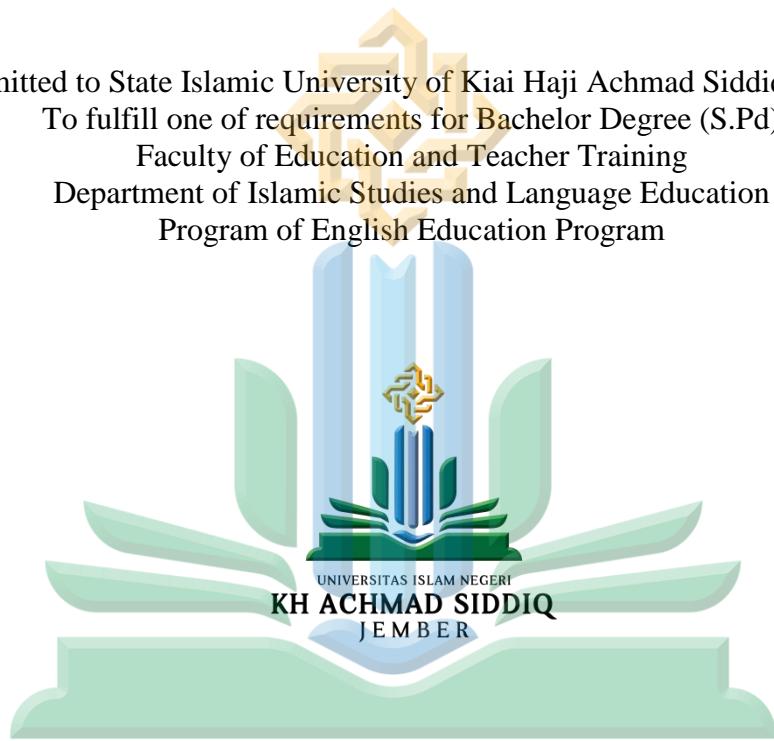


**EXPLORING THESIS WRITING ANXIETY OF THE EIGHT SEMESTER
STUDENTS IN ELT IN THE 2023-2024 ACADEMIC YEAR
AT UIN KIAI HAJI ACHMAD SIDDIQ JEMBER**

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
To fulfill one of requirements for Bachelor Degree (S.Pd)
Faculty of Education and Teacher Training
Department of Islamic Studies and Language Education
Program of English Education Program



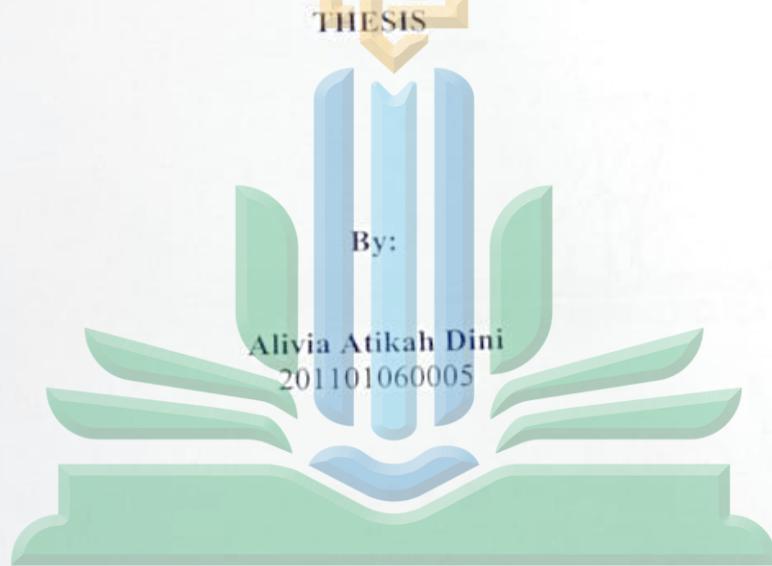
UNIVERSITAS ISLAM NEGERI
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STATE OF ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
2025

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EXPLORING THESIS WRITING ANXIETY OF THE EIGHT SEMESTER
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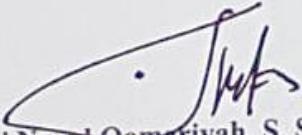
THESIS

Has Been Examined and Approved by the Board Examiners in Partial
Fulfillments of the Requirements for Bachelor's Degree (S. Pd.)
Faculty of Education and Teacher Training
Department of Islamic Studies and Language Education
Program of English Education

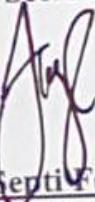
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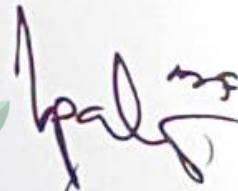
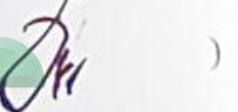
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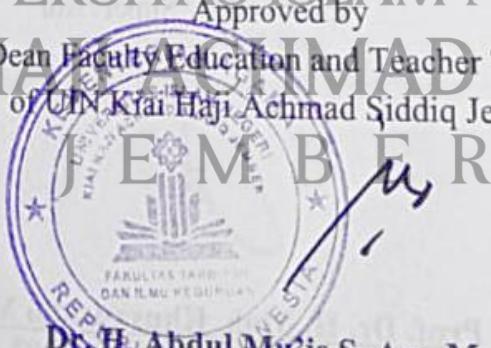
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MOTTO

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ
وَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ شَرًّا يَرَهُ

“Whoever does a good deed as heavy as a particle, he will see (reward) it.”¹

QS. Az- Zalzalah : 8



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¹ Muhammad Muhsin Dr. Muhammad Taqi-Ud-Din Al Hilali and Khan, ‘Translations of the Meaning of The Noble Qur‘an in English Language.Pdf’, p. 841.

DEDICATION

I dedicated this thesis to:

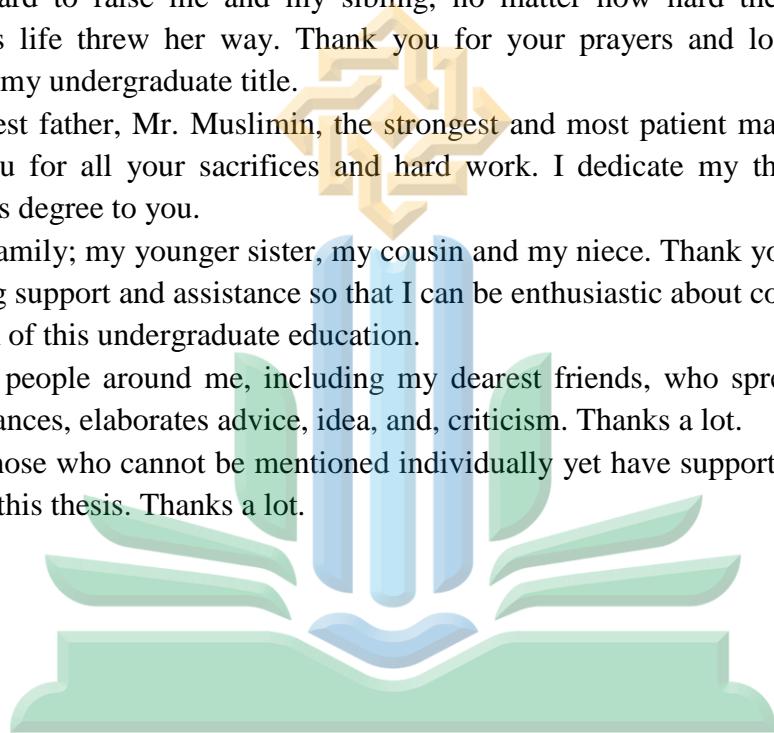
My dearest mother, Mrs. Ririn Wahyuningsih. The strongest hero in my life. She fought hard to raise me and my sibling, no matter how hard the storms and hardships life threw her way. Thank you for your prayers and love. She also deserves my undergraduate title.

My dearest father, Mr. Muslimin, the strongest and most patient man in my life, thank you for all your sacrifices and hard work. I dedicate my thesis and my bachelor's degree to you.

My big family; my younger sister, my cousin and my niece. Thank you for always providing support and assistance so that I can be enthusiastic about completing the final task of this undergraduate education.

All kind people around me, including my dearest friends, who spreads positive circumstances, elaborates advice, idea, and, criticism. Thanks a lot.

Lastly, those who cannot be mentioned individually yet have supported the writer to finish this thesis. Thanks a lot.



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The author acknowledges that this thesis is not yet perfect, both in terms of content and language. For the sake of improvement, the author welcomes any criticism and suggestions. It is hoped that this thesis will be helpful for future researcher.

May Allah reward all the kind and extraordinary efforts of those who assisted me in completing my thesis.

Jember, 21st of November 2025

Researcher

ABSTRACT

Alivia Atikah Dini, 2025: Exploring Thesis Writing Anxiety of the Eight Semester Students in ELT in the 2023-2024 Academic Year at UIN Kiai Haji Achmad Siddiq Jember

Key words: writing Anxiety, thesis writing proposal

Writing is one of the skills in learning English that has to be mastered by students, especially for undergraduate students. Writing is the most difficult subject. Writing anxiety is a word used to describe one or more thoughts, feelings, or actions that make it difficult for a person to start, work on, or finish a writing assignment of which they are intellectually capable.

Therefore, this research raises three research questions: (1) 1. What are the type of students writing anxiety in writing a thesis of the eight semester students in ELT at UIN Kiai Haji Achmad Siddiq Jember?, (2) What are the causes of writing anxiety in writing a thesis of the eight semester students in ELT at UIN Kiai Haji Achmad Siddiq Jember?, and (3) What are the strategies to cope writing anxiety in writing a thesis of the eight semester students in ELT at UIN Kiai Haji Achmad Siddiq Jember? Then, the research objectives are: (1) To analyze the type of students writing anxiety in writing a thesis of the eight semester students in ELT at UIN Kiai Haji Achmad Siddiq Jember , (2) To analyze the causes of writing anxiety in writing a thesis of the eight semester students in ELT at UIN Kiai Haji Achmad Siddiq Jember, (3) To analyze the strategies to cope writing anxiety in writing a thesis of the eight semester students in ELT at UIN Kiai Haji Achmad Siddiq Jember

This research employed descriptive-qualitative as the method of the research. It was conducted in UIN Kiai Haji Achmad Siddiq Jember. The data were gathered by observation, interview, and document review. Source and technique triangulation were used to validate the data.

Based on the interview results, eight-semester students reported with the most common type of cognitive feeling experienced by students. It was also discovered that three factors and strategies to cope students' writing anxiety: (1) linguistic difficulties with the strategies were learning more grammar and reading more research results, (2) time pressure with the strategies was trying to compose text extensively. and (3) fear of lecturers' negative comment with the strategies was consulting more to the supervisor intensively.

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CHAPTER I

INTRODUCTION

A. Research Background

Writing is one of the skills in learning English that has to be mastered by students, especially for undergraduate students. Writing a thesis is an important stage in completing a postgraduate program in accordance with the Ministry of Education and Culture Regulation of the Republic of Indonesia Number 49 of 2014 about the National Higher Education Standards Article 45 Paragraph 4, it state that the final assignment or a thesis is a form of research that must be passed through certain standards and fulfill rules and regulation in collage.² This is the stage where an undergraduate student explores study or research in the field.

This tends to be an individual learning experience where a student undergoes several sequential activities starting from choosing a topic, making a research proposal, doing the research and completing the thesis proposal. Researchers must choose one of the most interesting problems to use as a title in order to produce research that contains interesting topics for the public to read. Writing a thesis provides learning experiences for students in solving every existing problem scientifically. The requirement to write a thesis intended so that students are able to apply their knowledge and abilities what they have obtained

² Agnes Riska Pravita and Paulus Kuswandono, 'On Undergraduate Thesis Writing':, *JEELS* (*Journal of English Education and Linguistics Studies*), 9.1 (2022), pp. 1–25.

while at university is in accordance with the scientific disciplines, they have in the reality they face.³

Writing is the most difficult subject. According to Dewi, the ability to write in foreign language is more complicated than the ability to speak, listen and read.⁴ It is hard to make the students can write well because it involves many components such as structure, vocabulary, punctuation, and spelling. Students also often experience writing anxiety. They are afraid of getting negative assessment, lack of mastery of writing technique, knowledge of the topic's discussion and lack of writing practice in a foreign language.⁵ Of course, when completing a thesis, some students cannot be separated from the problems and obstacles they experience, all of these are very different and vary between students.

Regarding writing challenge, that English student are more likely to experience difficulties at the paragraph writing stage than at the searching or getting ideas stage. Students must change to the target language using the correct language structure. Therefore, most foreign language students experience difficulties in preparing paragraph. Obstacles that arise during the thesis writing mean that the thesis work process does not go according to plan. Students usually face the problems that hinder them by avoiding it, this is a form of the student not being able to make appropriate adjustments. If it continuously it will be anxiety.

³ Inggi Ramadhani Widigda and others, 'Kecemasan Mahasiswa Pendidikan Matematika Universitas Riau Kepulauan Dalam Menghadapi Skripsi', *Jurnal Pendidikan Matematika Dan Sains*, 6.2 (2018), pp. 190–99.

⁴ Dewi Popita Sari, 'An Analysis of Writing Anxiety of the Second Semester Students' At English Language Education Study Program of FKIP UIR', 2020.

⁵ Sonny Elfiyanto Prasyifa Khabibatul Lutfa, Kurniasih, 'An Analytical Study of Students' Writing Anxiety When Writing An Undergraduate Thesis', X.X (2024), pp. 1–9.

Hence, in this current era, languages are extra vital in communication. Language is a tool for expressing thoughts, feelings, and data. As Islamic belief, in surah Ar-Rahman verses three to four refer to Allah has also taught humans to become creatures who are eloquent; this has been explained in His words:

حَكَّ الْإِنْسَانُ (٣) عَلَمَهُ الْبَيْانَ (٤)

Meaning: “He created human (3) He taught him eloquent speech (4).⁶

The verse underlies that the word al-bayan in the verse above represents human identity. In verse 3 humans are created and then continued with verse 4, this indicates that language is something special and very important which is an inherent characteristic of humans. Tafsir al-Mawardi explains the word albayan which is meant by several meanings including intelligence in speaking, writing, guidance, reason, explanation of self and environment, and humans are created not to know then taught the way of knowledge.

Writing anxiety is a word used to describe one or more thoughts, feelings, or actions that make it difficult for a person to start, work on, or finish a writing assignment of which they are intellectually capable.⁷ It's true that feeling anxious when writing on a thesis makes things uncomfortable. The discomfort causes a decrease in concentration and problem-solving skills during the procedure. The thesis process becomes shattered when this skill is lost. In another research, it can be said that anxiety is an emotional state that has the characteristics of physiological arousal, unpleasant feelings of tension, and feelings of apprehension

⁶ Muhammad Taqi-Ud-Din Al Hilali and Khan.

