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## ANALYSIS OF STUDENTS' ANXIETY IN WRITING ENGLISH PARAGRAPH

### ANALISIS KECEMASAN SISWA DALAM MENULIS PARAGRAF BAHASA INGGRIS

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#### **Abstract**

*This study aims to determine the anxiety in writing paragraphs in English by students of the English education study program at PGRI University, West Sumatra. This study uses qualitative research. This study uses a total sampling technique, namely students in sessions A and B, totaling 42 people. There are several indicators that cause anxiety experienced by students in writing English paragraphs, namely: Fear of negative evaluation and fear of the test, time pressure, low self-confidence, insufficient writing technique, language difficulties, lack of topical knowledge, lack of experience or insufficient writing practice and pressure for perfect work. Researchers used instruments to collect data, namely questionnaires and interviews. The questionnaire is described from indicators consisting of 20 items. Based on data and analysis from questionnaires and interviews, most of the students showed anxiety in writing English paragraphs. Students experience the most common problems with stone pressure. Then, low self-confidence is also the lowest trigger of anxiety that students have in writing English paragraphs. Judging from the causes of anxiety in writing English paragraphs, students feel insecure about their ability to write English paragraphs.*

**Keyword :** Writing anxiety, writing English paragraph

#### **Abstrak**

*Penelitian ini bertujuan untuk mengetahui kecemasan dalam menulis paragraf bahasa Inggris mahasiswa program studi pendidikan bahasa Inggris di Universitas PGRI Sumatera Barat. Penelitian ini menggunakan kualitatif riset.*

*Penelitian ini menggunakan teknik total sampling yaitu mahasiswa sesi A dan B yang berjumlah 42 orang. Ada beberapa indikator penyebab kecemasan yang dialami mahasiswa dalam menulis paragraf bahasa Inggris, yaitu: Fear of negative evaluation and fear of the test, time pressure, low of self confident, insufficient writing technique, language difficulties, lack of topical knowledge, lack of experience or insufficient writing practice and pressure for perfect work. Peneliti menggunakan instrument untuk mengumpulkan data yaitu kuesioner dan interview. Kuesioner tersebut dijabarkan dari indikator yang terdiri dari 20 item. Berdasarkan data dan analisis dari kuesioner dan interview, sebagian besar mahasiswa menunjukkan kecemasan dalam menulis paragraf bahasa Inggris. Siswa mengalami masalah yang paling umum dengan tekanan waktu. Kemudian, rendahnya rasa percaya diri juga menjadi pemicu terendah kecemasan yang dimiliki siswa dalam menulis paragraf bahasa Inggris. Dilihat dari penyebab kecemasan dalam menulis paragraf bahasa Inggris siswa merasa tidak percaya diri akan kemampuan mereka dalam menulis paragraf bahasa Inggris.*

**Kata kunci:** Kecemasan menulis, menulis paragraf Bahasa Inggris

## 1. INTRODUCTION

When it comes to learning English as a second language, there are a few key skills that students need to become skilled in before they can consider themselves successful. Reading, writing, public speaking, and listening are all included in these skills. Given these circumstances, the ability to communicate effectively through writing is the skill that college students should focus their efforts on honing the most. Through the medium of writing, individuals have the opportunity to convey their thoughts and feelings towards a subject matter. Because of this, a significant number of students experience difficulty whenever they attempt to write. As a direct consequence of this, students experience anxiety issues whenever they attempt to compose English paragraphs. When it comes to learning English as a second language, there are a few key skills that students need to become skilled in before they can consider themselves successful. Reading, writing, public speaking, and listening are all included in these skills. Given these circumstances, the ability to communicate effectively through writing is the skill that college students should focus their efforts on honing the most. Through the medium of writing, individuals have the opportunity to convey their thoughts and feelings towards a subject matter. Because of this, a significant number of students experience difficulty whenever they attempt to write. As a direct consequence of this, students experience anxiety issues whenever they attempt to compose English paragraphs.

According to (Karakaya, 2011), students with writing anxiety find all the stages of writing process extremely demanding and challenging. In addition, they feel anxious about the perception of the outcome of writing process. This person believes that the paragraph that they have written is not up to the standards that they have set for themselves, and the fact that they have read the paragraph lends credence to the notion that the paragraph is not up to the standards that they have set for themselves. When children lack proficiency in one or more language skills, the challenges they face when writing are brought into sharper relief. The students are writing material that is well above their intellectual level and beyond their capability to comprehend at this point in time. They did not divert one ounce of their attention from the activity at hand since they knew it was the only thing that would ultimately contribute to their success at that particular juncture. If students want to develop their writing skills and become more skilled writers, they need further experience building paragraphs. The instructor is in a position to assist the students in overcoming the difficulties that they are now facing, and the students should make the most of this opportunity

