

AN ANALYSIS OF STUDENTS' WRITING ANXIETY IN ENGLISH AT UPT SMAN 11 LUWU

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ABSTRACT

This research aimed to analyze the students' writing anxiety in English at the Eleventh-Grade of Science Class at UPT SMAN 11 Luwu. This research describes the level and main factors that cause students writing anxiety in English (cognitive anxiety, somatic anxiety, and avoidance behavior). This research applied descriptive quantitative research. The population of this research was the eleventh-grade students of science class and the researcher used simple random sampling as the sample which consisted of 68 students. Second Language Writing Anxiety Inventory (SLWAI) by Cheng was used to analyze the level of students writing anxiety, and the Causes of Second Language Writing Anxiety Inventory (CSLWAI) by Rezaei and Jafari was used to describe the main factors that cause students writing anxiety. The data was analyzed and calculated by using SPSS 22 version program and Microsoft Excel 2019 to find the mean and percentage. The finding revealed that the students who experienced a high level of writing anxiety were the mean ($M=73.06 > 65$). Furthermore, the main factors that cause students writing anxiety; are insufficient writing technique, linguistic difficulties, insufficient writing practice, and time pressure.

Keywords: English Language Teaching, Students' Anxiety, Writing Skills

INTRODUCTION

English is an international language or the second language after the mother tongue. Furthermore, with English, we can communicate with foreigners very easily. There are four aspects of the English, namely, speaking, reading, and writing. Nevertheless, writing is important in human life because it allows us to express ourselves and then develop those ideas so that they become something useful for ourselves and others.

Writing is the process of transferring ideas into a text or written words which can be read and understood in the text. Meanwhile, writing is one of the basic language skills which are very important for students to be mastered. In writing, the students also must know knowledge of grammar, spelling, vocabulary, punctuation, the organizing of ideas, pronunciation, and content. Moreover, writing is most difficult and different from other language skills, as example, when speaking, making mistakes is considered normal as long as the interlocutors understand the message.

According to McCrimmon in Setiawan et. al., (2019), writing is difficult work. But writing also provides an opportunity to express ourselves, communicate ideas to people outside of our immediate vicinity, and learn something new. On the other hand, Cheng

(2004) stated that there are three different types of writing anxiety: cognitive anxiety, somatic anxiety, and avoidance behavior. The term cognitive anxiety describes the cognitive component of anxiety experiences, such as negative expectations, concern with performance, and worry about how others will perceive oneself. Somatic anxiety is the sense of the physiological effects of anxiety, such as tension and nervousness. Avoidance behavior is a type of anxiety where students avoid writing.

As a result, the majority of students are afraid to write because they worry about their grammar and vocabulary. According to Brown (2007), a little stress when doing a task is advantageous because it forces people to concentrate or focus on the task. Then, it can keep them from being fun; additionally, in writing, students must pay close attention to accuracy (grammatical items), and writing can be developed through practice losses.

Based on the interview with the English teacher conducted at UPT SMAN 11 Luwu and the experience of the researcher when studying in that school, the researcher found the difficulties, faced by students. Most students avoid the English, especially writing. Some of the factors that cause students to experience difficulty in writing are lack of vocabulary, low mastery of grammar, the method of treatment provided being less attractive, the organizing of ideas, and other related issues. Further, the students needed motivation during the classroom process to make students interesting in learning English.

Based on the explanation above, the researcher interested in observing and finding what is the students' writing anxiety in English. Therefore, the researcher conducted this research entitled "An Analysis of Students' Writing Anxiety in English at the Eleventh-Grade of Science Class at UPT SMAN 11 Luwu".

Many previous studies are similar to this research that was previously carried out at the university level. But in this study, the researcher wants to conduct the research at Senior High School to find out what makes the students anxious in writing the English language by using two types of questionnaires. There are two main points focused on the research, those are; the level of students writing anxiety and the factors that cause students writing anxiety.

