

CHAPTER V

DISCUSSIONS

This chapter presents a discussion of factors student anxiety in English writing and how students overcome it of data findings.

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

According to Daly and Wilson (1983) writing anxiety refers to a situation and subject specific individual difference associated with a person's tendencies to approach or avoid situation perceive to potentially require writing accompanied by some amount of perceive evaluation. Writing anxiety is more of a fear of the writing process that outweigh the projected gain from the ability to write Takahashi (2009). In this condition, the students were able to write or finish their writing task, but there were a lot of factor that could affect the student's self confidence or disturb their concentration while writing activities.

Al-Sawalha and Chow (2012) stated that writing anxiety also defines 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. Writing was an enjoyable activity for some students, and they see it as enjoyable exercise when they put their thoughts or ideas on paper. For those students

who has difficulties, putting their thoughts into written words, the writing activity will be very uncomfortable, and even fearful experienced each time they face a written task. When students find difficulties in writing, they might have faced writing anxiety.

Individuals with high anxiety of writing would fear evaluation of their writing (Daly & Miller, 1975). They add that the individuals avoid writing when possible and when forced to write exhibit high level of anxiety. If most of the students have high level of writing anxiety, this condition may influence their writing learning process and their writing achievement. The teacher, as the responsible one in a class, should provide a writing technique to reduce the anxiety.

Cheng (2004) has developed a questionnaire of writing anxiety and divided it into three types of writing anxiety; cognitive anxiety, somatic anxiety, and avoidance behavior. Cognitive anxiety refers to mental aspect of anxiety experience, including negative expectations, preoccupation with performance, and concern about others' perceptions (Cheng, 2004). Whereas somatic anxiety refers to one's perception of the physiological effect of the anxiety experience, as reflected in increased autonomic arousal and unpleasant feeling states such as nervousness and tension. Meanwhile, avoidance behavior deals with reflection in avoidance in writing.

Writing anxiety has been studied by a number of researchers. The studies mostly concern about the level, type, factors and coping strategy of writing anxiety among EFL learners. Most of studies conclude that EFL students felt moderate to high anxiety level and cognitive anxiety became the major type of anxiety of the students. Indonesian EFL students also faced the same level and type of writing anxiety (Tuppang, 2014 and Anggarini 2016). Most of the researcher agree that fear of negative comments become the major factor of writing anxiety among EFL students. It means that, to reduce the negative feeling, students must prepare well before they submit their writing task.

Based on the explanation above, it can be concluded that English writing anxiety stemmed from linguistic difficulties, such as inadequate mastery of vocabulary, simple sentence structures and grammatical errors.

The factors caused students of English Department in 8th semester anxiety in English writing based on the results of research conducted by researchers is quite diverse, some because of low self-esteem, there are those who lack of linguistic skills, and there are some more reasons. The anxiety factor of students is inseparable from several factors that influence it, depending on how the student's motivation in learning English and self-awareness of the student. The factors caused students feel anxiety on English writing, namely:

1. Fear of Negative Evaluation

When approaching evaluation, many learners can feel not at ease perceiving it as a menacing experience. In this, Alderson and Scott (1996) stated that it threatens the interests of those who are involved in the object evaluation. Given that this evaluation threatens the interests of those who are involved in it, touches learners in academic writing class as a result, they may develop fear from the evaluation they face or any evaluative situations. This feeling is more likely to be reinforced when evaluators show a kind of subjectivity in their evaluations which is one form of negative evaluation. Hence, a parallel line can be drawn up between fear of negative evaluation. Since fear is a reaction of threatening situations and evaluation in itself threatens the interests of those who are involved in it, we can deduce that negative evaluation generates fear. In other word, this is what has been called Fear of Negative Evaluation.

To have more insight on the relationship between evaluation and fear, we can refer to evaluation anxiety. Evaluation anxiety has been studied rather extensively in areas such as test taking, oral examinations, jury selection, counseling training. According to Donaldson, this concept means “the experience of being evaluated, critiqued, or judged commonly results in an emotional reaction of uneasiness, uncertainty, or apprehension. This feeling is common in foreign language class because students can react to their peers’ or instructors evaluations and judgements. When they are negative or perceived such as, fear is the

result. In addition Horwitz (1986) said in his article that students experience apprehension, worry, even dread. They have difficulty concentrating, become forgetful, sweat, and have palpitations. They exhibit avoidance behavior such missing class and postponing homework. It can be pointed out that fear of the panorama of a negative evaluation is probably inherent to being human. He specified it to criticism, ridicule, contempt, embarrassment, loss of acceptability, loss of respect, and rejection which are disagreeable experiences most individuals attempt to avoid.

