STUDENTS' WRITING ANXIETY AT ENGLISH DEPARTMENT OF STATE ISLAMIC INSTITUTE OF KERINCI

A THESIS

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FACULTY OF EDUCATION AND TEACHER LEARNING
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STUDENTS' WRITING ANXIETY AT ENGLISH DEPARTMENT OF STATE
ISLAMIC INSTITUTE OF KERINCI

A THESIS

*Submitted as a Partial Fulfillments of The Requirements for Undergraduate
Degree at English Education Program in Faculty of Education and Teacher
Tarining State Islamic Institute of Kerinci*

BY

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC INSTITUTE OF KERINCI

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OFFICIAL NOTE

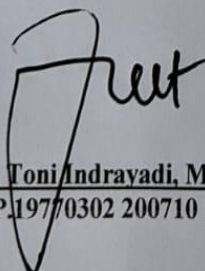*Assalamu'alaikum Warrahmatullahi Wabarakatuh*

After guiding, analyzing, briefing, and correcting, the writing Yanda Okta Saputra's thesis (the student's number is 1810203024) entitled: **"Student's Writing Anxiety at English Department of State Islamic Institute of Kerinci"**, we are of the opinion that thesis has met the qualification as one partial fulfilment of the requirements for undergraduate degree of English Education Department in Faculty of Teacher Training at State Islamic Institute (IAIN) of Kerinci.

Thus, we proceed this thesis to the faculty for immediate administrative process for the final examination.

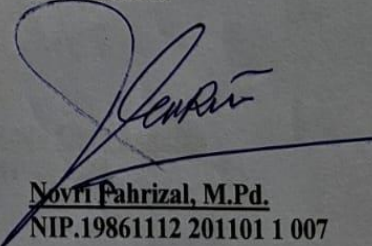*Wassalamu'alaikum Warrahmatullahi Wabarakatuh*

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CERTIFICATE OF ORIGINALITY

The researcher hereby declares the thesis entitled "Student's Writing Anxiety at English Department of State Islamic Institute of Kerinci" is the researcher's work and that to the best of the researcher's knowledge and belief, it contains no material previously published or written by another person, or material which to a substancial extent has been accepted for the ward of any other educational institutions, except where due acknowledgment is made in this thesis. Any contribution made by the researcher by others, with whom the researcher has worked at the Stated Islamic Institute of Kerinci or else where is fully acknowledged.

The researcher also declares that the intellectual contento this thesis is product o the researcher's work, except to the extent that assistence rom others in the project's design and conception or style, presentation, and linguistic expression is acknowledged.

Sungai Penuh,　June　2023
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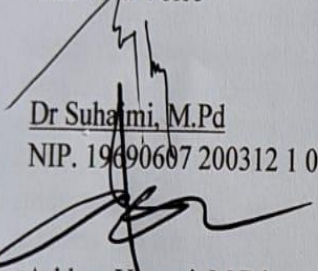
APPROVAL AND ACCEPTANCE

This thesis with entitled of "Student's Writing Anxiety at English Department of State Islamic Institute of Kerinci" by Yanda Okta Saputra with students' number 1810203024 has been examined in the viva voice held by Faculty of Education and Theacher Training at State Islamic Institute of Kerinci on

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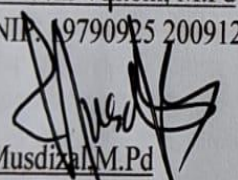
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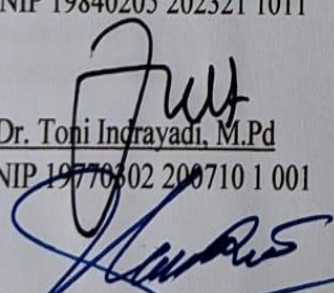
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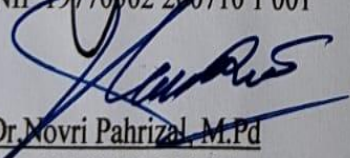
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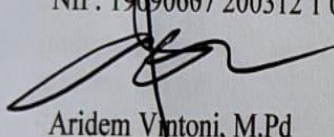Dr. Toni Indrayadi, M.Pd   Advisor I
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ABSTRACT

Yanda Okta Saputra, 2023 : **Student's Writing Anxiety at English Department of State Islamic Institute of Kerinci**

Advisors : **1. Dr. Toni Indrayadi, M. Pd**
2. Dr. Novri Pahrizal, M.Pd.

Key words : *Writing Anxiety, Cognitive Anxiety, Somatic Anxiety, and Avoidance Behavior*

This study aims to analyze the anxiety of writing English in State Islamic Istitute of Kerinci students. Writing anxiety is one of the anxiety that occurs in foreign language anxiety. This is the fear of writing when someone has to start, work on, or finish writing given a task. By conducting survey research, this research describes the level, dominant type, and main factors of writing anxiety of English students and how to overcome the level of writing anxiety. Sixty-eight English students in semester three and semester five joined this research. Two types of questionnaires were used in this study, namely the first (SLWAI) which was adapted from Cheng, and the second was the Writing Anxiety Factor which was adapted from Zhang. This questionnaire was used to check why students experienced anxiety in writing. The findings reveal that the average level of anxiety level is 69.46. The dominant type of writing anxiety is somatic writing anxiety, which is based on the highest average between the other two types of writing anxiety. Then there are three main factors that cause writing anxiety, namely linguistic difficulties (82.4%), lack of topic knowledge (69.1%), insufficient writing technique (60.3%).

ABSTRAK

Yanda Okta Saputra, 2023	**:**	**Kecemasan Menulis Mahasiswa Jurusan Bahasa Inggris pada Institut Agama Islam Negeri Kerinci**
Advisors	**:**	**1. Dr. Toni Indrayadi, M. Pd** **2. Dr. Novri Pahrizal, M.Pd.**
Key words	**:**	*Kecemasan Menulis, Kecemasan Kognitif, Kecemasan Somatik, dan Perilaku Menghindar*

Penelitian ini bertujuan untuk menganalisis kecemasan menulis bahasa Inggris pada mahasiswa IAIN Kerinci. Kecemasan menulis merupakan salah satu kecemasan yang terjadi pada kecemasan berbahasa asing. Ini adalah ketakutan menulis ketika seseorang harus memulai, mengerjakan, atau menyelesaikan tugas menulis yang diberikan. Dengan melakukan penelitian survei, penelitian ini mendeskripsikan tingkat, tipe dominan, dan faktor utama kecemasan menulis siswa bahasa Inggris dan cara mengatasi tingkat kecemasan menulis. Enam puluh delapan mahasiswa bahasa Inggris di semester tiga dan semester lima mengikuti penelitian ini. Dua jenis kuesioner digunakan dalam penelitian ini, yaitu yang pertama (SLWAI) yang diadaftasi dari Cheng, dan yang kedua Faktor Kecemasan Menulis yang diadaftasi dari Zhang. Kuesioner ini digunakan untuk memeriksa mengapa siswa mengalami kecemasan dalam menulis. Hasil penelitian menunjukkan bahwa rata-rata tingkat kecemasan adalah 69,46. Jenis kecemasan menulis yang dominan adalah kecemasan menulis somatik, yang berdasarkan rata-rata paling tinggi diantara dua jenis kecemasan menulis lainnya. Kemudian ada tiga faktor utama penyebab kecemasan menulis, yaitu kesulitan berbahasa (82,4%), kurangnya pengetahuan topik (69,1%), teknik menulis yang tidak memadai (60,3%).

DEDICATION AND MOTTO

DEDICATION

I dedicated this thesis for my beloved Allah SWT, and prophet Muhammad SAW.

My loving mother (Harmaidan) and father (Rasidin) who always give a support for me.

My older sister (Mery Yulyanti) and My brother in law (Hamdani, A.Ma) who always help me when I need them.

The important one is for myself who always strong and who always working hard.

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۝ إِنَّ مَعَ الْعُسْرِ يُسْرًا

Meaning:So veril, with the hardship, there is relief verily, with the hardship, there is relief

Artinya: Maka, sesungguhnya beserta kesulitan ada kemudahan.

(Q.S. Al-In-Syirah:5)

ACKNOWLEDGMENT

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

الْحَمْدُ لِلهِ رَبِّ الْعَالَمِيْنَ وَبِهِ نَسْتَعِيْنُ عَلَى أُمُوْرِ الدُّنْيَا وَالدِّيْنِ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِيْنَ وَعَلَى اَلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْدُ

Praise be to Allah SWT. Who has given mercies and blessing, so the researcher could finish this thesis as one of partial fulfillment of requirements for undergraduate degree of English Education Program in Faculty of Education And Teacher Training at State Islamic Institute of Kerinci.Sholawat and greetings are hopefully given to the greatest hero in the world is our beloved prophet Muhammad SAW. Who has guide the humans from the darkness to the brightness namely Islam religion with Al-Qur'an as the foundation of the life.

Additionally, while completing this thesis entitled entitled "Student's Writing Anxiety at English Department of State Islamic Institute of Kerinci", the researcher got difficulties but guidance, advice and encouragment from other parties, the researcher could finish this thesis.

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CHAPTER 1
INTRODUCTION

A. Background of the Problem

Writing is one of the difficult activities to learn that leaves many who often engage in writing. In education, students must be active in writing so that students who currently learn to write should learn how to find ideas in writing. Writing skills are important to improve the students, on these writing skills students are expected to be able to convey or provide ideas by writing correctly and clearly.

Writing is one of language skills. The students still get difficulties in writing. Brown, (2000: 336) states that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions. Writing represents what we think. It means that writing process reflects things, in the mind. The students find difficulties when they start looking for some reasons to write and producing written sentences.

Nunan (1991: 88) in Fauziati adds that writing is the mental work of inventing ideas, thinking about how to express ideas and organize them into statements and paragraphs that will be clear for the reader. Based on preliminary study, the activity of writing is difficult for the students. The student does not has experience about writing. It is confuse of the srudents to determine word that will be choosen to make a good paragraph. The student's problem in writing that is limited vocabulary, limited knowledge to develop paragraph and less exerise from the teacher for the student. The purpose of the learners' writing is "to catch grammar, spelling, and punctuation errors" (Leki, 1996: 173).

Writing is an activity that people do to communicate or deliver messages to others but indirectly is a way to express ideas through a piece of paper. The reason why writing is so important is that writing is a means of human communication that includes a representation of language with a written symbol. Tarigan (2013:3) states that writing is a language skill used to communicate indirectly or indirectly with others. By writing, students can state or express ideas or opinions, thoughts, and feelings.

Kingston et al (2002:3) stated that students' English learning achievement was only measured by productive skills, especially writing skills. Moreover, recently people prefer written forms of communication in accessing information rather than oral communication. To support the idea of the importance of writing performance, Abbas (2007:203) states that one of the characteristics of the 21st century is that English has changed its concept in terms of language use; a very dominant spoken language will be followed by a more dominant written language. Thus, the aim of teaching and learning English should be emphasized to help students communicate both in spoken and written form.

Appropriate and effective and innovative education can realize optimal learning activities. So that it can be seen as the criteria for student success. Efforts made by lecturers to achieve success in the process of learning to write are not easy. Writing is considered the most complex and difficult skill to master, and as a rule, more complex and difficult than writing in one's native language (Bailey, 2003).

Writing in a foreign language this regard writing in English, is an important language skill to acquire the importance of communication in the globalization era.

It cannot be denied that writing in English for almost every foreign language learner is believed as a tough case. The fear of negative judgment by lecturers and peers as well as the fear of not writing on time even make it difficult for students to develop their English writing skills. If reality shows such a phenomenon, it means that students experience writing anxiety.

Spielberger in Hortwiz, Elaine, and Cope (1986) defines anxiety as a subjective feeling of tension, fear, nervousness, and worry associated with the awakening of the automatic nervous system. The Oxford Advanced Learner's Dictionary (1995:44) defines anxiety as a nervous feeling caused by the fear that something bad will happen. Anxiety can hinder and interfere with the learning process.

Foreign language anxiety can be associated with three different anxieties related to academic and social evaluation situations. They are communication fear, negative evaluation fear, and exam anxiety (Hortwiz, et al., 1986). Communication worry refers to a type of shyness characterized by fear or anxiety about communicating with people. Students will feel uncomfortable, embarrassed, and afraid when they have to enter real communication, even, in fact, students are quite mature in ideas and thoughts. Fear of negative evaluation is fear of evaluation of others, avoidance of evaluation situations, and the expectation that others will evaluate oneself negatively. Test anxiety refers to a type of performance anxiety that stems from failure. This type of anxiety also occurs in writing skills. Given the important role of learning English, students' writing skills need to be strengthened through practice. In doing writing exercises, students are very likely to face

problems such as anxiety. For example, he feels worried whenever the teacher reads the text or his mind goes blank while writing under time pressure. This anxiety is one of the factors that affect the learning process (Kara, 2013).

Most of the students avoid writing because they are worried about their writing. They worry about their grammar, and they worry that their writing will be evaluated. What students feel about writing will affect their writing. Feelings of worry are related to anxiety or fear of writing.

Based on preliminary observations on students of the English Education Program at the Faculty of Education and Teacher Training, it appears that English writing skills are not optimal in terms of learning achievement, because during the learning process in class students tend to focus on other skills, such as reading, speaking and listening. . The results of the semester scores achieved by students have not been maximized.

The reason for the not maximal scores in writing courses is that most students are not enthusiastic and less enthusiastic when asked to write essays or student ideas. The condition experienced by these students is because students experience fear and anxiety.

In this case, students' motivation and interest are really needed to make their understanding process easier. There are still many students who find it difficult to convey their opinions or ideas in English. In general, learning writing skills in English is more emphasized on the language system, language structure, and grammar.

Therefore, writing skills, especially English, should receive more attention in their learning. With this learning students can communicate through writing inside and outside the classroom according to their development. It is very important to teach English writing skills to students to reduce anxiety in writing because with these skills students will be able to develop thinking, reading, speaking and listening skills. It is this thinking ability that will be seen when they organize, conceptualize, and simplify thoughts, feelings and ideas to others in writing.

This study aims at analyzing the writing anxiety of English students of an Islamic State College in Kerinci. This study described the levels, dominant type, and main factors of writing anxiety in English students.

