

**STUDENTS' ANXIETY IN WRITING ACADEMIC PAPERS:  
A CASE STUDY AT THE AR-RANIRY STATE ISLAMIC  
UNIVERSITY**

**THESIS**

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# THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*

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In Partial Fulfilment of the Requirement for  
the Bachelor's Degree of Education in English Language Teaching

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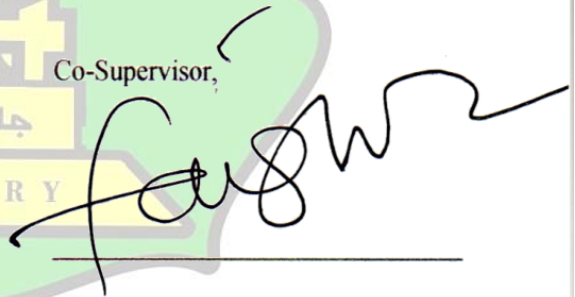
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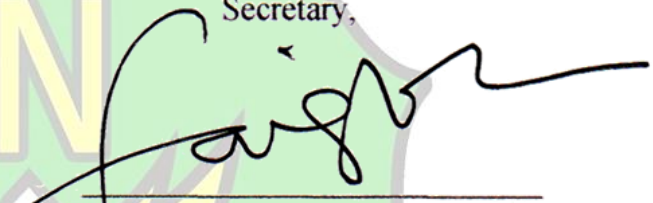
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adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 09 Juli 2024

Saya yang buat pernyataan,



Cut Bulan Purnama

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All praise to Allah the most glorified, the most forgiving and merciful, who created the world for all creatures. The reason I was able to complete my thesis is because Allah Glorious and Exalted is He. For His showers of blessings throughout my research work to complete the research successfully. Furthermore, peace and salutation be upon the great messenger, our beloved prophet Muhammad Peace be Upon Him and His compinions, who created Islam as a way of keeping to struggle to spread Islam in this world.

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Rukoh, July 5<sup>th</sup> 2024

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## ABSTRACT

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Thesis working title : Students' Anxiety in Writing Academic Papers: A Case  
Study at the Ar-Raniry State Islamic University

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Keywords : Writing, Anxiety, Academic Papers

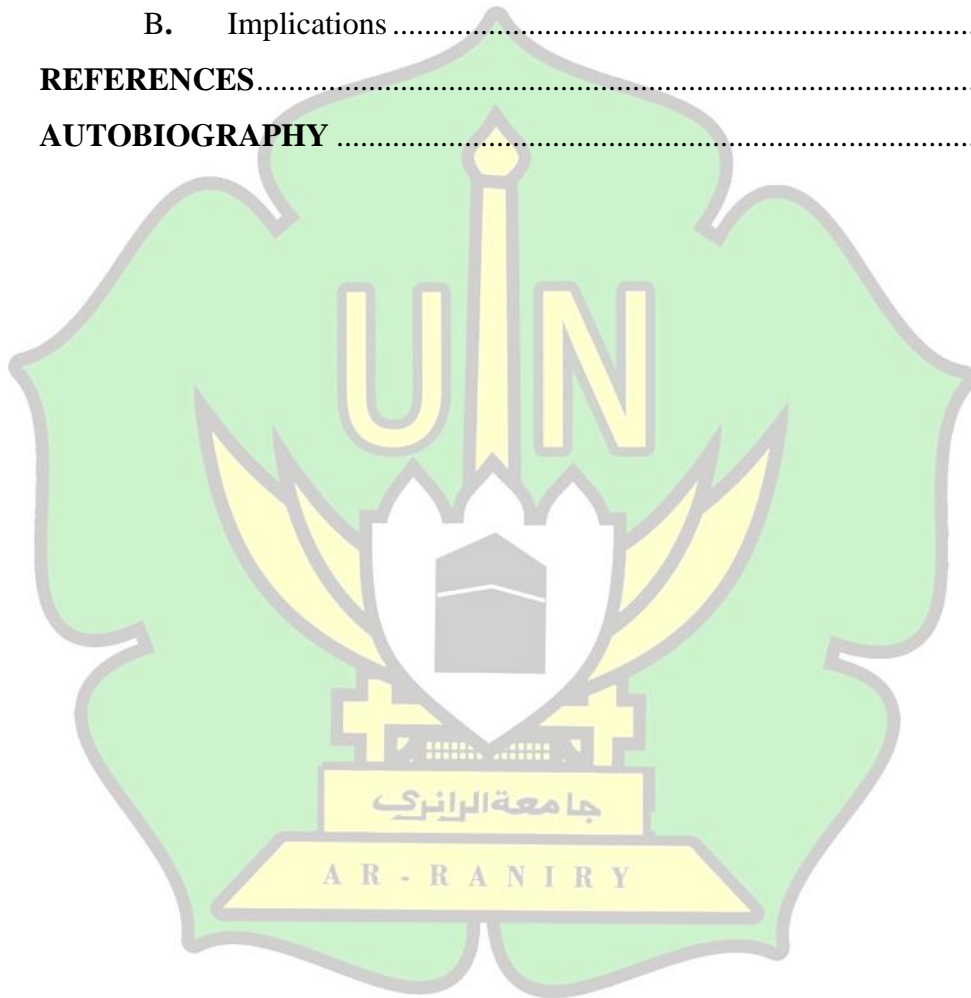
This research aims to explore the causes of the English students' anxiety and the ways they used to reduce it when writing academic papers. As known, anxiety in writing is a serious matter and requires sufficient attention. Using Mixed methods, this study collected the data through (1) Questionnaire (G-Form), and (2) Interview. The findings through data analysis indicate that the causes of writing anxiety are fear of negative evaluation, linguistic and grammar difficulties, time pressure, problems with topic choices, pressure for perfect work, insufficient writing practice, low self-confidence, high frequency of writing assignment and insufficient writing technique. Another finding also identifies ways to reduce the students' anxiety through interviews there are: Taking a break by having a good air and deep breath, praying and drinking water, motivating themselves, and good preparation. In conclusion, knowing the causes of the students' writing anxiety and using the right ways to reduce it, will maximize the writing outcome and minimize the possibility of anxiety.

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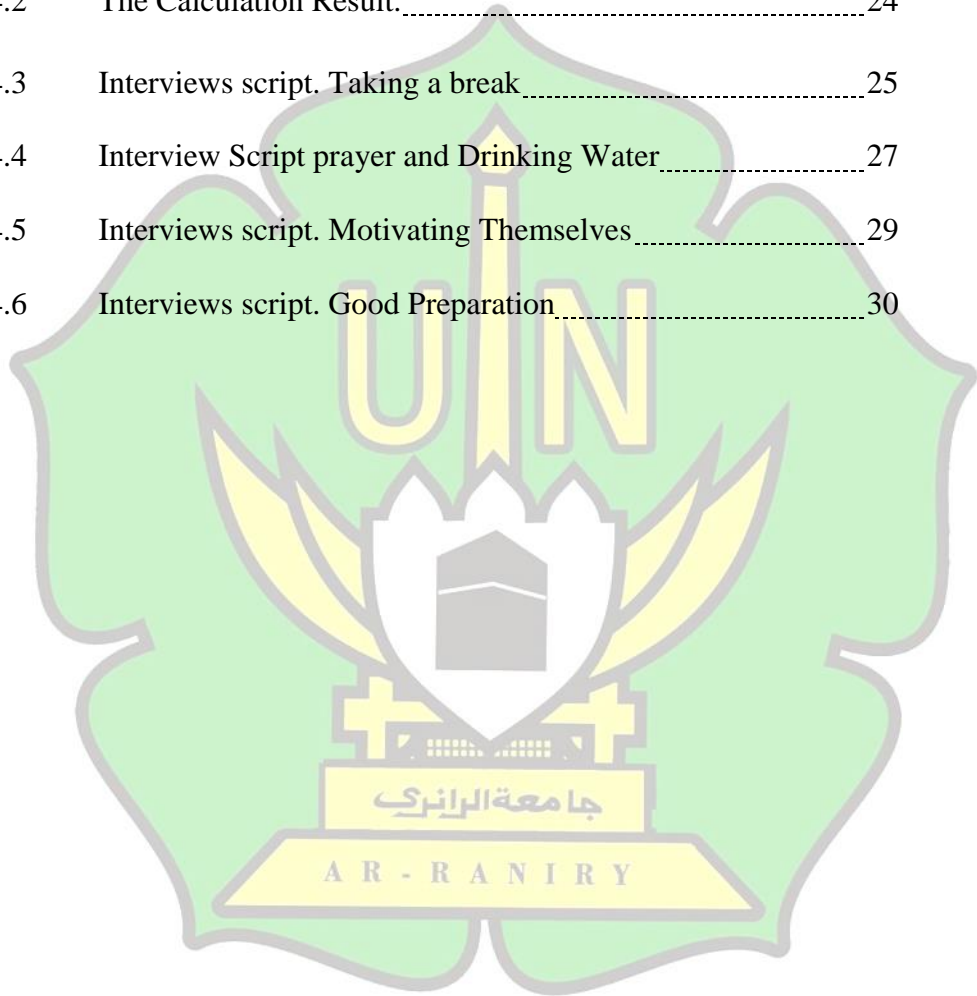


