

THE ANALYSIS OF STUDENTS' ANXIETY IN LEARNING WRITING AT THE 10TH GRADE OF VOCATIONAL HIGH SCHOOL

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Abstract

The ability to develop and produce written text is major achievement that the students must overcome. In writing, students can communicate and share knowledge, it also can support comprehension learning, to explore their feelings and beliefs. In EFL students tend to have difficulties in showing their ideas through impromptu way. The students lack do their exercise, feel confuse, not confidence, difficult to understand and comprehend the English. From those problem it shows the students got an anxiety. Anxiety in writing shows a great role in giving negative influence for writing progress and writing acquisitions of students. In this study, the writer carried out the most dominant type and the main causes of students' anxiety in learning writing. The writer used qualitative research method and descriptive case study research design in conducting the process of research. By using questionnaires of SLWAI (Second Language Writing Anxiety Inventory) and CWAI (Causes of Writing Inventory), and it also using interview to get more in-depth information of causes anxiety in learning writing. The writer was carried out in X Administrasi Perkantoran 3 of one vocational high school in Cirebon (Thirty six students in total and took 20 students as the participants). The findings of this qualitative research study indicated a somatic anxiety as the dominant type. Fear of negative comments and evaluation, time pressure and insufficient writing practice as its main causes of students' anxiety in learning writing.

Keywords: *analysis, students' anxiety in learning writing, writing, writing anxiety.*

Introduction

Anxiety has been many issues in learning foreign language especially in the writing abilities of EFL learners. In advanced Kara (2013) Anxiety is the single of the factors that affects the process of learning, so that you think anxiety in here gives many affects for the EFL learners, and it can be concluded that the learners lack to do their exercise, feel confuse, not confidence, difficult to understand and comprehend the English material, thus they took long enough times to arranging their ideas. According to different studies in the realm of language teaching, anxiety in writing can also be large in English Foreign Language (EFL) context, and some reasons for students who have an anxious such as lack of opportunities to write in English, low self confidences, had no idea to start writing, linguistic difficulties, insufficient writing practice, become nervous when they asked to write in English, fear of tests/ writing test, lack of topical knowledge, time constraints, and fear of negative comment and evaluation from the teacher (Zhang (2011),

Shang (2013), and Ho (2015)). According to Horwitz et al., (1986) Anxiety is a distinct multiple of self-perceptions, beliefs, feelings, and behaviors associated to classroom language learning arising from the otherness of the language learning process.

When the writer did an interview to several students at the 10th grade of vocational high school in different school in Cirebon, they have various anxiety in writing at EFL class. For students, writing English in the class has problems. They said that writing is very difficult because it has so many grammar in sentences must be remembered, and it proves them very hard to understand, very difficult/ complicated, and often mistaken as they compose a vocabulary and other in a sentences. Besides that, they feel blank, nervous, feel not confidence, and panic when they write in English because they afraid in wrong to write and not understand to do the written task.

Anxiety can have both negative and positive affects on students' performance. The positive effects in anxiety, according to Ningsih *et.al* (2015) said that Anxiety gives

positive side to assist the students who are learning in foreign language., and it something helpful for the students can be function as controller to avoid mistakes and producing errors. Thus, anxiety in writing is as a stumbling block and critical problem in learning language.

Based on the explanation of foreign language anxiety in specific language especially in writing skill, the writer is interested to investigate about writing anxiety and which is still little discussed in vocational high school students. In the present study the writer is going to discuss: 1) To find out he most dominant type of students' anxiety in learning writing and 2) To describe the main causes of students' anxiety in learning writing.

Review of related literature

Anxiety Theories

Anxiety found in psychologists (Zhang and Zhong, 2012) and it is the natural psychological situation where the people feel worried that has characteristics such as nervous, afraid, and not confidence. Anxiety in learning process, it can be described by differentiating between trait and state anxiety. Trait anxiety indicates to a person's/student's inborn habit to be anxious, and state anxiety is expressed to be a temporary apprehension induced by a specific situation. State anxiety can be applied to specific situations, such as examinations in language classrooms (Khattak et. al. , 2011).

Anxiety has been a substance of considerable interest in language education background for educators since it is a major barrier to foreign language learning that the students need to overcome (Elaldi, 2016).