B. Identification of The Problem

Based on the background of the study above, the identification of problems are as follows:

1. Student learning tends to focus on other skills.

2. Semester scores achieved by students are not maximized.

3. Students are less enthusiastic when asked to write essays or student ideas.

4. Students experience fear and anxiety.

5. students lack motivation and interest in learning writing skills.

6. students find it difficult to convey their opinions or ideas in English.

C. Limitation of The Problem

The researcher focused on this research that an analysis of writing anxiety for learners of English at the English department of State Islamic Institute of Kerinci,

and the researcher limited the problems was described the levels, dominant type, and main factors of writing anxiety in the English students

D. Research Question

Based on the limitation of the problem above, the researcher formed the problems were:

1. What is the level of writing anxiety at semester third and fifth English students of State Islamic Istitute of Kerinci?

2. What the is dominant type writing at semester third and fifth English students of State Islamic Istitute of Kerinci?

3. What is the factors at semester third and fifth English students of State Islamic Istitute of Kerinci?

E. Purposes of the Research

Based on the research question, the researcher could find the purposes of the research were:

1. To find out the level of writing anxiety at semester third and fifth English students of State Islamic Istitute of Kerinci.

2. To find out the dominant type writing anxiety at semester third and fifth English students of State Islamic Istitute of Kerinci.

3. To find out the factors at semester third and fifth English students of State Islamic Istitute of Kerinci

F. Significances of the Research

1. Theoretical

   This study is very useful for English teachers will get some information about writing anxiety. On the other hand, in this study can be used as a reference by other researchers. So, in the future, it can describe the levels, dominant type, and main factors of writing anxiety in English students.

2. Practical

   a. For Students

      Students know if there are somehow to reduce anxiety in writing strategies. It can be used reference in learning English.

   b. For English Teacher

      The presence of these findings can be implemented by the teacher in teaching writing. The teacher can choose one of the appropriate strategies by considering students' abilities.

   c. For Researcher

      The researcher gets experiences that will be useful in the future.

G. Definition of the Key Terms

1. Writing anxiety is one of the anxieties that occur in foreign language anxiety. It is a fear of writing when a person has to start, work on, or finish a given writing task (Sri Wahyuni, 2017)

2. Writing anxiety is more of a fear of the writing process that outweighs the projected gain from the ability to write (Takahashi, 2009).

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Review of the Related Theories

1. The Definition of Writing

Definition of writing varies depending on the principle underlying the perception of writing. According to Rivers (1981: 294), writing is conveying information or expression of original ideas consecutively in a new language. Brown, (2001: 336) claims that writing is a thinking process. Furthermore, he states that writing can be planned and given an unlimited number of revisions before its release.

Thomas (2005: 3) states that writing is a performance of creating text by handwriting or typing. Furthermore, according to Hoffman (2010: 171), writing is an act of connection and communication with others, which is a way of expressing identity and positioning in relation not only to the world but also to the readership.

Brown (2007: 81) defines writing as a complex activity including deciding what ones want to write, how to say it, and how to express those ideas onto paper in a way that is intelligible to other. Meanwhile, Zamel in Ho (2006: 2) states that writing is a process in which the students explore their thought, construct meaning, and assess them at the same time. There are some processes involved in writing. The processes are exploring thought and idea and constructing meaning at the same time.

Bell and Burnaby (in Nunan, 1998:36) point out that writing is an extremely complex cognitive activity in which the writer is required to

demonstrate control of the number of a variable simultaneously. At the sentence level, these include control of content, format, sentence structure, vocabulary, punctuation, and letter for action. Beyond the sentence, the writer must be able to structure and integrate information into a cohesive and coherent paragraph and text.

Writing is making handwriting where the one who writes gives a form for everything that he or she thinks and whatever he or she feels. A writer has to be able in using written language to give an idea or message. According to a psycholinguist, Eric Lenneberg, he says that different from speaking in which people learn language through a natural process or human behavior as learning to "walk", writing is a learned behavior as learning to "swim", people need someone to teach them. It means that people learn to write if they are members of literate society and usually if someone teaches them (Brown, D.H, 2001: 334).

According to Jim A.P, he explains writing skill is complex and difficult to learn. Requiring mastery is not only grammatical patterns but also the rule of writing such as a high degree of organization in the development of ideas and information and also choosing the appropriate vocabulary and sentence structure to create a style that is appropriate to the subject matter (Jim, A.P., 2010: 2)

Since writing is a way to communicate with others in written form, everything should be clear. Unlike speaking that the message of the communication can be grasped through non-verbal languages, such as gestures, body language, or facial expressions, in writing the message is conveyed through

the written form. Therefore, the writer should be able to make his or her reader understand the message conveyed.

To sum up, writing is defined as the complex process of thinking to invent ideas, construct meaning, and arrange the ideas into statements and paragraphs clearly in which the writer is required to demonstrate control of a number of a variable simultaneously including control of content, organization, sentence structure, vocabulary, punctuation, and letter into cohesive and coherent paragraphs and texts.

2. **Definition of Anxiety**

Anxiety is interference that has occurred in a certain situation that has a negative effect (Batiha, Noor, & Mustaffa, 2014). However, the people who feel unease and concern, typically generalized and distracted, as an overreaction to a situation that is only viewed as subjectively threatening.

Meanwhile, anxiety is defined as restlessness or restlessness caused by fear will harm or misfortune (Cheng and Zheng, 2018). The results of previous research by Cheng, Horwitz, and Schallert (1999) on anxiety can interfere with foreign language production and achievement, indicating that anxiety impacts specific stages of language learning related to self-confidence, self-esteem, ability take risks, master the language, and ultimately be able to provoke a language learning situation foreign. Based on the two ideas, it can be stated that Anxiety is an emotion characterized by an uncomfortable state of internal turmoil, frequently accompanied by anxious actions such as somatic concern and reflection.

3. **Definition of Writing Anxiety**

The concept of writing anxiety also called writing apprehension has been introduced by Daly and Miller in 1975. The term "writing apprehension" refer to writing-specific anxiety (Daly, J. A., & Miller, M. D, ,1975: 242-249). The definition given by Daly and Miller regarding writing apprehension is that it is a "situation and subject-specific individual difference associated with a person's tendencies to approach or avoid situation perceived to potentially require writing accompanied by some amount of perceived evaluation".

Writing anxiety is more of a fear of the writing process that outweighs the projected gain from the ability to write (Takahashi, A., 2009, 14: 39-48). 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"(Al-Sawalha, A. M. S, & Chow, T. V. V. 2012: 6-14).

In short, writing anxiety is the psychological predisposition faced by an individual in the course of a writing task due to tendencies of overwhelming fear arising from a combination of feelings, beliefs, and behaviors affecting the individual's ability to write in the writing process as compared to the projected gain from the ability to write"(Al-Sawalha, A. M. S, & Chow, T. V. V. 2012: 6-14).

Based on the perception above, the researcher can conclude that writing anxiety is an attitude of anxiety in writing that creates fear in yourself, this can

be caused by lack of reference as a reference for writing, the fear of mistaking when writing and lack of confidence in writing.

4. **Types of Writing Anxiety**

   Similar to foreign language anxiety, anxiety from specific skills as language, writing anxiety is also divided into some sorts. According to Cheng (2004), writing anxiety is divided into three types, namely:

   a. **Cognitive anxiety**

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

   b. **Somatic anxiety**

   Somatic anxiety refers to one's perception of the psychological effects of the anxiety experience, such as nervousness 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 on one page and they have to finish it in 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.

c. Avoidance anxiety

Avoidance anxiety is a type of anxiety where the students avoid writing. This is the behavioral aspect of the anxiety experience. For instance, the students do not come to the writing class or do not do their writing tasks. This is the most dangerous type of writing anxiety because the students will avoid writing. They will not do anything in writing class. The students cannot get any results in their writing. (Cheng, Y. S. 2004: 313-316).

5. Causes of Writing Anxiety

Writing anxiety occurs due to some causes, based on previous research there are some possible causes of writing anxiety. The causes will be explained below:

a. Fear of negative evaluation and fear of test

Most students will feel anxious when their writing will be evaluated, and fear of tests is very pervasive because writing tests is regarded as a productive activity that is influenced by time pressure strongly (Zhang, 2011). The students will feel anxious when their writing is not as good as their teachers' hope, and as result, their teacher will give a negative evaluation of their writing.

b. Time pressure

Rezai and Jafari found that time pressure is one of the main causes of writing (Rezai and Jafari, 2014b). Writing in English for students is needed more time than writing in their mother tongue or first language. They

need extra time to plan, write and revise to make sure that their writing in English can be as good as writing in their first language. The students will feel anxious when they have to write under time pressure because they cannot concentrate on their writing, and concentrate more in limited time.

c. Low self-confidence

Self-confidence is extremely important in determining the response of the students toward writing tasks. Students with good skills and capabilities in writing will encounter anxiety when they believe that they will do poorly (Hassan, 2001). Even if the students who have high second language writing ability assume that they are not competent in writing something which is ordered, then they also cannot avoid writing anxiety (Cheng, 2004).

d. Insufficient writing technique

Good skill in writing shows that the students have a fairly good understanding of composing process and good skill development(Hassan, 2001). Students who experience writing anxiety are those who have poor skill development and lack of understanding of the composing process which means the anxious students are not skillful writers.

e. Language difficulties

Language difficulty is a common problem faced by foreign language learners when they write compositions in English. Linguistic difficulties make them reluctant or lazy to write compositions in English because of the difficulty in expressing ideas through correct and varied clauses which must

be written according to grammar rules. In addition, the amount of vocabulary of the students is still relatively inadequate, so they have difficulty showing their composition in the form of English (Zhang, 2011)

f. Lack of topical knowledge

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

g. Lack of experience or insufficient writing practice

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

h. Pressure for perfect work

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

work and has a more difficult standard (Bloom, 1981). This self-imposed pressure for perfect work usually makes the students experience writing anxiety and cause the student to be reluctant to write. They have to achieve a high standard of writing, and it makes the students experience writing anxiety.

i.   High frequency of assignment

Another root cause of writing anxiety is a high frequency of assignments. According to Rezeai and Jafari (2014), the high frequency of assignments is one of the sources of writing anxiety. However, the percentages of the respondents from the study who choose it as a cause of writing anxiety are a few and it becomes the least chosen item by the respondents.

In conclusion, two roots cause students to feel anxiety in writing. The first is from the students themselves, such as low self-confidence, insufficient writing technique, language difficulties, lack of topical knowledge, and lack of experience or insufficient writing practice. These problems can be solved by the students themselves. Others or environments may help the anxious students but it does not help a lot. The second is from the environment, such as fear of negative evaluation, time pressure, pressure for perfect work, and high frequency of writing assignments.

6. **Factors of Writing Anxiety**

Liu & Ni (2015) stated that causal Factors of Writing Anxiety Seeing as there is no sufficient research relevant to foreign language writing anxiety. the

potential cause for writing anxiety is close to second-language or foreign-language anxiety in general.

Furthermore, The causal factors discussed in the following paragraph are therefore the product of some research into factors linked to foreign language writing anxiety. Several factors that cause anxiety in writing, such as time pressure, negative teacher feedback or evaluations, lack of topical knowledge, language difficulties, fear of writing exams, and lack of writing practice.

7. **Indicators of Writing Anxiety**

Two questionnaires were used in the present study. The first one wass Second Language Writing Anxiety Inventory (SLWAI) which is a 22-item questionnaire developed by Cheng (2004) about the anxiety student writers experience when writing in English. The questionnairealso contained a demographicsection. This is perceived as consisting of three independent indicators of cognition, physiology, and behavior so it consists of three subscales namely, Somatic anxiety (as reflected in negative feelings such as tension), Cognitive anxiety (as reflected in negative expectations, preoccupation with performance), and Avoidance behaviour (as reflected in avoidance in writing) (Appendix 1).

After that, a second 10-item questionnaire called Causes of Writing Anxiety Inventory (CWAI) (Appendix 2) was developed on the basis of causes of writing anxiety (including fear of teacher's negative comment, fear of writing tests, insufficient writing practice, insufficient writing technique, problems with topic choice, linguistic difficulties, pressure for perfect work, high frequency of

writing assignments, time pressure, and low self-confidence in writing) proposed by researchers in the field (Bachman and Palmer, 1996; Bloom, 1981; Cheng, 2002).

8. **Foreign Language Anxiety**

Anxiety according to Oxford Advanced Learner's Dictionary is a nervous feeling caused by the fear that something bad is going to happen (Oxford Advanced Learner's Dictionary, 1995: 44). Anxiety can block and interfere with the process of learning. Foreign language anxiety is a special kind of anxiety related to foreign language classes. Anxiety in learning a 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 the language classroom which emerges because of the complex system of the learning process (Hortwiz, Michael B. Elaine K. Cope, Joan, 1986: 125-132).

Foreign Language Anxiety (FLA) can be characterized as a diverse complex of self-perceptions, beliefs, feelings, and behavior related to learning languages in the classroom that emerge from the learning languages process (Horwitz et al., 1986).

The FLA area is characterized as the most common type of school. It is classified as 1) apprehension of contact, Apprehension means knowledge of an accident, or offense contact means imminent. 2) fear of negative evaluation is a psychological construct that represents "a fear of evaluations by others, anxiety regarding negative evaluations by others, and belief that others will evaluate one

negatively. 3) anxiety of testing is a variation of over-arousal physiology, stress, and somatic symptoms, along with anxiety, panic, fear of failure, and traumatic or during test scenarios

B. **Review of Related Findings**

Several studies have tried to shed light on the sources of anxiety by examining the subject using various tools on different populations in a particular way. Houp‟s (2009) case study, for example, investigated writing anxiety in students learning English writing, and he concluded that the problem is mitigated when the early-experience stages of learning FL writing are highly concentrated. Barwick (1995) similarly gave importance to the initial practice of learning English writing, based on the way students express their attitude toward writing using avoidance, revision, and completion. Some researchers demonstrated that writing anxiety hurt grades on written tests (Lee & Krashen, 1997; Daly, 1985). Nevertheless, Fowler, Kroll, and Rose found that there was no correlation between writing anxiety and grades. Some studies indicated that the gender issue was the reason for writing apprehension, since women were more anxious than men (Herrington, Matheny, Curlette, McCarthy & Penick, 2005), while other studies showed that men were higher than women writing anxiety (Zorbaz, 2010). Many studies supported both positions. Larson (1985) related writing anxiety to situational demands rather than individual characteristics like gender. Ningsih‟s study (2015) found that cognitive anxiety was the dominant type of writing anxiety. The three major factors of writing anxiety among the students are insufficient practice, language difficulties, and insufficient writing technique, and three major factors of

writing anxiety in the first semester are language difficulties, time pressure, and insufficient writing practice.