⁷ Atin Kurniawati and Arief Eko Priyo Atmojo, ‘EFL Thesis Writing Anxiety: Causes, Effects, and Coping Strategies’, *EnJourMe (English Journal of Merdeka) : Culture, Language, and Teaching of English*, 7.2 (2022), pp. 137–51, doi:10.26905/enjourme.v7i2.8004.

that something bad will happen.⁸ There are three types of writing anxiety comprising cognitive anxiety, somatic anxiety, and avoidance anxiety. Some researcher explain that the Second Language Writing Anxiety Inventory (SLWAI) fulfills to a three-dimensional conceptualization of anxiety, namely: cognitive, somatic, and avoidance behavior.⁹ Students in writing a thesis experience anxiety in the form of feelings of inferiority, feeling more foolish, feeling incapable of finishing the thesis, feeling sad, restless mind, feeling insecure, suddenly having a headache, easily getting angry and offended. In particular, anxiety is known to have a significant impact on L1 learners' writing performance. In addition, feelings of anxiety have been identified as a negative influence on EFL writing performance.¹⁰ So, it is important to know students' anxiety in writing, because students' anxiety will affect their writing performance.

Before conducting the research, the researcher conducted observations on the related participants, namely the final semester students who were writing their thesis. The researcher found several problems in overcoming their anxiety when writing in English. Several students also expressed their anxiety during the writing process.

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⁸ Fauzi Marjan, Afrizal Sano, and Ifdil Ifdil, 'Tingkat Kecemasan Mahasiswa Bimbingan Dan Konseling Dalam Menyusun Skripsi', *JPGL (Jurnal Penelitian Guru Indonesia)*, 3.2 (2018), p. 84, doi:10.29210/02247jpgi0005.

⁹ Yulina Oktaviani Harahap and Hermawati Syarif, 'Students' Anxiety in Writing Introduction of Thesis Proposal at Universitas Muslim Nusantara Al-Washliyah Medan', *Proceedings of the 67th TEFLIN International Virtual Conference & the 9th ICOELT 2021 (TEFLIN ICOELT 2021)*, 624 (2022), pp. 228–32, doi:10.2991/assehr.k.220201.041.

¹⁰ Hanifah Ummul Khaireh and Sitti Fatimah, 'Students' Writing Anxiety Levels, Types, and Causes in Writing Undergraduate Thesis Proposal: A Study at English Language and Literature Department', *Journal of English Language Teaching*, 11.2 (2022), pp. 272–85, doi:10.24036/jelt.v11i2.117430.

From the results of interviews with several students who are writing their theses, especially final semester in English Department at UIN KHAS Jember students, several problems were found during the writing of their thesis. The first is the lack of vocabulary mastery, the majority of obstacles to completing a thesis are one of the lacks of mastery of vocabulary in English. Students think that it is very difficult to master a lot of vocabulary. For example, when students want to compose sentences into paragraphs, they feel anxious because of the limited vocabulary they have. Students also say that sometimes they feel anxious about choosing the right vocabulary to compose the sentence.

The second, the problem is the lack of comprehensive grammar understanding; students stated that they have not mastered many tenses. Students face difficulties when writing sentences and do not understand how to choose the right tense in English sentences. They said that making English sentences is not easy, because they must know the tenses to be able to write correct sentences. In addition, some students who have known some tenses said that they feel anxious in applying the right tense, the explanation above is claimed as one of their problems in writing anxiety.

The third, students do not understand how to elaborate ideas. Most students have difficulty in exploring their ideas when using vocabulary and grammar. Students do not understand how to combine vocabulary and grammar to explore from sentences to paragraphs. In addition, students consider their ignorance in exploring ideas to be a bad influence on them, and writing anxiety prevents them from writing English sentences.

From the explanation above, the obstacles and problems experienced by students make students afraid and worried about the delay in completing the targeted final thesis. Therefore, these three obstacles trigger anxiety in the students themselves. Anxiety is a disturbance of the natural feeling characterized by feelings of deep and ongoing fear or worry, without experiencing disturbances in assessing reality, personality remains intact, behavior can be disturbed but still within normal limits.¹¹ Thus, anxiety is actually a fear that is created by oneself which can be characterized by always feeling worried and afraid of something that has not happened.

Based on the explanation above, the writer interested in conducting research and titled “Exploring Thesis Writing Anxiety of the Eight Semester Students’ in ELT at UIN Kiai Haji Achmad Siddiq Jember”.

B. Research Question

The research question on this study were formulated in the following research question:

- 1) What are the type of students writing anxiety in writing a thesis of the eight semester students in ELT at UIN Kiai Haji Achmad Siddiq Jember?
- 2) What are the causes of writing anxiety in writing a thesis of the eight semester students in ELT at UIN Kiai Haji Achmad Siddiq Jember?
- 3) What are the strategies to cope writing anxiety in writing a thesis of the eight semester students in ELT at UIN Kiai Haji Achmad Siddiq Jember?

¹¹ Widigda and others.

C. Research Objective

The research objectives of the study are:

- 1) To analyze the type of students writing anxiety in writing a thesis of the eight semester students in ELT at UIN Kiai Haji Achmad Siddiq Jember
- 2) To analyze the causes of writing anxiety in writing a thesis of the eight semester students in ELT at UIN Kiai Haji Achmad Siddiq Jember
- 3) To analyze the strategies to cope writing anxiety in writing a thesis of the eight semester students in ELT at UIN Kiai Haji Achmad Siddiq Jember

D. Significant of The Research

This study can be advantageous for the students, lecturers and the other researcher.

- 1) For the students

The result could help the students to understand more about the level, the causes and the strategy to cope writing thesis anxiety by students when using English.

This research can also provide student's knowledge about how to make a good thesis based on the experiencing of previous student in the University level.

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The result of this study is helping the lecturer to get more information about the level, the causes and the strategies to cope writing thesis anxiety when student write English. So, the lecturer can be easier to explore the student's problem in the writing process.

3) For the other researcher

The results of this study are expected to help other researchers who want to research thesis writing anxiety and those who experience writing anxiety in writing anything other than writing a thesis.

E. Definition of Key Term

To easier understand the contents of this research and avoid misunderstandings, the researcher provides the following key terms.

1. Writing Anxiety

The term writing anxiety is one form of anxiety that occurs in English language learning. Writing anxiety is an uncomfortable emotion or feeling created by the fear of writing when students have to start, work on, or complete a given writing task.

2. Thesis Writing Proposal

Writing a thesis is an important stage or final assignment of an individual's experience in completing a postgraduate program in English language education. It should be started from choosing the topic, making the research proposal, doing the research and completing the thesis writing.

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CHAPTER II

RIVIEW OF RELATED LITERATURE

This chapter discusses previous studies and theories that support current research. This chapter has several titles. The first title describes a previous study who related to current research. The second contains several subtitles that discussion about the theories that are related to this research. These points will be discussed furthermore detail below:

A. Previous Research

There are several studies that have been carried out and related to this research. They are:

First, the journal written by Agnes Riska Pravita, Paulus Kuswandono, Universitas Sanata Dharma Yogyakarta, Indonesia 2022, entitled “Writing Anxiety and Academic Procrastination in Thesis Writing: The Role of Self-Regulation”. The researcher used quantitative study utilizing descriptive statistic method. The goal of the research is to find out how writing anxiety and academic procrastination influence students thesis writing and how they self-regulate them self to write their thesis. The result of this research suggests that the students had a high level of anxiety, with a score of 65.25, with avoidance behavior being the highest. From this research, researcher state that future researchers are urged to do further in-depth study on this issue since it is word researching. Lecturers also are urged to introduce students to different reading and writing techniques.

The Second, is journal by Atin Kurniawati, Arief Eko Priyo Atmojo, UIN Raden Mas Said Surakarta, Surakarta Indonesia 2022, entitled “EFL Thesis Writing Anxiety: Causes, Effect and Coping Strategies”. The researcher used narrative inquiry as the research method. The data were garnered through semi-structured interview. The data were analyzed by employing thematic analysis. The result of this research suggests that thesis writing anxiety caused by family and financial problems, full-time working duties and poor time management as well as unpleasant administrative staff service.

The Third research conducted by Prasyifa Khabibatul Lutfa, Kurniasih, Sonny Alfiyanto, English Education study program Universitas Islam Malang, Indonesia 2024, entitled “An Analytical Study of Students’ Writing Anxiety When Writing an Undergraduate Thesis”. This research used a qualitative method. The data were analyzed by checking the students answers to the questionnaires and be interviewed afterwards. The result of this research is a moderate level of writing anxiety. Four strategies are found in this research: 1) Taking a break to relax, 2) Controlling emotions, 3) Reading more resource, and 4) Finding support from others.

The fourth research was conducted by Dewi Popita Sari, English Language Teaching and Education, Universitas Islam Riau, Pekanbaru 2020, entitled “An Analysis of Writing Anxiety of Second Semester Students at English Language Education Study Program of FKIP UIR”. The objective of this research to find out writing anxiety of the second semester students at English Language study program of FKIP UIR. The research was conducted use mix method that consists

of descriptive research and qualitative research approach. The result from questionnaire showed that students know about types and causes of writing anxiety. They also get some benefits from knowing the types and causes of writing anxiety, such as it makes them to learn more and prepare themselves before writing. So, they become confident to write, without having the anxious feeling.

The fifth research was conducted by Yuliana Oktaviani Harahap and Hermawati Syarif, English Department, FBS Universitas Negeri Padang, Sumatra Barat, Indonesia 2021, entitled "Students' Anxiety in Writing Introduction of Thesis Proposal at Universitas Muslim Nusantara Al-Washliyah Medan". This research used descriptive research which aimed to describe and analyze the existed condition in the field. The data was carried out through an e-questionnaire and interview. The results of this research students' anxiety in writing introduction of thesis proposal were identified and classified based on several indicators related to the levels (high, moderate, and low), types (cognitive, somatic, and behavior avoidance). And causes of anxiety (low self-confidence, self-perception, and lack of knowledge) in writing background of thesis proposal.

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Table 2.1
Similarities and Differences Previous Research

| No | Researcher and Title | Similarities | Differences |
|----|---|--|--|
| 1. | Agnes Riska Pravita, Paulus Kuswandono (2022), entitled "Writing Anxiety and Academic | Both of researchers have the same topic is about the writing anxiety | The previous research was used quantitative study utilized descriptive |

| No | Researcher and Title | Similarities | Differences |
|----|---|--|--|
| | <p>Procrastination in Thesis Writing: The Role of Self-Regulation”.</p>  | <p>Both of researchers have similarities in the research subject</p> | <p>statistics. The goal of the previous research was to find out how writing anxiety and academic procrastination influence students' thesis writing and how they self-regulate themselves to write their thesis</p> |
| 2. | <p>Atin Kurniawati, Arief Eko Priyo Atmojo (2022), entitled “EFL Thesis Writing Anxiety: Causes, Effect and Coping Strategies”.</p> <p>UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ</p> | <p>Both of researchers have the same similarities present</p> <p>study explores how thesis writing anxiety causes delay in thesis writing completion along with its coping strategies.</p> | <p>The previous research used narrative inquiry as the research method, while this research will use qualitative descriptive</p> |

| No | Researcher and Title | Similarities | Differences |
|----|---|--|--|
| 3. | Prasyifa Khabibatul Lutfa, Kurniasih, Sonny Alfiyanto (2024), entitled “An Analytical Study of Students’ Writing Anxiety When Undergraduate Thesis” | <p>Both of researcher have similarities using qualitative method</p> <p>Both of researches focus on the level and coping strategies of writing anxiety</p> | The previous research did not explore the causes of writing anxiety |
| 4. | Dewi Popita Sari (2020), entitled “An Analysis of Writing Anxiety of Second Semester Students at English Language Education of FKIP UIR” | <p>Both of researches have similarities analyze of writing anxiety</p> <p>Both of researches using questionnaire as the research instrument</p> | <p>The subject of the previous research was second semester students, while the subject of this research is eight semester students</p> <p>The previous research used mix method as research design, while this research will use qualitative method</p> |

| No | Researcher and Title | Similarities | Differences |
|----|--|---|---|
| 5. | Yuliana Oktaviani Harahap, Hermawati Syarif (2021), entitled “Students’ Anxiety in Writing Introduction of Thesis Proposal at Universitas Muslim Nusantara Al- Washliyah Medan” | Both of researches use descriptive research | The previous research focus on writing introduction of thesis proposal, while this research focus on thesis writing |

By comparing the similarities and differences between the previous and this research, it can be seen that the novelty of this research focuses on exploring thesis writing anxiety of eight semester students at UIN KHAS Jember in the 2023/2024 academic year.

B. Theoretical Framework

1. Writing

a. Definition of Writing

There are four skills of language learning, those are listening, speaking, reading and writing. Writing is one of the four English language skills that must be mastered well in school, university, or other parts of writing that are needed. Writing is more complicated than other language skills. Writing also is a complex process that requires various skills. This is because EFL students must have accurate information, strong

arguments, and good knowledge of writing organization and mechanisms before conveying ideas in their writing. When writing, a writer usually follows the process of composing, forming, rereading, revising, and editing the text. Because of these activities, writing is called a creative activity.¹²

According to Fernando, Writing is a tool that stores words and shares knowledge throughout history. In addition, writing is the result of a complex brain process that involves many functions of the individual.¹³ In addition, writing can describe our situation. When we are in a situational condition, we can describe how our situation is formed through writing. Writing as a development process when we want to share ideas or share information to be communicated. So, through writing it can help students to communicate easily.

b. Purpose of Writing

Every activity has a purpose, so do writing. Generally writing has several main objectives. According to Hacker and Sommers stated that the

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- 1) As a tool to tell the reader about some information or news.
- 2) To convince the reader about something.
- 3) To amuse the reader.

¹² Yofita Christy Isgiarino, Bambang Yudi Cahyono, and Hasti Rahmaningtyas, 'Increasing EFL Students' Writing Skill Using Jigsaw and Online Searching Strategy', *IJEE (Indonesian Journal of English Education)*, 7.1 (2020), pp. 97–110, doi:10.15408/ijee.v7i1.16383.

¹³ Fernando Lopez Niño and Martha Elizabeth Varón Páez, 'Building Writing Skills in English in Fifth Graders: Analysis of Strategies Based on Literature and Creativity', *English Language Teaching*, 11.9 (2018), p. 102, doi:10.5539/elt.v11n9p102.