METHODS

The researchers decided to use a descriptive quantitative technique design. In general, descriptive quantitative is research that shows the results of a quantitative or statistical data collection such as a survey as it is, without being calculated or seen about other treatments or variables. Supporting McMillan (1992), stated that descriptive quantitative research describes a phenomenon and usually in the form of statistics, such as frequencies, percentages, averages, and sometimes variability. The researchers selected the descriptive quantitative research method because it described and collected the data required to fix the research problems. Moreover, it aims to find out the causes of eleventh-grade students in science class at UPT SMAN 11 Luwu experiencing writing anxiety when using English.

The population of this study was the eleventh-grade students of science class at UPT SMAN 11 Luwu in the academic year 2021/2022. It consisted of 215 students. The researcher used Slovin's theory and took 68 students in six classes in the eleventh-grade

students of science class at UPT SMAN 11 Luwu, which consisted of 215 students. The researcher gave 40 minutes for the students to answer the questionnaires. In collecting the data, the researcher applied the following procedures. Firstly, the researcher asked permission to get research the class. After the researcher got permission from the headmaster and English teacher, then the teachers make the validity of the questionnaires; second, the researcher gave questionnaires to the participants of the research. Before the students filled out the questionnaires, the researcher first gave directions on how to fill out the questionnaire sheet. Then, the researcher collected the data from the questionnaires. After collecting all the data, the researcher analyzed the data. The researcher then classified the responses based on the question of anxiety response from highest to lowest using mean, frequency, and percentage. The last, the researchers did the final conclusion drawing.

RESULTS

The Second Language of Writing Anxiety Inventory (SLWAI) by Cheng (2004) is the first of the two types of questionnaires that were employed in this study. There were 21 statements in this questionnaire, and the data were analyzed and calculated to determine the mean and percentages. Further, the levels of writing anxiety are determined using the SLWAI.

The Causes of Second Language Writing Anxiety Inventory (CSLWAI) by Rezaei and Jafari (2014) is the second type of questionnaire that consisted of 10 statements and the data were analyzed and calculated to find the percentages. CSLWAI is used to find out the main factors that cause students writing anxiety. The data analysis is presented as follows:

The Level of Students' Writing Anxiety

The frequency and percentage of students' writing anxiety

1) Item 1

Table 1. "While writing in English, I'm not nervous at all"

	Frequency	Percent	Valid Percent.
Valid			
STRONGLY AGREE	7	10,3	10,3
AGREE	16	23,5	23,5
UNCERTAIN	21	30,9	30,9
DISA GREE	19	27,9	27,9
STRONGLY DISAGREE	5	7,4	7,4
Total	68	100,0	100,0

Based on the descriptive statistics on table 1, showed that 7 students (10.3%) choose "strongly agree", 16 students (23.5%) choose "agree", 21 students (30.9%) choose "uncertain", 19 students (27.9%) choose "disagree", and 5 students (7.4%) choose "strongly disagree". Therefore, it can be stated that most of the science class students at

UPT SMAN 11 Luwu in the eleventh- grade are uncertain that while writing in English, they are not nervous at all.

2) Item 2

Table 2. "While writing English compositions, I feel worried and uneasy if I know they will be evaluated"

	Frequency	Percent	Valid Percent.
Valid			
STRONGLY AGREE	13	19,1	19,1
AGREE	34	50,0	50,0
UNCERTAIN	15	22,1	22,1
DISA GREE	6	8,8	8,8
STRONGLY DISAGREE	68	100,0	100,0
Total	13	19,1	19,1

Based on the descriptive statistics on table 2, displays 13 students (19.1%) choose "strongly agree", 34 students (50.0%) choose "agree", 15 students (22.1%) choose "uncertain", and 6 students (8.8%) choose "disagree". Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade agree that while writing English compositions, they feel worried and uneasy if they know they will be evaluated.

3) Item 3

Table 3. "I don't worry that my English compositions are a lot worse than others"

	Frequency	Percent	Valid Percent.
Valid			
STRONGLY AGREE	3	4,4	4,4
AGREE	20	29,4	29,4
UNCERTAIN	14	20,6	20,6
DISA GREE	22	32,4	32,4
STRONGLY DISAGREE	9	13,2	13,2
Total	68	100,0	100,0

Based on the descriptive statistics on table 3, informs that 3 students (4.4%) choose "strongly agree", 20 students (29.4%) choose "agree", 14 students (20.6%) choose "uncertain", 22 students (32.4%) choose "disagree", and 9 students (13.2%) choose "strongly disagree". Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade disagree that they don't worry that their English compositions are a lot worse than others.

