

**EXPLORING EFL STUDENTS' PERSPECTIVE
ON FACTORS AFFECTING WRITING
ANXIETY**

THESIS

Submitted in Partial Fulfillment of the Requirement
for Gaining the Degree of Education Bachelor in
English Language Education



By
Zakiyatus Syarifah
2103046023

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHING TRAINING
UNIVERSITAS ISLAM NEGERI WALISONGO
2025**

THESIS STATEMENT

THESIS STATEMENT

I am the student with the following identity:

Name : Zakiyatus Syarifah
Student Number : 2103046023
Department : English Language Education

Certify that the thesis entitled:

EXPLORING EFL STUDENTS' PERSPECTIVE ON FACTORS AFFECTING WRITING ANXIETY

is purely my own work. I am responsible for the content of this thesis. The opinions and findings of other authors in this thesis are quoted or cited based on ethical standards.

Semarang, 8 April 2025

The Researcher,



Zakiyatus Syarifah
NIM. 2103046023

RATIFICATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7601295 Semarang www.walisongo.ac.id

RATIFICATION

Thesis with the following identity :

Title : Exploring EFL Students' Perspective on Factors Affecting Writing Anxiety
Researcher : Zakiyatus Syarifah
Student Number : 2103046023
Department : English Education

Had been rectified by the board of examiner of Education and Teacher Training Faculty Walisongo State Islamic University Semarang can be received as one any requirement for gaining the Bachelor Degree in English Language Education.

Semarang, 30 April 2025

THE BOARD OF EXAMINERS

Chairperson,

Dr. Hj. Siti Mariam, M.Pd.
NIP. 1965072771992032002

Secretary,

Awwalia Fiqrotun Izza, M.Pd.
NIP. 199303012020122005

Examiner I

Agus Mutohar, M.A., Ph.D.
NIP. 198408012019031007



Examiner II

Dr. M. Nafi Annury, M.Pd.
NIP. 197807192005011007

Advisor

Dr. Hj. Siti Mariam, M.Pd.
NIP. 1965072771992032002

ADVISOR NOTE



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

ADVISOR NOTE

To:

The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamu'alaikum, wr.wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title : **Exploring EFL Students' Perspective on Factors
Affecting Writing Anxiety**
Name of Student : Zakiyatus Syarifah
Student Number : 2103046023
Department : English Language Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

Wassalamu'alaikum Wr. Wb.

Semarang, 8 April 2025

Advisor,

Dr. Hj. Siti Mariam, M.Pd.
NIP. 1965072771992032002

MOTTO

To those who hide their sadness in Sabr, who stand in prayer with a heavy heart hoping for relief and those who are tired of this Dunya,

Remember Allah has promised us:

إِنَّ مَعَ الْعُسْرِ يُسْرًا

Inna ma'al usri yusra

“Surely with hardship comes ease”.

- QS. Al-Insyirah : 6

“Those who dare not fight for their dreams, will never achieve victory.”

- Nelson Mandela

ABSTRACT

Title : Exploring EFL Students' Perspective on Factors
Affecting Writing Anxiety
Name : Zakiyatus Syarifah
Student Number : 2103046023

Writing in English as a foreign language (EFL) is often a challenge for students, mainly due to writing anxiety. This study aims to analyze the most dominant type of writing anxiety faced by EFL students and to describe the factors that cause it. Using a quantitative method with a survey research design, this study involved 69 students from SMA N 3 Semarang. The instruments used were questionnaires. The results showed that cognitive anxiety was the most dominant type of anxiety with an average score of 23.92 (37%), followed by somatic anxiety with an average score of 21.07 (32.6%), while avoidance behavior had an average score of 19.65 (30.4%). The main factors causing writing anxiety were linguistic issues such as limited vocabulary, sentence structure, and grammar (10.6%), followed by concerns about negative comments and evaluations from teachers (10.47%), and time pressure in writing (10.33%). The findings provide insights for educators in designing more effective learning strategies to reduce writing anxiety in EFL students.

Keywords: avoidance behaviour, cognitive anxiety, EFL students, somatic anxiety, writing anxiety.

ACKNOWLEDMENT

Bismillahirrohmanirrohim, Alhamdulillah

All praise be to Allah SWT, the Most Compassionate and Merciful, for His endless grace, guidance, and gifts so that the author can complete the thesis entitled 'Exploring EFL Students' Perspective On Factors Affecting Writing Anxiety' as one of the requirements to obtain a Bachelor of Education degree at the Department of English Education, faculty of tarbiyah and teacher education UIN Walisongo Semarang.

I would like to express my sincere gratitude and appreciation to:

1. Prof. Dr. Fatah Syukur, M.Ag., as the Dean of the Faculty of Tarbiyah and Keguruan Sciences.
2. Dra. Nuna Mustikawati Dewi, M.Pd., as the Head of the English Education Study Programme, for the support and permission given in conducting this research.
3. Dr. Hj. Siti Mariam, M.Pd., as the supervisor, for her valuable guidance, correction, encouragement, and support during the process of writing this thesis.
4. All lecturers in the English Education Department have shared their knowledge and experience during my academic journey.
5. My beloved parents, Mr Suwaji and Mrs Umi Romyati, whose love, prayers, and sacrifices never stop accompanying my every step. Thank you for all the unconditional support and love that has been my source of strength to this day.

6. My beloved friends, especially Muflikhah Mawaddah, Mariyah Bela Saputri, Intan Salsabila, Kayla Latifah, and Firda Fadlilatur Rosyidah. Who are always present in every joy and sorrow, being a solace and encouragement in this long journey. Thank you for being with me during this lecture. Your presence means a lot to me.
7. All my friends in arms, who have been part of the story of this struggle, thank you for the laughter, enthusiasm, and togetherness that is priceless.
8. And to myself, Zakiyatus Syarifah, thank you for surviving this far. Thank you for continuing to fight despite limitations and fatigue. Many tears to get to this point. May this step be the beginning of an even greater journey.

Finally, I realize that this thesis is far from perfect. Therefore, the author welcomes all constructive criticism and suggestions. Hopefully, this thesis can be useful for the readers and contribute to the development of English language education.

Semarang, 6 April 2025

The Researcher

Zakiyatus Syarifah

NIM. 2103046023

TABLE OF CONTENTS

THESIS STATEMENT	i
RATIFICATION	ii
ADVISOR NOTE.....	iii
MOTTO	iv
ABSTRACT	v
ACKNOWLEDMENT.....	vi
TABLE OF CONTENTS	viii
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Reason for Choosing the Topic	7
C. Research Question.....	7
D. Objective of the Research.....	7
E. Limitation of the Study	8
F. Significance of the Study.....	9
CHAPTER II REVIEW LITERATURE	10
A. Previous Studies	10
B. Literature Review	15
1. Writing skill and its challenges	15
2. Foreign language anxiety and writing anxiety	16
3. Types of writing anxiety in foreign language learning .	18
4. Factors influencing writing anxiety in foreign language	19
5. How to teach Writing.....	21
6. Kinds of writing types	23
7. Conceptual framework.....	26
CHAPTER III METHODOLOGY OF THE RESEARCH	28
A. Research Method.....	28

B. Research Design.....	28
C. The Participants of the Research.....	29
D. Research Setting and Time	29
E. Data Collection Technique.....	29
F. Data Collection Procedure.....	33
G. Technique of Data Analysing.....	33
CHAPTER IV RESEARCH RESULTS AND DISCUSSION	36
A. Research Results	36
1. Respondent's Background	36
2. Results on the types of writing anxiety.....	38
3. Results on the causes of writing anxiety	39
B. Discussion.....	41
1. Types of foreign language writing anxiety.....	41
2. Causes of writing anxiety.....	45
CHAPTER V CONCLUSION AND SUGGESTION	55
A. Conclusion	55
B. Suggestion	56
REFERENCES	58
APPENDIX	64
Appendix 1. Respondents' Answer for Cognitive Type	64
Appendix 2. Respondents' Answer for Somatic Type	67
Appendix 3. Respondents' Answer for Avoidance Behavior Type ...	70
Appendix 4. Causes of Foreign Language Writing Anxiety	
Questionnaire Answer Score	73
CURRICULUM VITAE	76

CHAPTER I

INTRODUCTION

This chapter outlines the study's history, the rationale for theme selection, the research questions, the objectives, significance, and limitations of the study.

A. Background of the Study

When a person has fear or worry when learning or using a new language, it is called language anxiety. The ability to understand, express oneself, read, and write in the target language can be impacted by this fear (Horwitz et al., 1986). Horwitz and Cope state that it is "a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process". This anxiety can affect students' capacity to speak fluently and understand English, and can affect their confidence and motivation to learn English (Pappamihiel, 2002). Furthermore, FLA might result in avoidance behaviors that further impede language learning, like refraining from speaking or attending language sessions (Tran, 2012).

One definition of a foreign language is a language that is used for communication between people of different cultural backgrounds and nationalities, rather than as the official or native language of any one country. In Indonesia itself, there is a well-known foreign language, namely English. Since it is neither the

national nor the indigenous language of Indonesia, English is considered a foreign language there. Writing is a vital productive activity and a crucial talent (Hussin et al., 2015). Writing skill is an important skill for students in school. In teaching writing skills, teachers need to ensure that students have a purpose for writing. Effective writers usually have a purpose and construct writing to achieve the purpose (Mariam & Kepirianto, 2023). To improve their English, EFL learners must write. It is a survival skill since students will eventually need to utilize it to communicate with their teachers, prepare projects and homework, and learn other courses (Kassem, 2017).

Divided the problems that make writing challenging into three groups. First, there is the physiological challenge. It is mainly focused on the difficulties faced by writers since they are unable to communicate with and receive input from readers directly during the writing process. Producing written content or compositions is the primary goal of this task. The linguistic obstacle is the second. When writing, one must tightly restrict the use of grammar, vocabulary, language usage, and sentence construction. The third is cognitive challenges. Formal writing should adhere to grammar, punctuation, spelling, and paragraphing guidelines (Bryne, 1988)

Concern over one's ability to write well in a foreign language has recently grown in importance among experts in the

area of second language learning and teaching. Among the four areas of English proficiency that students often find worrying, writing is one (Rini Anita, 2022). Anxiety is generally understood to be a sensation of unease that arises from an internal, particular response (Hidayat et al., 2022). Writing in a language other than one's mother tongue can cause a great deal of nervousness and discomfort for many people. This anxiety is frequently caused by several things, such as a lack of confidence in one's language abilities, worries about effectively communicating meaning, and a dread of making grammatical mistakes.

Writing anxiety can affect their writing development. Based on (Kara, 2013), anxiety contributes to the process and results of poor writing performance among English language learners. This anxiety can show up as several things, such as pressure to perform, dread of making mistakes, and feelings of judgment from others. This is in line with what (Samad et al., 2023) found in their study. Most students are worried about being negatively evaluated, according to the results. However, it became clear from the interviews that this fear factor brought on by evaluation extends beyond teachers' critical statements and includes other unwanted things like classmates' ridiculing remarks and other people's unfavorable feedback. As a result, students may find it challenging to write clearly and concisely, which could hinder their ability to advance their language proficiency.