¹⁴ Diana Hacker and Nancy Sommers, *Rules for Writers*, 7th edn, 2011.

- 4) As a tool influence the reader to act.
- 5) To change the way to behave and act.
- 6) To investigate some information.
- 7) To claim something that has different views.
- 8) To appraise something.
- 9) To encourage the reader to do or to use something.
- 10) To appeal for the reader.
- 11) To suggest or recommend something.
- 12) To stimulate the reader to think more.
- 13) To devote what is perceived writer to reader.
- 14) To conclude something in a writing.

c. Component of Writing

To produce good writing, there are several aspects that the writer must pay attention to. Brown stated that there are five components in writing¹⁵. They are content, organization, grammar, vocabulary, mechanics.

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The content of the writing must be clear and easy to understand so that readers are not confused and can understand the information contained in the text. In addition, the resulting text must provide information that is reliable, substantive, and relevant to the problem being discussed.

¹⁵ Douglas H. Brown, *Language Assessment Principles and Classroom Practices*, 7th edn, 2004.

2) Organization

This second component requires the writer to use fluent written language, clearly conveyed and well-organized thoughts, and a logical and cohesive sequence. Organization is the ability to develop ideas and relevant topics in an integrated form.

3) Grammar

In this component, writing allows for complex but effective construction, the use of language forms, and good language structure.

4) Vocabulary

Vocabulary is an important part of writing. Writers need to master vocabulary well to express or write their ideas. The use of effective words or vocabulary in writing must be relevant to the topic so that readers can understand and feel it. Someone who lacks vocabulary will find it difficult to write what they want to express, but the right words will help the writer to compose the writing.

5) Mechanics

This is related to the ability to use the right words in written language, such as the use of capital letters, punctuation, spelling. This is very important to direct the reader to understand or recognize what the author wants to express. The use of good mechanisms in writing will make it easier for readers to convey ideas or written messages.

2. Anxiety

Anxiety is considered a negative emotion, along with anger, sadness, disgust and perhaps others. Anxiety refers to a psychological condition in which a

person's feelings of tension and worry are triggered by an unclear situation¹⁶. That is anxiety refers to a general feeling of unease and distress about a threat or danger that is nonspecific, diffuse, uncertain, and often formless. Anxiety refers to a feeling of extreme fear of something that will happen or has happened, then we keep thinking about it all the time or it can also be a strong desire to complete a task, but we are very worried that we will fail¹⁷.

Anxiety plays a role in language learning in two ways, positive and negative, but unfortunately, excessive anxiety tends to lead students to big problems. As Ariyanti said, it is true that anxiety is a big challenge for English department students so they need to find a way to overcome these feelings of worry¹⁸. In general, low anxiety has a facilitating function while high anxiety weakens learners' attention due to distractions and effort from the task at hand. According to Huang, general anxiety is one of the affective aspects that can affect attention and ultimately lead to a decline in language achievement¹⁹.

From the definition above, it can be seen that all experts have the same thoughts about anxiety symptoms. It can be concluded that anxiety is a state of worry that affects the nervous system and physical condition. Anxiety is one of the factors that affect students in writing English. Students who are afraid and worried about writing English can be caused by anxiety. In addition, students also

¹⁶ Moshe Zeidner and Gerald Matthews, *Anxiety 101* (Springer Publishing Company, 2010).

¹⁷ Ari Prasetyaningrum, Adib Nazri, and Maman Asrobi, 'A Study of Learners' Writing Anxiety in EFL Context', *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 8.1 (2021), p. 19, doi:10.33394/jo-elt.v8i1.3707.

¹⁸ Ariyanti Ariyanti, 'Foreign Language Anxiety in Academic Writing', *Dinamika Ilmu*, 17.1 (2017), pp. 143–52, doi:10.21093/di.v17i1.815.

¹⁹ Danny Huang, 'Modeling the Relationship between Anxieties and Performance in Second/Foreign Language Speaking Assessment', *Learning and Individual Differences*, 63 (2018).

feel afraid when they want to write in English, students always assume that they are making mistakes.

3. Writing Anxiety

Writing anxiety is more of a fear of the writing process than the expected benefits of writing ability. According to Berk stated that writing anxiety is a developing reaction to writing activities, which is affectively manifested in the form of sadness, anger, and fear, and physically in various cramps and sweats²⁰. In addition, as a feeling of nervousness, physical panic in impossible situations. Students feel stressed when facing activities in the English writing process.

Writing anxiety is also defined as a label for one or a combination of feelings, beliefs, or behaviors that interfere with a person's ability to initiate, work on, or complete a writing task for which he or she is intellectually capable²¹. The same definition of writing anxiety is the result of a lack of knowledge or understanding necessary to complete a writing task and the student's belief that writing is difficult work. Writing anxiety is a situation where learners tend to avoid situations that require writing activities²². This creates writing avoidance behavior and tends to avoid writing evaluation.

²⁰ Rifat Ramazan Berk and Emre Ünal, 'Comparison of Writing Anxiety and Writing Dispositions of Sixth, Seventh and Eighth Grade Students', *International Journal of Instruction*, 10.1 (2017), pp. 237–54, doi:10.12973/iji.2017.10115a.

²¹ Ananda Muhamad Tri Utama, 'The Analysis of The Students' Writing Anxiety in Their Academic Writing: The Case of University-Level Students', 9 (2022), pp. 356–63.

²² Ishanisha Karlina and Nur Hidayanto Pancoro, 'Students' Writing Anxiety: How Does It Affect Students' Writing Performance in EFL Context?', 267.Aecon (2018), pp. 49–52, doi:10.2991/aecon-18.2018.11.

According to Balta writing anxiety is one of the affective factors that can interfere with or prevent the writing process²³. Factors that will cause a problem that will be faced by students, especially in terms of fear, and worry in writing in English. Anxiety will hinder students in the process of writing English well. In addition, students often feel afraid because they do not know how to write English correctly. Students become confused about what to write during the learning process.

4. Types of Writing Anxiety

Similar to foreign language anxiety, anxiety about certain skills such as language, writing anxiety is also divided into several types. According to Cheng, writing anxiety is divided into three types, namely²⁴:

1). Cognitive anxiety

Cognitive anxiety refers to the cognitive aspects of the anxiety experience, including negative expectations, preoccupation with performance, and concerns about how others perceive them. The way students create their writing can be greatly influenced by the expectations of other students or teachers. For example, teachers may have high expectations and students must meet the teacher's high standards. This can affect students' writing because they will be more focused on the expectations of others than their own writing.

2). Somatic anxiety

²³ Elif Balta, 'The Relationships Among Writing Skills, Writing Anxiety and Metacognitive Awareness', *Journal of Education and Learning*, 7.3 (2018), p. 233, doi:10.5539/jel.v7n3p233.

²⁴ Y. S. Cheng, 'A Measure of Second Language Writing Anxiety: Scale Development and Preliminary Validation', *Journal of Second Language Writing*, 13.4 (2004), pp. 313–35, doi:10.1016/j.jslw.2004.07.001.

Somatic anxiety refers to a person's perception of the psychological impact of experiencing anxiety, such as nervousness and tension. Sometimes students feel nervous in high tension when they are limited by time and they have not come up with any ideas. For example, students are asked to write something on one page and they have to finish it in class in 10 minutes. Maybe they don't feel nervous at first, but they will feel nervous when they haven't finished and some of their friends have finished their writing.

3). Avoidance anxiety

Avoidance anxiety is a type of anxiety that causes students to avoid writing. This is the behavioral aspect of the anxiety experience. For example, students do not show up to writing class or do not do their writing assignments. This is the most dangerous type of writing anxiety because students will avoid writing. They will not do anything in writing class. Students cannot get any results from their writing.

5. Causes of Writing Anxiety

Writing anxiety occurs due to several things, based on previous research there are several possible causes of writing anxiety. According to Rezaei and Jafari identified several causes will be explained as follows²⁵:

1. Fear of teacher's negative comment
2. Fear of writing tests
3. Insufficient writing practice
4. Insufficient writing technique

²⁵ Mohammad Jafari Maliheh Rezaei, 'Investigating the Levels, Types and Causes of Writing Anxiety among Iranian EFL Students: A Mix Method Design', *Procedia - Social and Behavioral Sciences*, 98 (2014), pp. 1545–54.

5. Problems with topic choice
6. Linguistic difficulties
7. Pressure for perfect work
8. High frequency of writing assignments
9. Time pressure
10. Low self-confidence in writing

According to Kusumaningputri, Ningsih, & Wisasongko state that several causes of writing anxiety as follows²⁶: Fear of negative evaluation from teachers, such as concerns about the evaluation of others, avoidance of evaluative situations, and expectations that others will judge him negatively. Because at this time, students feel uncomfortable being monitored by peers and teachers. Fear of test, this is rooted in the fear of negative evaluation. Students fear the negative consequences of a bad grade. Students are also anxious because they know that their writing will be judged on the ideas presented, the development of arguments, the use of vocabulary variety, and the aesthetic quality of the text.

Spelling, syntax, morphology, and mechanics also burden students and cause anxiety in writing.

Insufficient writing practice leads students to focus more on form. When students focus more on form, they will experience more comprehension of writing.

Problems with topic choice, low level of topic knowledge causes students to experience anxiety. Students who are asked to write about politics on a topic they

²⁶ Reni Kusumaningputri, Tri Ayu Ningsih, and Wisasongko Wisasongko, 'Second Language Writing Anxiety of Indonesian EFL Students', *Lingua Cultura*, 12.4 (2018), p. 357, doi:10.21512/lc.v12i4.4268.

do not understand will experience more anxiety than those who understand politics better.

Language difficulties, foreign language learners have high anxiety due to language difficulties. Challenges in vocabulary, grammar rules, and flow of ideas hinder writing performance. Pressure to get perfect work results, self-imposed pressure to get perfect work results usually makes students experience anxiety in writing. Low self-confidence in writing, learners experience high anxiety. Time pressure, writing in English undeniably affects the flow of ideas in L2. Learners need extra time to plan, write, and revise their compositions. When time is limited, learners tend to feel insecure and fail. High frequency of writing assignments. This causal factor is present, although in a small percentage.

In this research, the researcher tries to analyze types of writing anxiety by Cheng²⁷. In term of writing anxiety causes, by rezaei and Jafari²⁸.

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²⁷ Cheng.

²⁸ Maliheh Rezaei.

CHAPTER III

RESEARCH METHOD

A. Research Method and Design

This research will use qualitative research method. According to Aspers and Corte, Qualitative research is a form of research methodology that takes an interpretative and naturalistic approach to the subject matter²⁹. As for the research design, this research uses descriptive analysis. Research design refers to the overall plan or strategy of the researcher to conduct research and answer his research questions.

B. Research Setting

This research will conduct at Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember which is located at Jl. Mataram No. 1, Karang Miuwo, Kaliwates, Jember, East Java 68136.

C. Data Collection Technique

The data collection techniques which were utilized in this current research included:

1. Observation

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Observation refers to an application to collect overt, direct evidence by observing subject or individual, and place at the research venue³⁰. Besides, one of the observation roles is the non-participation

²⁹ Patrik Aspers and Ugo Corte, 'What Is Qualitative in Qualitative Research', *Qualitative Sociology*, 42.2 (2019), pp. 139–60, doi:10.1007/s11133-019-9413-7.

³⁰ Jhon W. Creswell, 'Research Design Qualitative, Quantitative and Mix Methods Approaches', Sage Publication, Thousand Oaks, 2014.

observer refers to the observer who visits the venue and records the notes or information without engaging into the participants' activities³¹.

In this study, observation activities were carried out with the whole researcher option, where the researcher acted as an observer without the participant's help. Observations were conducted in the class eight semester students in English Department. Observations were made while in class by observing the condition of students in the final semester.

2. Interview

An interview is one method for collecting research data. A direct discussion or question-and-answer session between a researcher and a source of information is referred to as an interview. The interview approach might be applied methodically or spontaneously. Interviews are done in an organized way, beginning with the development of an interview instrument. Meanwhile, unstructured interviews are done without the use of an interview tool³². The researcher employed one-on-one interviews as they were consistent with recent findings.

In this research, researcher used a systematic interview with several students who has completed their thesis. 1) Arina Nur Holila 2) Eka Maulidatul Fitriya 3) Siti Haryuni 4) Ulil izzah. The students were thereafter interviewed one-on-one by the researcher.

3. Document Review

³¹ Jhon W. Creswell. 'Research Design Qualitative, Quantitative and Mix Methods Approaches', Sage Publication, Thousand Oaks, 2014

³² Jhon W. Creswell. 'Research Design Qualitative, Quantitative and Mix Methods Approaches', Sage Publication, Thousand Oaks, 2014

Document review is a technique to collect information from documents or archives. Data documents in the form of notes, books, texts, journals, articles, documents, letters, and so on relating to research concerns, which are:

- 1) Profile of UIN Kiai Haji Achmad Siddiq Jember
- 2) Vision and Mission of UIN Kiai Haji Achmad Siddiq Jember
- 3) The document as one thesis

D. Data Analysis

Additionally, data collection from interviews, observations, and document reviews are organized and searched for systematically in data analysis. This analysis procedure consisted of three steps in which there are no calculations or statistical data. According to Miles and Huberman the analysis technique consists of three steps³³:

1. Data Condensation

The first step is to reduce the amount of data. The process of condensing data and separating relevant information from irrelevant information is known as data reduction. Furthermore, data reduction was used to select and modify data from written form by editing, segmenting, and summarizing data. Data reduction will accomplish by categorizing research data into the aforementioned subcategories, such as types of writing anxiety (Somatic Anxiety, Cognitive Anxiety and Avoidance Behavior).

³³ B. Miles Matthew, Huberman A. Michael, and Saldana Jhonny, 'Qualitative Data Analysis', *Experiencing Citizenship: Concepts and Models for Service-Learning in Political Science*, 2023, pp. 109–18, doi:10.4324/9781003444718-9.

2. Data Display

The next step is to display the data. The aim of this phase was to provide comprehensive and well-organized data. Data will be present in various tables and figures based on the categories and number of votes cast by students for each survey statement item shown in the table.

3. Drawing and Verifying Conclusion

The third phase involves drawing conclusions from the data collected as part of the data verification process. Data verification is carried out by providing explanations and conclusions based on the data in the table. At this stage a search was carried out for each statement in the questionnaire, as well as the number of student votes in each category. After the explanation is complete, the next step is to provide conclusions that can solve the problem formulation.

