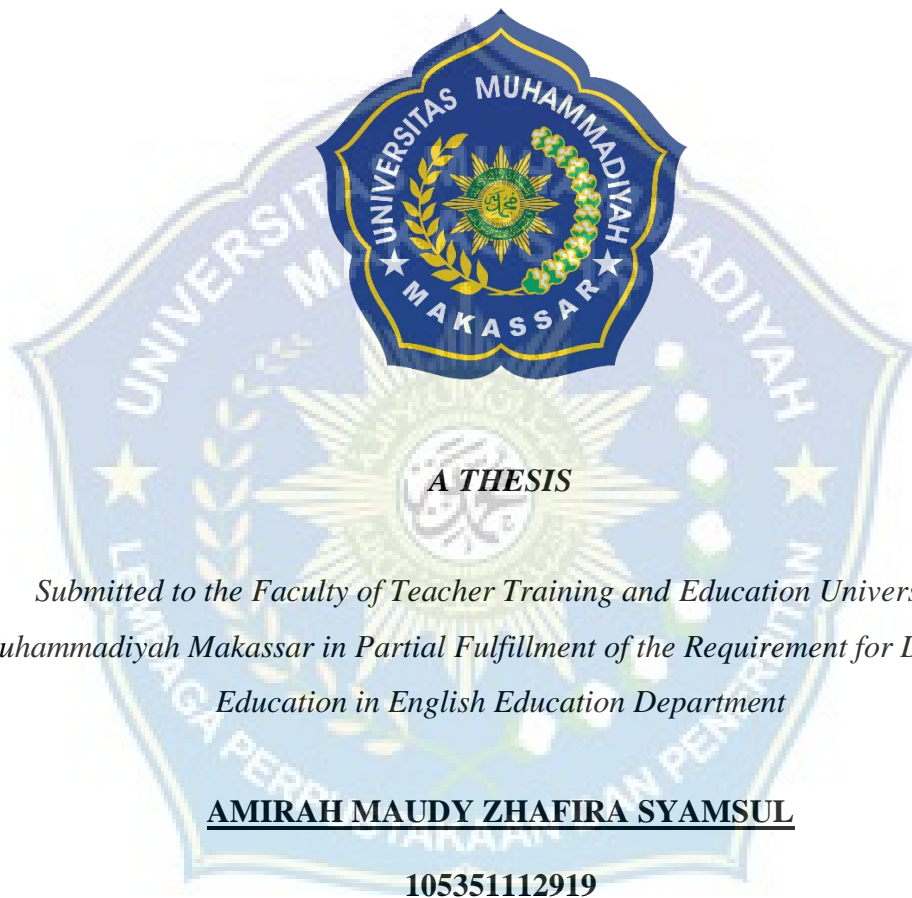


**INVESTIGATING MULTIFACETED FACTORS ON THE STUDENTS'
WRITING ANXIETY IN FIFTH SEMESTER AT UNIVERSITAS
MUHAMMADIYAH MAKASSAR**

(A Descriptive Qualitative Research)



A THESIS

*Submitted to the Faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in Partial Fulfillment of the Requirement for Degree of
Education in English Education Department*

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2024



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Day / Date	Chapter	Note	Sign
15/12/2023		- Data Analysis	[Signature]
27/12/2023		- The Result Interview Questions - Revise the grammatical	
4/1/2024		- Revise chapter IV give more explanation	[Signature]
7/1/2024	Chapter	- give more explanation in discussion - put your Abstract	[Signature]
10/1/2024		- Revise your Abstract - put Dokumentations	[Signature]
16/1/2024		- Ace final exam	[Signature]

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Day / Date	Chapter	Note	Sign
17/12/2023	1-v	Abstract, literature background	\$
29/12/2023	iv	Friday, 29 Dec - Problem that makes student hard to write	\$
5/01/2024	v	Discussion, Research internal factor, deep	\$
8/01/2024	v	Conclusion and suggestion research	\$
11/01/2024	vi	Recommendation, Attach All the document research	\$
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MOTTO

" Only you can change your life. Nobody else can do it for you "

Orang lain tidak akan paham perjuangan dan masa sulitnya kita, yang mereka ingin tau hanya cerita sukses. Berjuanglah untuk diri sendiri walaupun tidak ada yang tepuk tangan.

" Now I finally found my wings, i let go of everything. Decided to follow my heart. I don't care what they say! My life is not a game! Never gon run away!

So don't wake me up! Finally able to breathe. “

DEDICATION

In the name of Allah, I dedicate my thesis for: my beloved parents Syamsul and Aisyah, my beloved brothers and sisters, my supervisor and lectures cannot be mentioned one by one, my beloved campus, my family and my friends, for your sincerities and lots of prayers in supporting the writer in making this comes true.