Several factors contribute to the emergence of writing anxiety, particularly those related to linguistic challenges. According to Quvanch and Kew (2022), a lack of mastery in grammar, spelling, and sentence structure is a significant cause of writing difficulties among EFL students. Linguistic deficiencies, such as limited vocabulary, inappropriate word choice, and grammatical inaccuracies, can lead students to feel insecure and anxious when composing texts in a foreign language. This linguistic insecurity often intensifies their fear of making mistakes, which may further discourage them from engaging in writing tasks. Furthermore, Rezaei and Jafari (2014) emphasized that linguistic problems are one of the major contributors to second language writing anxiety, alongside factors such as fear of negative evaluation, time pressure, and lack of writing practice. Cheng (2004) also highlights that writing anxiety is a specific and measurable construct, distinct from general language anxiety, and significantly affects students' writing performance.

Research findings support the claim that writing anxiety is prevalent among EFL students. For instance, a study by Latif (2007) found that EFL writing anxiety negatively affects students' ability to organize their ideas and develop coherent written texts. Similarly, Hassan (2001) revealed that students with higher levels of writing anxiety tended to avoid writing tasks and demonstrated poorer writing performance. In the Indonesian context, studies

such as those by Hidayat et al. (2022) have reported that Indonesian EFL students frequently experience anxiety during writing activities due to linguistic difficulties and psychological pressures.

In addition to students' internal factors such as linguistic limitations, fear of being judged negatively, and time pressure, the teacher's role in the writing learning process also contributes significantly to students' anxiety levels. (Annury et al., 2023) asserted that teachers' beliefs and practices in providing written corrective feedback (WCF) greatly influence students' perceptions of their writing ability. Explicit and constructive feedback not only helps students recognise errors, but also provides motivation and confidence to improve and develop their writing. Conversely, if feedback is delivered insensitively or places too much emphasis on errors, it can reinforce fear and hinder students' progress. Therefore, teachers' understanding of appropriate feedback practices is important in creating a supportive learning environment and reducing writing anxiety in EFL students.

Teaching approaches that do not consider students' cultural backgrounds often trigger affective barriers in the writing process, including anxiety. (Sutrisno et al., 2024) showed that the integration of a culturally responsive writing instructional approach not only significantly improved EFL students' writing

ability, but also encouraged self-confidence, emotional engagement, and personal connection to the writing task. When students feel their culture and identity are valued in learning, they tend to be more motivated and less anxious in expressing ideas in writing. This suggests that an inclusive pedagogical approach can contribute positively to reducing writing anxiety and improving academic performance.

Several scientific publications have explored the problem of writing anxiety experienced by students globally, and they have successfully identified the root of this problem (Hidayat et al., 2022b; Paramarti et al., 2023; Quvanch & Kew, 2022; Samad et al., 2023; Y. Zhang et al., 2023). Upon further exploration, the researcher found a gap in previous research. The research generally focuses more on university students, particularly prospective English teachers at the tertiary level. This focus provides important insights into the dynamics of writing anxiety in academic and professional contexts. However, there are still limitations in studies that touch on groups of students at the secondary education level, such as high school students. In fact, this phase is a crucial early stage in the formation of writing skills in a foreign language.

Therefore, this study focuses on high school students as research participants in order to fill this gap, and to understand the forms and factors that cause writing anxiety experienced by

students at this level in the context of learning English as a foreign language. This research is important because it will help EFL students at SMA N 3 Semarang to identify and recognize their writing anxiety.

B. Reason for Choosing the Topic

Foreign language writing anxiety is an important issue in language education. Understanding the factors that influence this anxiety can help the creation of more efficient learning strategies. The researcher believes that understanding the factors that influence foreign language writing anxiety from the perspective of EFL students provides useful insights for the creation of more efficient learning strategies and teaching techniques for overcoming such writing anxiety.

C. Research Question

The researcher formulated two crucial questions to investigate this research :

1. What kind of writing anxiety is most dominantly faced by EFL students?
2. What are the factors that cause writing anxiety among EFL students?

D. Objective of the Research

The objectives of this study are listed below:

1. To analyze the kind of writing anxiety is most dominantly faced by EFL students
2. To describe the factors that cause writing anxiety among EFL students

E. Limitation of the Study

The limitations of this study include several factors. Firstly, the use of survey research is that it may not provide a comprehensive picture of people's actual experiences with and perspectives on anxiety related to writing in a foreign language. Secondly, aspects that may be relevant in comprehending writing anxiety cannot be captured by the quantitative research method using questionnaires. Thirdly, only students in grades XI and XII at SMA N 3 Semarang participated in this study. It's possible that the findings of this study won't directly apply to other demographics or language learning environments. Finally, the temporal context of this study, which was conducted in 2024, should be considered, as developments in society, technology, or education after this period may have implications for the interpretation and relevance of the findings. Despite these limitations, from the viewpoint of EFL students, this study aims to offer insightful information about the variables influencing foreign language writing anxiety.

F. Significance of the Study

1. Theoretical Benefit

In the context of foreign language acquisition, the researcher believes this study can help shed light on the reasons behind EFL students' writing anxiety. By investigating the factors that influence writing anxiety, this study can add to the existing body of knowledge on the subject.

2. Practical Benefit

The findings of this investigation should theoretically and practically contribute to:

1. Teachers

The research is useful in creating instructional tactics that work better. Teachers can use the findings of this study to develop more effective teaching strategies for managing and reducing writing anxiety in the classroom. For example, they can provide more support, constructive feedback, or activities designed to increase students' confidence in writing.

2. Students

Students will have a deeper comprehension of the factors that can affect their writing anxiety in foreign language acquisition. They can additionally obtain increased assistance from educators in alleviating such anxiousness.

CHAPTER II

REVIEW LITERATURE

This chapter explores prior studies relevant to the research, along with a review of the literature, the conceptual framework, and the research hypothesis.

A. Previous Studies

The prevalence, characteristics, and underlying factors of writing anxiety in ESL and EFL classrooms have been the subject of a great deal of research. Research by (Rabadi & Rabadi, 2020) looked into medical students' levels, forms, and causes of EFL writing anxiety. Findings from this study point to a lack of motivation and adequate practice time as potential causes of writing anxiety. When a person does not have enough time to practice writing, his or her ability to develop writing skills can be hindered. In addition, a lack of interest in writing can also make one feel pressurized when it comes to expressing ideas in written form. These two factors together can create feelings of discomfort and anxiety that hinder one's ability to write confidently. This study has similarities with recent research in that it both examines the causes and effects of writing anxiety in EFL learners. However, Rabadi & Rabadi (2020) focused specifically on medical students and identified factors such as lack of time and interest as key contributors. This study extends to a wider range of EFL learners.

Thus, while the underlying themes of writing anxiety are common, the scope and specific focus of these studies differ.

In addition, (Quvanch & Kew, 2022) evaluated the level of writing anxiety experienced by EFL students. This study evaluated Afghanistan EFL students' levels of writing anxiety using a quantitative methodology. This method is considered effective for collecting data from a larger population and providing greater insight into the phenomenon under study. Two surveys were used as instruments for gathering information in this study. Cheng (2004) developed the Second Language Writing Anxiety Inventory (SLWAI) to measure the severity and type of writing anxiety. The selection of participants was done by purposive sampling method, which means that the researcher selects the population that fulfills certain criteria. The process of participant selection may differ in this study. The participants in this study were selected using a random selection procedure. To improve representativeness and reduce bias in the results, this technique makes sure that every single person in the population has an equal chance of being chosen as a research participant.

Most students experience anxiety when studying English, according to research by (Hidayat et al., 2022b) on the topic of foreign language anxiety in the classroom. This anxiety is mostly caused by the fear of getting a low mark. In addition, over half of the students felt negatively about English. Less than two-thirds of

students reported experiencing anxiety in English lessons, with the most common type of anxiety being fear of receiving poor grades. In addition, this study found that although significantly more students had unfavorable attitudes toward English lessons, overall, students' sentiments were fairly balanced. In a recent study, similar to Hidayat et al. (2022), researcher investigated different forms of anxiety that EFL students face, such as the fear of receiving poor grades. Although their research focused on three distinct forms of anxiety (communication, exam, and negative evaluation) the most recent study emphasized writing anxiety within the larger framework of foreign language acquisition. The variables that influence students' views of English classes and their levels of anxiety while learning the language need further research.

Then there is (Rasool et al., 2023) looked at how prospective English as a foreign language (EFL) teachers perceive writing in a foreign language. The variables associated with students' perceptions of writing anxiety were explored in this study. Seventy-six students were selected for an EFL teacher training course using a convenience sample approach. To measure the type and level of anxiety that students experience when writing in a foreign language, researchers used the Second Language Writing Anxiety Reasons Inventory (SLWARI) and the Second Language Writing Anxiety Inventory (SLWAI). The study found that many students experienced high levels of writing anxiety, with

some reporting very high levels of anxiety. This anxiety was often related to concerns about making mistakes, lack of writing experience, difficulty in expressing themselves, and fear of criticism. In addition, students also expressed anxiety about their grammar knowledge, finding topics to write about, organizing their ideas, and lack of vocabulary. According to the research, students often experience writing anxiety because they lack the necessary skills to express themselves clearly in a foreign language and struggle with grammar and mechanics. Just like Rasool et al. (2023) highlighted, this study also looked into factors that contribute to writing anxiety, such as worries about mistakes, grammatical problems, and having trouble expressing oneself. However, while their study focused on pre-service EFL teachers, my study investigated a wider population of EFL learners, not limited to those in teacher training programs.

The causes of English writing anxiety among undergraduate ESL students at KUST were investigated in a study conducted by (Samad et al., 2023). Methods for gathering information for this study included both quantitative and qualitative approaches. The Causes of Writing Anxiety (CWAI) questionnaire was used in this study to identify the factors that contribute to Second Language Writing Anxiety (SLWA) in the students that were sampled. Inadequate practice in English writing, inadequate writing techniques, difficulties with unfamiliar topics,

language barriers, pressure to achieve perfection, a high volume of writing assignments, time constraints, and an overreliance on information and communication technology for writing are some of the factors that this study suggests may contribute to writing anxiety. Recent studies have looked at causes of writing anxiety, such as a lack of practice, language barriers, and fear of criticism Samad et al. (2023). Both studies examined how these factors impact on ESL/EFL students' writing performance. However, while their studies used mixed methods, this study only used quantitative methods.

There are certain parallels and variations between the current study and the ones stated earlier. There is a resemblance in terms of the investigation's goal. The purpose of this research is to catalog the many forms of writing anxiety and to determine their root causes. This study, like many previous studies, identifies factors that influence writing anxiety in a foreign language. The similarities lie in the general focus on writing anxiety experienced by foreign language learners, as well as the methodology which often involves surveys and interviews to collect qualitative and quantitative data from research participants. However, a significant difference is seen in the research subjects; this study specifically targets the perspective of EFL students, while many previous studies tend to examine EFL pre-service teachers in general.

