An Analysis of the Level of Students' Anxiety on Their Writing Skills

Anggun Guna Puspita

English Education Departement, IAIN Kediri, Indonesia

puspitaanggun13@gmail.com

ABSTRACT

Since English has been a foreign language in Indonesia, many achievements are needed in teaching and learning in school. English as subject material in school has four basic language skills, they are reading, writing, speaking, and listening. In learning English as a foreign language, anxiety is a common issue that hinders the student's learning process, including writing skills. The anxiety experienced by students in writing is called writing anxiety. The aim of this qualitative case study is to find out the level of writing anxiety experienced by students in classX-6 at SMAN 1 Prambon and find out teacher's strategies to help students overcome their writing anxiety. The data were collected through the Second Language Writing Anxiety Inventory (SLWAI) questionnaire by Cheng (2004) and interviews were conducted with students of class X-6 and English teachers. The results show that there is a high level of writing anxiety in class X-6 students, with factors such as low self-confidence, lack of topical knowledge, language difficulties, pressure of perfect work, and pressure of limited time. Meanwhile, the teacher has several strategies to help students overcome their writing anxiety, such as memorizing vocabulary sessions at every meeting, giving random questions to help students develop their ideas, providing writing exercises with layouts and pictures to practice their writing skills, giving motivation in every assessment, doing icebreaking and playing games.

*Keywords**: Writing, Anxiety, Writing Apprehension*

Introduction

In current EFL research, a great deal of effort has been devoted to establish the role of psychological factors in the success or failure of learners. Among the psychological factors, there are affective factors with anxiety as one of their sub-categories (Salehi and Marefat, 2014). With growing concern being devoted to foreign language learning, anxiety has been ranked to be a crucial challenge to language learners (Oteir and Al-Otaibi, 2019). Anxiety is a condition experienced by everyone because it is a part of living conditions. Anxiety is a source of motivation to develop person's ability to be better if anxiety is still in normal conditions. However, Hayat (2017) stated that anxiety that has exceeded normal limits or is called neuronal anxiety can disrupt self-stability and life balance. He also added that anxiety experienced by a person will cause personal imbalances, such as feeling tense, restless, and nervous. People who feel anxious will feel trapped and cannot be free, so to get a sense of freedom, they must be free from anxiety.

Anxiety is also often experienced by students. They face many fears in the learning process, especially in developing their writing skills. This kind of anxiety is known as writing anxiety. According to Wahyuni and Umam (2017), writing is considered a difficult activity, even frightening for students who have difficulty putting their ideas through written words. They will feel fear and difficulty every time they face writing task. In term of Indonesian learners, they are still reluctant to write in English. This case is not caused by their incompetence, but because of the students' anxiety itself.

Anxiety as an affective factor has received a lot of attention in second or foreign languages learning. This anxiety is commonly called foreign language anxiety. Foreign language anxiety is a feeling of tension and fear that is specifically related to language skills, such as reading, speaking, writing, and learning skills. (Wahyuni and Umam, 2017). It causes fear or stress, hence, hinders the learner's performance in the language learning process (Alshahrani, 2014). Anxiety in the context of learning a foreign language is a form of anxiety that can be caused by several types of situations. (Zheng and Cheng, 2018) observed that language anxiety is a form of situational anxiety, and emphasizes that research on the topic should use measures anxiety experienced in certain second language (L2) contexts, for example, in a classroom setting. They understand language anxiety as 'worries and negative emotional reactions' get aroused when learning or using a second language.

Horwitz et al (1986) stated that Foreign Language Anxiety was associated with three different anxieties related to academic and social evaluation, including apprehension in communication, fear of negative evaluation, and anxiety on tests

a)   Communication apprehension

This is a feeling of fear to communicate with other people. Students will feel embarrassed and uncomfortable to express their opinions, eventhough students are actually mature enough to think and create ideas. The learners who indeed often experience anxiety will increasingly get more difficulties when they have to communicate with other language that is not their first language, because they may feel that their attempts at oral work are constantly being monitored. Therefore, communication apprehension possesses influential role in disturbing the process of learning FLA/SLA because the learners will face more anxiety when they have to communicate in foreign language.

