FACTORS CAUSING EFL STUDENTS' WRITING ANXIETY

THESIS

Submitted to the English Teaching Department
Tarbiyah and Teachers Training Faculty of State Islamic University
of Mahmud Yunus Batusangkar
for getting Bachelor Degree

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The thesis advisor of **FARHANY MUKHLIS** Reg. No. **1830104018**, entitled **"FACTORS CAUSING EFL STUDENTS' WRITING ANXIETY"**, approved that the above mentioned thesis has fulfilled the requirement to proceed to thesis examination.

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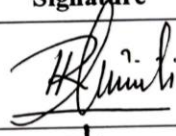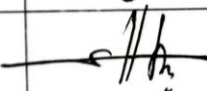Batusangkar, 8th July 2022

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ACKNOWLEDGEMENT

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ABSTRAK

FARHANY MUKHLIS, NIM. 1830104018, judul skripsi "FACTORS CAUSING EFL STUDENTS' WRITING ANXIETY". Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Batusangkar, 2022.

Menulis adalah aktifitas atau proses untuk menyampaikan ide atau pikiran. Salah satu faktor yang mempengaruhi kualitas menulis adalah faktor kecemasan. Jika mahasiswa itu cemas dalam menulis, maka hal ini akan mempengaruhi kualitas tulisan dan prestasi akademiknya. Untuk itulah peneliti ingin mengetahui apa saja faktor penyebab kecemasan dalam menulis. Permasalahan dalam penelitian ini adalah belum terungkapnya faktor penyebab kecemasan mahasiswa semester keempat jurusan Tadris Bahasa Inggris Tahun Akademik 2021/2022 dalam menulis secara umum, seperti menulis tugas, ujian dan karya ilmiah. Penelitian ini bertujuan untuk mendeskripsikan faktor-faktor penyebab kecemasan dalam menulis dalam mahasiswa semester keempat jurusan Tadris Bahasa Inggris Tahun Ajaran 2021/2022.

Penelitian ini menggunakan motode penelitian *deskriptif kuantitatif*. Populasi pada penelitian ini adalah seluruh mahasiswa semester ke-empat Tadris Bahasa Inggris pada tahun akademik 2021/2022 yang berjumlah 57 orang. Peneliti menggunakan teknik sample *total sampling* sehingga jumlah sample berjumlah 57 orang. Instrumen yang digunakan adalah *Closed-ended questionnaire*. Total pertanyannya adalah 58 item yang dibuat berdasarkan teori faktor-faktor penyebab kecemasan dalam menulis yang dikumpulkan oleh beberapa ahli (*Rezaei & Jafari, 2014), (Delvi Wahyuni et al., 2019) dan (Anita & Zulhelmindra, 2022)*. Kuesioner tersebut disebarkan menggunakan *google form dan angket berupa hardcopy* apabila mahasiswa ada masalah pada koneksi internetnya. Validitas yang digunakan adalah *Teknik Uji Terpakai* dan *Validator*. Cara menguji validitasnya adalah dengan *Teknik Uji Terpakai* dengan menggunakan *Bivariate Pearson* di SPSS ver. 28. Hasil dari uji validitas tersebut ditemukan 9 pertanyaan yang *discarded* dan 49 pertanyaan yang *valid*. Hasil penilaian dari validator dianalisa menggunakan *Aiken's V Formula* yaitu 0,46 (valid). Peneliti menguji reliabilitas kuesioner dengan menggunakan *Chronbach Alpha* dengan menggunakan aplikasi SPSS ver. 28. Hasil dari reliabilitas adalah 0,934 (sangat tinggi). Selanjutnya untuk teknik menganalisis data, peneliti menggunakan *analisa deskriptif* oleh Arikunto.

Hasil penelitian menunjukkan bahwa dari beberapa teori yang disusun oleh beberapa ahli, dapat diketahui bahwa ada beberapa faktor penyebab kecemasan menulis. Faktor-faktor yang ditemukan dalam penelitian ini adalah: a) takut akan evaluasi negatif (11,06%), b) takut akan ujian (19,8%), c) pilihan topic (9,29%), d) latihan menulis yang tidak memadai (19,59%), e) latihan instruksional (15,15%), f) kesulitan bahasa (14,86%) dan g) emosi pribadi siswa (10, 25 %). Ada juga beberapa faktor yang tidak ditemukan dalam penelitian ini, seperti a) sikap dosen dan b) tekanan waktu.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF HISTOGRAMS

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

A. Background of the Problem

Writing is the ability to put pen and paper to express ideas through symbols, this way, representations on the paper will have meaning and content that could be communicated to other people by the writer (Klein in Eka, 2018: 9). Writing is media of communication that can help us to have good socialization; we can express our idea, feeling, and our opinion through written language (Jayanti, 2019: 74). Writing is a way to product language that comes from our thought. By using writing, we can share our idea, feeling or anything that exist in our mind.

There are several processes in writing, such as: pre-writing (create ideas), organizing (organize into simple outline), writing (write a rough draft) and polishing (revising and editing) (Oshima & Hogue (2007: 15). However, there are several factors affecting writing quality. The first one is external factors. The external factor includes lecturers' guiding experience and teaching experience. The internal factors includes lacked of writing practice, disliked writing, low writing motivation and felt writing anxiety.

Foreign language anxiety (FLA) is problems that suffered by students. Vukelić (2011: 7) states that Foreign Language Anxiety is a complex and multidimensional phenomenon and can be defined as 'a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system'. In accordance with Wang (2005: 8) FLA is the subjective feeling of fear, tension, apprehension, uneasiness, nervousness and/or worry, associated with the perception or anticipation of threat or negative events in foreign/second language.

There are several types of FLA, such as: listening anxiety (where the listeners feel anxious when they are asked to respond immediately to the listening comprehension), speaking anxiety (a term for type of social

anxiety disorder that's triggered by the fear of speaking), reading anxiety (a term for a strong negative emotional reaction to reading) and writing anxiety (a term for the tension, worry, nervousness, and a wide variety of other negative feelings that may occur when given a writing task). Writing anxiety is one of the most suffered by the students. This statement supported by Rezaei & Jafari, (2014) also found that the students experienced a high level in writing anxiety Furthermore, Teimouri et al. (2018: 13) reported that listening anxiety and writing anxiety showed much larger effects than reading or speaking anxiety. In addition, Lady Pratiwi (2021) where the level in writing anxiety is high-anxiety (71,43%).

Hasan in Kusumaningputri et al. (2018: 358) states that writing anxiety is situational-specific anxiety which is defined as a general avoidance of writing and of situations perceived by the individuals to potentially require some amount of writing accompanied by the potential for evaluation of that writing. In accordance with Karlina & Pancoro (2018: 49), writing anxiety occurs when a learner avoids circumstances that necessitate writing activity. Jawas (2019: 734) defines that writing anxiety is the continual sense that you are not prepared to write or that you are not great enough to write.

When the students suffered writing anxiety, it create a negative impact to quality of students' work, which confirmed the result of an earlier study (Kean, Gylnn, and Britton in Liu & Ni, 2015: 47). It also drain students' motivation to become competent writers (Cocuk et al., 2016: 197). Moreover, it can directly affect the learners' motivation and academic achievement (M. Y. Abdullah in Shakir & Abdullah, 2018: 197). In conclusion, if the students suffer writing anxiety and there is no prevention from now, it will drain student's motivation which make a negative effect on their quality of student's work and it will impact to students achievement.

This is related with the previous study. Anita & Zulhelmindra (2022) which conducted the research to the fourth semester students in

IAIN Batusangkar aims to find out the levels, types, causes and coping strategies of college students' writing foreign language anxiety. The result findings showed that the students' level of FLWA was in high level (62%) and moderate level (38%). The students also suffered somatic anxiety (mean score 23,10%), Cognitive anxiety (22,16%), and Avoidance behavior (22,29%). Furthermore, there are 53 causes of FLWA had by students.

Then Rezaei & Jafari (2014) conducted the research in two institutes of higher education in Shiraz, Iran. The aim is to examined the levels, types and causes of writing anxiety among Iranian EFL students and used mixed method. Furthermore, Delvi Wahyuni et al. (2019) conducted the research in Universitas Negeri Padang. This research aimed at investigating foreign language writing anxiety experienced by Indonesian EFL learners studying at Universitas Negeri Padang. Next, Masriani et al., (2018) which conducted the research in English department students of Universitas Negeri Padang. The aim is to investigated the levels and types of writing anxiety and writing strategies.

The researcher wanted to do the same as the previous researcher. But, the focus in this research is the factors causing writing anxiety. Because according to Anita & Zulhelmindra (2022), Rezaei & Jafari (2014), Delvi Wahyuni et al. (2019) and Masriani et al., (2018), there really is factors causing writing anxiety. The researcher wanted to test whether the factors causing students' writing anxiety that has been found in provious research are also the causes of writing anxiety in UIN Mahmud Yunus Batusangkar, especially the fourth semester in English Teaching Department.

Eventhough writing anxiety already researched by several experts, this research used different respondents, which the respondents are from fourth semester students in English Teaching Department in UIN Mahmud Yunus Batusangkar registered in 2021/2022 academic year. Then, the researcher also used different intsruments which designed by the

researcher herself by using theories from three expert (Rezaei & Jafari, Delvi Wahyuni et al. dan Anita & Zulhelmindra). Moreover, the researcher used different research methods where the previous research use mix method, and this research used quantitative. So, this research is going to complete previous research findings, especially to give some information about factors causing writing anxiety in EFL learners especially in the fourth semester students in UIN Mahmud Yunus Batusangkar.

In UIN Mahmud Yunus Batusangkar, especially in the fourth semester students of English Teaching Department, after doing preliminary research, it can be found that there are many students suffered fear, nervousness and they tend to take fewer risks in writing which means those students are facing writing anxiety.

Based on the phenomena above, the researcher was interested in conducting research about finding factors causing writing anxiety on EFL learners. Because, if the students suffer writing anxiety and there is no prevention from now, it will drain students' motivation which make a negative effect on their quality of students' work and it will impact to students' achievement. That's why this topic should be researched in order to find out what factors cause them to be suffer writing anxiety.

B. Identification of the Problem

There are four kinds of foreign language anxiety, such as: listening anxiety, speaking anxiety, reading anxiety and writing anxiety. Writing anxiety is one of the problem suffered by most of the students. Some of the previous research revealed that there are many negative impact when the students suffered writing anxiety, like it will drain student's motivation, make a negative effect on their quality of student's work and will impact to their students achievement.

In writing anxiety, there are several things that can be research such as levels, type, factors and the coping strategy. The focus in this research is the factors causing writing anxiety. Because according to Anita & Zulhelmindra (2022), Rezaei & Jafari (2014) and Masriani et al.,

(2018), there really is factors causing writing anxiety. The researcher wanted to test whether the factors causing students' writing anxiety that has been found in previous research are also the causes of writing anxiety in UIN Mahmud Yunus Batusangkar. Moreover, after doing preliminary research, it can be found that there are many students suffered fear, nervousness and they tend to take fewer risks in writing which means those students are facing writing anxiety. That's why the researcher conducted research related to factors causing EFL students' writing anxiety especially fourth semester students in English Teaching Department UIN Mahmud Yunus Batusangkar registered in 2021/2022 academic year.

C. Limitation and Formulation of the Problem

Based on the identification of the problem above, the researcher focused her research on the factors causing students' writing anxiety. There are many theories stated that there are many factors causing writing anxiety, but in this research the researcher only focused on theories compiled by several experts such as Rezaei & Jafari (2014), Delvi Wahyuni et al. (2019) and Anita & Zulhelmindra (2022). Based on the limitation of the problem above, the researcher wanted to answer the following question "What is the factors causing EFL students' writing anxiety ?"