2. Lack of Confident

Self-esteem often has a connection with mentally health, learning successfully, living effectively, and even the good life (Murk, 2006). In the successful learning, Smelser (1998) identified that there are three elements affected by self esteem, namely cognitive, affective, and evaluative elements. The first element (self esteem) which means characterizing some parts of oneself in power, confidence, and agency has a relation with English language proficiency. The above statement is also strengthened by Alwasilah (2010), who stated that students' motivation or self esteem is one of the variables to achieve their success in implementing educational program. The aforementioned statement can be shown when students have good confidence and power or they have ability in English, they will show their ability or positive aspect in holding English proficiency, such as TOEFL, IELTS, or English examinations.

Self esteem impacts on the students' comprehension or proficiency. It can be identified that students with high self esteem usually set higher goals for themselves and become more willing to continue in spite of failure. Furthermore, high self esteem may also help students have the confidence to challenge difficult situations as well as see satisfaction from their progress and success (Murk, 2006). Students who are confident in their academic skills believe in high scores of examinations and quality of their work to earn personal and professional benefits. On the other hand, students who lack confidence in their academic skills visualize a low grade even before they start an examination or enroll in a course.

Accordingly, Burns (1979) asserts that self esteem is a positive or negative attitude of an individual towards him or herself. It means a person who has high self esteem is confident. People who have low self esteem usually show signs of stress and unhappiness.

Learning environment can be a factor conducive to building students' self esteem since students can socialize with one another. Thus, it helps them become successful and self confident students. In consonance with the above view, Schunk (2000) and Hisken (2011) state that students or individuals with high self esteem are able to successfully complete given tasks academically, whereas other with lower self esteem tend to give up when faced the challenging tasks. This indicates that the people with higher sense of self esteem show persistence and flexibility.

3. Language Difficulties in Writing

Like all learning problems, difficulties in writing can be devastating to a student's education. Requiring mastery are not only for grammatical and rhetorical devices but also of conceptual and judgmental elements. As students' progress, they are increasingly expected to express what they know about the many different subjects through writing. If a student fails to develop certain basic skills, he will be unable to write with the speed and fluency required to excel as these demands increase. Indeed, for a student's struggle with a writing problem, the writing process itself interferes with learning students faced with such difficult odds having trouble staying motivated.

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.

In writing problem, Bryne (1998) thinks that the writing difficulty it can be categorized into some aspects like grammar, vocabulary, language use and choice of sentence in writing must have fully monitoring. The other difficulty in developing written material or content

of composition. Writing has to be thought through formal instructions such as spelling, punctuation, capitalization and paragraphing.

Language difficulties in writing can be devastating to a students' education, as students' progress, they are increasingly expected to express what they know about 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.

4. 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 writer.

The low level of understanding topical knowledge causes the students may experience anxiety. Based on Zhang (2011) said that the level and specificity of topical knowledge (sometimes referred to as knowledge schemata or real world knowledge, can be loosely thought of as knowledge structures in long term memory) assumed or required of the language learners, can also have an impact in their affective responses to the writing tasks. The students will feel anxious about their writing because their lack of knowledge and make them difficult to understand about what they write in their writing task.

5. Time Pressure

Rezai and Jafari (2014) found that time pressure is one of the main cause of writing anxiety. 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 in order 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 to their writing, and concentrate more about limited time.

When making choices, student under time pressure focus on information relevant to negative outcomes rather than both negative and positive outcomes. Thus, there is strong converging evidence that time pressure is detrimental to solitary performance. This is a proof that time pressure usually hurts performance on any given task. However, taking more time on all tasks is obviously not optimal either because people care not only about performance on a single task but also about productivity getting the most done in the limited time students have.

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

Using learning strategy are important for students because learning strategy is one of technique to help the students to overcoming their language anxiety in writing English or express their. Based on the result of

doing the research documentation and the interview the subject of the study. The researcher found that there are several strategies; they are positive thinking, reading a lot of books, enough rest, seek for help, and more.