E. Trustworthiness

One of the features is validity, which is based on the accuracy of the findings acquired from the perspectives of researchers, participants, and readers.³⁴ When determining the accuracy of data, triangulation might be used. The practice of re-examining data is known as data triangulation. The validity of the data utilized in this investigation is as follows: 1) Source triangulation is the process of assessing the reliability of data by comparing data collected from many sources. 2) Technical triangulation is the application of multiple data disclosure techniques on the data source. Test the data's trustworthiness by triangulating the methodologies

³⁴ Matthew, A. Michael, and Jhonny.

or verifying the same data from multiple sources using different techniques. This section explains the researcher's research implementation strategy, beginning with basic research, design creation, actual study, and report writing. The stages in the research are as follows:

a) Source Triangulation

Triangulation is the process of verifying the accuracy of data by comparing data collected from several sources.³⁵ Therefore, in order to get trustworthy data, the researcher compared the first and second sources. To put it briefly, the process of source triangulation involved researchers obtaining legitimate data by cross-referencing identical information from two or more sources and comparing them to evaluate whether the data acquired led to the same result or not.

b) Technical Triangulation

Triangulation technique is a data credibility test conducted by checking data to the same source but with different techniques³⁶. In this study, researchers checked the data by matching the results of interviews and observations to the same source.

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³⁵ John W. Creswell. 'Research Design Qualitative, Quantitative and Mix Methods Approaches', Sage Publication, Thousand Oaks, 2014

³⁶ John W. Creswell. 'Research Design Qualitative, Quantitative and Mix Methods Approaches', Sage Publication, Thousand Oaks, 2014'

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The researcher delivered an overview of the study object, research findings, and discussions in this chapter. It was written to focus on the research issues raised in the first chapter.

In the findings, the researcher discussed the data collection procedure and delivered the data's results. In contrast, the researcher would analyze the findings in the discussion section.

A. Description of the Research Object

The object of this research was carried out in State Islamic University of Kiai Haji Achmad Siddiq Jember which located in Mataram 1 street, Karang Mluwo, Mangli, Kaliwates District, Jember Regency, East Java. For more detail information was clarified on its school profile, as follow:

a. Profile of State Islamic University of Kiai Haji Achmad Siddiq Jember

1) Name : State Islamic University of Kiai Haji Achmad
Siddiq Jember

2) NPSN : 201023

3) Established : 1965

4) Address : Mataram 1 street, Karang Mluwo

5) Zip code : 201023

6) Village : Mangli

7) Districts : Kaliwates

8) Regency- City : Jember

9) Province : East Java

10) School status : Negeri

11) The rector name : Prof. Dr. H. Hepni, S.Ag., M.M., CPEM.

12) Education level : University

13) Accreditation : A

b. Goal, Vision and Mission of University

1) Goal of University

- a) Producing superior graduates who have academic capacity, managerial skills, an open and moderate perception, to unite science and society based on local wisdom.
- b) Making the University a leading and open center for scientific development based on local wisdom in the field of research and research.
- c) Affirming the role of the University in resolving national problems based on moderate Islamic and humanitarian insights.
- d) Increasing the role and ethos of service in resolving public issues and improving the quality of life of the community.
- e) Improving good institutional governance according to national standards.
- f) Increase public trust and build cooperation between domestic and foreign institutions.

2) Vision

“Becoming a Leading Islamic Higher Education in Southeast Asia by 2045 with In-depth Knowledge Based on Local Wisdom for Humanity and Civilization”

3) Mission

- a) Integrating and developing Islamic, scientific and Indonesian studies based on local wisdom in the implementation of education and teaching.
- b) Improving the quality of research to produce original knowledge that is beneficial for academic and humanitarian interests.
- c) Increasing partnerships between the University and the community in the development of science and religion for the welfare of society.
- d) Exploring and applying local wisdom values to create a civilized society.
- e) Develop collaboration with various parties on a regional, national and international scale to support the quality of implementation of the tridharma of higher education.

B. Research Findings

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In general, the methods and techniques listed in Chapter 3 were applied to produce the findings and descriptions of the data, which were subsequently included into the data analysis and presentation. The research questions were taken into consideration when classifying the data descriptions. Any research project had to provide data since it demonstrated that the researcher had seen, felt, and closely investigated the research object's circumstances, had spoken with several informants to gather information, and had obtained a variety of

supporting papers. Furthermore, this was pertinent to the methods of data collecting that the researcher had identified through interview.

After the collection of the data, an analysis was conducted in which the findings of the interviews with different informants were reinforced. There were one dominant theme will be presented in the research findings related to the research objective. A series of these themes will be presented and illustrated with research evidence. All findings will be equipped with a complete discussion in descriptive form which included:

1. Types of Writing Anxiety

The first finding in this study was the types of writing anxiety. According to Cheng, Student's writing anxiety can be divided into three categories: avoidance behavior, somatic anxiety, and cognitive anxiety. Students were shown to experience the predominant cognitive kind of writing anxiety out of the three categories³⁷.

Researcher conducted interviews regarding the types of anxiety. According to the interview statement of the five sources, they chose the first option of the types of writing anxiety, they stated:

“I feel anxious when writing because I am unsure of my writing abilities (grammar and topic development). I am also afraid will be criticized by my lecture or friends”

From the statements This means that this type is the most common type of foreign language writing anxiety experienced by eighth-semester students. This type is usually characterized by feelings of inferiority that arise when

³⁷ Cheng. 'Measure of Second Language Writing Anxiety: Scale Development and Preliminary Validation'

students feel they cannot compete with their peers. Students with this type also often think they are not capable of writing and do not have good writing skills.

2. Causes of Writing Anxiety

There are causes of writing anxiety according Razei and Jafari³⁸, they are:

Fear of teacher's negative comment, Fear of writing test, Time pressure, Insufficient writing practice, Insufficient writing technique, Problem with topic choice, Linguistic difficulties, Pressure for perfect work, High frequency of writing assignments, Low self-confidence in writing. According to the interview statement of Linda, she stated:

*"My writing anxiety was also caused by a lack of references that I have read. When I was given assignments on certain research methods that I didn't fully understand, I found difficult to write even a one paragraph. This situation usually made me anxious and afraid that I would not be able to complete my thesis well."*³⁹



Picture 1. Researcr Method Eka Maulidatul F.

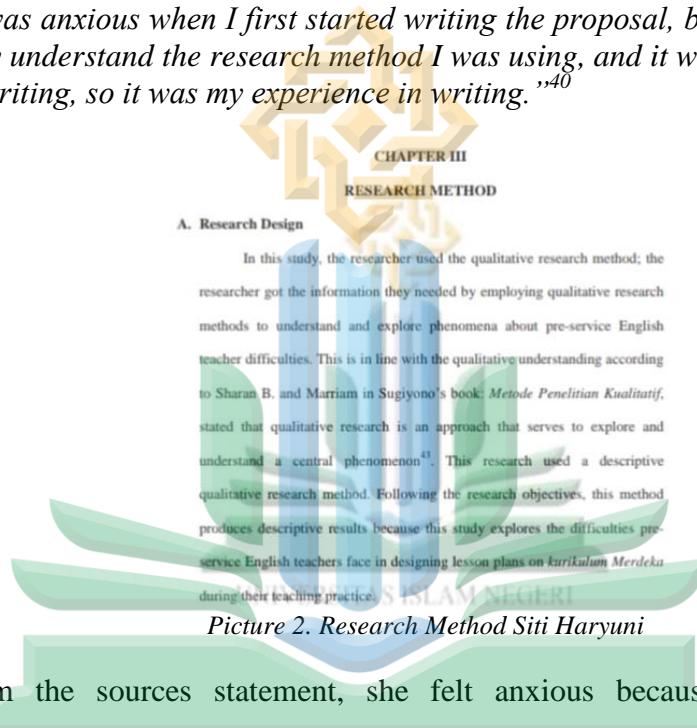
Linda stated that the anxiety factors she felt included a lack of reading journal references. She also felt did not fully understand about their research

³⁸ Maliheh Rezaei.

³⁹ Eka Maulidatul Fitriya, Interviewed by Alivia Atikah Dini, Jember, 7th of November 2025'.

method even she told to write only one paragraph. Apart from that, she also feels anxious when his writing will be assessed by teachers and friends. It was added by the other student in the one-on-one interview from Ayun, she confirmed that:

“I was anxious when I first started writing the proposal, because I did not fully understand the research method I was using, and it was my first piece of writing, so it was my experience in writing.”⁴⁰



Picture 2. Research Method Siti Haryuni

From the sources statement, she felt anxious because she did not understand about their research method, so she confused because this also her first experience in writing in English.

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“What makes me anxious when writing is the fear of making grammatical mistakes and the difficulty of constructing good English sentences. The source of my anxiety comes from the desire to produce perfect writing that conforms to correct language rules.”⁴¹

According to Ulil she was anxious because she was afraid his writing would be wrong in grammatical. Also, she felt difficult produce the good writing.

⁴⁰ Siti Haryuni, interviewed by Alivia Atikah Dini, Jember, 7th of November 2025.

⁴¹ 7th of November 2025 Ulil Izzah interviewed by Alivia Atikah Dini, Jember, ‘No Title’.

“My anxiety arises because I often felt that I did not understand the topic I need to write. A lack of references also makes it difficult for me to develop paragraphs. From there, I was afraid that my writing would not be in accordance with grammar or would be got negative comment by the lecturer.”⁴²

Based on the interview, observation and document review about the causes of writing anxiety the researcher can conclude that the causes felt by most students is the lack of understanding of grammar, from which students are afraid of getting bad comments from lecturers. The students also explained that sometimes they were confused about the topic they were going to write about. Because of that, they felt difficult in writing even just one paragraph. Some students also feel anxious due to the lack of reading many reference journals.

3. Strategies to Cope Writing Anxiety

In this study, researcher used interviewed for collecting the data. From the interviewed researcher found four strategies to cope writing anxiety during the thesis writing process.

1). Learning More Grammar and Reading More Researches Results

This strategy is mentioned the most by students. One of the concerns is grammar arrangement, so students overcome this by studying more grammar.

Student strategies are in accordance with the report shown below.

“I repeated the basic grammar material to be more confident when I wanted to write.”⁴³

“I don't forget to check that my grammar structure is good.”⁴⁴

“First, I studied the grammar that I would use later.”⁴⁵

⁴² 7 of November 2025 Arina Nur Holilah interviewed by Alivia Atikah Dini, Jember, ‘No Title’.

⁴³ Ulil Izzah interviewed by Alivia Atikah Dini, Jember.

⁴⁴ Arina Nur Holilah interviewed by Alivia Atikah Dini, Jember.

⁴⁵ Eka Maulidatul Fitriya, Interviewed by Alivia Atikah Dini, Jember.

The students' statements that, they improve their confidence in writing by reviewing and studying basic grammar before starting to write. They make sure to understand the grammar structures the will use and carefully check their grammar during writing process. By doing this, they felt more secure, avoids making many mistakes and can focus better on expressing their ideas clearly and accurately. The second category was by reading more journals, so that we will gain more knowledge. The recommendations made by the students are detailed in the report presented below.

"I overcome my anxiety by trying to read and look for lots of references that are relevant to my topic. "⁴⁶

"I overcome this by increasing the references first. "⁴⁷

The students deal with their anxiety by actively searching for and reading many references that are relevant with the topic what they choose. By increasing the number of references first, she felt more prepared, gains a better understanding of the subject, and becomes more confident in writing. This strategy help reduce uncertainty and fear because having sufficient sources makes the writing process feel clearer and more manageable.

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2). Trying to Compose Text Extensively

Increasing practice is also one of the strategies to overcome writing anxiety. The more we practice writing, the more vocabulary we will gain.

The students' strategies are explained in the report that follows.

"After that, I tried to create an outline for my writing so that my ideas would be more focused. "⁴⁸

⁴⁶ Eka Maulidatul Fitriya, Interviewed by Alivia Atikah Dini, Jember.

⁴⁷ Siti Haryuni interviewed by Alivia Atikah Dini, Jember.

⁴⁸ Arina Nur Holilah interviewed by Alivia Atikah Dini, Jember.

She statements that, after got enough references, she creates on outline for their writing in order to organize their ideas more clearly. By making outline, she can focus better on what to write, arrange the points in a logical order, and reduce confusion during the writing process. This step helps the writing become more structured and easier to develop

3). Consulting More to The Supervisor Intensively

This is a strategy that is quite helpful if there is confusion in continuing to write our thesis. We can consult with the advisor via chat or meet them in person. The methods used by the students are presented in the report provided below.

“And consulting my supervisor more often.”⁴⁹

She also statement that tries to improve their writing by consulting their supervisor more frequently. By asking for guidance, feedback, and suggestion, she can identify mistakes, clarify unclear ideas, and gain reassurance about her thesis. This habit helps reduce anxiety, increase confidence, and ensure that the writing meet academic expectation.

C. Discussion

J E M B E R

The initial purpose of this research was to determine the type of writing anxiety experienced by eighth-semester students in the English Department at UIN Kiai Haji Achmad Siddiq Jember. Based on the interview, cognitive anxiety

⁴⁹ Siti Haryuni interviewed by Alivia Atikah Dini, Jember.

has the highest. Occupying the second type, which is avoidance behavior and the last somatic anxiety.

The term "cognitive anxiety" describes the cognitive aspect of anxiety, which includes worries about performance, unfavorable expectations, and how others perceive one's writing.⁵⁰ One of the cognitive anxiety items in SLWAI states, "While composing a Thesis Proposal, I experience apprehension and discomfort if I am aware, it will be assessed". According to Kusumaningputri, Cognitive anxiety significantly impacts on the quality of students' English composition writing.⁵¹ This suggests that students experiencing cognitive anxiety must combat several negative external factors. Furthermore, they must learn to control their thoughts to minimize their anxiety levels.

Somatic anxiety as the second ranks. Somatic anxiety is associated with psychological problems in students, or a type of anxiety with physical symptoms. According to Cheng, Somatic anxiety includes feelings of nervousness and tension, blank thoughts, jumbled thoughts, trembling, panic, freezing, and heart palpitations.⁵² Other physical symptoms of somatic anxiety that students may experience include abdominal cramps, chest pain, and shortness of breath. They start to tremble, lose focus, panic, freeze, and feel tense. This somatic anxiety worsens when they can't double-check their work. They focus solely on

⁵⁰ Cheng.

⁵¹ Kusumaningputri, Ningsih, and Wisasongko.

⁵² Cheng.

completing their writing within the allotted time.⁵³ As a result, students cannot do their best in writing their essays.