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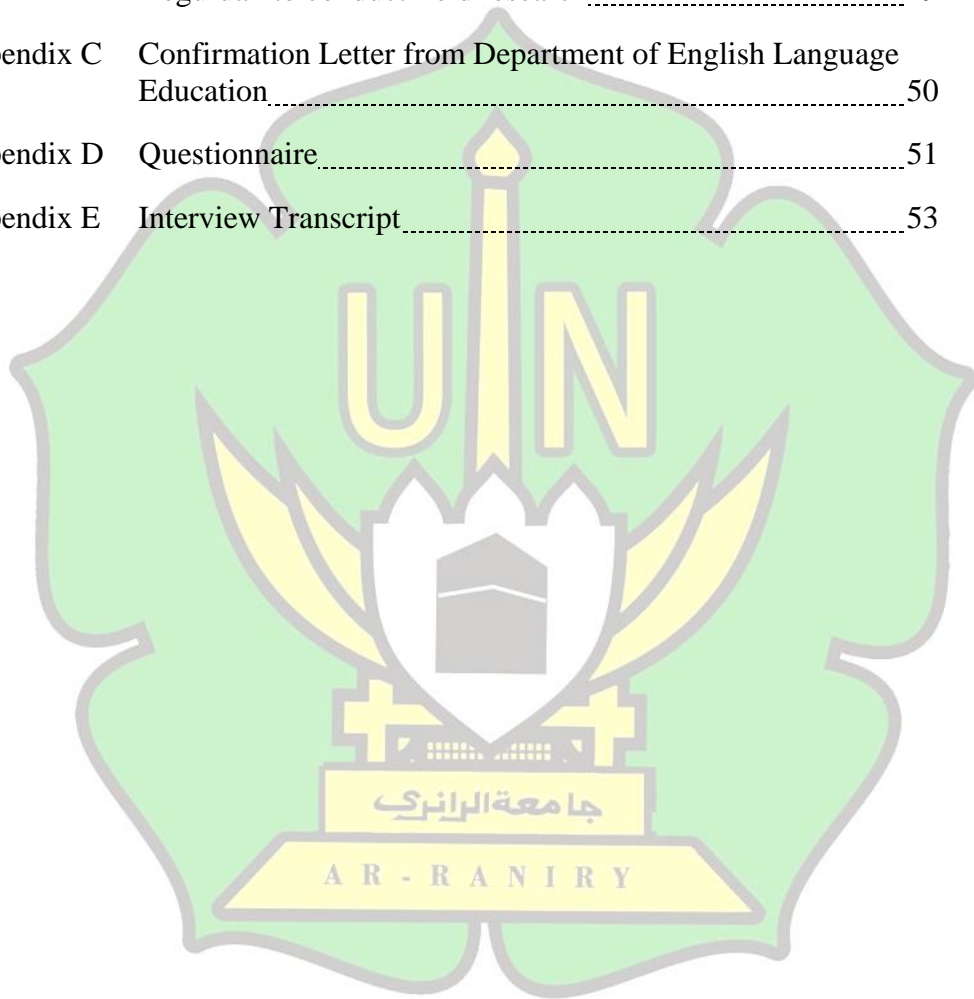
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# CHAPTER I

## INTRODUCTION

### A. Background of The Study

The ability to write academic papers is necessary for students in higher education. However, for some, academic writing is challenging. It is even more difficult for English language learners as it involves idea generation, advanced vocabulary usage, coherent paragraph building, and compliance with grammar rules. A good mastery of English grammar and vocabulary structures and coherence can ensure correct and meaningful sentences and paragraphs.

Thus, many students feel anxious about academic writing. Indeed, existing literature indicates that language difficulties and grammar knowledge are the dominant causes of writing anxiety. According to Jawas (2019), EFL students feel anxious because they have low grammar ability, and their writing will be evaluated. They will feel less confident, fear, and have other negative attitudes toward writing. These obstacles and negative feelings toward writing are some of the common causes of writing anxiety and writing blocks.

For English language learners, the fear of making writing errors or mistakes is also common. It can be situational when we want to improve our writing, but we are very anxious that it will fail. Writing anxiety is a form of disability for students with low confidence; negative thinking with the written will

be good. Writing anxiety will distract the students from thinking and expressing their ideas. When students feel anxious, they are often too afraid to make mistakes, shy, and cannot do things properly which affects their achievement (Lestari et al., 2019). These feelings could prevent students from creating more smooth communication through written form. Fear of negative emotions refers to uneasiness toward someone else opinion, prevention of an uncomfortable environment, and suspicion that the auditor will convey negative judgment to them. It is because they are worried that their writing is wrong when they give it to the teacher to be corrected.

Numerous studies have been conducted on the causes of writing anxiety generally and the relation between writing anxiety and writing achievement. Salma (2013) asserts that writing anxiety may arise when students do not have writing habits and only have minimal writing experiences. So, they are not used to writing and expressing themselves in writing because they are familiar with taking tests in previous education. The other studies investigating the discrete teaching of grammar and writing on writing development have concluded that grammar instructions minimally benefit writing development (e.g., Andrews et al., 2006; Bateman & Zidonis, 1966; Ellet et al., 1976). Such an approach to teaching grammar and writing separately essentially adopts a prescriptive view of grammar, focusing on grammar rules and the accurate use of grammatical structures. The teaching of grammar was disassociated from its practical purposes (to speak and to write correctly), and it became only theoretical knowledge.



Therefore, It can be important for students and readers who have ever felt the fear of negative feelings when starting to write an academic paper form in a foreign language, especially English. Sometimes, the error location should be pointed out in grammar, students can be reminded of the rules and illustrative examples studied, and they must try to self-correct their errors. In the writing course, students should be encouraged to write for communication and not to worry about errors. When a person feels anxiety about his writing, then the ideas that arise from his mind will not be written, thus inhibiting the ideas that want to be poured into writing. Based on the previous study above, I will show how vital grammar rules are to building good writing. So, it can increase students' self-confidence and reduce their anxiety about writing sentences in English. Then, they will improve their writing into good writers with idea and grammar knowledge. So the students' will feel confident with their writing. The teacher or lecturer in the classroom will evaluate even the writing. And the other benefit is that they will get good grades from the lecturers.

Time constraints will be one of the problems with writing anxiety. In this case, Özkan and Da (2015) believes that time constraints will result in less insight and limited ideas, leading to writing mistakes, such as grammatical errors, vocabulary use, and sentence composition. The conclusion is that anxiety in writing will harm producing the writing, with poor attainment in standardized writing tests. So, it will be beneficial for the students to scrutinize the anxieties students face when English sentences follow the grammar rules. Although many studies have indicated the crucial roles of anxiety in English writing, we still lack

knowledge about what possibly causes students' anxiety and how to tackle this issue from a contextual perspective. This is particularly important. For example, in the context of an Indonesian university, unfortunately, English language learners who are asked to write multiple academic papers in English studies that specifically focus on their anxiety are incredibly scarce. Therefore, this research examines the causes and influence of students' anxiety in writing at a state Islamic university in Aceh, Indonesia, in developing their writing skills.

### **B. Research Question**

This proposed research seeks to answer the following research questions:

1. What are the leading causes of writing anxiety as perceived by Islamic university students when writing academic papers?
2. In what ways do the students reduce their anxiety when writing their academic papers?

### **C. Research Aims**

The purposes of this research are :

1. To explore the grounds of writing anxiety among Islamic university students' when writing academic papers
2. To explore possible ways to alleviate writing anxiety among Islamic university students working on academic papers.

### **D. Significance of study**

1. It will be beneficial for the students to scrutinize the kinds of anxieties students face when English sentences follow the grammar rules.

2. It can increase students' self-confidence and reduce their anxiety in writing sentences in English.

### **E. Problem Limitation**

The current study's design is subject to a contextual understanding of how the students' anxiety comes in the way of their writing experience, especially in writing academic papers.

### **F. Key Terms Used**

#### **1. Anxiety**

Anxiety is a common experience for many students, and it can manifest in various ways, impacting academic performance and overall well-being. Anxiety can be defined as an emotional feeling of tension, worried thoughts, and physical alteration like increased blood pressure. (World Health Organization, 2023). Horwitz et al. (1986), anxiety is the change of self-perception, beliefs, feelings, and habits according to classroom language learning that can increase from the language learning process it has been observed among language learners in such symptoms as “freezing” in class, “going blank” before exams, and feeling reticent about entering the classroom (p.128). Language learners, whether they are studying English or a foreign language, often experience anxiety in classroom situations that require speaking in front of their peers or taking a test in a language that is not their native tongue. This language anxiety can lead to apprehension, worry, or even fear, which can make it difficult for these learners to concentrate and remember information. It can cause physical symptoms like sweating and heart palpitations.

As underlined by Pajares and Johnson (1995), these unpleasant emotions and anxiety have a crippling effect on the ability to learners to write, resulting in avoidance of writing and writing classes, which subsequently leads to poor performances. Learners face difficulty in writing skills in English as a foreign language; resultantly, they experience writing anxiety (Aydin and Cigerci, 2020). Although anxiety has been defined as difficulties in emotional activity, it will affect the students' to do their work and also increase their confidence in the ability to do the learning process. Anxiety in general deals with the mental condition of an individual toward something which can effect them in a positive or negative impact and this issue is significant in the language learning process (Miri & Joa, 2018). Also Macintyre and Gardner (1991), students probably experience anxiety when learning a foreign language, and it can be a problem "because it can interfere with the acquisition, retention, and production of the new language" (p. 86).