b)   Fear of negative evaluation

Students have feelings of worry about the evaluation of others, and want to avoid situations involving evaluations. They also have bad prejudices against the results of the evaluation. Fear of negative evaluation is not limited to test-taking situations; rather it may occur in any social, evaluative situation, such as interviewing for a job or speaking in second or foreign language class.

c)   Test anxiety

Test anxiety refers to a type of performance anxiety stemming from failure. Fear of failure occurs because the learners have thoughts in their mind that the only acceptable performance refers to a test that they can answer perfectly. If they cannot do the test perfectly, it means that they fail the test. Test anxiety has an important role in influencing students learning outcomes, several feelings such as fear of failure or unpleasant experience are forms of test anxiety that usually occur in students' mind.

Writing is one of the essential skills that students must master in learning second language. Writing has become a part of life, like writing notes or e-mails. In learning process, writing can transform passive knowledge in students' minds in their own language (Imsa'ard, 2020). According to Sivaci (2020), writing is one of the essential skills that get significant attention

in language learning. Adas and Bakir (2013) also added that writing is a complex and complicated task.

According to Wahyuni and Umam (2017), writing in a foreign language, especially in English, is an important skill to get information in this era of globalization. Writing is considered to be the most difficult skill for language learners when compared to other basic skills, such as listening, speaking and reading, because learners need some background knowledge of a second language about the vocabulary or use of the language they want to convey the message (Imsa'ard,2020). Therefore in language learning, students cannot be separated from the ability to write.

In EFL language classroom, the concept of writing anxiety, also called writing apprehension has been introduced by Dalyand Miller (1975). The terms "writing apprehension" refer to writing-specific anxiety. They stated that writing apprehension is a situation and subject specific individual difference associated with a person's tendencies to approach or avoid situation perceived to potentially require writing accompanied by some amount of perceived evaluation. 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 (Al-Sawalhaet al, 2012).

Writing anxiety can be caused by several factors. According to Wahyuni and Umam (2017), there are possible causes that are factors in writing anxiety, including:

a)   Fear of tests and negative evaluation

Some students will be afraid to take tests and feel worried that their writing will be evaluated because writing is regarded as a respected activity under intense time pressure. If their writing does not meet the teacher's expectations and they receive a negative grade, students will experience anxiety.

b)   Time Pressure

Because of the time limit, students will feel pressured to do the writing test. Students who write in English take longer to complete than those who write in their native tongue. In order for students' writing to be as good as it was when they wrote in their native tongue, they need additional time to plan, write, and check their writing again. When students are

required to meet a deadline, they will experience anxiety. They will lose focus and concentrate more on the time remaining.

c)   Low self-esteem

A lack of confidence is a major factor in how students respond to writing assignments. Students who are proficient in writing will experience anxiety when they believe they will do it badly. Even if students with strong writing skills in a second language believe they are incapable of writing an ordered document, they cannot avoid writing anxiety.

d)   Insufficient writing technique

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 (Hasan, 2001).

e)   Language difficulties

When writing in English, foreign language learners often experience language difficulties. Because it is hard to express ideas through correct and varied clauses that must be written according to grammatical rules. Linguistic difficulties also make them reluctant or lazy to write essays in English.

f)   Lack of topical knowledge

Students who lack topical knowledge may experience writing anxiety. For example, ifa teacher asks the students to write an essay about politics, even though they know a little knowledge about politics, they will be nervous and afraid to write down their thoughts. They are required to consider a strange and challenging concept. Therefore, this indicates that students' experiences with writing anxiety are significantly influenced by a lack of knowledge.

g)   Lack of experience or insufficient writing practice

One of the reasons why students feel anxious when writing English compositions is due to the lack of practice in expressing something using English. The students who rarely practice when they are writing will give excessive concentration on the forms that they write, not on thecontent of essay. While the more focus is given to the form, the more writing

apprehension will be presented. Writing practice is very important in developing writing ability, the students who often practice their writing will be better in writing.

h)   Pressure for perfect work

Anxiety may occur because the learners feel in the pressure for perfect work. They believe that the perfect writing work is that which demands work and has more difficult standard. This self- imposed pressure for perfect work which usually makes the students experience writing anxiety and cause the student to be reluctant to write. They have to achieve high standard of writing, and it makes the students experience writing anxiety.

i)   High frequency of assignment

According to Rezeai and Jafari (2014) high frequency of assignments is one of the sources of writing anxiety. However, the percentages of the respondents from the study who choose it as a cause of writing anxiety are a few and it becomes the least chosen item by the respondents.