Based on Mayer (2008) Anxiety is decided as a state of intense agitation, foreboding, tension, and dread, occurring in a real or perceived threat of impending risk. And also Kara (2013) notes that Anxiety is one of the influences that involves on the process of learning.

Thus far, the writer would like to put his belief that anxiety is the natural psychological situation where the people feel nervous, confuse, afraid, not confidence, agitation, foreboding, tension, and dread.

Foreign Language Anxiety Theories

Foreign language anxiety is a meaningful factors that consequences one's level of achievement in foreign language learning. It is

the worry, feeling of discomfort, nervousness perception experienced by non-native speakers when learning a second language (L2) or foreign language. Those feelings may stem from any second language context even if joined with productive or receptive skills (Dordinejad and Ahmadabad : 2014). Also Elaldi (2014) said that foreign language anxiety can occur if students are exposed to several negative experiences in a foreign language context.

Horwitz et al. (1986) defined foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.

Although there are some definitions for what foreign language anxiety is, the writer would like to put his belief that foreign language anxiety is the students or the people feel worry, uncomfort, nervous, feel difficult and afraid when do in second language or other languages.

Writing Theories

Writing is the one aspect/skill in human and it can be called as human communication. It represents languages and emotions through the symbols and signs. According to Hamer (2004) said that writing is a mental and process of learning. And it is a process to express the ideas without saying or interaction in two and others can understand the meaning of the sign/symbol by the reading it.

In education for the writing, especially writing skill, according to Hougen et al. (2012) said that writing skill is a predictor of academic acquisition and essential for advance in post's secondary education. Here, students need as well as use writing for many purposes (to communicate and share knowledge, to support comprehension and learning, to go into feelings and beliefs). Writing skill is also acceptable in another necessary skill for successfulness in a number of occupations.

Hougen et al. (2012) notes that writing is a central of instrument that teachers use to complete how much students have learned and evaluate academic achievement. Variant kinds of writing can be used for this goal, ranging from basic activity in writing (e.g., fill-in the blank activities or short answer questions) and to considerable/extensive (e.g., essay tests or research papers).

Hence, the writer would like to put simply that writing is an activity to write and the product of written ideas through certain rules in order to conduct expressions to other people.

Anxiety in Writing Theories

Writing anxiety shows a great role in giving negative influence for writing progress and writing acquisitions of students (Ningsih, 2015). Rezaei and Jafari (2014) said that writing anxiety is "greatly situation specific, seems to be self-limiting, is relatively visible, and more importantly appears to be relatively easily overcome by rational instruction". Gregersen and Peter (2014) note that self-perceptions held by students concerning their second language writing competency were an authentic predictor of anxiety; students who stated high self-perceptions of writing ability were little likely to feel writing anxiety.

Writing anxiety, as a subject and situation common anxiety, was defined as a general avoidance of writing behavior and of situations thought to potentially need few amount of writing accompanied by the potential for evaluation from that writing (Zhang, 2011). Beside Karakaya et. al (2011) and Nagari et. al. (2012) propose that anxiety in writing has levels (the levels based on the students' result) and writing anxiety also influences in gender. For the levels in anxiety of writing such as low anxiety (the students felt less nervous in writing, students' writing performance and concentration) and high anxiety (Fear of teachers' evaluation and feedback, preoccupation with performance and high expectations, low self confidences and poor linguistic knowledge).

Choi (2013) stated that students' writing anxiety when the students expressed lack of

confidence in writing English, they had no idea how to start writing in English even when they were engaged in free writing, lack of vocabulary knowledge and a few felt like trying to write English without much assistance or advice.

Although there are many definitions for what anxiety in writing is, the writer would like to put his belief that anxiety in writing is something we have difficult to do in writing English. Feeling afraid, nervous, panic, fear of negative evaluation and feedback from the teacher, not confidence / low-self confidences, lack of vocabulary, and lack do their exercise. Those are the anxiety in writing.

The Types of Anxiety in Writing

There are three types of writing anxiety based on Zhang (2011) and Rezaei&Jafari (2014), such as Somatic Anxiety, Cognitive Anxiety, and Avoidance Anxiety.