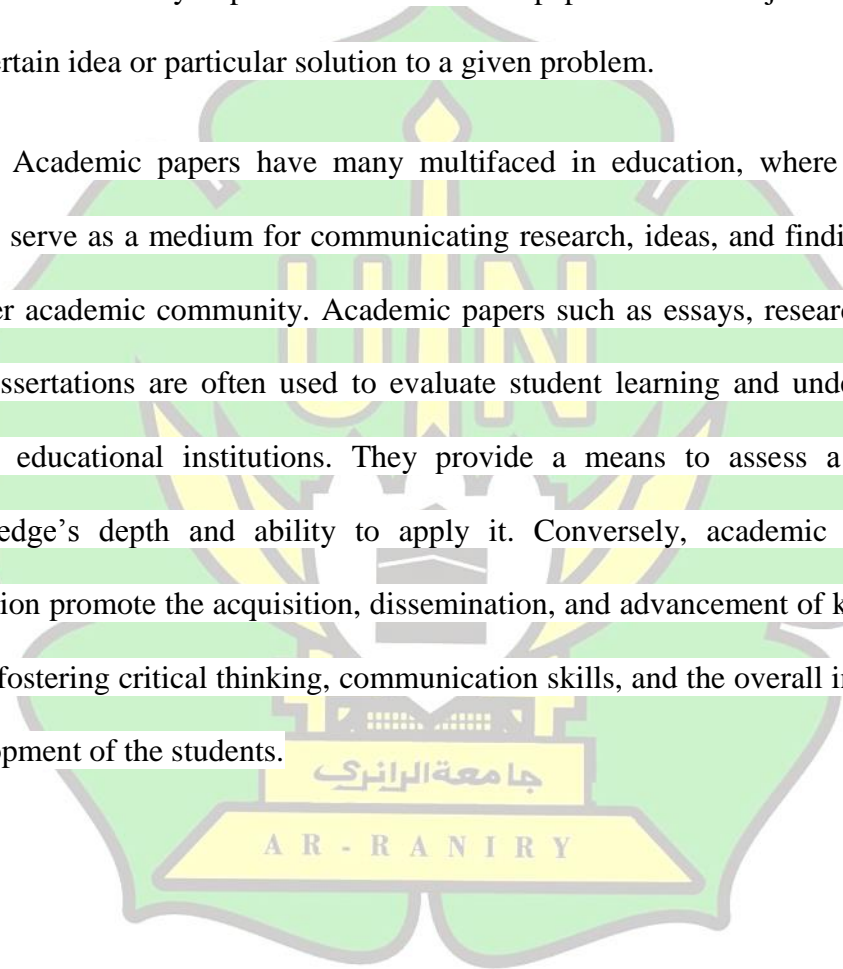
## **2. Writing**

Writing is a complex and difficult literacy to master (Kantor, 2012; Mackenzie, Scull & Bowles, 2015). Writing is a multidimensional skill known as one of the hardest to acquire and learn compared to other language skills (Salma, 2013; Mah & Khor, 2015). Furthermore, Nunan (2008) Writing is "mental work inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader" (p.88). So writing is the one skill that is crucial to study to express ideas and build it into some sentences to be a coherent paragraph that is easy to understand by a reader.

### 3. Academic papers

According to Bichu Li et al. (2019) notes that academic papers in education are essential things that determine the significance of educational innovation, institutional innovation, and personal training. An academic paper is produced exclusively to persuade readers of the paper based on objective evidence of a certain idea or particular solution to a given problem.

Academic papers have many multifaced in education, where academic papers serve as a medium for communicating research, ideas, and findings to the broader academic community. Academic papers such as essays, research papers, and dissertations are often used to evaluate student learning and understanding within educational institutions. They provide a means to assess a student's knowledge's depth and ability to apply it. Conversely, academic papers in education promote the acquisition, dissemination, and advancement of knowledge while fostering critical thinking, communication skills, and the overall intellectual development of the students.





## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Writing Anxiety**

Anxiety in writing can be called writing anxiety. Summers (2007) defines Anxiety is “a feeling of wanting to do something that may happen or may have happened so that you think about it all the time or is a feeling of wanting to do something very much, but being very worried that you will not succeed”(p.58). It is considered a specific form of anxiety because writing anxiety is limited to a particular language-learning situation. Horwitz et al. (1986) assert that “writing anxiety results from lacking knowledge or understanding necessary to complete the writing task and the student’s belief that writing is hard work” (p.125).

In this sense, Al-Sawalha and Chow (2012) also say that “writing anxiety is a label for one or a combination of feelings, beliefs, or behaviors that interfere with a person’s ability to start, work on, or finish a given writing task that they intellectually capable of doing” (p.7). It can be concluded that writing anxiety is an anxious feeling usually caused by the fear of negative feedback and lack of motivation in writing because students see writing as a task instead of a necessary skill. It is a form of disability of the students’ where they have low confidence and negative thinking with the written will be good.

Writing anxiety will distract the students from thinking about how to express their ideas. These feelings will be obstacles to students’ learning and

hinder them from creating smoother communication through written form. This study sees that the components proposed by Daly and Miller (1975) are to the context of the study as they deal with the anxiety that occurs in a specific situation, in writing using a second or a foreign language, in this case, the English language. It is a psychological predisposition resulting in fear of writing in a second or foreign language. Even though anxiety seems to negatively influence the person undergoing a writing process (as cited in Kurt & Atay., 2007).

Students are not the only ones affected by writing anxiety in the classroom. According to Applebee and Langer (2006), teachers generally feel they are adequately prepared to address writing anxiety. Furthermore, in study of college composition professors, Apawu and Anani (2017) found that many teachers are completely unaware of the existence of writing anxiety. Those teachers who are aware, some do not believe that writing anxiety impacts students performance at all. This indicates that further professional development is needed to bring awareness to the topic of writing anxiety and to prepare teachers to combat it.

Writing anxiety is considered to originate from early experiences based on avoidance of writing, revising, and completing writing tasks. Sadeghi (2014) suggests that writing anxiety may arise from various factors, including cognitive, linguistic, and affective elements. Among these, affective factors such as anxiety may stem from inherent aspects of students' personalities.

Such studies have mostly affirmed that students with high language anxiety have a higher possibility of performing poorer and failing in language

learning, while students with low writing anxiety have a bigger chance to be successful. Sabti, et al. 2019) describe that this issue happens because “its intricate nature coupled with the lack of vocabulary in the writers’ repertoire and the handicap in their grammatical knowledge of the English language (p.1). When it comes to writing, the anxious feeling of students’ have more difficulty when setting writing goals, organizing ideas, word choices, making more spelling mistakes, and using inappropriate grammar and rhetoric. (Al-Shboul & Huwari, 2015; Kirmizi & Kirmizi, 2015; Smith, 2004).

Thus, writing anxiety can be caused by various factors, including a lack of knowledge of the subject matter and spelling rules and a fear of not being appreciated. Furthermore, writing ability encompasses multiple areas, such as vocabulary, grammar, phonetics, and semantics, which can cause learners to experience writing anxiety. When students write anxiously, they are more likely to make mistakes, adhering to the minutiae at the expense of the overall integrity of the text, causing a loss of authenticity in the narrative. (Taysi and Taskin, 2018). According to Zhang (2011), the causes of writing anxiety among Chinese English students mainly include linguistic challenges, lack of adequate writing practice, fear of tests, insufficient background knowledge, and low self-confidence in writing ability. So, Cheng (2004) developed the Second Language Writing Anxiety Inventory (SLWAI) to measure writing anxiety among second language learners regarding human behaviours and academic writing performance.

However, Gatcho and Hajan (2019) found that students’ causes of their anxiety level were communication concern and worry of receiving negative

evaluation. In particular, it was discovered that pupils were nervous about their teachers asking them questions and about their peers possessing better English skills. These results are in line with Tzoannopoulou's (2016) findings, which showed that learners' anxiety about communicating with peers and teachers, correction and criticisms, may cause students' language anxiety. Whenever language learners feel they are unable to project a suitable social impression, they become fearful of receiving poor evaluation (Aydin, 2008).

According to Soltan (2022), the primary cause of writing anxiety in EFL students is a lack of self-confidence in their language abilities. This lack of confidence can negatively impact their writing achievement. In order that, Cheng (2004) and Huerta et al. (2017) argue that there is a direct link between students' anxiety and their writing performance. The fear and stress associated with writing anxiety can hinder a students' ability to effectively communicate their ideas, resulting in lower quality work and grades. They suggest that students who experience higher levels of anxiety tend to perform poorly in writing. Cheng (2004) proposes that this anxiety may stem from a lack of confidence in their writing abilities, leading to self-doubt, fear of failure and concerns about how others will evaluate their writing. Some students may experience physical symptoms such as sweating, trembling, or rapid heartbeat, when faced with writing tasks, further exacerbating their anxiety.

### **The Types of Writing Anxiety**

Writing anxiety is classified similarly to anxiety related to learning a foreign language into different categories. The three different types of writing anxiety are as follows, according to Cheng (2004):

#### **a. Cognitive anxiety**

The term “cognitive anxiety” describes the cognitive component of anxiety experiences, which must get full attention by the other perception. Such as unfavorable expectations, obsession with performance, and worry about how others will see you. Expectations from teachers or other students’ can greatly impact on how kids write. For instance, if a teacher has high expectations, the students’ must meet those high standards. It may impact students’ writing since they will be more concerned with meeting others’ expectations than producing quality work.

#### **b. Somatic Anxiety**

Somatic anxiety is the sense of the physical symptoms of anxiety, such as tension and nervousness. When they are under pressure and have run out of time, pupils can experience high levels of anxiety. The pupils can be required to write anything on one page and finish it in class in ten minutes. They might not feel anxious at first, but they will when they haven’t finished and some of their friends have turned in their papers.



### c. Avoidance Anxiety

When kids experience avoidance anxiety, they refrain from writing. This is the behavioral component of anxiety. For instance, the students' might skip the writing lesson or neglect to complete their assigned work. The kids will avoid writing, making this the most hazardous short of writing anxiety. They will not participate in writing class in any way. The kids writing assignments are going unanswered.

### B. Writing Academic Papers

Writing Academic papers is one of the language skills that students' must master to succeed academically and in other related aspects of life. For students learning English, this ability allows them to know all the rules of their language. Sometimes, when the students give an assignment by the teacher or lecture to write an academic paper, they may feel abashed about what and how to write it. Some authors (e.g., Daud, D, & Kassim, 2016) believe that switching students' minds into written forms is difficult.

Regarding to the concept of academic writing, it has been said that in the context of University level which the writing requirement is higher than other education levels, makes the EFL students be more anxious and insecure in taking writing courses (Ekmekci, 2018; Holmes, Waterbury, Baltrinic, & Davis, 2018; Martinez, Kock, & Cass, 2011). Sabti, et al. 2019) describe that this issue happens because "its intricate nature coupled with the lack of vocabulary in the writers' repertoire and the handicap in their grammatical knowledge of the english

language (p.1). When it comes to writing, the anxious feeling of students' have more difficulty when setting writing goals, organizing ideas, word choices, making more spelling mistakes, and using inappropriate grammar and rethoric. (Al-Shboul & Huwari, 2015; Kirmizi & Kirmizi, 2015; Smith, 2004).