4) Item 4

Table 4. "If my English composition is to be evaluated, I would worry about getting a very poor grade"

	Frequency	Percent	Valid Percent.
Valid STRONGLY AGREE	23	33,8	33,8
AGREE	33	48,5	48,5
UNCERTAIN	7	10,3	10,3
DISA GREE	4	5,9	5,9
STRONGLY DISAGREE	1	1,5	1,5
Total	68	100,0	100,0

Based on the descriptive statistics on table 4, reveals that 23 students (33.8%) choose "strongly agree", 33 students (48.5%) choose "agree", 7 students (10.3%) choose "uncertain", 4 students (5.9%) choose "disagree", and 1 student (1.5%) choose "strongly disagree". Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade agree that if their English composition was to be graded, they would be concerned about receiving a low grade.

5) Item 5

Table 5. "I'm afraid that other students would deride my English composition if they read it"

	Frequency	Percent	Valid Percent.
Valid STRONGLY AGREE	13	19,1	19,1
AGREE	30	44,1	44,1
UNCERTAIN	12	17,6	17,6
DISA GREE	7	10,3	10,3
STRONGLY DISAGREE	6	8,8	8,8
Total	68	100,0	100,0

Based on the descriptive statistics on the table 5, describes 13 students (19.1%) choose "strongly agree", 30 students (44.1%) choose "agree", 12 students (17.6%) choose "uncertain", 7 students (10.3%) choose "disagree", and 6 students (8.8%) choose "strongly disagree". Therefore, it can be stated that most of the science class students at UPT SMAN 11 Luwu in the eleventh- grade agree that they were afraid that other students would derides their English composition if they read it.

6) Item 6

Table 6. "I don't worry at all about what other people would think of my English compositions"

	Frequency	Percent	Valid Percent.
Valid STRONGLY AGREE	13	19,1	19,1
AGREE	23	33,8	33,8

UNCERTAIN	14	20,6	20,6
DISA GREE	9	13,2	13,2
STRONGLY DISAGREE	9	13,2	13,2
Total	68	100,0	100,0

Based on the descriptive statistics on table 6, demonstrates that 13 students (19.1%) choose “strongly agree”, 23 students (33.8%) choose “agree”, 14 students (20.6%) choose “uncertain”, 9 students (13.2%) choose “disagree”, and 9 students (13.2%) choose “strongly disagree”. Therefore, it can be stated that most of the science class students at UPT SMAN 11 Luwu in the eleventh-grade agree that they don’t worry at all about what other people would think of their English compositions.

7) Item 7

Table 7. “I’m afraid of my English composition being chosen as a sample to be discussed in class”

	Frequency	Percent	Valid Percent.
STRONGLY AGREE	16	23,5	23,5
AGREE	29	42,6	42,6
Valid UNCERTAIN	11	16,2	16,2
DISA GREE	9	13,2	13,2
STRONGLY DISAGREE	3	4,4	4,4
Total	68	100,0	100,0

Based on the descriptive statistics on the table 7, exhibits 16 students (23.5%) choose “strongly agree”, 29 students (42.6%) choose “agree”, 11 students (16.2%) choose “uncertain”, 9 students (13.2%) choose “disagree”, and 3 students (4.4%) choose “strongly disagree”. Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade agree that they are afraid of their English composition being chosen as a sample to be discussed in class.

8) Item 8

Table 8. “I’m not afraid at all that my English compositions would be rated as very poor”

	Frequency	Percent	Valid Percent.
STRONGLY AGREE	5	7,4	7,4
AGREE	15	22,1	22,1
Valid UNCERTAIN	25	36,8	36,8
DISA GREE	17	25,0	25,0
STRONGLY DISAGREE	6	8,8	8,8
Total	68	100,0	100,0

Based on the descriptive statistics on table 8, produces 5 students (7.4%) choose “strongly agree”, 15 students (22.1%) choose “agree”, 25 students (36.8%) choose

“uncertain”, 17 students (25.0%) choose “disagree”, and 6 students (8.8%) choose “strongly disagree”. Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade are uncertain that they are not afraid at all that their English compositions would be rated as very poor.

