

Writing Anxiety For The Essay Writing Course At English Education Study Program of UKI Toraja

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Abstract

The aims of the research were the researcher wanted to find out what are the factors affecting the Caused Writing Anxiety for the Essay Writing Course at English Education Study Program of UKI Toraja and what is the most factor Caused Writing Anxiety for the Essay Writing Course at English Education Study Program of UKI Toraja. In analyzing the data of this research, the researcher employed quantitative method. The subjects of this research were the fifth semester students at English Education Study Program of UKI Toraja. There were 120 the fifth semester students of English education study program of UKI Toraja academic year 2021/2022. There were twenty one students as the samples in this research chosen by using purposive sampling technique. The data of those research was collected by doing interview supported by questionnaire through google form. The obtained data were analyzed by likert scale. The finding obtained from the analyses of the related data show that the students faced three factors that caused writing anxiety (communication apprehension, test anxiety, and fear of negative evaluation), and the most factor was communication apprehension.

Keywords: Writing ; Anxiety; Essay Writing

Introduction

The purpose of English language instruction in Indonesia is to give pupils with a working knowledge of the language. While this instructional objective may sound self-explanatory, in the context of formal schooling, the concept of "working knowledge of English" has been treated in a variety of ways throughout the history of English learning and teaching in Indonesia. The four fundamental skills of the English language are speaking, listening, reading, and writing. These four qualities play a key part in English lessons. In this situation, writing, kids can practice writing with good grammar.

According to Heaton (1975:138), writing skills are more complicated and difficult to teach since they need mastery not just of grammatical and rhetorical methods, but also of conceptual and judging skills. Writing has to do with more than just expressing thoughts in written form; it is also related to grammar mastery, vocabulary mastery, punctuation expertise, and so on. However, many things can happen because many students are concerned about writing, therefore it can interfere with the writing process. Anxiety is an emotion defined by an uncomfortable state of inner conflict, as well as subjectively unpleasant feelings of dread about forthcoming events. According to Mowrer, (19339) Anxiety is a learnt or conditioned urge that motivate avoidance responses. As a result, it is hypothesized that the avoidance response is reinforced by a decrease in anxiety. When a person experiences pain in a given setting, the stimuli linked

with that condition gain the power to provoke the same emotional response that the pain originally elicited (Miller, 1948). (Miller, 1948).

Although most discussions of foreign language anxiety have focused on the difficulties caused by anxiety in activities such as speaking and listening, recent studies have provided validation for considering writing anxiety to be a distinct type of anxiety, unique to the language-specific skill of writing (Burgoon and Hale, 1983; Daly and Wilson, 1983; Blin, Lowe, Meixner, Nouri and Pearce, 2001). (Burgoon and Hale, 1983; Daly and Wilson, 1983; Blin, Lowe, Meixner, Nouri and Pearce, 2001). Writing anxiety, according to Thompson (1980:121), is a "fear of the writing process that outweighs the predicted reward from the ability to write." Students say they are being refused help, encouragement, and support.

In their study, Daly and Miller (1975) reported that worried students missed class when writing assignments were due and did not enroll in courses that required writing. Students with high levels of writing anxiety regarded writing as unrewarding or punishing, and they approached it with negative attitudes (Daly and Shamo, 1978). (Daly and Shamo, 1978). Writing anxiety has also been demonstrated to hamper pupils' academic achievement. When compared to low-anxious students, the writing of high-anxious students was less profound, lower in quality, and less competent in terms of grammatical structure (Daly, 1977, 1978). (Daly, 1977, 1978).

Another study (Ismail, Elias, Albakri, Perumal, and Muthusamy, 2010) focused on the instructor's level of writing anxiety and attitude toward academic writing. The writers employed the Writing Apprehension Test (WAT) as well as interview questions as instruments. The findings suggested that pupils are worried about writing and, as a result, loathe it.

Several studies have indicated that worry has a major impact on pupils' writing ability. The similar situation happened to the English department at UKI Toraja, where some students found it very difficult to produce essays. This is what intrigues the writer to find out the reasons that cause pupils to become concerned when writing essays.