1. Somatic Anxiety

Somatic is body manner/ behavior or physical. Based on Craft et. al. (2003) somatic anxiety is one's perception of the psychological issues of the anxiety experience, while reflected in increased autonomic arousal and unpleasant feeling states such as nervousness and tension. The example of Somatic anxiety are such as more subjective expressions of emotional activation and of stress and (Rezaei and Jafari, 2014) negative feelings such as tension. In this somatic anxiety also brings the students feel the blank and panic when they have to write in English.

Based on the explanation above. The writer adopts some issues for the somatic anxiety based on Rezaei and Jafari (2014) and Zhang (2011), such as:

- Issue 1	:	The students feel blank, sweating or panic when they start to work on an English writing composition.
- Issue 2	:	The students feel tremble or perspire when they have to write English under time constraint.
- Issue 3	:	The students feel freeze up, rigid and tense when the teacher gives the students to write English composition.

2. Cognitive Anxiety

Cognitive is a mental action or process of acquiring knowledge in human brain. Based on Cheng (2004 : 316) and Rezaei & Jafari (2014) said that cognitive anxiety is the mental condition of anxiety experience, including negative assumptions, preoccupation with

performance, and concern about others' assumptions.

Based on the explanation above. The writer adopts some issues for the cognitive anxiety based on Rezaei and Jafari (2014) and Zhang (2011), such as:

- Issue 1	:	The students feel afraid and worry when they have to write in English task and the teacher evaluate their English to be evaluated.
- Issue 2	:	The students feel afraid when their writing being chosen as a sample to be discussed in class.
- Issue 3	:	The students feel nervous while writing in English.
- Issue 4	:	The students don't feel worry and nervous while writing in English.
- Issue 5	:	The students will never be able to finish this assignment (Thought of failure).

Avoidance Behavior

Avoidance behavior usually found from students who are tried by foreign language. In writing, students prevent or avoid themselves from writing anything in second language or foreign language. According to Zhang (2011) Avoidance Behavior refers to the

behavioral conditional of the anxiety experience, avoidance of writing.

Based on the explanation above. The writer adopts some issues for avoidance behavior based on Rezaei and Jafari (2014) and Zhang (2011), such as:

- Issue 1	:	The students seek every possible chance to write English composition outside of class.
- Issue 2	:	The students often not use English as long as they have to write in English task or not use English to write compositions.
- Issue 3	:	The students often choose to write down by their through themselves in English.

The Causes of Anxiety in Writing

Based on Rezaei and Jafari (2014) and Zhang (2011) there are so many similar causes which have been investigated on students' writing anxiety in foreign language. Such as:

Fear of negative evaluation and writing test

Some researchers stated that the bases of students' anxiety who learn writing foreign language are the fear of negative evaluation and fear of test. Fear of negative evaluation is an additional of the second component (test anxiety) of foreign language anxiety (FLA) / second language anxiety (SLA), because it is not limited to test-taking situations; rather, it may occur in any social, evaluation situation in second/foreign language class (Horwitz et al., 1986: 127). Zhang (2011) said that fear of writing test is most general because writing test is regarded as productive activity that is formed by time pressure strongly. Besides, Öztürk & Cecen (2007), proposes that a big deal of academic testing that students knowing their writing product more anxiety takes place by writing, because the students know their writing product will be appreciated based on ideas elaboration, developing arguments, vocabulary variety usage and the aesthetic quality of the students' texts.

Thus, the writer belief that the fear of negative evaluation and the fear of test are where the students feel afraid / fear with their

writing product will be judged by the teacher.

Insufficient writing practice

Students usually feel anxious when they writing English, especially in writing practice. Insufficient writing practice is the students cannot offer good writings (Rezaei and Jafari: 2014). Also experience. It is one factor of students who have able and unable to write in writing practice. Based on Kara (2013) found that the effects of writing anxiety on writing quality can be observed when writers write about topic of texts that require disclosure of personal feelings, experiences and attitudes.

Thus far, the writer belief that the insufficient writing practice is the situation where the student able and unable do their writing practice as long as writing english practice. And experience also gives affect, however the experience can measures the students' understanding and comprehension in english writing practice.