Also, thanks for myself, who stay up till the end of this thesis.

ABSTRACT

Amirah Maudy Zhafira Syamsul, 2024 *INVESTIGATING MULTIFACETED FACTORS ON THE STUDENTS WRITING ANXIETY IN FIFTH SEMESTER AT UNIVERSITAS MUHAMMADIYAH MAKASSAR.* Under the thesis of English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Ilmiah and Firman.

This research aims to find out what are the dominant factors that cause students to have anxiety in writing in the 5th semester of English Education, Universitas Muhammadiyah Makassar. Especially in the course of Intensive Academic Writing at Universitas Muhammadiyah Makassar. This research is a descriptive qualitative research conducted on 15 students in Semester 5 of English Education. It consisted of using observation and interview. Observation was conducted to see the students' facial expressions and gestures when they felt anxious in class. Interviews were conducted to find out what are the dominant factors that cause students to feel anxious writing in English. The results showed that there were 2 factors causing students' anxiety in writing, namely internal factors and external factors. 10 students are on internal factors, namely: 4 students have negative thoughts, 3 students lack of self confidence, 2 students linguistic difficulties in writing, and 1 student have perfectionism. While 5 students are on external factors: 3 students on time pressure, 2 students were on grades and judgments, and also 1 students have discomfort and distraction. From the 15 students interviewed, it was found that internal factors and external factors are the dominant factors that are most influential and can cause students' anxiety in writing in English. Therefore, it can be concluded that the most dominant internal factors in influencing students' writing anxiety are lack of self confidence and negative thoughts. While from external factors, the most dominant influencing students' writing anxiety is grades and judgments, as well as time pressure.

Keywords: Writing, Factors of Students Anxiety, Students Anxiety

ABSTRAK

Amirah Maudy Zhafira Syamsul, 2024 *INVESTIGATING MULTIFACETED FACTORS ON THE STUDENTS' WRITING ANXIETY IN FIFTH SEMESTER AT UNIVERSITAS MUHAMMADIYAH MAKASSAR.* Di bawah tesis Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Ilmiah dan Firman.

Penelitian ini bertujuan untuk mengetahui faktor-faktor apa saja yang dominan yang menyebabkan siswa memiliki kecemasan berlebih dalam menulis di semester 5 Pendidikan Bahasa Inggris, Universitas Muhammadiyah Makassar. Terkhusus pada mata kuliah Intensive Academic Writing di Universitas Muhammadiyah Makassar. Penelitian ini adalah penelitian kualitatif deskriptif yang dilaksanakan pada 15 siswa di Semester 5 Pendidikan Bahasa Inggris. Itu terdiri dengan menggunakan observasi dan wawancara. Observasi dilakukan untuk melihat mimik wajah dan gerak anggota tubuh siswa saat merasa cemas di kelas. Wawancara dilakukan untuk mengetahui faktor apa saja yang dominan yang menyebabkan siswa merasa cemas dalam menulis dalam Bahasa Inggris. Hasil penelitian menunjukkan bahwa terdapat 2 faktor penyebab kecemasan siswa dalam menulis yaitu faktor internal dan faktor eksternal. 10 siswa berada pada faktor internal yaitu: 4 siswa berpikiran negative, 3 siswa kesulitan linguistik, 2 siswa kurang percaya diri, dan 1 orang mengalami perfeksioni. Sedangkan 5 siswa pada faktor eksternal: 3 siswa tekanan waktu, 2 siswa berada pada nilai dan anggapan, dan 1 siswa berada pada nilai kurang nyaman atau distraksi. Dari 15 siswa yang diwawancarai, ditemukan bahwa faktor internal dan faktor eksternal merupakan faktor faktor dominan yang paling berpengaruh dan dapat menyebabkan kecemasan siswa dalam menulis dalam Bahasa Inggris. Oleh karena itu, dapat disimpulkan bahwa faktor internal yang paling dominan dalam mempengaruhi kecemasan menulis siswa adalah kurangnya kepercayaan diri dan pemikiran negatif. Sedangkan dari faktor eksternal, yang paling dominan memengaruhi kecemasan menulis siswa adalah penilaian dan anggapan, serta tekanan waktu.

Kata Kunci: Menulis, Faktor-faktor Kecemasan, Kecemasan Siswa

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Makassar, Januari 2024

The Researcher

Amirah Maudy Zhafira Syamsul

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CHAPTER 1

INTRODUCTION

A. Background

English is an important language to learn. In learning a language including English itself there are 4 main skills that we must learn. According to Sharma and Rachna (2021) the four basic language skills listening, speaking, reading and writing are never independent zones but these four together, holistically define language learning as a discipline. Language functions include direct or indirect upward communication, such as identifying expressions, games, imaginative expressions, and emotional release. Today we live in a language environment. People consider it a social phenomenon because they use language to communicate. We need language to communicate with other people.