D. Definition of the Key Terms

To avoid ambiguity in understanding this research, the researcher defines the key terms as follows:

1. Writing is an activity or process to express ideas or opinion (Tegatingtyas, 2016: 6). In this research, writing refers to the any kind of writing activities in academic environment like assignments, exam or scientific paper in the fourth semester students of English Teaching Department in UIN Mahmud Yunus Batusangkar.

2. Writing anxiety is situational aspect that refers to the feelings of apprehension preceded by responses (Sabti et al. 2019: 3). There are several part that can be research from writing anxiety such as: types, levels, factors and how to overcome. In this research, the researcher focus on factors causing writing anxiety.

3. EFL Learners means learning English in non-English-speaking countries (Si, 2019: 33). EFL Learners referes to the fourth semester students in English Teaching Department UIN Mahmud Yunus Batusangkar registered in 2021/2022 academic year.

E. Purpose of the Research

The goal of this research is to identify factors causing students' writing anxiety in the fourth semester students in English Teaching Department students at UIN Mahmud Yunus Batusangkar.

F. Significance of the Research

It is expected that the results of this study will contribute as follows.

1. Theoretically

Theoretically, the result of this research hopefully may give information about factors causing students' writing anxiety of English Teaching Department of Tarbiyah and Teacher Training Faculty of UIN Mahmud Yunus Batusangkar.

2. Practically

The researcher hopes that this research will be useful for:

a. English Students

Hopefully, the outcome of this research can give contribution to the students in UIN Mahmud Yunus Batusangkar especially in English Teaching Department such as by knowing the factors causing students' writing anxiety can make the students know how to cope with the stress and look for the way to prevent it.

b. Writing Lecturers

      The writing lecturers may get benefit from the findings of this study. Hopefully, she/he will encourage their students to recognize factors causing writing anxiety and also give some strategies to overcome writing anxiety.

c. The Researcher

      This research will be one of the requirement to get bachelor degree.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Review of Related Theories
  1. Writing
    a. The Nature of Writing

        Klein in Eka (2018: 9) explains that writing is the ability to put pen and paper to express ideas through symbols, this way, representations on the paper will have meaning and content that could be communicated to other people by the writer. Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. Writing is not just about conveying content but also about the representation of self.

        Furthermore, Jayanti (2019: 74) defines writing is media of communication that can help us to have good socialization; we can express our idea, feeling, and our opinion through written language. Through writing activity, we can develop our thinking knowledge, and our ability in English such as grammar and vocabulary.

        According to Eka (2018: 10) writing is a way to product language that comes from our thought. By using writing, we can share our idea, feeling or anything that exist in our mind. It is written on paper or a computer screen. it is influenced both by personal attitudes and social experiences that the writer bring to writing and the impact of the particular political and institutional context.

        From several definitons stated by several experts above, writing is the ability to product language to express ideas through symbols which have meaningful form and mentally interact as media of communication that can help us to have a good

communication, and can develop our thinking knowledge and our ability in English.

b. Process of writing

Oshima & Hogue (2007: 15) identify four steps in the process of writing. In the first step, the writer create ideas. In the second step, the writer organize the ideas. In the third step, the writer write a rough draft. In the final step, the writer polish their rough draft by editing it and making revisions.

The first one is prewriting. Prewriting is a way to get ideas. In this step, the writer choose a topic and collect ideas to explain the topic. There are several techniques the writer can use to get ideas. Listing is a prewriting technique in which write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into the writer's mind. The second one is organizing. The next step in the writing process is to organize the ideas into a simple outline.

The third one is writing. In this step, the writer writes a rough draft, using the outline as a guide. Write the rough draft as quickly as they can without stopping to think about grammar, spelling, or punctuation. The writer may probably see many errors in their rough draft. This is perfectly usual and acceptable after all. The writer will fix the errors later.

The last one is Polishing: Revising and Editing. This step is also called revising and editing. Polishing is most successful if the writer do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).

There are four steps in writing. The first one is prewriting which means the writer choose the topic and collect the ida, the second one is organizing into a simple outline, the third one is writing where the writer just need to write a rourg draft by using

the outline and the last one is revising the big issues of the content of the organization and editing the smaller issues like grammar, punctuation and mechanics.

c. **Factors Affecting Writing Quality**

There are some factors affecting writing quality. Husin & Nurbayani (2017) describes that there are two main factors affecting writing quality:

1) **Internal Factors**

The internal factor includes students' educational background, learning motivation. Furthermore, Toba et al. (2019: 69) states is also another internal factors such as: low ability in writing aspects, lacked of writing practice, disliked writing, low writing motivation, felt writing anxiety, negative writing perception, time limitation in conducting the writing test, and teaching writing taught by their lecturers.

2) **External Factors**

External factor covers lecturers' guiding experience and teaching experience. In the case of teaching experience, for example, a lecturer using medium in his or her English teaching will help the students motivate and easily understand the material.

Based on the theory above, it can be concluded that there are two factors affecting writing quality such as: Internal Factors and External Factors. Furthermore, it can be summarized that writing anxiety is one of the factors affecting writing quality.

2. **Foreign Language Anxiety**
   a. **The Nature of Foreign Language Anxiety**

Wahyuni & Umam (2017: 104) state that Foreign language anxiety (FLA) is a feeling of tension and apprehension specifically associated with language skills, including speaking, listening, writing, and reading. Gardner in He (2018: 3) also describes FLA

is fear or apprehension occurring when a learner is expected to perform in a second or foreign language.

Howritz in Yağız et al. (2020: 2) reportes that foreign language anxiety is "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" despite the relative correlation to the features of general anxiety in which foreign and second language learners experience such as fear, discomfort, and restlessness. According to Ekmekçi, (2018: 158) states that "foreign or second language learning, anxiety refers to the feeling of being very worried about the new language which is being learnt."

MacIntyre and Gardner in Wahyuni & Umam (2017: 105) say that states that Foreign language anxiety is a feeling of tension and apprehension specifically associated with language skills, including speaking, listening, writing, and learning. Qashoa (2013: 59) describes that foreign language anxiety is a necessity and of a great significance due to the negative effects it can have on language learning, performance, achievement and perception towards the whole educational process.

Based on the theories above, it can be concluded that foreign language anxiety is feeling tension and apprehension like:fear of failure, self-perceptions, feelings and behavior of students' experience related to language skills (listening, speaking, reading and writing) in the classroom.

b. Kinds of Foreign Language Anxiety

Based on several studies stated in Kráľová (2019: 34) there are several studies that already done by researcher such as: Second Language Speaking Anxiety Scale (SLSAS) (Woodrow, 2006); Speaking Anxiety Scale (Pae, 2013); Foreign Language Listening Anxiety Scale (FLLAS) designed by Kim (2000); Foreign

Language Reading Anxiety Scale (FLRAS) developed by Saito, Horwitz, & Garza (1999) and Writing Anxiety Scale by Daly & Miller (1975). Recent studies have shown that foreign language anxiety is a generic sort of language anxiety that is mostly concerned with speaking. Recent studies, however, have shown that anxiety is linked to many language skills such as speaking, listening, reading, and writing (Negari 2012: 2759).

In his research, He (2018: 5) states that there are more specified aspects of foreign language anxiety, like: listening anxiety (e.g., Chen & Liu, 2010; Zhou, 2009), FL speaking anxiety (e.g., Hashemi & Abbasi, 2013; Lü, 2010), reading anxiety (e.g., Liao, 2008; Pu & Shi, 2010), writing anxiety (e.g., Gao, 2013; Wu & Gu, 2011), and translation anxiety (e.g., Kang, 2012; Yan & Wang, 2012). Hasan (2000) says that the identified problems causing listening anxiety were, "missing parts of the text, not recognizing words, unclear pronunciation, and rapid speech rate".

Zbornik in Jalongo (2010) explains that reading anxiety is a specific, situational phobia toward the act of reading that has physical and cognitive reactions. Physical reactions to anxiety include the release of adrenaline (fight or flight reaction) and physical symptoms, such as sweating, feeling shaky or faint, a pounding heart, rapid breathing, "butterflies" in the stomach, a tension headache, a stomachache, or even throwing up.

Gardner and Macintyre in Nimat (2013) notes that speaking anxiety is a fear or communication apprehension occurring when a learner is expected to perform in the second or foreign language. Macintyre argues that anxiety can make the difference between success and failure in language learning especially in speaking.

Sabti et al. (2019: 3) defines writing anxiety is a situational aspect that refers to the feelings of apprehension preceded by responses such as excessive sweating, heart racing, and bad

expectations as well as unhealthy behaviors that a learner experiences while performing a specific writing assignment at a given place and time.

Dusek in Vukelić (2011:8) defines that test anxiety is a sort of performance anxiety caused by a worry or failure. It is defined as a "uncomfortable mood or emotional situation that has physiological and behavioral effects that is felt during tests or other evaluating situations". Parental, peer, or self-inflicted aspirations, teachers' attitudes, and the classroom environment are all elements that contribute to evaluation anxiety.

Based on the explanation above, it can concluded that there are six kinds of foreign language anxiety such as: listening anxiety, speaking anxiety, reading anxiety, writing anxiety, translation anxiety and test anxiety.

3. **Writing anxiety**
   a. **Definition of writing anxiety**

Hasan in Kusumaningputri et al., (2018: 358) states that writing anxiety is defined as situational anxiety, which is defined as a generalized avoidance of writing and of circumstances seen by individuals to potentially demand some quantity of writing, followed by the possibility of evaluation of that writing. Writing anxiety occurs when a learner avoids circumstances that necessitate writing activity (Karlina & Pancoro, 2018: 49). Jawas (2019: 734) defines that, writing anxiety is the continual sense that you are not prepared to write or that you are not great enough to write.

Sabti et al. (2019: 3) explains writing anxiety has been defined as a situational aspect that refers to the feelings of apprehension preceded by responses such as excessive sweating, heart racing, and bad expectations as well as unhealthy behaviors that a learner experiences while performing a specific writing assignment at a given place and time. Duarte Alonso et al., (2018: 4)

defines writing anxiety is defined as "pressure, worrisome thoughts, and physical effects such as raised heart rate" (American Psychological Association, n.d.) whenever an individual is faced with a writing task.

Besides that, writing anxiety is a type of feeling that has both psychological and physiological components. Anxiety, worry, and other emotions are among the psychological variables (Cocuk et al., 2016: 337).

In addition, Abdullah et al., (2018: 197) reportes that writing anxiety in ESL/EFL can be defined as a fear of writing process and students' prohibition from help, encouragement, and support while they are writing in addition to the difficulty they face with the writing task.

Based on the explanation above, it can concluded that writing anxiety is situational anxiety when the learners have unhealthy behaviours such as sweating, heart racing and bad expectations which indicate that the learners not ready to write and have a tendency to avoid writing.

b. **Symptoms of Writing Anxiety**

Students who are anxious about their writing avoid writing and writing instruction, missing out on opportunities to improve their writing ability. They took lower risk in their writing, produce short compositions, are less direct and clear in their writing, do not compose lengthy sentences, utilize less jargon and nominalizations, and are much more likely to procrastinate. They frequently fail to acknowledge that even the most brilliant authors draft their work several times until they are entirely satisfied with it (Vukelić, 2011: 11).

Students were afraid of being assessed and receiving comments from teachers, therefore they wrote shorter assignments with worse quality work. Apprehensive writers are not always

unmotivated, but they prefer to avoid writing and majors/courses that require frequent writing (Altukruni, 2019: 23-24).

