THE STUDENTS' WRITING ANXIETY AT THE FOURTH SEMESTER STUDENTS IN ACADEMIC WRITING CLASS

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ABSTRACT The purpose of this study was to find out how much writing anxiety exists among students, what causes it, and how to deal with it in academic writing courses. This research uses qualitative. This study was done at Universitas Muhammadiyah Purworejo using fourth-semester students who took an academic writing course as subjects. The findings revealed that the students' writing anxiety was in the high range (67.23). "High frequency of assignment" is a major cause of student writing anxiety in academic writing. The percentage obtained (31%), which was the highest among the components, showed this. Students overcame their writing anxieties by seeking assistance from friends, interacting with instructors, and reviewing journal references. It is possible to deduce that the students who took the academic writing course expressed worry.

Keywords: anxiety, writing class, English

INTRODUCTION

Students must master numerous abilities when studying English. Writing is one of the fundamental abilities that must be learned when studying English. Writing is a thinking skill that students must develop. Students must convert their original language thinking into English. Learning to write is critical for schooling, especially in this day and age. As a result, there are writing courses available, particularly in the academic area (Masykuri et.al., 2020).

There is one required course in the English education department curriculum, and that is academic writing (Gautam, 2019). Academic writing can be utilized to enhance writing skills in this course. Academic writing course requires higher education students to be able to write an academic paper (Zahro, 2023). Students are given the material on how to properly create a journal or article in academic writing class. Students are also taught through the stages of making papers. Students at Universitas Muhammadiyah Purworejo take academic writing courses in the fourth semester.

Anxiety is a part of the learning process and must be an impediment to the learning process (Kara, 2013). Because writing is such an important aspect of learning English, students' writing skills must be honed via practice. Learners are prone to experiencing issues such as anxiousness while learning to write. Most students avoid writing because they feel self-conscious about their abilities (Nurhidayah et al., 2022). Learners are prone to experiencing issues such as anxiousness while learning to write. Most students avoid writing because they feel self-conscious about their abilities.

Writing anxiety is also defined as one or more sentiments, attitudes, or situations that make it difficult for a person to complete the writing (Al Fadda, 2012). For students who struggle to express themselves in writing, the writing process will be an uncomfortable, if not confusing, experience each time they are assigned a written assignment. When kids have difficulty writing, they may be suffering from writing anxiety.

The subjects in this research are fourth-semester of English Education Department students at Muhammadiyah Purworejo University. Researchers collected data on student concerns regarding academic writing in two classrooms at Muhammadiyah Purworejo University, A and B, using a Google form. The researchers collected data on student writing anxiety, particularly in academic writing. The problem is that students fail to effectively explain their ideas. They also have difficulty developing and composing good phrases and paragraphs.

LITERATURE REVIEW

In terms of theories, writing is one of the four linguistic talents that form extended thinking. Writing is a complex process that involves several steps. Authors use words to express their ideas and thoughts. (Damanik, 2018). While, Some people love writing and consider it a pleasurable pastime to put their thoughts or ideas on paper (Salem & Foo, 2012). Students who struggle to communicate themselves in written language will find the exercise extremely uncomfortable, if not frightening, each time they confront a written responsibility. A method of acquiring, accumulating, selecting, organizing, and reinterpreting material in order to write with proper grammar and spelling(Balta, 2018). Writing is a personal cognitive activity in which the phenomenology of the individual is expressed as both a result and a process. The author's every act of writing is an act of meaning generation.

Rajkumar (2013) in (Gautam, 2019) Writing as a productive skill requires simultaneous psycho-physical synchronization of the author's head and limbs. Regardless of the involvement of physical organs, different studies in this sector have indicated that important mental factors continue to play a substantial influence on the quality of writing activities. It is crucial to note that, like reading, speaking, and listening, writing as a skill of learning another language is influenced by pedagogical changes (Ismail et al., 2014). Many EFL authors consider writing to be a difficult work because of its complexities, as well as the writers' lack of vocabulary and grammatical knowledge of the English language (Sabti et al., 2019).

When a writer attempts to create something, he needs a process, and writing involves multiple phases. (Daze & Ebibi, 2014) declare that the writing process is a writing approach in which students' training focuses on the growth of their writing process rather than the products themselves. The four steps to writing are planning, drafting, editing, and final (How to Teach English. Buch, 2010).

Academic writing is both physically and mentally demanding. Writing as a mental and cognitive activity has benefited from the idea of a person writing alone in a calm environment (Burke, 2010). Yet, as previously said, writing can only be understood from the perspective of society, not from the perspective of a single individual. Even if students do not consider themselves experts in their field, academic writing typically requires them to write from the expert's point of view (Tardy, 2010). Outside sources for academic writing should include books, magazines, newspapers, websites, personal interviews, and journals. Academic writing is typically used to examine your knowledge and ability in certain subject abilities such as thinking, interpreting, and presenting (Lowe et al., 2010). To succeed in this sort of material, you must first understand what the lecturer expects you to do and achieve with that particular writing work.

