

CHAPTER IV

RESEARCH FINDING

This chapter presents the data presentation and the findings of research about analysis student's anxiety. The purpose is to answer the research problem in first chapter. There are two objectives in this research; they are; to know what are the factors of students feel anxiety in writing English and describe about the strategies are used by students to overcome their anxiety in writing.

A. Data Presentation

The first day exactly on August 28, 2021 the researcher invite the two students and explained the intention and asked permission to be interviewed then approved by RN and ES which is 8th semester of English Department students who still in the process of writing their thesis. The next day, the following research continued on August 29, 2021, each in different TC, AI and YN house. In addition while in meantime interview, researcher also seek information about their progress on writing their thesis. The process of interview mostly uses Indonesian and Javanese language so the informants understand the question and could express their opinion easily and fluently, but in the presentation of the data in this chapter the researcher uses English language, the original interview transcript using Indonesian language and English translated version researcher attached at the end of the thesis (see Appendix 01). Here are research findings from interviews with five of 8th semester students of English Department.

1. The Factors Cause English Department Students Feel Anxiety in Writing English

Researcher started interviewing 8th students who were the subject of the study, to obtain the necessary data. Researcher began the conversation with asking about what kind of research that they are going to write and how far their writing progress to make students more relaxed in answering questions. The students who can be interviewed by researcher all have giving their own reasons to answer their cause of anxiety in writing English (see Appendix 02). One of the statements submitted by RN as the first informant who write about a movie's main character dialogue script:

“My research is about the main character's speech acts in a film. The type of thesis I write is descriptive qualitative because it is a speech act. Besides, I also use library research for taking many references of expert opinions from books and journals. My thesis is still around 4th chapter and still far from done. In my opinion, 4th chapter is the hardest and the most boring chapter because I have to transcript the main character dialogue text from the start of movie until finish. And then, what I anxious about is, I feel I haven't mastered the structure of the English language so I often doubt whether what I write is correct or not.”

From RN explanation above, he said that the 4th chapter is the most boring chapter of all the chapters because in that chapter he need to transcript all of the main character dialogue. Then, his problem is he feels that he has not mastered the structure of English language, researcher

assume what caused him to feel anxiety is because *insufficient writing technique*.

Meanwhile, experiencing language difficulties is common in learning a foreigner language. This can be caused by many factors. According to ES's confession, he also finds it difficult to write a thesis because the vocabulary he knows is not enough. In addition, he also experienced difficulty in English because since childhood he thought English lessons were very difficult lessons to learn. His difficulty in English also greatly affects his writing ability. Here is ES's confession:

“So my thesis examines the relationship from one meaning of word to another and find about the true meaning of the word. Since my thesis explains about words so I choose qualitative as the type of my research. If we talk about my problem in writing my thesis indeed I feel that my vocabulary is still very limited, but I don't think that is my main obstacle in writing a thesis. My biggest anxiety problem lies in English language itself. Even though I am in English Department, I have a condition in childhood to believe that English is an extremely difficult language to learn. I can say that English is not my specialty. That makes me feel lazy all the time to continue writing.”

ES explained that his biggest anxiety was caused by his overall English skills. Of course, the lack of English skills greatly affects the writing ability and also the vocabulary. He said that although he majored in English, he had not mastered the basics of English himself. He admitted that since childhood he believed that English was a difficult subject to

learn, which made him reluctant to study further. According to the researcher, ES experienced anxiety because of *language difficulty*.

Meanwhile, there are also student who feels anxious because they had negative self-perception and low self-esteem. Student TC, of TBI 8th semester states that she did not believe in herself. Then it is hard for her to memorize grammar. She did not understand well when teacher teaching in the class, so it made her difficult to learn thesis related English subject:

“My type of thesis is qualitative, because I researching about illocutionary act in Frozen movie and because of the pandemic, it can be done at home without having to look for the data outside. But with my busy schedule helping my parents at home I often postponed my writing. Besides that, I experienced many difficulties in writing my thesis, such as confused about how to determine the correct content and method of writing my thesis, how to analyze the data, and how to process the data I have. Plus it should be done in full English, I am afraid that my grammar placement will be all wrong. I realize that the quality of my writing in English is still very poor, especially in grammar placement.”