Based on the review of previous studies, it can be concluded that writing anxiety is a common issue experienced by foreign language learners (EFL/ESL) across various educational levels. Past research, such as by Rabadi & Rabadi (2020), Quvanch & Kew (2022), and Rasool et al. (2023), highlighted that factors like insufficient language skills, fear of negative evaluation, lack of writing practice, and time pressure are major causes of writing anxiety.

However, most of these studies focused on university students or pre-service English teachers. Very few studies have specifically examined writing anxiety among senior high school students. Therefore, this study attempts to fill that gap by focusing on high school students to gain a more comprehensive understanding of writing anxiety at the secondary education level.

B. Literature Review

1. Writing skill and its challenges

The capacity to articulate ideas, thoughts, or facts in a clear, organized written manner is known as writing skills. It involves the ability to organize thoughts, use proper grammar, and compose coherent and cohesive sentences and paragraphs for a specific purpose. Writing activities include various aspects, such as choosing a topic, organizing ideas, writing with good and correct language, and avoiding plagiarism (Sulisworo et al., 2016). The ability to generate and organize ideas in a

clear, concise, and convincing manner is also essential for writers. The ability to articulate thoughts clearly and concisely in writing is an asset in both the academic and professional worlds.

Writing, although often considered a creative expression, is not immune to various challenges that can hinder the process. In a study by (Delvi Wahyuni et al., 2019) some of the challenges found include difficulty in understanding the writing task, difficulty in choosing a topic, difficulty in organizing ideas, difficulty in using proper grammar and vocabulary, and difficulty in expressing ideas effectively. Research by (Rasool et al., 2023) also found that high levels of anxiety when writing, lack of motivation when writing, negative views of writing tasks, low quality of writing, incorrect assessment of writing quality, negative perceptions of writing ability, limited vocabulary, difficulty in organizing ideas and ideas, and anxiety about grammatical accuracy can be a challenge for learners of English as a foreign language.

2. Foreign language anxiety and writing anxiety

"Language anxiety" is the nervousness or stress that some people experience when they try to learn or use a new language. The capacity to comprehend, articulate, read, and compose in the target language can be impacted by this worry (Horwitz et al., 1986). According to Horwitz and Cope (1986),

who conducted a popular study on the topic "a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process". This anxiety can affect students' ability to speak fluently and understand English, and can affect their confidence and motivation to learn English (Pappamihel, 2002).

Foreign language anxiety can manifest in three ways: physically, mentally, and avoidantly. Physical symptoms of anxiety include shivering, trembling, or perspiration. When one has negative thoughts and feelings about writing, it might lead to cognitive anxiety. On the other hand, avoidance behavior happens when a person actively tries to avoid situations that require writing. Anxiety can manifest physically in a variety of ways, including perspiration, trembling, and shaking. Cognitive anxiety manifests itself when one harbors negative thoughts and feelings about the writing process. On the other hand, avoidance behavior occurs when a person actively attempts to avoid situations that need writing (Rasool et al., 2023).

In this age of globalization, where communication is paramount, such as the ability to write fluently in English, is a must-have skill. Writing in English is undoubtedly a challenging topic for nearly all students of foreign languages. Time constraints and the fear of criticism from instructors and

classmates make it difficult for students to improve their English writing skills. Should the actual data support this pattern, writing anxiety is a problem for the students (Wahyuni & Umam, 2017).

3. Types of writing anxiety in foreign language learning

In foreign language acquisition, three types of writing anxiety are identified: somatic anxiety, cognitive anxiety, and avoidance behavior (Cheng, 2004).

1. Somatic Anxiety

Somatic anxiety in the context of writing refers to feelings of anxiety that are physical. This kind of anxiousness affects the physical body, such as rapid heartbeat, shallow breathing, excessive sweating, trembling, or other physical sensations that arise while one is writing or dealing with a writing task. Cheng (2004) revealed that somatic anxiety is defined as a physical symptom that arises from writing, which heightens stress, emotions, and anxiety.

2. Cognitive Anxiety

Cognitive anxiety in the context of writing refers to anxiety related to thoughts or cognitions, such as fear of failure, feelings of inadequacy, or concerns about others' judgment of writing. Cheng (2004) identifies the cognitive dimension of anxiety, characterized by writers'

apprehension regarding others' evaluations of their writing and detrimental performance-related thinking.

3. Avoidance behavior

Cheng (2004) reports that avoidance behavior refers to a student's avoidance and preventive response to any writing task that involves a second or foreign language. The tendency to avoid or disregard writing tasks because of fear, anxiety, or discomfort related to the writing process itself is known as avoidance behavior anxiety in the context of writing. This can happen when a person feels insecure about their writing ability, fears failure, or has difficulty dealing with criticism or judgment from others.

4. Factors influencing writing anxiety in foreign language

Rezaei and Jafari (2014) classified the potential causes of writing anxiety into ten categories. The primary concern is the apprehension of unfavorable remarks from the instructor. This fear arises when students worry that their writing will receive harsh or unconstructive criticism from the teacher. The second is test-writing anxiety. It originates from the fear of failing the exam (Rezaei & Jafari, 2014). Fear of writing tests can inhibit students from expressing their ideas freely and effectively. It may therefore have a detrimental effect on their general academic achievement. Thirdly, inadequate writing practice. This describes situations in which pupils are expected

to focus more on the composition's structure than its content (Quvanch & Kew, 2022). Fourth, inadequate writing techniques. This factor refers to the lack of abilities and expertise required to write well in a foreign language.

Fifth, problems with topic choice. Students who lack sufficient relevant expertise experience writing anxiety. In other words, when students are unfamiliar with a certain writing assignment, they become anxious (Quvanch & Kew, 2022). Sixth, linguistic difficulties. These challenges include a wide range of language skills, including spelling, grammar, sentence construction, and vocabulary. Grammar rules, spelling, sentence structure, and other linguistic components have historically been essential instruments in the instruction and acquisition of the English language (Quvanch & Kew, 2022). Seventh, pressure to produce perfect work. This factor refers to the feeling or belief that the writing produced must be error-free and must meet very high standards. Eighth, time pressure. Time pressure can cause significant anxiety as EFL teacher candidates have to complete writing tasks within a certain time limit, which often makes them feel pressurized and rushed. Ninth, high frequency of writing tasks. Regular assignments and an overwhelming workload have been recognized as variables contributing to students' anxiety (Samad et al., 2023). And the last is low confidence in writing.

This can happen when ethical individuals feel unsure of their ability to produce good and correct writing, they tend to feel anxious or worried when faced with writing tasks.

5. How to teach writing

Teaching writing is a complex process that requires systematic instruction, practice, and feedback. According to (Harmer, 2004), teaching writing is not merely about asking students to produce texts but guiding them through a series of stages that build their abilities gradually. The process of teaching writing generally involves several key steps: pre-writing, drafting, revising, editing, and publishing. Through these stages, students learn that writing is a recursive process, where revisiting and improving are part of building a quality text.

One effective approach is the process-oriented approach, where the emphasis is placed on the steps involved in writing rather than the final product alone. Hyland (2003) states that in a process approach, students engage in activities like brainstorming, outlining, peer reviewing, and revising, which help them internalize strategies that good writers use naturally. Teachers act as facilitators by providing support at each stage and encouraging students to view writing as a skill that can be developed over time.

Another important method in teaching writing is the genre-based approach, where students are introduced to different types of texts and their conventions. By exposing students to models of narrative, descriptive, expository, and persuasive writing, teachers help students understand the structures and language features typical of each genre (Hyland, 2003). This helps students not only to write correctly but also to write appropriately depending on the communicative purpose.

Moreover, (Harmer, 2004) emphasizes the importance of providing a motivating environment. Teachers should create a non-threatening classroom atmosphere where students feel safe to express their ideas without fear of judgment. Incorporating collaborative writing tasks, group discussions, and peer feedback can increase students' confidence and reduce writing anxiety.

To improve writing instruction, Graham and Perin (2007) recommend using specific strategies such as:

- Setting clear goals for each writing task.
- Using sentence-combining exercises to develop syntactic maturity.
- Teaching planning and revising strategies explicitly.
- Integrating writing with reading activities to build background knowledge.

- Offering intensive and individualized feedback on drafts.

Overall, effective writing instruction should balance process and product, provide authentic writing purposes, and foster a positive and supportive classroom environment to help students become confident and competent writers.

6. Kinds of writing types

Writing serves multiple purposes, and as such, it is classified into several types depending on its objective and structure. Understanding the different kinds of writing helps students to choose the right tone, organization, and style according to the communication needs. According to (Oshima & Hogue, 2006), the main types of writing are narrative, descriptive, expository, persuasive, and argumentative writing.

1. Narrative writing

Narrative writing tells a story or recounts an event or series of events. It typically has a clear sequence with a beginning, middle, and end. This type of writing often uses dialogue, action, and vivid description to engage the reader. Examples of narrative writing include autobiographies, short stories, and personal essays. As stated by (Hyland, 2003), narrative writing is effective for developing students' creativity and ability to organize events logically.

2. Descriptive writing

Descriptive writing focuses on painting a vivid picture of a person, place, object, or event. The purpose is to appeal to the senses sight, sound, smell, taste, and touch to create a strong impression on the reader. Good descriptive writing uses precise language and varied adjectives and adverbs. According to Oshima and Hogue (2006), this type of writing helps students enhance their vocabulary and descriptive skills.

3. Expository writing

Expository writing aims to inform, explain, or instruct. It is fact-based and focuses on delivering clear and concise information without personal opinions. Typical examples include reports, scientific papers, manuals, and encyclopedic articles. Oshima and Hogue (2006) emphasize that expository writing requires logical organization, including the use of definitions, examples, comparisons, and classifications.

4. Persuasive writing

Persuasive writing seeks to convince the reader to adopt a particular viewpoint or to take a specific action. It uses arguments, reasoning, evidence, and emotional appeals to sway the audience. Examples include advertisements, opinion essays, editorials, and speeches.

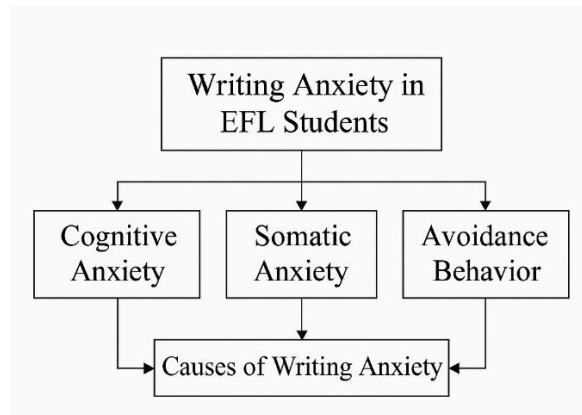
According to Graham and Perin (2007), teaching persuasive writing helps students develop critical thinking skills and learn how to construct logical arguments.