Besides that, Martinez et al., (2011: 352) states that students' anxiety about writing can manifest as nervous tension, preoccupation, or procrastination. Some students exhibit behavioral anxiety by avoiding, withdrawing, and procrastinating on writing assignments. As a result, a lack of confidence in writing can be interpreted as an indication of inability and anxiety, which may lead them to withdraw effort and avoid challenge, ultimately undermining the quality of the learning process. (Sabti, Rashid, & Hummadi, 2019: 3).

Writing anxiety should be resolved because it can drain away students' motivation to become competent writers (Thavasigamoney & Yunus in Cocuk et al., 2016: 346). EFL learners are frustrated from express their thoughts, so they are still unable handle their writing self-efficacy; likewise, while writing, they become much more severe, anxiety, and unconfident (Rabadi & Rabadi, 2020: 884).

As found in the current literature, regression and correlation analysis revealed that English writing anxiety was negatively and significantly related to students' English writing performance, and also that poor self-esteem in English writing was a lot of negative predictor of the latter (Cheng, 2002; Faigley et al., 1981; Kean et al., 1987; Woodrow, 2011; Yan & Wang, 2014 in Liu & Ni (2015: 55).

Based on the explanation above, it can concluded that there are several characteristics of writing anxiety such as: produced shorter papers with lower quality work, tend to avoid writing and avoid majors/ courses which require frequent writing, avoidance, withdrawal, nervous tension, preoccupation, or procrastination, often avoid writing and writing instructions, neglecting opportunities to develop their writing skills, take fewer risks in their writing, write

shorter compositions, less straightforward and clear when writing, compose longer sentences, use more jargon and nominalizations, and are more prone to procrastinate, often fail to realize that even the most eloquent writers create various drafts of their work before completely satisfied with it.

c. Level of Writing Anxiety

MacIntyre and Gardner in Zhang (2011: 11) describes that high anxious students learned a lot of vocabulary at a slower rate than low anxious students. It can be concluded that they type the level of writing anxiety into two; high anxious students and low anxious students.

The participants' FLWA level has been obtained by calculating the scale's mean score. As a result, participants with an overall points less than or equal to 58 were identified as having low level of anxiety, and others with a total score equal to or greater to 83 as having high levels of anxiety, and those with an overall points among 58 and 83 as having moderate anxiety.From this statement, they divided the level of anxiety into three, such as low anxiety, moderate anxiety and high anxiety (Atay and Kurt in Ekmekçi, 2018: 164).

d. Type of Writing Anxiety

Cheng in Wahyuni & Umam (2017: 105) reports that writing anxiety is divided into three kinds. The first one is cognitive anxiety, the second one is somatic anxiety and the last one is avoidance anxiety. Cognitive anxiety means the experience of anxiety in cognitive aspects, like negative expectations, preoccupation with performance and preoccupation with performance and preoccupation with performance and concern about others' perception. Avoidance anxiety refers to a type of anxiety which the students avoid writing. Somatic anxiety means

one's perception of the psychological effects of the anxiety experience, like nervousness and tension.

Similarly, Syarifudin (2020) describes that there are some types of writing anxiety, they are Cognitive Anxiety, Somatic Anxiety, and Avoidance Behavior. Cheng (2004:316) defined that Cognitive Anxiety is defined as "the psychological aspect of anxiety experience, which include negative views, preoccupied to performance, and concern of how others consider you." Somatic Anxiety is anxiety manifested through physical sensations, like uncomfortable emotions as just a consequence of an anxious experience (Cheng, 2004:316). In other words, it refers to the physical adjustments which happen in the body while people have experienced anxiety. Because of the differences in their symptoms, it is frequently contrasted with Cognitive Anxiety (e.g. fear, worry). Avoidance Behavior is the final type of anxiety. It refers to the psychological aspects of anxiety, including the avoidance of writing. (Cheng, 2004:317).

Muhammad (2019: 13) states that generally, anxiety is divided into two kinds, such as:

1) Trait Anxiety

Trait anxiety has already been described as "a consistent situation without the need for a limited time" (Lent M Stephenson, 2006), and this is a stable feature of individuality, referring to a "obtained behavioral accumulation that predisposes an individual to interpret a broad range of objectively non-threatening situations as endangering." (Spielberger in Stephenson, 2006).

2) State Anxiety

State anxiety is a transitory and not lasting component of a personality. It is defined as a "momentary condition or state of the organism which varies in intensity but also goes up and

down over time." An instance of state anxiety is anxiety encountered prior to taking an examination (Speilberger in Stephensonb, 2006).

In conclusion, there are several types of writing anxiety such as: cognitive anxiety, avoidance, somatic anxiety, trait anxiety and state anxiety.

e. Factors Causing Writing Anxiety

There are some factors causing writing anxiety. Rezaei & Jafari in Kusumaningputri et al., (2018: 361) mention that it is categorize into ten factors that could cause students to experience writing anxiety. The first is fear of the teacher's negative evaluation. Watson and Friend as cited in Horwitz, Horwitz, and Cope (1991) define fear of negative evaluation as apprehension about others' evaluations, avoidance of evaluative situations, and expectation that others will evaluate oneself negatively. It means that the students are fears when their friend give a negative evaluation when writing. Furthermore, the students are tending to avoid when they are going to evaluate by others.

The second is fear of tests. This is rooted in fear of negative evaluation. Leaners are fear of negative consequences of poor grade (Ohata, 2005). In most educational settings, tests are assigned via writing. Learners are anxious because they know that their writing will be judged based on ideas elaboration, argument development, vocabulary variety usage, and texts' aesthetic quality (Leki as cited in Özturk & Çecen, 2007). It means that the students are fear of negative consequences of poor grade (e.g. bad academic achievement) because they're lack in ideas of elaboration, argument development, vocabulary variety usage, and texts' aesthetic quality.

The third is insufficient writing practice leads learners to focus more on the form. When learners focus more on forms, they

will experience more writing apprehension (Gunge & Tayler, 1989 as cited in Shawish & Abdelraheem, 2010). It means that The students feel anxious in writing because their teachers are too focused on seeing student's forms unskillful writers who do not possess a fairly good understanding of the process of composing and skill or technique of writing will suffer from poor writing performance (Daud, Daud, & Kassim, 2005). The fourth is insufficient writing technique. 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. It means that students feel anxious in writing because they're not able to compose their ideas in writing.

The fifth is the problem with topic choice. Bachman and Palmer as cited in Zhang (2011) say that low level of topical knowledge causes writers to suffer anxiety. Learners who are instructed to write about the politics of which is a topic he/she is not familiar with will experience anxiety more compare to those who are more familiar with politics. The sixth is a linguistic difficulty. Horwitz, Horwitz, and Cope (1986) observe that foreign language learners have high anxiety because of language difficulties. Challenges in vocabulary, grammar rules, and idea flow impede writing performance. It means that the students feel anxious in writing because they are less in vocabulary variety usage, grammar rules, and idea flow impede writing performance.

The seventh is pressure for perfect work. The self- imposed pressure for perfect work usually makes learners experience writing anxiety. Thinking about the difficult standard and hard works that await put more anxiety to learners. It means that the students feel anxious in writing because believe in learning writing, there is pressure for perfect work. Along with low self-confidence

in writing, learners experience high anxiety (Marwan, 2007). Eight is low self-confident. Ninth is time pressure. Writing in English undeniably requires longer time because writers need to display the flow of ideas in L2. Learners need extra time to plan, write, and revise their composition. If time is limited, learners usually feel insecure and failure. The tenth is the high frequency of writing assignments. This causal factor is present though in a small percentage. It means that the students feel anxious in writing because they get writing assignments in a high frequency.

In addition, Delvi Wahyuni et al., (2019: 68) reports that there are several sources of foreign language writing anxiety. The first is students' personal emotions such as self-confidence and their belief about learning to write which includes preoccupation with performance and high expectation. It is the first theme emerging as the factor of foreign language WA. It means that students feel anxious in writing because they have low self confidence and believe that there are high expectations from the lecturer The next factor is fear of evaluation. Under this theme, interpersonal threat (fear of their mistakes are known by peers) and fear of teachers' negative feedback can be counted as factors of WA. It means that students are fears when their friend give a negative evaluation when writing

The third is instructional practices that might generate WA among students. Cheng (2004) mentions that his participants felt anxious when they are asked to write about topics they do not know well under a rigid time constraint to finish the task as well as teachers' preoccupation with forms and language. It means that the students feel anxious in writing because their teachers are too focused on seeing student's forms and language. The fourth is that WA can also stem from cognitive factors. In this case, students feel worried about writing because they have poor linguistic

proficiency and low writing performance. It can be concluded that the students feel anxious in writing because they have poor linguistic proficiency and low writing performance.

Anita & Zulhelmindra (2022) state that there are several causes of writing anxiety. There were several factors causes among 53 possible causes of FLWA had by the students like: limited time to plan composition, limited time affect the writing quality, limited time to revise the composition, limited time to write the composition, limited time to complete the writing task, low self-confidence in vocabulary, unfamiliarity with topic assigned, the difficulty in english writing, inadequate mastery of vocabulary, lack of understanding the process of composing english writing, limited english vocabulary, lack of understanding writing instruction and practices, inability to express ideas, lecturer's unsympathetic and strict attitudes.

Based on the theories above, there are many factors causing writing anxiety. We can divide those factors into nine broadly factors such as: 1) fear of negative evaluation, 2) fear of the test, 3) topic choice, 4) insufficient writing practice, 5) instructional practice, 6) lecture's attitude, 7) linguistic difficulty, 8) student's personal emotions, 9) time pressure. The first one is fear of negative evaluation (Fear of peers negative evaluation, fear of teacher's negative feedback, avoidance of evaluative situation). The second one is fear of the test (fear of negative consequences of poor grade because of ideas elaboration, fear of negative consequences of poor grade because of argument development, fear of negative consequences of poor grade because of vocabulary variety usage, fear of negative consequences of poor grade because of text's aesthetic quality). The third one is topic choice (unfamiliar topic and low level of topical knowledge). The fourth is insufficient writing practice (low writing performance, process of

composing in English writing, high frequency of writing assignments, the difficulty in English writing).

The fifth one is instructional practice (teacher's preoccupation with forms, teacher's preoccupation with language, lack of understanding writing instruction and practices). The sixth one is lecture's attitude (lecture's unsympathetic, lecture's strict attitudes). The seventh is linguistic difficulty (lack of vocabulary, lack of grammar rules, flows of idea/ idea collaboration). The eighth is student's personal emotions (student's self- confidence, student's believe in learning writing include high expectation, student's believe in learning writing include pressure for perfect work, preoccupation with performance). The last is time pressure (limited time to plan composition, limited time affect writing quality, limited time to revise the composition, limited time to complete the writing task). These theories from three experts used as the theories to construct the instrument.

