

**AN ANALYSIS OF STUDENTS' WRITING ANXIETY IN ACADEMIC  
WRITING CLASS AT THE FIFTH SEMESTER H CLASS ENGLISH  
DEPARTEMENT OF STATE ISLAMIC UNIVERSITY OF RADEN INTAN  
LAMPUNG IN 2018/2019 ACADEMIC YEAR**

**A Thesis**

**Submitted as a Partial Fulfillment of the Requirements for S1-Degree**

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LAMPUNG  
2019**

## **ABSTRACT**

### **AN ANALYSIS OF STUDENTS' WRITING ANXIETY IN ACADEMIC WRITING CLASS AT THE FIFTH SEMESTER H CLASS OF ENGLISH EDUCATION MAJOR OF STATE ISLAMIC UNIVERSITY RADEN INTAN LAMPUNG IN 2018/2019 ACADEMIC YEAR**

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The purpose of the research is to know the students' language difficulties factor of the students' writing anxiety, and to know fear of negative evaluation and fear of test affect of the students' writing anxiety in Academic Writing class. Writing anxiety refers to a situation with a person's tendencies to avoid situations perceived to potentially require writing accompanied by some of perceived evaluations.

The researcher applied a descriptive qualitative research. The subject of this research was students of H class at the fifth semester English department of State Islamic University of Raden Intan Lampung and the total number was 29 students. This study used interview and questionnaire reveal English writing anxiety. The researcher identified the factors of students' anxiety and the affect of students' anxiety. After researching about the students' anxiety, the researcher analyzed the data by using Miles and Michael Huberman, to validate the data the researcher used triangulation method.

There were two main points of the results. First, related to the difficulties factor, the researcher found that the students were lack of grammar and vocabulary. Then, the students also had problems in confident and body tension. The second results were about fear of negative evaluation affect to the students' writing anxiety in academic writing class. It was found that the students were panic when they have to write in English under time constraint. Also, the students were worry about being evaluated and getting bad score.

**Keywords :** *Academic Writing, Descriptive Qualitative Research, Writing Anxiety.*



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## DECLARATION

I hereby state that this thesis entitled : ” An Analysis of Students’ Writing Anxiety in Academic Writing Class at The Fifth Semester English H Class English Departement of State Islamic University Raden Intan Lampung in 2018/2019 Academic Year” is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in this thesis.

Bandar Lampung, 04 Desember 2019

Declared by,

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## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَلَمَّا سَكَتَ عَنْ مُوسَى الْغَضَبُ أَخَذَ الْأَلْوَابَ<sup>ط</sup> وَفِي نُسْخَتِهَا هُدًى وَرَحْمَةٌ لِلَّذِينَ

هُمْ لِرَبِّهِمْ يَرْهَبُونَ

*Then, when the anger of moses abated, he took up the tables, and in their inscription there was guidance and mercy for all those who fear their lord.*

(Al-A'raf 154)<sup>1</sup>

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<sup>1</sup> Abdullah Yusuf 'Ali, *al-jumanatul `ali*, J-Art, Bandung, 2004,

## **DEDICATION**

From deep of my heart, this thesis dedicated to everyone who cares and loves me.

I would like to dedicate This thesis to:

1. Allah SWT who always gives everything I need and save all the time
2. My beloved parents, Mr. Sujono and Ms. Dwi Istina who always give support, motivation and pray for my success.
3. My beloved friends, Ranty Ade Puspita,S.Pd. Widya Wasisca, S.Pd. Tri Riyan S, Fahriza Andika, Herlita Susanti, Elta Efriyani,S.Pd. Mega Tri Junita, Anan Alfian Dharmawan and all my friend C class. who always support and remind me until the completion of this thesis. Thanks for your support.
4. My beloved lecturer and almamater UIN Raden Intan Lampung, who made me grow and have contributed a lot to my personal development.

## **CURRICULUM VITAE**

The researcher's name is Firman Wahyu Susila. He was born in Banarjoyo on March 19<sup>th</sup>, 1996, East Lampung. He is the first child of two children of the couple Mr. Sujono and Ms. Dwi Istina. He has one brother, he is Anang Alfian Dharmawan.

He started his formal education at Kindergarten TK Dharma Wanita in 1999 and graduated in 2002. He continued his study at SD Negeri 1 Bumi Dipasena Mulya and graduated in 2008. Next, He continued his study at Islamic Junior High School of SMP TMI Metro and graduated in 2011. After graduating from SMP TMI Metro He continued in Islamic Senior High School at MAN 1 Metro and finished in 2014. Afterwards, He continued his study at UIN Raden Intan Lampung in English Education Department of Tarbiyah and Teacher Training Faculty of the State Institute of Islamic Studies of Raden Intan Lampung since 2014.



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Praise be to Allah the most Glorified and the most Exalted for His mercy and blessing so that this thesis entitled “*An Analysis of Students’ Writing Anxiety in Academic Writing Class at The Fifth Semester H Class English Education Major of State Islamic University Raden Intan Lampung in 2018/2019 Academic Year*” can be finally completed. This thesis is also written as a part of the requirements of S-1 Degree in the English Education Study Program UIN Raden Intan Lampung.