From the interview with TC, the researcher concluded that TC had anxiety caused by *low self-esteem*. The researcher think so because TC admits that the quality of her English writing is still very lacking, more specifically in the placement of grammar. Her lack of confidence in his abilities was also added to the problem of his lack of linguistic abilities.

Most students will feel anxious when their writing will be corrected by the lecturer, afraid that what they write does not meet the

expectations of the lecturer and there are many mistakes, as a result the teacher will give unsatisfactory grades for students about their writing. As a result, students do not focus on what they have written but rather focus on the fear of being wrong in writing. Here is an interview with AI:

“My thesis analyze the deixis of the main character in a movie, there are five kinds of deixis that I analyze, namely: discourse deixis, present deixis, time deixis, space deixis and social deixis. Basically, what I’m analyzing is about the context of the main character in the movie that I’m researching. My thesis uses qualitative research, why? Just because I don’t like quantitative and I’m lazy in math and arithmetic. The reason why I do take movie analysis is because of the pandemic. My previous thesis was about analyzing learning English using games on junior high school, but because of pandemic all the school is using online study, so I decided to change to movie analysis. For my problem in writing my thesis, I think it’s in grammar, and my vocabulary isn’t extensive. Sometimes, my problem and anxiety in writing English made me feel lazy to continue writing. During the consultation at the beginning of yesterday’s chapter turn out there were a lot of mistakes in my writing makes me feel lazy to revise and continue writing. I stopped writing for a whole month. Because writing grammar structure is difficult, I always check it several times before I submit the draft to make sure my writing is correct. By repeating this over and over again that makes me lazy.”

It can be seen that AI wrote a qualitative thesis because she was not well suited to mathematics and arithmetic. Couple with the pandemic, it made a little difficult for her to find data to research, and finally he changed the theme of his thesis to a theme that could find data for her

thesis material from home. According to AI, the problem she experienced when working on her thesis was facing laziness. She felt lazy to do it because she had previously worked hard on her thesis and she thought she had done as much as possible, but unfortunately she had to revise a lot because her thesis had many mistakes. Therefore, she felt anxious and afraid of the result of her work when evaluated by her teacher. According to the researcher, she experienced anxiety because of *fear of negative evaluation*.

Like most of the informant feared, YN also felt that her grammar skills were still lacking. She feels inferior because she is in her final semester but often make unnecessary mistakes in writing English, YN also feels pressured by the approaching exam deadline. Here is YN's confession:

“In my thesis, I analyze about hyperbole in a song. So I transcript the lyrics song and determine which one considered hyperbole. I am currently in 4th chapter of my thesis. There are many factors that make my thesis not develop significantly. First, it's because I also working to help my parents and the second is because of my laziness. Concerning anxiety in writing English, of course I have. When we write a thesis we really need good grammar skills. I often feel anxious if my writing contains a lot of unnecessary mistakes, considering I'm from English Department and already in 8th semester. And the last is, the exam schedule is also getting closer, like it or not, I have to speed up to finish my writing. If I pass the specified deadline then I have to pay tuition fee on next semester. This matter is also disturbed my focus.”

According to YN, having good grammar skills is an important thing in writing English. Like the previous informants, YN also feels that his English writing skills are still lacking, it is proven that she still makes basic mistakes, even though she is in 8th semester. However, she was more worried about the schedule for her thesis exam which is getting closer while the progress of his thesis is still not finished. Researcher concluded that YN experienced anxiety caused by too tight the time pressure. Because YN admitted that this made it difficult to focus because she was overshadowed by the deadline.

Based on the results of interviews conducted by researcher it can be concluded that difficulty on writing English thesis of students is quite varied, there are students who fear of negative evaluation, low self confident, insufficient writing technique, language difficulties, and time pressure. The factor of writing anxiety of 8th of English students is as follows:

- a. *Fear of negative evaluation*, fear of negative evaluation is one of the several factors that caused students to feel anxiety in writing English. In writing thesis, students write from chapter 1 until chapter 6 by consulting with the lecturer. When the student has completed 1 chapter, students can not continue working on the next chapter without the approval of the lecturer. If there are many mistakes in that chapter, then the students must revise their writing and repeat it again. The students will feel anxious when their writing is not as

good as their lecturer's hope, and as result their teacher will give negative evaluation about their writing.