Solutions are needed to help students overcome their anxiety, one of which is through a good teaching strategy. According to Wardah and Mustika(2021), designing good strategies will be one of the important ways to achieve teaching goals in schools, especially to help students' learning process by overcoming their anxiety. Teaching strategies are the approach chosen to provide learning material to students in a particular learning environment that consists of the design, variety and arrangement of activities that can convey learning skills to students (Colombo, 2012). Teaching is both cognitive and behavioral, and theories and beliefs of teachers about teaching, teachers, and learners direct their practice of acts in the information classroom. This implies that the process of passing information from teacher to student is teaching. The teacher must know about the activities of teaching and the conduct of students (Freeman, 1989). According to Isaac and Jerin (2010), teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies. Isaac also explains that teaching strategies are the behavior of the teacher which he/she manifests in the class, the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learned responses, increasing the responses by extra activities. He also stated that teaching strategy is a teaching activity that must done by

the teacher and the student so that the purpose of teaching reached effectively and efficiently.

There are several previous studies that become the background of this research. The first research was conducted by Salehi and Marefat (2014) with a quantitative correlational design. This study investigated the effects of foreign language anxiety and test anxiety on foreign language test performance. Another purpose of this study was to see whether there is some relationship between foreign language anxiety and test anxiety. Two hundred students of English as a foreign language at pre-intermediate (Pre 1) level participated in this study. The correlation analyses indicated a strong positive relationship between foreign language anxiety and test anxiety.

Zheng and Cheng (2018) with their mixed-method research proved that cognitive test anxiety factor was a significant negative predictor of language achievement. Most of the students did not perceive themselves to be very anxious in their university settings, either in classrooms or in testing situations. However, they did express their anxiety towards English speaking skills in the classroom.

The third research was conducted by Zemni and Alrefaee (2020). This study investigated the sources of reading anxiety among under graduate female EFL students in KSA. The study compared the sources of reading anxiety between EFL students in the English Department and EFL students who study French as a foreign language. Also, the study compared between the students in terms of year of study (level 1, level 2, level 3, andlevel4). The findings of the study showed that text sources, such as unknown vocabulary and unfamiliar pronunciation, contributed more to reading anxiety than the personal sources of reading anxiety.

The fourth study was conducted by Sabti et al (2019) This study aimed to examine individual differences in Iraqi EFL learners' writing anxiety, writing self-efficacy, and writing achievement motivation in the Iraqi EFL context. A quantitative approach, specifically the correlation design, was employed to examine the above mentioned relationships. The sample of the study comprised 100 Iraqi undergraduate students majoring in English language from two Iraqi public universities. The findings of this study discovered that the higher the writing anxiety level, the poorer the writing performance, whereas the higher the

writing self-efficacy and writing achievement motivation level, the better the writing performance. The findings of this study also indicated that both writing self-efficacy and writing anxiety, and writing anxiety and writing achievement motivation were negatively correlated, whereas writing self-efficacy and writing achievement motivation were significantly and positively correlated.

Another study was conducted by Indriyaty (2016). This study investigated students anxiety in speaking English in one Hotel and Tourism College in Bandung. This study examined types of anxiety, and source anxiety. This study was implementing characteristic of a case study. The data were obtained through observation of class interaction and interview. The study revealed two findings related to research questions. First, two types of anxiety were evidenced, for examples are trait anxiety and state or situational anxiety. Second, the students' anxiety in English speaking class was derived from three main sources of anxiety, for examples are communication apprehension, test anxiety and fear of negative evaluation. More over, as the interview data revealed, lack of vocabularies and lack of preparation have also contributed to students' anxiety in speaking.

Based on the five previous studies, it can be concluded that anxiety can affect students' learning abilities in English as a Foreign Language, either in speaking, reading, or in taking the EFL class test. Therefore, this study aims to investigate the anxiety that affects the writing skills of 10th grade students of SMAN 1 Prambon, including the level and of anxiety experienced by students in writing, as well as to find the teacher strategies to help them overcome their writing anxiety.