5. Argumentative writing

Closely related to persuasive writing, argumentative writing focuses on presenting a balanced analysis of an issue, often examining both sides before supporting a specific position with evidence. Unlike persuasive writing, which may appeal to emotions, argumentative writing relies heavily on logic, facts, and research findings (Hyland, 2003). Academic essays, debates, and position papers are common examples.

Each type of writing requires students to master specific rhetorical skills and adapt their language use to the purpose and audience. By familiarizing students with various writing types, teachers prepare them to handle diverse academic and real-world writing demands effectively.

7. Conceptual framework



This study is based on the concept of ‘foreign language writing anxiety’ which is defined as the fear or worry that arises when students write in a foreign language. According to Horwitz and Cope (1986), language anxiety is a specific form of anxiety in the context of language learning, including self-perceptions, beliefs, feelings, and behaviours related to the language learning process in the classroom. In this context, writing anxiety becomes one of the specific forms of foreign language anxiety. Cheng (2004) classifies writing anxiety into three types, namely:

1. Cognitive Anxiety, which is related to negative thoughts such as fear of failure and poor judgement of writing ability.

2. Somatic Anxiety, which is characterised by physical symptoms such as shaking, sweating, or body tension while writing.
3. Avoidance Behaviour, which is the tendency of students to avoid writing tasks as a coping mechanism.

This study also identifies the factors that cause writing anxiety based on the theoretical framework of Rezaei and Jafari (2014), which categorises the causes of writing anxiety into several aspects, namely: linguistic problems (such as mastery of vocabulary, grammar, sentence structure), fear of negative evaluation from teachers or friends, time pressure when writing, lack of writing practice, high frequency of writing assignments, anxiety facing writing exams, pressure to produce perfect writing, lack of mastery of writing techniques, difficulty finding ideas, and low confidence in writing.

Through this mapping of the types and causes of writing anxiety, the study aims to provide a deeper understanding of the dynamics of writing anxiety in EFL students at the secondary school level, so that it can serve as a basis for further research or strategy development in the future.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter provides an overview of research methods. To find correct data, the researcher must first formally consult and use appropriate methodologies before beginning any investigation. The researcher provides a detailed explanation of the research methodology, design, instrument, setting and time, data gathering process, and data analysis strategy.

A. Research Method

In this study, a quantitative method was taken. Cresswell (2014) mentioned that the quantitative approach is used when the study instrument consists of closed-ended questions and the investigation tends to provide numerical or statistical data. This quantitative method offers insightful information on the variables affecting writing anxiety, informing the development of targeted interventions to alleviate anxiety and improve writing proficiency among EFL students.

B. Research Design

This study employed a survey research design to investigate the factors influencing foreign language writing anxiety among EFL students. The survey is one of the most often used methods in quantitative social science research. In survey research, a subset of the population is selected by the researcher,

who then gives them standardized questions (Odoh & Chinedum, 2014).

C. The Participants of the Research

This study included 69 EFL students from SMA N 3 Semarang. The selected participants aimed to elucidate the elements influencing foreign language writing anxiety in EFL students. The participants were chosen by a method called 'simple random sampling', which guarantees that each individual in the population has an equal probability of selection.

D. Research Setting and Time

1. Place of the Research

This research was conducted at SMA N 3 Semarang located at Jl. Pemuda No.149, RT.5/RW.3, Sekayu, Kec. Semarang Tengah, Semarang City, Central Java, 50132, Indonesia.

2. Time of the Research

The researcher carried out this study during PLP 2 (Introduction to School Field) which was held at SMA N 3 Semarang from October 17, 2024, to November 30, 2024.

E. Data Collection Technique

This research used a close-ended questionnaire to collect data. When properly created and implemented, questionnaires that consist of a series of statements or questions asked of respondents to gather data on a particular topic can be valuable tools for

concluding particular persons, groups, or entire populations (Roopa & Rani, 2012)

The primary tool utilized in this study was the Foreign Language Writing Anxiety questionnaire. To determine the most common form of writing anxiety among EFL students, this poll was modified from Cheng's (2004) Second Language Writing Anxiety Inventory. Cognitive Anxiety (1, 3, 7, 9, 14, 17, 20, 21), Somatic Anxiety (2, 6, 8, 11, 13, 15, 19), and Avoidance Behaviour (4, 5, 10, 12, 16, 18, 22) were the three groups into which the 22 questions of this questionnaire related to writing anxiety. The negative phrasing of five items (1, 4, 17, 18, 22) must be acknowledged. For convenience, it has listed the questions that make up the Foreign Language Writing Anxiety questionnaire:

Table 1.1 Foreign Language Writing Anxiety Questionnaire

No.	Statement	SD	D	U	A	SA
1	While writing in English, I am not nervous at all.					
2	I feel my heart pounding when I write English compositions under time constraints.					
3	While writing English compositions, I feel worried and uneasy if I know they will be evaluated.					
4	I often choose to write down my thoughts in English.					
5	I usually do my best to avoid writing English compositions.					
6	My mind often goes blank when I start to work on					

	an English composition.						
7	I do not worry that my English compositions are a lot worse than others.						
8	I tremble or perspire when I write English compositions under time pressure.						
9	If my English composition is to be evaluated, I would worry about getting a very poor grade.						
10	I do my best to avoid situations in which I have to write in English.						
11	My thoughts become jumbled when I write English compositions under time constraints.						
12	Unless I had no choice, I would not use English to write compositions.						
13	I often feel panic when I write English compositions under time constraints.						
14	I am afraid that the other students would deride my English composition if they read it.						
15	I freeze up when I was unexpectedly asked to write English compositions.						
16	I would do my best to excuse myself if I were asked to write English compositions.						
17	I do not worry at all about what other people would think of my English compositions.						
18	I usually seek every possible chance to write English compositions outside of class.						
19	I usually feel my whole body rigid and tense when I write English compositions.						
20	I am afraid of my English composition being chosen as a sample for discussion in class.						
21	I am not afraid at all that my English compositions would be rated as very poor.						
22	Whenever possible, I would use English to write compositions.						

The second survey was the Causes of Foreign Language Writing Anxiety questionnaire, adapted from The Causes of Second Language Writing Anxiety Inventory by Rezaei and Jafari (2014). This questionnaire had ten statements aimed at uncovering the factors contributing to students' dread of writing. The assertions from the questionnaire are enumerated in the subsequent table:

Table 1.2 Causes of Foreign Language Writing Anxiety Questionnaire

No	Statement	SD	D	U	A	SA
1	I worry about the negative comments and evaluation of the teacher.					
2	I am afraid of writing test.					
3	I have lack of sufficient English writing practice which makes me anxious.					
4	I do not have a good command of English writing techniques which makes me feel anxious.					
5	I do not know what to write on the topic given by the teacher so I feel upset.					
6	I often encounter some linguistic problems such as inadequate mastery of vocabulary, sentence structures, grammatical errors, etc.					
7	I am under pressure to offer a perfect work which makes me upset.					
8	I feel anxious due to the high frequency of writing 20 assignments.					
9	I feel worry when I have to write under time constraints					
10	I have a low-confidence in English writing					

F. Data Collection Procedure

1. Questionnaire preparation: Firstly, the researcher developed a questionnaire using Google Forms with questions that were relevant and in line with the research objectives. The questions should be closed-ended to enable quantitative data analysis.
2. Data collection: After the questionnaire was completed, the researcher distributed the questionnaire to 69 EFL students. Participants were given an explanation of the study's goal by the researcher, who also requested that they answer the questionnaire honestly and objectively.

G. Technique of Data Analysing

The two questionnaires were made using a five-point Likert measurement scale.

Table 1.3 Likert Scale Calculation Rubric

Scale	Positive Statement	Negative Statement
Strongly Agree	5	1
Agree	4	2
Uncertain	3	3
Disagree	2	4
Strongly Disagree	1	5

According to the statistics presented in the table above, students who responded with "Strongly Agree" to a positive statement were assigned a score of 5, "Agree" received a score of 4, "Uncertain" was allocated a score of 3, "Disagree" received a

score of 2, and "Strongly Disagree" was given a score of 1. In a negative statement, the score was inverted before finalization.

The researcher calculates the mean of students' answer on each category of writing anxiety. From the highest mean the types of writing anxiety experienced by the students could be found. The calculation of the average score is based on the formula from (Wahyuni & Umam, 2017) as follows:

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

M : mean

f : frequency

x : 5-1(specific value given)

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

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

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

The results acquired from the questionnaire were analyzed descriptively. Descriptive data analysis was employed to offer an overview of the data gathered in the study. The conclusions of the analysis were presented using relevant charts and diagrams to illustrate the research results. By analyzing the questionnaire, the researcher finds the types and the causes of writing apprehension faced by the students.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

This chapter delineates the results of the researcher's investigation in the field. This chapter elucidates the results derived from the inquiry, the outcomes of the questionnaire, and other topics, both minor and substantial, pertaining to the research.

A. Research Results

1. Respondent's Background

The demographic breakdown of the respondents showed that 27 people (39.1%) were male, while 42 (60.9%) were female, as shown in Table 1.1. Most of the participants, 43 people (62.3%), were within the age range of 17-18 years. Meanwhile, 25 respondents (36.2%) were 15-16 years old, and only one participant (1.4%) was in the oldest age group of more than 18 years old. Regarding their grade, 42 respondents (60.9%) were in grade 12, and 27 (39.1%) were grade 11 students. In terms of when they started learning English, the participants' experiences varied. Most of the participants, 30 respondents (43.5%), had learned English for 5-10 years. Meanwhile, 21 respondents (30.4%) had studied English for fewer than 5 years, while 18 respondents (26.1%) had studied English for over 10 years. Furthermore, in terms of how often they write in English, most participants, 42 respondents

(60.9%) stated that once a week they usually write in English for academic assignments. A total of 17 respondents (24.6%), stated that they rarely write in English. Meanwhile, 9 respondents (13%) stated that every day they wrote in English, and only one participant (1.4%) stated that only once a month he wrote in English.

Table 1.4 Respondent's background

Factors	Category	Frequency (f)	Percentage (%)
Gender	Male	27	39.1%
	Female	42	60.9%
Age	15-16	25	36.2%
	17-18	43	62.3%
	>18	1	1.4%
Grade	XI	27	39.1%
	XII	42	60.9%
Year of learning English	<5	21	30.4%
	5-10	30	43.5%
	>10	18	26.1%
Frequent writing in English	Every day	9	13%
	Once a week	42	60.9%

	Once a month	1	1.4%
	Very rarely	17	24.6%

2. Results on the types of writing anxiety

Finding out which kind of foreign language writing anxiety was most common required tallying up the mean scores of each anxiety type on the Second Language Writing Anxiety Inventory (SLWAI). The dominant anxiety type was determined by the one with the greatest mean score. The analysis's results are displayed in Table 1.5, which gives the percentages and means for each kind of writing anxiety.