- b. *Lack of confidence in their English skills*, lack of self-confidence can be made-up of several different aspect such as guilty feeling, shy turned inward, unrealistic expectations of perfection, false sense of humility, fear of change or making mistake, depression, etc. Depression can actually be a result of a lack of self-confidence. Lack of self-confidence may bring the students into a threat of believing that they are not going to be a good English learner. This lack of self-confidence also becomes a great problem which is affect students' learning performance. It is difficult for the students to master English writing if they are not confident with their own writing ability.
- c. *Insufficient writing technique*, is caused by several factors. Insufficient writing technique is more focused to certain material the student studied. Apart from the lack of student motivation, less active students in class and students not studying outside the classroom, it could also be caused by the way the teachers did not explain the material correctly. The example of event that often occured, learning activities are dominated by instructions that ask students to memorize grammatical rules, definitions of phrases, sentences, paragraphs, *simple past tense*, etc. Because they are engrossed in the memorization activity, the practice and practice of

making and using phrases, sentences and paragraphs to convey ideas and feelings becomes rare. This makes students lost.

d. *Language difficulties*, lack of English language skills can be caused by several factors;

1) First, students lack motivation in learning English. For the majority of students, learning English is just a requirement that must be met. The important thing is that they can pass the English test, doesn't matter if they get a minimum score. As a result, they learn without a commitment to do their best.

2) Second, most of the students learn English passively. Supposedly, in English class, students should just wait for the teacher to present the learning material and expect the teacher to magically transmit his knowledge and skills. Without persistent efforts to process information and practice language skills, students are doomed to fail.

3) The third factor is that most students never practice English outside the classroom. It is impossible for anyone to master a foreign language if he only learns it in class. To master a foreign language, students must struggle with that language anytime and anywhere.

e. *Time pressure*, everyone has different learning abilities. Some are quick to master certain skills and some need more time to learn. It's

the same with learning English. Every student has different abilities. For example, if we generalize the time to write English for those who are proficient and those who are not, it is actually unfair. For those who are not proficient, it takes extra time to think about the topic, translate and write it, then revise it so that the English writing is as good as when using daily language.

In chapter 2 we studied about type anxiety based on Spielberger's theory which is divided into 2 types, namely trait anxiety and state anxiety. Based on the result of the interview answer above, if grouped based on Spielberger's theory, then:

- 1) RN: According to RN, he has anxiety because he lacks confidence in his English writing skills, which makes him often doubt whether what he wrote is correct or not. His feeling of anxiety caused by his own personality, so his anxiety is included in the type of *Trait Anxiety*.
- 2) ES: ES admitted that he felt that her vocabulary was still very limited. But what he feels the most anxious was because of the English language itself. According to his confession, since childhood he used to think that learning English was very difficult. Since the difficulty of language is caused by himself and has a long-term effect, the type of anxiety is *Trait Anxiety*.
- 3) TC: Based from TC's confession, she often delays working on her thesis because she helps her parents at home, which makes her worried about the progress of her thesis. In addition, TC was also worried

about many obstacles she experienced when writing the thesis. The hardest part for her anxious is has to write in full English, while she feels that her ability is still lacking. It can be conducted that TC is not confident in her own abilities so that it can be categorized as *Trait Anxiety*.

- 4) AI: Similar to the problem faced by previous student, AI admitted that the main reason that made her worried about writing English was her lack of ability to compose grammar correctly and her lack of knowledge of vocabulary. Her worry is categorized as *Trait Anxiety*. Besides that, AI also admitted that she had to do a lot of revisions because there were many mistake in her writing, therefore she is now more worried about the result of her writings when judged by her lecturer. Afraid that the result will be many mistakes and revisions again, this anxiety is anxious feeling that felt only when she faces a specific situational in a short time, so this is includes in *State Anxiety*.
- 5) YN: Similar to TC, one of the reason why YN postponing writing her thesis is because she has to help her parents work at home. According to YN, writing a thesis requires good writing skills in English. However, YN felt that she still often made unnecessary mistakes, considering that she was majoring in English. Her anxiety is included in *Trait Anxiety*. Then she added, that she was also worried about the final exam schedule that was getting closer but her thesis was still far

from finished. Her anxiety about exam schedule is includes as *State Anxiety*.

2. The Strategies are Used by Students to Overcome their Anxiety in learning English Writing at English Department of IAIN Tulungagung.