Writing improvement should be based on rules and conventions. Besides, learners should internalize large amounts of language input that may allow them to enhance their linguistic proficiency through reading and writing. So, writing ability is not achieved, provided that the rules and conventions mentioned are respected and implemented. They include mastering grammar, vocabulary structures, and coherence to create correct and meaningful sentences and paragraphs. Right (2018) asserts, "In order to communicate, a learner should know the grammar of the language. It is important to be able to express yourself, but this should be done in a way that people find easy to understand" (para.1).

### **C. Previous Related Studies**

This study is relevant to a research conducted by Wahyuni and Umam (2017) under the title *An Analysis on Writing Anxiety of Indonesian EFL College Learners in STAIN Kediri*. The study by Kusumaningputri et al. (2018). Which involved 44 volunteer Indonesian student writers from junior college students, found that cognitive anxiety was the most experienced type of writing anxiety, language difficulties, time pressure, and insufficient writing practice were the major factors triggering the anxiety. Based on the result of the study, learning writing in foreign languages will affect the students' anxiety in their academic

writing. According to Y.S. Cheng (2004), the writing process and writing behaviour are also affected by writing anxiety.

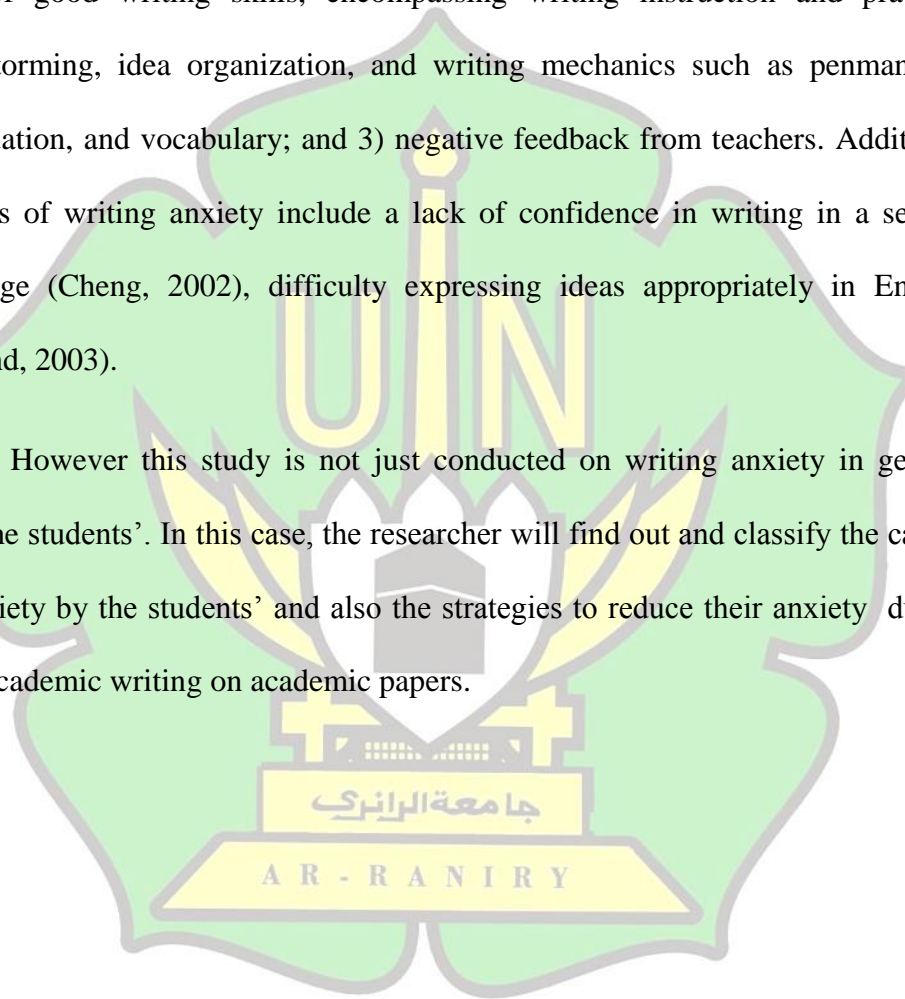
Based on the previous study by Umam and Wahyuni (2017), they were dominant on described the levels, types of anxiety and the main factors of writing anxiety of the English students'. The findings revealed that 54% of the students experienced high level of writing anxiety and the dominant types of writing anxiety was cognitive anxiety. Furthermore, Jawas (2019) have revealed that in class assignment and time limitation has the biggest impact to cause anxiety for the students in university.

The study by the research from Khairah and Fatimah (2022) also showed that the most dominant types of anxiety is cognitive anxiety, they used descriptive study as a method to find the data that indicates the students' level, types, and causes of writing anxiety in thesis proposal among the university students'.

Previous studies around the world have been conducted and have different contexts about anxiety. But all of the studies agree that writing anxiety gave bad impact for the students' in their writing performances. Such as in Afghanistan (Miri & Joja, 2018) found that writing anxiety could debilitate the students' capability in writing in the English language due to limited practices and activities that they had done. The research conducted in the Philippines by Gatcho and Hajan (2019) showed that numerous psychological and social factors, especially anxiety, have been related to the success and failure of second language learners in English language classrooms.

Due to the detrimental impact of Second Language Writing Anxiety (SLWA), numerous researchers have sought to identify its causes among anxious writers. Hyland (2003), through observation and interviews with anxious writers, pointed out several causes: 1) limited time for planning, writing, and revising; 2) a lack of good writing skills, encompassing writing instruction and practice, brainstorming, idea organization, and writing mechanics such as penmanship, punctuation, and vocabulary; and 3) negative feedback from teachers. Additional sources of writing anxiety include a lack of confidence in writing in a second language (Cheng, 2002), difficulty expressing ideas appropriately in English (Hyland, 2003).

However this study is not just conducted on writing anxiety in general with the students'. In this case, the researcher will find out and classify the causes of anxiety by the students' and also the strategies to reduce their anxiety during their academic writing on academic papers.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This study uses a mixed method. This approach aims to provide a more comprehensive understanding of a research problem by drawing on the strengths of both qualitative and quantitative data. Lynch (1996) refers to this combination as a mixed research design and asserts that triangulation offers the most comprehensive information because the data is confirmed by triangulation. I used quantitative data to know the cause of writing anxiety that the students feel in their writing academic papers. For the qualitative method, I used to understand how the students alleviate their anxiety while writing academic papers. This research aims to understand and know natural phenomena such as events, things experienced, and steps taken to prevent them. I use this method to understand what makes students anxious when learning English writing and how they tackle it. Therefore, it is necessary to obtain information from participants or related parties so that this research makes sense and is suitable for use.

In this research, I used an explanatory sequential design, where the design starts by collecting the data and analyzing it through quantitative data and then follows up with qualitative data collection and analysis, leading to my interpretation.



The explanatory sequential design is a data collection method that begins with collecting quantitative data and then continues with collecting qualitative data to help analyze the quantitative data obtained. Thus, the research results with this design are explanatory of a general overview (generalization).

To gain the interview, I used semi structured interview to collect the information from my respondent. Semi structured interview are a practical approach to collecting the data in qualitative analysis, open-ended, probe participants' thoughts, feelings, and beliefs about a topic; and delve deeply into personal, often critical subjects (Whiting, 2008).

#### **B. Research Sites**

This research was conducted at Ar-Raniry State Islamic University in Aceh.

#### **C. Participants**

This research was limited to the main campus of an Islamic university in Aceh, Indonesia. I used purposive sampling to conduct my research because some criteria selected them. Thirty students of the English Education Department of Ar-Raniry State Islamic University in Aceh, have completed writing subjects and have gone through various Academic papers.

#### **D. Data Collection**

##### ***1. Questionnaire***

I used the questionnaire of Second Language Writing Anxiety Inventory (SLWAI) with guideline questions that I adopted from (Rezaei and Jafari, 2014)

to know the causes of writing anxiety that the students experienced in writing academic papers. The questionnaire consists of 21 questions from 8 aspects of the causes of writing anxiety (Fear of negative evaluation, Time pressure, Low self-confidence in writing, Linguistic and grammar difficulties, Pressure for perfect work, Problems with topic choice, Insufficient writing practice, High frequency of writing assignment and Insufficient writing technique).

## **2. Interview**

I used interviews as a data collection to obtain the data. The interview asks questions to get some information in qualitative data (Taherdoost, 2021). Generally, in qualitative data the common type of interview is a semi-structured interview, where I interviewed with using to confirm and reconfirm their answer in the questionnaire about their feelings and opinions during the writing process of about 10-15 minutes each respondent and the answer of the participant was recorded to help me in analyzing the data.

## **E. Data Analysis**

To increase understanding of the research, researchers need to compile data through the data analysis process (Donald et al., 2010). I discussed the results of the data in the findings research. In short, the data was obtained from questionnaires and interviews to answer all research question. I used the initial interview to choose suitable participant that can be my participant.

I started with an initial interview to find students who met the criteria for conducting this research. Then, as support, I carried out a questionnaire to know the causes of anxiety in writing academic papers. I used Google Forms as

media to get the participant's answers, so the system collected the data automatically. Then, I used Microsoft Excel to analyze the data after it had been gathered and analyzed. Finally, I ascertain the condition of the students when they feel anxious about writing, with questions about possible ways to alleviate their writing anxiety.

- Calculated the number of SLWAI questionnaire scores received from the respondents to identify the causes of writing anxiety. The questionnaire consists of 21 statements, with 18 negative and three positive statements. Thus, the following rubric is used:

Table 3.1  
*Likert scale for SLWAI*

Statements	Positive	Negative
Strongly Agree	1	4
Agree	2	3
Disagree	3	2
Strongly Disagree	4	1

- Calculated the average and total score of the participant answer to identify the maximum and minimum score of the students' causes in writing anxiety.
- Identified the mean score by using the formula

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

Annotation :

X= Mean

$\sum x$  = the number of score

N = the number of the respondent

- Analyzed the way to reduce and alleviate their writing anxiety. some questions that refer to the way of the students' reduce their anxiety in writing are asked. The respondents answer and thought are written in the data analysis to gather those information and respons about how to deal with their anxiety in writing academic papers.



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

In this chapter, I present the findings of both questionnaire and interview data in the order of the research question. Then, I discuss the findings in relation to the existing literature.