The third rank was avoidance behavior in this research. This anxiety includes procrastination, withdrawal, or avoidance of writing English compositions.⁵⁴ Students prefer to avoid situations where they have to write compositions in English. For example, students might not attend writing class or be reluctant to do writing exercises. This is the riskiest type of writing anxiety because students will dislike writing and be reluctant to attend writing class. This is a risky type of writing anxiety because if it occurs, students will underestimate writing assignments and exams.⁵⁵ They will be reluctant to attend writing classes. Students will not be able to achieve maximum results in their courses.

The findings of this study differ from the findings of previous studies which found that avoidance behavior become the most common type.⁵⁶ In this research cognitive anxiety become the most common type. Differences in results may occur due to differences in the types of respondents.

The second objective of this research is inquiry about the causes of writing anxiety in eight semester students at UIN Kiai Haji Achmad Siddiq Jember. Based on the interview, the most prominent causes of writing anxiety are the high average of the writing assignment is linguistic difficulties, time pressure and the last is fear of lecturer's negative comments. The highest average that was linguistic difficulties. This finding is consistent with the findings of syarifudin that

⁵³ Margaretha Yola Arindra, 'The Correlation between Students ' Writing Anxiety and the Use of Writing Assessment Rubrics', 13.1 (2020), pp. 76–93.

⁵⁴ Cheng.

⁵⁵ Prasetyaningrum, Nazri, and Asrobi.

⁵⁶ Prasyifa Khabibatul Lutfa, Kurniasih.

the linguistic the first rank in our research.⁵⁷ In the Kusumaningputri's research also linguistic difficulties become the second higher in their research.⁵⁸ They feel too burdened to worry about whether their writing is grammatically and structurally corrected rather than whether their writing moves as a whole. As a result, students who lack writing skills and knowledge usually place too much importance on form.

The second most common causes of writing anxiety are time pressure. Writing in English for students takes more time than writing in their first language.⁵⁹ They feel that time is one of the enemies in producing good writing. They will spend long hours for thinking, drafting, composing paragraphs, and editing to convince themselves that the result in English is as accurate as writing in their first language. Time pressure is one of the root causes of writing anxiety, this is similar to research conducted by Rezaei and Jafari.⁶⁰ Who identified that time pressure is one of the main causes of writing difficulties in English for EFL students, as it takes more time to write in a second or foreign language.

The third most common causes of writing anxiety is fear of lecturer's negative comments. This finding is different from previous research because it was found that the fear of lecturers' negative comments had a high value, which was not found in previous research. They feel anxious if they will get a bad evaluation from their lecturer. As the result they don't believe in their English

⁵⁷ Syarifudin, 'Survey on EFL Students ' Writing Anxiety : Level , Types , and Causes', 4.2 (2020), pp. 122–32.

⁵⁸ Kusumaningputri, Ningsih, and Wisasongko.

⁵⁹ Umiati Jawas, 'Writing Anxiety among Indonesian EFL Students : Factors and Strategies', 12.4 (2019), pp. 733–46.

⁶⁰ Maliheh Rezaei.

writing results. Writing achievement can be achieved, and the rewards given have the most significant influence on students' overall writing performance.⁶¹ By getting good assessments from lecturers, students will be more enthusiastic about improving their skills.

The final discussion in this study was about the interview results. In this interview session, researcher founded four strategies to overcome writing anxiety experienced by students. The strategies that the students used to cope with their writing anxiety such as reading more researcher, trying to compose text, learning more grammar and consulting more to the supervisor. The similar finding about the strategies was with the previous research by Prasifa which discussed their strategies were finding supporting references, taking a pause, taking a break, discussing with peer friends or seniors, discussing the problem with the lecturer, and staying focused and calm.⁶² Therefore, strategies are crucial for overcoming students' writing anxiety. Effective strategies are those that work for each student. Students should try several strategies to find the best one for them. Besides themselves, they can also seek support from those around them to help them overcome their writing anxiety.

⁶¹ Ernest Nyamekye and others, 'The Predictive Impact of Linguistic Anxiety and "Fear of Lecturers" on Students' Willingness to Communicate in Class', 2025.

⁶² Prasyifa Khabibatul Lutfa, Kurniasih.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study explored the type, the cause of writing anxiety and the strategies to cope their writing anxiety among the eight semester students in English Department in the 2023/2024 academic year at UIN Kiai Haji Achmad Siddiq Jember. There were three findings in this research:

1. The first results, based on the data analysis in chapter four, it can be concluded that types of writing anxiety were somatic anxiety, cognitive anxiety and avoidance behavior based on the previous table and result of the student's response to the type of writing anxiety. After the researcher analyzes the data, the type of writing anxiety that influenced students' more was cognitive anxiety. The types of writing anxiety of eight semester students were cognitive anxiety the most frequent sort of writing anxiety encountered by students.
2. The second result, is causes of writing anxiety by students. After conducting and analyze the data from interview students. After analyze and the results of students' responses of causes of writing anxiety are linguistic difficulties, time pressure and fear of lecturer's negative comments are the top causes of writing anxiety related among eight semester English students.

3. The third result, is strategies to cope their writing anxiety, there are several things eight-semester students can do to reduce anxiety when writing in a foreign language, including reading more references journal, staying to practice writing to improve their skills, and staying consulting more to the supervisor.

B. Suggestion

In learning English, especially writing, students must be active. If students remain silent, afraid of making mistakes, worrying about grammar, and doing nothing, they will achieve nothing. Based on the data, the researchers would like to offer several suggestions to lecturers, students, and future researchers.

1. Lectures

To help students overcome writing anxiety, teachers must be aware of the various causes of writing anxiety. Furthermore, teachers are required to provide feedback and evaluation on each student's project in a way that is comfortable for the students, to ensure that students are no longer intimidated by negative comments and can improve their writing skills.

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Students should understand their level of writing anxiety and try to overcome it by exploring the solutions offered that can reduce writing anxiety, and students are expected not to ignore their writing anxiety because it will have a negative impact on their writing performance.

3. Future Researcher

Future researchers can expand the study area, such as for writing other scientific works such as theses or dissertations. This research shows that students' writing anxiety needs further investigation from various perspectives, such as the educational environment and learning methodology. Furthermore, more research is needed to determine how students with high and low levels of anxiety feel and behave in writing classes.

This research has some limitations. First, the participants in the interview session are small in number. Although this may give the depth and breadth of exploration toward the issue, yet more participants will provide more various findings. Second, because this research does not aim to generalize the findings as it focuses more on how classroom gives impacts to students' writing anxiety, thus to find generalization power, other researchers may take more participants by a survey method. Future research on what instruction assists learners to lessen their writing anxiety will complete the understanding on the application of this research for practical use in classroom.

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Appendix 1: Declaration of Authenticity

DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Alivia Atikah Dini
 Place, date of birth : Pasuruan, 30 of August 2001
 Address : Dusun Besongol RT/RW: 004/004, Desa Sumberejo,
 Kecamatan Pandaan, Kabupaten Pasuruan.
 Faculty : Tarbiyah and Teacher Training
 Major : English Education Program

State that thesis entitled "**Exploring Thesis Writing Anxiety of Eight Semester Students' in English Department in the 2023/2024 Academic Year at UIN Kiai Haji Achmad Siddiq Jember**" is truly my own work. Except for those cited in the quotation and bibliography, it does not include any writing or publications that have already been authored or published by another individual, and the only person accountable if anyone objected is me.

Jember, 29th of November 2025
 Author



Alivia Atikah Dini
 NIM. 20110106005

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Appendix 2: Research Matrix

| Research Matrix | | | | | |
|---|--------------------------------|---|---|--|--|
| Title | Variable | Indicator | Source of Data | Research Method | Research Question |
| Exploring Thesis Writing Anxiety of Eight Semester Student's in English Department in the 2023/2024 Academic Year at UIN Kiai Haji Achmad Siddiq Jember | Thesis writing Writing anxiety | Lack of reading journal Afraid meet the advisor Lack of vocabulary Grammatical error Hard to find the theories in chapter 2 | Observation Interview Informant: Eight Semester Student's in English Department at UIN KHAS | Approach of Research: Qualitative Descriptive Data Collection Technique: 1. Observation 2. Interview 3. Document review Data Analysis: Descriptive Qualitative Validation of Data: Source Triangulation Technical Triangulation | What is the type Department students' writing anxiety in writing a thesis for the eight semester in English department at UIN KHAS Jember? What are the causes of English Department students' writing anxiety in writing a thesis for the eight semester in English department at UIN KHAS Jember? What is the strategies to cope with anxiety in writing a thesis for the eight semester in English department at UIN KHAS Jember? |

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Appendix 3: Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Yth. Kepala Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Kiai Haji Achmad Siddiq Jember
Jl. Mataram No.1, Karang Miuwo, Mangli, Kec. Kaliwates, Kab. Jember, Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 201101060005
 Nama : ALIVIA ATIKAH DINI
 Semester : Semester sebelas
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Exploring Thesis Writing Anxiety of Eight Semester Students` In English Department in The 2023/2024 Academic Year at UIN Kiai Haji Achmad Siddiq Jember" selama 10 (sepuluh) hari di lingkungan lembaga wewenang Bapak/Ibu Dr. H. Abdul Mu'is., S. Ag. M. Si.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 05 November 2025

Dekan,

Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM



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Appendix 4: Research Completion Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataran No. 1 Mangli, Telp. (0331) 487550 Fax (0331) 427005, Kode Pos 68136

Website : <http://ftk.iain-jember.ac.id> e-mail : tarbiyah.iainjember@gmail.com



SURAT KETERANGAN

Nomor : 1466/Un.22/D.1.Wd.1/PP.00.9/11/2025

Yang bertanda tangan di bawah ini,

| | | |
|---------|---|--|
| Nama | : | Dr. Khotibul Umam, M.A |
| NIP | : | 197506042007011025 |
| Jabatan | : | Lektor Kepala/Wakil Dekan Bidang Akademik FTIK |

dengan ini menerangkan bahwa

| | | |
|------------------|---|--|
| Nama | : | Alivia Atikah Dini / 201101060005 |
| Program Studi | : | Tadris Bahasa Inggris |
| Semester | : | 11 |
| Judul Penelitian | : | "Exploring Thesis Writing Anxiety Of Eight Semester Student's In English Department In The 2023/2024 Academic Year At UIN Kiai Achmad Siddiq Jember" |

benar-benar telah menyelesaikan penelitian mulai 05 s.d 15 November 2025 di Fakultas Tarbiyah dan Ilmu Keguruan Jember.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 18 November 2025

An. Dekan,
Wakil Dekan Bid. Akademik,



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Appendix 5: Turnitin in Check Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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 Jl. Mutaram No. 1 Mangli, Jember Kode Pos 68136
 Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
 Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Alivia Atikah Dini

NIM : 201101060005

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : Exploring Thesis Writing Anxiety of Eight Semester Students in English Department in 2023/2024 Academic Year at UIN Kiai Haji Achmad Siddiq Jember

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (19,2%)

1. BAB I : 24%
2. BAB II : 12%
3. BAB III : 21%
4. BAB IV : 30%
5. BAB V : 3%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 25 November 2025
 Penanggung Jawab Turnitin
 FTIK UIN KHAS Jember

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Laily Yuita Susanti, S. Pd., M. Si.
 NIP. 19890609/019032007

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

Appendix 6: Research Instrument

Questionnaire I: Foreign Language Writing Anxiety adapted from Second Language Writing Anxiety Inventory (SLWAI) developed by Cheng.

| No | STATEMENT | SD | D | N | A | SA |
|-----|---|----|---|---|---|----|
| 1. | While writing in English, I am not nervous at all. | | | | | |
| 2. | I feel my heart pounding when I write English compositions under time constraint. | | | | | |
| 3. | While writing English compositions, I feel worried and uneasy if I know they will be evaluated. | | | | | |
| 4. | I often choose to write down my thoughts in English. | | | | | |
| 5. | I usually do my best to avoid writing English compositions. | | | | | |
| 6. | My mind often goes blank when I start to work on an English composition. | | | | | |
| 7. | I do not worry that my English compositions are a lot worse than others. | | | | | |
| 8. | I tremble or perspire when I write English compositions under time pressure. | | | | | |
| 9. | If my English composition is to be evaluated, I would worry about getting a very poor grade. | | | | | |
| 10. | I do my best to avoid situations in which I have to write in English. | | | | | |
| 11. | My thoughts become jumbled when I write English compositions under time constraint. | | | | | |
| 12. | Unless I have no choice, I would not use English to write compositions. | | | | | |
| 13. | I often feel panic when I write English compositions under time constraint. | | | | | |
| 14. | I am afraid that the other students would deride my English composition if they read it. | | | | | |
| 15. | I freeze up when I unexpectedly asked to write English compositions. | | | | | |
| 16. | I would do my best to excuse myself if I asked to write English compositions. | | | | | |
| 17. | I do not worry at all about what other people would think of my English compositions. | | | | | |
| 18. | I usually seek every possible chance to write English compositions outside of class. | | | | | |
| 19. | I usually feel my whole body rigid and tense when I write English compositions. | | | | | |
| 20. | I am afraid of my English composition | | | | | |

| | | | | | | |
|-----|--|--|--|--|--|--|
| | being chosen as a sample for discussion in class. | | | | | |
| 21. | I am not afraid at all that my English compositions would be rated as a very poor. | | | | | |
| 22. | Whenever possible, I would use English to write compositions. | | | | | |

Questionnaire 2: Causes of Foreign Language Writing Anxiety (CSLWAI) adapted from Rezaei and Jafari's

| No | STATEMENT | SD | D | N | A | SA |
|-----|--|----|---|---|---|----|
| 1. | I worry about the negative comments and evaluation of the teacher. | | | | | |
| 2. | I am afraid of writing test. | | | | | |
| 3. | I have lack of sufficient English writing practice which makes me anxious. | | | | | |
| 4. | I do not have a good command of English writing techniques which makes me feel anxious. | | | | | |
| 5. | I do not know what to write on the topic given by the teacher so I feel upset. | | | | | |
| 6. | I often encounter some linguistic problems such as inadequate mastery of vocabulary, sentence structures, grammatical errors, etc. | | | | | |
| 7. | I am under pressure to offer a perfect work which makes me upset. | | | | | |
| 8. | I feel anxious due to the high frequency of writing assignments | | | | | |
| 9. | I feel worry when I have to write under time constraints | | | | | |
| 10. | I have a low-confidence in English writing | | | | | |

Note:

SD = Strongly Disagree

D = Disagree

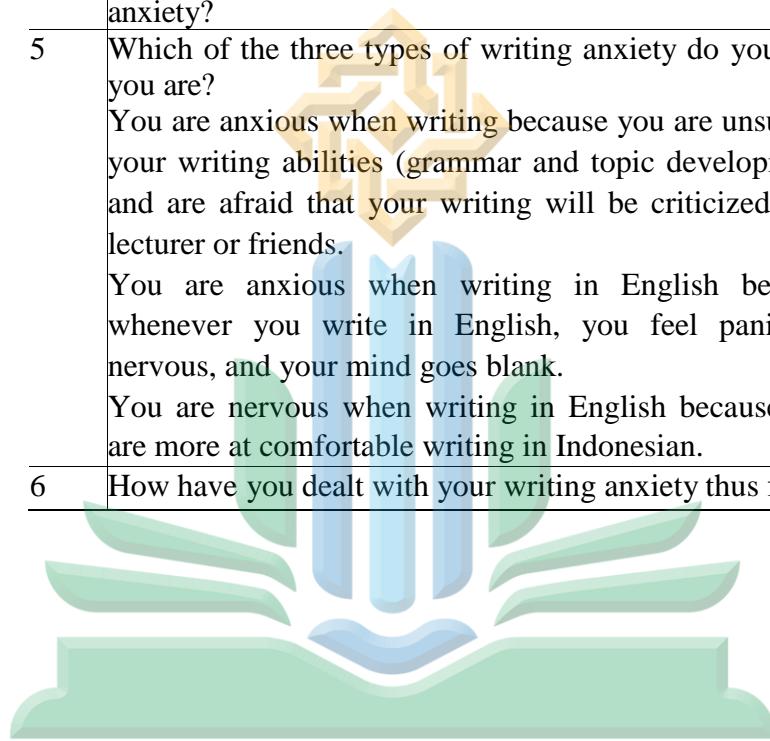
N = Neutral

A = Agree

SA = Strongly Agree

Interview Questions for Foreign Language Writing Anxiety

| | |
|---|--|
| 1 | Are you familiar with the term "writing anxiety"? |
| 2 | Have you ever experienced anxiety when writing in English? |
| 3 | When or in what situations do you feel anxious while writing? |
| 4 | What gives you anxiety when you write? What is the source of your anxiety? |
| 5 | <p>Which of the three types of writing anxiety do you believe you are?</p> <p>You are anxious when writing because you are unsure of your writing abilities (grammar and topic development) and are afraid that your writing will be criticized by a lecturer or friends.</p> <p>You are anxious when writing in English because whenever you write in English, you feel panicked, nervous, and your mind goes blank.</p> <p>You are nervous when writing in English because you are more comfortable writing in Indonesian.</p> |
| 6 | How have you dealt with your writing anxiety thus far? |



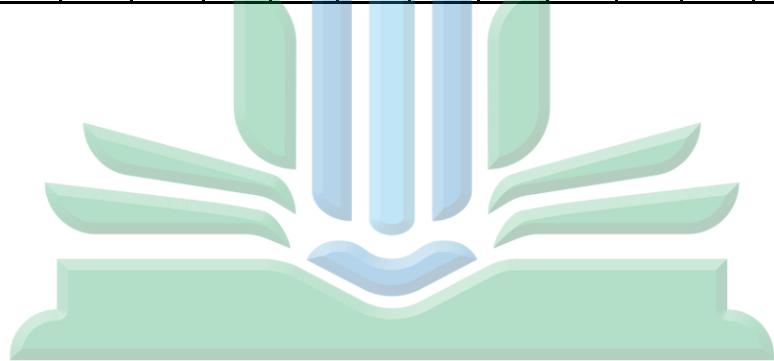
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Appendix 7:Second Language Writing Anxiety Questionnaire Answer Score

| STUDENT | QN | SCORE | | | | | | | | | | | | TOTAL |
|---------|---------|-------|---|---|---|---|---|---|---|---|---|---|---|-------|
| 1 | 1 - 11 | 2 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 76 |
| | 12 - 22 | 4 | 4 | 5 | 4 | 3 | 2 | 3 | 3 | 5 | 2 | 2 | | |
| 2 | 1 - 11 | 4 | 3 | 4 | 5 | 3 | 4 | 4 | 1 | 3 | 2 | 3 | | 66 |
| | 12 - 22 | 2 | 2 | 2 | 2 | 2 | 4 | 4 | 2 | 3 | 4 | 3 | | |
| 3 | 1 - 11 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | | 78 |
| | 12 - 22 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | | |
| 4 | 1 - 11 | 3 | 5 | 5 | 3 | 3 | 4 | 2 | 3 | 5 | 4 | 5 | | 77 |
| | 12 - 22 | 5 | 2 | 4 | 4 | 1 | 2 | 3 | 2 | 4 | 4 | 4 | | |
| 5 | 1 - 11 | 3 | 5 | 5 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | | 46 |
| | 12 - 22 | 1 | 3 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 5 | 5 | | |
| 6 | 1 - 11 | 4 | 4 | 2 | 5 | 1 | 2 | 2 | 1 | 5 | 1 | 1 | | 55 |
| | 12 - 22 | 1 | 1 | 4 | 2 | 2 | 2 | 5 | 2 | 2 | 2 | 4 | | |
| 7 | 1 - 11 | 4 | 1 | 3 | 1 | 3 | 3 | 3 | 1 | 4 | 3 | 4 | | 60 |
| | 12 - 22 | 4 | 5 | 1 | 3 | 1 | 2 | 5 | 1 | 4 | 1 | 3 | | |
| 8 | 1 - 11 | 4 | 2 | 2 | 3 | 2 | 1 | 4 | 2 | 2 | 2 | 2 | | 57 |
| | 12 - 22 | 4 | 2 | 2 | 1 | 1 | 4 | 4 | 2 | 2 | 5 | 4 | | |
| 9 | 1 - 11 | 5 | 3 | 3 | 4 | 2 | 2 | 4 | 3 | 2 | 2 | 2 | | 64 |
| | 12 - 22 | 3 | 2 | 2 | 3 | 2 | 4 | 4 | 3 | 2 | 2 | 3 | | |
| 10 | 1 - 11 | 5 | 3 | 2 | 4 | 3 | 2 | 5 | 3 | 3 | 5 | 3 | | 71 |
| | 12 - 22 | 4 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 4 | 2 | | |
| 11 | 1 - 11 | 5 | 3 | 2 | 3 | 1 | 1 | 5 | 2 | 2 | 2 | 2 | | 55 |
| | 12 - 22 | 3 | 1 | 1 | 2 | 2 | 4 | 3 | 2 | 3 | 4 | 2 | | |
| 12 | 1 - 11 | 4 | 5 | 5 | 5 | 2 | 2 | 4 | 2 | 3 | 2 | 4 | | 71 |
| | 12 - 22 | 3 | 2 | 3 | 3 | 2 | 4 | 3 | 2 | 4 | 4 | 3 | | |
| 13 | 1 - 11 | 3 | 4 | 4 | 5 | 3 | 2 | 1 | 4 | 3 | 2 | 3 | | 64 |
| | 12 - 22 | 2 | 4 | 3 | 3 | 2 | 3 | 3 | 2 | 4 | 1 | 3 | | |
| 14 | 1 - 11 | 5 | 3 | 3 | 5 | 1 | 1 | 4 | 3 | 2 | 3 | 2 | | 60 |
| | 12 - 22 | 2 | 2 | 2 | 2 | 1 | 5 | 5 | 2 | 1 | 1 | 5 | | |
| 15 | 1 - 11 | 2 | 2 | 2 | 3 | 5 | 3 | 3 | 2 | 5 | 5 | 2 | | 71 |
| | 12 - 22 | 5 | 2 | 3 | 2 | 3 | 3 | 3 | 4 | 5 | 3 | 4 | | |
| 16 | 1 - 11 | 4 | 3 | 4 | 4 | 2 | 2 | 3 | 3 | 2 | 1 | 2 | | 57 |
| | 12 - 22 | 1 | 2 | 1 | 1 | 2 | 4 | 3 | 2 | 3 | 4 | 4 | | |
| 17 | 1 - 11 | 3 | 4 | 4 | 5 | 2 | 4 | 3 | 3 | 3 | 3 | 3 | | 70 |
| | 12 - 22 | 2 | 3 | 3 | 3 | 2 | 4 | 2 | 2 | 4 | 3 | 5 | | |
| 18 | 1 - 11 | 5 | 5 | 5 | 5 | 1 | 1 | 5 | 3 | 3 | 1 | 3 | | 69 |
| | 12 - 22 | 2 | 3 | 1 | 5 | 2 | 3 | 4 | 3 | 3 | 3 | 3 | | |
| 19 | 1 - 11 | 5 | 3 | 3 | 3 | 1 | 2 | 3 | 3 | 2 | 1 | 1 | | 54 |
| | 12 - 22 | 1 | 2 | 2 | 1 | 1 | 5 | 4 | 2 | 3 | 2 | 4 | | |
| 20 | 1 - 11 | 3 | 4 | 4 | 2 | 4 | 2 | 3 | 4 | 3 | 3 | 4 | | 70 |
| | 12 - 22 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | | |
| 21 | 1 - 11 | 4 | 3 | 3 | 4 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | | 62 |
| | 12 - 22 | 3 | 3 | 2 | 2 | 1 | 4 | 4 | 2 | 2 | 3 | 3 | | |
| 22 | 1 - 11 | 1 | 2 | 2 | 4 | 3 | 3 | 5 | 3 | 2 | 3 | 3 | | 60 |
| | 12 - 22 | 2 | 2 | 1 | 2 | 3 | 5 | 3 | 2 | 1 | 5 | 3 | | |
| 23 | 1 - 11 | 2 | 4 | 4 | 4 | 2 | 3 | 4 | 4 | 4 | 2 | 1 | | 68 |

| | | | | | | | | | | | | | | |
|----|---------|---|---|---|---|---|---|---|---|---|---|---|---|-----|
| | 12 - 22 | 2 | 4 | 2 | 2 | 2 | 4 | 4 | 2 | 4 | 4 | 4 | 4 | |
| 24 | 1 - 11 | 3 | 5 | 4 | 3 | 4 | 4 | 3 | 5 | 5 | 5 | 5 | 5 | 91 |
| | 12 - 22 | 5 | 5 | 3 | 5 | 5 | 5 | 5 | 3 | 3 | 3 | 3 | 3 | |
| 25 | 1 - 11 | 2 | 3 | 4 | 3 | 3 | 4 | 2 | 2 | 4 | 3 | 4 | | 68 |
| | 12 - 22 | 4 | 4 | 4 | 3 | 2 | 2 | 2 | 3 | 5 | 2 | 3 | | |
| 26 | 1 - 11 | 3 | 4 | 4 | 5 | 3 | 3 | 2 | 3 | 5 | 5 | 5 | 5 | 78 |
| | 12 - 22 | 5 | 3 | 5 | 3 | 1 | 3 | 4 | 1 | 5 | 4 | 2 | | |
| 27 | 1 - 11 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 88 |
| | 12 - 22 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | |
| 28 | 1 - 11 | 3 | 4 | 4 | 3 | 2 | 4 | 3 | 2 | 2 | 2 | 3 | | 59 |
| | 12 - 22 | 2 | 3 | 2 | 2 | 1 | 5 | 2 | 1 | 1 | 4 | 4 | | |
| 29 | 1 - 11 | 4 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 4 | 2 | 3 | | 68 |
| | 12 - 22 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 2 | 2 | 3 | 3 | | |
| 30 | 1 - 11 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 22 |
| | 12 - 22 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 31 | 1 - 11 | 5 | 5 | 5 | 5 | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 58 |
| | 12 - 22 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 5 | 5 | |
| 32 | 1 - 11 | 5 | 1 | 1 | 3 | 2 | 2 | 4 | 2 | 2 | 2 | 2 | 2 | 59 |
| | 12 - 22 | 4 | 2 | 3 | 4 | 3 | 3 | 3 | 2 | 3 | 4 | 2 | | |
| 33 | 1 - 11 | 5 | 5 | 5 | 5 | 1 | 1 | 4 | 1 | 4 | 1 | 1 | 1 | 57 |
| | 12 - 22 | 1 | 1 | 1 | 1 | 1 | 1 | 5 | 4 | 1 | 2 | 4 | 3 | |
| 34 | 1 - 11 | 4 | 1 | 2 | 4 | 1 | 2 | 3 | 1 | 3 | 1 | 1 | | 46 |
| | 12 - 22 | 2 | 1 | 1 | 1 | 2 | 4 | 3 | 1 | 1 | 3 | 4 | | |
| 35 | 1 - 11 | 1 | 3 | 2 | 4 | 2 | 2 | 3 | 4 | 5 | 4 | 3 | | 59 |
| | 12 - 22 | 3 | 3 | 4 | 2 | 1 | 3 | 3 | 1 | 2 | 2 | 2 | | |
| 36 | 1 - 11 | 3 | 4 | 4 | 2 | 4 | 3 | 2 | 4 | 4 | 2 | 3 | | 72 |
| | 12 - 22 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | | |
| 37 | 1 - 11 | 3 | 3 | 4 | 4 | 2 | 4 | 2 | 2 | 5 | 3 | 4 | | 67 |
| | 12 - 22 | 3 | 3 | 4 | 3 | 2 | 3 | 3 | 1 | 4 | 2 | 3 | | |
| 38 | 1 - 11 | 3 | 3 | 3 | 2 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | | 66 |
| | 12 - 22 | 4 | 4 | 2 | 3 | 1 | 4 | 3 | 2 | 3 | 4 | 2 | | |
| 39 | 1 - 11 | 3 | 2 | 4 | 5 | 3 | 4 | 5 | 1 | 1 | 3 | 1 | | 64 |
| | 12 - 22 | 5 | 1 | 1 | 5 | 1 | 5 | 4 | 3 | 3 | 1 | 3 | | |
| 40 | 1 - 11 | 3 | 4 | 4 | 3 | 5 | 2 | 3 | 1 | 2 | 4 | 2 | | 62 |
| | 12 - 22 | 4 | 4 | 1 | 2 | 2 | 5 | 2 | 2 | 3 | 3 | 1 | | |
| 41 | 1 - 11 | 4 | 4 | 4 | 5 | 2 | 3 | 4 | 1 | 4 | 2 | 2 | | 65 |
| | 12 - 22 | 3 | 2 | 2 | 2 | 2 | 4 | 4 | 2 | 1 | 4 | 4 | | |
| 42 | 1 - 11 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | | 83 |
| | 12 - 22 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | | |
| 43 | 1 - 11 | 3 | 4 | 4 | 2 | 4 | 4 | 2 | 4 | 5 | 5 | 5 | | 78 |
| | 12 - 22 | 4 | 4 | 4 | 4 | 4 | 2 | 2 | 4 | 4 | 2 | 2 | | |
| 44 | 1 - 11 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | | 110 |
| | 12 - 22 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | | |
| 45 | 1 - 11 | 4 | 3 | 3 | 2 | 3 | 1 | 2 | 2 | 2 | 1 | 1 | | 49 |
| | 12 - 22 | 2 | 2 | 2 | 3 | 1 | 1 | 4 | 2 | 1 | 3 | 4 | | |
| 46 | 1 - 11 | 1 | 5 | 4 | 2 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | | 67 |
| | 12 - 22 | 5 | 4 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | | |

| | | | | | | | | | | | | | |
|----|---------|---|---|---|---|---|---|---|---|---|---|---|----|
| 47 | 1 - 11 | 3 | 4 | 4 | 5 | 2 | 3 | 4 | 4 | 4 | 3 | 4 | 76 |
| | 12 - 22 | 2 | 3 | 2 | 4 | 3 | 5 | 4 | 2 | 3 | 4 | 4 | |
| 48 | 1 - 11 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 66 |
| | 12 - 22 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 49 | 1 - 11 | 5 | 3 | 2 | 5 | 1 | 1 | 5 | 1 | 3 | 2 | 1 | 56 |
| | 12 - 22 | 3 | 3 | 1 | 2 | 1 | 5 | 3 | 1 | 1 | 4 | 3 | |
| 50 | 1 - 11 | 3 | 5 | 5 | 2 | 2 | 3 | 2 | 4 | 5 | 2 | 5 | 73 |
| | 12 - 22 | 4 | 5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | |
| 51 | 1 - 11 | 3 | 3 | 2 | 1 | 4 | 5 | 4 | 1 | 3 | 3 | 1 | 62 |
| | 12 - 22 | 2 | 1 | 4 | 4 | 3 | 1 | 4 | 5 | 2 | 4 | 2 | |
| 52 | 1 - 11 | 3 | 3 | 4 | 3 | 3 | 2 | 4 | 3 | 4 | 2 | 3 | 62 |
| | 12 - 22 | 2 | 2 | 2 | 2 | 2 | 4 | 3 | 2 | 2 | 3 | 4 | |
| 53 | 1 - 11 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 79 |
| | 12 - 22 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | |
| 54 | 1 - 11 | 2 | 3 | 3 | 2 | 3 | 4 | 3 | 2 | 3 | 3 | 4 | 68 |
| | 12 - 22 | 4 | 4 | 2 | 4 | 3 | 4 | 3 | 2 | 3 | 4 | 3 | |
| 55 | 1 - 11 | 4 | 3 | 4 | 3 | 2 | 2 | 4 | 3 | 4 | 3 | 3 | 68 |
| | 12 - 22 | 4 | 2 | 4 | 4 | 2 | 4 | 3 | 2 | 2 | 3 | 3 | |
| 56 | 1 - 11 | 4 | 2 | 3 | 4 | 1 | 1 | 4 | 1 | 3 | 1 | 1 | 54 |
| | 12 - 22 | 2 | 2 | 1 | 1 | 3 | 5 | 4 | 1 | 1 | 5 | 4 | |



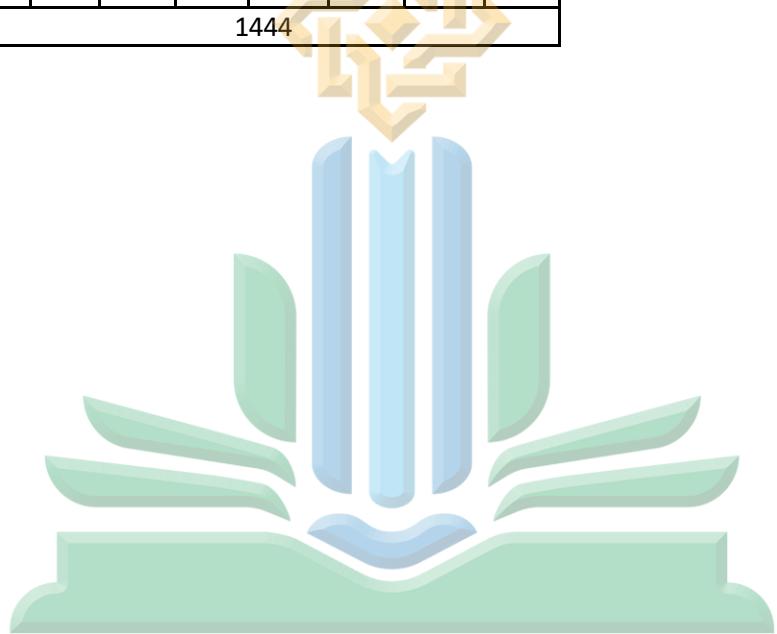
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 8: Respondent's Answer for Cognitive Type

| STUDENT | S1 | S3 | S7 | S9 | S14 | S17 | S20 | S21 | SUM | AVE |
|---------|----|----|----|----|-----|-----|-----|-----|-----|-----|
| 1 | 2 | 4 | 3 | 4 | 5 | 2 | 5 | 2 | 27 | |
| 2 | 4 | 4 | 4 | 3 | 2 | 4 | 3 | 4 | 28 | |
| 3 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 3 | 29 | |
| 4 | 3 | 5 | 2 | 5 | 4 | 2 | 4 | 4 | 29 | |
| 5 | 3 | 5 | 3 | 1 | 1 | 3 | 1 | 5 | 22 | |
| 6 | 4 | 2 | 2 | 5 | 4 | 2 | 2 | 2 | 23 | |
| 7 | 4 | 3 | 3 | 4 | 1 | 2 | 4 | 1 | 22 | |
| 8 | 4 | 2 | 4 | 2 | 2 | 4 | 2 | 5 | 25 | |
| 9 | 5 | 3 | 4 | 2 | 2 | 4 | 3 | 2 | 25 | |
| 10 | 5 | 2 | 5 | 3 | 3 | 3 | 3 | 4 | 28 | |
| 11 | 5 | 2 | 5 | 2 | 1 | 4 | 3 | 4 | 26 | |
| 12 | 4 | 5 | 4 | 3 | 3 | 4 | 4 | 4 | 31 | |
| 13 | 3 | 4 | 1 | 3 | 3 | 3 | 4 | 1 | 22 | |
| 14 | 5 | 3 | 4 | 2 | 2 | 5 | 1 | 1 | 23 | |
| 15 | 2 | 2 | 3 | 5 | 3 | 3 | 5 | 3 | 26 | |
| 16 | 4 | 4 | 3 | 2 | 1 | 4 | 3 | 4 | 25 | |
| 17 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 3 | 27 | |
| 18 | 5 | 5 | 5 | 3 | 1 | 3 | 3 | 3 | 28 | |
| 19 | 5 | 3 | 3 | 2 | 2 | 5 | 3 | 2 | 25 | |
| 20 | 3 | 4 | 3 | 3 | 3 | 4 | 2 | 3 | 25 | |
| 21 | 4 | 3 | 3 | 3 | 2 | 4 | 2 | 3 | 24 | |
| 22 | 1 | 2 | 5 | 2 | 1 | 5 | 1 | 5 | 22 | |
| 23 | 2 | 4 | 4 | 4 | 2 | 4 | 4 | 4 | 28 | |
| 24 | 3 | 4 | 3 | 5 | 3 | 5 | 3 | 3 | 29 | |
| 25 | 2 | 4 | 2 | 4 | 4 | 2 | 5 | 2 | 25 | |
| 26 | 3 | 4 | 2 | 5 | 5 | 3 | 5 | 4 | 31 | |
| 27 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 32 | |
| 28 | 3 | 4 | 3 | 2 | 2 | 5 | 1 | 4 | 24 | |
| 29 | 4 | 3 | 3 | 4 | 4 | 4 | 2 | 3 | 27 | |
| 30 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 8 | |
| 31 | 5 | 5 | 1 | 5 | 1 | 5 | 1 | 5 | 28 | |
| 32 | 5 | 1 | 4 | 2 | 3 | 3 | 3 | 4 | 25 | |
| 33 | 5 | 5 | 4 | 4 | 1 | 5 | 2 | 4 | 30 | |
| 34 | 4 | 2 | 3 | 3 | 1 | 4 | 1 | 3 | 21 | |
| 35 | 1 | 2 | 3 | 5 | 4 | 3 | 2 | 2 | 22 | |
| 36 | 3 | 4 | 2 | 4 | 3 | 3 | 4 | 3 | 26 | |
| 37 | 3 | 4 | 2 | 5 | 4 | 3 | 4 | 2 | 27 | |
| 38 | 3 | 3 | 4 | 3 | 2 | 4 | 3 | 4 | 26 | |
| 39 | 3 | 4 | 5 | 1 | 1 | 5 | 3 | 1 | 23 | |
| 40 | 3 | 4 | 3 | 2 | 1 | 5 | 3 | 3 | 24 | |
| 41 | 4 | 4 | 4 | 4 | 2 | 4 | 1 | 4 | 27 | |
| 42 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 30 | |
| 43 | 3 | 4 | 2 | 5 | 4 | 2 | 4 | 2 | 26 | |
| 44 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 40 | |

25.79

| | | | | | | | | | |
|--------------|-----|-----|-----|------|-----|-----|-----|-----|----|
| 45 | 4 | 3 | 2 | 2 | 2 | 1 | 1 | 3 | 18 |
| 46 | 1 | 4 | 3 | 4 | 3 | 2 | 3 | 2 | 22 |
| 47 | 3 | 4 | 4 | 4 | 2 | 5 | 3 | 4 | 29 |
| 48 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 24 |
| 49 | 5 | 2 | 5 | 3 | 1 | 5 | 1 | 4 | 26 |
| 50 | 3 | 5 | 2 | 5 | 3 | 3 | 3 | 2 | 26 |
| 51 | 3 | 2 | 4 | 3 | 4 | 1 | 2 | 4 | 23 |
| 52 | 3 | 4 | 4 | 4 | 2 | 4 | 2 | 3 | 26 |
| 53 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 30 |
| 54 | 2 | 3 | 3 | 3 | 2 | 4 | 3 | 4 | 24 |
| 55 | 4 | 4 | 4 | 4 | 4 | 4 | 2 | 3 | 29 |
| 56 | 4 | 3 | 4 | 3 | 1 | 5 | 1 | 5 | 26 |
| SUM | 193 | 195 | 185 | 188 | 145 | 201 | 158 | 179 | |
| TOTAL | | | | 1444 | | | | | |



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Appendix 9: Respondents' Answer for Somatic Type

| STUDENT | S2 | S6 | S8 | S11 | S13 | S15 | S19 | SUM | AVE |
|---------|----|----|----|-----|-----|-----|-----|-----|-----|
| 1 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 26 | |
| 2 | 3 | 4 | 1 | 3 | 2 | 2 | 2 | 17 | |
| 3 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 25 | |
| 4 | 5 | 4 | 3 | 5 | 2 | 4 | 2 | 25 | |
| 5 | 5 | 1 | 1 | 1 | 3 | 1 | 1 | 13 | |
| 6 | 4 | 2 | 1 | 1 | 1 | 2 | 2 | 13 | |
| 7 | 1 | 3 | 1 | 4 | 5 | 3 | 1 | 18 | |
| 8 | 2 | 1 | 2 | 2 | 2 | 1 | 2 | 12 | |
| 9 | 3 | 2 | 3 | 2 | 2 | 3 | 4 | 19 | |
| 10 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 19 | |
| 11 | 3 | 1 | 2 | 2 | 1 | 2 | 2 | 13 | |
| 12 | 5 | 2 | 2 | 4 | 2 | 3 | 2 | 20 | |
| 13 | 4 | 2 | 4 | 3 | 4 | 3 | 2 | 22 | |
| 14 | 3 | 1 | 3 | 2 | 2 | 2 | 2 | 15 | |
| 15 | 2 | 3 | 2 | 2 | 2 | 2 | 4 | 17 | |
| 16 | 3 | 2 | 3 | 2 | 2 | 1 | 2 | 15 | |
| 17 | 4 | 4 | 3 | 3 | 3 | 3 | 2 | 22 | |
| 18 | 5 | 1 | 3 | 3 | 3 | 5 | 3 | 23 | |
| 19 | 3 | 2 | 3 | 1 | 2 | 1 | 2 | 14 | |
| 20 | 4 | 2 | 4 | 4 | 4 | 4 | 2 | 24 | |
| 21 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 17 | |
| 22 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 17 | |
| 23 | 4 | 3 | 4 | 1 | 4 | 2 | 2 | 20 | |
| 24 | 5 | 4 | 5 | 5 | 5 | 5 | 3 | 32 | |
| 25 | 3 | 4 | 2 | 4 | 4 | 3 | 3 | 23 | |
| 26 | 4 | 3 | 3 | 5 | 3 | 3 | 1 | 22 | |
| 27 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 28 | |
| 28 | 4 | 4 | 2 | 3 | 3 | 2 | 1 | 19 | |
| 29 | 3 | 3 | 3 | 3 | 3 | 4 | 2 | 21 | |
| 30 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 7 | |
| 31 | 5 | 1 | 1 | 1 | 1 | 1 | 1 | 11 | |
| 32 | 1 | 2 | 2 | 2 | 2 | 4 | 2 | 15 | |
| 33 | 5 | 1 | 1 | 1 | 1 | 1 | 1 | 11 | |
| 34 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 8 | |
| 35 | 3 | 2 | 4 | 3 | 3 | 2 | 1 | 18 | |
| 36 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 25 | |
| 37 | 3 | 4 | 2 | 4 | 3 | 3 | 1 | 20 | |
| 38 | 3 | 3 | 3 | 4 | 4 | 3 | 2 | 22 | |
| 39 | 2 | 4 | 1 | 1 | 1 | 5 | 3 | 17 | |
| 40 | 4 | 2 | 1 | 2 | 4 | 2 | 2 | 17 | |
| 41 | 4 | 3 | 1 | 2 | 2 | 2 | 2 | 16 | |
| 42 | 4 | 3 | 3 | 4 | 3 | 4 | 4 | 25 | |
| 43 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 29 | |
| 44 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 35 | |