Table 1: Comparative Table of Factors Causing Writing Anxiety

(Rezaei & Jafari, 2014)	Delvi Wahyuni et al., 2019	(Anita & Zulhelmindr a, 2022)	Conclusion
Fear of teacher's negative comments. Watson and Friend as cited in Horwitz, Horwitz, land Cope (1991) a. Students are not aware of the apprehension about others' evaluations b. Avoidance of evaluative situations c. Expectation that others will evaluate oneself negatively **Fear of writing tests.**. Leaners are fear of	**Students' personal emotions (Delvi Wahyuni et al., (2019: 68)** 1. self-confidence 2. their belief about learning to write which includes preoccupatio n with performance 3. their belief	1. limited time to plan compositi on 2. Limited time affect the writing quality, 3. Limited time to revise the compositi on, 4. Limited	**Fear of negative evaluation** 1. Fear of peers negative evaluation 2. Fear of teacher's negative feedback 3. Avoidance of evaluative situation **Fear of the test** 1. Fear of

negative consequences of poor grade because their writing (Ohata, 2005) will judged basen on: a. ideas elaboration b. argument development, c. vocabulary variety usage d. texts' aesthetic quality (Leki as cited in Özturk & Çecen, 2007). **Insufficient writing practice** a. learners to focus more on the form.(Gunge & Tayler, 1989) b. Unskillful writers who do not possess a fairly good understanding of the process of composing of writing will c. Unskillful writers who do not possess a fairly good understanding of the process of skill or technique of writing **Insufficient writing technique**. 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.(Daud, Daud, & Kassim, 2005) **Topic choice.** a. lack of topical knowledge Zhang (2011) **Linguistic difficulties** Cope (1986) a. Challenges in	about learning to write which includes preoccupation with high expectation **Fear of evaluation**. Delvi Wahyuni et al., (2019: 68) a. fear of their mistakes are known by peers b. fear of teachers' negative feedback **Structional practices (Cheng, 2004)** a. when they are asked to write about topics they do not know well b. under a rigid time constraint to finish the task c. teachers' preoccupation with forms and language 4. WA can also stem from **Cognitive factors Delvi Wahyuni et al., (2019: 68)** a. they have poor linguistic	time to write the composition, 5. Limited time to complete the writing task 6. Low self-confidence in vocabulary 7. Unfamiliarity with topic assigned 8. the difficulty in English writing 9. inadequate mastery of vocabulary 10. Lack of understanding the process of composing English writing 11. Limited English vocabulary 12. Lack of understanding writing instruction and practices	negative consequences of poor grade because of ideas elaboration 2. Fear of negative consequences of poor grade because of argument development 3. Fear of negative consequences of poor grade because of vocabulary variety usage 4. Fear of negative consequences of poor grade because of text's aesthetic quality **Topic choice** 1. Unfamiliar topic 2. Low level of topical knowledge **Insufficient writing practice** 1. Low writing performance 2. Process of composing in English writing 3. High frequency of writing assignments 4. The difficulty

vocabulary, b. Challenges grammar rules, c. Challenges in idea flow impede writing performance. **Pressure for perfect work**. Thinking about the difficult standard and hard works that await (Marwan, 2007) **Low self confidence**. **Time pressure**. a. Learners need extra time to plan their composition b. Learners need extra time to write their composition c. Learners need extra time to revise their composition **High frequency of writing assignments**. This causal factor is present though in a small percentage	proficiency b. they have low writing performance	13. Inability to express ideas 14. Lecturer's unsympathetic and strict attitudes.	in English writing **Instructional practice** 1. Teacher's preoccupation with forms 2. Teacher's preoccupation with language 3. Lack of understanding writing instruction and practices **Lecture's attitude** 1. Lecture's unsympathetic 2. Lecture's strict attitudes **Linguistic difficulty** 1. Lack of vocabulary 2. Lack of grammar rules 3. Flows of idea/ idea collaboration **Student's personal emotions** 1. Student's self confidence 2. Student's believe in learning writing include high expectation 3. Student's believe in

			learning writing include pressure for perfect work 4. Preoccupation with peformance **Time pressure** 1. Limited time to plan compossition 2. Limited time affect writing quality 3. Limited time to revise the composition 4. Limited time to complete the writing task

f. Strategy of Overcoming Writing Anxiety

Miri & Joia (2018: 14) say that the participants reported that receiving feedback from teachers, doing extensive reading, developing their vocabulary knowledge and practicing writing were the major strategies they had used to overcome writing anxiety. Through positive reinforcement, writing anxiety can be lowered as well. Rezaei, Jafari, and Younas in Miri & Joia (2018: 25) state that the teacher should pay more attention to help and show their students a positive and realistic perception of their writing performance for the development of their writing skills; they should help students learn to face difficulties, even failures without losing confidence. Besides, there is a need for an intelligent teacher who can help the students as it is supposed to (Tsai and Cheng, 2004).

It is essential for teachers to look for effective ways of decreasing writing anxiety in a way in which does not make students so carefree that they do not even concentrate on their

tasks, especially in the case of their L2 writing (Negari and Rezaabadi in Miri & Joia, 2018: 25).

X. Zhang (2019: 13) reports that teacher mediation in and out of class also played a role in helping the students understand the information contained in the online materials and reduce their anxiety. In the process, teacher mediation seemed crucial in helping them overcome difficulties with regard to understanding meta-linguistic knowledge beyond grammar. As a result, they felt much more relaxed and less anxious in the writing classroom.

Kondo & Ying-Ling in Delvi Wahyuni et al. (2019: 69) also mention that relaxation strategies, which are characterized by their affective quality, are employed to reduce bodily tension associated with emotional arousal, while preparation strategies are behavioral in nature because they focus on behavioral components of language learning that are related to effective performance in class. They have revealed 70 tactics employed by Japanese EFL students. These tactics are grouped into five broad types, namely: preparation, relaxation, positive thinking, peer-seeking, and resignation.

Zhang in Delvi Wahyuni et al. (2019: 69) reports that Chinese English majors prefer to transfer their L1 coping strategies to their L2 writing. In this case, they memorize or imitate available model texts. Referring to Delvi Wahyuni et al., (2019: 73) there are several ways to overcome writing anxiety. First, writing instructors should help students to be familiar with the writing topics assigned to them through some reading activities. Second, the writing class should be equipped with lessons of language features related to the texts learned. Third, students should be given opportunities to write on topics which are personally meaningful to them in order to encourage them to write.

To overcome writing anxiety, certain things can be done. One solution is to give learners time to ponder over the topic they are about to write about. If they have time to think about relevant information, they will feel more relaxed and, as a result, they will have more ideas on the topic. Two of the techniques that can be used prior to writing assignment are Concept Mapping (CM) and Brainstorming (Zarei & Feizollahi, 2018: 118). Moreover, a concept map can be referred to as a tree-like map to join a family of related ideas which are used to exhibit a limited number of main points and key notions for teachers and students to concentrate on, before starting any specific learning tasks (Novak and Gowin in Zarei & Feizollahi, 2018: 118).

B. Review of Related Studies

Masriani et al., (2018) with the title "Writing Anxiety among Indonesian EFL College Students: Levels, Causes, and Coping Strategies". The research conducted in Universitas Negeri Padang with the respondends were the 3rd year English department students. The method that they used were descriptive quantitative study. The result of this research reveals that the level of students' writing anxiety is moderate. In addition, no significant relationship between students' writing anxiety level and their academic level is revealed suggesting moderately anxious students outnumbering those with high and low writing anxiety at any academic level. In addition, the sources of students' writing anxiety are problems with topic choice, linguistic difficulties, and lack of writing practice. The coping strategies used by students to overcome writing anxiety are preparation, positive thinking, relaxation, peer-seeking, and resignation (most-frequent to least frequent respectively).

The similarities between Masriani et al., (2018) is this research studied about finding causes of writing anxiety. The differences is Masriani et al., (2018) is focused to to analyse levels, causes and coping strategies of writing anxiety. In addition, the participant were from

Universeri Negeri Padang which involved 132 students comprising of sophomores, junior, and senior students.

Next, Anita & Zulhelmindra (2022) under the title "Investigating The Levels, Types, Causes and Coping Strategies of College Students' Foreign Language Writing Anxiety". The research conducted in UIN Mahmud Yunus Batusangkar with the respondends were the fourth semester students of English Teaching Department academic year 2019/2020. The method that they used were mixed method research. The the findings showed that the students' level of FLWA was in high level (62%) and moderate level (38%). The students also suffered somatic anxiety (mean score 23, 10), Cognitive anxiety (22,16), and Avoidance behavior (22, 29%). There 53 causes of FLWA had by students. There are several strategies used by students to alleviate FLWA like cognitive strategies, metacognitive strategies, social strategies, compensation strategies, and so forth.

The similarities between Anita & Zulhelmindra (2022) is this research also finding the cause of writing anxiety and the respondents were the fourth semester students in UIN Mahmud Yunus Batusangkar. The diferrences is Anita & Zulhelmindra (2022) is focused on fourth semester students in UIN Mahmud Yunus Batusangkar registered in 2018/2019 academic year while the researcher used respondents from fourth semester students in UIN Mahmud Yunus Batusangkar registered in 2021/2022 academic year. In addition, they used mixed method and the researcher used descriptive quantitative.

Then, Rezaei & Jafari (2014) with the title "Investigating the Levels, Types, and Causes of Writing Anxiety among Iranian EFL Students: A Mixed Method Design". The research conducted in two institutes of higher education in Shiraz, Iran with the respondends were 120 EFL students in two institutes of higher education in Shiraz, Iran. The method that they used were mixed method research. The result of this reserach indicated a high level of writing anxiety, with cognitive anxiety as

its main type, as reflected in preoccupation with performance and high expectations, and fear of teacher's negative feedback, low self-confidence and poor linguistic knowledge as its main sources. It was concluded that educational system in Iran and classroom practices, in particular, are chiefly responsible for this deficit and it was suggested that they should move toward a more non-judgemental and less-threatening approach, focusing on EFL students' writing needs and expectations than setting far-achieved goals and putting pressure for perfect work.

The similarities between Rezaei & Jafari (2014) is this research studied about factors causing writing anxiety. The differences is Rezaei & Jafari (2014) is focused to identify the levels, types and causes of writing anxiety among Iranian EFL students.

Next, Younas et al., (2014), with his research under the title "Exploring the Causes of Writing Anxiety : A Case of B.S English Students". The research conducted in UOS M.B Din Pakistan with the respondends were the BS English students at UOS M.B. Din Pakistan. The method that they used were quantitative. The results of this study are only generalizable to this specific population. The results concluded that the fear of teacher's negative comments, linguistic difficulties, pressure of time and perfect work, insufficient writing practice and problems with topic affect a lot while writing in English.

The research has similarities and differences with the previous research. The similarities this research is methods of reserach is quantitative research. This research explains about factor causing in writing anxiety and using quantitative and using questionnaire. The difference is the respondents and also the questionnaire where the researcher use the different theories.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

The research type of this research was descriptive quantitative research. According to Gay et al. (2012: 625) states that "descriptive research is research that determines and describes the way things are; involves collecting numerical data to test hypotheses or answer questions about the current subject of study". The reason why the researcher used descriptive research because this design can accurately and systematically describe what factors cause writing anxiety in EFL students.

B. Population and Sample
1. Population

Population is all the subjects of research (Arikunto in Despita & Pratiwi, 2019: 13). The population of this research was 57 students of the fourth semester students of English Teaching Department at UIN Mahmud Yunus Batusangkar registered in 2021/2022 Academic Year.

The reason why the researcher choose the fourth semester is according to the previous research conducted by Anita & Zulhelmindra (2022) said that they were less familiar with argumentative course. That's because argumentative writing is the highest level in writing and they need to be good in organization/structure, thesis statement, integrating academic sources, finding evidence, writing counterclaims, writing refutation paragraph, academic tone, and content and development (Ozfidan & Mitchell, 2020: 15). Futhermore, they also studied quantitative and qualitative research subjects at the same semester and for the first time. They're not familiar and struggle in writing task related to the research.

They were 21 students for 20-TBI-A, 34 students for 20-TBI-B, and 17 students for 20-TBI-C. It classified in the following table:

Table 2: Population of the Research

No.	Class	Number of Students
1.	20-TBI-A	21
2.	20-TBI-B	19
3.	20-TBI-C	17
Total		57

2. **Sample**

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected (Gay et al., 2012). The researcher used total sampling technique as technique sampling. Total sampling is a sampling technique which the number of population and sample that were used in the study is equal (Sugiyono, 2009). The reason why the researcher chose total sampling is because the population was less than 100. There were 57 students from fourth semester students in UIN Mahmud Yunus Batusangkar.