Based on the statements above the researcher curiosity to find out the writing anxiety for the essay writing classroom at English Education Study Program of UKI Toraja.

In this study, the researcher examines some related studies to distinguish this research from the other studies. The first previous study that is used by the writer is overcoming Muhammad (2019), with the title "Writing Anxiety EFL to Students of Makassar Muhammadiyah University" based on the research findings, respondents in this study had a positive attitude about EFL students' writing anxiety. The outcomes of the study revealed that the average student had a writing anxiety score of 67.96, indicating that the majority of students have writing anxiety. It is because students at Unismuh Makassar lack confidence in their ability to compose the material because they suffer from a lot of writing anxiety.

Susila (2019) with the title "An Analysis of Students' Writing Anxiety in Academic Writing Class at the Fifth Semester H Class English Department of State Islamic University of Raden Intan Lampung in 2018/2019 Academic Year" indicated that the purpose of this

study was to learn about the students' language issues as a factor in their writing anxiety, as well as the fear of negative assessment and test anxiety as a factor in their writing anxiety in Academic Writing class.

Kumaeroh (2018) , under the title “A Study on English Learning Anxiety at the Eleventh Grade Students of SMA Ma’arif NU Kungkung Kendal in the Academic Year of 2017/2018”. The outcomes of this study show that EFL students in the eleventh grade at SMA Ma'arif NU Kungkung, Kendal experienced anxiety throughout the academic year 2017/2018, which exhibited as uneasiness, restlessness, stuttering, sleeping, stuttering, talking too much, and sweating. Almost all of them are uninterested in English classes, so they are hesitant to learn. As a result, they have a restricted vocabulary and are fearful of making mistakes, so they are hesitant to speak up. While there are two types of causes that might produce anxiety, internal and external factors..

Method

In analyzing the data of this research, the researcher employed quantitative method. The subjects of this research were the fifth semester students at English Education Study Program of UKI Toraja. There were 120 the fifth semester students of English education study program of UKI Toraja academic year 2021/2022. There were twenty one students as the samples in this research chosen by using purposive sampling technique The data of those research was collected by doing interview supported by questionnaire through google form. The obtained data were analyzed by likert scale.

Result and Discussion

The table below is divided into three parts , namely communication apprehension , test anxiety and fear of negative evaluation . Where number 1 to 11 are communication apprehension , number 12 to 26 are test anxiety and number 27 to 33 are fear of negative evaluation.

Number	Item number	The total of respondents' Answer					Total score of each Item	Total score of each Factor	Mean	Percentage
		S A	A	U	D	SD				
1	1	1	9	7	4	0	70	789	71,7	34%
2	4	4	11	2	2	2	76			
3	9	7	9	2	1	2	81			
4	14	1	6	4	8	2	59			
5	15	2	5	3	8	3	58			
6	18	0	4	12	5	0	62			
7	24	1	9	8	3	0	71			
8	27	1	10	6	2	2	69			
9	29	4	9	4	3	1	75			

10	30	5	12	2	2	0	83	1041	69,4	32,9%			
11	32	7	9	4	1	0	85						
12	3	3	5	10	3	0	71						
13	5	3	8	6	4	0	73						
14	6	1	6	4	9	1	60						
15	8	0	7	8	4	2	64						
16	10	3	17	1	0	0	86						
17	11	1	8	7	5	0	68						
18	12	3	9	6	3	0	75						
19	16	2	11	3	3	2	71						
20	17	1	6	7	5	2	56						
21	20	5	7	6	2	1	76						
22	21	0	7	8	3	3	67						
23	22	1	7	7	6	0	66						
24	25	1	8	8	4	0	69						
25	26	2	5	9	3	2	65						
26	28	2	9	8	2	0	74						
27	2	0	6	6	8	1	59				490	70	33,1%
28	7	3	12	4	2	0	79						
29	13	1	12	4	4	0	73						
30	19	1	1	6	11	2	51						
31	23	4	12	2	3	0	80						
32	31	3	8	3	4	3	70						
33	33	4	10	4	3	0	78						
Total											2320	211, 1	100%

