

Chapter Four

Results and Discussions

This chapter consists of two parts. The first part presents the results of the study which answer the research questions. The second part presents the discussion of the findings and the relation with previous studies about students' writing anxiety.

Results

In this part, the researcher displays the results of this study. The results are to answer the three research questions. The first purpose of this study is to measure the levels of students' writing anxiety. The second purpose is to identify the dominant type of writing anxiety faced by students. Finally, the third purpose is to explore the main factors causing writing anxiety. The results of this study are explained as follow:

The EED of UMY students' level of writing anxiety. The first research question of this study is "What are the levels of writing anxiety faced by students of EED of UMY batch 2013?" To answer this research questions the researcher used adopted questionnaire from Cheng (2004) as the instrument to collect the data. Moreover, the researcher analyzed the data using descriptive statistic by looking at the frequency of total score and the mean of total score. Based on the results of questionnaire, the levels of writing anxiety faced by students of EED of UMY batch 2013 were described in the following table.

| Table 6 | | | | | |
|---|------------------------------|-------------------------|-------------------------|--------------------|-------------------|
| <i>The EED of UMY students' levels of writing anxiety</i> | | | | | |
| | Number of <u>students</u> | Minimum <u>score</u> | Maximum <u>score</u> | <u>Total score</u> | <u>Mean score</u> |
| Total | 95 | 22 | 107 | 5645 | 59.42 |
| High anxiety | 34 | 66 | 107 | 2625 | 77.21 |
| Moderate anxiety | 33 | 50 | 65 | 1907 | 57.79 |
| Low anxiety | 28 | 22 | 49 | 1113 | 39.75 |

After analyzing the questionnaire, the researcher divided the levels of writing anxiety into three levels. There are high anxiety, moderate anxiety, and low anxiety. From on the table 6 above, 34 out of 95 EED of UMY students are found experiencing high level of writing anxiety with the mean score of 77.21. Moreover, moderate level of writing anxiety is experienced by 33 students with the mean score of 57.79. In addition, the other 28 students had experience low level of writing anxiety by having of 39.75 score. Based on the result of levels of writing anxiety, high level of writing anxiety becomes the dominant level. It indicates that most of students of EED of UMY batch 2013 experiencing high level of writing anxiety.

The EED of UMY students' types of writing anxiety. The second purpose of this study is to know the types of students' writing anxiety. The researcher used adopted questionnaire from Cheng (2004). The researcher analyzed the data by looking at the mean score of each category. The researcher

divided the students' types of writing anxiety into three categories based on the Cheng's questionnaire which are cognitive anxiety, somatic anxiety, and avoidance behavior. From the study, the result of students' types of writing anxiety is presented in table below.

| Types of writing anxiety | <u>Number of students</u> | <u>Total score</u> | <u>Mean</u> |
|--------------------------|---------------------------|--------------------|-------------|
| Cognitive anxiety | 95 | 2151 | 22.64 |
| Somatic anxiety | 95 | 1821 | 19.17 |
| Avoidance behavior | 95 | 1673 | 17.61 |

According to the table above, the mean scores of types of writing anxiety are between 17.61 up to 22.64. The mean score of cognitive anxiety is 22.64, somatic anxiety is 19.17, and avoidance behavior is 17.61. Based on these scores cognitive anxiety has the highest score, somatic is the second, and avoidance behavior has the lowest score. It means that cognitive anxiety has the highest mean score than other two types of writing anxiety. Thus, cognitive anxiety is the dominant type of writing anxiety which is mostly faced by students of EED of UMY batch 2013.

The EED of UMY students' factors causing writing anxiety. The third objective of this study is to find out the factors causing students' writing anxiety. The researcher had done the study and found factors causing writing anxiety faced

by students of EED of UMY batch 2013. Based on the study, the researcher presents the results in the table below.

| No | Factors causing writing anxiety | Total | Mean | Interpretation |
|----|--|-------|------|------------------|
| 1 | The fear of teachers' negative comments | 263 | 2.77 | Rarely-faced |
| 2 | The lack of practice | 290 | 3.05 | Rarely-faced |
| 3 | The lack of writing techniques | 274 | 2.88 | Rarely-faced |
| 4 | The problems with topic choice | 275 | 2.89 | Rarely-faced |
| 5 | The linguistic difficulties | 317 | 3.34 | Moderately-faced |
| 6 | The pressure for perfect work | 287 | 3.02 | Rarely-faced |
| 7 | The time pressure | 298 | 3.14 | Moderately-faced |
| 8 | The lack of confidence | 286 | 3.01 | Rarely-faced |
| 9 | The fear of writing test | 291 | 3.06 | Rarely-faced |
| 10 | The high frequency of writing assignment | 259 | 2.73 | Rarely-faced |

From the table above, the mean scores of factors causing writing anxiety ranged were from 2.73 to 3.34. Ten items were in this variable. The results can be concluded that there were 2 factors moderately-faced by students of EED of UMY batch 2013 which cause their writing anxiety. The students of EED of UMY moderately experienced linguistic difficulties as the main factor of their writing

anxiety with its mean score of 3.34. Besides, time pressure was also moderately faced by EED of UMY students due to the mean score of 3.14.