One of the four skills that students need to know is writing. Writing is not a new skill to learn. Writing is not only a skill for learning languages but also for learning various other things from every field of study. Students in Accounting, Law, Mathematics, and so on learn to be good writers to write and complete their academic assignments (Iksan et.al, 2023). He also stated that theoretically, writing refers to putting thoughts into a text or actual text that can be read and comprehended. Writing expresses ideas, experiences, and feelings. Writing skills include several skills and do not only include the physical act of writing. Skills such as research, planning and outlining, editing, revising, spelling and grammar, are important components of the writing process.

Writing anxiety refers to the negative feelings, stress, concern, nervousness, and hesitation that people may have when confronted with a writing task. It is frequently related with writer's block, a condition in which it is difficult or impossible to write anything. According to Cahyono (2023) there are numerous things when students face writing anxiety, including language challenges, a fear of receiving unfavorable criticism, a lack of confidence, and past unpleasant writing experiences, might contribute to writing anxiety. It may affect people of various ages and backgrounds, and it is a widespread problem among both students and professionals. Developing a writing regimen, doing pre-writing exercises, receiving feedback and encouragement, and seeking professional help if necessary are all strategies for overcoming writing anxiety.

Jawas (2019) identified four main factors that contribute to writing anxiety: lack of knowledge of the topic, difficulty in finding appropriate vocabulary, lack of confidence in their language skills, and fear of negative evaluation. These factors play a significant role in contributing to writing anxiety among Indonesian EFL college students. Overall, these factors can create a cycle of anxiety, where students' fears and doubts about their writing ability lead to poor performance, which in turn reinforces their anxiety, making it more challenging to improve their writing skills. Therefore, understanding these factors and developing strategies to alleviate writing anxiety can help students overcome these challenges, build their confidence, and improve their writing skills.

Based on previous research above, the reason why the researcher chose the title "Investigating Multifaceted Factors on the Students Writing Anxiety." comes

from the research personal experience as a student in an academic writing course, through which it became obvious that a significant number of students had anxiety towards the task of writing. This title to highlight the importance of understanding the factors that contribute to writing anxiety among students, which can have a significant impact on their writing performance and overall academic success. Understanding these factors can provide insights into how to better support students who struggle with writing anxiety, which can have a positive impact on their academic and personal lives.

B. Research Question

Based on the background above, the researcher wants to formulate a research question "what are the dominant factors contribute students' writing anxiety?"

C. Objective of the Research

Based on the problem before, the researcher want to find out the dominant factors that make students anxiety, for the students of Muhammadiyah University of Makassar in fifth semester.

D. The Significant of the Research

This research is expected to give contribution to:

1. For the Students

The research outcomes may increase students' awareness of writing anxiety and its multifaceted nature. By understanding the factors that

contribute to their anxiety, students may feel more empowered to recognize and address these challenges.

2. For the Teachers

The research outcomes can equip teachers with a deeper understanding of the complexities of writing anxiety. This knowledge may lead to more effective instructional strategies that consider individual needs, learning styles, and anxieties related to writing.

3. For the Next Researchers

The research is expected to provide researchers with a comprehensive understanding of the multifaceted nature of students' writing anxiety. This deeper insight can contribute to the body of knowledge in educational psychology, specifically regarding writing anxiety and its related factors.

E. Scope of the Research

This research focuses on the factors that impact students' writing skills while they confront anxiety. This is evident from the findings of interviews conducted by researcher with a variety of students. This can state which factors are most influential in impacting students' writing anxiety.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research

Sabti et al. (2019) explored the impact of writing anxiety, writing achievement motivation, and writing self-efficacy on writing performance. The study found that writing anxiety had a negative effect on writing motivation and writing achievement. Writing anxiety refers to the emotional unease or apprehension that individuals may experience when confronted with the task of writing. The findings suggest that students who experience high levels of writing anxiety may be less motivated to write and may perform poorly in writing tasks. This study delved into how this anxiety might influence students' willingness to engage in writing activities and subsequently impact their performance in writing tasks. The emotional discomfort associated with writing anxiety could deter the student from approaching the task with the same level of enthusiasm or interest as their peers who experience less anxiety.