According to Carlson and Buskist anxiety is "a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach". Furthermore, according to Horwitz, language anxiety is distinct from other forms of anxiety because it is a complex system of ideas, attitudes, self-perceptions, and behavior that frequently happens in language classrooms and arises as a result of the complex system of learning (Syahrul et al., 2018). While, according to Ormrod, Fear and worry over an uncertain circumstance describe anxiety. Nevertheless, while anxiety and worry may appear to be synonymous, they are not. Terror and anxiety may sound similar, but they are not the same (Juwitawati & Pratiwi, 2018),. Halgin and Whitbourne The researchers explain the difference between fear and anxiety, Fear is the feeling of a dangerous situation that may come, while anxiety is a feeling of worry with a picture of the future(Juwitawati & Pratiwi, 2018). According to Spielberger, Anxiety is subjective experience of tension, anxiety, and worry related to the activity of the nervous system called autonomic nerves (Liu & Ni, 2015).

According to Daly and Miller, Writing anxiety is an individual's context and differences associated with a person's tendency to avoid situations that are considered writing potential, coupled with a kind of perceived judgment (Wahyuni & Umam, 2017). Tayşi and Taşkın (2018) state that researchers have shown that when students are stressed, they are more prone to make mistakes while writing in a foreign language. It is because students are continuously concerned about the correctness and authenticity of their written work. According to Cheng, There are three sorts of writing anxiety: cognitive, somatic, and avoidance (Wahyuni & Umam, 2017). There are some possible causes of writing anxiety as follows; fear of negative evaluation and fear of tests, time pressure, low self-confidence, insufficient writing technique, language difficulties, lack of topical knowledge, lack of experience or insufficient writing practice, pressure for perfect work, high frequency of assignment.

There are several relevant previous studies that supported this research. The goal of the study by Negari & Rezaabadi (2012) looked at whether there was an association between students' essay writing anxiety and their writing performance in ESL learners (Negari & Rezaabadi, 2012). Another study proposed by Aripin & Rahmat (2021) was to assess students' anxiety levels in two L2 writing settings, namely low writing anxiety and writing test anxiety. Aripin and Rahmat (Aripin & Rahmat, 2021). Setiyorini et al. (2020) investigated ESL writers' writing anxiety by analyzing writing behaviors associated with writing anxiety (Setiyorini et al., 2020). Choi (2013) sought to determine how these issues impact students' writing performance. The goal is to look at how writing anxiety of anxiety in English learners in Korea, as well as how English writing anxiety affects writing performance (Choi, 2013). The study also investigated potential sources of anxiety from a learner's perspective.

RESEARCH METHODS

This research is qualitative that uses a descriptive method because researchers want to analyze students' anxiety in writing in academic writing classes. The data source was taken from the fourth-semester students majoring in English programs. The researcher has taken the data by taking student responses through questionnaires and interviews in terms of speech. The research data were students' responses from the questionnaires and interviews, research instrument is a tool that use to measure natural phenomena or social which are observed (Sugiyono, 2015).

In this research, the researcher employed close-response questionnaires and semi-structured interviews as supporting instruments to get information about students' responses toward the students' writing anxiety in academic writing classes. The questionnaires consist of 20 items using a Likert scale. Each item had five options which were strongly agree, agree, neutral, disagree, and strongly disagree ranging from 5 to 1. The indicators of writing anxiety covered nine aspects: "(a)fear of negative evaluation and fear of tests, (b)time pressure, (c)low self-confidence, (d)insufficient writing technique, (e)language difficulties, (f)lack of topical knowledge, (g)lack of experience or insufficient writing practice, (h)pressure for perfect work, (i)high frequency of assignment (Wahyuni & Umam, 2017).

Furthermore, the interviews consisted of three questions: (1) Do you feel anxiety in academic writing classes?, (2) What causes you to be anxious in writing in academic writing classes? Explain, (3) How do you overcome your anxiety? These interviews involve semi-structured questions and are meant to elicit views and opinions from students. The interview focused on finding out what causes and solutions to reduce students' anxiety in writing.

In collecting the data, the researcher needs some techniques. Data can be gathered by observation, interviews, documentation, and triangulation (Sugiyono, 2018). The researcher employed questionnaires and interviews to collect data based on the idea. A questionnaire was employed to learn about the pupils' anxiety and writing issues. The interviewees wanted to know how to overcome their pupils' writing fear in academic writing classes.