In accomplishing this thesis, the researcher has received a lot of valuable help and guidance from many sides. Here the researcher would like to express her deep gratitude to:

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Finally, the researcher is fully aware that there is still a lot of weaknesses in this thesis. Any correction, comments and critics for the improvement of this thesis are always open-heartedly welcome and the writer hopes that this thesis will be useful for the readers.

Bandar Lampung, 04 Desember 2019

Researcher,

Firman Wahyu Susila

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## CHAPTER I INTRODUCTION

### A. Background of the Problem

In modern era as right now, writing played an important role in real life. There were several products of writing that human being as social creature need as media to share idea. Academic writing was one of the important on writing product that can be used as media for interacting, sharing experiences and communicating each other in written form personally. Myles states that the ability to write well is not a naturally acquired skill, it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environment. Writing skills must be practiced and learned through experience.<sup>1</sup> So it can develop the strategies and shortcuts in writing.

In other argues, Rimes states that “*writing is a skill in which we express ideas which are arranged in words, sentence and paragraph by using eyes, brain, and hand.*”<sup>2</sup> In addition, Finnochiaro said that writing has been characterized as written thinking.<sup>3</sup> It means that writing is a way to produce language that comes from our thought. In the writing process, student should try to develop their ideas and feelings to be produced into a good sentence, in order to inform the other.

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<sup>1</sup> Myles, Johanne. “Second Language Writing and Research: *The Writing Process and Error Analysis in Students Texts.*” 2002.p.1.

<sup>2</sup> Ann Raimes, *Technique in Teaching Writing*, (London, oxford American English.1983) p.3.

<sup>3</sup> Mary Finocchiaro, *English as a second Language: from Theory to Practice*, (New York:Regents Publishing Company, Inc, 1974), p. 86.

To ensure in a paragraph, it is necessary to group sentences as a main idea. Richards and Renandya state, “*written language is complex at the level of the clause. Writing consists of many constituent parts: content, organization, originality, style, fluency, accuracy, or using appropriate rhetorical forms of discourse.*”<sup>4</sup> It means that students should understand about the aspects in writing process, when they know the point of writing, it can be easy to get a good paragraph.

Writing has been applied in islam as a guide in life, Writing was a tradition that Muslims must have. The consequence of being Muslim was as the Prophet said. It was required to study from the cradle to the grave. Allah SWT said in Al’quran “wrote the human charity that was done during his lifetime, and wrote the former (atsar) from his practice after his death”.

Allah SWT said:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

"Nun, for the sake of word and what they write." (Surat al-Qolam: 1).<sup>5</sup>

Allah swears by two things, namely *kalam* / pen and what was written in that verse encourages people to learn, to read and write. People can feel it to this day that the Al-Qur'an can be guaranteed its authenticity because the friends wrote it down as soon as the revelation comes, consequently there was

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<sup>4</sup> Richards, J. and Renandya, W. *Methodology in Language Teaching*. (Cambridge: Cambridge University Press, th.2002). p. 309.

<sup>5</sup> Mushaf Al-azhar Al-quran Terjemah Dan Tafsir A6 – Jabal(Surat al-Qolam: 1)



absolutely no change until now.<sup>6</sup> So muslim can read alqur'an as a way of life.

At Islamic University of Raden Intan Lampung in Tarbiyah Faculty, especially for English Education Major, writing subject was only conducted in 3 to 5 semesters which include pragraph writing in the third semester, essay writing in fourth semester, and academic writing in the fifth semester. In addition, they were integrated with other three skills learning (reading, speaking, listening), with no more than 3 credits each program study in 16 meetings.<sup>7</sup> With that limited time, the students must know everything that had been taught by lecturer and would be evaluated in final exam. The final evaluation researcher found that the majority of academic writing results students were still not satisfying. There were many grammatical errors, the use of inaccurate words, inability to explore the ideas in the form of writing, and also the content that is not good enough. Students even prefer to use the Google Translate app using mobile phone or laptop to change his writing into English.<sup>8</sup> Then, they can make a shortcut to complete their task.

The problem of writing in the class was students rarely read, then students felt deadlock of ideas. For example, students confused to develop sentence of main topic, because from the basic they do not know what the story of their title.<sup>9</sup> Byrne thinks that students' problem in writing is the

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<sup>6</sup> Muhammad Jawad Balaghi. آلاء الرحمن في تفسير القرآن. 1351 H/1933

<sup>7</sup> Syllabus academic writing for fifth semester English Education Major of Islamic University of Raden Intan Lampung, 2018.

<sup>8</sup> Student experience in academic writing lecture. 2018 academic years. (an observation students' writing anxiety in academic writing class).

<sup>9</sup> Hanna Novaria, Sumardi, Sri Samiati Tarjana. E-Journal of English Language and Literature International Conference(ELLiC). Sebelas Maret University. Indonesia.

absence of the prosodic features in writing, the writer has to compensate these features by keeping the channel of communication open through his/ her own efforts by selecting appropriate structures and by using appropriate connecting devices, so that the text can be interpreted on its own.<sup>10</sup> Grammatical problems, mechanical problems, sentence structure problems and problems of diction are linguistic problems that hamper students' effective writing in English.<sup>11</sup> The solution to start the writing process was students should start to read some things to get new knowledge. So, the writing process would be easier.