Methods

This study used a qualitative descriptive design with case study. According to Cresswell (2007), qualitative research is an investigation of understanding carried out based on different investigative methodological traditions that aim to explore social or human issues. Then, he explained that the case study is a research for explore a particular phenomenon (case) in a time and activity (programs, events, processes, institutions or social groups). Therefore, this qualitative research was conducted in SMAN 1 Prambon, which is located on Jl. Ahmad Yani No. 1 in Sugih waras, Kec. Prambon, Kab. Nganjuk. The subject of this

research is 10th grade students of the school.

For data collection, this study did two steps, including distributing questionnaire and interview. First data collection is questionnaire. The type of questionnaire used in this study is a questionnaire with closed questions (multiple questions). According to Siniscalco and Auriat (2005), closed questions ask the respondent to choose among a possible set of answers, the response that most closely represents his/her viewpoint. The respondent is usually asked to tick or checklist the chosen answer. Meanwhile, the questionnaire that was given to respondents is Second Language Writing Anxiety Inventory (SLWAI) by Cheng (2004). SLWAI which was invented by Cheng (2004) was the first valid instrument for measuring writing anxiety, especially in second or foreign languages.

The questionnaire consists of 22 items and follows a Likert-type 5-choice response format: 1 (strongly disagree), 2 (disagree), 3 (neither agree nor disagree), 4 (agree), and 5(strongly agree). The distribution of items across three subcategories is as follows: Cognitive Anxiety (1,3,7,9,14,17,20,21), Somatic Anxiety (2,6,8,11,13,15,19), and Avoidance Behavior (4,5,10,12,16,18,22) (Cheng, 2004). Questionnaires were given to students of class X-6 by entering their class. Previously, instructions were given to students to fill out a questionnaire via Google Form and explained in detail how to fill in the questions in it. At the school, students are allowed to bring cellphones to class so they can fill out the questionnaire immediately. The time allotted to fill out the questionnaire is one day, in anticipation of student delays in filling data, which could slowdown data collection.

The second data collection is interview. In interviews, an instrument is needed in the form of an interview guideline. Interview guidelines play an important role so that the questions in the interview can be structured properly. With open-ended questions, interviews were conducted by asking the opinion of the informants about events or facts. In this study, semi-structured interviews were conducted with teachers and 10th grade students, with the list of open-ended questions. Open-ended questions that will be given are based on research questions. Semi-structured interviews were conducted to reveal the students' anxiety levels when writing. A list of question also will be given to the teachers to find out what are the strategies to help students overcome their writing anxiety. To minimize misunderstandings, the interview began with basic questions based on a formula and students were interviewed in Indonesian, also the students were allowed to speak freely.

Casual conversation was carried out to adjust to the students when the interview takes place. So that they can be more relaxed and willing to be open in the interview. Conversation was done to strengthen the information obtained if students are not forthright about the open-ended question. As the result, it can be known more deeply what they really feel in detail.

In addition, teachers were also given by open-ended questions to reveal what solutions they use to overcome writing anxiety in students. Interview with teachers was conducted in their free time when they did not have a teaching schedule. Before giving questions according to the guidelines, the teacher was invited to chat casually about how the class' condition while in writing practice. This conversation aims to find out more deeply how the teacher's perspective in understanding the character of students.

For analyzing data, this study did some steps. The first data analysis is triangulation. According to Bachtiar (2010), Triangulation is essentially a multi-method approach carried out by researchers when collecting and analyzing data. The basic idea is that phenomena are studied can be well understood so that a high level of truth is obtained if approached from various points of view. This study uses methodology triangulation, namely comparing, re- checking the degree of trust in information obtained from different data collection. To find out the validity of the data about students' anxiety levels, a comparison will be made between the results of the questionnaire and the results of interviews conducted with students.

The second step is data reduction. This analysis is a data selection process which is defined as a process that focuses on simplification, abstraction, and transformation of raw data that appears in written records in the field. Data reduction in this study was carried outby summarizing, identifying points, and focusing on the level of students' anxiety in writing along with the strategies to help them overcome their writing anxiety. It was select the most appropriate data for analysis from the total amount of data collected. This analysis is carried out to select the data obtained through collecting data that is deemed necessary and removing unnecessary data, so the conclusions can be drawn and data verification can be carried out.