Another study conducted by Zaynab and Mughal (2020) examined the impact of academic and psychological factors on writing anxiety among undergraduate students in Pakistan. They found that academic factors such as lack of writing skills and fear of negative evaluation were major contributors to writing anxiety. When students perceive themselves as lacking in writing skills or are overly concerned about negative evaluation, they may experience heightened anxiety when engaging in writing tasks. They also found that

psychological factors such as self-esteem and self-efficacy were important in predicting writing anxiety among students.

Higher levels of self-esteem and self-efficacy were associated with lower levels of writing anxiety, as students with a more positive self-perception and belief in their abilities tended to experience less anxiety when writing. The study highlights the complex interplay between academic and psychological factors in contributing to writing anxiety among undergraduate students in Pakistan.

Fathi and Khodabakhsh (2022) explored Self-Assessment and peer-assessment in writing course of Iranian EFL students: An investigation of writing anxiety. The research conducted indicates that both self-assessment and peer-assessment have demonstrated efficacy in reducing writing anxiety among students learning English as a foreign language (EFL). The authors propose that the integration of self-assessment and peer-assessment within writing courses can afford students increased possibilities for writing practice and feedback, potentially leading to a reduction in their anxiety levels. In general, the study provides insights into efficacious pedagogical approaches that can be employed to facilitate the enhancement of writing proficiency among English as a Foreign Language (EFL) learners, while addressing their anxiety towards writing.

In short, the experience of writing anxiety is a multifaceted phenomena that is subject to the effect of diverse variables. The similarities with the most recent prior research include retaining a focus on comprehending writing anxiety among students and acknowledging the impact of psychological

dimensions like self-efficacy and perfectionism. This research is different from previous research, namely the difference in student level and location of the research. The researcher focus to investigate several dominating factors that affect students anxiety when they write and find out how they might interact to affect students' experiences with and responses to writing assignments.

B. Some Partinent Ideas

1. Concept of Writing

a. Description of Writing

Writing is one of the English skills that students should master because it helps them enhance their thinking abilities and helps them build other language skills. Students should make writing a priority as one of their English skills since it contributes to the development of critical thinking and to the acquisition of other linguistic talents. In addition, writing is an essential tool for facilitating language acquisition. According to Iksan et al. (2023), "writing" conceptually means "putting thoughts into a text or actual text that can be read and understood." Ideas, experiences, and emotions can all be conveyed through the written word. The ability to put pen to paper is also valuable. Words, sentences, and larger chunks of text are all used as part of its method of communication. Communication and self-expression are greatly facilitated by the written word.

b. Types of Writing

Brown (2001: 346) classifies writing into three types:

1) Academic

Academic writing is a specifically prepared written discourse distinguished by adherence to grammatical distinctions, thorough structural organization, cohesive arrangement of ideas, and empirical proof substantiation. It is a polished synthesis of rules contained inside a scholarly text. According to O'Neill and Russell (2019) academic writing is to contribute to the knowledge and understanding of a particular field or discipline, and to demonstrate critical thinking and analytical skills. It is an important part of the academic experience, as it helps students develop their writing and research abilities and prepares them for future academic and professional endeavors.

2) Technical or Vocational

Technical writing comprises a wide range of publications in the fields of science, engineering, and creative arts and crafts.

3) Personal

Personal writing is one of the types of writing that does not require excellent language or organization. Personal writing is a type of casual writing that allows for some creative expression, such as a poem.

Furthermore, the researcher is attention is drawn to the construction of academic textual creations. Academic writing remains a difficult level of textual output due to its dense network of requirements, sometimes generating

a sense of laborious effort among students. This genre is primarily concerned with the presenting of factual information or empirical facts, as seen in newspapers, scholarly publications, and essays. The fundamental goals of such undertakings are persuading and illuminating the reader through the creative interplay of logical arguments supported by substantiating data.

c. The Aspects of Writing

According to Hughes (2003), there are five aspects:

1) Grammar

Grammar defines the structural and configurational characteristics of words, arranging their complementary arrangement within sentences. It emphasizes the importance of authors developing a comprehensive understanding of grammatical rules, resulting in the development of exceptional writing while also improving its accessibility to readers or students.

2) Vocabulary

Possessing a substantial vocabulary may considerably improve student participation compositional abilities, since the careful selection and skilled integration of appropriate words are critical components of excellent sentence building. A vocabulary is a collection of lexemes that are skillfully assembled into intelligible phrases, paragraphs, or essays. An array of refined linguistic nuances converge within this abstr reservoir, including the allure of rhetorical devices, the artistry of figurative language, the discernment in lexical selection, and the adept deployment of syntactic

constructs, all of which synergistically converge to elevate the art of writing.