to receive support from the instructor as they work to overcome these obstacles. The instructor is in a position to assist the students in overcoming the difficulties that they are now facing. Children frequently feel anxious when it comes to the process of writing paragraphs, and this has the potential to be helpful in easing that anxiety. The fact that the University of PGRI Sumatera Barat confronted the same difficulty provides credibility to the conclusions and judgments that were reached by the specialists. In addition, this reveals that the University of PGRI Sumatera Barat concurs with the findings that were uncovered by the professionals. Based on the researcher's own prior observations, the English Department 2020 researcher at the University of PGRI Sumatera Barat made the discovery that the students still struggle with English, particularly in their writing performance. This discovery was made by the researcher at the English Department 2020. This was found out by the researcher through his or her own preliminary observations. During the time that the students spent working on their paragraphs in the class that was given the title "Paragraph Writing," several difficulties were discovered. Following their extensive research, the investigator arrived to the following findings and conclusions. According to the information that was gathered, the English department's session A has a total of 32 students registered, whilst the English department's session B has a total of 31 students enrolled in it. This demonstrates that anxiety makes it more difficult for a writer to construct paragraphs in a way that is compatible with the topic that is being presented. The primary objective of the study was to acquire a more in-depth understanding of the factors that contribute to the worrisome sensations that are experienced by students; therefore, an investigation was carried out with the purpose of achieving this objective through the use of an inquiry.

## **2. METHODS**

In this research, researcher used qualitative research. Because the researcher wanted to analyze about Analysis of Students' Anxiety in Writing English Paragraph at University of PGRI Sumatera Barat. According to (Fossey, Harvey, Mcdermott, & Davidson, 2002) Research methodologies that do not rely on statistical procedures or quantification in order to depict and explain people's experiences, behaviors, interactions, and social situations are referred to as qualitative research methodologies. This is a collective term for a set of research approaches that have been grouped together under the same heading. The term "qualitative research" serves as a catch-all phrase that encompasses all of these distinct kinds of investigation. In order to carry out research that is factually based and quantitative in nature, it explores the issues that come up and accumulates data based on the actual conditions that are found in the field. This is done in order to ensure that the research is carried out effectively. In addition, the students from the English Department at the University of PGRI Sumatera Barat who took part in this research were the participants in this study. These students had signed up for both the A and B sessions of the 2020 class. In order to collect all of the information that was pertinent to the study, the researcher utilized a method called as total sampling. Because the total number of people in the population was fewer than 100, the researcher made the decision to sample the entire population even though they had originally intended to utilize the entire population as a sample for the study. When discussing the procedure of data collection, the term "instruments" can be used to refer to a wide variety of tools as well as other kinds of things (Airasian. Gay, 2012). One of the most important activities in doing

research is how to get and collect the data needed, the researcher applied some appropriate research instrument. In this study, the researcher will use questionnaire and interview in collecting the data.

### 3. RESULTS AND DISCUSSION

From the results of this thesis, the researcher found the results of students' anxiety in writing paragraph. This research is entitled Analysis of Students' Anxiety in Writing English Paragraph at University of PGRI Sumatera Barat. This research was conducted to see how the students' anxiety in writing English paragraph based on the indicators analysis belows.

Table 1. The Result The Indicators

No	Indikator	Statements	SA	A	U	D	SD
1.	Fear of Negative Evaluation and Fear of Test	Saat menulis komposisi bahasa Inggris, saya merasa khawatir dan gelisah jika saya tahu mereka akan dievaluasi	38,1 %	45,2 %	9,5 %	7,1 %	-
		Jika komposisi bahasa Inggris saya akan dievaluasi, saya akan khawatir mendapatkan nilai yang sangat buruk	40,5 %	42,9 %	2,4 %	14,3 %	-
		Saya khawatir dengan komentar dan evaluasi negatif dari guru	33,3 %	38,1 %	7,1 %	11,9 %	9,5 %
		Saya takut komposisi bahasa Inggris saya dipilih sebagai sampel untuk dibahas dikelas	33,3 %	23,8 %	21,4 %	16,7 %	4,8 %
2.	Time Pressure	Saya gemetar atau berkeringat ketika saya menulis komposisi bahasa Inggris dibawah tekanan waktu	35,7 %	50%	4,8 %	9,5 %	-
		Pikiran saya menjadi campur aduk ketika saya menulis komposisi bahasa Inggris di bawah batasan waktu	42,9 %	42,9 %	11,9 %	2,4 %	-
		Saya sering merasa panik ketika saya menulis komposisi bahasa Inggris di bawah batasan waktu	31%	57,1 %	9,5 %	2,4 %	-
		Saya merasa khawatir ketika harus menulis dengan keterbatasan waktu	26,2 %	52,4 %	11,9 %	7,1 %	2,4 %
		Saya merasa jantung saya berdebar ketika saya menulis komposisi bahasa Inggris dibawah batasan waktu	35,7 %	40,5 %	19%	2,4 %	2,4 %