The third element of the qualitative data analysis is data display. This phase provides an ordered and structured data set from which conclusions can be drawn. As with data reduction, the creation and use of data presentation cannot be separated from analysis.

Presentation of data in this study is presented in the form of brief descriptions of research results related to the level and the solution of students' anxiety in writing narrative texts. Presentation of data aims to facilitate researchers in understanding the writing anxiety experienced by to form display data, this research analyzes and interprets data obtained from questionnaire and interviews carried out in the data analysis of students' writing anxiety. Star from the interpretation of the data about the level of writing anxiety they experience to how to help they overcome their writing anxiety.

For questionnaire, it was calculated from total score of SLWAI questionnaire from each student. It is used to range the level of students' writing anxiety. It consists of 22 items, and there are seven items (1, 4, 7, 18, 19, 21, 22) in SLWAI which are negatively worded and require reverse scoring before being summed up to yield the SLWAI total score. This study took 35 participants, namely all students in class X-6 to fill out the questionnaire. A total score above 65 indicates a high level of writing anxiety; a total score below 50 indicates ahigh level of writing anxiety, and a total score in-between indicates a moderate level of writing anxiety.

The last step is conclusion drawing. Drawing conclusions in this research is the form of a description of an object that has been examined clearly. In this research, conclusion drawing was done by concluding and collecting data which is the essence of data collection about the levels and types of anxiety experienced by students in writing narrative text. Conclusion drawing was carried out by examining all the items with the same code, then merging these categories and finding of the relationship between the categories. Then, the relationship between the categories is told narratively and make connections between the stories. The relationships that were explained narratively are the relationship between students' cognitive abilities and the symptoms of writing anxiety experienced by them, then the relationship between those symptoms and categorization of levels of writing anxiety, as well as the relationship between teacher perceptions and ways to overcome writing anxiety experienced by students. In the end, research results and conclusions about the levels and types of writing anxiety, also the solutions to overcome the writing anxiety can be obtained through this step to answer the research questions.

Result and Discussion

To find out about the level of writing anxiety in students, a questionnaire link was distributed using the SLWAI (Second Language Writing Anxiety Inventory) questionnaire by Cheng (2004) and interviews were conducted with students.

For SLWAI questionnaire, measurement through it has been proven valid for measuring the level of writing anxiety and finding out the types of writing anxiety. The following is a table showing descriptive statistics from the SLWAI questionnaire.

Table 1. Descriptive Statistic of SLWAI

Level of Anxitety	Range	Numberof Students	Minimum Score	Maximum Score	Mean
High Anxiety	≥65	21	70	80	73 ≥65
Moderate Anxiety	50-64	13	52	65	60 ≤65
Low Anxiety	≤50	1	49	49	49 ≤50
TOTAL		35	49	80	68

To find out about the level of writing anxiety in students, a questionnaire link was distributed using the SLWAI (Second Language Writing Anxiety Inventory) questionnaire by Cheng (2004) and interviews were conducted with students.

Table 2. Codes of The Respondents

No.	Initial Codes of The Respondents' Name	Level of Writing Anxiety
1.	ADN	HighLevel
2.	DNAPP	HighLevel
3.	MAP	HighLevel
4.	SK	ModerateLevel
5.	WBW	LowLevel

Based on the students' answers in the interview, it can be concluded that there are 3 students who experienced high level writing anxiety, 1 student who experienced moderate writing anxiety, and 1 student who experienced low writing anxiety. Three students who showed indications of a high level of writing anxiety, namely students with the initials ADN, MAP, and SK said that they lack of confidence in their writing abilities. "I lack of confidence when writing if there are no examples. I'm afraid I wrote the wrong spelling," said ADN. They felt insecure about their writing abilities and the factors that caused them to be insecure such as the lack of understanding of the spelling vocabulary experienced by ADN. Then, MAP feels less confident because of a lack of knowledge about the topic to be written. She said, "I would feel very anxious if I was asked to write down what I did not understand. "Meanwhile, the lack of vocabulary is an obstacle for the three students. According to SK's answer when she asked about how is her feeling when writing, she said "I find it quite difficult because of the lack of vocabulary that I did not understand."