In learning process, Anxiety is one of the problem in writing for students. Anxiety was able to block and interfere the process of learning. Foreign language anxiety was a special kind of anxiety related to foreign language classes. Anxiety in learning foreign language or second language is different from other anxieties because language anxiety is a special complex system of belief, feelings, self-perceptions and behavior that usually happens in language classroom which emerges because the complex system of learning process.<sup>12</sup> So it must be understood for the researchers.

Anxiety can have major effects on English foreign language, it was important to explore the students' anxiety. Therefore, the researcher was eager to investigate what factors, as perceived by student, may contribute to the anxiety in an attempt to understand the issue of anxiety in English Foreign

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<sup>10</sup> Byrne,D. Teaching Writing Skills. Longman Press, London, 1988, p.4.

<sup>11</sup> Hedge,t.Writing. Oxford University Press, Oxford, 1988, p.5.

<sup>12</sup> Hortwiz, M. B., Elaine K. &Cope, J. (1986). Foreign Language Classroom Anxiety. The Modern Language Journal, 70: 125-132.

Language more deeply. This was necessary to do as information material that can be used to know the anxiety factors of academic writing for students from the English department.

A partial of students' difficulties, Anxiety was one of the factors that affect the process of learning. Performing activities that require productive skills can get considerable amount of anxiety. As a productive skill, writing had been viewed as a demanding process. According to the research done by Bruning, writing anxiety occurs because of language complexity in general and complexity of writing as a skill in particular.<sup>13</sup>

Writing anxiety is a result of lacking knowledge or understanding necessary to complete the writing task and the students' belief that writing was hard work.<sup>14</sup> One of the reason why writing apprehension occur was that because in writing requires knowledge how to produce a good writing. Beside knowing knowledge about writing, practicing writing was also important, how often practicing writing would effect to the writing itself. Because the more practice in writing, the easier writing would be.

To know students' writing anxiety, the researcher did the preliminary research on students' academic writing the Fifth semester H class English Education Major Islamic University Raden Intan Lampung. Based on the preliminary research on January 29<sup>th</sup>,2019. The researcher collected some data about students' writing anxiety, especially in academic writing. It was

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<sup>13</sup> Bruning, R., & Horn, C. (2000). Developing motivation to write. *Educational Psychologist*, 35 (1), 25-37.

<sup>14</sup> Clark, D. Explorations into Writing Anxiety: Helping Students Overcome Their Fears and Focus on Learning. *ISSOTL Conference*. 2005.

the fact that students found difficulties how to express their ideas correctly and they were confused to develop and made good sentences in paragraph.

Based on the preliminary research conducted at students' academic writing H class English Education Major at the fifth semester in Islamic University Raden Intan Lampung with the total number are 29 students, the researcher found that students feel anxiety in Academic Writing Class.<sup>15</sup>

The researcher found students' anxious in writing especially in academic writing can be seen on table 1:

**Table 1**  
**An Observation of Students' Anxiety in Academic Writing Class at the Fifth Semester English Department of State Islamic University Raden Intan Lampung**

No	Questions	Students' Answer	
		Yes/%	No/%
1	Do you have enough vocabulary to elaborate into academic Writing?	3 (10.3%)	26 (89.7%)
2	Do you feel difficult to develop the idea in main topic ?	24 (82.7%)	5 (17.3%)
3	Do you feel confused when you have to collect assignment in a short time ?	26 (89.7%)	3 (10.3%)
4	Do you feel confused in using right tense in writing of academic writing ?	14 (55.2%)	13 (44.8%)
5	Do you feel confused when you get lot of assignment at academic writing ?	24 (82.7%)	5 (17.3%)
6	Do you feel afraid if there are problems that you have not understood in writing ?	27 (93.1%)	2 (6.7%)

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<sup>15</sup> Students at H class English Education Major of Islamic University Raden Intan Lampung January 29<sup>th</sup>, 2019, An Observation

Based on the explanation above, this research would like to analyze the students' writing anxiety in academic writing H class (29 students) at the fifth semester English department state university Raden Intan Lampung. The first questionnaire was students have enough vocabulary to elaborate into academic writing. There were 3 of 29 students who stated yes and 26 of 29 stated have not enough vocabulary. The second questionnaire were student difficult to develop the main idea. There were 24 of 29 students who stated yes and 5 of 29 stated no, they did not felt difficult to develop main idea. The third questionnaire were student confused when collect assignment in a short time. There were 26 of 29 students who stated yes and 3 of 29 stated no, it means that student felt difficult to collect the task in a short time. The fourth questionnaire were student difficult to develop the main idea. There were 24 of 29 students who stated yes and 5 of 29 stated no, It showed from the questionnaire that students of Academic Writing still confused to develop main topic. The fifth questionnaire were students confused when got lot of assignment in academic writing class. There were 24 of 29 students who stated yes and 5 of 29 stated no, it means that some students felt confused when getting much of assignment. And the last questionnaire were students afraid if there are some problem that you have not understood. There were 27 of 29 students who stated yes and 2 of 29 stated no, it means that some students thought that Academic Writing was hard and difficult subject. They usually cannot develop the topic because they had not many vocabularies.