##### 1. Questionnaire Data

I analyzed and calculated the data from the Second Language Writing Anxiety Inventory questionnaires developed by Cheng in 2004 using Microsoft Excel to find the mean. Thirty students experienced with writing anxiety due to some factors: Fear of negative evaluation, time pressure, low self-confidence, insufficient writing techniques, language and grammar difficulties, problems with topic choices, insufficient writing practice, pressure for perfect work, high frequency of writing assignment.

Below, I attach the means of the students' anxiety answers.

Table 4.1  
*Aspect of Students' Anxiety in Writing*

No	Aspect of Students Anxiety in Writing	Anxiety means
1.	Fear of negative evaluation	3.83
2.	Linguistic and grammar difficulties	3.72
3.	Time pressure	3.70

4.	Problem with topic choices	3.63
5.	Pressure for perfect work	3.58
6.	Insufficient writing practice	3.57
7.	Low self-confidence	3.52
8.	High frequency of writing assignment	3.48
9.	Insufficient writing technique	3.47

Table 4.1 above shows that the mean of the students' anxiety in writing academic papers is very significant and most of them experiences a high level of writing anxiety. Almost all of the scores is above 3.5, only two types of the items under 3.5, including high frequency of writing assignment and insufficient writing technique. Fear of negative evaluation (Aspect 1) as the main cause of the students' that can produce anxiety. This means that negative feedback from the lecture has a big impact on the students' fear and lack of confidence to express themselves. Furthermore, linguistic, grammar difficulties (Aspect 2) and time pressure (Aspect 3) are another major causes that make students feel anxious in writing, the difference between the two was only two points.

The following causes of the students anxiety is problem with topic choices (Aspect 4), pressure for perfect work (Aspect 5), insufficient writing practice (Aspect 6), and lower self-confidence (Aspect 7). So the lower means of the causes are high frequency of writing assignment (Aspect 8), and insufficient writing technique (Aspect 9).



Table 4.2  
*The Calculation Result*

<i>Result</i>	
Mean	77.46667
Standard Error	0.962197
Median	77
Mode	71
Standard Deviation	5.270172
Range	30
Minimum	70
Maximum	88
Sum	2324
Count	30

Based on the table above, the result from the questionnaire given by the students showed that the mean score was 77.46. This indicates that the students have high anxiety in writing academic papers. With a standard deviation of 5.2, this term suggests a reasonably considerable variation and dispersion in the level of students' anxiety.

The mean score and standard deviation indicate that the students' anxiety needs to be addressed to improve their academic performances, especially in writing. This suggests that the causes of anxiety in writing academic papers are a significant problem for the students studied.

So, the students' can interfere with students ability to write well, such as difficulty organizing ideas, choosing the right words, or developing a coherent argument. This phenomenon also indicates that high levels of anxiety can reduce students' motivation to engage in the learning and writing process actively.

## 2. Interview data

The analysis of the interview data suggests some major themes indicating possible ways for the students to reduce their anxiety in writing academic papers.

### a. Taking a break

In the interview session, the students shared ways to improve their confidence in writing. They perceived a high level of writing anxiety that made them unconfident. They can handle it by employing some strategies before starting or continuing their writing; most of them indicate taking a break between their writing activities would be beneficial. For example, they can feel calmer and relaxed when approaching a writing task. This is evidenced in the following interview excerpt.

Table 4.3  
*Interviews script. Taking a break*

No	Participant	Responses
1.	WR	First, I will take <b>some fresh air</b> and off to clear my mind. Because from this break, new ideas often emerge that are suitable for the writing that I am workin on.
2.	GM	The way I handle my anxiety during the writing process is just take <b>a deep breath</b> and focusing on my paper.because by that way I feel more relax and i ready to write an academic papers.
3.	DL	I have anyways to handle my anxiety during my writing process. First, I try to take a rest for a while such as <b>take a breath</b> for 5 minutes to reduce my writing before I continue the writing

Based on the interview findings, three out of eight participants emphasized that when they start to write on academic papers, taking a break for a while to have a good and fresh mind is the best way to handle their writing anxiety. For example, the first participant stated that when they have good air, they can build an idea. She believes that she can write more easily when she has a comfortable mind.

Similarly, GM, as a male student, shared that his way of handling his anxiety is by taking a deep breath and focusing on his paper. By doing this, he believes he will be able to relieve his anxiety when it comes to the writing process. So, taking a deep breath makes him more focused and relaxed, boosting his confidence in writing.

The third participant, DL, thought that before she starts writing academic papers, she usually likes to take a breath for five minutes to return his spirit and energy while she will be better at doing his work.

So, these ways will make them more relaxed and ready to write. Take a deep breath is the easier solution to relieve their anxiety to focus on their activity in writing on academic papers.

#### **b. Praying and drinking water**

The interview transcript below indicated that three students' (AK, HA, FT) have implemented some strategies to help their self to overcome their writing anxiety by praying and drinking water. The excerpt can be seen below:

Table 4.4  
*Interview Script prayer and Drinking Water*

No	Participant	Responses
1.	AK	The way that make as more easier in doing someth especially in writing is <b>make a Du'a</b> before we start to w and after wo done on it. Because it will develop our minc think positive with our process. And also I always <b>prepare bottle of water</b> to make my mind fresh and ready to something.
2.	HA	I think we don't forget to prepare <b>a cup of water</b> because it is the nice option of every complexion
3.	FT	First thing I believe in the power of Du'a, because in this condition selain moving my legs and swinging a fan, <b>Du'a gives me more stronger</b> with ease and confident to start my activity especially in my writing academic papers with the fear, nervousnoss, negative feeling arise together in my mind.

For the students aspiring to relieve their anxiety during and after the writing process, they need to do some ritual treatment such as drinking water and saying prayers to gain their focus and get ready to start their work. Those daily activities like prayer will give them the power to work on it. Both participants, AK and FT, believed that saying prayers before they start their activity can improve their confidence and belief in their ability to give their best in their work, primarily in the academic writing process. Also they assumed that they could build their mind to think positively and stronger with the power of du'a (prayers) where they could leave all decisions to their gods.

The students feel that they must say prayers to reduce their fear in writing. Prayers give them a sense of confidence and make it easier to walk on their writing even when they are struggling. Those anxieties in their writing will distract their work, so prayers will affect them and give them a good environment and comfort. In any case, the teacher should identify the students' anxiety and set a positive classroom environment. The teacher should encourage the students to control their emotions and feelings and stay focused on their writing tasks (Kurniasih et al., 2023). However, if the students fail to control their emotions and feel comfortable, it will make them stuck and unable to start writing.

Apparently, drinking a cup of water is also the best choice for the student to handle their anxiety in writing. Such a respondent said that “a cup of water is the nice option for every complexity.” They believe that drinking a cup of water will control their nervousness to gain their writing. By drinking water, they can more freshen up their body and mind.

### **c. Motivating Themselves**

Furthermore, three of the female participant discuss optimism to relieve their anxiety. Negative thinking usually kills their mindset to be unconfident, so they will produce low-quality writing. Therefore, they need to motivate themselves to be focused and write their work easily. Sulaiman (2014) explains that changing the negative thinking (mentality) of making mistakes and correcting errors were highly regarded as reducing strategies for anxiety. The following are samples of students' responses to the strategy to reduce their anxiety.



Table 4.5  
*Interviews script. Motivating Themselves*

No	Participant	Responses
1.	NA	.....the important think to reduce my anxiety while writing instead of obsessing over perfection is I do a good job as I can and I often say positive affirmation to my self such as “ <b>I can do this</b> ”.
2.	AS	I will said to my self <b>this task will be end soon and I can do this with the best of me.</b>
3.	DL	The positive think in yourself will be affected on your work, so I always <b>manifesing myself</b> because everything will be okay if you can do what you can with your effort and ability.

The table above shows that when anxiety strikes, the students feel hard to control it. By using positive affirmation to raise up the spirit and positive thinking, they believe that those things can return their focus on the purpose in writing. Salman (2014) also stated that it is important to foster a positive attitude and convince them that making mistakes is essential for strengthening their writing skills. The statement from the first respondent, NA explained that instead of obsessing over perfection, they will focus more on the writing process itself. Because, the important thing is to do a good job on their work. So the way to bring back the focus is by motivating themselves with good thinking, manifesting



their mind to believe with themselves, and also positive thinking with the outcome with do the best one.

Based on the findings of the interviews, three out of eight participants highlighted the importance of manifesting and motivating themselves will give them more effect on their work as the third participant, DL thought that the work depends on the mind, the meaning is if we can think we can do this, so we can push ourself to good on it certainly with the best effort and ability. For instance, Troia et al. (2012) found that students who believed they could complete a task were more successful in doing so. Because it correlates with self-efficacy and writing performance that will affect their outcome in writing.

#### d. Good Preparation

Data resulting from the individual interviews reveals the student participants' perspectives and experiences which mainly focus on three categories: preparation strategies such as doing trials, using AI, and brainstorming with friends. Basically, preparation in writing is one of the crucial things to do before writing. Below the students' responses about preparation

Table 4.6  
*Interviews script. Good Preparation*

No	Participant	Responses
1.	HS	Panick attack is a big problem for me in writing academic papers, so I have to prepare enough about my writing before I start to write, like its gonna be like write <b>something that kind of similar</b> , because I'm sure that the lecture will give us 5 untill 10 minutes

		before starting to write. So I use that time to <b>look for some keyword</b> about the task to make sure that I can elaborate those idea.
2.	AS	<b>AI</b> as the tools for me to look for the idea that I will write, and also <b>brainstorm</b> with my peers is the best choices when I don't know how to building the idea in my essay or proposal.
3.	FT	I decided to write all these idea done on the paper and keep <b>doing trial</b> untill I finally felt my writing is strong enough to improve my confident and also to make me free from a risky situation and my concentration get distracted so easily because I don't have enough vocabulary for certain topic for example.

Table 4.5 shows the students how to alleviate their anxiety in writing by keep trial to improve their ability in writing. Katie (2019) found that experimenting with language by trial and error is no longer a game, nor is it particularly rewarding for the students in writing. Therefore, the students truly agree that writing practice is affecting their writing results with opportunities to practice writing through assignments and activities.