Insufficient writing technique

Anxiety can helps the students to be more aware and watchful, so that they can avoid making the same mistakes while learning target language (L2) or foreign language (English) and "a little anxiety is needed for more concentration and carefulness of the students on their writing performance" (Negari G. M. & Omid T.R, 2012). In contrastingly,

studies on ESL (English as a second language) writing offers that ESL writing anxiety can have thoughtful effects on ESL writing performance (Zhang, 2011). Also Daudet al. (2005) that anxiety is the cause or the effect of poor writing performance. Their findings showed the students' anxiety as the result of the insufficient writing technique.

Hence, the writer would like to put his belief that insufficient writing technique / writing performance is where the students have poor / bad skill developments and lack of understanding of the composing process or students are not skillful in writing.

Lack of topical knowledge

There are problems with topic choice or lack of topical knowledge. Based on Zhang (2011) said that the level and specificity of topical knowledge (sometimes referred to as knowledge schemata or real-world knowledge, can be loosely thought of as knowledge structures in long-term memory) assumed or required of the language learners, can also have an impact in their affective responses to the writing tasks.

Further more, the writer gives an example, how it can be called lack of topical knowledge. For instance, when the students are instructed by teacher to write sentences about daily activities or make sentences using simple present tense, whereas they only have a little knowledge about daily activities or make sentences using simple present tense, they will feel nervous, afraid and lazy to write down their ideas as long as they make the sentences into Foreign language. From here, it means the lack of knowledge greatly affects the condition of writing anxiety among the students.

Linguistic/ language difficulties

Language/ linguistic difficulties are a common problem allowed by foreign language learners when they write contents in English. According to Zhang (2011), language difficulties make them lazy or hard to write compositions in English, because the difficulty in expressing ideas through correct and various clauses which must be written according to grammar rules.

Thus far, the writer adds some belief that linguistic / language difficulties is the condition where the students have difficulty in showing their mind to composite in form of English. And the writer also proposes that

grammatical rule it can be affect the students feel difficult in English.

Pressure for perfect work

Teachers usually give writing exercise to their students who have to do their writing perfectly. The teachers as the main readers and evaluators of the students' writings, pressure for perfect work, and writing goals which are not compatible with those of the students expectations (Rezaei and Jafari, 2014). In anxiety, it contributes the students feel in pressure for perfect work. Also Rezaei and Jafari (2014) note that pressure for perfect work is the basis of causes writing anxiety.

In addition, the writer believes that pressure for perfect work in writing specially in English is the good thing for the students. Wherever, the students can get the good value on their writing exercise. And it can gives positive view for their teacher. In contrastingly, pressure for perfect work can give more negative affect for the students. They can experience anxiety in writing and cause students to be unwilling / reluctant to write.

Time pressure

Time pressure is the one root of cause anxiety in writing. It is also the center of writing anxiety (Rezaei and Jafari: 2014). Also Donaldson S. I. et. al., (2002) said that the effect of writing anxiety is most likely to be manifested when the apprehensive writer composes under time pressure.

Hence, the writer believes that the time pressure is the condition where the students given a time limitly from the teacher. Here the students must do quickly on their exercise based on limit of time. As the writer knows, that writing in English for students is needed more time than writing in their mother tongue. They need much of times to plan, write and revise in order to make sure that their writing in English. Hence, time pressures are seen as other causes of writing anxiety.

High frequency of assignments

Writing assignment was believed to bring a more valid measure of English writing proficiency than course grade because the latter was generally confounded by performance on assignments not directly related to essay writing such as grammar exercises and by attendance (Cheng, 2004). And high frequency of assignments is the one of the causes in

writing anxiety (Rezaei and Jafari, 2014). Based on Shang (2013), said that students feel anxiety about writing, especially when written assignments provide substantially to the course final grade.

In addition, the writer believes that high frequency of assignment is the one of causes anxiety in writing. It measures the students' performance of written assignments. And contrastingly, high frequency of assignments give negative affect for the students.

Low self-confidence

Confidence is the important thing, whenever the people don't feel panic, nervous and stress. Individuals who control strong confidence that they can accomplish a specific enterprise anticipate successful outcomes, while those with low confidence are more likely to anticipate failure (Pajares and Johnson, 1994). Low self-confidence is the causes of writing anxiety (Olanezhad, 2015). And low self-confidence is a one major causes of writing anxiety. According to Choi (2013) proposes that students expressed a lack of confidence in English writing when they had no idea how to begin writing in English. Hence, the writer believes that low self confidence is one factor of anxiety in writing, where the students' condition feel not steady to face the writing compositions.