C. **Research Instrument**

According to Gay et al. (2012: 151), instrument is a tool used to collect the data. The researcher used questionnaire as the instrument. Questionnaire is a written collection of survey questions to be answered by a selected group of research participants (Gay et al., 2012: 186). The reason why the researcher choosed questionnaire is because its efficient; it requires little time and expense and permits collection of data from a large sample (Gay et al., 2012: 196). The researcher used closed-ended questionnaire as an instrument to know the factors causing writing anxiety. A closed-ended questions requires a respondent to choose among the provided response options. It means that the respondents just need to choose one answer from provided response items. The reason why the researcher choose close-ended items is because easy to use, score, and code for analysis on a computer.

There are several experts' theories that researcher used as grand theories, such as Rezaei & Jafari (2014), Delvi Wahyuni et al. (2019) and

Anita & Zulhelmindra (2022). The researcher used that theories to construct the grid of the questionnaire *(See Appendix 1)* as the guidance to made the item of the questionnaire.

The item of the questionnaire were 58 items. The questionnaire items were made into Bahasa Indonesia in order to help respondents to understand the items *(See Appendix 2)*. To construct the items, the researcher used some steps from Arikunto in Sefnimal (2020: 40), they are:

1) Formulating the aims of the questionnaire

Questionnaire in this research has aim to find out the data descriptive about factors causing students' writing anxiety especially in any kind of writing activities in academic environment like assignments, exam or scientific paper.

2) Identifying variables to be questionnaire

The researcher identified and classified the factors causing students' writing anxiety that searched.

3) Converting each variable into indicators

After classifying the variable, the researcher converted the variable which came from the theories by the 3 experts into indicators. After that, the researcher used grid as the guidance to made questionnaire.

In order to avoid the overlapping, the researcher wrote down the items from each experts, then input the item into the table.

4) Deciding kinds of data that is collected and analyzing of data

After that, the researcher decides positive and negative items in order to ease in analyzing.

5) Formulating each descriptor to items

Then, the researcher formulates the items statement as descriptor of variable that wants to know.

6) Completing the instrument with instruction and introduction

Last, the researcher completes the instrument with instruction and introduction.

In order to score the scales of factors causing students' writing anxiety, the researcher used The Likert type with fixed choice response format designed to measure attitudes or options (Boone, et. Al in Sugijono, 2020: 20). This type of questionnaire was used to measure the levels of agreement/ disagreement. There are 5 options of Likert Type that the researcher used: Strongly Disagree (SD) which stand for *sangat tidak setuju*, Disagree (D) which stands for *tidak setuju*, Neutral (N) which stands for *netral*, Agree (A) which stands for *setuju*, and Strongly Agree (SA) which stands for *sangat setuju*.

The score are given based on the type of each item. If the items are positive, the score arranged as follows, *sangat tidak setuju* (Strongly Disagree) = 5, *tidak setuju* (Disagree) = 4, *netral* (Neutral) = 3, *setuju* (Agree) = 2, and *sangat setuju* (Strongly Agree) = 1. On the other hand, if the items are negative, the score will be arranged as follows, *sangat tidak setuju* (Strongly Disagree) = 1, *tidak setuju* (Disagree) = 2, *netral* (Neutral) = 3, *setuju* (Agree) = 4, and *sangat setuju* (Strongly Agree) = 5.

Table 3: The Scale for Categories Statement

Categories	Statement	
	Positive	**Negative**
Strongly Disagree	5	1
Disagree	4	2
Neutral	3	3
Agree	2	4
Strongly Agree	1	5

The researcher used the score for each option (1-5) to be inputted into SPSS. The smaller number like 1 represents the negative responses toward the statement. In contrast, the bigger number represents favorable response. After that, the researcher analyzed the data into a descriptive statistics which indicators such as means and standard deviations.

In order to create a good instrument, it must have validity and reliability. For more explanation, it discussed below:

1. Validity

Validity is the degree to which a test measures what it is supposed to measure and, consequently, permits appropriate interpretation of scores (Gay et al., 2012: 160).

There are three kinds of validity that the researcher used, such as:

a. *Uji terpakai*

Uji terpakai means the researcher took the data only once and the data that already collected direcly used as the research data. The researcher choose this in order to save the time.

The researcher used Bivariate Pearson to find the validity. It can be got by using the formula as stated by Dwi in Rochmah (2016: 56) as follows:

$$r_{xy} = \frac{N\,\Sigma\,xy - \Sigma\,x\,\Sigma\,y}{\sqrt{(N\,\Sigma\,X2 - (\Sigma\,X)2)(N\,\Sigma\,Y2 - (\Sigma\,Y)2)}}$$

Where:

r_{xy} : Coefficient correlation between variable X and Y

N : Number of cases

ΣX : Sum of item score

ΣY : Sum of total score

ΣX^2 : Sum of quadrate score of item

ΣY : Sum of quadrate score of total score

The researcher found the result by using SPSS ver. 28. If the coefficient correlation of each item is higher than r table on the significance 5%, it means the item is valid. If the coefficient correlation is lower than

r table on the significance 5 %, it means the item is discarded.

  The r-table is 0,2564. After analyzing each items in SPSS, it can be found that from 58 items there are 49 items valid and 9 items discarded. *(See Appendix 11)*

b. *Content validity*

  The researcher used experts' judgement to check the content validity. According to Gay et al. (2012: 161) experts are carefully review the process used to develop the test as well as the test itself. The researcher gave the questionnaire to three experts to review the questionnaire, namely Suyono, M.A. (TESOL), Ph.D (English Teaching Department), Desri Jumiarti, M.Pd., Kons (Guidance and Counseling Department) and Mutia Aini Ahmad, S.Psi, M.Psi from (Psychology Department).

  Next, the researcher used Aiken's V formula in Hendryadi (2017) in order to calculate content-validity coefficient based on the result from several expert.

  The following is the Aiken's V formula. For the table result, *See Appendix 10.*

$$V = \sum s \, / \, [n(C\text{-}1)]$$

$$S = r - lo$$

Where:

lo = The lowest scoring rate

C = The highest score

R = The number given by the validator

N = Number of validator

  The result of the validity in general was 0,46. V value for item 1 (0,50) item 2 (0,33) item 3 (0,33) item 4 (0,50) item 5 (0,50) item 6 (0,58). The coefficient

score of Aiken's V is around 0 – 1. It can be concluded that the questionnaire .

2. Reliablity

Reffering to Gay et al. (2012: 166), reliability is the degree to which a test consistently measures whatever it is measuring. The more reliable a test is, the more confidence we can have that the scores obtained from the test are essentially the same scores that would be obtained if the test were readministered to the same test takers at another time or by a different person.

The researcher used Cronbach's Alpha by using SPSS ver. 28 to check the validity. The formula can be seen as follows:

$$ri = \left(\frac{n}{n-1}\right)\left(1 - \frac{\Sigma si2}{\Sigma st2}\right)$$

ri : The reliability of the instrument
n : Number of cases
si^2 : Varian of item of statement
st^2 : Varian of total of statement

Then, the coefficient correlation interpreted as stated by Suharsimi in Sefnimal (2020: 43)

0,800 – 1,00   : Very High
0,600 – 0,800   : High
0,400 – 0,600   : Sufficient
0,200 – 0,400   : Low
0,000 – 0,200   : Very Low

After analyzing the reliability in SPSS, the coefficient correlation is 0,934 which means very high. *(See Appendix 12)*

D. Technique of Data Collection

In collecting data, the researcher used close-ended questionnaire to obtain the data. There were 58 questions. The researcher collected the data on Thursday, 16th June 2022. The researcher collected the data in class 20-TBI-A on 10:50 am, in class 20-TBI-B on 1:20 pm, and in class 20-TBI-C on 9:15 am *(See Appendix13)*. The researcher come to each class and then gave some instructions how to fill the questionnaire. Then, the researcher gave the students link to access questionnaire via gform. The researcher also provide questionnaire in hard copy in case there are problems with their internet connection. There were two students who had problem when opened the google form and they filled the questionnaire by using hardcopy. After completing the questionnaire, the students filled attendance list. *(See Appendix 4)*

E. Research Procedures

This research was conducted by applying several steps as follows:

a. Finding research problem

After reading some sources and discussing with academic advisor, the researcher found the research problem. The research problem is what factors causing EFL students' writing anxiety .

b. Collecting the source and references

In order to understanding the problem, the researcher read many sources and references related to factors causing EFL students' writing anxiety .

c. Writing a research design

The researcher wrote the research design and also the research method. The research design is descriptive research, which is belong to quantitative research. The instrument of the research is questionnaire about what factors causing writing anxiety. It was already consulted with the advisor.

d. Collecting the data

   After constructing the questionnaire, the researcher collected the data to the fourth semester students.

e. Analyzing the data

   The data described and analyzed by using descriptive statistics.

f. Reporting the research

   The researcher wrote the conclusion and discussion.

F. Technique of Data Analysis

The researcher analyzed the data in questionnaires collected from the respondents as the only instrument using SPSS ver. 28 to explore the factors causing writing anxiety. The researcher analyzed the survey data using descriptive statistics to measure the average means of questionnaire responses. The higher the means suggest the people's positive responses about the factors causing writing anxiety. Nevertheless, low means the respondents cannot relate with the factors causing writing anxiety. The researcher did several steps followed by:

1. Collecting the data

   The researcher collected the data by giving questionnaires.

2. Classifying the data

   The researcher analyzed the data by using percentage of the answer which made by the students.

3. Tabulating the data

   Moving the data to table that has been available.

4. Accounting the frequency

   The researcher calculated the frequency of each factor by using SPSS version 28.

5. Analyzing and interpreting the data

   In analyzing the data, the researcher used descriptive statistic. It was analyzed based on the result of factors causing writing anxiety's questionnaire. In analyzing the data, the researcher used likert scale to analyze the data. As the result from likert scale, the

researcher used quantitative research in order to count percentage of factors causing students' writing anxiety. As a result, the researcher decided the conclusions of her research.

The researcher used formula suggested by Arikunto in Jamal (2014: 24). The following formulation was used as follows:

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

Where:

P = percentage of item

F = frequency of total score

N = amount of respondent

6. Presenting and describing the result from the data by using own words.

The researcher drew a conclusion according to the data and the research problems.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Data Description

      This subtopic discusses description of the research data. This research was a descriptive research that involved factors causing writing anxiety as variable that taken from a questionnaire. The sample of this research was 57 students from the fourth semester of English teaching department academic year 2021/2022 in UIN Mahmud Yunus Batusangkar.