19.38

| | | | | | | | | |
|--------------|------------|------------|------------|------------|------------|------------|-------------|-----------|
| 45 | 3 | 1 | 2 | 1 | 2 | 3 | 2 | 14 |
| 46 | 5 | 4 | 3 | 4 | 4 | 2 | 2 | 24 |
| 47 | 4 | 3 | 4 | 4 | 3 | 4 | 2 | 24 |
| 48 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 21 |
| 49 | 3 | 1 | 1 | 1 | 3 | 2 | 1 | 12 |
| 50 | 5 | 3 | 4 | 5 | 5 | 3 | 3 | 28 |
| 51 | 3 | 5 | 1 | 1 | 1 | 4 | 5 | 20 |
| 52 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 17 |
| 53 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 27 |
| 54 | 3 | 4 | 2 | 4 | 4 | 4 | 2 | 23 |
| 55 | 3 | 2 | 3 | 3 | 2 | 4 | 2 | 19 |
| 56 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 9 |
| SUM | 192 | 150 | 143 | 158 | 157 | 156 | 129 | |
| TOTAL | | | | | | | 1085 | |



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Appendix 10: Respondents' Answer for Avoidance Behavior Type

| STUDENT | S4 | S5 | S10 | S12 | S16 | S18 | S22 | SUM | AVE |
|---------|----|----|-----|-----|-----|-----|-----|-----|-----|
| 1 | 3 | 4 | 4 | 4 | 3 | 3 | 2 | 23 | |
| 2 | 5 | 3 | 2 | 2 | 2 | 4 | 3 | 21 | |
| 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 24 | |
| 4 | 3 | 3 | 4 | 5 | 1 | 3 | 4 | 23 | |
| 5 | 1 | 1 | 1 | 1 | 1 | 1 | 5 | 11 | |
| 6 | 5 | 1 | 1 | 1 | 2 | 5 | 4 | 19 | |
| 7 | 1 | 3 | 3 | 4 | 1 | 5 | 3 | 20 | |
| 8 | 3 | 2 | 2 | 4 | 1 | 4 | 4 | 20 | |
| 9 | 4 | 2 | 2 | 3 | 2 | 4 | 3 | 20 | |
| 10 | 4 | 3 | 5 | 4 | 3 | 3 | 2 | 24 | |
| 11 | 3 | 1 | 2 | 3 | 2 | 3 | 2 | 16 | |
| 12 | 5 | 2 | 2 | 3 | 2 | 3 | 3 | 20 | |
| 13 | 5 | 3 | 2 | 2 | 2 | 3 | 3 | 20 | |
| 14 | 5 | 1 | 3 | 2 | 1 | 5 | 5 | 22 | |
| 15 | 3 | 5 | 5 | 5 | 3 | 3 | 4 | 28 | |
| 16 | 4 | 2 | 1 | 1 | 2 | 3 | 4 | 17 | |
| 17 | 5 | 2 | 3 | 2 | 2 | 2 | 5 | 21 | |
| 18 | 5 | 1 | 1 | 2 | 2 | 4 | 3 | 18 | |
| 19 | 3 | 1 | 1 | 1 | 1 | 4 | 4 | 15 | |
| 20 | 2 | 4 | 3 | 3 | 3 | 3 | 3 | 21 | |
| 21 | 4 | 3 | 3 | 3 | 1 | 4 | 3 | 21 | |
| 22 | 4 | 3 | 3 | 2 | 3 | 3 | 3 | 21 | |
| 23 | 4 | 2 | 2 | 2 | 2 | 4 | 4 | 20 | |
| 24 | 3 | 4 | 5 | 5 | 5 | 5 | 3 | 30 | |
| 25 | 3 | 3 | 3 | 4 | 2 | 2 | 3 | 20 | |
| 26 | 5 | 3 | 5 | 5 | 1 | 4 | 2 | 25 | |
| 27 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 28 | |
| 28 | 3 | 2 | 2 | 2 | 1 | 2 | 4 | 16 | |
| 29 | 2 | 3 | 2 | 3 | 4 | 3 | 3 | 20 | |
| 30 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 7 | |
| 31 | 5 | 1 | 1 | 1 | 1 | 5 | 5 | 19 | |
| 32 | 3 | 2 | 2 | 4 | 3 | 3 | 2 | 19 | |
| 33 | 5 | 1 | 1 | 1 | 1 | 4 | 3 | 16 | |
| 34 | 4 | 1 | 1 | 2 | 2 | 3 | 4 | 17 | |
| 35 | 4 | 2 | 4 | 3 | 1 | 3 | 2 | 19 | |
| 36 | 2 | 4 | 2 | 4 | 3 | 3 | 3 | 21 | |
| 37 | 4 | 2 | 3 | 3 | 2 | 3 | 3 | 20 | |
| 38 | 2 | 3 | 3 | 4 | 1 | 3 | 2 | 18 | |
| 39 | 5 | 3 | 3 | 5 | 1 | 4 | 3 | 24 | |
| 40 | 3 | 5 | 4 | 4 | 2 | 2 | 1 | 21 | |
| 41 | 5 | 2 | 2 | 3 | 2 | 4 | 4 | 22 | |
| 42 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 28 | |
| 43 | 2 | 4 | 5 | 4 | 4 | 2 | 2 | 23 | |

20.57

| | | | | | | | | |
|--------------|-------------|------------|------------|------------|------------|------------|------------|-----------|
| 44 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 35 |
| 45 | 2 | 3 | 1 | 2 | 1 | 4 | 4 | 17 |
| 46 | 2 | 3 | 4 | 5 | 3 | 2 | 2 | 21 |
| 47 | 5 | 2 | 3 | 2 | 3 | 4 | 4 | 23 |
| 48 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 21 |
| 49 | 5 | 1 | 2 | 3 | 1 | 3 | 3 | 18 |
| 50 | 2 | 2 | 2 | 4 | 3 | 3 | 3 | 19 |
| 51 | 1 | 4 | 3 | 2 | 3 | 4 | 2 | 19 |
| 52 | 3 | 3 | 2 | 2 | 2 | 3 | 4 | 19 |
| 53 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 22 |
| 54 | 2 | 3 | 3 | 4 | 3 | 3 | 3 | 21 |
| 55 | 3 | 2 | 3 | 4 | 2 | 3 | 3 | 20 |
| 56 | 4 | 1 | 1 | 2 | 3 | 4 | 4 | 19 |
| SUM | 193 | 144 | 150 | 170 | 126 | 188 | 181 | |
| TOTAL | 1152 | | | | | | | |

| No. | Causes of Writing Anxiety | Total | Average |
|-----|--|-------|---------|
| 1. | I worry about the negative comments and evaluation of the teacher. | 169 | 5.93 |
| 2. | I am afraid of writing test. | 143 | 5.02 |
| 3. | I have lack of sufficient English writing practice which makes me anxious | 165 | 5.79 |
| 4. | I do not have good command of English writing techniques which makes me feel anxious. | 164 | 5.75 |
| 5. | I do not know what to write on the topic given by the teacher so I feel upset. | 147 | 5.16 |
| 6. | I often encounter some linguistic problem such as inadequate mastery of vocabulary, sentence structure, grammatical errors, etc. | 183 | 6.42 |
| 7. | I am under pressure to offer a perfect work which makes me upset. | 162 | 5.68 |
| 8. | I feel anxious due to the high frequency of writing assignments | 159 | 5.58 |
| 9. | I feel worry when I have to write under time constraints. | 172 | 6.04 |
| 10. | I have a low-confidence in English writing | 160 | 5.61 |

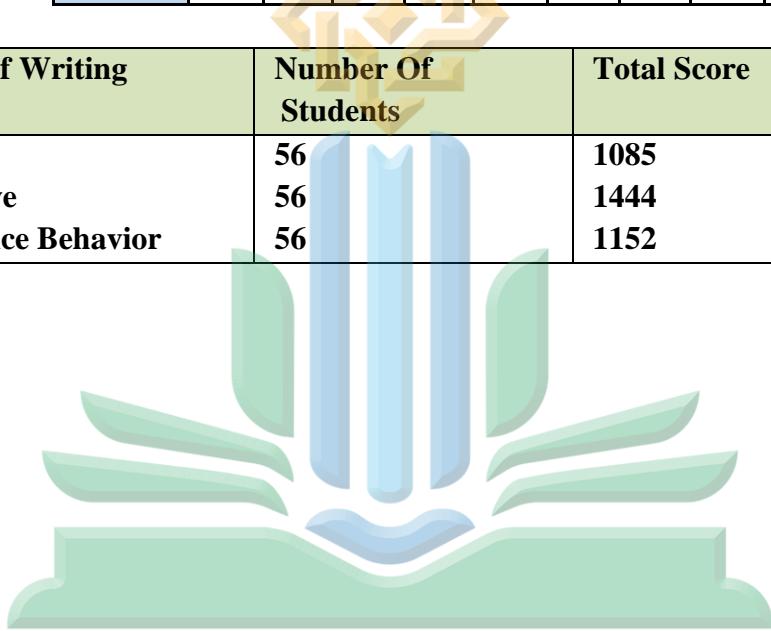
Appendix 11: Causes of Foreign Language Writing Anxiety Questionnaire

Answer Score

| STUDENT | S1 | S2 | S3 | S4 | S5 | S6 | S7 | S8 | S9 | S10 |
|---------|----|----|----|----|----|----|----|----|----|-----|
| 1 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 4 | 4 | 5 |
| 2 | 2 | 3 | 2 | 3 | 3 | 4 | 4 | 3 | 3 | 3 |
| 3 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 5 |
| 4 | 4 | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 4 | 5 |
| 5 | 5 | 4 | 3 | 4 | 5 | 3 | 4 | 4 | 4 | 3 |
| 6 | 2 | 4 | 3 | 3 | 2 | 4 | 2 | 2 | 4 | 4 |
| 7 | 4 | 3 | 3 | 2 | 1 | 2 | 3 | 5 | 5 | 3 |
| 8 | 2 | 1 | 2 | 2 | 2 | 4 | 4 | 2 | 2 | 2 |
| 9 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 |
| 10 | 2 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 11 | 4 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 |
| 12 | 4 | 2 | 3 | 4 | 3 | 4 | 5 | 5 | 5 | 3 |
| 13 | 5 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 4 | 2 |
| 14 | 3 | 1 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 1 |
| 15 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 2 | 3 |
| 16 | 1 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 |
| 17 | 3 | 3 | 4 | 3 | 4 | 4 | 3 | 4 | 3 | 3 |
| 18 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 |
| 19 | 3 | 1 | 2 | 1 | 1 | 2 | 3 | 3 | 3 | 1 |
| 20 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 3 |
| 21 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 |
| 22 | 1 | 1 | 2 | 3 | 2 | 5 | 2 | 2 | 2 | 1 |
| 23 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 2 |
| 24 | 3 | 3 | 3 | 4 | 5 | 5 | 5 | 5 | 5 | 3 |
| 25 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 3 | 3 | 4 |
| 26 | 4 | 5 | 5 | 5 | 4 | 5 | 3 | 3 | 3 | 5 |
| 27 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 |
| 28 | 3 | 1 | 3 | 3 | 1 | 4 | 1 | 1 | 2 | 2 |
| 29 | 3 | 4 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 3 |
| 30 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 31 | 5 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| 32 | 3 | 2 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 3 |
| 33 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 |
| 34 | 2 | 1 | 1 | 1 | 1 | 3 | 1 | 2 | 2 | 2 |
| 35 | 3 | 2 | 3 | 3 | 2 | 1 | 2 | 2 | 3 | 2 |
| 36 | 4 | 3 | 3 | 2 | 2 | 4 | 3 | 4 | 4 | 4 |
| 37 | 5 | 4 | 5 | 4 | 4 | 4 | 3 | 3 | 3 | 5 |
| 38 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 5 |
| 39 | 1 | 1 | 5 | 5 | 1 | 3 | 1 | 1 | 2 | 3 |
| 40 | 2 | 1 | 4 | 4 | 1 | 5 | 3 | 2 | 3 | 4 |
| 41 | 3 | 3 | 4 | 3 | 2 | 3 | 1 | 2 | 3 | 3 |
| 42 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 4 |
| 43 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 2 | 2 | 5 |

| | | | | | | | | | | |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 44 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 45 | 1 | 2 | 4 | 4 | 1 | 3 | 3 | 2 | 2 | 2 |
| 46 | 3 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 5 |
| 47 | 2 | 3 | 4 | 4 | 3 | 5 | 4 | 3 | 5 | 5 |
| 48 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 49 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 4 | 2 | 3 |
| 50 | 3 | 3 | 3 | 3 | 3 | 5 | 3 | 3 | 5 | 4 |
| 51 | 4 | 3 | 2 | 1 | 4 | 1 | 3 | 2 | 2 | 1 |
| 52 | 4 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 3 | 2 |
| 53 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 |
| 54 | 2 | 3 | 3 | 4 | 2 | 3 | 3 | 3 | 4 | 4 |
| 55 | 4 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 4 | 2 |
| 56 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| TOTAL | 169 | 143 | 165 | 164 | 147 | 183 | 162 | 159 | 172 | 160 |
| AVAREGE | 5.93 | 5.02 | 5.79 | 5.75 | 5.16 | 6.42 | 5.68 | 5.58 | 6.04 | 5.61 |

| Types Of Writing Anxiety | Number Of Students | Total Score | Mean |
|--------------------------|--------------------|-------------|--------------|
| Somatic | 56 | | |
| Cognitive | 56 | | |
| Avoidance Behavior | 56 | | |
| | | 1085 | 19.38 |
| | | 1444 | 25.79 |
| | | 1152 | 20.57 |



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Appendix 12: Documentation

Observation in the Class



Interviewed with Eka Maulidatul Fitriya



Interviewed with Siti Haryuni**Interviewed with Arina Nur Holila****Interviewed with Ulil Izzzah**

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Appendix 13: Curriculum Vitae

CURRICULUM VITAE



A. Author Identity

| | | |
|----------------------|---|--|
| Name | : | Alivia Atikah Dini |
| NIM | : | 201101060005 |
| Place, date of birth | : | Pasuruan, 30 of August 2001 |
| Gender | : | Female |
| Address | : | Dusun Besongol RT/RW: 004/004, Desa Sumberejo Kecamatan Pandaan, Kabupaten Pasuruan. |
| Faculty | : | Education and Teacher Training |
| Major | : | English Education Program |
| Email | : | alifiadini91@gmail.com |

B. Educational Background

Elementary School : SD Negeri Tawanggrejo II (2008-2014)

Junior High School : SMP Negeri 2 Kraton (2014-2017)

Senior High School : MA Negeri 2 Pasuruan (2017-2020)

C. Organization Experience

1. Pengurus Bidang KOMINFO HMPS TBI (2022-2023)
2. Pengurus Bidang Media INSANI Komisariat Jember (2022-2023)
3. Sekretaris Umum INSANI Komisariat Jember (2023-2024)