3) Mechanics

The established standards that should be followed while creating sentences are referred to as writing mechanics. If the writer exhibits mastery of norms, appropriate spelling, punctuation, capitalization, and paragraphing, as well as handwriting, easy writing is mechanically good.

4) Fluency

The fluency sections of the paragraph are logically related if they are fluent or coherent. The transition from one statement to the next should be logical. It might be a crucial skill for the authors to develop.

5) Organization Paragraph

A precisely organization sequence of thoughts produces a clear path of progress. Both verbal communication and cogent thinking have fluency because of their articulate enunciation, methodical organization, and cohesive logical progression. This needs that authors expertly construct their written compositions, creating a framework in which readers may comprehend and traverse the content with considerable clarity.

As a result, it is obvious that the combination of exact grammatical structures, a broad lexicon, rigorous attention to mechanics, continuous fluidity, and thorough organizational paragraphing is a fundamental basis in the field of writing. These elements work together to create a symbiotic understanding between the author's intended discourse and the reader's interpretation. As a

result, mastery across several dimensions emerges as an essential requirement for generating compelling written communication complete with meaningful insights, ensuring the reader's discerning knowledge is accomplished to the utmost extent possible.

2. Concept of Anxiety

a. Definition of Anxiety

Anxiety is a concept used to describe a common inclination that people have when presented with risk, peril, or when they are focused. Tension, which may be viewed as the obsessive counterpart of conventional fear, is manifested by unpleasant impacts of temperament, as well as cognition, behavior, and physiological response.

Carlson (2020) defined anxiety as "a feeling of worry or destruction accompanied by physiological responses such as a faster pulse, sweaty palms, and stomach tightness." When people become nervous, they will naturally feel something in their bodies to understand that they are in danger. Susila (2020) highlights the distinction between dread and tension; fear is a typical cautious reaction to a risky situation, whereas nervousness is more future-oriented, a feeling of worry and anxiety about the possibility of something terrible happening.

In conclusion, anxiety is an unpleasant emotion that makes you uncomfortable and tense due to the body's reaction. Anxiety affects the body, mind, and behavior, making it difficult to maintain control and focus on

something. Anxiety might occur when we are lacking drive, are terrified of something, or are overly concerned.

b. Types of Anxiety

In examining the intricate landscape of anxiety, it becomes evident that this emotional state transcends a singular definition, presenting itself in multifaceted forms across individuals. It encompasses a spectrum of experiences, from the transient moments of worry to the pervasive and debilitating conditions that disrupt daily functioning. This complex phenomenon finds its roots in a myriad of factors, encompassing biological, psychological, and environmental dimensions. Understanding the taxonomy of anxiety is pivotal in elucidating its diverse manifestations and tailoring interventions to address the unique needs of individuals navigating this intricate terrain. This exploration aims to delve into the taxonomy of anxiety, delineating its various types and manifestations to provide a comprehensive understanding of this intricate human experience. According to Cheng (2004) divided anxiety into three types, namely:

1) Cognitive anxiety

Cognitive anxiety is the psychological component of tension experience, which includes negative preconceptions, preoccupation with execution, and concern about the discernment of others.

2) Somatic anxiety

Somatic anxiety refers to one's perception of the mental consequences of an unpleasant occasion, such as apprehension and strain.

3) Avoidance anxiety

Avoidance anxiety is a type of anxiety in which people avoid things that make them anxious. This is the psychological side of anxiety.

Based on that, Cheng (2004)'s scholarly contribution of developing an evaluative framework known as the Second Language Writing Anxiety Inventory (SLWAI) is notable. This test was created with the primary goal of determining and characterizing the degrees of anxiety experienced by pupils when writing in a secondary language situation. The SLWAI is a composite construct composed of three distinct yet interconnected subscales: Somatic Anxiety, which denotes physiological manifestations of anxiety; Cognitive Anxiety, which encompasses psychological perturbations; and Avoidance Behavior, which reflects the proclivity to avoid the act of writing entirely.

Cheng's trailblazing scale has received widespread acclaim in the academic community and has been widely used as a powerful instrument by a wide range of scholars to delve into the complex subject of writing anxiety. Its widespread use emphasizes its usefulness and efficacy as a vital tool for analyzing and grasping the nuances of this psychological construct.

c. Symptoms of Anxiety

According to the Asher et.al (2023), other common symptoms include persistently excessive worry that outweighs event impact; overthinking and planning for worst-case outcomes; perceiving non-threatening situations as menacing; grappling with uncertainty; grappling with indecision and fear of erroneous choices; exhibiting physical signs such as trembling and nervousness;

increased sweating; being easily startled; and facing difficulty in maintaining concentration due to overwhelming preoccupations, thus revealing the intricate interplay between cognitive, emotional, and physiological realms inherent to anxiety.