Some researches have been conducted related to this problem of anxiety. One of them is a study done by Yusuf by the title *Students Problem In Writing Research Proposal (A Case Study of The fifth Semester Students of English Education Department State Institute for Islamic Studies Sunan Ampel Surabaya)*.<sup>16</sup> He attempted to find variant of problems that faced by students in writing research proposal and examined about each elements in research proposal writing.

Thus research which was done in 2011 conducted by DeDeyn, entitled “*Student Identity, Writing Anxiety, And Writing Performance: A Correlational Study*”<sup>17</sup> at Colorado State University. In this research, DeDeyn stated that possibly due to the lack of quantitative identity research, few language acquisition studies have attempted to find relationships between identity and other individual differences.

Based on the previous above, to distinguish with the previous research, the researcher was motivated to conduct a research on students’ factor anxiety in academic writing. The researcher would use qualitative research to analyze the factor of students’ writing anxiety. Because the students at the fifth semester still showed signs of anxiety in Academic Writing.

Thus from the explanation above, researcher would try to analyze the factor of students’ writing anxiety by the Title: *An Analysis of Students’ Writing Anxiety in Academic Writing the Fifth Semester of English*

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<sup>16</sup>Muh Yusuf. Undergraduate Thesis: *Students problem in writing research proposal (A case study of the fifth semester students of English Education Department state institute for islamic studies sunan ampel Surabaya)*. (Surabaya: Perpustakaan IAIN SunanAmpel Surabaya, 2013).

<sup>17</sup> Rachel, DeDeyn. Doctoral Thesis: *Student Identity. Writing Anxiety And Writing Performance: A Correlational Study*. (Colorado State University, 2011).

Education Major of State Islamic University Raden Intan Lampung in Academic Year of 2018/2019.

### **B. Identification of Problem**

Based on the background above, the researcher can identify the problems as follows :

1. The students feel difficult to develop the main topic in Academic Writing.
2. The students worried about making mistake in writing English.

### **C. Limitation of Problem**

The limitation of this study is on students Academic Writing class in the fifth semester at English Teacher Education Department. There are 8 major factors writing anxiety, however, the researcher only focus for 2 major factors namely: language difficulties and fear of negative evaluation and fear of test. This is because the preliminary research that have been conducted in H Class, that factors are often felt by students in that class and related in English Education major as teacher training faculty.

### **D. Formulation of the Problem**

Based on the identification and limitation of problem, the researcher formulated the problems as follows:

1. What are the students' language difficulties factors in Academic Writing class at the fifth Semester English Department of State Islamic k University of Raden Intan Lampung ?

2. How does fear of negative evaluation affect the students' writing anxiety in Academic Writing class at the fifth Semester English Department of State Islamic University of Raden Intan Lampung ?

#### **E. Objective of the Research**

Based on the formulation of the problem above, the objectives of the research was as follow:

1. To describe students' language difficulty factors in academic writing class at The fifth Semester English Department of State Islamic University of Raden Intan Lampung.
2. To describe students' fear of negative evaluation affect the students' Writing Anxiety class in Academic Writing class at The fifth Semester English Department of State Islamic University of Raden Intan Lampung.

#### **F. Use of the Research**

This study would be advantageous for the student, teacher and educational practitioners and researches.

##### 1. *Theoretically* :

- a. To provide an overview about factor of anxiety in academic writing class.
- b. To make a contributions writing anxiety test for students to be aware about their writing anxiety level.



2. *Practically:*

- a. To give a deeper information and knowledge about major factors that caused students' anxiety in the process of academic writing class at the fifth semester English Department of State Islamic University of Raden Intan Lampung.
- b. To make the academic writing class less stressful by knowing students' writing anxiety in their class, and students' honest responses, teachers can analyze it to make the solvency.

**G. Scope of the Research**

The researcher divided the scope of the research into four parts that were:

1. Subject of the Research

The subject of the research was students at the the fifth semester English department State Islamic University of Raden Intan Lampung.

2. Object of the Research

The object of the research was the students' anxiety in Academic Writing class at the fifth semester English department State Islamic University Raden Intan Lampung.

3. Time of the Research

The research was conducted at the the fifth semester of English Department in the academic year of 2018/2019

4. Place of the Research

The research was conducted at State Islamic University Raden Intan Lampung.

## **CHAPTER II THEORETICAL FRAMEWORK**

### **A. Theory**

#### **1. Writing**

##### **a. Concept of Writing**

Writing is learned through a process of instruction that we have to master of the language and not learn certain structures which are less used in speech at perhaps not used at all, but which are important for effective communication by writing.<sup>1</sup> Writing is also a necessary component of education, livelihood, and functional basics in our society. By learning writing, the students would get knowledge about how to write effectively, how to express ideas, how to share their thoughts with anyone else through writing. Harmer states that there are some the importance of learning writing. Those can be seen in the following points:<sup>2</sup>

- 1) Writing is often not time-bound in the way conversation is. It means that in writing activities the students had a longer time to think rather than in speaking activities. Thus, the students can choose the appropriate word that would be used to express their ideas. They can also have a longer time to check their grammar patterns.

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<sup>1</sup> Byrne, D. *Teaching Writing Skills*. (Longman Press, London, 1988), p.5.

<sup>2</sup> Jeremy Harmer, *How To Teach Writing*, (Longman, New York., 2009). p.31-33.

