



Exploring Psychological Factors Affecting the Students' Writing Anxiety in University Level

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Abstract. Organization, logical development of ideas, grammar, punctuation, spelling, mechanics, style, and quality of expression are the components of writing skill which make someone experience anxiety in writing, especially for students in university level as foreign language learner. This research was conducted to Explore the Psychological Factors affecting the Students' Writing Anxiety in University Level. Conducting this research, the researcher used a case study as the qualitative approach which focus on a purposive sampling strategy by selecting the participants in Universitas level. 32 students of management department are the participant in this research. Data analysis carried out from the observation sheet, open-ended questionnaire, interview transcript, and documentation. Referring to the data, the researcher found three factors of the students' anxiety in the learning writing experienced by the students, there are (1) The factor of low confidence has a negative impact on the students' self-esteem in learning writing; (2) The factor of dislike of English writing is influenced by two things, namely uninterested in writing and difficulty in writing English; and (3) The factor of the fear of actual or potential negative. Providing suggestion for future researchers can make deeper investigations by considering psychological factor and the cognitive factor which triggering students' anxiety in learning writing.

Keywords: Psychological factors, Foreign language anxiety, Writing anxiety, Learning English, University level.

1 Introduction

Writing skills have become necessary skills in the global literacy community [1]. He explains that writing is a skill that has several components, such as organization, logical development of ideas, grammar, punctuation, spelling, mechanics, style, and quality of expression. Various kinds of those components that make someone experience anxiety in writing, especially in English as second language or foreign language (SL or FL). In line with [2] studies claim that writing anxiety in foreign languages has become an important factor that can weaken learner learning systems.

Foreign language writing anxiety is a specific and concrete form found by [3]. They stated that writing anxiety has many variations for FL's learners. Someone with low

levels of anxiety will write longer and systematically than learners with high levels of anxiety, due to clinical experience, like difficulty in concentrating, being forgetful an idea, dry, and palpitating [4]. Some FL learners can experience anxiety when they are in a learning situation that emphasizes a certain skill, such as writing [5].

The main concern of this research is anxiety as one of the psychological factors that influence foreign language learning. [6] states that students' anxiety is related to difficulties in focusing on the subject matter in class. It happens because anxiety is something that is dependent and occurring dynamically depending on certain situations and circumstances [7]. For example, students who have difficulty in answering questions for fear of making mistakes tend inability performance to do their work. While personal behavior that arises can be identified through students' attitudes, like doubts about their ability, unwillingness to make eye contact with the lecture, fear of examinations, assignments, subjects, and other activities related to school. This happens because anxiety overwhelms their brains. It can lead to negative aspects of the decrease or low motivation and confidence of students in the learning process.

Concerning teaching English as a foreign language in the classroom, based on the researcher observation and the English lecture statement, there are some problems in learning writing. One of them is an anxiety problem. The student perceptions about worry in learning English make them confused, frustrated, and emotional. anxiety can affect the process of language input that makes the students have difficulties in understanding foreign language materials [8]. This condition makes the FLA become the unique emotional feeling of the language since it is a kind of the psychological factor in learning a language. FLA cannot be compared to academic anxiety in general because it is influenced by a special experience [9]. For example, a student who is intelligent in other subjects might get emotional fear in learning a foreign language, because of their previous experiences.

The students who feel anxious to learn English becomes a serious issue during the process of foreign language teaching and learning. [10,11] had explored Indonesian students' anxiety in learning writing. They found that the biggest cause of students' anxiety was the experience of negative evaluations. It makes student performance worse in terms of learning a foreign language. Those made learners feel tense, fearful, uneasiness, or worried because of the unusual use of the language. The lectures need to understand depth to understand language anxiety effect on this particular student achievement, to anticipate the anxiety, and to understand how their social background is.

Exploring psychological factors affecting the students' writing anxiety in university level contributes to several benefits in three aspects. The significant study uses as a reference for scientific information to describe the students' problems in learning writing. It provides insight to increase awareness and to improve the quality of students' writing. In practical contributions, this study provides benefits for lectures, students, and future researchers to find out the evaluation of psychological factors that affect students' writing anxiety. This can also become key for the lectures to understand personal characteristics so that the lectures can provide alternative strategies for teaching writing in English. The pedagogical benefit of this research is that it gives the lecture an understanding to pay more attention to students' problems in writing activities.