Brown (2007) states that strategies are specific method used to approaching a problem or task modes of operation for achieving particular plan or design for controlling and manipulating certain information. Kondo and Yin-Ling (2004) state in their academic journal that there are five strategies that can be used by students for reducing their anxiety in the class, namely preparation, relaxation, positive thinking, peer seeking and resignation.

The strategies to overcome anxiety of English department students in writing English based on the result of research conducted by researchers is quite diverse, there is a student that try to relax before writing, there is positive thinking, there is read many books to increase more reference, enough rest, try to become diligent and there is to seek for help. The strategies of students is inseparable from several factors, based from how their own opinion, anxiety factor, and their own experience. The strategies to overcome their anxiety of English department students in writing, namely:

1. Positive Thinking

Positive thinking means thinking by looking at things without seeing the negative side, and taking lessons behind the problems that befall them. According to Susetyo (1998), positive thinking is a person's thinking ability to focus on the positive side of oneself, others, and the situation at hand. Positive thinking will not come by itself but a skill that must be learned.

Psychologists say positive thinking is a commonly used motivation method to improve one's attitude and promote self-growth. Simply put, positive thinking is a thinking activity that we do in the aim of building and awakening positive aspects in ourselves, whether in the form of our potential, enthusiasm, determination and self-confidence (Arifin, 2011:18).

Positive thinking is a person's thinking ability to assess the experiences in his life, as valuable material for subsequent experiences and consider them as a life process that must be accepted. Peale states that individuals who think positively will get positive results and individuals who think negatively will get negative results (Peale, 2006: 135).

Positive thinking can also be interpreted as a way of thinking that departs from good things, which is able to ignite the spirit to make changes towards a better standard of living. In this context, positive thinking has become a system of thinking that directs and guides a person to leave

negative things that can weaken the spirit of change in his soul (Arifin 2011: 18).

From the general definition above, it can be concluded that positive thinking is a thinking activity that is carried out with the aim of building and awakening positive aspects in ourselves, whether in the form of our potential, enthusiasm, determination and self-confidence so that it gives rise to good feelings, behaviors, and has become a system of thinking that directs and guides a person to leave negative things that can weaken the spirit of change in his soul.

2. Read books

Books are windows to the world and reading is one of the most important processes in writing. The window can only be opened when we have the key, and the key is reading. Reading a book for a few hours that contains a person's experiences over the years, for example, will allow us get the same experience in a relatively short time.

Readers do not mean that you have to be a writer, but to be a writer, one must absolutely have the habit of reading. Like it or not, reading is a process that must be done for those of you who have the desire to become a writer. If all this time we have tried to write but always have problems and stop at the paragraph or even the first sentence, the reason could be because we have too little stock of information before. The following are some of the benefits of reading that can hone one's skills;

a. Broaden your knowledge

Whether fiction or non-fiction, every book must provide lessons or knowledge that can be taken by the reader. Every time we write, of course, we must present information that is appropriate or close to reality. For example, if you are writing story about cats, one way is by reading. Or you write about a tourist attraction, if you cannot make direct observations, then you can look for various information and read it.

b. Help to learn writing techniques used by more experienced people

Try to read favorite author whose work is the most successful in the market, and analyze what makes people so idolize his work. The advantage for doing that are from the plot, or from the style of language and characterization and there are many other factors that you can think about and take as examples and references in writing.

c. Enriching vocabulary, sentence choice and presentation method

When writing we are often faced with boredom with the same words, or two or three equivalent sentences, it means we have to read more. In the books we read, there are thousands and even millions of words and sentences that can enrich diction, choice of sentences and different ways of delivery.

d. Make the way of thinking more flexible

Often we are faced with difficulty starting a writing, even from the first word in a paragraph. This often makes us feel irritated and confused. Sometimes, we already have a concept and already have an idea about the essence of writing, but it is so difficult to put it in later. This impasse can usually be overcome by diligent reading. By diligently reading, what you think will be more flexible to be described in writing.

3. Rest/Short break

Studying, reading books, or working can easily tire students out. In order to avoid stress, try to take a moment to calm the body and mind before starting to do activities again. When we rest our body, for example by taking a short nap, we can indirectly prevent our memory from decreasing. In fact, a short break in between work can trigger the formation of new memories in the brain.