Furthermore, there were 8 factors rarely-faced by students of EED of UMY batch 2013. The EED of UMY students are rarely fear of teachers' negative comments toward their writing, which is proven by its mean score of 2.77. The EED of UMY students also rarely faced lack of writing techniques as the factor causing their writing anxiety with the mean score of 2.88. Moreover, the EED of UMY students rarely had problem with topic choice. This is proven by its mean score of 2.89. Pressure of perfect work is also rarely factor causing writing anxiety which was faced by EED of UMY with its mean score of 3.02. Furthermore, the EED of UMY students rarely lack of confidence with their writing skill. This is proven by its mean score of 3.01. Besides, lack of practice was also rarely factor faced by students, which is proven with its mean score 3.05. The EED of UMY students also rarely fear of writing test, which is proven by its mean score of 3.06. The last, high frequency of writing assignment was also rarely faced by EED students of UMY as the factor which cause their writing anxiety.

In addition, there are five main factors causing students' writing anxiety based on the list of mean score. These five main factors have the higher mean score. The five main factors are the linguistic difficulties, the time pressure, the fear of writing test, the lack of writing practice, and the pressure for perfect work.

Discussion

This section discusses the results of this study and their relation to some previous research with its topic about students' writing anxiety. The discussion

section of this study presents the results and relates them to the expert' statements. Moreover, in this part the results are also compared or be supported by the results of previous research. The discussions are presented below.

The EED of UMY students' levels of writing anxiety. Based on the result of this study about students' level of writing anxiety, the students of EED of UMY batch 2013 were grouped into three levels due to their scores and mean scores of writing anxiety inventory. From 95 students, there were 34 students of EED of UMY batch 2013 indicated experiencing high level of writing anxiety. It is proven by the highest mean score of 77.21. Meanwhile, 33 out of 95 students of EED of UMY batch 2013 experienced moderate level of writing anxiety. Its mean score was 57.79. Furthermore, writing anxiety of 28 students was measured as low level which is proven by its mean score of 39.75. This analysis shows that high level of writing anxiety was mostly faced by students of EED of UMY batch 2013.

The results show that EED of UMY students suffer from high level of writing anxiety. In this case, due to writing activity are not habituated among students of Indonesia as the result it makes "Indonesian students are still nervous and reluctant to write in English" (Wahyuni and Umam, 2017). Moreover, it also makes students face some problems such as insufficient of writing experience and lack of linguistic knowledge. It is supported by Rahmatunisa (2014) that Indonesian EFL students faced some problems in writing such as linguistic problems, cognitive problems, and psychology problems. These problems cause

students feel anxious in writing. Besides, the students feel more anxious in writing especially in English as foreign language in Indonesia.

The finding of this study about students' level of writing anxiety is similar to Rezaei and Jafari (2014), that most of students experienced high level of writing anxiety. On their study, Rezaei and Jafari (2014) investigated the levels, types, and causes of writing anxiety among Iranian EFL students. The results of their study showed that there was high level of anxiety among Iranian EFL students. The finding of current study was similar to Rezaei and Jafari (2014)' study, because these studies were conducted on EFL students. The respondents of the studies experienced the same level of writing anxiety due to the same context of English as a foreign language.

In addition, the findings of this study also similar to the study of Wahyuni and Umam (2017) which was also conducted in Indonesia. The results showed that mostly the students have experienced high level of writing anxiety. This is proven from the percentage that 54% of 50 EFL students were indicated having high level of writing anxiety. It is similar to the result of the current study that students of EED of UMY batch 2013 are also indicated having high level of writing anxiety. It could be seen from the result that students EED of UMY were mostly indicated experiencing high level of writing anxiety. It happened due to English as foreign language for Indonesian EFL students.

