative expectation towards their writing. The researcher hopes that this study will useful for readers that want to know about writing anxiety, and this research can be used as additional references for other researcher that has similar topic in the future. For lecturer: some students feeling nervous when the lecturer doing an evaluation towards students' writing, so the lecturer needs to create a comfortable classroom atmosphere without pressure. For students: it is not easy to learning another language, but the most important thing to make it better is more practice and learn a lot, you can ask someone who understand better and be brave to ask the lecturer when you are confuse.

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