Not only that, even a study shows that while a person is asleep, the synapses or meeting points that connect nerve cells to one another will also “rest” until they gradually become more relaxed. This will then maintain cognitive function and brain neuroplasticity, namely the ability of nerve cells in the brain to adapt properly according to circumstances.

It is not just sleep that can help us to get enough rest. The reason, a study conducted by Michael Craig and Michaela Dewar, found that the

system that regulates memory, will strengthen the memory that has been weakened by re-activating it. This process will increase the brain's ability to digest and remember new things. Uniquely, the restoration of this brain ability does not only take place when we are fast asleep, but can also occur even when we only take a short time to rest until your mind recovers. The important thing is to let the body in a state that is really comfortable and relaxed.

That is why, students need to take a moment to rest to calm the body and mind, rather than constantly forcing the work of the brain during study or work. Students can change their learning position or intersperse it by playing games, as long as it does not continue. Because, at this time the neural networks in the brain will be interconnected and then grow new, stronger memories.

4. Be more diligent

Diligent is an adjective to designate someone who works or acts with interest, attention and skill to carry out their duties. Therefore, the word comes from the Latin; *diligens, diligentis*. Diligent is also addressed to someone who is quick when doing something, looking for a solution, or solving a problem. A diligent person is a person who has good attitude towards work and obligations, who tries to do things quickly, uses his intelligence, with a source economy and a high level of proficiency.

If we postpone work because of feel the task is difficult, it is brain response that becomes a stressor for humans, and causes anxiety and also activates areas in the brain associated with pain. So, the brain looks for a 'way' to stop these negative feelings by diverting your attention to activities that are more interesting and fun.

From student's point of view, delaying work or assignment is a common problem. It seems like a normal thing and depends on one's nature. However, if delaying work is done frequently, there are long term effects that can affect various aspects of how you feel. Quoted from Tirto, research from the university of Vermont said that students who procrastinate generally have lower grades at the end of the semester. In addition, the bad effects are felt to be worried, depressed, easily stressed, and low self-esteem.

5. Relax

Relax is a behavior that makes body and mind that were previously stiff and tense become relaxed. Relax is also a deterrent to anxiety, which makes us stop thinking about negative things. The first thing we can do to deal with anxiety is to take deep breaths. This simple method can help your body activate the body's relaxation response, thereby reducing the stress and anxiety we feel.

In addition to preventing negative thoughts, relaxing the body and mind can increase the level of concentration. According to Winkel (1987)

in the learning process in the world of education, concentration is one of the important aspects. Therefore, concentration is one of the factor that must be considered, especially when working on general test questions.

Concentration is needed when listening to the teacher's explanation, understanding the material provided, and doing assignments at school so that maximum learning outcomes are achieved. In order to achieve maximum learning results, concentration is also needed in doing general cement test.

6. Seek for help

Students are vulnerable to feeling anxiety not only because of the lessons and exams they will face, but also because of their low self-esteem behavior. In order to overcome this, it is necessary to consult with family and close friends who are trusted for guidance and assistance. People who are close and trusted will make students feel more comfortable and reduce stress and anxiety in the learning process they experience.

When feeling stressed and depressed, it is important to get guidance and support from those we trust. Without help and guidance it will be very difficult to get out of the stress and depression that befalls us. If we do not have someone we can trust or there is no close person who can help, then asking a psychologist for help to get counseling service is something we can do.

If we talk from the education side, students who are less confident in their English skills will have difficulty in writing their final thesis. Most of them feel unsure of what they have written, doubt whether it is right or wrong and need advice from others who are more knowledgeable about the material. However, students often feel afraid to ask for help because they think asking it will make them look stupid. Of course, this kind of thing can be prevented by implementing cooperative learning, so that students get used to asking questions.

According to Powell and Enright (1990) that cooperative learning is an appropriate teaching technique that causes less anxiety and increases students' self-awareness of their learning procedures. Cooperative learning provides a pleasant learning situation for all students, because students have equal opportunities, competition is transformed into friendship, the spirit of cooperation and participation is strengthened, and all students have the right to be wise and creative (Keramati, 2001).