Apart from that, they also feel pressured by the desire to write well, which creates anxiety and even leads to the panic they have felt. As stated by MAP, when she was asked whether she had high expectations for her writing or not, she answered "of course I have high expectations for my writing, so I do not want to make a mistake." It can be concluded from her answer that she wants to do her best, so MAP feels pressured by the desire to write perfectly. But, when they find difficulties in writing, they have different feelings. "I would feel panicked and I would not know what to write," ADN said. Meanwhile, MAP will feel scared if she could not find a solution, as she said "I'm afraid if I do not find a solution and be left behind by other friends." And SK stated, "I'm confused, but I will trying my best to find a solution.". Besides that, time pressure to write is also a factor in the emergence of anxiety in them. "My writing skill is not good if I have to write under limited time," MAP stated.

Whereas for student who experience moderate writing anxiety such as DNAPP feels quite confident in her writing abilities, even though she thinks that her writing abilities is average. "In my opinion, my skills in writing are not very good but you could say I can do it and understand what I have to write," she stated. She has experienced anxiety, but it does not reach the panic stage like students who experience high anxiety. When she was asked "Is

writing a difficult activity for you?", DNAPP answered "Not really. But I have a problem because there are some vocabularies that I have never heard of before." So it can be concluded that the obstacle experienced by her when writing is a lack of vocabulary. DNAPP also feels pressure to write well, but that pressure does not make her feel anxious. Instead, she made it a motivation to do her best. As she stated, "if I make a mistake, then it will be a lesson for me in the future." But there is still a feeling of worry when she made a mistake. "I want to do my best. So I'm worried that there are mistakes in my writing," DNAPP said. If required to write within a limited time, she stated "I will be worried, but I will try my best to finda solution."

Then, there is a student with the initials WBW has low writing anxiety. He stated, "I think that writing is really fun and pretty easy for me." Beside that, WBW also said that his writing skill is average, but at least he knew what he wanted to write. "In my opinion, my skills in writing English can be said to be average, but you could say I know what I'm writing and understand what I have to do," he said. It can be concluded that he has topical knowledge. When facing difficulties in writing, he will try to find ways to overcome these difficulties. As explained by him, "I felt that I had to find a way to overcome those difficulties." Perhaps the time pressure would make him feel anxious, but he would write as best as he can. When he was asked with a question about whether or not he ever experienced anxiety, WBW said, "Yes, I have. It happens when the time limit for writing is about to run out." Then, he also had high expectations for his writing, but would not feel pressured by the desire to write perfectly. "I have high expectations for my writing. But, I'm not too afraid to make mistakes," he stated.

From the scores obtained through the SLWAI questionnaire and interviews, it can be concluded that the anxiety level of students in class X-6 at SMAN 1 Prambon is high. Students experience high levels of anxiety caused by several factors, such as low self-confidence, language difficulties which include lack of vocabulary and lack of knowledge about spelling, lack of topical knowledge, pressure of perfect work, and pressure of limited time.

To find out about the teacher's strategy to help students overcome writing anxiety, an interview was conducted with the teacher. He explained that there are several strategies

used to overcome the difficulties students experience when learning, include memorizing vocabulary sessions at every meeting, giving random questions to help students develop their ideas, providing writing exercises with layouts and pictures to practice their writing skills, giving motivation in every assessment, doing icebreaking, and play games.

The first strategy is memorizing vocabulary sessions to make the students used to increasing their vocabulary. Because according to him, "The lack of vocabulary is an obstacle that is often experienced by students when learning to write." He helps students enrich their vocabulary by his strategy that was he made. "I asked them to write down many vocabularies they have learned in a day with its meaning according to the theme of the text. Then, I will ask them to memorize within 10 minutes and select students to come forward at random to say the vocabulary they have memorized." teacher stated.

The second strategy is giving random questions to help students develop their ideas. This strategy aims to overcome language difficulties in students. According to him, "Language can be mastered through habit. So I teach the habit of using English in every meeting by giving random questions." The use of random questions is to give the stimulus for students to convey their ideas according to the topic being discussed. The teacher will set aside about 5 to 10 minutes in each meeting to give random questions to students. To overcome students' nervousness when given random questions, the teacher will create an atmosphere as comfortable as possible by giving simple questions according to students' understanding. "For giving random questions, I give simple questions to them. For example like "What is your favorite food?" Then I asked them to describe how the food they like is. So that students can enjoy answering random questions from me.