2 Method

The researcher used a case study as the qualitative approach. Based on preliminary observations this case became a challenging problem for foreign language learners, because many students were reluctant to write in English. To conduct this research, the researcher used a purposive sampling strategy by selecting the participants in university level. There were 32 students' management department as the participants.

Data analysis carried out after the researcher got the data from the observation sheet, open-ended questionnaire, interview transcript, and documentation. To avoid biasing the results of this research, the researcher used triangulation to bridge the reliability and validity problems. The researcher used methodological triangulation and investigator triangulation. The methodological or data triangulation emphasized a researcher to use more than one method in gathering data to reduce bias and increase the level of validity and reliability. While the investigator triangulation was used to avoiding the subjectivity of the data by the researcher. Here, their researcher used observation, open-ended questionnaire, interview, and document as methodological triangulation and expert judgment as of the investigator triangulation.

3 Result and Discussion

The studies which relate to this case have been conducted by [4,12–16]. In general, the learners face problems in writing as difficult to organize the idea and feeling stressed. Those experts explain that it can happen because the students do not only focus on writing but also grammar and vocabulary too. It is supported the problems, such as lack of topic knowledge, time pressure, writing anxiety, lack of writing practice, low motivation, and limited ideas. Those cases described by those experts emerging in the finding of this research. To clarify, the researcher conducts a discussion relating to this issue.

Based on the finding, there are three factors of the students' anxiety in the learning writing which experienced by the students, namely low confidence in English writing, dislike English writing, and the English writing evaluation apprehension. The factor of low confidence has been indicated as a major component in writing anxiety. It has a negative impact on the students' self-esteem in learning writing. According to [17], low self-confidence is the board part that contributes to learning writing as the productive activity. Another argument from [18] state that many students with low self-confidence think that they are not competent enough in writing, especially in the rules of English writing. Hence, students who have low self-confidence can be observed by analyzing their tendency to underestimate their abilities and negative expectations of their writing task.

Based on the data analysis from open-ended questionnaire and interview, there were three factors affecting the students' writing anxiety, namely (1) Low confidence in English writing, (2) Dislike English writing, and (3) The English writing evaluation apprehension. In collecting the data, the researcher used methodological triangulation in the

form of observations, open-ended questionnaires, interviews, and documents. Particularly, the researcher decided to analyze 32 students as the participants by using a purposive sampling technique. They are 14 male students and 18 female students at university level. The results of the analysis were presented as follows:

3.1 Low Confidence in English Writing

According to [19] low self-confidence is the board part which contributes students' anxiety in learning writing. This factor has been indicated as a major component that has a negative impact on writers' self-esteem or self-confidence in writing as a productive activity in learning English. Referring to this negative self-perception of language competence, many students with low self-confidence think that they are not competent enough in writing, especially in the rules of English writing [20]. Definitely, the learners with low self-confidence tend to underestimate their abilities and have negative expectation about their writing outcome that made the students feeling not confident and anxiety to face writing task. To describe this factor influencing students' anxiety in learning writing, the researcher conducted the open-ended questionnaire. In which the analysis as follows;

The first case of low self-confidence in writing English has underestimated an ability. This was related to low self-confidence to be able to complete assignments and carry out activities related to the learning process of writing in the class. In this questionnaire items, there were four questions that reflected underestimate the student's writing ability. From these questions, the researcher found 14 students who encountered this case, namely S08, S10, S11, S13, S14, S15, S16, S17, S18, S20, S24, S27, S30, and S32. These students had been filled the questions among three to four questions related to this case. The results of the analysis were; the first question analyzed that the students felt uncomfortable about their ability to express ideas clearly in writing English. The students filled the answer that they felt unable in English, afraid of making mistakes, difficulty expressing their ideas, felt confused about writing, have not a lot of vocabulary in English, and felt insecure. As present in;

- (1) S030: *tidak karena takut salah.*
(no, due to fear of making mistakes).
- (2) S27: *tidak karena mengalami kesulitan mengatur ide-ide dalam menyusun tulisan menggunakan Bahasa Inggris.*
(no, because I had difficulty organizing the ideas in writing English).