3.	Low of Self Confident	Saya kurang percaya diri dalam menulis bahasa Inggris	23,8 %	38,1 %	26,2 %	11,9 %	-
		Saya biasanya merasa seluruh tubuh saya kaku dan tegang ketika saya menulis komposisi bahasa Inggris	9,5 %	42,9 %	16,7 %	31%	-
		Saya takut dengan tes menulis	16,7 %	31%	26,2 %	21,4 %	4,8 %
		Ketika menulis dalam bahasa Inggris, saya tidak gugup sama sekali	7,1 %	16,7 %	40,5 %	28,6 %	7,1 %
4.	Insufficient Writing Technique	Saya tidak memiliki cukup latihan menulis bahasa Inggris yang membuat saya merasa cemas	16,7 %	42,9 %	23,8 %	14,3 %	2,4 %
		Saya akan melakukan yang terbaik untuk memaafkan diri sendiri jika diminta untuk menulis komposisi bahasa Inggris	21, %	69%	7,1 %	-	2,4 %
		Saya sama sekali tidak takut bahwa komposisi bahasa Inggris saya akan dinilai sangat buruk	21,4 %	23,8 %	16,7 %	28,6 %	9,5 %
		Pikiran saya sering blank ketika saya mulai mengerjakan komposisi bahasa Inggris	31%	40,5 %	23,8 %	4,8 %	-
		Saya tidak memiliki penguasaan teknik menulis bahasa Inggris yang baik yang membuat saya merasa cemas	28,6 %	45,2 %	21,4 %	4,8 %	-
5.	Language Difficulties	Saya sering mengalami beberapa masalah linguistik seperti penguasaan kosakata yang tidak memadai, struktur kalimat, kesalahan tata bahasa, dll	40,5 %	47,6 %	9,5 %	2,4 %	-
		Saya sering memilih untuk menuliskan pemikiran saya dalam bahasa Inggris	21,4 %	50%	21,4 %	7,1 %	-
		Saya biasanya melakukan yang terbaik untuk menghindari penulisan komposisi bahasa Inggris	16,7 %	50%	28,6 %	4,8 %	-
		Kecuali saya tidak punya pilihan, saya tidak akan menggunakan bahasa Inggris untuk menulis komposisi	16,7 %	45,2 %	26,2 %	9,5 %	2,4 %

6.	Lack of Topical Knowledge	Saya tidak tahu harus menulis apa tentang topik yang diberikan oleh guru sehingga saya merasa kesal	19%	40,5 %	21,4 %	19%	-
		Saya melakukan yang terbaik untuk menghindari situasi dimana saya harus menulis dalam bahasa Inggris	23,8 %	47,6 %	16,7 %	11,9 %	-
		Jika memungkinkan, saya tidak akan menggunakan bahasa Inggris untuk menulis komposisi	14,3 %	42,9 %	21,4 %	19%	2,4 %
7.	Lack of Experience or Insufficient Writing Practice	Saya membeku ketika tiba-tiba diminta untuk menulis komposisi bahasa Inggris	19%	50%	16,7 %	11,9 %	2,4 %
		Saya takut siswa lain akan mencemooh komposisi bahasa Inggris saya jika mereka membacanya	33,3 %	33,3 %	19%	9,5 %	4,8 %
		Saya biasanya melewatkan setiap kesempatan yang memungkinkan untuk menulis komposisi bahasa Inggris di luar kelas	11,9 %	45,2 %	16,7 %	21,4 %	4,8 %
		Saya tidak khawatir bahwa komposisi bahasa Inggris saya jauh lebih buruk daripada yang lain	19%	14,3 %	26,2 %	33,3 %	7,1 %
8.	Pressure for Perfect Work	Saya berada dibawah tekanan untuk menawarkan karya yang sempurna yang membuat saya kesal	19%	31%	35,7 %	7,1 %	7,1 %
		Saya merasa cemas karena frekuensi tugas menulis yang tinggi	28,6 %	38,1 %	21,4 %	11,9 %	-
		Saya tidak khawatir sama sekali tentang apa yang akan dipikirkan orang lain tentang komposisi bahasa Inggris saya	11,9 %	31%	21,4 %	19%	16,7 %

According to the results presented in the table of analysis located above, the authors discovered that the level of anxiety felt by the students when writing English paragraphs was high. The indicator consists of eight indicators, which are as follows: fear of negative evaluation and fear of test; time pressure; low self-confidence; insufficient writing technique; language difficulties; lack of topical knowledge; lack of experience or insufficient writing practice; pressure for perfect work; lack of experience; pressure for perfect work. The researcher will present the findings by providing an explanation of the indicators that were accomplished, all of which are based on the outcomes found by the researcher.

