

# EFL ANXIETY AND STUDENT'S EFL WRITING: A CASE IN INDONESIAN CONTEXT

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## Abstrak

EFL writing anxiety on the student's learners writing performance and attitudes is over decrease, the potential sources of that phenomenon have not been widely researched and identified. Hence, Need explores and investigates the potential factors associated with writing anxiety, and explain influence when student's experience anxiety as the EFL writing. The purpose of this study was to identified influence EFL anxiety toward student's EFL writing. By using qualitative research, we get the data from observation, interview, and questionnaires of 37 student and teacher in Ma As-Salafiyah As-Syafi'iyah Kanor, Bojonegoro. The findings describe the cause of anxiety in writing is the student's having same problems to find the idea and apply the grammar and they felt afraid and ashamed when the written was read in public, and insfluence anxiety level from student's low-anxiety they can good result and from student's high-anxiety they are significance contrast. The implication of this research can be learning to teacher and the other research as consideration.

**Keywords:** Influence Anxiety, Writing, Quasi Case Study Research

## INTRODUCTION

Language is an important way to communicate. People need to communicate is doing daily activities and making an interaction to other people in their life. One of the popular languages used is English. Writing is productive skill in written mode. Writing is a process of communication which uses conventional, graphic system to convey a message to reader. According to Heaton (1975:127) stated that wrriting composition is a task, which involves the students in manipulating word in grammatically correct of continous writing which successfully communication their writer thoughts and ideas of certain topic. Studies have shown that, for the most part, writing anxiety is based on situational factors. Investigating EFL anxiety is a necessity and of a great significance due to the negative effects it can have on language learning, performance, achievement and perception towards the whole educational process (Dornyei, 2005; Pajares, 2003). A considerable number of studies have pointed to the detrimental effects of anxiety on learners' language achievement (e.g., Horwitz et al, 1986), and on social communicative interaction (MacIntyre, 1995), in addition to its interference in the three stages of learning; input, process and output (Tobias, 1986). The importance of creating a low stress learning

situation in improving learner's language competence is stressed by Krashen (1982) when he proposes the Affective Filter Hypothesis which indicates that anxiety. Over the last decades, a great body of studies has been conducted on language anxiety in EFL and second language learning (Horwitz, Horwitz, & Cope, 1986; MacIntyre & Gardner, 1991a; Scovel, 1978).

Based on empirical research, language learning situations are specifically prone to anxiety arousal (Price, 1991). Anxiety and other factors greatly affect second language a cquisition. Other researchers (e.g. Price, 1991) also claim that the psychological aspects of the learner towards learning languages influence the learning process an doutcomes. Therefore, uncovering language anxiety producing factors will broadening sightin to that affective construct and help language practitioners and teachers in creating a less anxious classroom environment. Based on an intewiew in MA SALAFIYAH AS-SYAFI'IYAH, information from the teacher the student ability in writing is stiiil low because may be he is anxiety about how her would write it. Students feel frustrated, pressured, and nervous during some English classes. the current study attempts to examine, investigate to what extent the influence students' english foreign language anxiety as

these feelings impede their ability at the MA SALAFIYAH AS-SYAFI'YAH in writing to use reference improvement to perform successfully in English learning later in the day in particular writing skill.

The statement of the problem this study is What are the causes of EFL anxiety faced by the student. What are the influences of EFL anxiety faced by student. The purpose of this study is To know the causes of EFL anxiety faced by the student and To know the influence of EFL anxiety faced by student.

The benefit of this study is: For writer, this research can find whether there is influence of EFL Anxiety Toward Student's EFL Writing. For the English Teacher and Learners, the finding of the research can inform them about the influence of EFL Anxiety Toward Student's EFL Writing the researcher also hopes that the result of this study will become input to English teacher and English learner for their teaching and learning. The students will know the EFL Anxiety Toward Student's EFL Writing will help the much or not in making a good writing and the result of this research can motivate the students in learning English. For further researchers who are interested in correlation research, they can get basic information from this research. So, they can do their research deeper and better than this research. A.

Limitation of the Study is there are many problems found in this research. In this research, the writer focuses on the causes of EFL anxiety and influence of EFL anxiety the student's EFL in Writing.

## **METHODOLOGY**

This study is designed to examine EFL anxiety toward student's EFL writing in the Tenth grade student's in learning process this research use case study. The main purpose of this study is to determine the level and sources of anxiety that the students experience while writing in English as a foreign language. Suitable tool was needed to achieve the best goals and assess influence of EFL anxiety towards student's EFL writing. Therefore, the study design is qualitative, because of the instrument that is adopted to answer the raised

research questions and it could help to of other reseacher.