The second question exposed that the students had a terrible time organizing their ideas in an English composition course. The students provided the argument that they felt difficult to organize words in English, organizing ideas, took a lot of time to do writing English, felt confused because they did not understand much English vocabulary, afraid of making mistakes, and felt unable in English. As present in;

- (1) S30: *iya karena susah untuk mengatur kata-kata.*
(yes, because it was difficult to organize words).
- (2) S14: *iya karena mengatur ide-ide menggunakan Bahasa Inggris sangat sulit dan membutuhkan waktu.*

(yes, because organizing the ideas using English were very difficult and takes time).

The third question showed that the students had difficulty to write good English compositions. The students gave the answer that they had difficulty writing in English because they looked writing still strange, afraid of being wrong, felt that they did not have good English skills, difficult to understand English, difficulty finding ideas for writing, and insufficient vocabulary. As seen in;

(3) S30: *lumayan sulit karena penulisannya sangat aneh dan takut salah.*

(quite difficult because the writing was very strange and afraid of being wrong).

(4) S27: *iya karena saya belum begitu paham dalam Bahasa Inggris.*

(yes, because I did not really understand English).

The last question reflected that students did not feel good at writing English. The students answered that they felt difficult, complicated, dizzy, not easy to remember what was written, feared being wrong, felt foolish, and felt nervous when writing in English because students thought they were inability in English. As seen in;

(5) S11: *iya karena saya bodoh.*

(yes, because I was foolish).

(6) S27: *iya karena merasa gugup ketika saya menulis menggunakan Bahasa Inggris.*

(yes, because I felt nervous when I wrote in English).

Meanwhile the second case is a negative expression about the writing outcome. It occurred due to a lack of language proficiency and often experience failures in writing tasks made the students with low self-confidence would experience anxiety in English writing. In the open-ended questionnaire, there were five questions which reflected the students' anxiety of this case. There were 12 students who consistently experienced negative experiences about the writing outcome, namely S01, S02, S03, S07, S08, S09, S10, S11, S13, S15, S16, and S17. These students had been answered the questionnaire among three to five questions that correlated with this case. The data analysis as follows;

The first question revealed that students felt nervous about writing English. The students gave the answer that they felt unsure of their writing, felt unable, afraid of being wrong, felt not good at English, and confused about writing English. As present in;

(7) S09: *iya, karena saya bingung.*

(yes, because I was confused).

(8) S17: *iya, karena takut ada yang salah dalam menulis Bahasa Inggris.*

(yes, because I was afraid that something might be wrong in writing English).

The second question exposed that the student felt other students dislike their written English. The students answered that their writing results were difficult to read because of messy and bad. As seen in;

(9) S08: *tidak, saya merasa tulisan saya tidak disukai orang-orang.*

(no, I felt that my writing was disliked by people).

- (10) S15: *tidak, karena tulisanya tidak bagus.*
(no, because the writing was bad).

The third question analyzed that the students did not expect to create a written outline before the English class began. The students filled the answer that they could not write because it was difficult to make it, to get ideas, and to arrange it into the sentences. As seen in;

- (11) S02: *tidak, karena membuatnya tidak gampang.*
(no, because it was not easy to make).
(12) S17: *tidak, karena sulit menemukan ide-ide membentuk kerangka tersebut.*
(no, because it was difficult to get ideas and to compile the framework).

The fourth question reflected that the students conveyed in English composition, they knew that they would be going to do poorly. The students provided the arguments that they were unconfident, afraid of making mistakes, incompetent to write using English, feeling confused, and the writing result was difficult to read. As present in;

- (13) S02: *iya, karena aku tidak percaya diri.*
(yes, because I was not confident).
(14) S08: *iya, karena kemampuan Bahasa Inggris saya buruk.*
(yes, because my English skills were bad).