The total score of communication apprehension was 789 with the mean is 71,7, and percentage is 34%. Writing apprehension factor consisted of 11 items (item no 1, 4, 9, 14, 14, 18, 24, 27, 29, 30, 32). The highest score of this factor is the item number 32 (I feel easy when the essay writing lecturer is with me). There were 7 students said strongly agree, 9 students answered agree, 4 students said undecided, 1 student answered disagree, and there was no student answered strongly disagree, the score of this item was 85.

Based on the data above, it can be seen that the total score of test anxiety is 1041, and the percentage is 32,9%. This factor consisted of 15 items (3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28). The highest score of this factor is the item number 10 (I worry about the consequences of failing my class). There were 3 students said strongly agree, 17 students said agree, 1 students undecided, there was no student said disagree and strongly disagree. The score of this item was 86.

On the last factor that is fear of negative evaluation, the total score is 490, and the percentage is 33,1%. This factor consisted of 7 items (2, 7, 13, 19, 23, 31, 33). The highest score of this factor is the item number 23 (I always feel that my classmate write better than me). There were 4 students said strongly agree, 12 students said agree, 2 students undecided, 3 students disagree, and there was no student said strongly disagree. The score of this item is 80.

Discussion

This research was conducted using early observation and a questionnaire. To clarify the issue, the researcher stated the following about the results of the data analysis:

1. factors caused writing anxiety for the Essay Writing at English Education Study Program of UKI Toraja:
 - a. communication apprehension
According to the finding of this research, the first factor is communication apprehension. It can be known by the student's responses that majority of them said agree for the item of communication apprehension.
 - b. test anxiety
The second factor that the researcher found after analysing the finding of the research is test anxiety. It is seen from the student's answer that most of the item that consist in test anxiety were approved by the students.
 - c. Fear of negative evaluation
The third factor that found from this research is fear of negative evaluation. When writing an essay in English, most students are terrified of the outcome and the reactions of their lecturer and peers. It was approved by the students' responds that most of them said agree of the item that consist in fear of negative evaluation.

To make this research relevant with other researches, so it's need to compare many researches about the factors caused communication anxiety for the Essay Writing was done by Susila (2019). The study discovered that the students lacked grammar and vocabulary, which is related to the difficulty factor. Then there are issues with self-confidence and bodily tension among pupils. The second finding is that students' writing anxiety in academic writing classes is influenced by their fear of poor evaluation. Kumaeroh (2018) found that there are two elements: internal and external factors, in his

study "A Study on English Learning Anxiety at the Eleventh Grade Students of SMA Ma'arif NU Kungkung Kendal in the Academic Year of 2017/2018." Internal elements such as lack of preparation, self-confidence, and linguistic aspects such as vocabulary, grammar, and pronunciation. External influences can include the teacher, the atmosphere, speaking in front of the class when the teacher asks, input that is difficult to understand, such as how to teach or learn, and classroom amenities. Meanwhile, this study found that three elements contribute to writing anxiety: writing apprehension, test anxiety, and fear of negative evaluation.

Based on the discussion above, the writer concluded that writing apprehension, test anxiety, and fear of negative evaluation are the factors that produce writing anxiety for the Essay Writing at English Education Study Program of UKI Toraja.

2. The most factor caused writing anxiety for the Essay Writing at English Education Study Program of UKI Toraja. Most of students argued that the most factors was communication apprehension because they responded agree dominated with this factor with 34 %.

Conclusion

The researcher had achieved its objectives based on the findings and discussion offered in the preceding chapter. The researcher discovered three elements that induced writing anxiety for the Essay Writing at UKI Toraja's English Education Study Program: communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension is the most factor caused the writing anxiety for essay writing at UKI Toraja's English Education Study program with the percentage 34%.

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