Research Method

1. Research Type

In this research, the writer started by choosing the students' anxiety in learning writing on EFL class. The purpose of this research is to find out the most dominant type and to describe the main causes on students' anxiety in learning writing. To investigate those topics, the writer used concept of the method measures to be taken to achieve the goal of finding the answer to the problem's posed. In the present study, the writer applied a qualitative research. Qualitative research focused on analyzing problem and phenomenon, gaining data by mean of words, conducting small number of participant, and interpreting data analysis descriptively (Creswell : 2008). Thus, the qualitative research is the method that is used by the writer to analyze the students' anxiety in learning writing at the 10th grade of Vocational High School.

2. Research Design

The research design that is used by the

writer of this research was case study. A case study is the description and anlysis of a prticular thing, such as object, person, group, event, state, conditions and process (Duff : 2008, p. 22). And a case study research as the in-depth study of instance of phenomenons in its natural context and from the perspective of the participants involved in the phenomenon (Duff : 2008, p. 436). Therefore, based on the purpose about the case study, the writer believes that case study in this research give contribute to describe and analyze the anxiety in learning writing which experienced by students.

Yin (2009, p.37) stated that there are three types of case study: 1). Exploratory case study, 2). Descriptive case study, and 3). Explanatory case study. Based on those of case study, the writer chooses descriptive case study as research design which are a complete description of phenomenon and the real-life context in which it occured, due to this study which did not ask some questions out of the context and the cause-effect relationship. So, it means that descriptive case study is conducted when the writer is interested in comprehending a case as a means to compelete the desctriptions and the larger goal which has similar coherence with this study.

Thus, it could be concluded that the descriptive case study aims to describe or write the participants experience. Then, the data was explained descriptively in order to get the informations about the most dominant type and the main causes of anxiety in learning writing on EFL class.

3. Source of the Data

The source of the data for this research was conducted in a class of certain Vocational High School. The writer chose one of vocational high school in Cirebon, he only uses one class and took 20 participant of students for the participants of the research. As the data of this study was a class of 10th grade students. The anxiety in learning writing focuses to find out the most dominant type and the main causes, which were found by the students in their writing experiences are analyzed.

4. Techniques of Data Collection

The data required for this research would be collected by, first, distributing the SLWAI

(Second Language Writing Anxiety Inventory) questionnaire in order to answer the first research question. Second, it was distributing CWAI (Causes of Writing Anxiety Inventory) in order to answer the second research question. Those research questions aimed to find out and describe whether foreign language anxiety was experienced and whether it existed. And the writer added the Indonesian language in each questionnaires to avoid students' understanding.

The last is through interview, the items asked were recorded by using a tape-recorder. Students were interviewed in Indonesian to avoid misunderstanding and gain in-depth information needed concerning how they overcome the symptoms of foreign language anxiety that they experienced in writing activity. Only then, the data obtained would be analysis.

There were several steps that the writer used to collect the data, the steps can be seen below:

a. Organizing Preliminary Research

A preliminary research was conducted beforehand. The writer used the preliminary research become background of the study to carry on a further research. The preliminary research consists of concerning several topics in the form of an interview for each student.

b. Questionnaire

The writer gave two questionnaire sheets at the beginning of English class.

The students answer the questionnaires in step by step. The first questionnaire was SLWAI and the second questionnaire was CWAI.

The time allocation from two questionnaires (questionnaire I and II) were more or less 25 minutes.

c. Holding an Interview

An interview was necessary to strengthen the data for second research question. Based on Fraenkel et. al. (2012) interviewing is the most important data collection technique a qualitative writer possesses. The writer conducted an interview after the students collect their questionnaires. For the interview, it used selected interview, where the writer took selected randomly students. The writer used the interview to strengthen and to dig students' thinking deeper. Through interview,

the items asked were recorded by using a tape-recorder and the writer would wrote/transcribed the students' answer into written transcript.

d. The writer found the dominant type and the main causes of students' anxiety in learning writing based on the data has been analyze by Ms. Excel 2007.

Techniques of Data Analysis

a. Analyzing the questionnaire

In this research there were two questionnaires. The questionnaires followed into 5-choice response format: 1 (never), 2 (rarely), 3 (sometimes), 4 (often), 5 (always).