Using the learning strategy is important for students because learning strategy is one of technique to help the students to overcoming their language anxiety in writing English. Each student had different strategies to solve their problem. After interviewed by researcher about what caused their anxiety in English writing, the informants explained their strategies to overcome it, they gave different method based from their experience and opinion that they think is the best. RN as the first informant states that he still trying to overcome his anxiety, he believe if he keep struggle and thinking positive he will overcome his anxiety:

“Of course I will keep trying to overcome my anxiety by continuing to try, I’m sure if I keep trying and think positively later my anxiety will disappear by itself. What is my strategy? I’m sure the more we read books, the better our writing skills will be, because reading a lot can give us lots of references and ideas about how to structure sentence correctly, increase our vocabulary and improve our English writing skill.”

Meanwhile, ES explained that his strategy for dealing with his anxiety is to just let it flow. And ES adds that taking a short break is an important point to rest the mind. Here is ES’s explanation:

“Actually I still can’t overcome my anxiety in writing English, especially in writing thesis. I let the progress of my thesis flow as naturally as possible. I mean, even though I don’t feel confident in my abilities, I will still try to do my best, if there is something I’m confused about, I will consult to my lecturer. And what I think is most important, when our minds are tired, stressed and stuck, don’t keep pushing it. We students are not robots, so we really need a rest. Rest here takes various form, it can be like sleeping, going on vacation, playing video games, or maybe eating tasty food. Forget for a moment all the things about writing thesis.”

Meanwhile, according to AI opinion, overcoming her laziness is the best solution so that he can continue working on his thesis. For him, anxiety is the mind’s influence from her laziness, so if she is able to be more diligent in eating will be able to overcome her anxiety.

“At this time, where I don’t have any place to practice English directly, I felt lazy to continue working on my thesis. For now I want to start it again from scratch and adjust to current conditions. And yes, I am still working on my anxiety. My level of anxiety in writing English is not at severe level so it doesn’t affect my writing ability. So I usually distract myself that my anxiety stems from my laziness. Therefore, how I deal with my writing anxiety is to try to be even more diligent and think as positive as possible.”

Similar to AI opinion, TC revealed that her anxiety stemmed from her own negative thoughts. Although she has been able to overcome her anxiety, TC admitted that his anxiety often arises when she has difficulty in writing English which she is unable to solve on her own. TC adds that

in order to prevent her anxiety from reoccurring, relaxing her body and mind is an important element, she explains:

“I think I have overcome my anxiety, but sometimes that anxiety returns when I have difficulty in writing my thesis. For example, when I compose sentences, I find it difficult to structure the grammar correctly, which makes me blame myself. After that, a flashback occurred in my mind, what the hell did I do when I was in high school. Was I too lazy to study? It can be concluded that negative thinking also affects anxiety in writing English. I think that anxiety can be overcome by positive thinking. To increase the effect of positive thinking, I usually relax my body by listening to light music and brewing warm tea before writing my thesis.”

YN states that at the moment she is walking hand in hand with his anxiety and has not been able to overcome his anxiety completely. Similar to the opinion of AI and TC, according to her, the anxiety in writing comes from his own negative thoughts. YN uses a grammar correction application and sometimes asks his friends to correct her writing when she has doubts about whether his writing is correct or not.

“Everyone must have anxiety about anything. Everyone, including myself. When someone asked me if I have managed to overcome it, the answer is still not. I still walk together with my writing anxiety. When I have doubts about my grammar, sometimes I check it on the grammar improvement application or I ask my friends to correct my writing. We must have positive thoughts and have a sense of self-appreciation, at least we have tried as much as we can. And about the exam schedule getting closer, I think if I try to write diligently bit by a bit every day I will be okay. “

Based on the results of the above interviews conducted by researchers it can be concluded that strategies to overcome English writing anxiety by students is quite varied. The students' strategies is also influenced by the background of the students' and motivation from the students themselves. The strategies to overcome anxiety on English writing by 8th semester students is as follows:

- 1) Positive thinking, almost all informants explained that anxiety often occurs when we think negatively, therefore to overcome it is only positive thinking. Try to respect yourself more, and not be afraid to make mistakes. Because by making mistakes we can learn a lot.
- 2) Reading a lot of books, as RN said, reading books has quite a big impact on overcoming anxiety in writing English. In fact, reading books can increase knowledge, vocabulary, and references. That way the anxiety caused by lack of confidence and lack of knowledge can be overcome.
- 3) Enough rest, the meaning of rest here is rest when our body and mind are very tired, so we need to rest. Forcing to write when you are tired is ineffective and in vain. The best way to rest is sleep.
- 4) Be diligent, fight anxiety by continuing to try not to be lazy is also an important factor needed in working on a thesis.