To help students increase their confidence when facing a writing test in a limited time, the teacher provides writing exercises by presenting layouts or pictures as a way to get students to express their ideas. "Through these writing exercises, I accustom students to expressing their ideas through writing and applying what the teacher has taught." he stated. This strategy can make students accustomed to writing and help them to reduce their anxiety caused by a lack of writing ability.

The next strategy is giving motivation and feedback to instill self-confidence in students who lack confidence in their writing abilities. The teacher explained that he would provide

motivation in every assessment given to students. He stated, "I will check their work and provide constructive criticism, suggestions and deliver them in words that can build students' enthusiasm for learning." According to him, "Students' lack of confidence happens because they don't know how to write well. So, I must convince students that they can definitely do it."

The teacher also has a strategy to overcome boredom in students when receiving material, so that they can understand the material well. The teacher will do ice breaking and play games. "I usually ask them to play board games. I will ask students to read a text, then divide students into 4 groups. Students in each group come forward to compete in writing a description of the object from the text they read. Students are given 5-10 minutes to write in turns. The group with the most descriptions will be the winner." This game is useful for developing their ability to describe objects or develop an idea. So they can avoid writing anxiety because they are used to practice the ability to develop ideas.

In addition to the teacher's statements about teaching strategies to overcome students' writing anxiety, students also expressed their opinions about what the teacher doing the class to help them overcome writing anxiety. The student with the initials WBW with low writing anxiety stated, "What my teacher does is explain the material first, then he will give examples of questions, and the last session is a question and answer session." Then AND with high writing anxiety also added, "The teacher will go around to see the progress of each student and explain the material again." Through the statements of the two students, it can be concluded that the teacher pays close attention to how students understand and develop learning. The teacher goes around to observe how student understand, and re-explains the material if it is seen that there are students who still do not understand what he is saying. Then to help students understand the material, the teacher has two strategies. "The teacher will tell us to come forward to write questions to him on the blackboard," said DNAPP. Then WBW said, "The teacher has a strategy. Students who do not understand will be given questions on the blackboard and told to come forward, and if the students' answer is wrong, the teacher will correct their answer and he will give explanations."

Conclusion

Based on the findings and discussion of this study, this chapter concludes the results of data analysis to answer the research questions of this study. First is the level of students 'writing anxiety. Writing anxiety is a common issue that is often experienced by EFL or ESL learners. Through this research, it can be concluded that there is a high level of writing anxiety in students of class X-6 at SMAN 1 Prambon. The SLWAI test showed that the mean of all students' total scores was 68, which is higher than the average range of the SLWAI test. The causes of high level of writing anxiety in students include low self-confidence, language difficulties which include lack of vocabulary and lack of knowledge about spelling, lack of topical knowledge, pressure of perfect work, and pressure of limited time.

Then, there are several teaching's strategies to help students overcome their writing anxiety, include memorizing vocabulary sessions at every meeting, giving random questions to help students develop their ideas, providing writing exercises with layouts and pictures to practice their writing skills, giving motivation in every assessment, doing ice breaking and play games.

In addition to providing findings related to the level of students' writing anxiety and teacher's strategies in helping students overcome their writing anxiety, this study has several draw backs, including the number of participants as are search sample is not large so that the scope of research is not wide enough. Then, it is necessary to observe teacher's strategies to strengthen the data from the interviews. Unfortunately, observations could not be made due to constraints, so interviews with students were conducted to strengthen the data.

References

Adas, D., Bakir, A. (2013). Writing Difficulties and New Solutions: Blended Learning as an Approach to Improve Writing Abilities. *International Journal of Humanities and Social Science* (Vol.3, Issue 9). Retrived From: www.ijhssnet.com.

Alshahrani, S., Baccaglini, L. (2014). Psychological Screening Test Results for Stress, Depression, and Anxiety are Variably Associated with Clinical Severity of Recurrent Aphthous Stomatitis and Oral Lichen Planus. *Journal of Evidence-Based Dental Practice* (Vol.14, Issue 4). Retrieved From: https://doi.org/10.1016/j.jebdp.2014.10.004

Creswell, J. W., Hanson, W. E., Clark Plano, V.L., & Morales,A. (2007). Qualitative Research Designs: Selection and Implementation. *The Counseling Psychologist*, 35 (2), 236-264.