In analyzing the questionnaire data, it was carried out closely and given to respondents directly using Closed item questionnaires. The questionnaire in this study was closed and given to respondents immediately by the researcher. The researcher and the subject conducted the interview in Indonesian using Zoom. The researcher audio-recorded and transcribed the interview data. The researcher next attempted to comprehend the interview data in order to deduce the data. The data was evaluated using thematic analysis, with student responses encoded and grouped with pertinent topics.

FINDINGS AND DISCUSSION
Students' writing anxiety

To find out the student's anxiety level, the first step is to find out the student's anxiety score. Anxiety scores are calculated from student questionnaires. The following are the results of the student anxiety score data:

Table 1. The score of average students' writing anxiety

Total Score	3160
Mean	67.23
Min Score	39
Max Score	93

After finding out the average using the formula, the next step was finding out the students' anxiety levels. It could be seen in the following table:

Table 2. Level of students' anxiety

Percentage level	Category of anxiety level	Frequency	Percentage
80 – 100	Very High	7	14%
66 – 79	High	26	55%
56 – 65	Medium	5	10%
40 – 55	Low	1	2%
≤ 39	Very Low	8	17%

From the table above, can be concluded that the frequency of the students who belong to the category of anxiety very high is 7 (14%) [17], The frequency of the category of high anxiety level is 26 (55%). The frequency of the category of anxiety of medium is 5 (10%). The frequency of the category of anxiety of low is 1 (2%). The frequency of the category of anxiety of very low is 8 (17%).
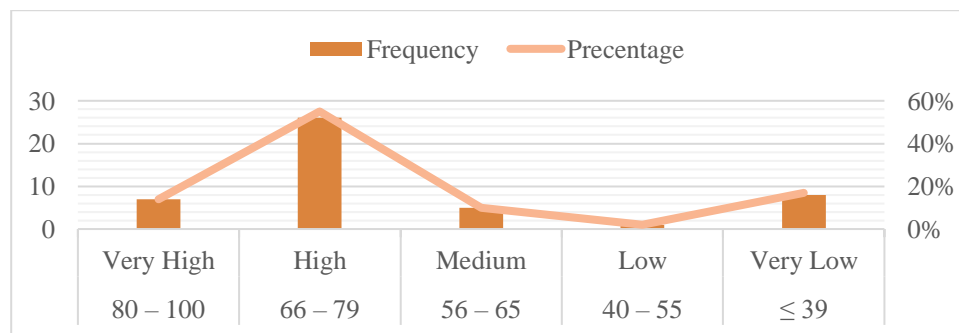

Figure 1. Percentage of students' anxiety level

Based on the chart above, it can be clearly seen that most of the students feel anxious in the writing academic class. We can see that the highest category of student anxiety to write English in academic writing is the high category. The second category is a very low category while the third category is very high. For the middle and low categories, there are only a few students belonging to these categories as in Table 3.

Table 3. Students' statements coding example

Perceptions	Coding category	Example of learners' statements
Causes	Grammar	"In terms of grammar, I'm also still worried, I don't know what can be made of one sentence and two sentences in English" "What makes me anxious is actually if I make something like that sentence, I'm afraid that the grammar will be bad" "My difficulty that makes me feel anxious is about grammar"
	Vocabularies	"Apart from grammar, vocabulary is also an obstacle for me. like confused because the vocabulary is still lacking" "I feel confused writing paragraphs because my vocabulary is lacking"
	Difficulty in determining the topic and putting their idea	"I'm having a hard time deciding on a title. then I also have difficulty writing paragraphs because I am confused as to what to write" "When I wrote the Introduction or the literature review, the words were afraid of not connect"
	High frequency of assignment	"What make me worried a lot is that the lecturer give me a lot of assignments" "lecturers often give a lot of assignments. so I feel dizzy and worried"
	Time pressure	"if it's academic writing, the deadline is really fast, only 3 to 2 days, usually that's what makes me feel anxious" "I feel anxious when the lecturer gives a lot of assignments, but the lecturer gives a very short deadline"
Solutions	Asking friends for help	"What I usually do is ask a my friends, for example, like asking a friend who is better at writing" (Dwike) "Usually I ask my friends and sometimes they can give me a little solution"
	Consultation with lecturer	"I usually consult with the lecturer, then the lecturer will ask me to look for what is on youtube, then I observe how to make it" "I ask the lecturer when I feel confused while writing a journal"
	Reading journal references	"I looking for journal references on Google whose main idea is almost the same as the main idea that I have" "I usually read previous journals that I think are similar to my title, then I will paraphrase later so there is no plagiarism"