      The researcher constructed a questionnaire to find out the possible factors causing EFL students' writing anxiety. There are several experts' theories that researcher used as grand theories which compiled by three experts from Rezaei and Jafari (2014), Delvi Wahyuni et. Al, (2019) and Anita & Zulhelmindra (2022) to construct the questionnaire. Therefore, there are 7 factors which found in this research. Here is the percentage of each factors:

Table 4: Factors Causing Writing Anxiety

No.	Factors	Total Score	%
1	Fear of Negative Evaluation Factors	315	5,13
2	Fear of the Test Factor	365	5,94
3	Topic Choice	310	5,04
4	Insufficient writing practice	311	5,06
5	Instructional practice	289	4,70
6	Linguistic difficulty	307	5,00
7	Students Personal Emotions	254	4,13
	Total		100

      In addition, there were causes among 20 possible causes of factors causing EFL students' writing anxiety had by the students such as:

Histogram 1: Factors causing Writing anxiety
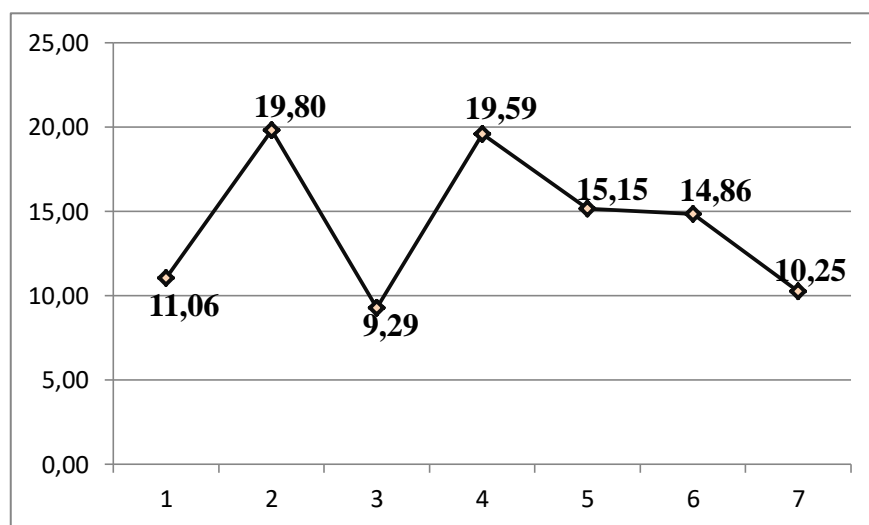
From the histogram below, it can be concluded that the highest percentage is fear of the test factors (19,80%)

B. Data Analysis

In general, after discarded several factors which didn't valid, there are seven factors dealing with factors causing EFL Students' Writing Anxiety such as: 1) fear of negative evaluation, 2) fear of the test, 3) topic choice, 4) insufficient writing practice, 5) instructional practice, 6) linguistic difficulty and 7) student's personal emotions. There were 4 items for fear of negative evaluation that includes fear of peers negative evaluation, fear of teacher's negative feedback, avoidance of evaluative situation. 8 items for fear of the test factors that includes reinforcement, skills, interaction with peers, teacher expectations, the need to perform well in the exams, exams, course loads, *etc.* 30 items for personal causal factors that includes low motivation, self- concept, emotions, procrastinations, being away from home for the first time, *etc.* 1 item for other factors *(See Appendix 1)*. The data can be seen as follows:

1. Fear of Negative Evaluation

According to Delvi and Rezaei, fear of negative evaluation includes fear of peers negative evaluation, fear of teacher's negative

feedback and avoidance of evaluative situation which distributed in the questionnaire as positive items in number 1, 2 and 3 while the negative items as number 30, 31 and 32.

The following is a total score of 57 fourth semester students which Res means respondent and total score is the sum of questionnaires' score items in factors causing EFL students' writing anxiety in factor fear of negative evaluation. The score can be seen in the table below:

Table 5: Fear of Negative Evaluation

Res	Total Score	Res	Total Score
1	11	30	13
2	13	31	13
3	10	32	11
4	13	33	10
5	15	34	8
6	12	35	10
7	11	36	9
8	16	37	12
9	8	38	14
10	18	39	9
11	11	40	12
12	11	41	11
13	12	42	10
14	10	43	9
15	12	44	12
16	13	45	16
17	16	46	15
18	11	47	11
19	12	48	9
20	10	49	10
21	9	50	10
22	12	51	11
23	13	52	18
24	10	53	12
25	15	54	14
26	12	55	10

27	13	56	15
28	13	57	13
29	11		
Total Score			680
Mean			11,9

Based on the table above, the researcher calculated the frequencies table of factors causing EFL students' writing anxiety in factor fear of negative evaluation. The following is a frequency table of 57 fourth semester students which **score** means the sum of questionnaires' score items in factors causing EFL students' writing anxiety in factor fear of negative evaluation and **frequency** means how many times the score appears in the questionnaires' respondent. The frequency table can be seen as follows.

Table 6: Frequency Table Fear of Negative Evaluation

Score	Frequency	Score	Frequency
8	2	13	9
9	5	14	2
10	10	15	4
11	10	16	3
12	10	18	2
Total			57

Based on the frequency table above, it can be said that there are two students who got the lowest score of factors causing EFL students' writing anxiety in factor fear of negative evaluation with total score 8, and there is one student who got the highest score of factors causing EFL students' writing anxiety in factor fear of negative evaluation with total score 18

Then, the category of Factors Causing EFL Students' Writing Anxiety in Factor Fear of Negative Evaluation:

Table 7: Category of Fear of Negative Evaluation

Class Interval	F	%	Interpretation
8 - 10	17	29,8	Very High
11 - 13	29	50,8	High
14 - 16	9	15,7	Moderate
17 - 19	2	3,5	Low
20 - 22	0	0	Very Low

From the table above, it can be seen that the factors causing EFL students' writing anxiety in factor fear of negative evaluation is high (50,8%)

Moreover, the histogram of factors factors causing EFL students' writing anxiety in factor fear of negative evaluation can be seen as follows:

Histogram 2: Percentages Fear of Negative Evaluation
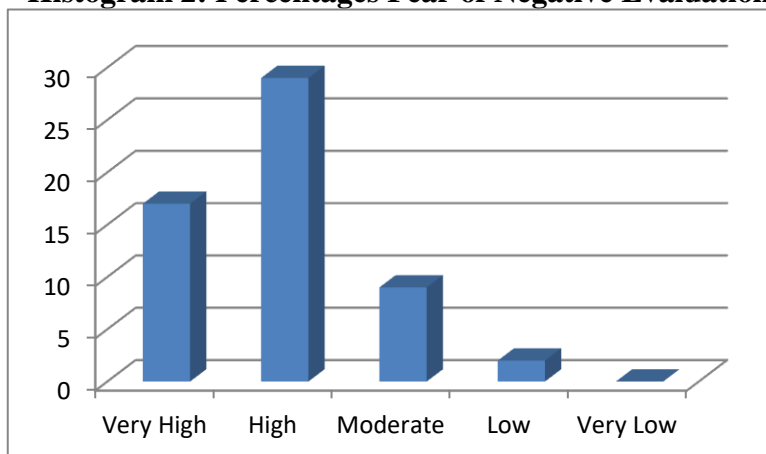
2. Fear of the Test Factor

According to Delvi and Rezaei, fear of the test includes: fear of negative consequences of poor grade because of ideas elaboration, fear of negative consequences of poor grade because of argument development, fear of negative consequences of poor grade because of vocabulary variety usage, fear of negative consequences of poor grade because of text's aesthetic quality which distributed in the questionnaire as positive items in number 4, 5, 6 and 7 while the negative items as number 33, 34, 35 and 36.

The following is a total score of 57 fourth semester students which Res means respondent and total score is the sum of questionnaires' score items in factors causing EFL students' writing anxiety in factor fear of the test. The score can be seen in the table below:

Table 8: Score of Factor Fear The Test Factors

Res	Total Score	Res	Total Score
1	17	30	23
2	28	31	16
3	17	32	16
4	23	33	21
5	27	34	20
6	18	35	16
7	22	36	23
8	23	37	22
9	17	38	22
10	26	39	21
11	21	40	25
12	18	41	23
13	21	42	21
14	16	43	24
15	21	44	24
16	15	45	29
17	31	46	28
18	20	47	24
19	18	48	19
20	20	49	22
21	13	50	17
22	22	51	23
23	27	52	36
24	18	53	12
25	22	54	26
26	18	55	20
27	21	56	27
28	21	57	19
29	17		

Total Score	1217
Mean	21,4

Based on the table above, the researcher calculated the frequencies table of factors causing EFL students' writing anxiety in factor fear the test. The following is a frequency table of 57 fourth semester students which **score** means the sum of questionnaires' score items in factors causing EFL students' writing anxiety in factor fear of negative evaluation and **frequency** means how many times the score appears in the questionnaires' respondent. The frequency table can be seen as follows.

Table 9: Frequency Table of Factor Fear of the Test

Score	Frequency	Score	Frequency
12	1	23	6
13	1	24	3
15	1	25	1
16	4	26	2
17	5	27	3
18	5	28	2
19	2	29	1
20	4	31	1
21	8	36	1
22	6	Total	57

Based on the frequency table above, it can be summarized that there are one student who got the lowest score of Factors Causing EFL Students' Writing Anxiety in Factor Fear of the Test 12, and there is also one student who got the highest score of Factors Causing EFL Students' Writing Anxiety in Factor Fear of the Test 36.

Then, the category of Factors Causing EFL Students' Writing Anxiety in Factors Causing EFL Students' Writing Anxiety in Factor Fear of the Test:

Table 10: Category Table in Fear of the Test Factor

Class Interval	F	%	Interpretation
12 - 16	7	12,2	Very High
17 - 21	24	42,1	High
22 - 26	18	31,5	Moderate
27 - 31	7	12,2	Low
32 - 36	1	1,75	Very Low

From the table above, it can be seen that the Factors Causing EFL Students' Writing Anxiety in Factor Fear of the Test is high (42,1%)

Moreover, the histogram of Factors Causing EFL Students' Writing Anxiety in Factor Fear of the Test can be seen as follows:

Histogram 3: Percentages of Factor Fear of the Test Factors
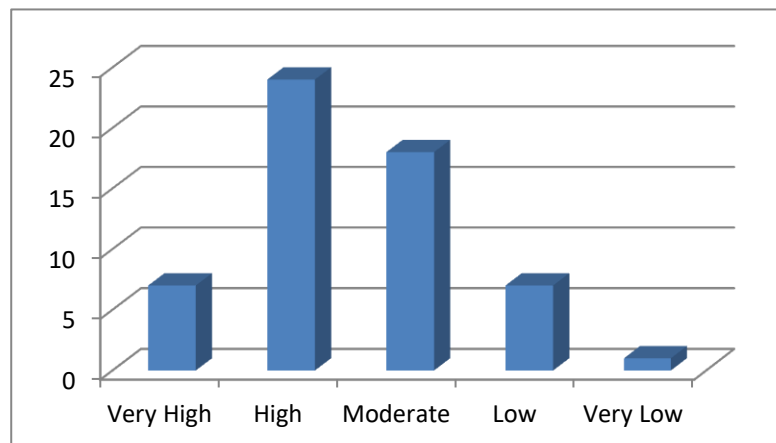
3. **Topic Choice**

According to Delvi (2019) and Rezaei (2014), topic choice include unfamiliar topic and low level of topical knowledge which distributed in the questionnaire as positive items in number 8 and 9 while the negative items as number 37 and 38.

The following is a total score of 57 fourth semester students which Res means respondent and total score is the sum of questionnaires' score items in factors causing EFL students' writing

anxiety in factor topic choice. The score can be seen in the table below:

Table 11: Score of Factor Topic Choice

Res	Total Score	Res	Total Score
1	8	30	11
2	12	31	6
2	12	31	6
3	8	32	9
4	12	33	9
5	14	34	7
6	9	35	8
7	14	36	8
8	10	37	9
9	8	38	14
10	15	39	8
11	10	40	12
12	10	41	10
13	12	42	10
14	7	43	6
15	12	44	10
16	10	45	14
17	11	46	13
18	10	47	11
19	7	48	9
20	10	49	9
21	7	50	8
22	10	51	12
23	11	52	15
24	8	53	8
25	9	54	13
26	9	55	8
27	10	56	14
28	10	57	8
29	9		
Total Score			571
Mean			10,0

Based on the table above, the researcher calculated the frequencies table of factors causing EFL students' writing anxiety in factor topic choice. The following is a frequency table of 57 fourth semester students which **score** means the sum of questionnaires' score items in factors causing EFL students' writing anxiety in factor topic choice and **frequency** means how many times the score appears in the questionnaires' respondent. The frequency table can be seen as follows.