The first of questionnaire was Second Language Writing Anxiety Inventory (SLWAI) which was a 22-items questionnaire by Zhang (2011) and Rezaei & Jafari (2014) cited in Cheng (2004) about the anxiety of students' experience when writing in English. And the writer adopted the items of questionnaire in 21-items. This questionnaire consists of three subscales such as, Somatic anxiety, Cognitive anxiety and Avoidance behavior. And this is the numbers of items from the three types were as follows: Cognitive anxiety (1, 2, 3, 4, 5, 6, 7), Somatic Anxiety (8, 9, 10, 11, 12, 13, 14), and Avoidance Behavior (15, 16, 17, 18, 19, 20, 21) and it can be seen in Appendix I.

The second questionnaire. The writer do analyzed the data by calculating percentage. This questionnaire adopt from Zhang (2011) and Rezaei & Jafari (2014) is 10-items questionnaire Causes of Writing Anxiety Inventory (CWAI). This questionnaire was used to describe the causes of students' anxiety in learning writing.

Here, the writer used Ms. Excel 2007 to analyze the most dominant type and the causes of writing anxiety experienced by the students.

b. Analysing Interviews

Each of the interview sessions was recorded in order to avoid any miss material during the process of obtaining data. The next step was to listen to the recording and transcribe what was heard from the recording. When the material was arranged into words to text, the writer attempted to study the text as well as comprehend the meaning. It was done based on writers' obligation to maintain the dignity of the participant in presenting his or

her speech in writing.

Finding and Discussion

In this phase, the writer would like to discuss and answer the first research question *Which is the most dominant type of students’ anxiety in learning writing?*. And after knowing the result of students’ anxiety in learning writing with SLWAI (Second Language Writing Anxiety Inventory) questionnaire, the discussion was needed to present the most dominant type of students’ anxiety in learning writing. In this discussion section, the result of the analysis was

discussed by used theories that have been mentioned in the previous chapter.

The SLWAI questionnaire defines the types of anxiety in learning writing into three types, such as Cognitive Anxiety, Somatic Anxiety, and Avoidance Behavior. Furthermore, Ms. Excel 2007 was used to obtain the most dominant type of anxiety in learning writing among the respondents. Descriptive statistic was used accord to each category of three types of anxiety in SLWAI Inventory. And there were the result of three types of anxiety in writing:

Table 4.9
The Result of Types of Anxiety in Learning Writing

Types	N (Participant)	Sum	Mean	Std. Deviation
Cognitive	20	406	20,3	28,99383
Somatic	20	483	24,15	34,39289
Avoidance	20	385	19,25	27,51052

Based on the table above, the writer counted and analysed the types of anxiety in learning writing, there are Cognitive anxiety, Somatic anxiety and Avoidance behavior. The data descriptive statistic used Ms.Excel 2007, from the table above, it showed the Somatic anxiety was significantly the highest with other types, with the calculated score were the sum 483, the mean score 24,15, and the standard deviation score 34,39289. Hence, Somatic anxiety was determined as the most dominant type of students’ anxiety in learning writing.

The result of this research was different from the previous research, from Rezaei and Jafari (2014) and Zhang (2011). In their finding, Cognitive anxiety came as the most dominant type, “Cognitive anxiety as the main type of writing anxiety” (Rezaei and Jafari, 2014), and “The most common type of ESL writing anxiety is Cognitive Anxiety” (Zhang, 2011). Being different with previous studies, it could be occur because of the different type of respondent. The participants from previous study Rezaie and Jafari, and Zhang, as well as their study focuses in University students level, meanwhile from this research’s respondents were from senior high school students level who not good enough to be handle mental and emotional process in assumption and performance.

When the Somatic anxiety was chosen as

the most dominant type of anxiety in learning writing, it means the students gave a lot of attention to the internal factors, such as their mental, process, assumption and performance. The Somatic anxiety of the students when they are writing English compositions are very diverse, for example I feel my heart pounding when I write English compositions under time constraint, My mind often goes blank when I start to work on an English composition, I tremble or perspire when I write English compositions under time pressure, My thoughts become jumbled when I write English compositions under time constraint, I often feel panic when I write English compositions under time constraint, I freeze up when unexpectedly asked to write English compositions, and I usually feel my whole body rigid and tense when I write English compositions.