The last question expressed that the students did not think that their English writing as well as most other students. The students answered that they felt the writing was unclear, unable in English, and their writing was not yet presentable. As seen in;

- (15) S02: *iya, karena tidak pandai dalam Bahasa Inggris.*
(yes, because I was incompetent in English).
(16) S08: *iya, saya berfikir tulisan orang lain lebih dari saya.*
(yes, I thought other student's writing was better than mine).

The researcher verified the results of questionnaire by interview the student who emerged the indication this factor. There were S01, S02, S03, S07, S08, S10, S11, S13, S15, and S16. The researcher interviewed the students to find out the writing English apprehension which obtained seven students' reasons who were becoming worry in learning writing. S02, S07, S08, and S10 argued that they worried to make mistakes in writing. It asserted that they knew the words in Bahasa Indonesia, but they could not know in English. Whereas, S11, S13, and S16 gave the statements that they had problems to construct writing ideas and words. In other side, the researcher also investigated by analyzing the students to be deep comprehension their confidence using English. The researcher did the investigation of specific field, namely their confidence. It found eight students indicating unconfident in writing English. In the interview, they gave the different reasons why they were unconfident in writing English. S03 said that he was getting worry to make mistakes and afraid being laughed by others students. S07 said clearly that she was unconfident in writing English. Here were the students' statements:

- Engga ya bu. Jelek nanti salah, takut diketawain. Tulisannya kurang satu ya.* (S03, QN. 24)

(No, ma'am. Worse, it would be made mistakes, afraid of being laughed. The writing was missing one)

Tidak percaya diri menulis dalam Bahasa Inggris. (S07, QN. 24)

(Unconfident to write in English)

S08, S11, and S13 said same as feeling that they were not confident in writing English, but they asserted that they were not afraid to write English. It seemed that they felt lazy to write English. Then, S16 was also feeling unconfident because of worry making mistakes, which she would be confidence if she cheated other student's task. There were two students who claimed that they were confident in writing English caused they could not feel afraid and unconfident, namely S02 and S10. The lecture was given her statement that the students felt unconfident in writing English because they were difficult to differentiate the words between writing and pronounce. She added that they felt worry to make mistakes when they wrote.

Menurut saya, ada siswa yang pede dalam menulis Bahasa Inggris, ada juga yang tidak. Tergantung tingkat kesukaan masing-masing. Iya, kadang cemas dalam menulis. Karena "Saya menulis begini bener gak ya, takut salah, takut kurang R kurang L". Kan pronounce sama writing nya kan beda. Misalnya tulisannya apa dibacanya apa, mereka takut salah. (Lecture, QN. 12a) (In my opinion, there were students who felt confident and unconfident in writing English depend on each level of preference. Yes, sometimes I worried about writing. Because "I wrote that it was correct or not, afraid of making mistakes, afraid of less R and L". Pronouncing and writing were different. For example, differentiate to read and to write, they were afraid of making mistakes).

In conclusion, underestimating ability and negative expectations about writing results were the cases of the low self-confidence factor in learning writing. These cases reflected the psychological factor of students' anxiety in learning writing that was captured from a negative impact of the students' self-esteem or self-confidence. As a line in the data questionnaire and interview, there were eight students who constantly experienced this factor, namely S01, S03, S07, S08, S11, S13, S15, and S16. These students gave some reasons relating to writing anxiety such as the students felt unable in English, afraid of making mistakes, difficult expressing their ideas, confused about writing, lack of English vocabulary, and felt insecure with their English abilities as well as felt incompetence in English. This factor of low self-confidence in English writing made the students' feeling inability to do writing task, look panicky, nervous, and confused when doing a writing task in the class due to lack of language proficiency and often experience failures in writing.

3.2 Dislike of English Writing

The second factor was dislike of English writing. This factor was influenced by two things, namely uninterested in writing and difficult to write which had a negative affect toward the writing activity in the class. Both cases made learner tend to avoid writing assignments since they did not enjoy doing writing activities. According to [5] students

with the high on anxiety consider writing to be an action that is not useful and even tends to be considered a punishment, so that students tend to avoid it because they do not like to do these activities. Regarding to this case the researcher conducted the open-ended questionnaire to describe this psychological factor was influenced students' anxiety in learning writing. Below the results of the analysis.