The EED of UMY students' types of writing anxiety. The results of identifying the students' types of writing anxiety at EED of UMY showed that from three types of writing anxiety, one of them become the dominant type. It can

be seen from the mean scores that cognitive anxiety has the highest scores of 22.64. Furthermore, the other mean score of two types of writing anxiety were somatic anxiety (19.17) and avoidance behavior (17.61). It can be concluded that most of EED students of UMY batch 2013 faced cognitive anxiety as their type of writing anxiety. Cognitive anxiety is negative feelings which influenced students to have negative expectation for their performance and they worry about others people's perception of their performance. Besides, somatic anxiety is the effect of anxiety experience which is act out by showing nervousness and tension. It can be mentioned that somatic anxiety is emotionality factor. The next is avoidance behavior, this type of anxiety is negative attitude toward writing activities due to the effect of anxiety experience.

The students faced cognitive anxiety because they really concern about other people's perception and expectation to their writing compositions. As mentioned in literature review, "cognitive anxiety refers to the negative aspect of anxiety experience including negative expectations, preoccupation with performance, and concern about other's perceptions (Rezaei and Jafari, 2014, p.361). It shows that, the other people's perception and expectation influenced students when writing English compositions.

Based on the result that cognitive anxiety is the dominant type of writing anxiety faced by EED of UMY students, it indicates that the other people's expectation and perception are concerned by students. By looking at the background of Indonesian students which is lack of writing experiences, the students might think that their writing results are bad. They also think that the

other people's perception and expectation toward their writing results can make their writing compositions look worse. As the result, they will get a lot of comments and they also can get low scores of their writing. Hence, they suffer writing anxiety because they concern about other people's perceptions and they also have negative expectation toward their own writing.

For the current condition of EED of UMY batch 2013 students, the others' perceptions and suggestions are really needed to improve their writing ability for final project. It could be from their supervisor, examiner, or proof reader. As the result, the students will concern more about others people's perceptions than their perception. They need to revise their writing compositions to ensure that their writing is perfect as other people want. For some students, others people's perception and expectation motivate them to revise their writing project, learn better in writing, and try to finish their project soon. Hopefully, they can get good score for their project. However for students who are demotivated, they will not focus on their project. They will avoid writing; they will excuse revising their project. As a consequence, they will need longer time to finish their project.

Due to the type of writing anxiety found, the findings were in line with the result of two previous research. Rezaei and Jafari (2014) identified that cognitive anxiety became the most common type of writing anxiety. In their study, 42.5% of the respondents were indicated of having cognitive anxiety as their type of writing anxiety. Moreover, the finding of this study was also similar to the findings of Wahyuni and Umam's study (2017). They also conducted a research on investigating students' writing anxiety of Indonesian EFL students at Islamic State

College in East Java. They found that cognitive anxiety was the most common type of writing anxiety which exists at their research's area.

The EED of UMY students' factors causing writing anxiety. From the result of second questionnaire which is displayed in Table 8, it can be seen that the five main factors causing writing anxiety among students of EED of UMY batch 2013 are the linguistic difficulties (3.34), the time pressure (3.14), the fear of writing test (3.06), the lack of practice (3.05), and the pressure for perfect work (3.02).

The linguistic difficulties become the main factor causing students' writing anxiety. It is proven by its mean score of 3.34. When writing compositions in a foreign language especially in English, students feel more anxious because of their lack of linguistic knowledge that leads them to face some difficulties such as in grammar, sentence structure, and vocabulary. It is supported by Zhang (2011) who stated that students' English writing anxiety was caused of linguistic difficulties such as inadequate vocabulary, problem with sentence structures, and grammatical error. It is faced by students of EED of UMY batch 2013 even though they have experienced learning English in the last four years. For their final project assignment, the students still need others' help to make their writing more perfect. For instance, the feedback and suggestion from supervisor and examiner, or they can ask proof reader to evaluate and revise their writing project.

The second main factor is the time pressure with its mean score of 3.14. For students, writing in English is harder than in their first language when they write in English, they need extra time to consider and think a lot of aspects such as

planning the ideas, considering the proper grammar, choosing the proper vocabulary, and relating the ideas each other in order to ensure that their writing result as good as possible. It is in line with Wahyuni and Umam's (2017) opinion, they stated that students need more time when writing in English to plan, write, and revise in order to make sure that the result of their writing as good as in their first language. However, it will feel more difficult for the students if they were asked to write under time pressure. It can cause them to feel anxious when writing, because the students will feel threatened and become panic. Thus, the students will more focus on the time than their writing.