Factors of Students' Writing Anxiety

The next step is to find out the score of writing anxiety factors in students in academic writing classes. It can be seen in the following table:

Table 4. Percentage anxiety factors

No	Factors	Percentage
1	Fear of negative evaluation and fear of test	28%
2	Time pressure	12%
3	Low self-confidence	25%
4	Insufficient writing technique	28%
5	Language difficulties	25%
6	Lack of topical knowledge	25%
7	Lack of experience or insufficient writing practice	26%
8	Pressure for perfect work	24%
9	High frequency of assignment	31%

Table 4. The transcript of the result of the interview

Perceptions	Coding category	Example of learners' statements
Causes	Grammar	"In terms of grammar I'm also still worried, I don't know what can be made of one sentence and two sentences in English"

		"What makes me anxious is actually if I make something like that sentence, I'm afraid that the grammar will be bad" "My difficulty that makes me feel anxious is about grammar"
	Vocabularies	"Apart from grammar, vocabulary is also an obstacle for me. like confused because the vocabulary is still lacking" "I feel confused writing paragraphs because my vocabulary is lacking"
	Difficulty in determining the topic and putting their idea	"I'm having a hard time deciding on a title. then I also have difficulty writing paragraphs because I am confused as to what to write" "When I wrote the Introduction or the literature review, the words were afraid of not connect"
	High frequency of assignment	"What make me worried a lot is that the lecturer give me a lot of assignments" "lecturers often give a lot of assignments. so I feel dizzy and worried"
	Time pressure	"if it's academic writing, the deadline is really fast, only 3 to 2 days, usually that's what makes me feel anxious" "I feel anxious when the lecturer gives a lot of assignments, but the lecturer gives a very short deadline"
Solutions	Asking friends for help	"What I usually do is ask a my friends, for example, like asking a friend who is better at writing" (Dwike) "Usually I ask my friends and sometimes they can give me a little solution"
	Consultation with lecturer	"I usually consult with the lecturer, then the lecturer will ask me to look for what is on youtube, then I observe how to make it" "I ask the lecturer when I feel confused while writing a journal"
	Reading journal references	"I looking for journal references on Google whose main idea is almost the same as the main idea that I have" "I usually read previous journals that I think are similar to my title, then I will paraphrase later so there is no plagiarism"

The findings of this study with the findings of previous studies are contradictory. (Wahyuni & Umam, 2017). In previous studies, it was found that the main factors that cause students' writing anxiety are "Language difficulties, lack of experience, time pressure, and fear of negative evaluation". In this research, it was found that high levels of anxiety were caused by the "High frequency of assignments". Most students argue that students feel anxious if given a lot of tasks. It is proven by the percentage obtained is 31%, which is the percentage obtained higher than other factors.

Analysis of these data, researchers can conclude that students' anxiety levels in writing are high. This finding is in line with previous studies which investigates students' writing anxiety in writing classes (Wahyuni & Umam, 2017; Zhang, 2011).

Solutions to Overcome Writing Anxiety

Interview data was conducted in the second phase of data collection after the questionnaire was administered. The interview was conducted for class A and B of the fourth semester majoring in English at the Universitas Muhammadiyah Purworejo. The interview consisted of 8 college students from those who received high anxiety scores. The main purpose of this interview is to get information about solutions to overcome the anxiety they face in Academic Writing classes from the student's point of view. The results of the interview are summarized in the following table:

Writing in class is very difficult for anxious students. Anxious students may also have difficulty distinguishing structures or capturing their meaning. Therefore, lecturers should offer concrete help to minimize this anxiety through building students' sense of self-confidence. The findings of this research contradicted the findings of the previous study. (Zhang, 2011).

Previous studies found several strategies or solutions to reduce student anxiety in writing such as; "Student learning style preferences, process-oriented approaches, and positive statements from lecturers". Based on interview data analysis, some students said there are some of the best remedies they often use in dealing with the anxiety they experience; asking friends for help, consulting with lecturers, and reading journal references.

CONCLUSION

After doing a series of research from gathering information, The level score of anxiety in students' writing is high. The frequency of the students who belong to the very high category of anxiety is 7 (14%). The frequency of the high category of anxiety is 26 (55%). The frequency of the medium category of anxiety is 5 (10%). The frequency of the low category of anxiety is 1 (2%). The frequency of the very low category of anxiety is 8 (17%). The main factor of students' writing anxiety in academic writing is the "High frequency of assignments". Most students argue that students feel anxious if given a lot of tasks. It is proven by the percentage obtained is 31%, which is the highest among the factors. Students can ask their friends if they have difficulties, students can also consult the lecturer concerned to make it easier for students, and students can read many journals as reading references when they have difficulty in determining topics or when having no ideas.

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