The first case is uninterested in writing English. This is related to the students' feelings of frustration in writing tasks which are caused by negative experiences in learning to write. Particularly, there were five questions which expressed this case. In which the researcher found eight students who consistently experienced writing anxiety because disinterest in writing English. They were S01, S02, S03, S08, S10, S11, S12, and S16. Those students had been answered among three to five questions in this case. The data analysis as follows; the first question showed that the students avoided writing in English. The students answered that they felt difficult and dizzy in completing the writing assignment which made them lazy to do it. As seen in;

- (3) S10: *ya, karena sulit.*
(yes, because it was difficult).
- (4) S11: *iya, bahkan males.*
(yes, making lazy).

The second question reflected that the students did not like to write their ideas in English. The students provided the arguments such as feeling difficult, afraid of making mistakes, feeling lazy to write in English, did not know the meaning, feeling awkward, and being confused to write. As seen in;

- (5) S03: *tidak, karena susah.*
(yes, because it was difficult).
- (6) S12: *gak jelas bu, males nulis pake Bahasa Inggris.*
(unclear ma'am, lazy to write in English).

The third question exposed that the students did not enjoy writing in English. The students gave the answer that they had difficult to differentiate the words, confused to write in English, and afraid of making mistakes. As seen in;

- (7) S10: *tidak, karena tidak tahu huruf-hurufnya.*
(no, because I did not know the letters).
- (8) S16: *tidak, karena menulis menggunakan Bahasa Inggris itu sulit/tidak mudah.*
(no, because writing in English was difficult).

The fourth question expressed that the students thought writing in English was not fun. The students filled the answer that they felt difficulty to express their ideas because they were still confused to write in English. As present in;

- (9) S08: *tidak, karena Bahasa Inggris bagi saya sulit.*
(no, because English was difficult for me).
- (10) S10: *tidak, karena sulit untuk mengungkapkannya.*
(no, because it was difficult to express).

The last question analysis that the students did not like seeing their thoughts on paper in English. The students revealed the answer that they felt writing activities could make

them confuse and hesitant due to several problems related to English skills such as lack of vocabulary, did not understand how to write, waste of time, and being cheated other students' work. As seen in;

(11) S10: *tidak, karena bikin pusing dan ragu.*

(no, because it made me confuse and hesitant).

(12) S16: *tidak, karena suka menyontek tulisan orang lain.*

(no, because I liked to cheat other students' writing).

The second case is difficulties in writing. In general, this depends on linguistic differences of the target language which make the writer distress to express their ideas. The cognitive factors in the writing process such as writer's block and affective factors such as writing comprehension also contribute to student anxiety which makes them dislike to do writing activities in the classroom [21]. Clearly, this case was reflected by two questions about the difficulties in writing English. There were three students who experienced this case, namely S01, S02, and S10. The following analysis; the first question analyzed that the students expected to write their ideas in English. The students provided the arguments that they could express their ideas, creating the sentences, and getting good score in writing English. As present in;

(13) S01: *ya, karena sulit dipelajarinya.*

(yes, because it was difficult to learn).

(14) S02: *iya, saya sangat berharap.*

(yes, I really expected).

The second question exposed that expressing ideas in writing English seem to be a waste of time. The students filled the answer because the students felt difficult and unconfident. As seen in;

(15) S01 and S10: *iya, karena saya tidak bisa.*

(yes, because I could not).

Based on the results of open-ended questionnaire, the researcher verified by using interview which there were several students who dislike of English writing, namely S01, S02, and S10. The interview results showed that dislike of English writing for S01 and S02. They had classified uninterested in writing English and difficulties in writing. In the interview, they said that they did not like to write using English, but S02 had exception that he would write if he wrote in white board. S01 and S02 acknowledged in the interview, they said:

Tidak suka menulis menggunakan Bahasa Inggris. (S01, QN. 25)

(Did not like to write English)

Ga suka, kalo nulis dipapan tulis ga papa. Tapi kalau dikte susah. (S02, QN. 25)

(Did not like, if writing in the white board was able to do. But diction was difficult)

The researcher found another statement from S10 who liked to write in English. He said contrary with two students who argued previously. The lecture was also asserted that most of the students feeling afraid. As generally, it emerged their feeling anxious that made the students afraid writing English.