- 2) Writing encourages students to focus on accurate language use because they think as they write. It may provoke well development as they resolve problems which writing puts in their mind.
- 3) Writing has always been used as a means of reinforcing language that has been taught. The teacher used writing skill to make a note about recently learned grammar in the learning process.
- 4) Writing is frequently useful as preparation for some other activities, in particular when students write sentences. The students were given time to think the ideas and asked to write a sentence.
- 5) Writing can also be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking. The teacher asked students to write short dialogues which they will act out.
- 6) Writing is also used in questionnaire-type activities. Students may be asked to design a questionnaire by asking questions to their friends.
- 7) Writing is also used to help students perform a different kind of activity (in this case speaking and listening). Students need to be able to write to do these activities.<sup>3</sup>

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<sup>3</sup> *Ibid.*, p. 32-33.

Yokotova states that writing is a complex process that requires a number of various skill.<sup>4</sup> Some people liked writing, and as a result, practice their writing whenever they wrote. For example, you may enjoy with writing entries in a personal diary, you might keep a blog on the web, post lots of comments on Facebook, or even Tweet regularly. Some people enjoyed writing poetry and creative stories, either as a hobby, or with the intention to publish. You may identify yourself as one of those persons who enjoys writing, as exemplified above, or you may be amongst the majority of students who actually do not like writing at all or has lost the passion to write.

Based on the explanations, it can be concluded that writing is an effort to express the writer's thinking, feeling, or ideas in written form by considering writing aspects and writing stages to be clearly understood by the readers.

#### **b. Writing Process**

Writing is a process because it goes through many stages.<sup>5</sup> When we are trying to write something, we needed some steps. From the statements, it can be said that writing is not an instant process. There are some steps of writing based on Harmer, there are:

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<sup>4</sup> T.V.Yakotova. English Academic Writing(For Students And Researchers). 2003.p.18.

<sup>5</sup> Alice Oshima and Ann Hogue, *Writing Academic English Third Edition*, (Longman, New York,) 1999. p. 3.

## 1) Pre-writing

Pre-writing is a way of organizing your thoughts or beginning to put the information you have on paper.<sup>6</sup> Pre-writing stage helps writers generate the ideas in numerous ways such as brainstorming, outlining, topic analysis, freewriting, and planning.

Brainstorming permits one to approach a topic with an open mind and to come up with ideas freely. Freewriting is designed to help students' free ideas that they might not realize that they have. Planning, brainstorming, and freewriting are some different ways to begin writing.

Planning appears to be the stage in which we create a guide to lead us in writing. It is the stage where the students firstly thought out things to be the content of the writing. Planning provides a means for quickly checking their sentences to see if they deal with the topic, and served as a guide for checking whether the sentences are logically arranged.

## 2) Drafting

After getting some ideas, drafting is begun. In drafting, the students need to arrange their writing. It can be done by using native language first and later translate into English or directly write in English with some problems may face. Students often share their drafting result to their friends or teacher to get feedback about their writing. In addition, students start to concern about several aspects related

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<sup>6</sup> *Ibid.*, p. 1.

to writing such as grammar, spelling, vocabulary, and content of their writing to discover how they can express their ideas in the clearest manner possible so that their readers will receive the same message with the same impact that students intended.

### 3) Revising

The process revising means students learn from some feedback they got to improve their writing.<sup>7</sup> When students do not get feedback in this stage, they rewrite their result and may do some changes that they would like to make. All good writers go through several steps of revision, because they want to make their writing the best it can be.

In this process, students try to check their writing so that the readers can understand the messages. In this final activity, students look again the work, reread what they have written on it, make rearrangement, additions, and substitutions on it and rewrite to make it readable.<sup>8</sup>

When revising, students should change what have written in order to improve it. Thus, check it over for content and organization, including unity, coherence, and logical. They can change, rearrange, add, or delete, all for the goal of communicating their thoughts more clearly, more effectively, and in a more interesting way.<sup>9</sup>

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<sup>7</sup> *Ibid.*, p. 8-10.

<sup>8</sup> Jeremy Harmer, *How To Teach Writing*, (Longman. New York, 2009). p.4.

<sup>9</sup> Alice Oshima and Ann Hogue, *Op.cit*:p.11.

Based on the explanations, the researcher concluded that writing is an activity, production mode in the learning process to express the idea, opinion and produced the sentences that appropriate with the grammatical concept by writing.

## 2. Academic Writing

This research would focus on one particular type of academic writing, particularly the writing style found in scholarly writing in education. Unlike many content areas, educational writing can cover any area from biology to economics, from literature to history, from curriculum to instruction.

Academic Writing normally requires to support the ideas and opinions with facts, statistics, quotations, and similar kinds of information.<sup>10</sup> Writer got these kinds of supporting details from outside sources such as books, magazines, newspapers, Web sites, personal interviews, and so on. Because of this diverse nature of educational writing, hundreds of outlets for publication and a plethora of opportunities to write are available.

Academic Writing is always a form of evaluation that asks the writer to demonstrate knowledge and showed proficiency with certain disciplinary skills of thinking, interpreting, and presenting. Writing the paper is never just the writing

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<sup>10</sup> Alice Oshima and Ann Hogue, *Writing Academic English Fourth Edition*,( Longman, New York, 2006). p. 39.

part. To be successful in this kind of writing, the writer must be completely aware in writing task.<sup>11</sup>

According to explanations above, the researcher concluded that academic writing is an activity in learning process to express the idea, opinion and produce the task in educational institution where the writer do to complete his study.