- 5) Trying to relax, can help make it easier for us to focus on thinking and writing thesis. Before start writing thesis, make your body and mind as relaxed as possible. Examples include cleaning up the messy room where we will write, providing snacks or drinks before starting to write and playing light music.
- 6) Seek for help, when we have difficulty in writing English and very stuck, there is no need to be ashamed to ask for help. For example, ask a friend for help. The role of friends in the world of education is very important. The existence of friends in the learning environment can affect student learning, other learning perspectives, and most importantly can affect student academic achievement.

B. Finding of Research

Based on the result of all data that has been the author expressed in the presentation of data above, related “Students’ Anxiety in Writing English at English Department of IAIN Tulungagung”. The author also describes the research findings from the field as follows:

1. The Factors Cause English Department Students Feel Anxiety in Writing English

a. Fear of negative evaluation

Anxiety may occur because the learners feels in the pressure for a perfect work. They believe that the perfect writing work is that which demands work and has more difficult standard. The student will feel anxious when their writing is not as good as their teachers' hope, and as a result their teacher will give negative evaluation about their writing.

b. *Lack of confidence in their English skills*

Lack of self-confidence may bring the students into a threat of believing that they are not going to be a good English learner. This lack of self-confidence also becomes a great problem which is affect students' learning performance. It is difficult for the students to master English writing if they are not confident with their own writing ability.

c. *Insufficient writing technique*

Like all learning problems, difficulties in writing can be devastating to a student's education. Requiring mastery are not only of grammatical and rhetorical device but also of conceptual and judgemental elements. As students' progress, they are increasingly expected to express what they know about the many different subjects through writing. If a student fail to develop main idea, he

will be unable to write with the speed and concentrate with the topic, so students can not complete the task on time. The basic point that makes writing difficult is the use of language aspects or abilities in written likes punctuation, spelling, grammatical, vocabulary and so on. According to Jordan (1997), writing is often confusing with the process of putting words down on paper in the same structure as an outline prepared with appropriate style and vocabulary the major ideas arranged in some often on the correction of mechanical and grammatical errors.

d. *Language difficulties*

Caused by several factors; 1) Students lack motivation in learning English. 2) Most of the students learn English passively. 3) Most students never practice English outside the classroom.

e. *Time pressure*

Some students feel anxious when writing under time pressure and make their thoughts become random. So, the students cannot focus on their writing activity. This response usually found from students that cannot work on something under pressure and this kind of students need more time to doing their work.

2. The Strategies are Used by Students to Overcome their Anxiety in learning English Writing at English Department of IAIN Tulungagung.

a. Positive Thinking

You can do so by replacing your negative thoughts with constructive and positive reviews. Start to pay attention to your ideas and don't pay heed to negative thoughts. Further, it is helpful to use affirmations. These positive statements will truly sink into your subconscious mind and guide you to take better action.

b. Read books

If practiced correctly, reading books can accelerate vocabulary-building, improve grammar, and sharpen writing. Although reading does not directly impact your spoken English, it can to some extent improve it through better vocabulary, reading out loud, and a deeper knowledge base.

c. Enough rest

Similar to other muscles, brain is less functional when it's fatigued. Taking time off will allow us to work more efficiently whenever you get back to it. In addition, when we take time to rest and relax, we are naturally more

creative. That is how important resting in thesis writing working.

d. Be diligent

Fight anxiety by continuing to try not to be lazy is also an important factor needed in working on a thesis. The thesis will never done if not we keep postponed it because of laziness.

e. Trying to relax

Similar with enough rest, the purpose trying to relax is to decrease stress and make our mind more creative. Writing can be very hard work, particularly if we are student who write their thesis. However, under the right circumstances, writing can also be extremely relaxing and fun. If we are feeling stressed out or anxious with our writing, learning how to write in relaxation can help relieve some of your stress.

f. Seek for help

Many students are scared to ask for help for of looking stupid. Having a team around you can enhance effort levels. Recent researcher found that sitting next to hard working people increase a person's work ethic too.