To support the research conducted by researchers, similar research is needed that has been done before. So that it can be seen and known whether this research influences and supports previous research. The relevant research can be seen as follows:

1. Firman Wahyu Susila, 2019, Tarbiyah and Teacher Training Faculty State Islamic Universitiy of Raden Intan, "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" The results of this study suggest that 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.

2. Sri Wahyuni and M. Khotibul Umam, 2017, STAIN Kediri Indonesia "An Analysis on Writing Anxiety of Indonesian EFL College Learners" The results of this study suggest that the findings revealed that 54% of the students experienced high level of writing anxiety, 44% experienced moderate level of writing anxiety, and 2% experienced low level of writing

anxiety. The dominant type of writing anxiety was cognitive writing anxiety, which is based on the highest mean among two other types of writing anxiety. Then there are four main factors that cause writing anxiety. They are linguistic difficulties, fear of teachers' negative comments, insufficient writing practice, and time pressure.

3. Dewi Popita Sari, 2020, English Language Education Faculty Of Teachers Training and Education Universitas Islam Riau "An Analysis of Writing Anxiety of The Second Semester Students at English Language Education Study Program of FKIP UIR" The results of this study suggest that The researcher uses two kinds of questionnaires as the research instruments. The first questionnaire is adapted from Masriani (2018), while the second questionnaire was adapted from Rezaei & Jafari (2014). Analysis of data from this study was applied by using a likert scale. The result from questionnaire showed that students know about types and causes of their writing anxiety. Besides that, they also get some benefits from knowing the types and causes writing anxiety, such it makes them to learn more and prepare themselves before writing. So, they become confidence to write, without having the anxious feeling.

4. Alvian Adhi Nugroho and Ouda Teda Ena, 2021, Sanata Dharma University, Yogyakarta, Indonesia "Writing Anxiety among EFL Students of John Senior High School" his study adapted the Second Language Writing Anxiety Inventory questionnaire compiled by (Cheng, 2004). The results showed that the participants had high and moderate writing anxiety.

Cognitive anxiety showed the highest result. Whereas, avoidance anxiety was reported in the second position of writing anxiety. The lowest score was performed by somatic anxiety that occurred in the result. They have problems in choosing a topic to write on, finding helpful ideas, time constraints, and a lack of effective feedback are the most worrying factors, followed by grammar, brainstorming, idea organization, and topic sentence writing.

5. Naelul Rohmah and Ahmad Bukhori Muslim, 2021, Universitas Pendidikan Indonesia Bandung, "Writing Anxiety in Academic Writing Practice: Insights from EFL Learners' Perspectives" . As a result, writing anxiety hinders the process of academic writing that affects the quality as well as perception of writing among students. Thus, the present study aims to investigate five EFL undergraduate students' perspectives on their academic writing practices in relation to the challenges of writing anxiety. The study was conducted through the lens of qualitative case study. Two primary data sources were collected and triangulated, i.e., semi-structured interview, and document analysis. Participants' experiences in dealing with anxiety during the learning and writing process were inquired through a semi-structured individual interview, which subsequent responses are clarified through an analysis of learners' academic essays to cross-check the whole data. The findings showed that the least anxious learner showed better writing performance then those who showed higher levels of anxiety. While the most prominent aspects that learners felt anxious about were lack of English

writing practices, poor understanding of grammar rules, insufficient vocabulary, and fear of negative evaluation.

C. Conceptual Framework

As stated by Syafi'i (2011, p.122), operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing research paper. This research is survey research that focuses on gaining writing anxiety for learners of English.

Writing anxiety is defined as the fear experienced by students when assigned writing assignments. According to Shimi (2017), fear or anxiety can result in avoiding or delaying writing tasks. Besides, Latif (2007) reveals the following causes of writing apprehension: (1) lack of linguistic knowledge like grammar and vocabulary knowledge, (2) low foreign language, (3) poor history of writing achievement and perceived writing performance improvement, (4) low English writing self-efficacy, (5) instructional practice of English writing and (6) fear of criticism.

Conceptual Framework of writing anxiety for learners English
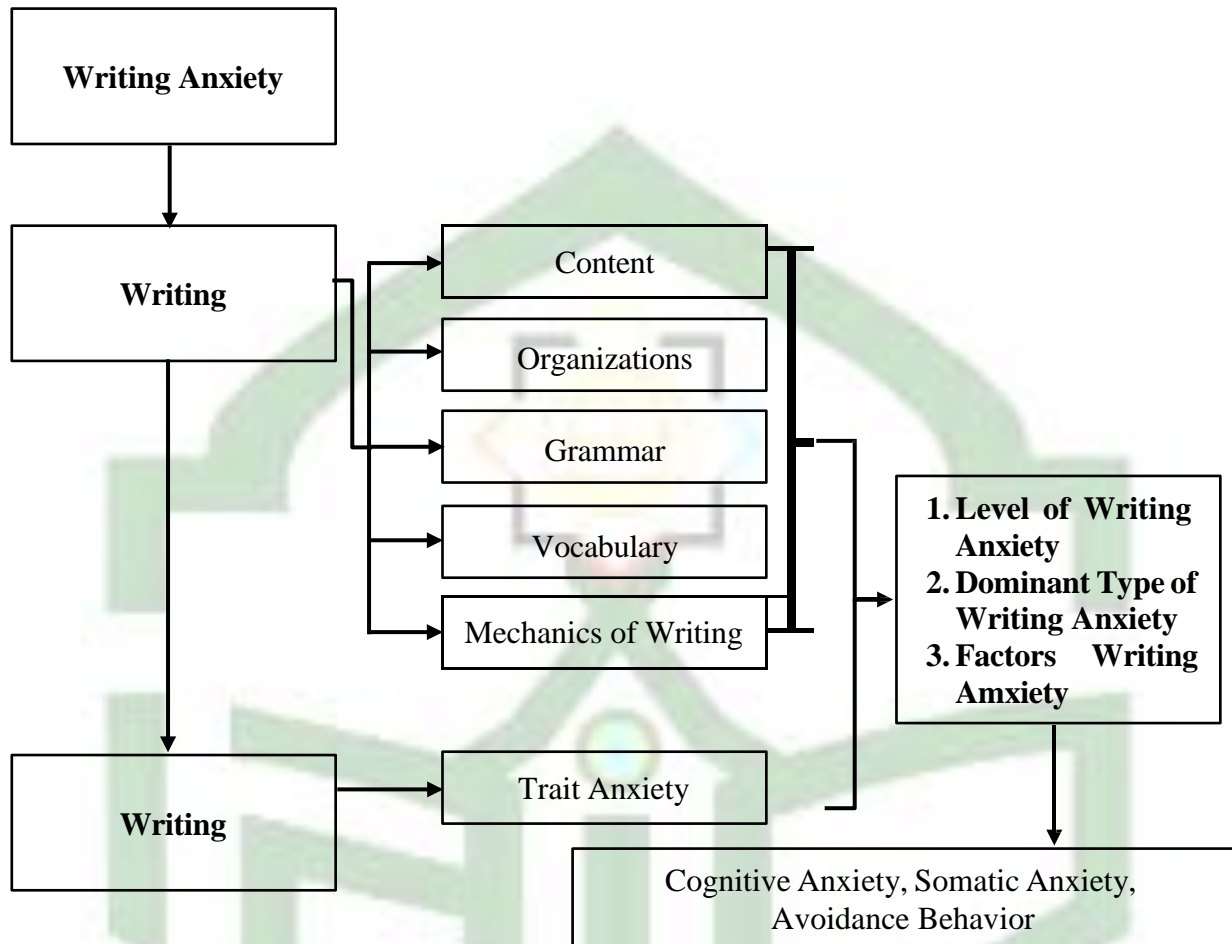
CHAPTER III
METHOD OF RESEARCH

A. Type of the Research

Based on the title and purpose of this study which is to reveal the phenomenon of foreign language writing anxiety of English students at IAIN Kerinci, the researcher chooses the survey method as the design method because it is comparable to collecting the data from the writing anxiety.

B. Design of the Research

Based on the types of problems discussed in this study, then This research belongs to the type of survey research. This research is a survey research with a quantitative approach. Quantitative approach research emphasizes its analysis on numerical data (numbers) processed using statistical methods and supported by qualitative data. Survey research seeks to describe quantitatively trends, attitudes, or opinion of a particular population by examining a sample of the population. (Creswell, 2014, p. 18). Questionnaire as a research instrument is one of the data collection techniques carried out by giving written statement or question to the respondent for later answered by respondents.

The design used in this study is a survey method. Where this study chose quantitative analysis. Sugiyono (2018) states that quantitative methods can be interpreted as research methods that based on the philosophy of positivism, used to research the population or certain samples, data collection using research instruments, analysis quantitative/statistical, with the aim of describing and testing established hypothesis.

There are several scientific characteristics of survey research, namely logical, deterministic, general, parsimonious, and specific. Survey research is classified as having two objectives, the first aims to provide an overview/explanation of something and the second aims to conduct analysis. In this study using a questionnaire as a data collection tool. The survey method was chosen to determine writing anxiety This study aimed at revealing the levels, the common types, and the main causes of writing anxiety.

C. Population and Sample of the Research

1. Population

In a study determining the population is very important, with The aim is to facilitate and facilitate a research that will held. The population is the entire object of research or also called the universe (Taniredja & Mustafidah, 2012). The population is formulated as all members of a group of people, events, or objects that have been clearly defined, or a larger group that is the target of generalization.

Based on this statement, it can be interpreted that the population is the entire research subject being investigated and the results are generalized or applied to the subject. In this study, the population was all students of the English education study program at the Tarbiyah and teacher training faculties at IAIN Kerinci in semesters 1, 3, 5, and 7 of the 2022-2023 academic year, totaling 149 students.

Table 3.1 Total Population

No	Semester	Class	Total	Total
1	1 (One)	A	19	37
		B	18	
2	3 (Three)	A	17	32
		B	15	
3	5 (Five)	A	21	36
		B	15	
4	7 (Seven)	A	16	44
		B	16	
		C	12	
				149

Source: Class Attendance Data for English Students IAIN Kerinci 2022

2. Sample

The sample is part of the number and characteristics possessed by the population (Sugiyono, 2010). In other words, the sample is a population in the form of a mini (miniature population) (Zainal Arifin, 2012). Purposive sampling is a non-random sampling technique where the researcher determines sampling by determining special characteristics that are in accordance with the research objectives so that it is hoped that they can answer the research problem. Based on the explanation of purposive sampling, there are two very important things in using this sampling technique, namely non-random sampling and determining special characteristics according to the research objectives by the researcher himself.

Non-random sampling is a sampling technique that does not give each member of the population an equal opportunity to be used as a research sample. Meanwhile, special characteristics are deliberately created by researchers so that the samples taken can later meet the criteria that support or are in

accordance with the research. These criteria are usually termed inclusion and exclusion criteria.

Arikunto (2006), the meaning is: a sampling technique that is not based on random, regional or strata, but based on considerations that focus on certain objectives. According to Notoatmodjo (2010), the meaning is: sampling based on certain considerations such as population characteristics or previously known characteristics. According to Sugiyono (2010), the meaning is: a technique for determining research samples with certain considerations with the aim of making the data obtained later more representative.

In this study, researchers chose two classes as research samples. The classes used as research samples were third semester class students and fifth semester class students. The reason the researcher chose these two classes was because writing courses were taught in the first, third and fifth semesters.

Table 3.2 Total Sample

No	Semester	Class	Total	Total	Sample
1	3 (Three)	A	17	32	**32**
		B	15		
2	5 (Five)	A	21	36	**36**
		B	15		
				68	**68**

Source: Data processed in 2022

D. Instrument of the Research

The research instrument is a tool used for collection data in a study. The research instrument is an important part of a study because whether or not the research instrument is correct or not determines whether the research data is correct or not. According to Suharsimi Arikunto (1993: 121), instruments are tools that researchers use at a certain time. According to Suharsimi Arikunto (2005: 101),

"Data collection instruments are tools that are selected and used by researchers in their collection activities so that they become systematic and made easier by them." Instruments are needed to make work easier and the results are better, in the sense that they are more accurate, complete and systematic so that data is easier to process. Instruments or tools used in. In this study, the researcher will use a questionnaire as a technique for collecting the data:

1. Questionnaire

The questionnaire was used to investigate the subject's opinion on a matter or to disclose to respondents. According to Suharsimi Arikunton (2002: 128), stated, "Questionnaire" or a questionnaire is a number of questions or statements used to obtain sample information in the sense of his personal report, or things he knows.

According to Sugiyono (2009: 142), "Questionnaire is a technique" data collection is done by giving a set of data questions or written statements to respondents to answer. According to Hadi Sabari Yunus (2010: 372), "Questionnaire is nothing but a collection tool in the form of a list of questions, but filled in by the respondents."

Based on the problem statement above the researcher wants to know about the writing anxiety of students through the questionnaire. A questionnaire is required to collect data from the students or participants. The questionnaire aims to allow the researcher to gather data from several people and the good thing about the descriptive questionnaire is that they are flexible and can be a word in different ways to allow participants to respond. Before the

questionnaire was used in the study, the researcher tested the validity and reliability.

To help facilitate research and understanding of the questionnaire, the authors made a grid of research instruments, as described below:

a. Adaptation questionnaire from (Cheng, 2004)

The first questionnaire was Second Language Writing AnxietyInventory (SLWAI) which is a 21 item questionnaire developed by Cheng (2004) about the author's student anxiety experience writing in English. The questionnaire also contains a demographic section. This is considered as consists of three independent components of cognition, physiology, and behavior and thus consists of three subscales namely, Somatic anxiety (as reflected in negative feelings such as tension), Cognitive anxiety (as reflected in negative expectations, preoccupation with performance), and avoidance behavior (as reflected in avoidance in write).