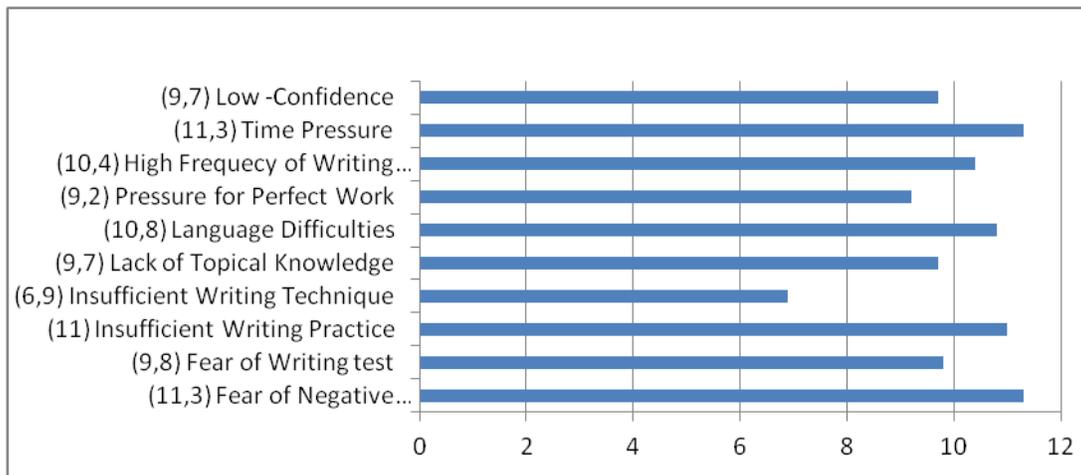
Thus, the type of Somatic anxiety becomes the common type among the three types, it means the participants from class X in the vocational high school especially in one of vocational high school in Cirebon had had a little mental and emotional process in learning English focus on writing skill.

However, to find out the answer for the second research question “what are the main causes on students’ anxiety in learning writing?”, the writer used the CSWAI (the Causal of Writing Anxiety Inventory). In this phase,

the writer has made a counting in the form of table to facilitate the readers to see some of the main causes anxiety in learning writing.

And the result of percentage of causes anxiety in learning writing also can be seen in diagram form:

Diagram 4.32
The Result of the Main Causes of anxiety in Learning Writing



It can be seen in the table and the diagram above, the main causal anxiety in learning writing among the 10th grade of Vocational High School students were fear of negative comments and evaluation and time pressure (11,3%), and Insufficient writing practice (11%). The main causes anxiety was considered the class as the main source for foreign language anxiety in learning writing and it was also caused by the students who still found the causal to express their experience and opinion. The first was fear of negative comments and evaluation, it can be concluded that students limited in test-taking situation and gave them afraid if their writing compositions were commented and evaluated. It was consistent with the results of the previous invention. For example the research result of Rezaei and Jafari (2014) stated that students fear of negative comments and evaluation that students were not knowing the aims of writing skill. Hence, it took place the writing product will be judged based on idea of elaboration, developing argument and quality of the students' texts. Besides supported by previous study, the result of the analysis in this study as also strengthened by the result of data interview which has been conducted to several students. This study, the students mentioned that they fear of negative comments and evaluation were afraid in writing when the students commented with their teacher and get the small evaluation, and afraid if their writing work is incorrect

(Words, sentences, and vocabularies), and it can be seen in Indonesian utterances; *"Iya, takut penulisannya salah, takut dimarahin dan takut nilainya kecil juga"*, *"Iya, karena takut penulisannya saya tidak benar"* and *"Iya, takut salah dipenulisannya, huruf-huruf, kalimat dan kosa katanya"*.