The subject in this reaserch is Tenth A grade class. The place is in the MA SALAFIYAH AS-SYAFI'YAH it is a senior high school. SALAFIYAH AS-SYAFI'YAH is the religion school in Simorejo village, Kanor regensi, Bojonegoro, East Java, and this research carried out at 2017/2018 academic year.

This collection of the data took place on an ordinary class day and lasted two hours during a English class, by the permission of IKIP PGRI BOJONEGORO and agreement from MA SALAFIYAH ASYAFI'YAH SIMOREJO, Data in this study First by conducting interview for the teacher and student in the class. Then, the research make a note and record anxiety student when the interview. every student was given a questionnaire to measure language anxiety. The This questionnaire has been tested and it was found reliable and valid. The questionnaire consists of several questions. Based on the answers in the anxiety measure questionnaire, every student was given a numeric grade for anxiety level. The students were then be classified into two anxiety groups: high and low. After the students returned their completed questionnaires, another test was handed out to them to measure their achievement in an English writing task. and give the time to finish the task. after that the reseacer would analyse the result to know what influence of EFL anxiety toward student's in EFL writing. To know influence EFL anxiety toward student's EFL in writing, The reseacher used several instrument to get valid the data that's is : Interview, Questioner, Writing text, and Observation. Interview is a data collection technique by way of interviewing selected individual as a respondent. Furthermore, it is a direct face to face attempt to obtain reliable and valid measures in the form of verbal responses from one or more respondents. The writing test, students were given a title and phrases just like information points which belong in a single context, e.g. a particular person, place, event, etc. A questionnaire is consisting of a series of questions given to responden for the purpose of gathering information from respondents

about their anxiety. Observation, according to Bungin, is a data collection technique used to collect research data through observation and sensing. In this case, the observation conducted by observing students' behavior during the learn and given Writing Task.

#### E. Data Analysis Technique

After getting data from the instrument of the research, the researcher analyzes all instruments a detailed and valid to be in a conclusion what influence of EFL anxiety and what causes EFL writing anxiety and how much influence the anxiety of writing.

The first researcher chooses the student's have a level anxiety and then give the writing test to students with material description text and analyzes the result of the test and describe of the influence and causes the EFL anxiety by level of anxiety.

## RESULT FINDING AND DISCUSSION

Interview is method of obtaining information from the search of data and English teacher in Ma Salafiyah As-Syafi'iyah Simorejo Kanor Bojonegoro.

The researcher gets information from the English teacher related how class situation, among them: the number of student, psychology of the student, the level of such an affinity toward a lesson, and the level anxiety of the lesson in English. And how the teacher to face the student's who have anxiety in when the lesson.

Interview for student implemented after knowing the result of the work of the student with test instrument. The student's take to interview two group level that is the best value and bad value. This interview the researcher gets information about the background of student especially the student are like to English or don't like English lesson and have an anxiety of EFL writing and causes EFL Anxiety faced by student in EFL Writing.

In interview the researcher takes student's to give explanation about influence EFL anxiety toward student EFL writing, to detail look beneath the table

Interview to student's Do you like English class, and why? No. Because English is difficult lesson, I'm not know many vocabulary. Do you can writing in English.

Yes I can. But I'm need long time to writing. The difficulty as to what makes you long when writing? I don't know many vocabulary and difficulty make a grammar. Why are you so anxiety when learning English? Because I don't understand. Trembling and heartbeat, I was pounding like that when I was working on the teacher. Do you feel anxiety when you're writing? Yes, Anxiety such as what you feel when writing. I nervous and anxiety as a the result of my writing is not good, not confident over what I write and wrong as correction.

(1.) During of the table above that is explanation from the student as causes EFL anxiety faced by student EFL writing is the student have the problem is in vocabulary, they are don't know of the many vocabulary. So afraid if later the result is bad, and the student was pounding like that when they are working on the teacher. That is can be made causes anxiety the student in writing. (2) The influence EFL anxiety in high level is they are be of opinion EFL English is difficult lesson because he is not know many vocabulary so they are think is difficult and caused long time it, beside he is hard to apply grammar, and are influenced he is nervous and the feel anxiety as the result of writing not good and wrong as correction. So the explanation above can take the conclusion for student's learning English foreign language they is have an anxiety are influence toward EFL writing and effect for that can influence the result of writing and when they writing English.

The result of questionnaire, This questionnaire is to know level's anxiety. The researcher refer of high level's to focus toward this study, From the result it the researcher find of focus to know what influence later. The researcher make the instrument questionnaire according to Creswell, 2004. According the result of data questionnaire, the researcher focus of student's have high level anxiety and take three student's to get the focus the study. From the result of instrument questionnaire the researcher find three student's as respondent's. From all the data 25 respondent's in class X MA Salafiyah As Syafi'iyah Simorejo Kanor the result high score is 36 and low score is 20, and the three high score is Liza Ahzan Al Hidayat 36, M. Muhlisin 34, Shofa Qolbiyah Raikhatul

J 32, the three respondent's that's is be conclusion the influence of EFL Anxiety toward EFL Writing to get the data.