Table 1.5 The means and percentages of types of writing anxiety

Types of Anxiety	Number of students	Total score	Mean	Percentage
Cognitive	69	1651	23.92	37%
Somatic	69	1454	21.07	32.6%
Avoidance Behaviour	69	1356	19.65	30.4%

The research results indicate that cognitive anxiety has the highest average score at 23.92, followed by somatic anxiety with an average of 21.07, while avoidance behavior anxiety has a significantly lower average score of 19.65. Consequently, cognitive anxiety is the predominant form of anxiety. In this cognitive anxiety, what often happens is negative thinking, such as fear of negative evaluations from teachers and fear of being criticised in public. Then in the type of somatic anxiety, what often happens is time pressure when writing in English causes students to panic and get confused. And finally, in the avoidance behaviour type of anxiety, the most common is the tendency to avoid or accept writing in English depending on the situation.

3. Results on the causes of writing anxiety

The percentage contribution of each item was determined by summing its scores and dividing that total by the aggregate of all items' scores. This computation found the item with the highest proportion as the principal source of writing concern. Table 1.6 presents the detailed calculations and corresponding matching percentages for each item on Cheng's Writing Anxiety Inventory (CWAI).

Table 1.6 The percentage of each item of CWAI

No.	Statement	Score/item	Percentage
1.	I do not know what to write on the topic given by the teacher so I feel upset.	229	10.47%
2.	I am afraid of writing test.	218	9.96%
3.	I have lack of sufficient English writing practice which makes me anxious.	224	10.24%
4.	I do not have a good command of English writing techniques which makes me feel anxious.	212	9.69%
5.	I do not know what to write on the topic given by the teacher so I feel upset.	207	9.46%
6.	I often encounter some linguistic problems such as inadequate mastery of vocabulary, sentence structures, grammatical errors, etc.	232	10.6%
7.	I am under pressure to offer a perfect work which makes me upset.	216	9.87%
8.	I feel anxious due to the high frequency of writing 20 assignments.	219	10.01%
9.	I feel worry when I have to write under time constraints	226	10.33%
10.	I have a low-confidence in English writing	205	9.37%

As shown in the table, the highest percentage is in point number 6, which can be concluded that the main cause of writing anxiety is some linguistic problems such as inadequate vocabulary mastery, sentence structure, grammatical errors, and so on.

B. Discussion

1. Types of foreign language writing anxiety

Cognitive anxiety accounted for 37% of the overall reported writing anxiety among participants, with an average score of 23.92, making it the most common form of fear while writing in a foreign language, according to the study. This study's results corroborate those of earlier studies that found cognitive anxiety to be the most prevalent type of anxiety (Quvanch & Kew, 2022; Rabadi & Rabadi, 2020). This cognitive anxiety appears in the form of negative thoughts, such as fear of negative judgement from teachers and fear of being criticised in public which directly affects students' capacity to successfully express themselves in writing. One of the key reasons why negative thinking is dominant within the cognitive anxiety category is because writing in a foreign language often triggers self-critical thoughts. Many students constantly doubt the accuracy and clarity of their writing, comparing themselves to peers or fearing that their work will not meet academic expectations. According to Cheng (2004), cognitive anxiety involves intrusive thoughts related to fear of failure, negative self-evaluation, and the anticipation of criticism. These mental patterns increase cognitive load, making it harder for students to concentrate and organize their ideas logically. As a result,

negative thinking becomes a significant barrier in the writing process, reinforcing anxiety and diminishing confidence.

These negative thoughts create mental barriers that limit creativity and self-expression, thus making the writing process a stressful and challenging task. These results corroborate earlier studies that found cognitive anxiety to be a major contributor to overall anxiety, indicating a strong correlation between mental operations and emotional responses (Overmeyer & Endrass, 2023). The mental strain experienced not only undermines participants' confidence but also adversely affects the quality and productivity of their writing output. Addressing this cognitive anxiety is thus an important step in helping learners improve their performance in foreign language writing and build a stronger sense of confidence in their writing abilities.

With an average score of 21.07, or 32.6%, somatic anxiety was the second most common type of anxiety that was detected. In the context of anxiety related to writing in a foreign language, somatic anxiety remains relevant, even if it is second in importance only to cognitive anxiety. This anxiety reflects physical reactions to stress, like a fast heartbeat, dyspnea, profuse perspiration, or tense muscles, which often occur automatically when individuals encounter stressful situations (Kurniawati & Anam, 2023). These physiological responses not

only interfere with physical comfort but can also trigger avoidance behaviors, where individuals tend to stay away from writing tasks or situations that are perceived as challenging. Although the mean score is lower compared to cognitive anxiety, it is crucial to remember that those who suffer from somatic anxiety may experience considerable physiological impact in certain situations, which in turn may exacerbate their psychological state (Stork et al., 2023). Therefore, although it does not dominate, somatic anxiety remains an important factor in the overall understanding of how individuals respond to stressful situations.

One of the most frequently experienced forms of somatic anxiety is time pressure when writing in English. Many students reported feeling physical symptoms such as panic, rapid heartbeat, or sweating when given a limited amount of time to complete writing tasks. Time pressure creates a stressful environment that triggers physiological reactions, especially when students are unsure about vocabulary, grammar, or how to start their writing. As explained by Horwitz et al. (1986), somatic anxiety manifests physically when learners perceive a lack of control in a stressful situation. In writing tasks, this pressure can reduce students' ability to think clearly, organize ideas, and complete the task effectively. Therefore, the combination of linguistic uncertainty and limited time

contributes significantly to somatic responses like panic and confusion.

Lastly, with a mean score of 19.65 (30.4%), avoidance behavior was shown to be the least common form of writing anxiety. Avoidance behavior is characterized by a tendency to procrastinate, avoid writing tasks altogether, or submit incomplete work to avoid the stress associated with writing. Avoidance is often considered an ineffective coping mechanism, where individuals avoid situations or activities that may trigger their anxiety (AMET et al., 2023). Research shows that although avoidance might offer short-term respite from anxiety, in the long run, it can exacerbate the problem and increase overall anxiety (Mercader-Rubio et al., 2023; Tahoona, 2023). Although the percentage is slightly lower than the other two types, this behavior remains an important concern because it reflects students' unwillingness to engage in writing practice, which is crucial for improvement. Overcoming avoidant behavior requires strategies to build students' motivation and resilience, helping them gradually overcome their fears and develop a more positive attitude toward writing in a foreign language.

In the category of avoidance behavior, the most common tendency observed among students is their selective willingness to engage in English writing depending on the situation. Some

students may completely avoid writing tasks, while others only participate when the environment feels low-stakes or when they are not being directly evaluated. This situational avoidance often stems from fear of failure, lack of confidence, or previous negative experiences with writing tasks. As Rezaei and Jafari (2014) highlighted, avoidance behavior is a direct consequence of writing anxiety where students either procrastinate or avoid writing entirely as a self-protection mechanism. Moreover, Cheng (2004) emphasized that students with high writing anxiety tend to withdraw from writing activities, especially when they anticipate negative evaluation. This aligns with the findings of this study, where students were found to either avoid or engage with writing depending on how much pressure or judgment they anticipated from the writing context.

2. Causes of writing anxiety

The research results indicate that various factors contribute to writing anxiety among students, particularly about EFL (English as a Foreign Language). This discussion delves into the primary causes of anxiety identified in the study, emphasizing linguistic problems, concerns about evaluations, time pressure, and other significant factors.

1) Linguistic Problems

Linguistic difficulties emerged as the most prominent cause of writing anxiety, accounting for 10.6%

of the responses. This aligns with previous studies that have highlighted language-related challenges as a significant barrier for EFL learners. According to (H. Zhang, 2011), students often struggle with vocabulary, grammar, and sentence structure, which can lead to feelings of inadequacy and anxiety when tasked with writing in a foreign language. The complexity of English syntax and vocabulary can evoke a feeling of helplessness among students, making them hesitant to express their thoughts in writing.

Moreover, the cognitive load associated with simultaneously managing content and linguistic accuracy can overwhelm students, further exacerbating their anxiety. A research conducted by (Kormos, 2006) the fluency and authenticity of students' writing can generally deteriorate when they are focused on language-related issues. This can lead to a vicious cycle where poor writing results from language performance anxiety, which in turn will increase anxiety.

2) Fear of Negative Evaluation

A significant factor contributing to writing anxiety is the apprehension of negative assessment from educators, which was cited by 10.47% of participants. This fear can stem from past experiences where students

received harsh feedback or criticism on their writing. Cheng (2004) notes that such apprehension can lead to cognitive anxiety, where students become overly concerned about how their work will be perceived by others. This fear often inhibits their ability to write freely and creatively, as they may become preoccupied with potential judgment rather than focusing on content creation.

Students may find themselves second-guessing their ideas and finding it difficult to express themselves clearly as a result of this obsession with possible criticism, which can seriously hinder their ability to write effectively. (Schunk & Zimmerman, 2007) claim that self-efficacy, the conviction that one can succeed in particular tasks may decline as a result of anxiety of receiving a poor rating. Students may refrain from taking chances in their writing if they are afraid of being judged, which leaves their work lacking in depth.

3) Time Pressure

Time pressure while writing was also identified as a significant factor, with 10.33% of respondents indicating it as a source of anxiety. The pressure to complete assignments within strict deadlines can exacerbate feelings of stress and inadequacy. Research conducted by Rezaei

and Jafari (2014) demonstrates that time constraints can lead students to prioritize form over content, which may further increase anxiety levels as they struggle to meet expectations under pressure.

This prioritization of form over content often results in students producing work that lacks depth and critical engagement with the subject matter. When students feel rushed, they may resort to superficial writing strategies, such as relying on templates or formulaic structures, rather than developing their unique voice and ideas. As noted by (McCutchen, 2000), the cognitive load associated with writing under time constraints can hinder the ability to think critically and creatively, leading to a diminished quality of writing.

4) Lack of Writing Practice

A lack of writing practice was reported by 10.24% of students as contributing to their anxiety. Insufficient experience in writing can hinder students' confidence and competence in expressing their ideas effectively. As noted (Wahyuni & Umam, 2017), Writing exercises are essential for developing writing abilities. Students who consistently dedicate time to practicing their writing tend to show significant progress and develop a stronger ability to express their ideas clearly and effectively. The more

frequently they engage in writing exercises, the more proficient they become, enabling them to articulate their thoughts with precision and confidence.

Students who don't practice writing may develop a vicious cycle in which they get fearful of writing and become disinclined to write. Regular writing practice is essential for skill development since it enables students to hone their approaches, increase their vocabulary, and enhance their general writing fluency, as noted by Graham and Perin (2007). Lack of practice can cause students to struggle with syntax and punctuation, two fundamental writing mechanics that can make writing assignments even more stressful.

5) High Frequency of Writing Assignments

The prevalence of writing assignments significantly contributes to students' writing anxiety, with 10.01% of survey participants seeing it as a prominent issue. While regular writing practice is essential for skill development, an excessive number of assignments can lead to feelings of burnout and increased anxiety levels among students.

Research indicates that high-frequency writing assignments can overwhelm students, leading to stress and anxiety. For instance, a study by (Paramarti et al., 2023)

found that 31% of students reported high assignment frequency as a primary contributor to academic writing anxiety. This suggests that while practice is necessary for improvement, too much pressure can have the opposite effect, inhibiting students' ability to engage meaningfully with their writing tasks.