Based on the findings of the interviews, three of the participants believe that before they do the academic writing. Even if they have limited time, preparing something related to their work in writing will facilitate the problem such as in building idea, how to start the first sentence and any kind of topic that can elaborate in their task. It will help the students struggle when they feel panic attack because of the time pressure or insufficient writing practice without

preparation. The statements and experiences from the participants explain that if they have limited time to do the task, they will see some keywords related to the topic given by the lecture.

Cequena and Gustilo (2020) assert that we can not deny that in the 21<sup>st</sup> century, students are more likely to learn and develop writing abilities using computer-mediated activities, like podcasting or blogging, which are used to make learning easier and more enjoyable for them. So, one participant said that AI (artificial intelligence) is a tool to help in many cases for the topics related to writing because, by that kind of technology, we can find many references from national and international resources for every problem and theme.

The last is brainstorming with friends, which also simplifies options if we can not research using media or handphones because friends will assist with our writing by comparing each other's notes and thoughts. Fox (1980) analyzed the usefulness of peer reviews regarding writing anxiety and performance. The result indicated that participating in group work frequently helps reduce writing anxiety and boost self-efficacy.

## **B. Discussion**

This present research aimed to determine the causes of Ar-Raniry State Islamic University students' writing anxiety in the English Language Department. It also compare and contrast the finding again the previous research about the causes and ways of the stduents' used to reduce their anxiety in writing academic papers.

# 1. The causes of the students' anxiety in writing academic papers

The result indicated significant scores from the answers to the causes of the students' anxiety in writing academic papers. According to the results based on the questionnaire answered by the students with using Microsoft Excel, it shows that the main cause of anxiety among students in writing academic papers is the fear of negative evaluation (3.80). The students' fear of receiving comments from the lectures indicates a lack of understanding of the true purpose of writing skills. Instead of writing to express their voices, they write primarily to satisfy the teacher, aiming for good grades and exam success.

The second causes of the students' anxiety in writing academic papers are linguistic and grammar difficulties and time pressure (3.72 and 3.70). According to the previous study by Sundari and Febriyanti (2017), university students had lower writing anxiety if they had better capacity and ability in writing. The finding is not the same as Zhang (2011), who found that linguistic difficulty was the primary source of anxiety for 83% of Chinese English major students. Time pressure can make the students feel their heart pounding and other physical symptoms such as stomachache and headache because they have limited time to finish their writing. This aligns with the study by Kurniasih et al. (2021), who found that students feel fear and become anxious; some physical reactions like sweating, stomachache, headache, and tremors are inevitable.

For the next causes are problems with topic choices (3.63) and pressure for perfect work (3.58), The students feel afraid when their friends write better than they do and afraid the other students would deride their English composition if

they read it. Those problems always come with the students' fear in making mistakes and influence their writing. This small differences with the means factor before is Insufficient writing practice (3.57), some researchers stated that writing anxiety will be worse on the students' performance because the students' lead to overthink and confusion, ultimately resulting poor quality writing (Cahyanto et al., 2019; Rehman et al, 2022; Kurniasih et al, 2022). So, low self-confidence (3.52), high frequency of writing assignments (3.48), and insufficient writing technique (3.47) are the lower causes of anxiety.

However, based on the Table 4.2 questionnaire result, the respondent showed that the mean score was 77.46, the maximum score was 88, 70 for the minimum score, and 5.27 for the standard deviation of the student's answer about the causes of students' anxiety in writing academic papers. It proves that the students' has high anxiety in writing academic papers, This suggest that the causes of anxiety in writing academic papers is a significant problem for the students' studied. This research finding coincides with (Kabigting et al., 2010 & Liu, 2020). They found that the majority of the participants answered about the causes of writing anxiety (more than 75%), which showed their high level of anxiety in writing.

## 2. The ways of the students' used to reduce their anxiety

The data analysis suggests several strategies that students used to alleviate and reduce their anxiety in writing academic papers. through interviews with some responses. The first method is taking a break by having good air and deep



breaths. According to the three students, getting some fresh air and taking a deep breath can handle their anxiety and return their focus to writing. So they can quickly build an idea and increase their ability to do the task.

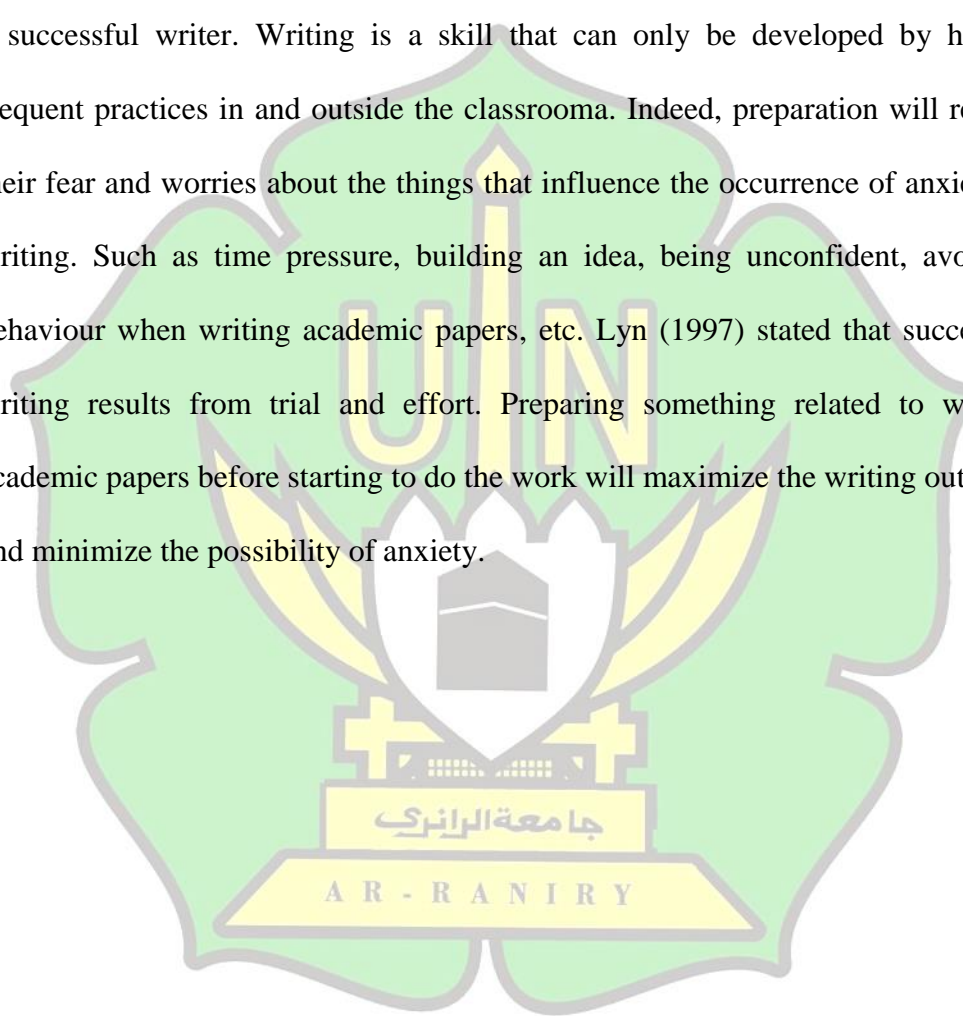
. Praying and drinking water is the second strategy to reduce students' anxiety in writing academic papers. It is a crucial thing for the students to be prayer as the solution to reduce their fear in writing. Empirical studies have proven that showing proper behavior builds students' self-confidence (Alrabai, 2014). The students thought that deadlines and time pressure were the big causes of writing anxiety. Saying prayers can boost their confidence and make it easier for them to walk on their writing even when they are struggling. Those anxieties in their writing will distract their work, so prayers will affect them and give them a good environment and comfort. On the other hand, a cup of water is also crucial to relieve the students' anxiety in writing to return their energy and freshen up their mind.

The third method to handle the students' anxiety is motivating themselves. Improving students' self-efficacy helps to improve their writing competence and motivation, both of which influence writing anxiety (Katie, 2019). Based on the interview findings, the students reduce their anxiety by motivating and manifesting themselves when they feel worried and unconfident with their work. They feel more relieved by saying positive affirmations to return the spirit. Troia et al. (2012) found that students who believed they could complete a task were more successful in doing so. Even if they can not to say it when anxiety comes during the writing process, they usually do something fun and immediately



accessible to find after finishing their writing. For example, watching movies, listening to music, or buying a small gift as a reward to distract their mind from the outcome of their work.

The students greatly agree that good preparation is the best choice to be a successful writer. Writing is a skill that can only be developed by having frequent practices in and outside the classroom. Indeed, preparation will reduce their fear and worries about the things that influence the occurrence of anxiety in writing. Such as time pressure, building an idea, being unconfident, avoiding behaviour when writing academic papers, etc. Lyn (1997) stated that successful writing results from trial and effort. Preparing something related to writing academic papers before starting to do the work will maximize the writing outcome and minimize the possibility of anxiety.



## **CHAPTER V**

### **CONCLUSIONS AND IMPLICATIONS**

#### **A. Conclusions**

Based on the information, learning a second language is not without problems and constraints. Several factors come along with the students' writing of academic papers. The data reveals that the students have different levels of anxiety, but many of them expressed high levels of anxiety in writing academic papers.

However, of the eight factors that cause anxiety in writing academic papers developed by Rezai and Jafari (2014), the fear of negative evaluation was the most probable cause of anxiety among the students. This problem arises when their English composition is evaluated. This suggests that the students primarily write to satisfy the teacher, aiming for good grades and exam success rather than to express their voices. Linguistic and grammar difficulties, as well as problems with topic choice, are the second causes of students' anxiety when writing academic papers. This is not consistent with previous studies,

Time pressure and pressure for perfect work are the third causes of anxiety in writing. Students feel their heart pounding and other physical symptoms, such as stomachache and headache because they have limited time to finish their writing. In addition, insufficient writing practice, high frequency of writing

assignments, and low self-confidence are the reasons for the students' anxiety in writing academic papers.