Table 3.3 Indicators

Variable	Indicator	No Items
Writing Anxiety	1. Cognitive 2. Somatic 3. Avoidance Behavior	1-7 8-14 15-21

b. Adaptation questionnaire from (Zhang Hongxia, 2011)

This questionnaire is designed to find out the most common factors that cause ESL writing anxiety among Chinese students in the practice of writing English, but it has been adjusted for students in Indonesia, especially those in Kerinci.

This questionnaire consists of 7 items ((lack of topical knowledge, linguistic difficulties, fear of negative evaluation, low self-confidence, insufficient writing practice, insufficient writing technique, lack of effective feedback), created by researcher (Zhang, 2011) with reference to his teaching experience and secondary material, which includes possible factors that cause ESL writing anxiety among English majors. This questionnaire is designed to find out the maximum common problems associated with ESL writing anxiety experienced by students meeting in ESL writing practice. The results provide a basis for suggestions on teaching and learning strategies to overcome ESL writing anxiety.

Table 3.4 Indicators

Variable	Indicator	No Items
Writing Anxiety	Lack of topical knowledge,	1
	Linguistic difficulties,	2
	Fear of negative evaluation,	3
	Low self-confidence,	4
	Insufficient writing practice,	5
	Insufficient writing technique,	6
	Lack of effective feedback	7

All of the measurement instruments adapted a 5-point Likert response format (strongly agree with "SA" (5), agree with "A" (4), Undecided "UnD" (3), disagree with "DS" (2), strongly disagree with "SDS" (1)).

Table 3.5 Likert Scale

No	Items		Score
1	Strongly agree	SA	5
2	Agree	A	4
3	Undecided	UnD	3
4	Disagree	DS	2
5	Strongly disagree	SDS	1

Source: (Rensis Likert, 1932)

E. **Validity Test and Reliability Test of Research Instrument**

1. **Validity Test of Research Instrument**

Validity test is used to measure whether or not a questionnaire is valid. An instrument or questionnaire is said to be valid if the questions on the instrument or questionnaire are able to reveal something that will be measured by the questionnaire (Ghozali, 2018: 51).

In their report on two questionnaire I and questionnaire II studies examining the predictive validity of WAT, Richmond and Dickson-Markman (1985) held a similar view to McKain (1991) regarding the nature of the WAT. The two studies reported in Richmond and Dickson-Markman (1985) upheld the predictive validity of the WAT because the WAT was found to be a significant predictor of questionnaire I and questionnaire II achievement (i.e., the American subjects' performance on the English section of the American College Test) (Y.-S. Cheng, 2004).

The result provides validity evidence regarding the internal structure of the 27-item questionnaire and consequently lends preliminary support to its construct validity. However, some steps are still needed to select the best items from each of the three clusters to construct the subscales (Y.-S. Cheng, 2004).

However, this questionnaire also needs to be translated into Indonesian and supported by face and content validity before being used to measure students' writing anxiety levels as stated by Stewart, Thrasher, Goldberg, and Shea (2012) that researchers must translate a modified questionnaire for use. in

non-English speaking countries. This translation makes the test items easy to understand by students as the target participants before facing the validity and validity and reliability of the SPSS or Microsoft Excel analysis. Assessing the validity and reliability of research questionnaires is very important to provide instruments that can be understood by researchers. The SLWAI was assessed and proved by means of correlation and factor analysis to be valid and reliable (Cheng in Hongxia Zhang, 2011).

Because the questionnaire from Cheng and Zhang was adapted, the researchers conducted a validity test to see whether the adapted questionnaire could be used for students in Indonesia, especially in the IAIN Kerinci.

The significance test was carried out by comparing the calculated r value with the r table value. In determining whether or not an item is used, a correlation coefficient significance test is usually carried out at a significance level of 0.05, which means an item is considered valid if it has a significant correlation with the total score. If r count is greater than r table and the value is positive, then the item or question or variable is declared valid. On the other hand, if r count is smaller than r table, then the item or question or variable is declared invalid.

To test the validity of this using Microsoft Excel. Whether or not the statement being tested is valid, it can be seen from the Corrected Item–Total Correlation, if the value is negative or smaller than the r table, then the item number is invalid and vice versa with the criteria for the number of respondents

68 with the value of r table at a significance level of 0.05, namely the value of r table is 0.2387.

rtab = 0.2387 at α = 0.05

rxy ≥ rtab → valid ; rxy < rtab → invalid

2. Reliability Test of Research Instrument

A good questionnaire besides being valid must also be reliable. A questionnaire is said to be reliable if the questionnaire is repeated the results will be the same. Reliability test is useful for determining an instrument which in this case can be used more than once, at least by the same respondent.

The main purpose of the second survey was to examine test–retest reliability of the SLWAI as well as its correlation with the quality of timed questionnaire writing. The latter served as one of the indexes of criterion-related validity of the SLWAI. Prior to the formal study, all of the instruments to be used for validation of the SLWAI had been pilot-tested for their readability and reliability.

In (Cheng, 2004) and (Zhang, 2011) research the results of the reliability on their research questionnaire are at a high level of reliability or can be trusted. To determine the internal consistency of the 22-item SLWAI, Cronbach's coefficient was calculated, yielding a reliability estimate of .91 for both of the two administrations of the scale. In addition, a series of a coefficients for the scale were computed with one item being deleted at a time. All of the resulting coefficients centered around .91, indicating that no improvement in the overall a could be obtained by omitting any item from the

SLWAI. The correlation of the scores obtained across the two administrations of the SLWAI was also calculated, producing a test–retest reliability estimate of .85. These results indicated that the SLWAI as a whole was a measure of high internal consistency and respectable temporal stability.

In this study, researchers conducted another reliability test to determine the level of trust or to determine the level of reliability. All measurement tools (research instruments) in this study were calculated using Microsoft Excel. In Etty's research (2014), the critical limit for the alpha value that can be used to indicate a reliable questionnaire is 0.60. Thus the value of Cronbach's alpha > 0.60 is an indicator that the questionnaire is reliable or reliable.

F. Technique of Collecting the Data

Data collection techniques are methods that can be used by researchers to collect data (Arikunto, 2006). Data collection techniques determine the success or failure of a study. Misuse of data collection techniques that are not used properly can have fatal consequences for the results of the research conducted. In order for this research to obtain results and information relevant to the topics to be studied, the researchers used survey research data collection techniques.

The survey research steps themselves include 12 (twelve) stages, namely determining the problem; formulate hypotheses; determine research objectives; determine the appropriate type of survey; determine the sample design; determine the size of the sample; make questions and choose what test tool to use; determine the form of data collection according to the conceptual

definition of the research tool; processing data; perform data analysis; discuss

data analysis and prepare reports.

G. Techniques of Data Analysis

Data analysis is an activity of grouping data based on variables and

types of respondents, tabulating data based on variables from all respondents,

presenting data for each variable studied, performing calculations to test

hypotheses that have been proposed (Sugiyono, 2017:137).

According to Fraenkel and Wallen (1993), survey research is research

by collecting information from a sample by asking it through questionnaires or

interviews to describe various aspects of a population. Whereas Guy (1983)

argues that: "A survey is an attempt to collect data from members of the

population in order to determine the current status of that population with

respect to or more variables". That is, a survey is a study that seeks to collect

data on one or several variables taken from members of the population in the

study. The word current status in the formulation put forward by Guy implies

that the survey seeks to find out various information regarding attitudes,

opinions, characteristics, certain phenomena that occurred at the time the

survey was conducted.

More specifically, Mc Millan and Schumacher (2001) stated that, in

survey research, the researcher selects a sample of respondents and uses

questionnaires or conduct interviews to collect information on variables of

concern to researchers. The data collected is then used to describe the

characteristics of a particular population, as stated as follows: "in survey

research, the investigator selects a sample of respondents and administers a questionnaire or conduct interview to collect information on variables of interest. The data that are gathered are used to describe the characteristics of certain populations. Surveys are used to learn about people's attitudes, beliefs, values, demographics, behavior.

Processing and analyzing data in this study using the Statistical Package for Social Sciences (SPSS) version 16.00 program was used to analyze the questionnaire. The percentage of student responses was calculated through descriptive statistics to determine student writing anxiety, determine student writing anxiety level, and determine the dominant type of writing anxiety faced by students. in conducting data analysis that researchers apply in research.

Descriptive analysis is the statistics used to analyze data by describing or describing the data that has been collected as it is without intending to make conclusions applicable to the general public or generalizations.

First, collect data to be analyzed. Second, classifying answers based on questions. From the questionnaire data, the researcher used a Likert scale as a measure of data.

Descriptive statistics are statistics that describe or describe the phenomena and characteristics of the data that becomes information that is clearer and easier to understand. Statistics Descriptive is generally used to provide information regarding the characteristics of the main research variables. Descriptive statistics provide an overview or description of

something data seen from the value average (mean), median (median),
maximum, minimum and Level of Achievement of Respondents (TCR).

1. Mean

    The mean or average is a value that represents the set or group of data.
The mean is obtained by adding up all the data individuals in the group, then
divided by the number of individuals that are is in a group. The formula for
calculating the mean is as follows.

$$x = \frac{\sum x}{n} = \frac{1}{n}(x1 + x2 + \cdots + xn)$$

Information

x = Mean or Average

Σ = Amount

xn= The amount of data or sampel

2. Median

    The median is one of the group explanation techniques based on the
median value of the data group that has been compiled order from smallest to
largest or vice versa from the largest to the smallest.

3. Modus

    The mode is the value of a group of data that has a frequency the highest
or the value that occurs the most (appears) in an value group (Supranto, 2000).

4. Maximum

    The maximum value is the largest value of a number of populations have
been collected.

5. Minimum

The minimum value is the smallest value from a number of populations that have collected.

6. Percentage

Data analysis techniques in this study using data analysis techniques descriptive with presentation. Next to calculate the percentage included in the category in each aspect used the formula from Anas Sudijono (2006: 3).

$$P = \frac{f}{n} X 100\%$$

Information

P = Percentage

f = The frequency the presentation is being searched for.

n= number of case

In analyzing the data, the researcher did some steps, as follows:

1. Level of Writing Anxiety

To get the results of the level of writing anxiety for English students at IAIN Kerinci, then by grouping the results of the scores from the questionnaire answers given to respondents by looking for the average value and percentage of high anxiety, moderate anxiety, and low anxiety values.

The level of writing anxiety can be seen from the following table:

Tabel 3.5 Level of Score Wrting Anxiety

No	Level of Writing Anxiety	Score
1	High level of writing anxiety	Above 65
2	Moderate level of writing anxiety	50 – 65
3	Low level of writing anxiety	Below 50

Source: (Y.-S. Cheng, 2004)

2. Dominant type writing anxiety

The SLWAI was also used to investigate types of writing anxiety among third and fifth semester students majoring in English at IAIN Kerinci. These types are obtained based on the total score of questions for each type; cognitive anxiety, somatic anxiety, and avoidance behavior. The highest score among the three determines the type of student's writing anxiety. The mean of each category is presented in Table 3.6

Tabel 3.5 Dominant Type Wrting Anxiety

No	Type of Writing Anxiety	Total Score	Mean
1	Cognitive	the highest score	Highhest Average
2	Somatic	the highest score	Highhest Average
3	Avoidance Behavior	the highest score	Highhest Average

Source: (Y.-S. Cheng, 2004)

3. Factors writing anxiety

   To determine the factors that cause students to experience writing anxiety is using a questionnaire from Zhang 2011.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the results of the study are presented.The chapter was divided into two main sections; they are findings of the research and the discussion of the research. The findings presented the result of data analysis collected through questionnaire about the writing anxiety to English student of IAIN Kerinci and discussion of the research findings based on the research question. The discussion deals with the interpretation of the findings in the research.

A. Object Description Research

1. Characteristics of Respondents

From the results of the data obtained through this research questionnaire, the researchers obtained the characteristics of the respondents in this study, namely:

Table 4.1 Respondent's gender

Gender	Respondent	Percentage/ 100%
Male	33	48,5%
Female	35	51,5%
Total	*68*	*100%*

Source : *Research Questionnaire Data for 2023*

From table 4.1 above, it was found that the distribution of male respondents was 33 people, while female respondents were 35 people from the total research sample.

Tabel 4.2. Semester

Semester	Respondent	Percentage/ 100%
4	32	47%
6	36	53%
Jumlah	*68*	*100%*

Source : *Research Questionnaire Data for 2023*

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From table 4.2 above, it was found that the distribution of respondents in semester 3 was 32 and the respondents in semester 5 were 36 people from the total research sample.

B. Description of Research Results

1. Second Language Writing Anxiety Inventory (SLWAI) – (Cognitive, Somatic, and Avoidance Behavior)

To see a description of each indicator variable Writing Anxiety can be seen in the following table:

Table 4.3 Product Value Variable Indicator Description Cognitive Anxiety

No	Statements	Percentage (%)				
		SDA	DA	N	A	SA
	Cognitive Anxiety					
1	I am calm when I do a writing test in English.	2,94	10,29	33,82	51,47	1,47
2	I feel uneasy when given the task of writing in English.	0,00	19,12	45,59	35,29	0,00
3	When I write in English, I don't feel nervous at all	0,00	16,18	32,35	51,47	0,00
4	If the results of an English writing assignment are evaluated, I feel afraid of getting a bad grade.	0,00	13,24	38,24	48,53	0,00
5	I am nervous when I have to write an essay in English	0,00	22,06	36,76	38,24	2,94
6	I am afraid that my written English will be used as a sample for joint evaluation.	2,94	8,82	42,65	45,59	0,00
7	I feel happy when there is a writing assignment in English.	0,00	8,82	42,65	48,53	0,00

Source : *Research Questionnaire Data for 2023*

As shown in Table Table 4.3, student responses are in the "agree" category, and more than 40%. In the items I am calm when I do a writing test in English it is (51.47), When I write in English, I don't feel nervous at all (51.47), If the results of an English writing assignment are evaluated , I feel

afraid of getting a bad grade (48.53), I am nervous when I have to write an essay in English (38.24), I am afraid that my written English will be used as a sample for joint evaluation (45.59), I feel happy when there is a writing assignment in English (48.53). in the Neutral category is the item I feel uneasy when given the task of writing in English (45.59). This means that from the question items on the Cognitive Anxiety indicator there are 6 items in the "Agree" category and 1 item in the "Neutral" category.