The finding could be concluded that dislike of English writing was expressed of uninterested to write and difficulties in writing which influenced students' anxiety in learning writing. It was reflected as feelings of frustration in doing writing tasks which influenced by linguistic differences of the target language. There were three students who experienced this factor, namely S01, S02, and S10. Referring to the result of the data analysis above this factor made learner tend to avoid the writing activities due to some of the reasons like feeling difficult, confused, not confidence to express their idea in writing tasks, feeling an inability in English, lack of English vocabulary, and afraid of making mistakes.

3.3 English Writing Apprehension Evaluation

This factor reflects the fear of actual or potential negative evaluations of the lecture and peers [22]. The students who experience writing anxiety will feel anxious about the results of their writing due to fear of making mistakes. In line with the argument of [23] that most of the students' experiences anxious when their writing results will be evaluated and when doing a writing test. Hence, the writing test is a productive activity that is influenced by time pressure. This case was expressed of six questions of the students' anxiety in learning writing. There were eight students who consistently encountered this factor, namely S01, S03, S10, S11, S13, S14, S15, and S16. They were selected as students who had answered among four to six that correlated with this case. The analysis as follows;

The first question reflected that the students were scared of their English writing being evaluated. The students provided the argument that they were afraid of making mistakes and being laughed by other. As seen in;

(16) S15: *iya, karena malu dan takut ditertawakan.*

(yes, because of shame and fear of being laughed).

(17) S16: *iya, karena malu takut salah.*

(yes, because I was ashamed of making mistakes).

The second question showed that the students were afraid when they knew their writing essays would be evaluated. The students gave the answer that they felt insecure, afraid of getting bad score, shy, and afraid made lots of mistakes. As seen in;

(18) S03: *takut karena kalau nilai saya kecil tidak naik kelas.*

(I was afraid because my score was bad, I would not be graduating).

(19) S13: *iya karena takut banyak yang salah dalam tulisannya.*

(yes, because I was afraid making many mistakes in writing).

The third question expressed that the students would not enjoy for publishing and evaluation their English writing. The students answered that the writing was worse than the others, afraid of making mistakes, and ashamed of being laughed by other students which could become the student incompetent doing it. As seen in;

(20) S14: *tidak, karena takut salah dan tulisan tidak bagus.*

(no, because I was afraid of making mistakes and bad writing).

(21) S16: *tidak, karena malu takut ditertawakan orang lain.*

(no, because I was shy and afraid the others students would be laugh).

The fourth question analyzed that the students did not like their friends to read what they had written in English. The students revealed that they felt ashamed because the writing was bad, afraid of their friends would be humiliate, making mistakes, laughed, and unable to comprehend in English. As present in;

(22) S13: *tidak, karena takut ada yang salah dalam penulisan Bahasa Inggris tersebut.*

(no, because I was afraid of writing English).

(23) S15: *tidak, karena tulisannya tidak bagus dan nanti ditertawakan.*

(no, because the writing was worse and be laughed).

The fifth question exposed that the students thought that discussing their English writing with the others were not enjoyable experience. The students filled the answer that they did not know the meaning, difficulty understanding in English, and having trouble in writing. As seen in;

(24) S01: *tidak, karena tidak tahu artinya.*

(no, because I did not know the meaning).

(25) S03: *tidak, karena menyusahkan.*

(no, because it was difficult).

The last question explained that the students did not like their English compositions to be evaluated. The students were afraid of making mistakes and getting bad scores. As seen in;

(26) S03: *tidak, karena takut salah.*

(no, fear of making mistakes).

(27) S16: *iya, karena takut nilainya jelek atau tidak bagus.*

(yes, fear of getting bad scores).