Furthermore, the symptoms that appear are a response from our body, indicating that we are tense or concerned about something. Body movements such as shaking, anxiousness, and unease might reveal signs. Anxiety also causes us to become blank or lose our brains. Some individuals can cope by taking a deep breath or listening to music, but we cannot escape how we feel on the inside.

3. Concept of Writing Anxiety

a. Definition of Writing Anxiety

The act of composing written language, writing anxiety is defined as a psychological state marked by the experience of tension, cognitive preoccupation, and physiological alterations. When confronted with a writing task, it elicits a rise in systolic and diastolic blood pressure. (Huerte et al., 2017) conducted the study. A significant number of students express apprehension regarding their writing skills, grammatical proficiency, and the process of evaluating their written work. This phenomenon is commonly linked to the experience of apprehension or anxiety when engaging in the act of writing. (Wahyuni & Umam, 2017) conducted a study. The affective disposition of pupils towards writing will have an impact on their written output.

Writing anxiety can also refer to a collection of thoughts, feelings, or actions that make it difficult for someone to start, continue, or even finish a task for which they are academically qualified. (Huerte et al., 2017) One of the causes of writing anxiety or apprehension is a lack of knowledge of how to produce quality writing. Writing anxiety can be described as a collection of emotions, attitudes, or actions that hinder an individual from initiating, engaging in, or completing an activity that they possess the intellectual ability to perform. A contributing factor to the experience of writing anxiety or hesitation can be attributed to a deficiency in comprehending the principles and techniques necessary for cultivating exceptional writing skills (Arindra & Ardi, 2020).

b. Types of Writing Anxiety

Writing anxiety, a formidable obstacle for many, manifests in various forms, from the gnawing uncertainty about one's ideas to the paralyzing fear of a blank page. It's a labyrinth of emotions, where self-doubt lurks in the shadows and the pressure to excel looms overhead. Some grapple with perfectionism, endlessly revising every sentence in pursuit of flawlessness. Others confront the dreaded writer's block, feeling trapped in a creative standstill. Then there's the impostor syndrome, the haunting notion that your words aren't worthy or original enough. Each type of writing anxiety presents its own challenges, but acknowledging and understanding these manifestations can be the first step toward overcoming

them. According to Cheng (2004) writing anxiety is divided into three aspects, they are:

1) Cognitive Anxiety

This cognitive anxiety phenomena is interwoven with the cognitive characteristics displayed by anxious learners, which include negative expectations, obsession on performance, and concern over external perceptions. This category requires students to meet higher requirements set by teachers or peers, potentially diverting their attention away from intrinsic writing skill and toward external demands.

2) Somatic Anxiety

Somatic anxiety refers to an individual's subjective contact with physiological implications of anxiety, characterized by feelings of uneasiness and tenseness. When pupils are given a 30-minute time limit to compose, for example, a sense of temporal urgency arises. In this situation, some students may complete their work more quickly, which may cause concern in others who do not accomplish the same speed, resulting in increased emotional discomfort.

3) Behavior Avoidance

A critical aspect is behavioral avoidance, which stems from student worry. When kids are afraid, they may miss writing classes or leave projects undone. As a result, this might stymie their growth and leave them with no real writing results. The panorama of student

anxiety covers a range of feelings, including tension, concern, and the weight of lofty instructor expectations. Furthermore, avoidance behaviors such as skipping classes add to the complex tapestry of anxiety that students traverse within educational domains.

According to the statement above, there are three forms of anxiety: cognitive, somatic, and behavior anxiety. These categories have various characteristics that influence students writing anxiety.

4. Factors Students Anxiety in Writing

Writing anxiety is a common problem that many students face. It can affect their ability to write effectively and can lead to a lack of motivation and poor performance. According to Khaira et al. (2022) here are some of the factors that can contribute to writing anxiety in students:

a. Internal Factors

1) Lack of Self-Confidence

Lack of self-confidence in writing abilities can trigger anxiety. When students lack confidence in their writing skills, they may doubt their ability to express themselves effectively on paper. This doubt often leads to hesitation, overthinking, and reluctance to start writing tasks. The fear of producing inadequate work or not meeting personal standards amplifies anxiety, making the writing process daunting and stressful. Students doubting their skills or fearing they won't meet personal standards might experience heightened anxiety.

The students feeling unsure about their writing abilities. by Apriani (2023) low self-confidence is a major risk factor for anxiety in students, particularly in academic settings. When students doubt their abilities, they become more susceptible to negative thoughts and worry, hindering their performance and increasing test anxiety.