9) Item 9

Table 9. “I feel my heart pounding when I write English compositions under time constraints”

	Frequency	Percent	Valid Percent.
Valid			
STRONGLY AGREE	31	45,6	45,6
AGREE	26	38,2	38,2
UNCERTAIN	6	8,8	8,8
DISA GREE	5	7,4	7,4
STRONGLY DISAGREE	68	100,0	100,0
Total	68	100,0	100,0

Based on the descriptive statistics in table 9, indicates that 31 students (45.6%) choose “strongly agree”, 26 students (38.2%) choose “agree”, 6 students (8.8%) choose “uncertain”, and 5 students (7.4%) choose “disagree”. Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade strongly agree that they feel their heart pounding when they write English compositions under time constraints.

10) Item 10

Table 10. “My mind often goes blank when I start to work on an English composition”

	Frequency	Percent	Valid Percent.
Valid			
STRONGLY AGREE	8	11,8	11,8
AGREE	21	30,9	30,9
UNCERTAIN	23	33,8	33,8
DISA GREE	9	13,2	13,2
STRONGLY DISAGREE	7	10,3	10,3
Total	68	100,0	100,0

Based on the descriptive statistics on the table 10, proves that 8 students (11.8%) choose “strongly agree”, 21 students (30.9%) choose “agree”, 23 students (33.8%) choose “uncertain”, 9 students (13.2%) choose “disagree”, and 7 students (10.3%) choose “strongly disagree”. Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade are uncertain that their mind often goes blank when they start to work on English composition.

11) Item 11

Table 11. "I tremble or perspire when I write English compositions under time pressure"

	Frequency	Percent	Valid Percent.
Valid STRONGLY AGREE	26	38,2	38,2
AGREE	14	20,6	20,6
UNCERTAIN	13	19,1	19,1
DISA GREE	13	19,1	19,1
STRONGLY DISAGREE	2	2,9	2,9
Total	68	100,0	100,0

Based on the descriptive statistics on the table 11, evinced 26 students (38.2%) choose "strongly agree", 14 students (20.6%) choose "agree", 13 students (19.1%) choose "uncertain", 13 students (19.1%) choose "disagree", and 2 students (2.9%) choose "strongly disagree". Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade strongly agree that they tremble or perspire when they write English compositions under time pressure.

12) Item 12

Table 12. "My thoughts become jumbled when I write Englishcompositions under time constraints"

	Frequency	Percent	Valid Percent.
Valid STRONGLY AGREE	24	35,3	35,3
AGREE	30	44,1	44,1
UNCERTAIN	7	10,3	10,3
DISA GREE	4	5,9	5,9
STRONGLY DISAGREE	3	4,4	4,4
Total	68	100,0	100,0

Based on the descriptive statistic on the table 12, explains that 24 students (35.3%) choose "strongly agree", 30 students (44.1%) choose "agree", 7 students (10.3%) choose "uncertain", 4 students (5.9%) choose "disagree", and 3 students (4.4%) choose "strongly disagree". Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade agree that their thoughts become jumbled when they write English compositions under time constraints.

13) Item 13

Table 13. "I often feel panic when I write English compositions under time constraints"

	Frequency	Percent	Valid Percent.
Valid STRONGLY AGREE	17	25,0	25,0
AGREE	35	51,5	51,5

UNCERTAIN	9	13,2	13,2
DISA GREE	6	8,8	8,8
STRONGLY DISAGREE	1	1,5	1,5
Total	68	100,0	100,0

Based on the descriptive statistics on the table 13, showed that 17 students (25.0%) choose “strongly agree”, 35 students (51.5%) choose “agree”, 9 students (13.2%) choose “uncertain”, 6 students (8.8%) choose “disagree”, and 1 student (1.5%) choose “strongly disagree”. Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade agree that they often feel panic when they write English compositions undertime constraints.