### 3. Anxiety

#### a. Concept of Anxiety

Anxiety is one of the most well documented psychological phenomena. In general anxiety appeared from human body as a response to a particular situation. Commonly anxiety can be identified as a feeling of being threatened, apprehension, tension, or worry.

There are several definitions of anxiety which are found by the researcher. According to Carlson and Buskist, anxiety is “a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach”.<sup>12</sup>

Furthermore, anxiety arised as a respon particular situation. Paser and Smith define anxiety as a state of tension and apprehension as a natural response to perceived threat.<sup>13</sup> It means that people are naturally feels anxious when they are threatened. While according to Ormrod anxiety is a feeling of

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<sup>11</sup> L. Lennie Irvin, a Journal *What Is “Academic” Writing?*. (Pavel, Parlor Press, 2010),p.8.

<sup>12</sup> Neil R. Carlson and William Buskist, *Psychology: The science of Behavior*, (Needham Heights: Viacom Company, 1997), p. 558.

<sup>13</sup> Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior*, (New York: McGraw-Hill, 2009), p.787



uneasiness and apprehension concerning a situation with an uncertain outcome.<sup>14</sup>

Although anxiety and fear sounded similar, both are actually different. Halgin and Whitbourne describe the difference between fear and anxiety, fear is a natural alarm response to a dangerous situation while anxiety is more future-oriented, a feeling of apprehension and uneasiness about the possibility of something terrible might happen.<sup>15</sup>

Barlow states, as cited in Passer and Smith, anxiety responses consist of emotional component, feeling of tension; cognitive component, worry, physiological responses, increased heart rate and blood pressure; and behavioral responses, avoidance of certain situations.<sup>16</sup>

We all know what it is like to feel anxious from time to time. It is common to feel tense, nervous and perhaps fearful at the thought of a stressful event or decision you are facing especially if it could have a big impact on your life. For example:

- 1) sitting an exam
- 2) going into hospital
- 3) attending an interview
- 4) starting a new job

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<sup>14</sup> Jeanne Ellis Ormrod, *Educational Psychology: Developing Learner*, (Boston: Person Education Inc, 2011), p. 401

<sup>15</sup> Richard P. Halgin and Susan Krauss Whitbourne, *Abnormal Psychology: Clinical Perspectives on Psychological Disorder*, (New York: McGraw-Hill, 2007), p.144

<sup>16</sup> Passer and Smith, 2009, *loc. Cit.*

In situations like these, it is understandable to have worries about how you will perform, or what the outcome will be. For a brief period you might even find it hard to sleep, eat or concentrate. Then usually, after a short while or when the situation had passed, the feelings of worry are stop.

From the definition above, researcher concluded that anxiety is a feeling of nervousness, unease, or worried that usually happened at the moment in particular situation.

#### **b. Types of Anxiety**

Writing anxiety is also divided into some sorts. According to Cheng, writing anxiety is divided into three types, namely:<sup>17</sup>

##### ***1) Cognitive anxiety***

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

##### ***2) Somatic anxiety***

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<sup>17</sup> Cheng . Y. S. *A Measure of Second Language Writing Anxiety: Scale Development and Preliminary Validation*. Journal of Second Language Writing, 13(4): 2004. p. 316.

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

### **3) *Avoidance anxiety***

Avoidance anxiety is a type of anxiety where the students avoid writing. This is behavior aspect of the anxiety experience. For instance, the students do not come to the writing class or do not do their writing task. This is the most dangerous type of writing anxiety because the students will avoid writing. They will not do anything in writing class. Moreover, the students cannot get any result on their writing.<sup>18</sup>

### **4) *State anxiety***

“State anxiety is temporary feeling of anxiety elicited by a threatening situation”.<sup>19</sup> Another definition of state anxiety defined by Thomas J. Huberty which is “State anxiety refers to anxiety that occurs in a specific situation and usually has a clean trigger”.<sup>20</sup> It means that state

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<sup>18</sup> *Ibid.*, p.317

<sup>19</sup> Thomas J. Huberty, *Anxiety and Depression in Children and Adolescents*, (New York: Springer Science, 2009) p.31

<sup>20</sup> *Ibid.*, p.31.

anxiety is an anxious feeling that felt by the people only when they face a specific situation and in a short time.

### 5) Trait anxiety

Trait anxiety is pattern of responding with anxiety even in nonthreatening situations.<sup>21</sup> People with trait anxiety tend to worry more than most people and feel inappropriately threatened by several things in the environment. In regard to this, Marwan argues that trait anxiety is a person's tendency to feel anxious of the situations they are exposed to. Trait anxiety is a part of a person's character and is a permanent disorder. People with trait anxiety tend to worry more than most people and whatever the situation a person will remain affected by his character.

## 4. Writing Anxiety

Writing anxiety is a result of lacking knowledge or understanding necessary to complete the writing task and the students' belief that writing is hard work.<sup>22</sup> One of the reason why writing apprehension occur is that because in writing requires knowledge about how to produce a good writing. Beside knowing knowledge about writing but practicing writing is also important, how often practicing writing would effect to the writing itself. Because the more practice in writing, the easier writing would be.