As a researcher, I tried to identify ways to reduce their anxiety through interviews and found some strategies that they often use when anxiety comes in writing academic papers. The students' shared that taking a break by having a good air and deep breath, praying and drinking water, and motivating themselves were effective strategies to alleviate and reduce their anxiety in writing academic papers.

So apart from finding the cause of anxiety, this study is also useful for readers, especially the students' and teachers, to find out how to overcome it. This kind of study may provide complex results to make progress on previous studies, which were only concerned with the types and causes of student anxiety when writing academic papers.

### **B. Implications**

Based on the finding and the discussion above, I will discuss about some implication that can be used in this research in the future.

1. Educational institutions should address the causes of students' anxiety in writing academic papers, such as the fear of negative evaluation, linguistic and grammar difficulties, problems with topic choice, time pressure, pressure for perfect work, insufficient writing practice, high frequency of

writing assignments, and low self-confidence. These factors negatively impact their performance and lead-quality writing.

Although it may seem complicated, lowering students' writing anxiety is a desirable goal. Promoting students' self-belief in their ability to complete writing assignments can help them both academically and emotionally. The teacher should begin by learning about the problem, its causes and effects, and the research-proven techniques for anxiety reduction that are accessible. Besides that, Teachers with adequate support and resources to help them overcome these challenges, such as offering additional writing practice, providing feedback and guidance, and helping students' develop better writing skills.

1. For the students', They can begin to build their confidence in writing by doing some easy ways and activities to manage their anxiety in writing academic papers, such as taking breaks, praying, drinking water, and motivating themselves. Also they can taught the importance of good preparation and time management to help them become more confident and successful writers.

However, as a researcher, I also have limitations in conducting this research, namely the lack of students who contributed to this research. Further research is needed to focused on the students' who have high levels of anxiety in writing and explore the effectiveness of different interventions strategies in reducing students' anxiety in writing academic

papers to improve their writing performance and make them more confident and qualified.



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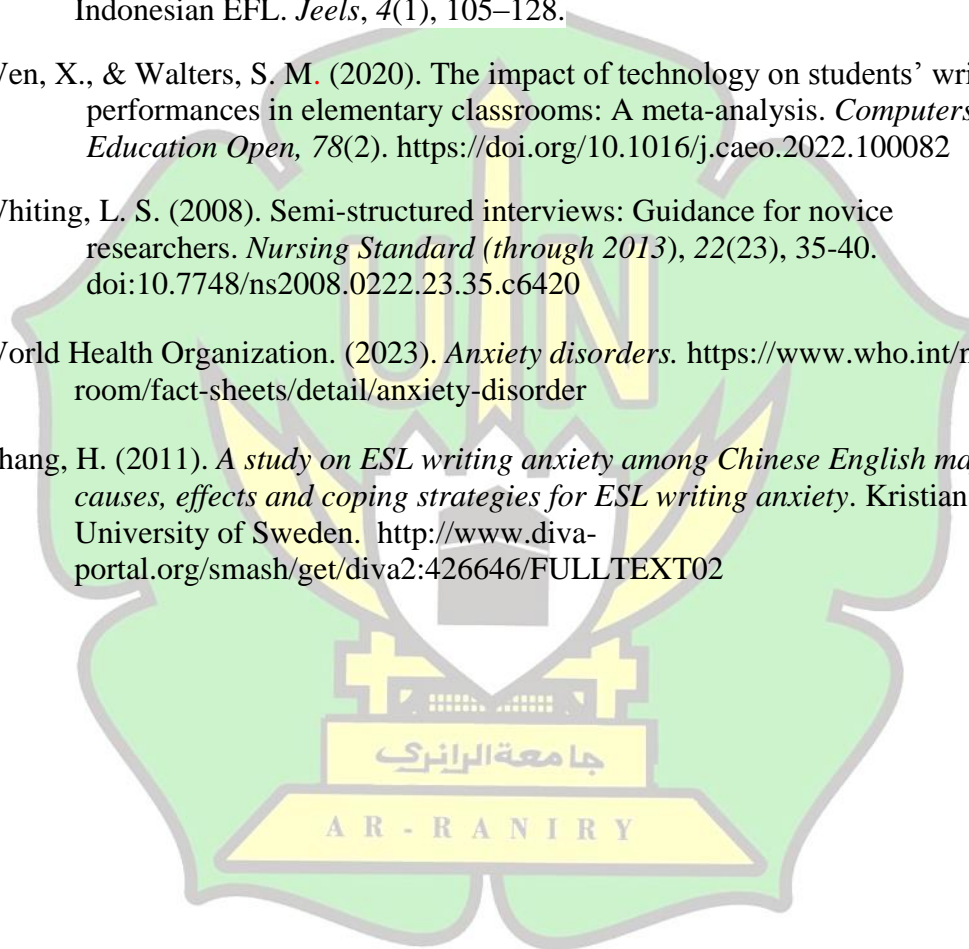
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## APPENDIX A

## Appointment Letter of Supervisor



**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**  
**Nomor : B-11457/UN.08/FTK/KP.07.6/10/2023**

**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN**  
**UIN AR-RANIRY BANDA ACEH**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**

Merincikan : a. bahwa untuk kelancaran bimbingan skripsi dan ujian mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;

3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;

4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;

5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;

6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;

7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;

8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;

9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;

10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menempatkan Pengelolaan Badan Layanan Umum;

11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Tanggal 27 September 2023

**MEMUTUSKAN**

Menetapkan :  
**PERTAMA** : Menunjuk Saudara:

1. Prof. Jarjani, S.Ag.,S.S., M.Sc., Ph.D. Sebagai Pembimbing Pertama

2. Faishal Zakaria, S.Pd.I., M.A.TESOL., Ph.D. Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : **Cut Bulan Purnama**

NIM : **190203167**

Program Studi : **Pendidikan Bahasa Inggris**


Judul Skripsi : **Students' Anxiety in Writing Academic Papers: A Case Study at Ar-Raniry State Islamic University**

**KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.

**KETIGA** : Surat keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

**KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
 Pada Tanggal: 20 Oktober 2023  
 Dekan

  
 Saiful Hulus

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);

2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;

3. Pembimbing yang bersangkutan untuk disetujui dan dilaksanakan;

4. Mahasiswa yang bersangkutan;

5. Arsip.



## APPENDIX B

Recommendation Letter from the Fakultas Tarbiyah  
dan Keguruan to Conduct Field Research



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-2093/Un.08/FTK.1/TL.00/2/2024

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Cut Bulan Purnama / 190203167**

Semester/Jurusan : X / Pendidikan Bahasa Inggris

Alamat sekarang : Rukoh, Darussalam

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **Students' Anxiety in Writing : A Case Study at The Ar-Raniry State Islamic University**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 19 Februari 2024  
an. Dekan

A R - R A N I R Y

Wakil Dekan Bidang Akademik dan  
Kelembagaan,



Berlaku sampai : 28 Maret  
2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

## APPENDIX C

## Confirmation Letter from Department of English Language Education



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
**PRODI PENDIDIKAN BAHASA INGGRIS**

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email : [pbi.fk@ar-raniry.ac.id](mailto:pbi.fk@ar-raniry.ac.id) Website : <https://ar-raniry.ac.id>

**SURAT KETERANGAN**

Nomor: B-133/Un.08/PBI/Kp.01.2/3/2024

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Cut Bulan Purnama  
NIM : 190203167  
Fak/Prodi : Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris  
Alamat : Rukoh, Darussalam

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

*"Students' Anxiety in Writing : A Case Study at The Ar-Ranlry State Ilamic University"*

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.