14) Item 14

Table 14. “I freeze up when unexpectedly asked to write English compositions”

	Frequency	Percent	Valid Percent.
Valid STRONGLY AGREE	16	23,5	23,5
AGREE	21	30,9	30,9
UNCERTAIN	20	29,4	29,4
DISA GREE	9	13,2	13,2
STRONGLY DISAGREE	2	2,9	2,9
Total	68	100,0	100,0

Based on the descriptive statistics on the table 14, displays 16 students (23.5%) choose “strongly agree”, 21 students (30.9%) choose “agree”, 20 students (29.4%) choose “uncertain”, 9 students (13.2%) choose “disagree”, and 2 students (2.9%) choose “strongly disagree”. Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade agree that they freeze up when unexpectedly asked to write English compositions.

15) Item 15

Table 15. “I usually feel my body whole rigid and tense when I write English compositions”

	Frequency	Percent	Valid Percent.
Valid STRONGLY AGREE	10	14,7	14,7
AGREE	12	17,6	17,6
UNCERTAIN	18	26,5	26,5
DISA GREE	12	17,6	17,6
STRONGLY DISAGREE	16	23,5	23,5
Total	68	100,0	100,0

Based on the descriptive statistics on the table 15, reveals that 10 students (14.7%) choose “strongly agree”, 12 students (17.6%) choose “agree”, 18 students (26.5%) choose “uncertain”, 12 students (17.6%) choose “disagree”, and 16 students (23.5%) choose “strongly disagree”. Therefore, it can be stated that most of the science major students at UPT SMAN 11 Luwu in the eleventh-grade are uncertain that they usually feel their body whole rigid and tense when they write English compositions.

16) Item 16

Table 16. “I often choose to write down my thoughts in English”

	Frequency	Percent	Valid Percent.
Valid STRONGLY AGREE	11	16,2	16,2
AGREE	17	25,0	25,0
UNCERTAIN	15	22,1	22,1
DISA GREE	20	29,4	29,4
STRONGLY DISAGREE	5	7,4	7,4
Total	68	100,0	100,0

Based on the descriptive statistics on the table 16, informs that 11 students (16.2%) choose “strongly agree”, 17 students (25.0%) choose “agree”, 15 students (22.1%) choose “uncertain”, 20 students (29.4%) choose “disagree”, and 5 students (7.4%) choose “strongly disagree”. Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh- grade disagree that they often choose to write down their thoughts in English.

17) Item 17

Table 17. “I usually do my best to avoid writing English compositions”

	Frequency	Percent	Valid Percent.
Valid STRONGLY AGREE	6	8,8	8,8
AGREE	28	41,2	41,2
UNCERTAIN	21	30,9	30,9
DISA GREE	8	11,8	11,8
STRONGLY DISAGREE	5	7,4	7,4
Total	68	100,0	100,0

Based on the descriptive statistics on table 17, describes 6 students (8.8%) choose “strongly agree”, 28 students (41.2%) choose “agree”, 21 students (30.9%) choose “uncertain”, 8 students (11.8%) choose “disagree”, and 5 students (7.4%) choose “strongly disagree”. Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade agree that they usually do their best to avoid writing English compositions.

18) Item 18

Table 18. "I do my best to avoid situations in which I have to write in English"

	Frequency	Percent	Valid Percent.
Valid STRONGLY AGREE	11	16,2	16,2
AGREE	19	27,9	27,9
UNCERTAIN	18	26,5	26,5
DISA GREE	16	23,5	23,5
STRONGLY DISAGREE	4	5,9	5,9
Total	68	100,0	100,0

Based on the descriptive statistics on the table 18, indicates that 11 students (16.2%) choose "strongly agree", 19 students (27.9%) choose "agree", 18 students (26.5%) choose "uncertain", 16 students (23.5%) choose "disagree", and 4 students (5.9%) choose "strongly disagree". Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade agree that they do their best to avoid situations in which they have to write in English.

19) Item 19

Table 19. "Unless I have no choice, I would not use English to write composition"

	Frequency	Percent	Valid Percent.
Valid STRONGLY AGREE	15	22,1	22,1
AGREE	18	26,5	26,5
UNCERTAIN	19	27,9	27,9
DISA GREE	14	20,6	20,6
STRONGLY DISAGREE	2	2,9	2,9
Total	68	100,0	100,0

Based on the descriptive statistics on the table 19, explains that 15 students (22.1%) choose "strongly agree", 18 students (26.5%) choose "agree", 19 students (27.9%) choose "uncertain", 14 students (20.6%) choose "disagree", and 2 students (2.9%) choose "strongly disagree". Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade are uncertain that unless they have no choice, they would not use English to write.