Table 12: Frequency Table of Topic Choice

Score	Frequency	Score	Frequency
6	2	11	4
7	4	12	6
8	11	13	2
9	9	14	5

Based on the frequency table above, it can be summarized that there are two students who got the lowest score of factors causing EFL students' writing anxiety in factor topic choice 6, and there is also two students who got the highest score of factors causing EFL students' writing anxiety in factor topic choice 15.

Then, the category of factors causing EFL students' writing anxiety in factor topic choice can be seen below:

Table 13: Category of Topic Choice Factors

Class Interval	F	%	Interpretation
6 - 7	6	10,5	Very High
8 - 9	20	35,1	High
10 - 11	16	28,1	Moderate
12 - 13	8	14,0	Low
14 - 15	7	12,3	Very Low

From the table above, it can be seen that the factors causing EFL students' writing anxiety in factor topic choice of fourth semester students is high (35,1%)

Moreover, the histogram of factors causing EFL students' writing anxiety in factor topic choice can be seen as follows:

Histogram 4: Percentages Topic Choice Factors
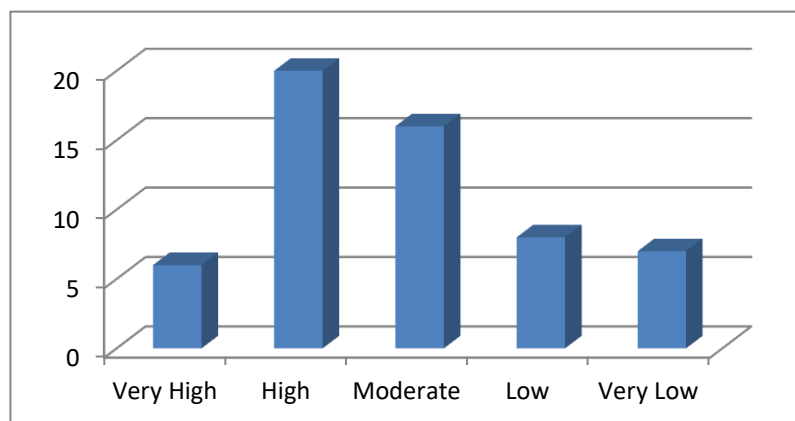
4. Insufficient Writing Practice

According to Delvi Wahyuni et al. (2019: 68) and Anita & Zulhelmindra (2022), insufficient writing practice includes: low writing performance, process of composing in English writing, high frequency of writing assignments, the difficulty in English writing which distributed in the questionnaire as positive items in number 10, 11, 12 and 13 while the negative items as number 39, 40, 41 and 42.

The following is a total score of 57 fourth semester students which Res means respondent and total score is the sum of questionnaires' score items in factors causing EFL students' writing anxiety in factor insufficient writing practice. The score can be seen in the table below:

Table 14: Score of Insufficient Writing Practice Factors

Res	Total Score	Res	Total Score
1	16	30	19
2	26	31	24
3	16	32	25
4	23	33	19

5	22	34	19
6	19	35	16
7	20	36	20
8	20	37	23
9	17	38	25
10	33	39	27
11	24	40	18
12	25	41	19
13	25	42	18
14	15	43	25
15	22	44	21
16	18	45	19
17	17	46	22
18	23	47	22
19	20	48	17
20	22	49	24
21	18	50	18
22	24	51	23
23	21	52	32
24	24	53	17
25	25	54	26
26	21	55	16
27	23	56	25
28	23	57	16
29	22		
Total Score			1219
Mean			21,4

Based on the table above, the researcher calculated the frequencies table of factors causing EFL students' writing anxiety in factor insufficient writing practice. The following is a frequency table of 57 fourth semester students which **score** means the sum of questionnaires' score items in factors causing EFL students' writing anxiety in factor insufficient writing practice and **frequency** means how many times the score appears in the questionnaires' respondent. The frequency table can be seen as follows.

Table 15: Frequency Table of Insufficient Writing Practice

Score	Frequency	Score	Frequency
15	1	23	6
16	5	24	5
17	4	25	7
18	5	26	2
19	6	27	1
20	4	32	1
21	3	33	1
22	6	Total	57

Based on the frequency table above, it can be summarized that there are one student who got the lowest score of factors causing EFL students' writing anxiety in factor insufficient writing practice 15, and there is also one student who got the highest score of factors causing EFL students' writing anxiety in factor insufficient writing practice 33.

Then, the category of factors causing EFL students' writing anxiety in factor insufficient writing practice:

Table 16: Category Fear of Negative Evaluation Factors

Class Interval	F	%	Interpretation
15 - 18	15	26,3	Very High
19 - 22	19	33,3	High
23 - 26	20	35,1	Moderate
27 - 30	1	1,8	Low
31 - 34	2	3,5	Very Low

From the table above, it can be seen that the factors causing EFL students' writing anxiety in factor insufficient writing practice of fourth semester students is moderate (35,1%)

Moreover, the histogram of factors causing EFL students' writing anxiety in factor insufficient writing practice can be seen as follows:

Histogram 5: Percentages of Fear of Negative Evaluation

5. Instructional Practice

According to Delvi Wahyuni et al. (2019: 68) and Anita & Zulhelmindra (2022), instructional practice includes: teacher's preoccupation with forms, teacher's preoccupation with language and lack of understanding writing instruction which distributed in the questionnaire as positive items in number 14, 15 and 16 while the negative items as number 43, 44 and 45.

The following is a total score of 57 fourth semester students which Res means respondent and total score is the sum of questionnaires' score items in factors causing EFL students' writing anxiety in factor instructional practice. The score can be seen in the table below:

Table 17: Score of Instructional Practice

Res	Total Score	Res	Total Score
1	12	30	20
2	22	31	16
3	12	32	17
4	14	33	14
5	20	34	18
6	13	35	15
7	13	36	16
8	12	37	21

9	12	38	19
10	23	39	13
11	18	40	18
12	18	41	14
13	19	42	15
14	12	43	13
15	21	44	14
16	15	45	18
17	15	46	20
18	13	47	20
19	15	48	10
20	14	49	19
21	14	50	15
22	20	51	18
23	18	52	24
24	19	53	14
25	15	54	17
26	16	55	12
27	19	56	19
28	17	57	15
29	16		
Total Score			931
Mean			16,3

Based on the table above, the researcher calculated the frequencies table of factors causing EFL students' writing anxiety in factor instructional practice. The following is a frequency table of 57 fourth semester students which **score** means the sum of questionnaires' score items in factors causing EFL students' writing anxiety in factor instructional practice and **frequency** means how many times the score appears in the questionnaires' respondent. The frequency table can be seen as follows.

Table 18: Frequency Table of Instructional Practice

Score	Frequency	Score	Frequency
10	1	18	7
12	6	19	6
13	5	20	5

14	7	21	2
15	8	22	1
16	4	23	1
17	3	24	1
Total			57

Based on the frequency table above, it can be summarized that there are one student who got the lowest score of factors causing EFL students' writing anxiety in factor instructional practice 10, and there is also one student who got the highest score of factors causing EFL students' writing anxiety in factor instructional practice 24.
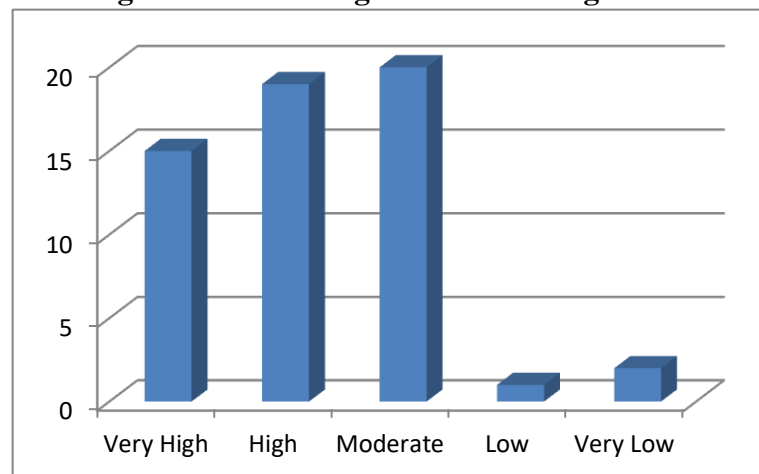
Then, the category of factors causing EFL students' writing anxiety in factor instructional practice:

Table 19: Category of Instructional Practice

Class Interval	F	%	Interpretation
10 - 12	7	12,3	Very High
13 - 15	20	35,1	High
16 - 18	14	24,6	Moderate
19 - 22	14	24,6	Low
23 - 25	2	3,5	Very Low

From the table above, it can be seen that the factors causing EFL students' writing anxiety in factor instructional practice of fourth semester students is high (35,1%)

Moreover, the histogram of factors causing EFL students' writing anxiety in factor instructional practice can be seen as follows:

Histogram 6: Percentages of Instructional Practice
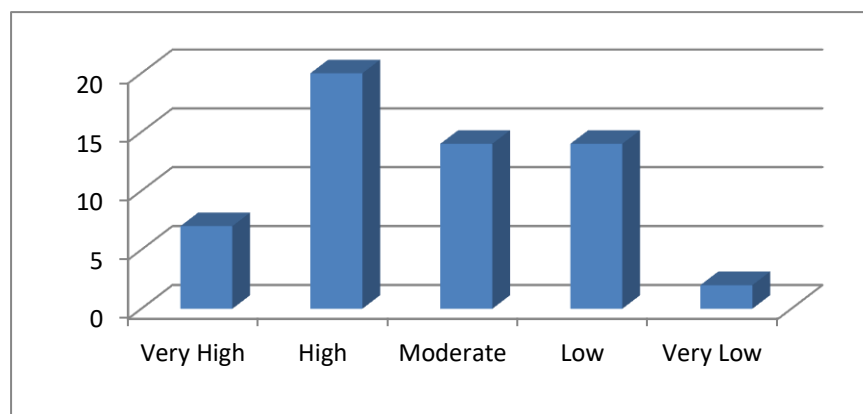
6. Linguistic Difficulty

According to Delvi (2009), linguistic difficulty includes: lack of vocabulary, lack of grammar rules, flows of idea/ idea collaboration fear of peers negative evaluation, fear of teacher's negative feedback and avoidance of evaluative situation which distributed in the questionnaire as positive items in number 19, 20 and 21 while the negative items as number 48, 49 and 50.

The following is a total score of 57 fourth semester students which Res means respondent and total score is the sum of questionnaires' score items in factors causing EFL students' writing anxiety in factor linguistic difficulty. The score can be seen in the table below:

Table 20: Score of Linguistic Difficulty Factors

Res	Total Score	Res	Total Score
1	12	30	11
2	22	31	20
3	12	32	16
4	15	33	12
5	18	34	15
6	13	35	15
7	17	36	14
8	17	37	13
9	16	38	21
10	19	39	20
11	19	40	18
12	19	41	17
13	22	42	13
14	12	43	15
15	16	44	18
16	11	45	15
17	15	46	19
18	17	47	17
19	12	48	12
20	17	49	19
21	13	50	14

22	15	51	18
23	16	52	25
24	16	53	14
25	16	54	20
26	13	55	12
27	20	56	17
28	17	57	14
29	12		
Total Score			913
Mean			16,0

Based on the table above, the researcher calculated the frequencies table of factors causing EFL students' writing anxiety in factor linguistic difficulty. The following is a frequency table of 57 fourth semester students which **score** means the sum of questionnaires' score items in factors causing EFL students' writing anxiety in factor fear of negative evaluation and **frequency** means how many times the score appears in the questionnaires' respondent. The frequency table can be seen as follows:

Table 21: Frequency Table of Factor Linguistic Difficulty

Score	Frequency	Score	Frequency
11	2	18	4
12	8	19	5
13	5	20	4
14	4	21	1
15	7	22	2
16	6	25	1
17	8	Total	57

Based on the frequency table above, it can be summarized that there are two students who got the lowest score of factors causing EFL students' writing anxiety in factor linguistic difficulty 11, and there is also one student who got the highest score of factors causing EFL students' writing anxiety in factor linguistic difficulty 25.