First, fear of negative evaluation and fear of test. . As (Zhang, 2011), dread of tests is extremely widespread since writing tests are seen as productive activities that are influenced by time pressure. The majority of students will experience anxiety when the lecturer will be evaluating their writing, and this fear of tests is one reason why. As a consequence of this, the students experienced significant levels of anxiety and trepidation in anticipation of the results of their paragraph writing. As a consequence of this, the pupils were concerned that they would receive low ratings for their paragraph writing. The pupils were worried that their teacher would give their paragraph a poor grade and that this would affect their overall grade. Additionally, the students who were anxious about the outcome of their writing paragraph would be singled out by the lecturer and forced to read it aloud in front of the rest of the class. This would ensure that all of the students saw it. Second, time pressure. According to (Rezai and Jafari, 2014), the students will feel anxious when they have to write under time pressure because they cannot concentrate to their writing, and concentrate more about limited time. In the limited time made the students difficult in writing paragraphs and then the students felt trembled. The students also very panicked when given the task of writing English paragraph with limited time. Therefore, showed that the students felt worried with time constraint while they write English paragraph.

Third, low of self confident. According to (Hasan, 2001), self-confidence is extremely important in determining the response of the students towards writing task. Students with good skills and capabilities in writing will encounter anxiety when they believe that they will do poorly. The students felt insecure about their ability to write English paragraph. Then, the students felt their body rigid and tense while writing English paragraph. Moreover, students are afraid of writing test. that students sometimes can solve their nervousness while writing English paragraph. Fourth, insufficient writing technique. According to (Hassan, 2001), good skill in writing shows that the students have a fairly good understanding of composing process and good skill development. Explained that the students had anxious and find it difficult to write paragraph due to lack of practice in writing English paragraph. the students tried heir best in their writing skill and are willing to accept whatever the results. Then, the students mind goes blank when write English compotion well and structured. the students did not had a good command then they could felt anxious.

Fifth, language difficulties. According to (Zhang, 2011), language difficulty is a common problem faced by foreign language learners when they write composition in English. Seen that the students had a problem inadequate vocabulary mastery, sentence structures and grammatical errors which make it difficult to make good English paragraphs. So, the students write they thought in English, so that it would become a sentence in making a paragraph. the students did not had writing skill then the students avoid writing English. Sixth, lack of topical knowlege. According to (Wahyuni & Umam, 2017), the low level of topical knowledge causes the students may experience anxiety. Students got difficult to found a topic that would be written into an English paragraph. Students difficult to found the topic then they tried to avoid writing English paragraph. Next, the students get difficult to found out the topic to writing English paragraph.

Seventh, lack of experience or insufficient writing practice. According to (Wahyuni & Umam, 2017), one of the reasons why students felt anxious when writing English composition is due to the lack of practiced in expressing something using English. Explained that the students are

too nervous in writing English paragraph. Then, the students felt afraid if their friends in the class would deride their English composition and felt anxious. Sometimes the students tried to avoid English as much as possible when they are outside the classroom. So, the students had much worried about their writing performance than others. The last, pressure for perfect work. According to (Bloom, 1981), anxiety may occur because the students felt in the pressure for perfect work. In this indicator showed that the students did not felt too pressured to wrote the perfect English paragraph. But, the students felt difficult to got the standard of writing frequency that were to high. Sometimes, the students worried about what other thought with their writing English ability.

#### 4. CONCLUSION

The investigator had an interest in discovering how concerned the students were about writing English paragraphs because the research question for this study required that particular piece of information to be answered. When it comes to composing English paragraphs, the eight red flags that the researcher pointed out serve as a description of the sources of the worry that students go through. The indicators are a fear of negative evaluation in addition to a fear of the test itself, time pressure, low levels of self-confidence, insufficient writing technique, language difficulties, a lack of knowledge on the topic at hand, a lack of experience or insufficient writing practice, and the pressure for perfect work. Additionally, the indicators include the expectation that the work must be perfect. In addition, one of the markers is the requirement that the work must be flawless. The fact that the students were expected to write English paragraphs brought about a large increase in their levels of anxiety, which was a direct consequence of the aforementioned situation.

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