The second was time pressure. It was the second causal anxiety in this finding. The students choosed the time pressure it can be conducted that writing was productive activity affected strongly by time pressure. In the other words, time pressure often gave feel much more anxious than usual and made the students more error in test-taking situation and other writing activities and usually their mind suddenly go blank and panic. Since they were confused what thing that they should take at the beginning, while the time was given is not enough for them. When their minds start to blank and panic thereafter the anxiety on their writing will begin to appear. Based on the previous research, Zhang (2011) said that writing anxiety is most acceptable to be exhibited when the anxious writer composes under time pressure. Besides supported by previous study, the result of the analysis in this study as also strengthened by the result of data interview which has been conducted to several students. This present study, the students answered mainly in variant ideas, there were if the time given is not enough to do the writing task, it made them panic, much wrong in writing, feel messy and afraid of small or

bad score. And here was the result of students' utterance in Indonesian language, "*Iya pernah, karena takut dan panik waktu yang diberi itu takut tidak cukup untuk mengerjakan tugas tersebut*", "*Iya, kalau belum selesai, kalau terburu-buru nanti banyak yang salah, takut nilainya kecil*" and "*Pernah, karena takut belum selesai, dan waktunya habis dan belum terjemahin dan nulis. . .efeknya kacau*".

And the third causal anxiety in learning writing at the 10th grade of vocational high school was insufficient writing practice (11%). It means that the students think that frequency of their writing practices which made them more anxious and it was the factor of students who have able and unable to write in English. When the students did their writing practice, experience also gave affect, however the experiences could measure the students' understanding and comprehension in English writing practice. Based on the previous research, in Rezaei and Jafari's (2011) study, stated that insufficient writing practice the students will not be able to give good writing compositions if they are in less practiced. Besides supported by previous study, the result of the analysis in this study as also strengthened by the result of data interview which has been conducted to several students. In this study, the students mentioned that they felt anxious because when they have to take the writing practices, they had no learn yet before and also afraid in get the small scores, they had no focus on their mind, and afraid in mistaken or their teacher comment negatively and also gave them blank and peevish. And it can be seen in Indonesian utterance: "*Iya, ngerasain gelisah banget karena pas udah latihan-latihannya, saya tuh belum belajar, jadinya perasaan saya juga gelisah, terus hasilnya dan nilainya jelek, terus nilai juga nomor satu, kalo tulisannya jelek kan otomatis kan dimarahin atau gimana gituh, jadi ngaruh ke nilai juga*", "*Ada, ya pikirannya gak konsen dan gak fokus jadi gelisah*" and "*Ada, kalo tulisannya kan apa ya. . . salah sedikit aja, marah gurunya atau gak diomelin. . .blank. . .kadang-kadang kesel, kesel sendiri*".

For the relationship of causes and the types of anxiety in writing. The first was fear of negative comments and evaluation, it can be concluded from this cause as the cognitive anxiety. In other words, fear of negative comments and evaluation had a bond in the mind-set and knowledge of students in learning process of writing. The second was time pressure, it can be concluded as type of somatic anxiety, because of every students activities in

writing when it given a limited time. It will lead to the emergence of an emotional process in the students, they felt heart pounding, goes blank, tremble, perspire, jumbled and freeze up. And the third was insufficient writing practice, it can be concluded as the cognitive anxiety. In the other words, insufficient writing practice can be seen on the quality of the content of the students' writing, in meaning grammatical context.

Actually, it can be seen from three main causes of foreign language anxiety in writing on the students of 10th grade of vocational high school. Thus, the cause of anxiety in learning writing that made them most anxious when writing in English were fear of negative comments and evaluation, time pressure and Insufficient writing practice.

Conclusion

The focus of this research was anxiety in learning writing which occurred among one of vocational high schools in Cirebon at the 10th grade. The primary data of this research were questionnaires (SLWAI (Second Language Writing Anxiety Inventory) and CWAI (Causes of Writing Anxiety Inventory)), and the interview question form. The participants in this research were 20 students. Shortly, the conclusion comes up to answer the two questions in this undergraduate thesis.

The first question was which is the most dominant type of students' anxiety in learning writing?. By used the result of primary data of SLWAI questionnaire and analyzing it used by Ms. Excel 2007, Somatic Anxiety was the highest type of anxiety in learning writing faced by most of participants from 10th grade of vocational high school in SMK Islamic Centre Cirebon. The result presented the sum of 483, the mean was 24,15 and the standard deviation was 34,39289. Thus, Somatic Anxiety was established as the most dominant type of anxiety in learning writing in the 10th grade of vocational high school.

The second question was what are the main causes on students' anxiety in learning writing?. Used questionnaire of CWAI and interview. The three causes of anxiety in learning writing among the 10th grade of vocational high school were fear of negative comments and evaluation, time pressure and Insufficient writing practice.

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