Table 4.4 Product Value Variable Indicator Description Somatic Anxiety

No	Statements	Percentage (%)				
		SDA	DA	N	A	SA
	Somatic Anxiety					
1	I often feel restless when doing English writing assignments	2,94	10,29	32,35	52,94	1,47
2	I often feel unfocused when I start writing assignments in English	0,00	17,65	45,59	36,76	0,00
3	I shake or sweat when I write English assignments under time pressure.	0,00	16,18	33,82	50,00	0,00
4	I sometimes feel like cursing or cursing when I write English compositions	0,00	13,24	36,76	50,00	0,00
5	I feel tense and confused when I am asked to write assignments in English.	0,00	20,59	36,76	39,71	2,94
6	I often feel lethargic when writing assignments in English..	2,94	8,82	44,12	44,12	0,00
7	My breathing is irregular when I start writing assignments in English.	0,00	8,82	41,18	50,00	0,00

Source : *Research Questionnaire Data for 2023*

As shown in Table Table 4.4, student responses are in the "agree" category, and more than 40%. In the items I often feel restless when doing English writing assignments (52.94), I shake or sweat when I write English assignments under time pressure (50.00), I sometimes feel like cursing or

cursing when I write English compositions (50, 00), I feel tense and confused when I am asked to write assignments in English (39.71), My breathing is irregular when I start writing assignments in English (50.00). in the Neutral category is the item I often feel unfocused when I start writing assignments in English (45.59). and 1 item with the same value in the agree and neutral category, namely the item I often feel lethargic when writing assignments in English (44.12). This item has the same value.

This means that from the question items on the Somatic Anxiety indicator there are 5 items in the "Agree" category and 1 item in the "Neutral" category, and 1 item in the "Agree and Neutral" category.

Table 4.5 Product Value Variable Indicator Description Avoidance Behavior

No	Statements	Percentage (%)				
		SDA	DA	N	A	SA
	Avoidance Behavior					
1	I often miss writing classes to avoid writing assignments in English.	2,94	11,76	32,35	51,47	1,47
2	When I have no choice, I will use limited English to write assignments.	0,00	17,65	48,53	33,82	0,00
3	When there is an opportunity I will try to see my friend's writing assignments in English	0,00	17,65	32,35	50,00	0,00
4	When there is a writing assignment in English, I will ask my friend to do it.	0,00	14,71	36,76	48,53	0,00
5	When there is an assignment to write in English, I try to translate using the translate application on my cellphone.	0,00	22,06	36,76	38,24	2,94
6	I will do my best to avoid situations where I have to write in English	2,94	10,29	44,12	42,65	0,00
7	If possible, I will use English to write.	0,00	11,76	41,18	47,06	0,00

Source : *Research Questionnaire Data for 2023*

As shown in Table Table 4.5, student responses are in the "agree" category, and more than 40%. In the items I often miss writing classes to avoid writing assignments in English (51.47), When there is an opportunity I will try to see my friend's writing assignments in English (50.00), When there is a writing assignment in English, I will ask my friend to do it (48,53), When there is an assignment to write in English, I try to translate using the translate application on my cellphone (38,24), If possible, I will use English to write (47.06). in the Neutral category is the item When I have no choice, I will use limited English to write assignments (48.53), I will do my best to avoid situations where I have to write in English (44.12). This means that from the question items on the Avoidance Behavior indicator there are 5 items in the "Agree" category and 2 items in the "Neutral" category.

2. Data Normality Test

The normality test aims to test the assumption that the sample distribution of the sample error estimate comes from a normally distributed population, the normality testing technique used in this study is Kalmogorov Smirnov, with the criteria used are:

(a) If it is significant or the probability value is <0.05 then the data is not normally distributed.

(b) If the significance or probability value is > 0.5, the data is normally distributed.

The results of the normality test in this study can be seen in the following table:

Tabel 4.6 Normality Test Analysis Table

One-Sample Kolmogorov-Smirnov Test

		Cognitive	Somatic	Avoidance Behavior
N		68	68	68
Normal Parameters[a]	Mean	23.18	23.25	23.03
	Std. Deviation	2.849	2.857	2.962
Most Extreme Differences	Absolute	.143	.148	.143
	Positive	.103	.108	.111
	Negative	-.143	-.148	-.143
Kolmogorov-Smirnov Z		1.180	1.218	1.180
Asymp. Sig. (2-tailed)		**.123**	**.103**	**.123**

a. Test distribution is Normal.

Source : *SPSS Data Processing Version 16*

Based on table 4.6 above it is found that the significance value of Asymp. Sig (2-tailed) for the Cognitive indicator of 0.123 > 0.05 means that the residual values of this study are normally distributed, then the Asymp significance value. Sig (2-tailed) for the Somatic indicator of 0.103 > 0.05 means that the residual values of this study are normally distributed, and the significance value is Asymp. Sig (2-tailed) for the Avoidance Behavior indicator of 0.123 > 0.05 means that the residual values of this study are also normally distributed..

C. Research Result

1. Level of writing anxiety

In order to find out the level of writing anxiety, the researcher analyzed and calculated the obtained data from SLWAI questionnaire which consists of 21 items. As mentioned earlier in the research methodology, the questionnaire is a five-point Likert response scale. Table 4.8 show that the mean score of

level of writing anxiety is 69.46. Due to the mean score is above 65 points (M=69.46, >65), it can be concluded that students experience high level of writing anxiety.

Table 4.7 Level of Writing Anxiety

Number of Student	Total Score	Mean
68	4723	69.46

Source: Research Data Processing Results for 2023

The result of the current study is in line other researchers' findings in ESL/EFL context. Even though Zhang's study concerned of comparing the writing anxiety between freshmen and sophomore, in general it is found that there is high level of ESL writing anxiety among Chinese English major. It is proved by the mean score for the overall participant is higher than 65 (M=66.49, >65). In addition, sophomores (M=70.57) experience higher level of anxiety than freshmen (M=62.57). The similar condition was also found in a research that was conducted by Sriwahyuni and Umam (2017) that mentioned 54% among fifty English students at the fourth semester in Islamic State College in East Java, Indonesia experienced high level of writing anxiety and 44% of them experienced moderate level of writing anxiety.

Table 4.8 Level of Writing Anxiety

Semester	Number of Student	Total Score	Mean	Category
4 & 6	68	4723	69.46	High level of writing anxiety
4	32	2078	64,94	Moderate level of writing anxiety
6	36	2645	73,47	High level of writing anxiety

Source: Research Data Processing Results for 2023

Table 4.8 shows that the average score of writing anxiety level is 69.46. Because the average score is above 65 points (M=69.46, >65), it can be concluded that students experience a high level of writing anxiety. In semester 4 students the average score is 64.94, <65 so it can be concluded that the level of anxiety is at a moderate level. then in semester 6 students the average score was 73.47, <65 so it can be concluded that the level of anxiety is at a high level.

It is clear that teaching writing is not only a task that demands to be done but also requires teachers to be creative. Seeing this fact, teachers need to be aware that students' writing anxiety is high. The results of the questionnaire indicated that students faced high levels of writing anxiety when they were asked to write English compositions. They tend to feel panicked, stuck, and have their hearts racing when they have to write an English composition under time constraints. Moreover, they feel worried about getting bad grades when their English composition will be evaluated.

2. Dominant Type Writing Anxiety

Figure 1 represents the research findings for the types of writing anxiety. It is clearly shown that most students experienced Somatic Anxiety when they write English composition. It is proved by the mean score (23.25) in which it is the highest of all types. Cognitive Anxiety is the second common type of writing anxiety that experienced by the students, and the mean score is 23.18. The least type of writing anxiety experienced by students is Avoidance Behavior (Mean=23.03).
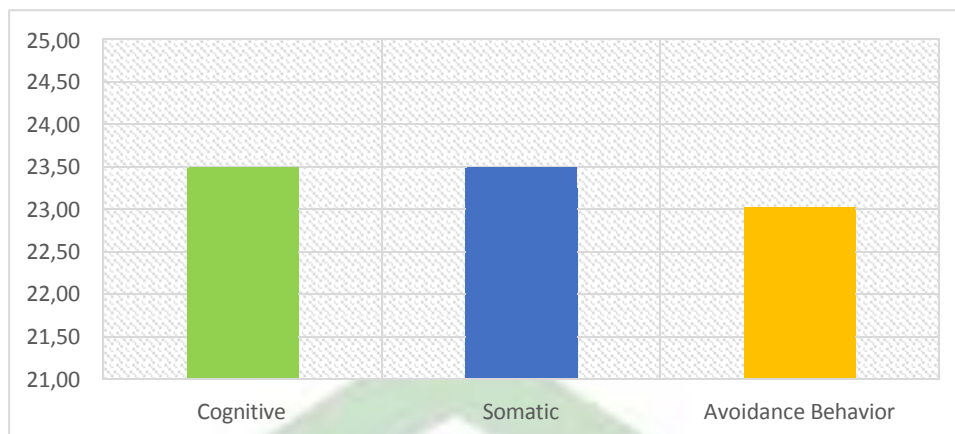
Figure 4.1 Dominant Type Writing Anxiety

In the results of this study, the anxiety that is more dominant is somatic anxiety, but the anxiety level does not differ much from cognitive anxiety and avoidance behavior. Compared with the findings of research conducted by Zhang (2011) most of the common types of writing anxiety are identical. Both studies found that most of the participants experienced Cognitive Anxiety when they wrote English compositions. They often feel nervous when asked to write English compositions, worry about negative evaluations for compositions from either teachers or classmates, and fear getting bad grades. This is clearly seen when students have high writing anxiety, it is difficult for them to produce good writing. In addition, they also found that the higher the anxiety the lower the essay write performance is. Conversely, the lower the anxiety the higher the performance in language-related activities is (Daudet.al, 2005)

Table 4.9 The Average Value of The Dominant Type of Writing Anxiety

Indicator	n	Total Score	Mean
Cognitive Anxiety	68	1576	23,18
Somatic Anxiety	68	1581	23,25
Avoidance Behavior	68	1566	23,03

Source: Research Data Processing Results for 2023

The results of data analysis on semester 4 students on the dominant type of writing anxiety are as follows:

Table 4.10 The Average Value of The Dominant Type of Writing Anxiety Semester 4

Indicator	n	Total Score	Mean
Cognitive Anxiety	32	696	21,75
Somatic Anxiety	32	694	21,69
Avoidance Behavior	32	688	21,50

Source: Research Data Processing Results for 2023

In Table 4.10 it is clear that most students in semester 4 experience cognitive anxiety when they write English compositions. This is evidenced by the highest average value (21.75) of all types. Somatic anxiety is the second most common type of writing anxiety experienced by students, and the average score is 21.69. The type of writing anxiety experienced by students the least was Avoidance Behavior with an average value of 21.50.

Table 4.11 The Average Value of The Dominant Type of Writing Anxiety Semester 6

Indicator	n	Total Score	Mean
Cognitive Anxiety	36	880	24,44
Somatic Anxiety	36	887	24,64
Avoidance Behavior	36	878	24,39

Source: Research Data Processing Results for 2023

In Table 4.11 it is clearly shown that most students experienced Somatic Anxiety when they write English composition. It is proved by the mean score (24.64) in which it is the highest of all types. Cognitive Anxiety is the second common type of writing anxiety that experienced by the students, and the mean score is 24.44. The type of writing anxiety experienced by students the least was Avoidance Behavior with an average value of 24.39.

3. Factors Writing Anxiety

Figure 2 presents the finding from the questionnaire adapted from Zhang (2011). 56 students (82,4%) faced some linguistics difficulties when they have to write English composition, such as lack of vocabulary and grammatical errors. 47 students (69,1%) reported that they sometimes have no idea about the topic and what to write, particularly when they have to write English composition under time constraint. 41 students (60,3%) thought that they do not have sufficient writing techniques. 39 students (57,4%) admitted that they are lack of writing practice inside and outside classroom. 34 students (50%) feel afraid of negative evaluation of their English composition from their teacher and classmates. 17 students (25%) believed that their writing skill does not improve which makes them feel upset. 12 students (17,6%) thought that the teacher's feedback on their English composition is insufficient and ineffective.

	Linguistics Difficulties	Lack of Topic Knowledge	Insufficient Writing Technique	Insufficient Writing Practice	Fear of Negative Evaluation	Low SelfConfidence	Lack of Effective Feedback
n	68	68	68	68	68	68	68
y	56	47	41	39	34	17	12
%	82,4	69,1	60,3	57,4	50,0	25,0	17,6
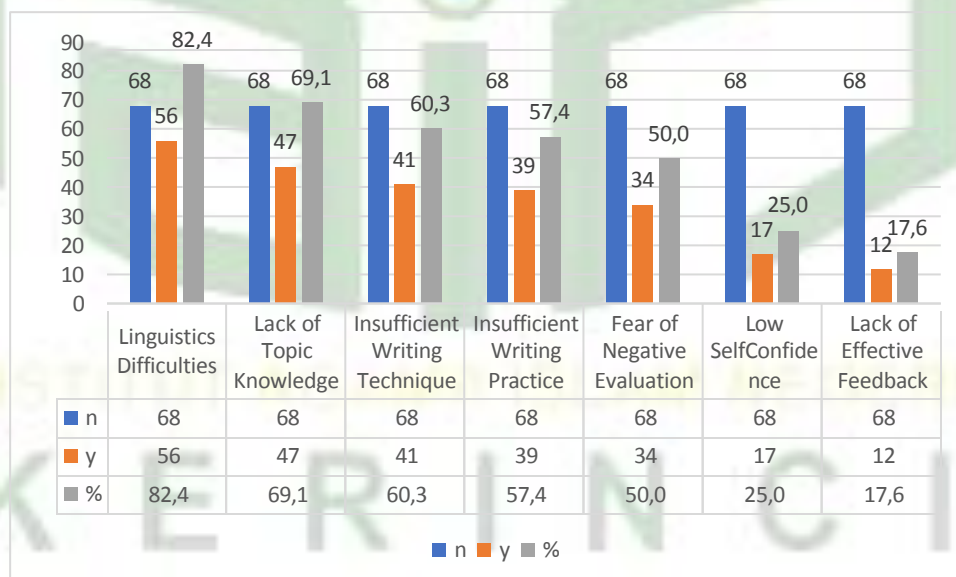
Figure 4.2 Factors Writing Anxiety

Since English is a foreign language in Indonesia, it is unsurprising that the majority of the participants (82,4%) reported that the source of their writing anxiety is their linguistics-related problems, such as inadequacy mastery of vocabulary and sentence structure. Vocabulary and grammar are essential components in writing. In order to produce comprehensive piece of writing, students should have wide range of vocabulary, and they should be able to use appropriate diction for a particular context. Furthermore, grammar is also important for writing. Baleghizadeh and Gordani (2012:160) argued that "the application of accurate grammar is an important aspect of any good piece of writing". 69,1% of the participants usually have no idea about the topic and what to write, in particular when I write English compositions under time constraint. Writing in class under time pressure was anxiety-producing for students.