The next main factor is the fear of writing test. It can be seen from its mean score 3.06. Writing activity is more challenging for students if it will be done in a test because the students are not only worry to the time pressure but also the result of their writing. According to Zhang (2011), fear of failure in tests is popular in writing test because it is a productive activity which deals with time pressure, so even the brightest and well-prepared students often make errors in test-taking situation. It adds that when taking a writing test, students also fear to make mistakes in their test. It causes students feel more anxious. For instance, in current situation of EED students of UMY batch 2013, fear of writing test is one of the factors causing their writing anxiety due to the result of their writing will be tested at the end in order complete their requirements to be graduated. The result of their writing will be evaluated by two other main readers beside their supervisor and they will ask some questions to the students about their writing

project. These situations cause students to be anxious during the test and to be worry when they write their final project.

The lack of practice become the fourth main factor due to its score of 3.05. In improving writing skill, students need to do writing practices. It gives benefits for students because they will know more about the techniques and mechanics in writing which ease to produce writing compositions. Thus, writing practices become an essential activity in improving students' writing ability. According to Zhang (2011), practice takes an important role in language learning, especially between the stages of receiving and producing language. It showed that practice is an important process from receiving the language information to producing something using the language. However, for students who are lack of writing practice, they will experience more anxiety in writing. It is supported by Kirmizi and Kirmizi (2015) who stated that lack of sufficient English writing practice causes writing anxiety. In finishing their final project, EED students of UMY batch 2013 still need to practice their writing ability even though they have many experiences in making writing compositions in the last four years. Writing practice will give more advantages for students; they can evaluate their linguistic knowledge and their writing techniques and improve it to be better.

The last main factor is the pressure for perfect work with the mean score of 3.02. In learning language process, the students' works should be evaluated by other people especially teacher in order to develop the quality of their writing by asking suggestion. However, for students the suggestion from other people can give positive or negative influences. For students who think that the other

people's perception and suggestion as positive influences, they will learn more to improve their writing ability and to develop the quality of their work. However, for students who consider the other people's suggestion as negative influence which require them to make a perfect work, the students faced writing anxiety. According to Cheng (2004), students' anxiety might come up when the teacher really pay attention on the accuracy of mechanics and language forms of students' works. He also mentioned that it can make students in a stressful and frustrating experience, and it may decrease students' motivation in writing. It indicates that the pressure for perfect work can cause students' writing anxiety. For batch 2013 students at EED of UMY, the pressure of perfect work for their final project can be source for their writing anxiety.

Based on the previous result, EED of UMY students faced cognitive anxiety and it should be caused by the factors that related to the type of writing anxiety. However, the results of factors causing writing anxiety are not really related to the students' type of writing anxiety. The students' type of writing anxiety should be supported by factors namely the fear of teachers' negative comment, the lack of writing technique, the problems with topic choice, the linguistic difficulties, and the pressure for perfect work.

However, the results of data showed that the five main factors causing students' writing anxiety related to all three types of writing anxiety. It can be seen from the categories of the factors causing writing anxiety in the types of writing anxiety. The linguistic difficulties and the pressure for perfect work are related to the cognitive type of writing anxiety. Besides, the time pressure and the

fear of writing test are the factors which cause the somatic anxiety for students. And the lack of practice is related to avoidance behavior type of writing anxiety. Based on these categories, it indicates that only two main factors which related to the EED of UMY students' type of writing anxiety which is cognitive anxiety. These discussion shows that the students' writing anxiety are influenced by factors which come up from the students itself and from the environment (teachers and friends). It happen due to the background of Indonesian students who insufficient in writing experience. Hence, all factors around the students can cause students to have writing anxiety experience.

In terms of factors causing writing anxiety, the findings of this study are similar with previous research. As stated before, the findings about main factors of this study are the linguistic difficulties, the time pressure, the fear of writing test, the lack of practice, and the lack of confidence. It is similar to the findings of Rezaei and Jafari (2014). In their study, they found that the main causes of writing anxiety were teachers' negative feedback, low-self confidence and poor linguistic knowledge. The findings of this study also quite different from Younas et al. (2014)'s results. They found the main causes of writing anxiety among students on University of Sarghoda were fear of teachers' negative feedback, low self-confidence in writing, and poor linguistic knowledge.

However, the findings of this study quite similar to the findings of Wahyuni and Umam (2017) and Zhang (2011). Wahyuni and Umam (2017) found that the main causes of writing anxiety were linguistic difficulties, fear of teacher's negative comments, insufficient writing practice, and time pressure.

Moreover, Zhang (2011) pointed out the main sources of writing anxiety for Chinese English students were linguistic difficulties, insufficient writing practice, fear of writing test, lack of topical knowledge, and low self-confidence.

The differences and the similarities of the findings of this study with some previous research can be caused by some factors. It could be from the different environment, the level of students' proficiency, the students' writing experiences, and situation and condition when the research was conducted. Those factors can influence the results of the studies.