Then, the category of factors causing EFL students' writing anxiety in factor linguistic difficulty:

Table 22: Category of Linguistic Difficulty Factors

Class Interval	F	%	Interpretation
14 - 16	32	56,1	Very High
17 - 19	17	29,8	High
20 - 22	7	12,3	Moderate
23 - 25	1	1,8	Low
26 - 28	0	0,0	Very Low

From the table above, it can be seen that the factors causing EFL students' writing anxiety in factor linguistic difficulty is very high (56,1%).

Moreover, the histogram of factors causing EFL students' writing anxiety in factor linguistic difficulty:

Histogram 7: Percentages of Linguistic Difficulty Factors
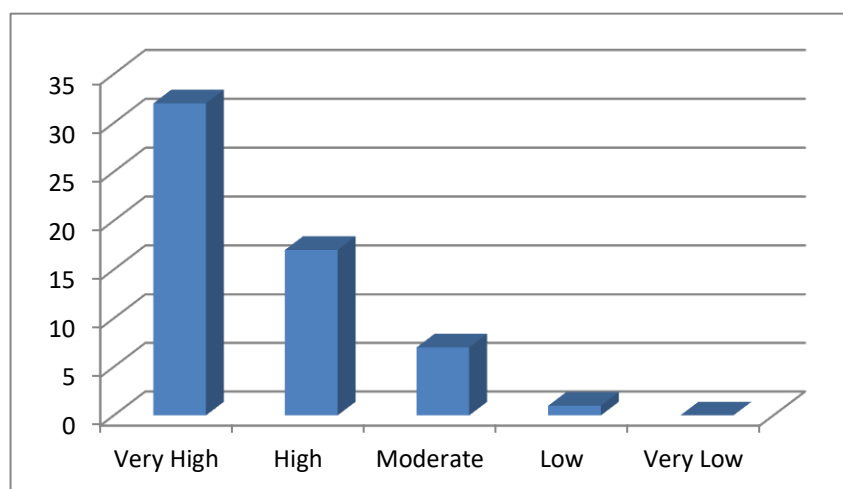
7. Student's Personal Emotions

According to Delvi (2019), student's personal emotions includes student's self-confidence, student's believe in learning writing include high expectation, student's believe in learning writing include pressure for perfect work, preoccupation with performance which distributed in the questionnaire as positive items in number 23, 24, 25 and 26 while the negative items as number 51, 52, 53 and 54.

The following is a total score of 57 fourth semester students which Res means respondent and total score is the sum of questionnaires' score items in factors causing EFL students' writing anxiety in factor student's personal emotions. The score can be seen in the table below:

Table 23: Score of Personal Emotions Factors

Res	Total Score	Res	Total Score
1	9	30	9
2	14	31	13
3	8	32	8
4	14	33	9
5	13	34	10
6	10	35	11
7	14	36	10
8	10	37	12
9	8	38	14
10	15	39	8
11	12	40	13
12	11	41	9
13	11	42	10
14	7	43	10
15	12	44	12
16	9	45	12
17	11	46	12
18	15	47	12
19	10	48	8
20	10	49	12
21	12	50	11
22	12	51	12
23	11	52	16
24	8	53	10
25	9	54	13
26	12	55	8
27	15	56	13
28	12	57	9
29	10	Total	630
Mean			11,1

Based on the table above, the researcher calculated the frequencies table of factors causing EFL students' writing anxiety in factor fear of negative evaluation. The following is a frequency table of 57 fourth semester students which **score** means the sum of questionnaires' score items in factors causing EFL students' writing anxiety in factor fear of negative evaluation and **frequency** means how many times the score appears in the questionnaires' respondent. The frequency table can be seen as follows.

Table 24: Frequency Table of Personal Emotions

Score	Frequency	Score	Frequency
7	1	12	13
8	7	13	5
9	7	14	4
10	10	15	3
11	6	16	1
Total			57

Based on the frequency table above, it can be summarized that there are one students who got the lowest score of factors causing EFL students' writing anxiety in factor student's personal emotions 7, and there is also one student who got the highest score of factors causing EFL students' writing anxiety in factor student's personal emotions 16.

Then, the category of factors causing EFL students' writing anxiety in factor student's personal emotions:

Table 25: Category of Personal Emotions

Class Interval	F	%	Interpretation
7 - 9	8	14,0	Very High
9 - 10	17	29,8	High
11 - 12	19	33,3	Moderate
13 - 14	9	15,8	Low
15 - 16	4	7,0	Very Low

From the table above, it can be seen that the factors causing EFL students' writing anxiety in factor student's personal emotions of fourth semester students is low (33, 3 %).

Moreover, the histogram of factors causing EFL students' writing anxiety in factor student's personal emotions can be seen as follows:

Histogram 8: Percentages of Personal Emotions Factors
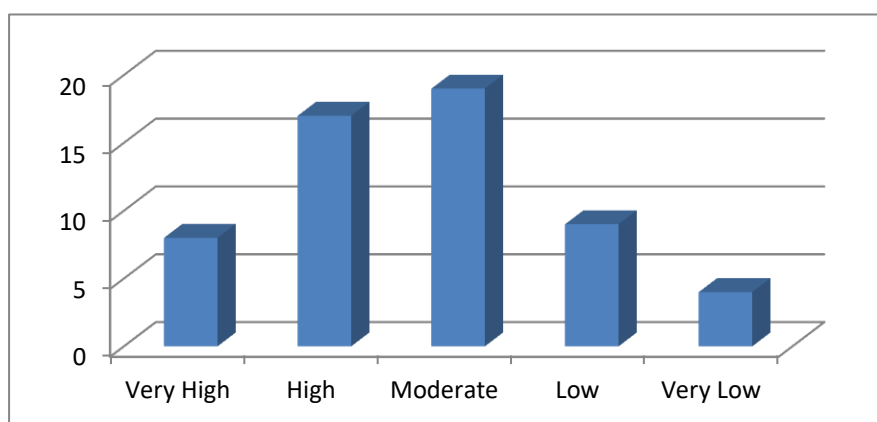
C. Discussion

There are many discussion about the finding, the first discussion is one is Fear of negative evaluation. In this research, the researcher found that the percentage in fear of negative evaluation is 11,06%. This result support by the research by Syarifudin (2020) that the percentage of feel afraid of negative evaluation of their English composition from their teacher and classmates is 50%. The reason why fear of negative evalution is one of the factor causing writing anxiety is because the students are fear of the evaluation from their friends and their friends know their mistakes. Futhermore, avoidance of evaluative situation are the highest score on factors causing writing anxiety. It means that when they're in evaluative situation, they tend to avoid because they afraid when their friends gave them negative feedbacks.

The second one is fear of the test. In this research, the researcher found that the percentage in fear of the test is 19,80%. This result support by the research by Rezaei & Jafari (2014) that the percentage for fear of the test is 76% which was another highly ranked item selected by the students. That's because they're afraid of the consequences of poor grade and they know that they were judged based on ideas elaboration, argument development. vocabulary variety usage and their text's aesthetic quality.

The third one is topic choice. Delvi Wahyuni et al. (2019) reports a high percentage 65,79% in the topic choice as a factor for student's foreign language writing anxiety. This research also found that topic choice is one of the factors causing writing anxiety where the percentage is 9,29%. That's because when they get the topic that they don't know well, they'll feel anxiety more than the others who know the topics very well. Moreover, when they have an exam, they got unfamiliar topic where they didn't know what should they write and it makes them feel nervous.

The fourth one is insufficient writing practice. Rabadi & Rabadi (2020) shows that insufficient writing practice is one of the factors causing writing anxiety, where the percentage is high (83%). This research also found the same result where the percentage is 19,59%. That's because low writing performance make them difficult in composing English writing. Also, they have low writing performance. Therefore, due to high frequency of writing assigments made them suffered writing anxiety. which make them difficult in composing English writing.

The fifth is instructional practice. Delvi Wahyuni et al., (2019: 68) states that instructional practice is one of the factors causing writing anxiety. This research also found the same result where the percentage is 15,15%. The reason why instructional practice are one of the factors causing writing anxiety is because their teacher were preoccupation with language and forms. So it made them feel pressured and feel nervous. Also because of their lack of understanding writing instruction and practices, it made them suffered writing anxiety.

The sixth is lecture's attitude. Anita & Zulhelmindra (2022) reports that the percentage of lecture's attitude is 46%. But in this research, this factor is didn't found. That's because strict attitude from their lecture didn't make them feel writing anxiety. They may thought that lecture's strict attitude doesn't mean that lecture hate them, but solely for themselves to be discipline and organized.

The seventh is linguistic difficulty. This research found the that the percentage is 14,86%. This finding is consistent with Zhang (2011) which showed that linguistic difficulty was the major cause of anxiety among Chinese English major students (83%). That's because they lack in vocabulary, grammar and lack in flows idea so they were difficult to write a good paragraph which makes them suffered writing anxiety.

The eight is student's personal emotions. Rezaei and Jafari (2014) reports that the percentage of low self-confidence is high (80%). This research also found the same result where the percentage is 10,25%. The reason why student's personal emotions is one of the factors causing writing is because they have low self-confidence that they cannot write a good paragraph. Moreover, they believe that in writing, there is a high expectation from the lectures and friends.

The last one is time pressure. Anita & Zulhelmindra (2022) states that time pressure is one of the factors causing writing anxiety where the percentage is the highest (56%). But in this research, the result is different where time pressure is didn't found in this research. That's because the respondents right now were given enough time to plan and revise the composition. That's why time pressure is not the factors causing writing anxiety in fourth semester students.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis above, the researcher can conclude that the factors causing EFL students' writing anxiety in fourth semester students in UIN Mahmud Yunus Batusangkar can be describe in several points:

1. The factors causing EFL students' writing anxiety from the highest percentage to the lowest percentage which found in this research are:

   a. Fear of negative evaluation factors (11,06)

   b. Fear of the test factor (19,8)

   c. Topic choice (9,29%)

   d. Insufficient writing practice (19,59)

   e. Instructional practice (15,15%)

   f. Linguistic difficulty (14,86%)

   g. Students personal emotions (10, 25 %).

2. The factors which didn't found in this research are:

   a. Lectures attitude

   b. Time pressure

B. Suggestion

Based on the conclusion of the research, the researcher would like to give some suggestion as follow:

1. English students

The researcher found that the highest percentage in factors causing EFL students' writing anxiety is fear of the test. The researcher hope when the students are going to have writing test, they're not being pessimistic and erease negative thinking about what if the consequence when they get bad score. Just focus with the test and do the best.

2. **Writing Lecturers**

   For the lectures, the researcher hope that the lectures can For the lectures, the researcher hope that the lectures can give support to their students about how to reduce their writing anxiety.

3. **The Next Researcher**

   The researcher suggest that the next researcher can research about how the influence of writing anxiety, impact of writing anxiety or the coping strategies of writing anxiety

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