Insufficient writing technique is the third most chosen source of anxiety by 60% of the participants. Writing is a skill that can only be developed by having frequent practices in and outside the classroom. Therefore, many instructors often serve their students with numerous writing assignments in order to enhance their students' writing skill. However, teacher should realize that students often feel uneasy to produce smooth flow of ideas when they know that their writing to be evaluated because they are worry of getting poor grade. So, the instructors may implement some ungraded writing activities to lower students' writing anxiety and at the same time increasing students' writing skill.

D. Discussion

This study is intended to find out the level, the dominant type, and the main factors that cause writing anxiety among the third semester and the fifth semester English students of State Islamic Institute of Kerinci. The results of the present study showed that most of the students in the English Study Program, IAIN Kerinci students experienced high levels of writing anxiety 69,46% from the Number of Student 68 and total score 4723 from the third indicator, Cognitive Anxiety 1576, Somatic Anxiety 1581, Avoidance Behavior 1566. From the analisys of the type of writing anxiety, somatic anxiety becomes the dominant type of writing anxiety experienced by the students. The mean score of somatic anxiety is 23.35. the next type of writing anxiety is cognitive anxiety with thw mean score 23.18, and the last type of writing anxiety is avoidance behavior with the mean score 23.03. Furthemore, the main factors of writing anxiety are linguistics difficulties (82,4%). Lack of topic knowledge (69,1%), insufficient writing technique (60,3%), insufficient writing practice (57,4%), fear of negative evaluation (50,0%), low self confidence (25,0%), lack of effective feedback (17,6%), which it was clear to insist teachers to be creative in helping them to cope with it.

This is in line with the research journal Syarifudin (2020) Universitas Islam Negeri Mataram, Survey on Students' Writing Anxiety: Level, Type, and Cause, that student wirting anxiety is very high 65,86 and the most common dominant type of writing anxiety was somatic anxiety and the mean score is 23.9, and the factor of writing anxiety was linguistics difficulties (82%) from the number of student 28 inn English Study Program.

Sri Wahyuni & M. Khotibul Umam (2017) at STAIN Kediri, An Analisys on Writing Anxiety of Indonesia EFL College Learners, 54% that student writing anxiety is very high, 44% moderate level of writing anxiety by the student, and 2% low level of writing anxiety, the dominant type of writing anxiety was somatic anxiety mean 23,09%, and the main factor of writing anxiety was linguistics difficulties 11,1%.

Ratu Aisyah (2018) in this study which revealed that among the students who participated in this study, none of them (0%) were indicated to have Low Anxiety, (32%) students were indicated to have Moderate anxiety and only four students (11%) had a level of "High Anxiety" and almost all students were detected to have cognitive anxiety. It was found that one of the factors that causes anxiety in writing in English is the high expectations given from the lecturer to the students. and this is the cause of the majority of students having anxiety in writing.

Syahrul (2018) The research results show that students have anxiety in academic writing caused by several aspects. Several aspects related to students' anxiety in writing English are as follows: cognitive anxiety (56.24%), somatic anxiety (45.37%), avoidance anxiety (33.45%), fear of negative evaluation and fear of tests (70.58%), time pressure (55.88%), low self-confidence (58.82%), inadequate writing techniques (50%), language difficulties (97.05%), lack of knowledge to determine topics (52.94%), lack of experience or inadequate writing practice (52.94 %), perfect work pressure (44.11%), high assignment frequency (44.11%).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections, the first section dealt with the conclusion of findings of the research and the other one deal with suggestion.

A. Conclusion

Based on the results of data processing and discussion as described above, it can be concluded that:

1. The result that the level of writing anxiety the researcher analyzed and calculated the data obtained from the SLWAI questionnaire which consisted of 21 items show that the mean score of level of writing anxiety is 69.46.

2. The results found that most students experience Somatic Anxiety when they write English compositions. This is evidenced by the highest average value (23.25) of all types. Cognitive anxiety is the second most common type of writing anxiety experienced by students, and the average score is (23.18). The type of writing anxiety experienced by students the least is Avoidance Behavior (23.03).

3. It was found that 82.4% or 56 students faced the main factor, namely some linguistic difficulties when they had to write English compositions, such as lack of vocabulary and grammatical errors.

4. Main way to reduce writing anxiety is identifying the causes of anxiety is a crucial problem to deal with language anxiety. The technique is useful to help alleviate depression after recognizing the causes of anxiety

B. Suggestion

Based on the above conclusions in this study, the researcher tries to provide the following suggestions:

1. It is recommended that teachers or lecturers pay more attention to recognizing anxiety in writing English so that students can write with maximum results.

2. For future researchers, it is suggested to carry out further research related to anxiety in writing in English by adding new theories and examining other factors.

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Appendix 1 : Questioner

QUESTIONER

AN ANALYSIS OF WRITING ANXIETY FOR LEARNERS ENGLISH AT ENGLISH DEPARTMENT OF STATE ISLAMIC INSTITUTE OF KERINCI

Please your willing to fill out this questionnaire. This questionnaire is a questionnaire from ESL Writing Anxiety Questionnaire I- Adopted from the Second Language Writing Anxiety Inventory (SLWAI) (Cheng, 2004) in the context of conducting research. The answer that you give will not affect your position or position, considering that the confidentiality of your identity will be maintained by us.

A. DEMOGRAPHIC INFORMATION

Isilah identitas diri saudara dengan keadaan yang sebenarnya :

a. No. Responden :

b. Gender : 1. Male
              2. Female

c. Academic Year : 2022/2023

d. Semester : 3   5

B. <u>INSTRUCTION</u>

Read the following statement and express your degree of agreement/disagreement by ticking.
Check the appropriate column.
1. Strongly Agree (SA)
2. Agree (A)
3. Undecided (UnD)
4. Disagree (DS)
5. Strongly Disagree (SDS)

C. ESL Writing Anxiety Questionnaire I- Adopted from Second Language Writing Anxiety Inventory (SLWAI)

No	Statements	Answer Choices				
		SA	A	UnD	DS	SDS
	Cognitive Anxiety					
1	I am calm when I do a writing test in English.					
2	I feel uneasy when given the task of writing in English.					
3	When I write in English, I don't feel nervous at all					
4	If the results of an English writing assignment are evaluated, I feel afraid of getting a bad grade.					
5	I am nervous when I have to write an essay in English					
6	I am afraid that my written English will be used as a sample for joint evaluation.					
7	I feel happy when there is a writing assignment in English.					
	Somatic Anxiety					
8	I often feel restless when doing English writing assignments					
9	I often feel unfocused when I start writing assignments in English					
10	I shake or sweat when I write English assignments under time pressure.					
11	I sometimes feel like cursing or cursing when I write English compositions					
12	I feel tense and confused when I am asked to write assignments in English.					
13	I often feel lethargic when writing assignments in English..					
14	My breathing is irregular when I start writing assignments in English.					
	Avoidance Behavior					
15	I often miss writing classes to avoid writing assignments in English.					
16	When I have no choice, I will use limited English to write assignments.					
17	When there is an opportunity I will try to see my friend's writing assignments in English					
18	When there is a writing assignment in English, I will ask my friend to do it.					

19	When there is an assignment to write in English, I try to translate using the translate application on my cellphone.					
20	I will do my best to avoid situations where I have to write in English					
21	If possible, I will use English to write.					

D. ESL Writing Anxiety Questionnaire II- Adopted from Second Language Writing Anxiety Inventory (SLWAI)

Please be willing to fill out this questionnaire. This questionnaire is a questionnaire from the ESL Writing Anxiety Questionnaire II - Adopted from (Zhang, 2011) in the context of conducting research. The answer you give will not affect your position or position, considering that we will protect the confidentiality of your identity.

No	Statements	√
1	Insufficient Writing Technique	☐
2	Insufficient Writing Practice	☐
3	Fear of Negative Evaluation	☐
4	Linguistics Difficulties	☐
5	Lack of Effective Feedback	☐
6	Low Self Confidence	☐
7	Lack of Topic Knowledge	☐

Appendix 2 : Data Tabulation

Data Tabulation

Respon den	Cognitive							Somatic							Avoidance Behavior						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
1	3	2	4	3	2	4	3	4	3	2	3	3	2	4	3	3	2	4	2	2	2
2	4	3	2	3	3	2	4	4	4	3	2	4	3	3	2	3	3	2	3	3	2
3	4	4	3	2	4	3	3	2	4	4	4	4	4	3	4	3	2	3	3	2	4
4	2	4	4	4	4	4	3	2	2	4	3	2	4	3	4	4	3	2	4	3	3
5	2	2	4	3	2	4	3	3	2	2	3	2	2	3	2	4	4	4	4	4	3
6	3	2	2	3	2	2	3	4	3	2	3	3	2	2	2	2	4	3	2	4	3
7	4	3	2	3	3	2	2	2	4	3	3	4	3	3	3	2	2	3	2	2	3
8	2	4	3	3	4	3	3	3	2	4	2	2	4	3	4	3	2	3	3	2	2
9	3	2	4	2	2	4	3	4	2	2	3	2	2	4	2	4	3	3	4	3	3
10	4	2	2	3	2	2	4	4	3	3	3	3	3	2	3	2	4	2	2	4	3
11	4	3	3	3	3	3	2	2	4	4	4	4	4	2	4	2	2	3	2	2	4
12	2	4	4	4	4	4	2	2	2	4	2	4	3	3	4	3	3	3	3	3	2
13	2	2	4	2	4	3	3	3	2	2	2	2	3	2	2	4	4	4	4	4	2
14	3	2	2	2	2	3	2	3	3	2	3	2	3	3	2	2	4	2	4	3	3
15	3	3	2	3	2	3	3	4	2	3	4	3	3	3	3	2	2	2	2	3	2
16	4	2	2	4	3	3	3	4	3	4	2	4	2	3	3	3	2	3	2	3	3
17	4	3	4	2	4	2	3	3	4	2	2	2	3	2	4	2	3	4	3	3	3
18	3	4	2	2	2	3	2	4	3	3	3	3	3	4	4	3	4	2	4	2	3
19	4	3	3	3	3	3	4	4	4	4	4	4	4	3	3	4	2	2	2	3	2
20	4	4	4	4	4	4	3	4	3	4	2	4	3	3	4	3	3	3	3	3	4
21	4	3	4	2	4	3	3	4	4	2	2	2	3	3	4	4	4	4	4	4	3
22	4	4	2	2	2	3	3	4	3	2	3	2	4	2	4	3	4	2	4	3	3
23	4	3	2	3	2	4	2	4	4	3	3	3	3	4	4	4	2	2	2	3	3
24	4	4	3	3	3	3	4	3	4	3	3	4	3	4	4	3	2	3	2	4	2
25	3	4	3	3	3	3	4	4	3	3	2	3	2	3	4	4	3	3	3	3	4
26	4	3	3	2	3	2	3	4	3	3	3	3	4	4	3	4	3	3	4	3	4
27	4	3	3	3	3	4	4	3	3	3	4	4	3	3	4	3	3	2	3	2	3
28	3	3	3	4	4	3	3	3	4	4	3	3	4	4	4	3	3	3	3	4	4
29	3	4	4	3	3	4	4	5	4	3	4	3	4	4	3	3	3	4	4	3	3
30	5	4	3	4	3	4	4	4	3	4	3	2	4	4	3	4	4	3	3	4	4
31	4	3	4	3	2	4	4	3	3	3	4	4	3	3	5	4	3	4	3	4	4
32	3	3	3	4	4	3	3	1	3	2	3	3	3	4	4	3	4	3	2	4	4
33	1	3	2	3	3	3	4	3	3	4	4	4	3	4	3	3	3	4	4	3	3
34	3	3	4	4	4	3	4	4	3	3	4	4	3	3	1	3	2	3	3	3	4
35	4	3	4	4	4	3	3	4	4	4	3	4	4	4	3	3	4	4	4	3	4
36	4	4	4	3	4	4	4	4	4	4	3	3	4	4	4	3	4	4	4	3	3
37	4	4	4	3	3	4	4	1	3	2	3	3	3	4	4	4	4	3	4	4	4
38	1	3	2	3	3	3	4	3	3	3	4	4	3	4	4	4	4	3	3	4	4
39	3	3	3	4	4	3	4	4	3	3	4	4	3	3	1	3	2	3	3	3	4
40	3	3	4	4	4	3	3	4	4	4	3	4	4	4	3	3	3	4	4	3	4
41	4	4	4	3	4	4	4	4	4	4	3	3	4	4	3	3	4	4	4	3	3
42	4	4	4	3	3	4	4	3	4	4	4	4	3	3	4	4	4	3	4	4	4
43	3	4	4	4	4	3	3	3	3	3	4	3	4	4	4	4	4	3	3	4	4
44	3	3	3	4	3	4	4	2	3	4	4	2	4	4	3	4	4	4	4	3	3
45	2	3	4	4	2	4	4	4	3	4	4	4	4	4	3	3	4	4	3	4	4
46	4	3	4	4	4	4	4	3	2	3	4	3	1	3	2	3	4	4	2	4	4
47	3	2	3	4	3	1	3	4	4	4	4	3	3	3	4	3	4	4	4	4	4
48	4	4	4	4	3	3	3	4	4	4	3	5	4	3	3	2	3	4	3	1	3
49	4	4	4	3	5	4	3	4	3	3	4	4	4	4	4	4	4	4	3	3	3
50	4	3	4	4	4	4	4	3	4	3	4	3	4	4	4	4	4	3	5	4	3
51	3	4	3	4	3	4	4	4	2	3	4	2	3	4	4	3	4	4	4	4	4
52	4	2	3	4	2	3	4	4	2	4	4	2	4	4	3	4	3	4	3	4	4
53	4	2	4	4	2	4	4	3	3	4	3	3	4	3	4	2	3	4	2	3	4
54	3	3	4	3	3	4	3	4	3	3	4	3	3	4	4	2	4	4	2	4	4
55	4	3	3	4	3	3	4	4	4	3	4	4	3	4	3	3	4	3	3	4	3
56	4	4	3	4	4	3	4	3	3	3	4	3	3	4	4	3	3	4	3	3	4
57	3	3	3	4	3	3	4	3	3	4	4	4	4	4	4	4	3	4	4	3	4
58	3	3	4	4	4	4	4	4	2	4	3	4	3	3	3	3	3	4	3	3	4
59	4	2	4	3	4	3	3	3	4	4	4	4	3	3	3	3	4	4	4	4	4
60	3	4	4	4	4	3	3	3	3	3	4	3	3	4	4	2	4	3	4	3	3
61	3	3	3	3	3	4	4	2	3	4	4	2	4	4	3	4	4	4	4	3	3
62	2	3	4	4	2	4	4	4	3	3	4	4	4	4	3	3	3	4	3	3	4
63	4	3	4	4	4	4	4	3	2	3	4	3	1	3	2	3	4	4	2	4	4
64	3	2	3	4	3	1	3	4	4	4	4	3	3	3	4	3	4	4	4	4	4
65	4	4	4	4	3	3	3	4	4	4	3	5	4	3	3	2	3	4	3	1	3
66	4	4	4	3	5	4	3	4	3	3	4	4	4	4	4	4	4	4	3	3	3
67	4	3	4	4	4	4	4	3	4	3	4	3	4	4	4	4	4	3	5	4	3
68	3	4	3	4	3	4	4	4	4	3	4	4	3	4	4	3	4	4	4	4	4
	3,31							**3,32**							**3,29**						
	Mean							Mean							Mean						
	3,31																				