6) Fear of Writing Exams

The fear associated with writing exams was also highlighted, accounting for 9.96% of responses. The high-stakes nature of exams can amplify anxiety levels as students worry about their performance affecting their grades and overall academic success. This aligns with findings from various studies indicating that test-related anxiety is prevalent among EFL learners due to the perceived importance of these assessments.

A research conducted by (MacIntyre & Gardner, 1991) corroborates the idea that anxiety adversely affects language performance, indicating that students with elevated exam anxiety may find it challenging to exhibit their actual writing capabilities. The stakes associated with writing exams can exacerbate feelings of inadequacy, leading to a cycle of anxiety that hinders students' ability to perform well.

7) Pressure for Perfect Work

Students also reported feeling pressured to produce perfect work (9.87%), which can be detrimental to their writing process. The expectation for perfection can lead to avoidance behaviors where students put off writing or refrain from it entirely out of fear of failing or receiving negative feedback. This expectation of perfection can lead to excessive anxiety, hindering creativity and productivity in writing. Some students may feel hesitant to start or finish their writing for fear that the results will not match the expected standards. As a result, they tend to delay their work or even avoid writing tasks altogether. This condition not only affects the quality of their writing but also their confidence and motivation in developing their writing skills.

The pressure for perfect work significantly contributes to writing anxiety in foreign language learners. This pressure frequently arises from elevated expectations established by educators, peers, or self-imposed criteria, resulting in apprehension regarding failure and adverse assessment. As a result, students may experience cognitive anxiety, which can manifest as avoidance behaviors, such as procrastination or reluctance to engage in writing tasks (Sirois et al., 2003; Y. Zhang et al., 2023).

8) Lack of Mastery in Writing Techniques

A lack of mastery in writing techniques was noted by 9.69% of respondents as a contributing factor to their anxiety. Without a solid understanding of effective writing strategies, students may feel lost when attempting to structure their thoughts coherently on paper. As highlighted by (Hassan, 2001), inadequate skill development can lead to frustration and increased anxiety during the writing process.

This lack of proficiency can appear in several ways, including difficulties in organizing thoughts, developing coherent arguments, or using appropriate language and syntax. Students' feelings of helplessness can exacerbate their writing anxiety when they don't know how to express their ideas clearly. According to (Graham & Perin, 2007), effective writing instruction is essential to developing students' writing skills, as it equips them with the necessary tools to confidently express their ideas. Without this foundation, students may resort to avoidance behaviors, such as procrastinating or not working on writing tasks at all, hindering their development.

9) Difficulty Finding Ideas

Difficulty in generating ideas for specific topics was another concern for 9.46% of participants. This issue

may arise from insufficient subject knowledge or a lack of trust in one's brainstorming capabilities. When students struggle to come up with ideas, it can lead to feelings of inadequacy and further exacerbate their anxiety related to writing tasks. This difficulty in idea generation can create a significant barrier to the writing process, as students may feel overwhelmed and unsure of how to begin.

According to (Graham & Perin, 2007), assert that the capacity to produce ideas is essential for writing competency; a deficiency in confidence in this domain may result in avoidance behaviors and diminished enthusiasm to participate in writing activities. Additionally, research (McCutchen, 2000) suggests that students who struggle with idea generation often experience cognitive overload, which may make it more difficult for them to organize and articulate their thoughts effectively. This cognitive strain not only affects their writing quality but also reinforces negative self-perceptions regarding their writing abilities. To address this issue, educators can implement brainstorming techniques and provide structured guidance to help students develop their idea-generation skills, thereby reducing anxiety and fostering a more positive writing experience.

10) Low Confidence in Writing

Finally, low confidence in writing was cited by 9.37% of students as a significant factor affecting their anxiety levels. Self-doubt can prevent students from taking risks in their writing and exploring new ideas or styles. Cheng (2004) suggests that building confidence through supportive feedback and constructive criticism is essential for helping students overcome their anxieties related to writing.

Moreover, low confidence in writing can lead to a cycle of anxiety that further inhibits students' willingness to engage in writing tasks. According to (Pajares, 2003), student motivation and writing performance are significantly influenced by their self-efficacy views. When students doubt their writing abilities, they are less likely to attempt challenging tasks, which can result in a lack of practice and skill development. This lack of experience can reinforce their self-doubt, making it even more difficult to build confidence over time.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Anxiety over writing in English as a second language is complex, and this study found that many different kinds of anxiety and their causes contribute to it. The majority of students (37%) suffered from cognitive anxiety, which manifested as negative thoughts, self-doubt, and a fear of failing. This type of anxiety had the highest average score (23.92). This was followed by somatic anxiety with an average score of 21.07 (32.6%), indicating that physical symptoms such as tension and stress also play a significant role. Meanwhile, avoidance behavior has the lowest level of anxiety with an average of 19.65 (30.4%), but it remains a concern because it shows the tendency of students to avoid writing tasks as a way of coping with anxiety.

In terms of causes of anxiety, linguistic problems, such as limited vocabulary, sentence structure, and grammar, were the main causes with a percentage of 10.6%. In addition, concerns about negative comments and evaluations from teachers (10.47%) and time pressure in writing (10.33%) were also significant factors. Lack of writing practice (10.24%), high frequency of writing assignments (10.01%), and fear of writing exams (9.96%) further added to students' anxiety. Other factors included pressure to produce perfect work (9.87%), lack of mastery of writing

techniques (9.69%), difficulty finding ideas for certain topics (9.46%), and low confidence in writing (9.37%). Overall, the results of this study indicate that writing anxiety is affected by a mix of situational, psychological, and linguistic elements. Therefore, educators need to provide a supportive learning environment, provide constructive feedback, and offer consistent and structured writing practice. With a comprehensive approach, writing anxiety can be minimized, allowing students to improve their writing skills more effectively and confidently.

B. Suggestion

1. For Schools

Schools should create a supportive and encouraging environment for EFL students by implementing programs that focus on writing skills. This can include writing workshops, peer review sessions, and access to writing resources. By promoting a culture that values writing as a vital skill, schools can help reduce students' anxiety and encourage them to express their ideas more freely.

2. For Teachers

Teachers play a key role in alleviating writing anxiety among students. They should provide constructive criticism that emphasizes both strengths and areas for improvement, helping students feel more confident in their writing abilities. Additionally, teaching relaxation techniques and fostering a

collaborative classroom atmosphere can further support students in overcoming their writing fears.

3. For Future Researchers

Future researchers should explore the long-term effects of writing anxiety on EFL students and investigate effective interventions that can help reduce this anxiety. Conducting studies in diverse educational settings will provide a broader understanding of how cultural and contextual factors influence writing anxiety.

4. For Students

Students should take an active role in managing their writing anxiety by practicing regularly and seeking feedback from teachers and peers. Engaging in writing exercises, such as journaling or participating in writing groups, can help build confidence. Embracing a growth mindset and viewing challenges as opportunities to learn.

REFERENCES

- AMET, E., HÜSEYİN MUHTAR, T., & ÖZÇELİK, F. N. (2023). Comparison of Cognitive Behavioral Therapy and Cognitive Behavioral Group Therapy in the Treatment of Avoidant Personality Disorder. *Psikiyatride Güncel Yaklaşımlar*, 15(2), 240–250. <https://doi.org/10.18863/pgy.1117523>
- Annury, M. N., Ma'mun, N., & Sutrisno, D. (2023). Teachers' Beliefs and Practice on Providing EFL Written Corrective Feedback. *Journal of English Teaching and Learning Issues*, 6(1), 29. <https://doi.org/10.21043/jetli.v6i1.19360>
- Cheng, Y. S. (2004). A measure of second language writing anxiety: Scale development and preliminary validation. *Journal of Second Language Writing*, 13(4), 313–335. <https://doi.org/10.1016/j.jslw.2004.07.001>
- Delvi Wahyuni, D. W., Witri Oktavia, W. O., & Leni Marlina, L. M. (2019). Writing Anxiety among Indonesian EFL College Students: Levels, Causes, and Coping Strategies. *Lingua Cultura*, 13(1), 67. <https://doi.org/10.21512/lc.v13i1.5239>
- Graham, S., & Perin, D. (2007). A Meta-Analysis of Writing Instruction for Adolescent Students. *Journal of Educational Psychology*, 99(3), 445–476. <https://doi.org/10.1037/0022-0663.99.3.445>
- Harmer, J. (2004). *How to teach writing*. Pearson Education Limited.
- Hassan, B. (2001). *The Relationship of Writing Apprehension and Self-Esteem to the Writing Quality and Quantity of EFL University Students* (Vol. 39). eric.ed.gov/?id=ED459671
- Hidayat, D. N., Hasanah, U., Eviyuliwati, I., & Septiawan, Y. (2022a). An Exploration of Students' Foreign Language Anxiety in English Classroom. *Jurnal Pendidikan Progresif*, 163–173. <https://doi.org/10.23960/jpp.v12.i1.202213>
- Hidayat, D. N., Hasanah, U., Eviyuliwati, I., & Septiawan, Y. (2022b). An Exploration of Students' Foreign Language Anxiety in English

- Classroom. *Jurnal Pendidikan Progresif*, 163–173.
<https://doi.org/10.23960/jpp.v12.i1.202213>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *Source: The Modern Language Journal*, 70(2), 125–132.
<https://doi.org/https://doi.org/10.1017/S0267190501000071>
- Hussin, S., Raweeh, M. A. Y. Al, Ismail, N., & Yoke, S. K. (2015). The Effects of CMC Applications on ESL Writing Anxiety among Postgraduate Students. *English Language Teaching*, 8(9).
<https://doi.org/10.5539/elt.v8n9p167>
- Hyland, K. (2003). *Second Language Writing*. Cambridge University Press.
- Kara, S. (2013). Writing Anxiety: A Case Study on Students' Reasons for Anxiety in Writing Classes. *Journal of Educational Sciences International*, 3(1).
<https://doi.org/https://hdl.handle.net/11421/23626>.
- Kassem, M. A. M. (2017). Developing Business Writing Skills and Reducing Writing Anxiety of EFL Learners through Wikis. *English Language Teaching*, 10(3), 151.
<https://doi.org/10.5539/elt.v10n3p151>
- Kormos, J. (2006). *Speech Production and Second Language Acquisition* (1st ed.). Routledge.
<https://doi.org/https://doi.org/10.4324/9780203763964>
- Kurniawati, K., & Anam, S. (2023). The Effect of Indonesian EFL Senior High School Students' Anxiety on Their Writing Achievement in Explanation Text. *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra*, 7(2), 362.
<https://doi.org/10.26858/eralingua.v7i2.47997>
- MacIntyre, P. D., & Gardner, R. C. (1991). Language Anxiety: Its Relationship to Other Anxieties and to Processing in Native and