20) Item 20

Table 20 "I would do my best to excuse myself if asked to write English compositions"

	Frequency	Percent	Valid Percent.
Valid STRONGLY AGREE	14	20,6	20,6
AGREE	31	45,6	45,6

UNCERTAIN	15	22,1	22,1
DISA GREE	5	7,4	7,4
STRONGLY DISAGREE	3	4,4	4,4
Total	68	100,0	100,0

Based on the descriptive statistics on the table 20, exhibits 14 students (20.6%) choose “strongly agree”, 31 students (45.6%) choose “agree”, 15 students (22.1%) choose “uncertain”, 5 students (7.4%) choose “disagree”, and 3 students (4.4%) choose “strongly disagree”. Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh-grade agree that they would do their best to excuse themselves if asked to write English composition.

21) Item 21

Table 21. “Whenever possible, I would use English to write compositions”

	Frequency	Percent	Valid Percent.
STRONGLY AGREE	3	4,4	4,4
AGREE	17	25,0	25,0
Valid UNCERTAIN	31	45,6	45,6
DISA GREE	11	16,2	16,2
STRONGLY DISAGREE	6	8,8	8,8
Total	68	100,0	100,0

Based on the descriptive statistics on the table 21, showed that 3 students (4.4%) choose “strongly agree”, 17 students (25.0%) choose “agree”, 31 students (45.6%) choose “uncertain”, 11 students (16.2%) choose “disagree”, and 6 students (8.8%) choose “strongly disagree”. Therefore, it can be stated that most science class students at UPT SMAN 11 Luwu in the eleventh- grade are uncertain that whenever possible, they would use English to write compositions.

The Mean Score of Students Writing Anxiety

Table 22. The Mean of SLWAI Based on the Score

	Number of Students	Minimum Score	Maximum Score	Mean Score
High Enxiety	52	66	89	76.69≥65
Moderate Enxiety	15	55	65	62.27≤65
Low Enxiety	1	46	46	46.00≤65
Total	68	167	200	73.06

Based on table 22, it can be seen that the total mean score for the participants in this study was 73.06≥65, with scores ranging from 46 to 89. There were 52 students (M=76.69≥65) who experienced a high level; 15 students (M=62.27≤65) experienced a

moderate level; and 1 student ($M=46.00 \leq 65$) experienced a low level of writing anxiety in English. It means the category of students writing anxiety was at a high level.

Table 23. The Level of Students' Writing Anxiety

Number of students	Total score	Mean
68	4968	73,06

Based on table 4.23, it can be shown that the questionnaire had a total score of 4968 from 68 students, and there was a total of 21 tables. The mean score is based on the measurement formula:

$$X = \frac{\sum x}{n}$$

X	=	$\frac{4968}{68}$
		73.06

$$X = 73.06$$

The calculation above shows that the result of the mean score of the students' writing anxiety was $M=73.06 \geq 65$. It indicates that the level of students writing anxiety in English of UPT SMAN 11 Luwu was in the high- level category.

Another study by Syarifudin (2020) found that the majority of students in the second semester of the English Education Study Program ($M=65.86 \geq 65$) at State Islamic University Mataram show high levels of writing anxiety.⁴⁰ The same situation was also discovered in research by Jafari and Rezaei (2014), who note that ($M=67.21 \geq 65$) of two institutes in Shiraz and Iran of EFL students were in the level highest category. Furthermore, Farika Muhammad (2019) discovered that the majority of students in the fifth semester ($M=67.96 \geq 65$) at Makassar Muhammadiyah University fell into the category of having a high level of writing anxiety.

The main factor that causes students writing anxiety

To determine the main factors of students' writing anxiety, the questionnaire from Jafari and Rezaei (2014) Causes of Second Language Writing Anxiety Inventory (CSLWAI). The researcher created a calculation result table of CSLWAI into the data percentage using SPSS Statistic 22. Figure 1 shows the CSLWAI results.