Appendix 3 : Research Data Summary

No	Cognitive	Somatic	Avoidance Behavior
1	21	21	18
2	21	23	18
3	23	25	21
4	25	20	23
5	20	17	25
6	17	19	20
7	19	22	17
8	22	20	19
9	20	19	22
10	19	21	20
11	21	24	19
12	24	20	21
13	20	16	24
14	16	19	20
15	19	22	16
16	22	22	19
17	22	18	22
18	18	23	22
19	23	27	18
20	27	23	23
21	23	20	27
22	20	20	23
23	20	24	20
24	24	24	20
25	24	20	24
26	20	24	24
27	24	23	20
28	23	25	24
29	25	27	23
30	27	24	25
31	24	23	27
32	23	19	24
33	19	25	23
34	25	25	19
35	25	27	25
36	27	26	25
37	26	19	27
38	19	25	26
39	25	25	19
40	25	27	25

41	27	26	25
42	26	25	27
43	25	24	26
44	24	23	25
45	23	27	24
46	27	19	23
47	19	25	27
48	25	27	19
49	27	27	25
50	27	25	27
51	25	22	27
52	22	24	25
53	24	23	22
54	23	24	24
55	24	26	23
56	26	24	24
57	24	26	26
58	26	23	24
59	23	25	26
60	25	24	23
61	24	23	25
62	23	27	24
63	27	19	23
64	19	25	27
65	25	27	19
66	27	27	25
67	27	25	27
68	25	26	27
Total	1576	1581	1566

Writing Anxiety						
	1	2	3	4	5	N
Ques 1-7 (Cognitive)	4	67	185	217	3	68
Ques 8-14 (Somatic)	4	65	184	220	3	68
Ques 15-21 (Avoidance Behavior)	4	72	185	212	3	68

Appendix 4 : Cognitive Indicator Validity and Reliability Data

No Responden	Cognitive							Total
	1	2	3	4	5	6	7	
1	3	2	4	3	2	4	3	21
2	4	3	2	3	3	2	4	21
3	4	4	3	2	4	3	3	23
4	2	4	4	4	4	4	3	25
5	2	2	4	3	2	4	3	20
6	3	2	2	3	2	2	3	17
7	4	3	2	3	3	2	2	19
8	2	4	3	3	4	3	3	22
9	3	2	4	2	2	4	3	20
10	4	2	2	3	2	2	4	19
11	4	3	3	3	3	3	2	21
12	2	4	4	4	4	4	2	24
13	2	2	4	2	4	3	3	20
14	3	2	2	2	2	3	2	16
15	3	3	2	3	2	3	3	19
16	4	2	3	4	3	3	3	22
17	4	3	4	2	4	2	3	22
18	3	4	2	2	2	3	2	18
19	4	3	3	3	3	3	4	23
20	4	4	4	4	4	4	3	27
21	4	3	4	2	4	3	3	23
22	4	4	2	2	2	3	3	20
23	4	3	2	3	2	4	2	20
24	4	4	3	3	3	3	4	24
25	3	4	3	3	4	3	4	24
26	4	3	3	2	3	2	3	20
27	4	3	3	3	3	4	4	24
28	3	3	3	4	4	3	3	23
29	3	4	4	3	3	4	4	25
30	5	4	3	4	3	4	4	27
31	4	3	4	3	2	4	4	24
32	3	3	3	4	4	3	3	23
33	1	3	2	3	3	3	4	19
34	3	3	4	4	4	3	4	25
35	4	3	4	4	4	3	3	25
36	4	4	4	3	4	4	4	27
37	4	4	4	3	3	4	4	26
38	1	3	2	3	3	3	4	19
39	3	3	4	4	4	3	4	25
40	4	3	4	4	4	3	3	25
41	4	4	4	3	4	4	4	27
42	4	4	4	3	3	4	4	26
43	3	4	4	4	4	3	3	25
44	3	3	3	4	3	4	4	24
45	2	3	4	4	2	4	4	23
46	4	3	4	4	4	4	4	27
47	3	2	3	4	3	1	3	19
48	4	4	4	4	3	3	3	25
49	4	4	4	3	5	4	3	27

50	4	3	4	4	4	4	4	27
51	3	4	3	4	3	4	4	25
52	4	2	3	4	2	3	4	22
53	4	2	4	4	2	4	4	24
54	3	3	4	3	3	4	3	23
55	4	3	3	4	3	3	4	24
56	4	4	3	4	4	3	4	26
57	3	3	3	4	3	4	4	24
58	3	3	4	4	4	4	4	26
59	4	2	4	3	4	3	3	23
60	3	4	4	4	4	3	3	25
61	3	3	3	4	3	4	4	24
62	2	3	4	4	2	4	4	23
63	4	3	4	4	4	4	4	27
64	3	2	3	4	3	1	3	19
65	4	4	4	4	3	3	3	25
66	4	4	4	3	5	4	3	27
67	4	3	4	4	4	4	4	27
68	3	4	3	4	3	4	4	25
r hitung	0,3709	0,5640	0,6843	0,5092	0,6176	0,5893	0,4776	
r tabel	0.2387	0.2387	0.2387	0.2387	0.2387	0.2387	0.2387	
Status	Valid	Valid	Valid	Valid	Valid	Valid	Valid	

Varian Butir	0,65759	0,52568	0,56014	0,50044	0,68196	0,57485	0,42208	8,1176471
Jumlah Varian Butir	3,92274							
Varian Total	8,11765							
r11	0,60289							
Reliabilitas	Tinggi							

Appendix 5 : Somatic Indicator Validity and Reliability Data

No Responden	Somatic							Total
	1	2	3	4	5	6	7	
1	4	3	2	3	3	2	4	21
2	4	4	3	2	4	3	3	23
3	2	4	4	4	4	4	3	25
4	2	2	4	3	2	4	3	20
5	3	2	2	3	2	2	3	17
6	4	3	2	3	3	2	2	19
7	2	4	3	3	4	3	3	22
8	3	2	4	2	2	4	3	20
9	4	2	2	3	2	2	4	19
10	4	3	3	3	3	3	2	21
11	2	4	4	4	4	4	2	24
12	2	2	4	2	4	3	3	20
13	3	2	2	2	2	3	2	16
14	3	3	2	3	2	3	3	19
15	4	2	3	4	3	3	3	22
16	4	3	4	2	4	2	3	22
17	3	4	2	2	2	3	2	18
18	4	3	3	3	3	3	4	23
19	4	4	4	4	4	4	3	27
20	4	3	4	2	4	3	3	23
21	4	4	2	2	2	3	3	20
22	4	3	2	3	2	4	2	20
23	4	4	3	3	3	3	4	24
24	3	4	3	3	4	3	4	24
25	4	3	3	2	3	2	3	20
26	4	3	3	3	3	4	4	24
27	3	3	3	4	4	3	3	23
28	3	4	4	3	3	4	4	25
29	5	4	3	4	3	4	4	27
30	4	3	4	3	2	4	4	24
31	3	3	3	4	4	3	3	23
32	1	3	2	3	3	3	4	19
33	3	3	4	4	4	3	4	25
34	4	3	4	4	4	3	3	25
35	4	4	4	3	4	4	4	27
36	4	4	4	3	3	4	4	26
37	1	3	2	3	3	3	4	19
38	3	3	4	4	4	3	4	25
39	4	3	4	4	4	3	3	25
40	4	4	4	3	4	4	4	27
41	4	4	4	3	3	4	4	26
42	3	4	4	4	4	3	3	25
43	3	3	3	4	3	4	4	24
44	2	3	4	4	2	4	4	23
45	4	3	4	4	4	4	4	27
46	3	2	3	4	3	1	3	19
47	4	4	4	4	3	3	3	25
48	4	4	4	3	5	4	3	27
49	4	3	4	4	4	4	4	27

50	3	4	3	4	3	4	4	25
51	4	2	3	4	2	3	4	22
52	4	2	4	4	2	4	4	24
53	3	3	4	3	3	4	3	23
54	4	3	3	4	3	3	4	24
55	4	4	3	4	4	3	4	26
56	3	3	3	4	3	4	4	24
57	3	3	4	4	4	4	4	26
58	4	2	4	3	4	3	3	23
59	3	4	4	4	4	3	3	25
60	3	3	3	4	3	4	4	24
61	2	3	4	4	2	4	4	23
62	4	3	4	4	4	4	4	27
63	3	2	3	4	3	1	3	19
64	4	4	4	4	3	3	3	25
65	4	4	4	3	5	4	3	27
66	4	3	4	4	4	4	4	27
67	3	4	3	4	3	4	4	25
68	4	4	3	4	4	3	4	26
r hitung	0,3744	0,5660	0,6887	0,5130	0,6185	0,5957	0,4809	
r tabel	0.2387	0.2387	0.2387	0.2387	0.2387	0.2387	0.2387	
Status	Valid	Valid	Valid	Valid	Valid	Valid	Valid	

Varian Butir	0,66089	0,51514	0,55553	0,50461	0,66791	0,56892	0,42493	8,1604
Jumlah Varian Butir	3,89794							
Varian Total	8,16045							
r11	0,60939							
Reliabilitas	Tinggi							

Appendix 6 : Avoidance Behavior Indicator Validity and Reliability Data

No Responden	Avoidance Behavior							Total
	1	*2*	*3*	*4*	*5*	*6*	*7*	
1	3	3	2	4	2	2	2	18
2	2	3	3	2	3	3	2	18
3	4	3	2	3	3	2	4	21
4	4	4	3	2	4	3	3	23
5	2	4	4	4	4	4	3	25
6	2	2	4	3	2	4	3	20
7	3	2	2	3	2	2	3	17
8	4	3	2	3	3	2	2	19
9	2	4	3	3	4	3	3	22
10	3	2	4	2	2	4	3	20
11	4	2	2	3	2	2	4	19
12	4	3	3	3	3	3	2	21
13	2	4	4	4	4	4	2	24
14	2	2	4	2	4	3	3	20
15	3	2	2	2	2	3	2	16
16	3	3	2	3	2	3	3	19
17	4	2	3	4	3	3	3	22
18	4	3	4	2	4	2	3	22
19	3	4	2	2	2	3	2	18
20	4	3	3	3	3	3	4	23
21	4	4	4	4	4	4	3	27
22	4	3	4	2	4	3	3	23
23	4	4	2	2	2	3	3	20
24	4	3	2	3	2	4	2	20
25	4	4	3	3	3	3	4	24
26	3	4	3	3	4	3	4	24
27	4	3	3	2	3	2	3	20
28	4	3	3	3	3	4	4	24
29	3	3	3	4	4	3	3	23
30	3	4	4	3	3	4	4	25
31	5	4	3	4	3	4	4	27
32	4	3	4	3	2	4	4	24
33	3	3	3	4	4	3	3	23
34	1	3	2	3	3	3	4	19
35	3	3	4	4	4	3	4	25
36	4	3	4	4	4	3	3	25
37	4	4	4	3	4	4	4	27
38	4	4	4	3	3	4	4	26
39	1	3	2	3	3	3	4	19
40	3	3	4	4	4	3	4	25
41	4	3	4	4	4	3	3	25
42	4	4	4	3	4	4	4	27
43	4	4	4	3	3	4	4	26
44	3	4	4	4	4	3	3	25
45	3	3	3	4	3	4	4	24
46	2	3	4	4	2	4	4	23
47	4	3	4	4	4	4	4	27
48	3	2	3	4	3	1	3	19
49	4	4	4	4	3	3	3	25

50	4	4	4	3	5	4	3	27
51	4	3	4	4	4	4	4	27
52	3	4	3	4	3	4	4	25
53	4	2	3	4	2	3	4	22
54	4	2	4	4	2	4	4	24
55	3	3	4	3	3	4	3	23
56	4	3	3	4	3	3	4	24
57	4	4	3	4	4	3	4	26
58	3	3	3	4	3	4	4	24
59	3	3	4	4	4	4	4	26
60	4	2	4	3	4	3	3	23
61	3	4	4	4	4	3	3	25
62	3	3	3	4	3	4	4	24
63	2	3	4	4	2	4	4	23
64	4	3	4	4	4	4	4	27
65	3	2	3	4	3	1	3	19
66	4	4	4	4	3	3	3	25
67	4	4	4	3	5	4	3	27
68	4	3	4	4	4	4	4	27
r hitung	0,4038	0,5415	0,7166	0,4887	0,6257	0,6154	0,5236	
r tabel	0.2387	0.2387	0.2387	0.2387	0.2387	0.2387	0.2387	
Status	Valid	Valid	Valid	Valid	Valid	Valid	Valid	

Varian Butir	0,68371	0,49583	0,58033	0,52568	0,68196	0,5856	0,47059	8,7752
Jumlah Varian Butir	4,02371							
Varian Total	8,77524							
r11	0,63172							
Reliabilitas	Tinggi							

Appendix 7 : Data Normality Test

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Cognitive	68	23.18	2.849	16	27
Somatic	68	23.25	2.857	16	27
Avoidance Behavior	68	23.03	2.962	16	27

One-Sample Kolmogorov-Smirnov Test

		Cognitive	Somatic	Avoidance Behavior
N		68	68	68
Normal Parameters[a]	Mean	23.18	23.25	23.03
	Std. Deviation	2.849	2.857	2.962
Most Extreme Differences	Absolute	.143	.148	.143
	Positive	.103	.108	.111
	Negative	-.143	-.148	-.143
Kolmogorov-Smirnov Z		1.180	1.218	1.180
Asymp. Sig. (2-tailed)		**.123**	**.103**	**.123**
a. Test distribution is Normal.				