- Second Languages*. *Language Learning*, 41(4), 513–534.
<https://doi.org/10.1111/j.1467-1770.1991.tb00691.x>
- Mariam, S., & Kepirianto, C. (2023). Mengintegrasikan Task-Based Language Teaching dan Multimodal untuk Memfasilitasi Keterampilan Menulis Teks Recount Siswa. In *Prosiding Kreativitas dalam Seni, Bahasa, dan Kewirausahaan*.
- McCutchen, D. (2000). Knowledge, processing, and working memory: Implications for a theory of writing. *Educational Psychologist*, 35(1), 13–23. https://doi.org/10.1207/S15326985EP3501_3
- Mercader-Rubio, I., Gutiérrez Ángel, N., Silva, S., Moisés, A., & Brito-Costa, S. (2023). Relationships between somatic anxiety, cognitive anxiety, self-efficacy, and emotional intelligence levels in university physical education students. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1059432>
- Odoh, M., & Chinedum, I. (2014). Research Designs, Survey and Case Study. *IOSR Journal of VLSI and Signal Processing*, 4(6), 16–22. <https://api.semanticscholar.org/corpusID:147312535>
- Oshima, A., & Hogue, A. (2006). *Writing Academic English, Fourth Edition (The Longman Academic Writing Series, Level 4)*. Pearson Longman.
- Overmeyer, R., & Endrass, T. (2023). Cognitive Symptoms Link Anxiety and Depression Within a Validation of the German State-Trait Inventory for Cognitive and Somatic Anxiety (STICSA). *Clinical Psychology in Europe*, 5(2). <https://doi.org/10.32872/cpe.9753>
- Pajares, F. (2003). Self-efficacy beliefs, motivation, and achievement in writing: A review of the literature. *Reading and Writing Quarterly*, 19(2), 139–158. <https://doi.org/10.1080/10573560308222>
- Pappamihiel, N. E. (2002). English as a Second Language Students and English Language Anxiety: Issues in the Mainstream Classroom.

- Research in the Teaching of English*, 36(3), 327–355.
<https://doi.org/https://www.jstor.org/stable/40171530>
- Paramarti, P. F. A., Tusino, T., Widodo, S., & Masykuri, E. S. (2023). The Students' Writing Anxiety at The Fourth Semester Students in Academic Writing Class. *Edulitics (Education, Literature, and Linguistics) Journal*, 8(1), 19–26.
<https://doi.org/10.52166/edulitics.v8i1.4099>
- Quvanch, Z., & Kew, S. N. (2022). Evaluating Afghanistan University students' writing anxiety in English class: An empirical research. *Cogent Education*, 9(1).
<https://doi.org/10.1080/2331186X.2022.2040697>
- Rabadi, R. I., & Rabadi, A. D. (2020). Do medical students experience writing anxiety while learning English as a foreign language? *Psychology Research and Behavior Management*, 13, 883–893.
<https://doi.org/10.2147/PRBM.S276448>
- Rasool, U., Aslam, M. Z., Mahmood, R., Barzani, S. H. H., & Qian, J. (2023). Pre-service EFL teacher's perceptions of foreign language writing anxiety and some associated factors. *Heliyon*, 9(2).
<https://doi.org/10.1016/j.heliyon.2023.e13405>
- Rezaei, M., & Jafari, M. (2014). Investigating the Levels, Types, and Causes of Writing Anxiety among Iranian EFL Students: A Mixed Method Design. *Procedia - Social and Behavioral Sciences*, 98, 1545–1554. <https://doi.org/10.1016/j.sbspro.2014.03.577>
- Rini Anita, Z. (2022). Investigating The Levels, Types, Causes and Coping Strategies of College Students' Foreign Language Writing Anxiety. *Syntax Literate: Jurnal Ilmiah Indonesia*, 7(3).
<https://doi.org/https://doi.org/10.36418/syntax-literate.v7i3.6627>
- Roopa, S., & Rani, M. (2012). Questionnaire Designing for a Survey. *The Journal of Indian Orthodontic Society*, 46, 273–277.
<https://doi.org/10.5005/jp-journals-10021-1104>

- Samad, A., Hussain, A., & Tahir, Z. (2023). An Investigation into the Factors Contributing to English Writing Anxiety among Undergraduate ESL Students of KUST: A Mixed Method Approach. *Journal of Social Sciences Review*, 3(1), 290–301. <https://doi.org/10.54183/jssr.v3i1.158>
- Schunk, D. H., & Zimmerman, B. J. (2007). *Motivation and Self-Regulated Learning* (D. H. Schunk & B. J. Zimmerman, Eds.; 1st ed.). Routledge. <https://doi.org/10.4324/9780203831076>
- Sirois, F. M., Melia-Gordon, M. L., & Pychyl, T. A. (2003). “I’ll look after my health, later”: An investigation of procrastination and health. *Personality and Individual Differences*, 35(5), 1167–1184. [https://doi.org/10.1016/S0191-8869\(02\)00326-4](https://doi.org/10.1016/S0191-8869(02)00326-4)
- Stork, M., Lemos, M., & Calderón, J. P. R. (2023). Differences in anxiety sensitivity and experiential avoidance between subtypes of social anxiety disorder. *PLoS ONE*, 18(9 September). <https://doi.org/10.1371/journal.pone.0290756>
- Sulisworo, D., Rahayu, T., & Akhsan, R. N. (2016). The Students’ Academic Writing Skill After Implementing Blended Learning Using Facebook. *ITLT*, 56(6), 176–191. <https://doi.org/doi:10.33407/itlt.v56i6.1477>.
- Sutrisno, D., Abbas, A., & Muhammad. (2024). Enhancing Writing Skills through Cultural Integration: Exploring the Impact of Culturally-Responsive Writing Instruction in Diverse EFL Classrooms. *Global Synthesis in Education Journal*, 2(3), 1–16. <https://doi.org/10.61667/rpm4cp30>
- Tahoon, R. (2023). Differences in Cognitive Avoidance, Anger Rumination, and The General Anxiety in Light of The Gender and Emotional Regulation Disturbance Among Undergraduate Students. *SAGE Open*, 13(4). <https://doi.org/10.1177/21582440231187281>
- Tran, T. T. T. (2012). A review of Horwitz, Horwitz and Cope’s theory of foreign language anxiety and the challenges to the theory. In

English Language Teaching (Vol. 5, Issue 1, pp. 69–75).
<https://doi.org/10.5539/elt.v5n1p69>

Wahyuni, S., & Umam, M. K. (2017). An Analysis on Writing Anxiety of Indonesian EFL College Learners. *JEELS (Journal of English Education and Linguistic Studies)*, 4(1), 105–128.
<https://doi.org/https://doi.org/10.30762/jeels.v4i1.333>

Zhang, H. (2011). *A study on ESL writing anxiety among Chinese English majors-Causes, effects and coping strategies for ESL writing anxiety* [Kristiansan University of Sweden].
<https://researchportal.hkr.se/en/studentTheses/a-study-on-esl-writing-anxiety-among-chinese-english-majors>

Zhang, Y., Darmi, R. H., Li, X., & Qian, J. (2023). *An investigation of foreign language writing anxiety and its reasons among pre-service EFL teachers in Pakistan*.
<https://doi.org/10.3389/fpsyg.2022.947867>

APPENDIX

Appendix 1. Respondents' Answer for Cognitive Type

Student	Q1	Q3	Q7	Q9	Q14	Q17	Q20	Q21	SUM	AVERAGE
1	2	4	4	4	4	2	4	4	28	23.93
2	1	2	5	2	2	1	2	2	17	
3	2	2	4	3	2	3	4	3	23	
4	2	2	3	3	3	3	3	3	22	
5	2	2	2	4	3	3	3	3	22	
6	3	2	3	2	1	2	2	3	18	
7	3	3	2	3	2	2	4	4	23	
8	3	3	4	4	3	3	3	3	26	
9	4	2	2	4	2	4	2	2	22	
10	2	3	4	4	3	2	3	2	23	
11	4	3	3	5	3	3	3	3	27	
12	2	5	3	4	4	3	4	4	29	
13	1	2	4	3	3	2	2	3	20	
14	3	2	1	5	4	4	3	3	25	
15	3	4	2	3	4	3	2	2	23	
16	3	3	3	2	2	4	3	3	23	
17	2	3	1	4	2	3	2	4	21	
18	2	4	4	4	2	1	1	4	22	
19	3	3	2	4	4	3	3	2	24	
20	2	1	2	4	5	4	4	2	24	
21	2	2	3	4	4	3	4	3	25	
22	2	2	2	3	2	3	1	1	16	
23	2	2	4	3	2	2	3	2	20	
24	4	3	2	2	3	3	2	2	21	
25	2	3	2	3	2	2	2	3	19	
26	2	2	2	4	2	2	2	2	18	
27	2	4	1	5	3	3	2	3	23	
28	2	3	1	5	1	5	2	1	20	

29	4	4	2	4	2	2	4	2	24
30	3	4	3	4	4	4	2	3	27
31	3	5	4	4	4	4	3	2	29
32	2	3	3	4	3	2	3	4	24
33	1	1	3	3	1	1	1	5	16
34	3	2	2	3	3	3	4	2	22
35	5	3	3	3	3	3	4	4	28
36	2	3	3	5	4	4	2	2	25
37	3	2	2	2	1	1	3	5	19
38	3	3	2	4	3	3	4	3	25
39	4	3	4	4	4	4	4	3	30
40	3	4	3	5	4	3	3	3	28
41	3	4	3	4	3	3	3	3	26
42	3	5	2	5	5	4	5	3	32
43	3	4	3	4	3	3	5	3	28
44	3	3	3	3	3	3	3	3	24
45	1	4	4	4	4	2	4	4	27
46	2	4	4	4	3	2	2	4	25
47	1	2	4	4	2	1	5	2	21
48	3	3	3	3	3	3	3	3	24
49	3	4	3	5	4	3	3	3	28
50	3	3	3	3	3	3	3	3	24
51	3	5	4	5	5	3	4	2	31
52	3	5	3	3	2	2	5	2	25
53	3	4	2	3	4	3	4	2	25
54	4	4	4	2	3	2	4	4	27
55	4	3	3	3	3	3	3	3	25
56	1	5	5	5	5	1	5	5	32
57	2	2	4	2	2	2	2	4	20
58	2	4	2	4	2	2	3	2	21
59	2	4	4	5	4	3	2	3	27

60	3	3	3	3	3	3	3	3	24	
61	3	4	3	4	4	3	4	3	28	
62	3	3	3	3	3	3	3	3	24	
63	3	2	4	3	4	3	4	3	26	
64	3	4	4	3	4	3	4	3	28	
65	2	3	3	4	3	2	3	3	23	
66	3	3	3	4	3	3	3	4	26	
67	3	2	4	2	2	2	2	2	19	
68	2	2	4	2	2	2	2	4	20	
69	3	2	1	5	1	5	2	1	20	
SUM	180	213	204	249	205	189	210	201		