Cheng, Y. S. (2004). A Measure of Second Language Writing Anxiety: Scale Development and Preliminary Validation. *Journal of Second Language Writing*,13(4),313-335.

Daly, J. A., & Miller, M. D. (1975). TheEmpirical Development of An Instrument to Measure Writing Apprehension. *Research in the Teaching of English*,9(3),242-249.

Freeman, D. (1989). Teacher Training, Development, and Decision Making: A Model of Teaching and Related Strategies for Language Teacher Education. Book Notice 133, 23, (1), 27. Retrieved From: http://ndl.ethernet.edu.et/bitstream/123456789/79488/9/Vol_23_1%20%28for%20syllabus%29.pdf#page=28

Hassan, B. A. (2001). The Relationship of Writing Apprehension and Self-Esteem to the Writing Quality of EFL University Students. *Mansoura Faculty of Education Journal*(4),1-38.

Hayat A. (2017). Kecemasan dan Metode Pengendaliannya. *Khazanah: Jurnal Studi Islam dan Humaniora. Banjarmasin*: Institut Agama Islam Negeri Antasari,12(1),52- 54.

Horwitz, E.K., Horwitz,M.B., and Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), 125-132. Retrived From: https://doi.org/10.2307/327317

Issac, J. C. (2010). Methods and Strategies of Teaching: An Overview. Pondicherry University Press.

Indriyaty, S. (2016). Students'anxiety in Speaking English (A Case Study in One Hotel and Tourism College in Bandung). *Eltin Journal: Journal of English Language*

Teaching in Indonesia,4(1).

Imsa'ard, P. (2020). Being an Effective Writing Teacher: Understanding Writing Theories behind the Product, Process, and Genre Approaches. *International Journal of Linguistics and Translation Studies* (2),35–47. Retrived From: https://doi.org/10.36892/ijlts.v1i2.31.

Oteir, Nasr I., and Otaibi, Al Nijr A. (2019). Foreign Language Anxiety: A Systematic Review. *Arab World English Journal (AWEJ)* Volume,10.

Rezaei, M., Jafari, M. (2014). Investigating the Levels, Types, and Causes of Writing Anxiety Among Iranian EFL Students: A Mixed Method Design. *Procedia-Social and Behavioral Sciences*, 98, 1545-1554.

Sabti, A. A., Md Rashid, S., Nimehchisalem, V., Darmi, R. (2019). The Impact of Writing Anxiety, Writing Achievement Motivation, and Writing Self-Efficacy on Writing Performance: A Correlational Study of Iraqi Tertiary EFL Learners, 10(1), 1-13 Retrived From: https://doi.org/10.1177/2158244019894289.

Salehi, M., Marefat, F. (2014). The Effects of Foreign Language Anxiety and Test Anxietyon Foreign Language Test Performance. *Theory and Practice in Language Studies*,4(5).

Siniscalco, M.T., & Auriat, N. (2005). Questionnaire design. *Quantitative Research Methods in Educational Planning*,(8).

Sivaci, S. (2020). The Effects of Peer Feedback on Writing Anxiety Levels of Pre-Service English Teachers. *In The Reading Matrix: An International Online Journal* (Vol. 20, Issue2).

Wahyuni, S., Umam, C. (2017). An Analysis on Writing Anxiety of Indonesian EFL College Learners. *JEELS (Journal of English Education and Linguistics Studies)*. Indonesia: IAINKediri, 4(1).105-128

Zemni, B., Alrefaee, Y. (2021). Investigating the Source of Reading Anxiety among Undergraduate Saudi Female EFL Students in Translation Departments, (Vol. 15,Issue5), 65-77

Zheng, Y., Cheng, L. (2018). How Does Anxiety Influence Language Performance? From the Perspectives of Foreign Language Classroom Anxiety and Cognitive Test Anxiety. *Language Testing in Asia (1)*, (1-19) Retrived From: https://doi.org/10.1186/s40468-018-0065-4.