Appendix 8 : Level of writing anxiety

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Cognitive	68	16	27	23.18	2.849
Somatic	68	16	27	23.25	2.857
Avoidance Behavior	68	16	27	23.03	2.962
Valid N (listwise)	68				

	Indicator	n	Total Score	Mean
Writing Anxiety	Cognitive	68	1576	23,18
	Somatic	68	1581	23,25
	Avoidance Behavior	68	1566	23,03
			4723	

	Total Score	4723
Writing Anxiety	N	68
	Mean	**69,46**

Number of Student	Total Score	Mean
68	4723	69.46

Appendix 9 : Dominant Type Writing Anxiety

	Indicator	n	Total Score	Mean
Writing Anxiety	Cognitive	68	1576	23,18
	Somatic	68	1581	23,25
	Avoidance Behavior	68	1566	23,03
			4723	
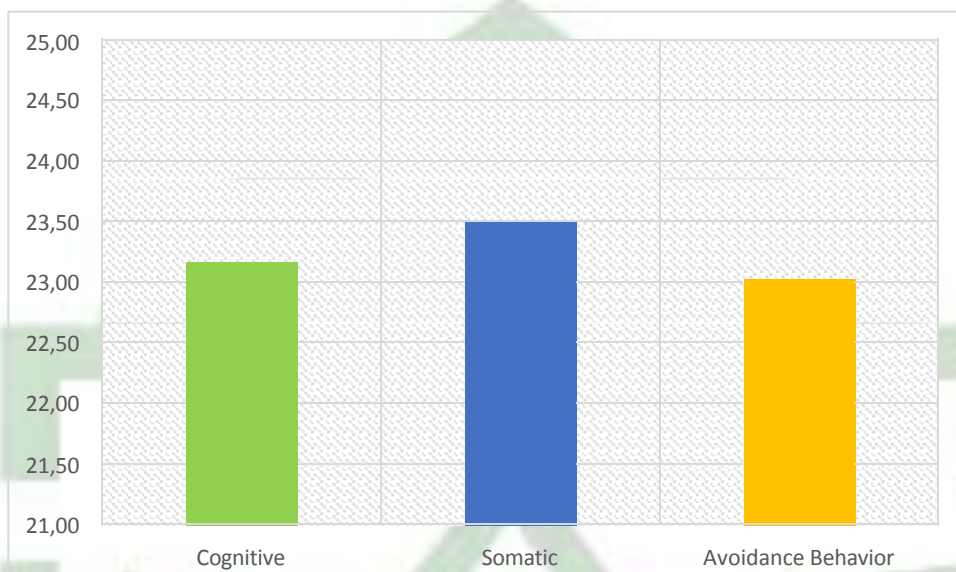
Appendix 10 : Factors Writing Anxiety

Factors	n	y	%
Linguistics Difficulties	68	56	82,4
Lack of Topic Knowledge	68	47	69,1
Insufficient Writing Technique	68	41	60,3
Insufficient Writing Practice	68	39	57,4
Fear of Negative Evaluation	68	34	50,0
Low SelfConfidence	68	17	25,0
Lack of Effective Feedback	68	12	17,6

	Linguistics Difficulties	Lack of Topic Knowledge	Insufficient Writing Technique	Insufficient Writing Practice	Fear of Negative Evaluation	Low SelfConfidence	Lack of Effective Feedback
n	68	68	68	68	68	68	68
y	56	47	41	39	34	17	12
%	82,4	69,1	60,3	57,4	50,0	25,0	17,6
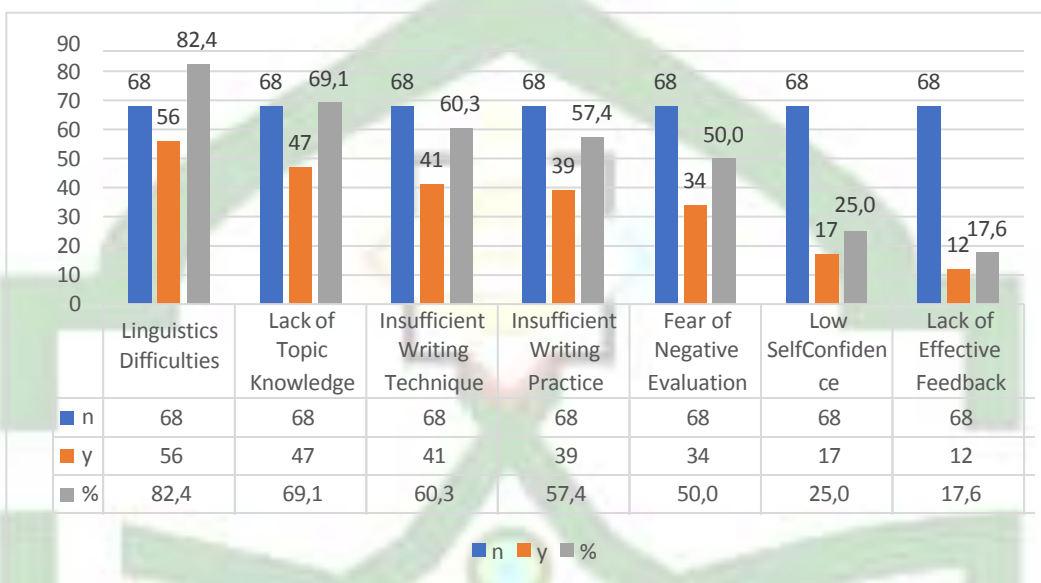
Appendix 11 : Percentage of each question

➢ **Cognitive Anxiety**

Questions	Percentage (%)				
	SDA	DA	N	A	SA
Ques 1	2,94	10,29	33,82	51,47	1,47
Ques 2	0,00	19,12	45,59	35,29	0,00
Ques 3	0,00	16,18	32,35	51,47	0,00
Ques 4	0,00	13,24	38,24	48,53	0,00
Ques 5	0,00	22,06	36,76	38,24	2,94
Ques 6	2,94	8,82	42,65	45,59	0,00
Ques 7	0,00	8,82	42,65	48,53	0,00
Total	5,88	98,53	272,06	319,12	4,41

➢ **Somatic Anxiety**

Questions	Percentage (%)				
	SDA	DA	N	A	SA
Ques 8	2,94	10,29	32,35	52,94	1,47
Ques 9	0,00	17,65	45,59	36,76	0,00
Ques 10	0,00	16,18	33,82	50,00	0,00
Ques 11	0,00	13,24	36,76	50,00	0,00
Ques 12	0,00	20,59	36,76	39,71	2,94
Ques 13	2,94	8,82	44,12	44,12	0,00
Ques 14	0,00	8,82	41,18	50,00	0,00
Total	5,88	95,59	270,59	323,53	4,41

➢ **Avoidance Behavior**

Questions	Percentage (%)				
	SDA	DA	N	A	SA
Ques 15	2,94	11,76	32,35	51,47	1,47
Ques 16	0,00	17,65	48,53	33,82	0,00
Ques 17	0,00	17,65	32,35	50,00	0,00
Ques 18	0,00	14,71	36,76	48,53	0,00
Ques 19	0,00	22,06	36,76	38,24	2,94
Ques 20	2,94	10,29	44,12	42,65	0,00
Ques 21	0,00	11,76	41,18	47,06	0,00
Total	5,88	105,88	272,06	311,76	4,41

Appendix 12 : Percentage of each question

Questions	SDA		DA		N		A		SA	
Ques 1	2	3%	7	10%	23	34%	35	51%	1	1%
Ques 2	0	0%	13	19%	31	46%	24	35%	0	0%
Ques 3	0	0%	11	16%	22	32%	35	51%	0	0%
Ques 4	0	0%	9	13%	26	38%	33	49%	0	0%
Ques 5	0	0%	15	22%	25	37%	26	38%	2	3%
Ques 6	2	3%	6	9%	29	43%	31	46%	0	0%
Ques 7	0	0%	6	9%	29	43%	33	49%	0	0%
Ques 8	2	3%	7	10%	22	32%	36	53%	1	1%
Ques 9	0	0%	12	18%	31	46%	25	37%	0	0%
Ques 10	0	0%	11	16%	23	34%	34	50%	0	0%
Ques 11	0	0%	9	13%	25	37%	34	50%	0	0%
Ques 12	0	0%	14	21%	25	37%	27	40%	2	3%
Ques 13	2	3%	6	9%	30	44%	30	44%	0	0%
Ques 14	0	0%	6	9%	28	41%	34	50%	0	0%
Ques 15	2	3%	8	12%	22	32%	35	51%	1	1%
Ques 16	0	0%	12	18%	33	49%	23	34%	0	0%
Ques 17	0	0%	12	18%	22	32%	34	50%	0	0%
Ques 18	0	0%	10	15%	25	37%	33	49%	0	0%
Ques 19	0	0%	15	22%	25	37%	26	38%	2	3%
Ques 20	2	3%	7	10%	30	44%	29	43%	0	0%
Ques 21	0	0%	8	12%	28	41%	32	47%	0	0%
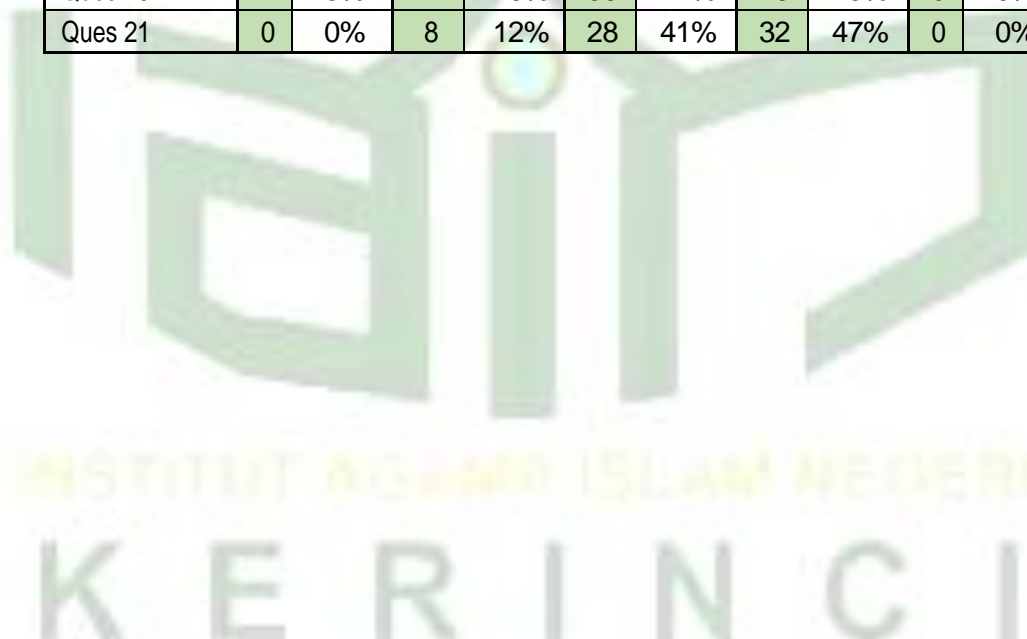
Appendix 13 : Data of each question

➢ **Cognitive Anxiety**

QUESTIONS	SDA	DA	N	A	SA
Ques 1	2	7	23	35	1
Ques 2	0	13	31	24	0
Ques 3	0	11	22	35	0
Ques 4	0	9	26	33	0
Ques 5	0	15	25	26	2
Ques 6	2	6	29	31	0
Ques 7	0	6	29	33	0
TOTAL	4	67	185	217	3

➢ **Somatic Anxiety**

QUESTIONS	SDA	DA	N	A	SA
Ques 8	2	7	22	36	1
Ques 9	0	12	31	25	0
Ques 10	0	11	23	34	0
Ques 11	0	9	25	34	0
Ques 12	0	14	25	27	2
Ques 13	2	6	30	30	0
Ques 14	0	6	28	34	0
TOTAL	4	65	184	220	3

➢ **Avoidance Behavior**

QUESTIONS	SDA	DA	N	A	SA
Ques 15	2	8	22	35	1
Ques 16	0	12	33	23	0
Ques 17	0	12	22	34	0
Ques 18	0	10	25	33	0
Ques 19	0	15	25	26	2
Ques 20	2	7	30	29	0
Ques 21	0	8	28	32	0
TOTAL	4	72	185	212	3