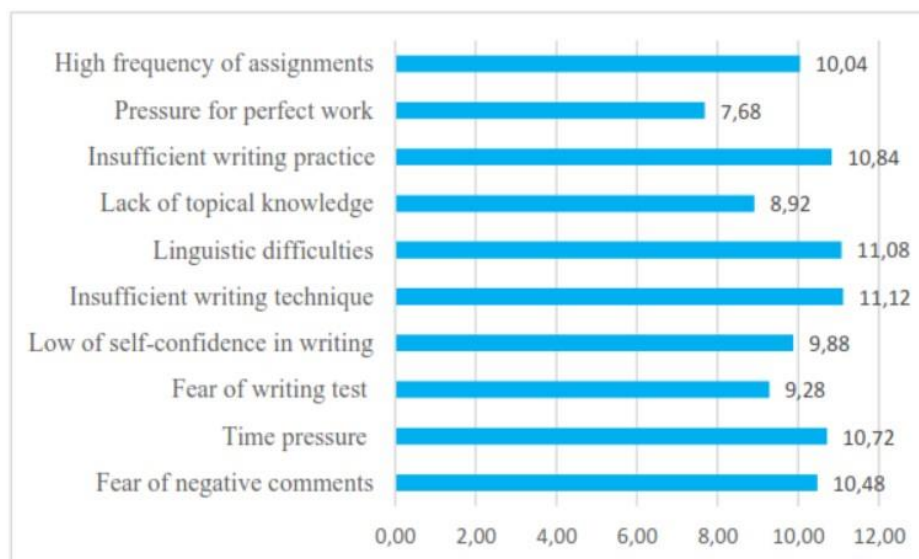


Figure 1. Descriptive Statistic of CSLWAI

From figure 1 above, it can be seen that the main factor that causes students writing anxiety is insufficient writing technique (11.12%), linguistic difficulties (11.08%), insufficient writing practice (10.84%), and time pressure (10.72%). It has the highest percentage among 6 other causes of students writing anxiety.

Table 24. The Arrangement Percentage of Each Item CSLWAI

No.	Causes of Writing Anxiety	Score	Percent
1	Insufficient writing technique	278	11.12%
2	Linguistic difficulties	277	11.08%
3	Insufficient writing practice	271	10.84%
4	Time pressure	268	10.72%
5	Fear of negative comments	262	10.48%
6	High frequency of assignments	251	10.04%
7	Low of self-confidence in writing	247	9.88%
8	Fear of writing test	232	9.28%
9	Lack of topical knowledge	223	8.92%
10	Pressure for perfect work	192	7.68%
Total		2501	100%

Based on table 24, it can conclude that the main factor that causes students writing anxiety in English at the eleventh-grade of science class at UPT SMAN 11 Luwu based on the percentage is insufficient writing technique (11.12%). Writing technique refers to writing composition, skill development, and customized spelling.

DISCUSSION

The purpose of this study is to determine the level and main factors that cause writing anxiety in eleventh-grade science students at UPT SMAN 11 Luwu. The results

show that the total mean score on the Second Language Writing Anxiety Inventory (SLWAI) is $M=73.06 \geq 65$, indicating that the level of students' writing anxiety was high. Furthermore, insufficient writing technique (11.12%), linguistic difficulties (11.08%), insufficient writing practice (10.84%), and time pressure (10.72%) are the main causes of students' writing anxiety.

Insufficient writing technique is the primary source of students' writing anxiety in English. Because the students are inexperienced writers, they are worried when they are writing. Furthermore, students' skill development and mastery of the writing composition are lacking.

Linguistic difficulties are the second main factor that causes students to experience anxiety when writing in English. Because of the difficulties in expressing thoughts through proper and varied clauses that must be written according to grammar rules and sentence structures, this factor makes students uncomfortable or lazy to produce compositions in English. Because they have a limited vocabulary, students who write English compositions must consider their work in Indonesian before translating it into English.

Insufficient writing practice is the third most common cause of writing anxiety in students. Students are nervous when writing English compositions because they lack experience expressing themselves in English. Students who rarely practice writing will place a greater emphasis on the forms they use rather than the content of the essay. The more thought given to the forms, the more writing anxiety will develop.