2) **Perfectionism**

Perfectionism involves setting exceedingly high standards for one's writing and feeling distressed when these standards aren't met. Students with perfectionistic tendencies obsess over avoiding mistakes and producing flawless work. This constant pursuit of perfection can lead to anxiety as they fear criticism or falling short of their own impossibly high expectations. Individuals with perfectionistic tendencies often set unrealistically high standards for their writing and the fear of not meeting these standards can cause anxiety. In their study on writing anxiety, Khosravi et al. (2023) underline the significance that perfectionism plays. When it comes to scholastic contexts, perfectionism can present themselves in a variety of ways, including excessive studying, fear of failure, and avoidance of trying activities. Students who have overly high expectations for their writing and that are always striving for perfection may experience increased stress and a dread of falling short of their expectations. This constant need to excel can result in

feelings of anxiety, exhaustion, and a reduction in the enjoyment of academic activities.

3) **Negative Thoughts**

Persistent negative thoughts, including self-criticism and worry about making errors, significantly contribute to writing anxiety. Continuous self-doubt and anticipating the worst outcomes during the writing process amplify stress levels, making it harder for students to focus and feel confident in their work. Constantly worrying or being critical of writing. According to Jing (2021), negative self-talk and self-doubt are important factors in educational anxiety, which in turn has an impact on students' involvement, performance, and opportunity to interact with others. It is possible for students that have high expectations for themselves to be especially susceptible to negative thinking, which can result in significant worry around their academic performance and examinations.

4) **Linguistic Difficulties**

The anxiety comes from not having enough ideas, worrying about coming up with developing theme, having trouble with grammar and vocabulary, and having a hard time finding the right conjunctions. Formulating a concise and persuasive main concept presents difficulties, while anxieties around linguistic exactness and grammatical correctness contribute to the pressure. Students

experience a state of writer's block caused by a lack of inspiration, and they may struggle with effectively linking ideas together using appropriate conjunctions, which can be rather intimidating. Peter (2021) identified a key factor contributing to students' poor writing performance: a lack of writing purpose. Specifically, students struggle because they are unsure about the intended audience, the aim of their writing, and the underlying reasons behind it. In order to engage in writing, students must engage in the process of brainstorming to generate ideas and determine the specific topic they will be addressing. Brainstorming facilitates the organization of students' ideas prior to composing their thoughts into written form.

b. External Factors

1) Grades and Judgment

The fear of being judged by teachers or peers and receiving poor grades intensifies anxiety. The pressure to meet certain writing standards or expectations set by others increases stress levels, making the writing process more anxiety-inducing. Aydin (2020) suggests creating a classroom culture where constructive feedback is the norm. Emphasize the idea that feedback is an essential part of the learning process and not a judgment of their abilities.

2) **Time Pressure**

Tight deadlines or insufficient time to complete writing tasks create stress. The looming pressure of an approaching deadline can lead to rushed writing, sacrificing quality and causing additional anxiety. Budjalemba (2020) time constraints can activate the body response to anxiety, resulting in heightened cortisol levels and diminished cognitive function. Students' capacity to learn properly and perform well under pressure might be substantially hindered as a result of this, which can make anxiety level even higher. Therefore, anxiety and avoidance behaviour might set in when a person's perception of the amount of time pressure makes it seem like they can't handle it. This is especially evident among students, as their perceived lack of time may cause them to avoid difficult assignments.

3) **Distractions and Discomfort**

Writing in distracting or uncomfortable environments disrupts focus and concentration. External factors like noise, discomfort, or inadequate writing spaces can hinder students' ability to engage effectively with their writing tasks, increasing their stress levels. L. Lang (2020) Distractions and physical discomfort can be a contributing factor in student anxiety, and classroom environments that are noisy, unorganized, or lack sufficient temperature control can add to these factors. This can make it difficult to concentrate, learn, and maintain emotional health.

Overall, writing anxiety is a complex issue that can be caused by a variety of factors. It is important for teachers and students to understand these factors and work together to develop strategies to alleviate anxiety and improve writing performance.