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<sup>21</sup> Marwan, Adi. *Investigating Students' Foreign Language Anxiety*. Malaysian Journal of ELT Research. Vol. 3. 2007, p. 39

<sup>22</sup> Clark, D. *Explorations into Writing Anxiety: Helping Students*. Overcome Their Fears and Focus on Learning. ISSOTL Conference. 2005.p.

Writing anxiety is more of a fear of the writing process that outweighs the projected gain from the ability to write.<sup>23</sup> Writing anxiety is also defined as a label for one or a combination of feelings, beliefs, or behaviors that interfere with a person's ability to start, work on, or finish a given writing task that he or she is intellectually capable of doing.

Some students felt an enjoyable activity in writing, and they saw it as enjoyable exercise when they put their thought or ideas on paper. For those students who had difficulty putting their thoughts into written words, the writing activity would be a very uncomfortable, and even fearful experience each time they faced a written task. When students found difficulties in writing, they might have faced writing anxiety.

Anxiety is inextricably connected to a multiplicity of other individual differences, making it almost impossible to determine its true effect on performance. One of the constructs that anxiety is consistently linked is self-efficacy. Self-efficacy is an individual's beliefs about their capabilities on a particular task. Self-efficacy is developed through: self-evaluation of one's previous experiences with a task, observing others' experiences with a task, others' evaluations of one's performance on a task, and physiological and emotional reactions one has to a task.<sup>24</sup>

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<sup>23</sup> Takahashi, A. *Self perception of english ability. Is related to proficiency and /or class performance. (Niigata studies in foreign languages and culture. 2009). p.39.*

<sup>24</sup> Pajares, F., Johnson, M. J., & Usher, E. L. *Sources of writing self-efficacy beliefs of elementary, middle, and high school students. Research in the Teaching of English, 42(1), (2007),p.104-120.*

## 5. Factors of Writing Anxiety

Writing anxiety occurred due to some causes, based on previous researches there are some possible causes of writing anxiety. The causes would be explained as follows.

### a. Fear of negative evaluation

Most students will feel anxious when their writing will be evaluated, and fear of test is very pervasive because writing test is regarded as productive activity that is influenced by time pressure strongly.<sup>25</sup> The students would feel anxious when their writing is not as good as their teachers' hope, and as result their teacher would give negative evaluation about their writing. Rezai and Jafari found that time pressure is one of the main cause of writing.<sup>26</sup> Writing in English for students is needed more time than writing in their mother tongue or first language. They needed extra time to plan, write, and revise in order to make sure that their writing in English can be as good as writing in their first language. The students would feel anxious when they had to write under time pressure because they cannot concentrate to their writing, and concentrated more about limited time.

### b. Low of self confidence

Self-confidence is extremely important in determining of the students toward writing task. Students with good skills and capabilities in writing will

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<sup>25</sup> Zhang, H. A Study on ESL Writing Anxiety among Chinese English Major- Causes, Effects and Coping Strategies For ESL Writing Anxiety. Kristiansan University of Sweden. 2011.

<sup>26</sup> Rezaei, M. & Jafari, M. Investigating the Levels, Types, and the Cause of Writing Anxiety among Iranian EFL Students ( A Mixed Method Design. Procedia- Social and Behaviour Sciences, 2014). p.98.

encounter anxiety when they believe that they will do poorly.<sup>27</sup> Even if the students who had high second language writing ability assumed that they are not competent in writing something which is ordered, then they also cannot avoid writing anxiety.

c. Insufficient writing technique

Good skill in writing showed that the students had a fairly good understanding of composing process and good skill development. Students who had not experience writing anxiety are those who had poor skill development and lack of understanding of the composing process which means the anxious students are not skillful writer.

d. Language difficulties

Language difficulty is a common problem faced by foreign language learners when they write composition in English.<sup>28</sup> Linguistic difficulties made them reluctant or lazy to write composition in English, because the difficulty in expressing ideas through correct and varied clauses which must be written according to grammar rule. In addition, the amount of vocabulary of the students is still relatively inadequate, so that they had difficulty in showing their composition in the form of English.

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<sup>27</sup> Hassan, B A. *The Relationship of Writing Apprehension and Self-Esteem to the Writing Quality of EFL University Students*. Mansoura Faculty of Education Journal, (2001), p.4.

<sup>28</sup> Zhang, H. *A Study on ESL Writing Anxiety among Chinese English Major- Causes, Effects and Coping Strategies For ESL Writing Anxiety*. Kristiansan University of Sweden. (2011).

e. Lack of topical knowledge

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

f. Lack of experience or insufficient writing practice

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

g. Pressure for perfect work

Anxiety may occur because the learners feel in the pressure for perfect work. They believe that the perfect writing work is that which demands work



and has more difficulties standard.<sup>29</sup> This self-imposed pressured for perfect work which usually made the students experience writing anxiety and caused the student to be reluctant to write. They had to achieve high standard of writing, and it made the students experience writing anxiety.

#### h. High frequency of assignment

Another root that caused writing anxiety is high frequency of assignments. However, the findings suggested that to master writing skill, students required more writing practices.