Based on the results of open-ended questionnaire, the researcher verified by using interview which there were several students including English writing apprehension evaluation, namely S01, S03, S10, S11, S13, S14, S15, and S16. The interview results showed that they were scared writing in English. In the interview, S01 was worried if he selected as a volunteer to write in front of the class. S10, S14, S15, and S16 were also giving the statements that they were afraid of making mistakes in writing. Afterward, there was one student who argued that he was not afraid to evaluate his written, namely S03. He said that he was feeling pleasure to evaluate by the lecture. S11 and S13 were not worried to evaluate their task, they only felt shy. S11 and S13 acknowledged in the interview, they said:

Iya, tidak takut tulisannya dievaluasi hanya malu. Rasa malu tidak membuat rasa takut. (S11, QN. 26)

(Yes, I was not afraid of my writing being evaluated, I was only shame. Feeling shame did not make fear)

Iya bu, kalo di koreksi sama guru aja engga. takut dimalu-maluin bu, e'eh. (S13, QN. 26)

(Yes, ma'am. If evaluation by the lecture was not afraid. Afraid if it was humiliated)

The lecture asserted that the students were finding the reason another thing about their confusion. It emerged different psychological perception each student which they were having different enthusiasm in learning English. Here was the excerpt of the lecture statement. She said:

Sebagian ada yang seperti itu, ada yang lebih semangat membuat mencari tahu. Kenapa ini salah, kenapa verbnya harus pake ed maksudnya verb 3 verb 1. Ada yang lebih semangat untuk lebih tau, ada yang tidak kenapa? Karena salah terus. Psikologis anak berbeda-beda, tidak sama semuanya. Ada yang lebih semangat belajar Bahasa Inggris ada yang nyerah. (Lecture, QN. 12c)

(Most of the students were like that, they were more enthusiastic to find. Why this was a mistake, why verbs should use Ed, it meant that added verb 3 not verb 1. There were more enthusiastic to find out, why was there anyone not enthusiastic? Because it made mistakes all the time. Children's psychological were different, not all the same. There were more enthusiastic about learning English, some of them were surrendered)

Referring to the data analysis above, the researcher concluded that English writing apprehension evaluation was the factor which reflected the students' writing anxiety. The actual or potential negative evaluations of the lecture and peers made the students fear to do writing activities in the class. Obviously, there were eight students who experienced this factor, namely S01, S10, S14, S15, and S16. In which the students were afraid of that impact, such as fear of being teased by friends, being laughed, and getting bad scores which made the students feeling insecure, ashamed, and afraid to write in English by themselves.

In summing up, three-factor of writing anxiety are experienced by the students as the psychological factor in learning writing. The cases of underestimating an ability and negative expectations about writing results are the cases of the low self-confidence factor in learning writing. Those cases reflect the psychological factor of students' anxiety in learning writing that is captured from a negative impact on the student's self-esteem. Then, the factor of dislike of writing English occurs due to the influence of linguistic differences in the target language. This makes students' anxious and frustrated when doing writing assignments because of their disinterest and their difficulty in writing English. The last factor is English writing apprehension evaluation. It emerges due to fear of actual or potential negative evaluations of the lecture and their peers. Specifically, these factors affect students' anxiety in learning to write and having an impact on student performance in learning writing activities.

4 Conclusion

The conclusion relating to the finding and the discussion is; there are three factors of the students' anxiety in the learning writing experienced by the students, namely low confidence in English writing, dislike of English writing, and the English writing evaluation apprehension. The factor of low confidence has a negative impact on the students' self-esteem in learning writing which has a relation to the students' ability to

complete their writing task. Then, the factor of dislike of English writing is influenced by two things, namely uninterested in writing and difficulty in writing English. Both cases make learners tend to avoid writing activity since they do not enjoy in writing activities. The last factor is the fear of actual or potential negative evaluations of the lecture and peers in the writing activity. Students who experience writing anxiety will feel anxious about writing results due to fear of making mistakes or not being able to complete the task properly.

The conclusions described above lead the researcher to provide the suggestion. For future researchers who are going to conduct the study with similar interests can make deeper investigations by considering psychological factor and the cognitive factor which triggering students' anxiety in learning writing. In which, the information from this research reveals many reasons that contribute to students' writing anxiety which are influenced by the difficulty of understanding linguistics features.

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