Time pressure is the fourth main cause of students writing anxiety. When students are forced to write under time constraints, they will become anxious because they will be unable to focus on their writing and will instead focus on the time constraints. They will need more time to plan, compose, and rewrite to ensure that their English writing is as good as their native language.

The result of this research is similar to the finding of Syarifudin (2020) that most of the students experienced a high level of writing anxiety ($M=65,86 \geq 65$). Syarifudin conducted a research survey on EFL students writing anxiety: level, types, and causes. By using a descriptive quantitative method design, he found that there was a high level of writing anxiety among thesecond- semester of students English Education Study Program at the State Islamic University of Mataram. The fact that both studies were done on EFL students is a reasonable explanation for the similar results. Because of the same context of English as a foreign language, the subjects have a high level of writing anxiety.

In this research, the result of the study was different from Wahyuni et. al., (2019), who found that the level of students writing anxiety was in the category of moderate level ($57.73 \leq 65$). Problems with topic choice, linguistics difficulties, insufficient writing practice, and pressure for perfect work are the highest percentage. In addition, Ari Prasetyaningrum et.al., (2021) found that the main factors that cause students writing anxiety are the high frequency of assignments and low self-confidence in writing.⁴¹

Furthermore, the main factor that causes students writing anxiety is different from this previous research finding. In this research, insufficient writing techniques are the highest percentage. However, the least cause of students writing anxiety was pressure for perfect work. This is showed that the main

factors that cause students writing anxiety are different and possibly be attributed to several factors. Instructional practices in which the participants learn how to write in English might influence the result of this research.

It is self-evident that teaching writing is not only a difficult undertaking but also one that necessitates creativity on the part of teachers. Teachers must be aware of their students' high level of writing anxiety as a result of this fact. When students were asked to write an English composition, the results of the study revealed that they experienced a high level of writing anxiety.

When students are required to compose an English composition under time constraints, they often feel panicked and trapped, and their hearts pounding. Furthermore, they are concerned that when their English composition is reviewed, they will receive a terrible grade. They also lack a strong understanding of English writing procedures, which causes them anxiety. Meanwhile, they are concerned about language issues such as a lack of vocabulary, sentence structures, grammatical errors, and so on. Teachers should not ask their students to write a piece of writing under time constraints as an option to lower their students' high writing anxiety.

In conclusion, writing anxiety has a negative correlation with students' writing achievement. When students are unable to enjoy the writing process, they will write under time constraints, making them less able to perform at their best. Anxiety is a feeling of being terrified of something that is about to happen or has already happened, and we keep thinking about it all the time. It could also be a strong desire to complete a task, but we are afraid of failing. It's related to uneasy feelings, depression, and a lack of self-esteem.

CONCLUSION

Based on the data presentation and previous chapter, it can be concluded that the level of writing anxiety in eleventh-grade science students at UPT SMAN 11 Luwu was high. Meanwhile, the main causes of students' writing anxiety are insufficient writing technique, linguistics difficulties, insufficient writing practice, and time pressure.

Writing in English is challenging for students, but teachers can offer advice to lessen writing anxiety by encouraging students that writing in English is enjoyable and not as difficult as they may believe, so long as they study hard in class and never give up on learning. Furthermore, the teachers must find out the strategies for resolving the students' writing anxiety.

It is recommended for teachers to provide better writing techniques because based on the results of research the techniques used previously were inadequate. In addition, linguistics or grammar must be improved or deepened because it is a causal factor with the second highest percentage. Meanwhile, the teacher must also provide writing practice to students so that students have space to hone their writing skills. The last, teachers should not ask their students to write a piece of writing under time constraints as an option to lower their students' high writing anxiety.

For the students, they have to study hard about good and correct writing techniques to overcome their anxiety. Meanwhile, they also have to learn about grammar and memorize more vocabulary. In addition, students must often practice writing inside and outside the classroom so that the practice space is not cramped, thus students will not feel anxious anymore when faced with a writing test

The next researchers can continue this research by using experimental research design to improve the students' writing skills.

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