High frequency of assignments is one of the sources of writing anxiety. However, the percentages of the respondents from the study who chooses it as a cause of writing anxiety are a few and it becomes the least chosen item by the respondents.<sup>30</sup>

There are 8 major factors writing anxiety, however, the researcher only focus for 2 major factors namely: language difficulties and fear of negative evaluation and fear of test. This is because the preliminary research that have been conducted in H Class, that factors are often felt by students in that class and related in English Education major as teacher training faculty.

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<sup>29</sup> Bloom, L. Why Graduate Students Can't Write: Implication of Research on Writing Anxiety for Graduate Education. (Journal of Advanced Compositions .1981),p, 2:2

<sup>30</sup> Rezaei, M. &Jafari, M. Investigating the Levels, Types, and the Cause of Writing Anxiety among Iranian EFL Students : A Mixed Method Design. Procedia- Social and Behaviour Sciences, 98( 2014). p. 150.

## 6. Fear of negative evaluation

When approaching evaluation, many learners can feel not at ease perceiving it as a menacing experience. In this, Alderson and Scott stated that it "threatens the interests of those who are involved in the object evaluation".<sup>31</sup> Given that this evaluation threatens the interests of those who are involved in it, touches learners in academic writing class As a result, they may develop fear from the evaluation they face or any evaluative situations. This feeling is more likely to be reinforced when evaluators show a kind of subjectivity in their evaluations which is one form of negative evaluation. Hence, a parallel line can be drawn up between fear of negative evaluation. Since fear is a reaction of threatening situations and evaluation in itself threatens the interests of those who are involved in it, we can deduce that negative evaluation generates fear. In other word, this is what has been called Fear of Negative Evaluation (FNE),<sup>32</sup>

To have more insight on the relationship between evaluation and fear, we can refer to evaluation anxiety. Evaluation anxiety has been studied rather extensively in areas such as test taking, oral examinations, jury selection, counselling training.<sup>33</sup> According to Donaldson, this concept means "*the experience of being evaluated, critiqued, or judged commonly results in an*

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<sup>31</sup> Alderson, J.C. & Scoot, M. Insiders, Outsiders And Participatory Evaluation. Evaluating Second Language Education. Cambridge University Press.(1996).P.26

<sup>32</sup> Watson, D., And Friend, R. Measurement Of Social Evaluate Anxiety. Journal Of Consulting And Clinical Psychology, (1969). P. 33.

<sup>33</sup> Donaldson, S.I., & Grant Vallone, E.J. Understanding Self-Report Bias In Organizational Behavior Research.(Journal Of Business And Psychology).(2002).P.161.

*emotional reaction of uneasiness, uncertainty, or apprehension.*"<sup>34</sup> This feeling is common in foreign language class because students can react to their peers' or instructors evaluations and judgements. When they are negative or perceived such as, fear is the result. In addition Horwitz said in his article that students experience apprehension, worry, even dread. They have difficulty concentrating, become forgetful, sweat, and have palpitations. They exhibit avoidance behaviour such missing class and postponing homework.<sup>35</sup> It can be pointed out that fear of the panorama of a negative evaluation is probably inherent to being human. He specified it to criticism, ridicule, contempt, embarrassment, loss of acceptability, loss of respect, and rejection which are disagreeable experiences most individuals attempt to avoid.

## **7. Language Difficulties in Writing**

Like all learning problems, difficulties in writing can be devastating to a student's education. Requiring mastery are not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. As students' progress, they are increasingly expected to express what they know about the many different subjects through writing. If a student fails to develop certain basic skills, he will be unable to write with the speed and fluency required to excel as these demands increase. Indeed, for a student's struggle with a writing

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<sup>34</sup> Ibid. 162.

<sup>35</sup> Horwitz, Joan Cope. Foreign Language Classroom Anxiety . The Modern Journal, Vol. 70, No 2. 1986. P.127.

problem, the writing process itself interferes with learning. Students faced with such difficult odds having trouble staying motivated.

The basic point that makes writing difficult is the use of language aspects or abilities in written likes punctuation, spelling, grammatical, vocabulary and so on. According to Jordan, writing is often confusing with the process of putting words down on paper in the same structure as an outline prepared with appropriate style and vocabulary the major ideas arranged in some often on the correction of mechanical and grammatical errors.<sup>36</sup>

in writing problem, Bryne thinks that the writing difficulty it can be categorized into some aspects like grammar. vocabulary, language use and choice of sentence in writing must have fully monitoring. The other difficulty in developing written material or content of composition. Writing has to be thought through formal instructions such as spelling, punctuation, capitalization and paragraphing.<sup>37</sup>

Language difficulties in writing can be devastating to a students' education, As students' progress, they are increasingly expected to express what they know about many different subjects through writing. If a student fail to develop main idea, he will be unable to write with the speed and concentrate with the topic, so students can not complete the task on time.<sup>38</sup>

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<sup>36</sup> Jordan , R.R. English For Academic Purposes; A Guide And Resource Book For Teacers. Cambridge University Press.(1997)

<sup>37</sup> Byrne,D. Teaching Writing Skills. Longman Press, London. 1988.

<sup>38</sup> Heaton, JB. Writing English Language Tests. London.Longman. 1975.

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