The Result of Writing Test In writing test the researcher make method the test descriptive text because this method is a common and can be received in Tenth grade student's. The researcher obtain the work all at three of the student's tenth grade, and then give the result of value from student's work. The value of the it the researcher analyze to can be answer of the influence of EFL anxiety toward student's EFL writing. The result of the writing test all the student's class X in MA Salafiyah As Syafi'iyah Simorejo Kanor Bojonegoro is 25 student's, and 25 student's is different the are is good or not good be based on point of english skill suspended brightness and vocabulary mastery or grammar, one of all caused is anxiety in influenced psicology student's. The researcher take from respondent have high level anxiety to focus this instrumen. From the result of the student's have high level's score in anxiety questionnaire they is Liza Ahzan Al Hidayat 36, M. Muhlisin 34, Shofa Qolbiyah Raikhatul J 32.

The free writing test in instruct the researcher three student's after correct the result is less good if in compare the result the other student's terms of grammar and flow of stories in writing. But there is one of the three student's are the result is approach a great.

The Result of Observation, In this study observation was used to know the EFL anxiety toward student's EFL writing the result of observation in this study, the researcher make questionair check list and live observe in the class X MA SALAFIYAH AS SYAFI'IYAH Simorejo Kanor Bojonegoro as a lesson lasted. The result of observation checklist there are student who having some problems, likes difficult to find the idea, difficult to apply the grammar, they felt anxiety to explore the idea, nervouse when are writing ing english. They felt afraid when writing test descriptive, They felt not confident and shame when their written was read in public. The result of live observe when i look in three students wich have high level anxiety they felt a shame when i came a to look their writen, they closed their task with their hand.

Based on the result of the resarch case study about the influence of EFL anxiety toward students EFL writing can be known and can be resume that EFL writing have influence toward the anxiety of students and cause. The findings suggested several factors that possibly cause to the students' writing anxiety and influece of writing anxiety.It also indicated that those factors were not only come from teacher but also the students. Based on the findings, the factors that contribute to anxiety could be classified as follows: (1.) This problem of psycology caused the student be afraid and not confident when writing text, from the result of instrument: interview, observation, and questionnaire they felt difficult to find idea and apply the grammar and they felt afraid and ashamed when their written be read in public. (2.) The EFL anxiety toward students can influencial toward the result of EFL writing the students it can be known Based on the instrument from of test writing text, the students who have high level anxiety the result is less satisfying.

## CONCLUSION AND SUGGESTION

### Conclusion

EFL have high influence toward the anxiety in writing. They having same problems to find the idea and apply the grammar and they felt afraid and ashamed when the written was read in public. (1.)This study also found that in Cognitive Anxiety, the students feel anxiety because of the teacher and classmates' perception. The students were afraid of the teacher's expectation in terms of content whether it is appropriate with what is expected and also they were afraid of the teacher's standard on quality of the students' writing. Classmates' perception also caused anxiety because the students were afraid that their writing would be difficult to be understand and the bad result he is asheme because afraid of being laughed. In Somatic Anxiety, there were some factors that cause the students to feel anxiety. First, the students not know many vocabulary. Second, they were afraid of their own writing skills. Third, the pressure from the teacher. Fourth, writing under time constraint and hard to aply grammar. Then, in Avoidance Behavior Anxiety, the students tried to avoid the writing

teacher who really focuses on grammar. (2.) Based the influence of writing anxiety toward students have high level on anxiety is the result bad value in writng. It is suggested that writing instructorsshould consider learners' individual di erences while integrating teacher-feed-back and peer-feedback techniques into actual classroom pedagogical practices. And the students are expected to be more thorough and concentration when writing, and don't ignore the environment around.

### Suggestion

For the teacher It is important that the teacher knows that caused and influence the EFL writing toward students' writing. To the students Based on the result of the research showed that many of students at the X MA Salafiyah As Syafi'iyah Simorejo Kanor Bojonegoro found difficulties to apply the grammar. Thus, the researcher suggest that learning of EFL is one way to make easier to writing taxt. For the next researcher. The researcher hopes, this research can give an advantages of study case about EFL to urge them to study more deeply about EFL.

The weakness of this study is it does not many give what learning style that is better for the EFL students to use in practice writing. So for the future study about writing anxiety, the writer suggests to investigate what learning style that is better to use for the ESL writing teachers, so that the students' writing anxiety could be minimized.

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