Appendix 2. Respondents' Answer for Somatic Type

Student	Q2	Q6	Q8	Q11	Q13	Q15	Q19	SUM	AVERAGE
1	4	4	4	4	4	4	4	28	21.07
2	2	2	2	2	2	2	2	14	
3	5	3	3	2	2	2	3	20	
4	2	3	2	3	3	3	3	19	
5	2	3	2	3	3	3	3	19	
6	2	2	1	3	2	1	2	13	
7	3	2	3	3	3	2	3	19	
8	4	3	3	3	3	3	3	22	
9	2	2	2	2	2	2	2	14	
10	4	2	3	4	3	4	3	23	
11	3	3	2	3	3	3	3	20	
12	5	2	2	4	4	4	3	24	
13	2	2	4	4	4	4	3	23	
14	3	2	2	2	3	4	3	19	
15	4	3	4	4	4	3	3	25	
16	3	2	2	2	3	2	2	16	
17	3	3	3	3	3	3	3	21	
18	2	2	3	3	4	2	2	18	
19	3	3	2	3	3	4	2	20	
20	1	2	4	2	4	2	2	17	
21	2	3	3	4	4	3	3	22	
22	2	3	1	2	2	1	1	12	
23	2	2	4	4	3	3	2	20	
24	1	3	1	2	2	2	1	12	
25	3	3	4	3	3	3	3	22	
26	2	2	2	2	2	2	2	14	
27	5	4	5	5	4	3	4	30	
28	1	1	1	3	1	1	1	9	

29	3	4	2	4	3	3	2	21
30	4	3	2	4	3	2	2	20
31	4	2	3	3	3	3	3	21
32	2	2	4	2	3	2	2	17
33	3	1	1	1	1	1	1	9
34	4	3	1	5	4	1	1	19
35	3	3	3	3	3	3	4	22
36	5	3	5	5	5	2	2	27
37	5	5	5	5	5	5	4	34
38	4	3	3	3	4	3	3	23
39	2	3	3	2	4	2	3	19
40	3	4	2	3	2	4	2	20
41	1	3	1	3	1	1	1	11
42	5	5	3	5	4	2	3	27
43	3	4	5	4	5	3	3	27
44	3	3	3	3	3	3	3	21
45	4	4	4	4	4	4	4	28
46	4	4	4	4	4	4	3	27
47	5	2	2	4	4	2	2	21
48	3	3	3	3	3	3	3	21
49	3	4	4	5	4	4	3	27
50	3	3	3	3	3	3	3	21
51	3	4	4	5	4	5	4	29
52	5	3	5	3	5	2	5	28
53	4	3	4	4	4	4	4	27
54	4	4	4	2	2	4	4	24
55	2	3	3	3	3	3	3	20
56	5	5	5	5	5	5	5	35
57	2	4	2	4	2	4	2	20
58	3	2	2	4	4	2	2	19
59	3	4	4	4	4	4	3	26

60	2	3	3	4	3	3	3	21	
61	3	3	2	3	3	4	3	21	
62	3	3	3	3	3	3	3	21	
63	2	4	3	3	3	4	3	22	
64	5	4	4	3	3	3	3	25	
65	3	3	2	3	3	2	2	18	
66	4	2	4	4	4	4	3	25	
67	4	3	3	4	4	2	2	22	
68	2	2	2	2	2	2	2	14	
69	3	3	3	3	3	2	2	19	
SUM	215	204	202	228	222	197	186		

Appendix 3. Respondents' Answer for Avoidance Behavior Type

Student	Q4	Q5	Q10	Q12	Q16	Q18	Q22	SUM	AVERAGE
1	2	4	4	4	4	2	2	22	19.65
2	1	2	2	2	5	1	3	16	
3	3	1	2	3	5	2	3	19	
4	3	3	3	3	3	3	3	21	
5	3	2	2	3	3	3	3	19	
6	3	1	1	3	4	3	3	18	
7	3	2	3	2	5	3	4	22	
8	3	2	2	3	3	3	3	19	
9	2	2	2	2	2	4	2	16	
10	2	3	2	3	4	3	3	20	
11	4	3	3	3	4	2	3	22	
12	3	2	3	3	4	2	2	19	
13	5	2	2	4	4	3	3	23	
14	2	2	2	4	4	2	3	19	
15	3	4	3	3	3	3	3	22	
16	3	2	2	3	4	3	3	20	
17	4	3	2	3	3	3	3	21	
18	1	1	2	1	4	2	2	13	
19	5	4	3	4	4	4	5	29	
20	3	3	2	2	3	3	3	19	
21	4	2	3	2	4	4	4	23	
22	1	1	1	1	1	2	2	9	
23	3	2	3	2	4	3	4	21	
24	2	1	2	2	4	2	2	15	
25	2	2	2	3	3	2	3	17	
26	2	2	2	2	4	3	4	19	
27	2	5	5	4	4	4	3	27	
28	3	2	1	2	3	2	1	14	

29	4	4	3	4	4	4	4	27
30	2	2	2	2	2	2	2	14
31	4	2	2	3	2	3	2	18
32	3	3	2	3	4	3	3	21
33	2	1	1	1	5	1	1	12
34	2	2	2	2	2	2	2	14
35	3	3	3	3	3	2	3	20
36	1	1	2	3	5	2	1	15
37	5	2	2	5	5	3	3	25
38	2	2	3	2	3	3	3	18
39	4	3	2	3	4	2	4	22
40	3	3	2	3	4	3	2	20
41	2	2	1	2	4	2	2	15
42	1	3	2	3	5	4	3	21
43	2	2	3	4	3	2	3	19
44	3	3	3	3	3	3	3	21
45	2	4	4	4	4	2	2	22
46	3	2	3	4	4	2	3	21
47	2	2	2	2	5	4	2	19
48	3	3	3	3	3	3	3	21
49	4	4	5	2	3	3	3	24
50	3	3	3	3	3	3	3	21
51	4	3	3	4	3	3	3	23
52	2	4	2	5	2	1	1	17
53	3	2	2	3	3	3	3	19
54	2	2	4	2	4	4	4	22
55	3	3	3	3	3	3	3	21
56	1	5	5	5	5	1	1	23
57	2	4	4	4	4	4	4	26
58	3	1	1	2	4	3	2	16
59	2	4	4	4	4	3	2	23

60	2	2	3	3	3	3	3	19	
61	3	2	3	3	4	2	3	20	
62	4	3	3	3	3	3	3	22	
63	2	3	3	3	3	3	3	20	
64	2	5	3	4	4	2	3	23	
65	2	2	2	4	4	3	3	20	
66	2	2	3	2	5	2	2	18	
67	3	1	2	2	2	2	2	14	
68	2	2	2	2	4	2	2	16	
69	3	2	2	3	4	4	2	20	
SUM	184	173	175	201	250	185	188		

Appendix 4. Causes of Foreign Language Writing Anxiety Questionnaire Answer Score

Student	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
1	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	5	5	5	5
4	3	4	3	3	3	3	3	3	3	3
5	3	3	3	3	3	3	3	3	3	3
6	2	2	2	2	2	3	2	2	2	2
7	2	2	2	2	2	2	2	2	2	2
8	4	4	3	3	3	3	3	3	3	3
9	4	2	4	2	2	4	2	2	2	2
10	4	3	4	3	2	5	3	3	3	3
11	4	4	4	3	3	3	4	4	3	3
12	4	4	4	3	4	4	4	4	4	4
13	4	5	3	3	3	3	3	5	5	3
14	5	4	4	3	4	4	4	4	4	3
15	4	3	3	3	3	3	3	3	3	3
16	3	3	3	3	2	2	2	2	2	2
17	3	1	2	3	3	4	3	3	3	3
18	4	4	2	2	2	2	2	3	4	2
19	3	3	4	3	4	4	4	4	3	3
20	4	3	3	3	2	4	2	4	4	2
21	5	5	3	4	4	4	4	3	4	4
22	2	2	3	2	2	2	4	2	3	2
23	2	2	2	2	2	3	3	4	3	2
24	2	2	2	2	2	2	2	3	3	2
25	3	3	2	2	3	3	3	3	3	2
26	3	3	4	3	2	3	2	3	2	2
27	4	4	5	5	5	4	3	4	4	4

28	5	3	3	2	5	3	5	3	4	1
29	3	4	4	4	3	5	3	4	4	4
30	4	3	4	4	2	4	3	4	4	4
31	5	3	4	4	4	5	4	3	3	3
32	2	2	2	2	2	2	2	2	2	2
33	1	1	1	1	1	2	1	1	1	1
34	1	3	2	1	1	4	4	1	4	2
35	4	4	4	4	3	4	3	3	3	3
36	5	4	5	4	3	4	5	5	5	4
37	4	3	5	5	5	4	3	5	5	4
38	4	3	3	3	3	4	3	3	3	3
39	5	5	5	5	2	1	3	3	3	5
40	3	3	4	4	4	2	2	4	2	3
41	4	2	3	2	2	3	2	2	2	2
42	5	5	5	5	5	4	5	5	5	5
43	4	3	4	4	4	5	4	4	4	4
44	3	3	3	3	3	3	3	3	3	3
45	1	1	1	1	1	1	1	1	1	1
46	4	4	4	4	4	4	4	4	4	4
47	3	3	3	1	1	3	3	3	3	1
48	3	3	3	3	3	3	3	3	3	3
49	5	5	4	5	4	4	4	4	4	4
50	3	3	3	3	3	3	3	3	3	3
51	4	4	5	5	5	5	4	4	5	5
52	1	3	3	3	3	4	4	1	3	4
53	4	3	3	3	4	4	3	4	4	3
54	3	3	2	4	3	3	4	4	4	4
55	3	3	3	3	3	3	3	3	3	3
56	5	5	5	5	5	5	5	5	5	5
57	2	2	4	3	4	4	4	2	2	2
58	2	2	4	4	3	4	2	3	4	3

59	4	4	5	5	5	4	4	4	4	3
60	3	3	3	3	3	3	3	3	3	3
61	3	3	4	3	3	4	3	3	3	4
62	3	3	3	3	3	3	3	3	3	3
63	3	4	4	4	4	4	3	3	3	3
64	3	4	3	4	3	4	4	3	4	3
65	4	4	3	2	4	3	4	3	3	4
66	3	3	2	3	3	3	3	3	4	2
67	2	2	3	2	2	3	2	2	4	2
68	2	2	2	2	2	2	2	2	2	4
69	5	5	2	2	2	5	3	5	3	2
Total	229	218	224	212	207	232	216	219	226	205

CURRICULUM VITAE

A. Personal Identity

Name : Zakiyatus Syarifah
Place and date of Birth : Grobogan, 16 July 2004
Student Number : 2103046023
Major : English Education Department
E-mail : syarifahzakiyatus2@gmail.com
Number Phone : 085290901552
Address : Dsn. Sadang RT. 08 RW. 04, Desa
Karangrejo, Kec. Gabus, Kab.
Grobogan

B. Academic Background

a. Formal Education

1. TK Karangrejo 02
2. SD N 01 Karangrejo
3. MTs N 2 Grobogan
4. MA N 1 Grobogan

b. Informal Education

1. Tutoring at Ganesha Operation