Banda Aceh, 25 Maret 2024

Ketua Prodi Pendidikan Bahasa Inggris,

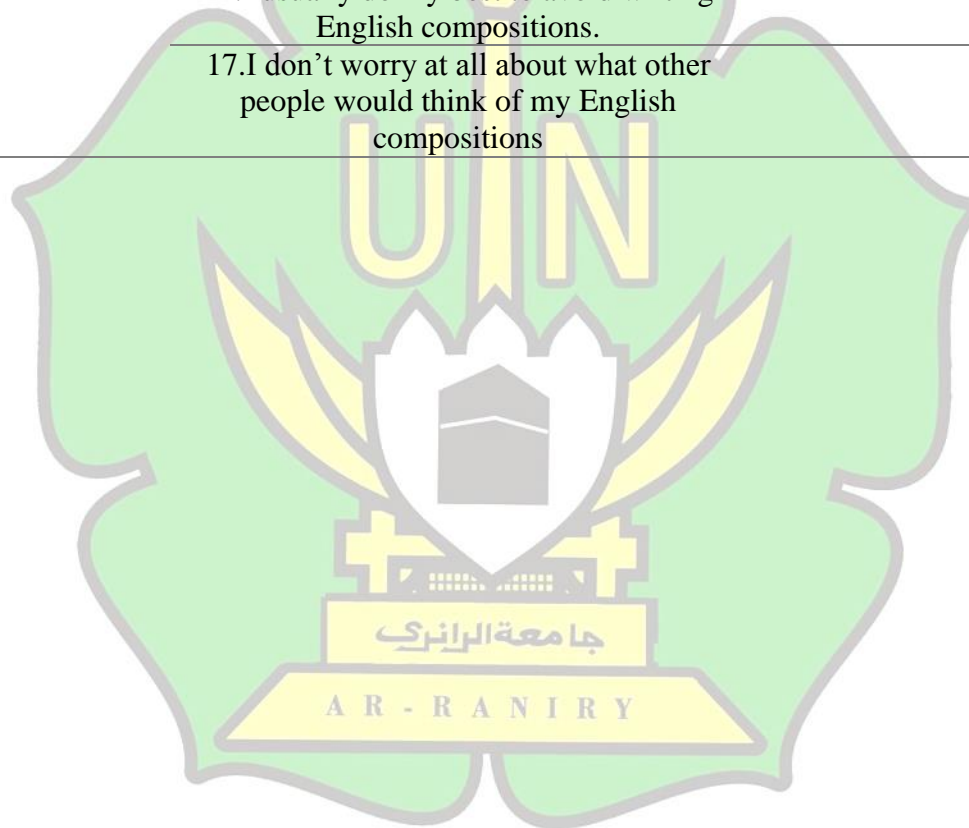
Syarifah Dahliana

## APPENDIX D

## Questionnaire

Aspect	Statement	SA	A	D	SD
<b>Fear of Negative Evaluation</b>	3. While writing English compositions, I feel worried and uneasy if I know they will be evaluated				
	9. If my English composition is to be evaluated, I would worry about getting a very poor				
<b>Time Pressure</b>	2.I feel my heart pounding when I write academic papers under time constraint.				
	8.I tremble or perspire when I write English compositions under time pressure				
<b>Low Self-Confidence in Writing</b>	6.My mind often goes blank when I start to work on an English writing.				
	7.I am afraid of my writing being chosen as a sample for discussion class				
<b>Insufficient Writing Technique</b>	1.I feel fear in the way of writing academic papers because I don't know how to start it				
	18.I get confused when I am writing an academic papers due to lack of the correct technique and way of writing				
<b>Linguistic and Grammar Difficulties</b>	12.I feel overwhelmed by the number of rules and grammar in writing academic papers				
	19.I usually feel my whole body rigid and tense when write on academic papers with the rules of grammar.				
<b>Pressure for Perfect Work</b>	11.I am afraid that the other students' would deride my English composition if they read it.				
	15.I always feel that the other students' write an academic papers better than I do.				
<b>Problems with Topic Choices</b>	5.it frightens me when I don't understand what the teacher is saying about the topic.				
	13. I feel anxious when I am not able to master certain topics.				
<b>Insufficient Writing Practise</b>	4.I feel anxious when I start to write on academic papers due to lack of writing experience and practice.				

	10.I start to panic when I have to write an academic papers without preparation in language class.
<b>High Frequency of Writing Assignment</b>	14.I feel nervous in writing academic papers when the lectures gives some rules and high criteria with the assignment.
	16.I become anxious when writing academic papers because of the high frequency of writing assignments
<b>Positive Statement</b>	20.I am not afraid at all that my English writing would be rated as very poor
	21.I usually do my best to avoid writing English compositions.
	17.I don't worry at all about what other people would think of my English compositions



**APPENDIX E****Interview transcript****a. Participant : WA**

1. Is there any ways for yourself to handle your anxiety during the writing process?

WA : How to deal with anxiety during the writing process for me, depends on the situation. If my writing deadline is long, then i will write little by little. I will take some time off to clear my mind and get some fresh air. From this break, new ideas often emerge that are suitable for the writing I am working on. Sp in situations where there is only a short deadline for writing, I will push myself to write as quickly as possible, sometimes even ignoring the content of the writing. even though the content of the content of the writing is very crucial deadlines really make me anxious. I feel all my my work must be completed on time. This means that my anxiety will disappear once I finish my writing assignment on time. Because it burdens on my mind.

2. When you done with your writing, how can you alleviate your feeling and attitude like fear, nervousness and the physical symptoms of anxiety, such as tension and stomachache? Is there any tips and tools ?

WA : Different people have different ways of alleviating these feelings. For me, I just take a walk to get some fresh air. Because actually, I rarely feel



anxious when I write. I often feel anxious when I have to speak as for tips, when I'm writing, I usually think of fun things that I can do immediately when I finish writing. For example, watching movies and listening o realxing music. Relaxation music can really reduce these starngce feelings. I feel more relieved because of that.

**a. Participant : NA**

1. Is there any ways for yourself to handle your anxiety during the writing process?

NA : when anxiety strikes, I usually do two things focus on the process, not the outcome : inseed of obsessing over perfection, I focus more on the writing process itself. This reduces my anxiety while writing. The important think is to do a good job on the writing itself: I will think about the outcome later. Use positive affirmation: I often positive affirmations to myself, such as “ I can do this.”

2. When you done with your writing, how can you alleviate your feeling and attitude like fear, nervousness and the physical symptoms of anxiety, such as tension and stomachache? Is there any tips and tools ?

NA: After I finish writing, the anxiety usally goes away on its own. Then, after I finish writing, I usually buy something as a self-reward getting through it. I also distract my self doing something else so I don't think too much about the outcome of my writing.



**b. Participant: GM**

1. Is there any ways for yourself to handle your anxiety during the writing process?

GM: yes, the way I handle my anxiety is just take a deep breath and focussing on my paper, I motivate myself to be able to answer sheet . actually if I get anxiety during the task I don't really care with the grade, but I'm just focussing on myself against my anxiety and try to be relax at that time, if I am relax maybe I can building some ideas.

2. When you done with your writing, how can you alleviate your feeling and attitude like fear, nervousness and the physical symptoms of anxiety, such as tension and stomachache? Is there any tips and tools ?

GM: Of course, I ever felt nervous, tension and stomach because my anxiety come in from my gerd anxiety that a situations when I skip to eat and late and becoming to be an anxiety, ofcourse with a lot of problem in my life, so if you ask me is there any tips and tools is take your medicine, eat regularly and go to psychologist to handle your mental health.

**c. Participant : FR**

1. Is there any ways for yourself to handle your anxiety during the writing process?

FR: To answer your question, I do to worry about that kind of productive skill acivity specially when it comes to writing. If I will looking at the topic that I sepcifically good not effectively define at that moment, I was start tto feel anxious. I experience a little panick attack at that time, and my mind raise a

head impulsively hoping from one ideas to another. And I was still like unable to connect and with those though together and I believe that I don't have enough vocabulary for a certain topic and in the writing process I would for my self in a risky situation and my concentration get distracted so easily, so I often move my legs and like swinging a fan to keep my mind focus on those ideas that pop up ino my head but still it was struggle for me to relieve those ideas to be a good and interesting writiing. So, I decided to write all these idea done on the paper and keep trying some trial and errors untill I finally felt my writing is strong enough.

2. When you done with your writing, how can you alleviate your feeling and attitude like fear, nervousness and the physical symptoms of anxiety, such as tension and stomacache? Is there any tips and tools ?

FR: I have some tips that I often use. So first thing is believe in the power of du'a in this condition I feel ease and confident but sometimes I have some extra psychological tricks as I mentioned before. I move my legs and swing a fan to catch the attention. Then, some simple trick like take a deep breath three times, don't eat or drink to hours before the writing exam. On a case for writing assignmet with deadline, I usually two or three days earlier I spent time reading some references and taking notes. Since I did some note taking on some those references so it make it much easier for me to develop ideas in the writing process.

**d. Participant : AK**

1. Is there any ways for yourself to handle your anxiety during the writing process?

AK : as we know that anxiety is a fear or feel nervouses doing something that we are in the situations that might be feel fear in our self. So the way that to handle his anxiety during the writing process that I always take a breath, and also I prepare the water the bottle of water to drink of course to make fresh to my mind, so I can focus again to write the text in the writing process. another idea to handle it of course and as muslim we do zikr, also istighfar, we make du'a during the writing process.

2. When you done with your writing, how can you alleviate your feeling and attitude like fear, nervousness and the physical symptoms of anxiety, such as tension and stomachache? Is there any tips and tools ?

AK: After finish my writing. of course I feel nervous, my head sometime get sick, my stomach something nauseous because I feel that really high nervous so my hand also tremble or you know sweaty. I also always feel recall feel my writing has a lot of mistakes, I have negative feeling and thought about my writing but to alleviate that, I try to think positive that also trying to relieve that all those thing all over, and off course I still feel nervous to wait the result of my writing. but to alleviate those I always trying to think positive. I feel dissappointed with my self when I get bad comment from the lecture and sad. So I try to make straighten myself.

**e. Participant : FA**

1. Is there any ways for yourself to handle your anxiety during the writing process?

FA: Yes, I have any ways to handle my writing anxiety during my writing process.

first I try to take a rest for a while, and try to calm myself by drinking water or just wash my face to make it fresher. Maybe I will take a breath for 10 minutes and continue the writing.

2. When you done with your writing, how can you alleviate your feeling and attitude like fear, nervousness and the physical symptoms of anxiety, such as tension and stomachache? Is there any tips and tools ?

FA: After finish my writing, I feel nervous about the quality of my writing what my lecture will comment and feedback which is good or bad and nervous with grammar and rules.

**f. Participant : HA**

1. Is there any ways for yourself to handle your anxiety during the writing process?

HA: Of course, I'm prepare enough before I do the writing for example: if I'm gonna have exam to write a thesis proposal, I will do some trial for myself first, is gonna be like write something that kind of similar or learn about APA six, I'm sure when the lecture told us to do the task at that time, may be he/she will give us five until ten minutes before starting to write. So I use that time for search some keyword about the task or theme, to make sure that I can elaborate idea step by step by using that keyword.

2. When you done with your writing, how can you alleviate your feeling and attitude like fear, nervousness and the physical symptoms of anxiety, such as tension and stomacache? Is there any tips and tools ?

HA: I'm a bit confident about grammar skill do to read a lot. Sure that we've tto accept it the comment or feedback from the lecture. Good experience can give us good memory and good experience will give us a lesson. Let me think from my deepes feeling. I do stomach I don't think my illness that because of the pressure I think I haven't feel itt. But headache if I have case in examination I will bring medicine, learn a lo, recheck, reread, don't forget to talking a lot. Water is nice option for every single complexion.

**g. Participant : AS**

1. Is there anyways for yourself to handle your anxiety during the writing process?

AS: AI as the best tools for me to look for idea that I will write. Brainstorming with my friends ask their idea about the topic. Said to myself this task will be end soon and I can do that.

2. When you done with your writing, how can you alleviate your feeling and attitude like fear, nervousness and the physical symptoms of anxiety, such as tension and stomacache? Is there any tips and tools ?

AS: I will immediately living the class and I will take my time alone to relax and take a deep breath. Manifesting my self because everything will be okay and the result will be okay, but if the task is done at home also with due date I really got anxiety,. playing with my phone, read a book, like novel to relieve

the stressed. For the tips and tools if you don't have any idea to writing. just ask AI it will help you, or if you have friend just go for it.