C. Conceptual Framework

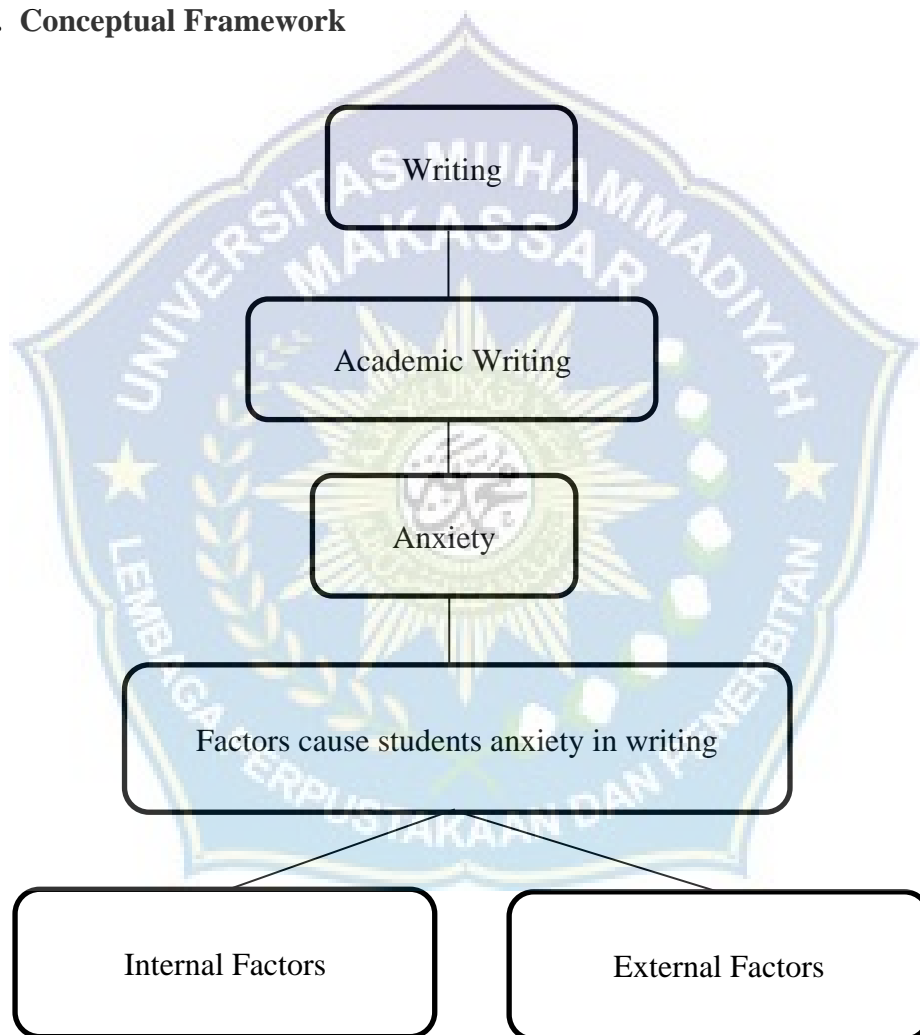


Figure.1.1 Conceptual Framework

As in the conceptual framework, the researcher focused on the factors on the students anxiety in writing. Writing anxiety is a complex and multifaceted phenomenon that can significantly impact students' academic performance and

overall well-being. The thing that seen in students problem is anxiety in writing. The researcher investigate students to know the dominant factors that make students anxiety in writing and to know the things that can reduce their writing anxiety. The researcher use Observation and interview instruments to help the researcher in this study.



CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used descriptive qualitative design. Descriptive Qualitative research is aimed to obtain meanings and to understand in depth the indications. Qualitative descriptive research is a research design that aims to provide a detailed and comprehensive account of a phenomenon as it naturally occurs. According to Roudsari (2019) qualitative descriptive design refers to a research approach that focuses on providing a rich, detailed, and contextually grounded description of a phenomenon. This design is particularly useful when researcher aim to gain an in-depth understanding of the experiences, perceptions, behaviors, or social processes of participants.

B. Research Subject

This study focuses on a class of students who are in their fifth semester at Muhammadiyah University of Makassar. The participants selected for this study is students in their fifth semester. The participants are select by using the purposive sampling method. The utilization of purposive sampling can be justify in this study due to the presence of specific participant criteria. The participants in this study consist of students who experience anxiety when writing English.

C. Research Instrument

Several instruments are employed to support this research, instruments that are employed in this research as like:

1. Observations

The researcher intends to collect data in the classroom through observation in this research. According to the Alam (2021) the observation carried out to figure out the true or factual state of the writing process and to fully understand the natural environment as it is experienced by students, without modifying or manipulating it.

2. Interview

According to the Roberts (2020) the interview is a method of gathering data in which the researcher asks questions directly to the informants, resulting in the students being interviewed. It is used as a tool to gather information or information regarding the issues that cause students anxiety when writing. The researcher wishes to employ a semi structured interview when conducting an interview. After the writing class, the researcher will interview the students to gather information or data regarding the cause of their anxiety.

D. Research Variable and Indicator

1. Independent Variable

Investigating Multifaceted Factors Students' Writing

2. Dependent Variable

Students Writing Anxiety at the fifth semester of University Muhammadiyah Makassar.

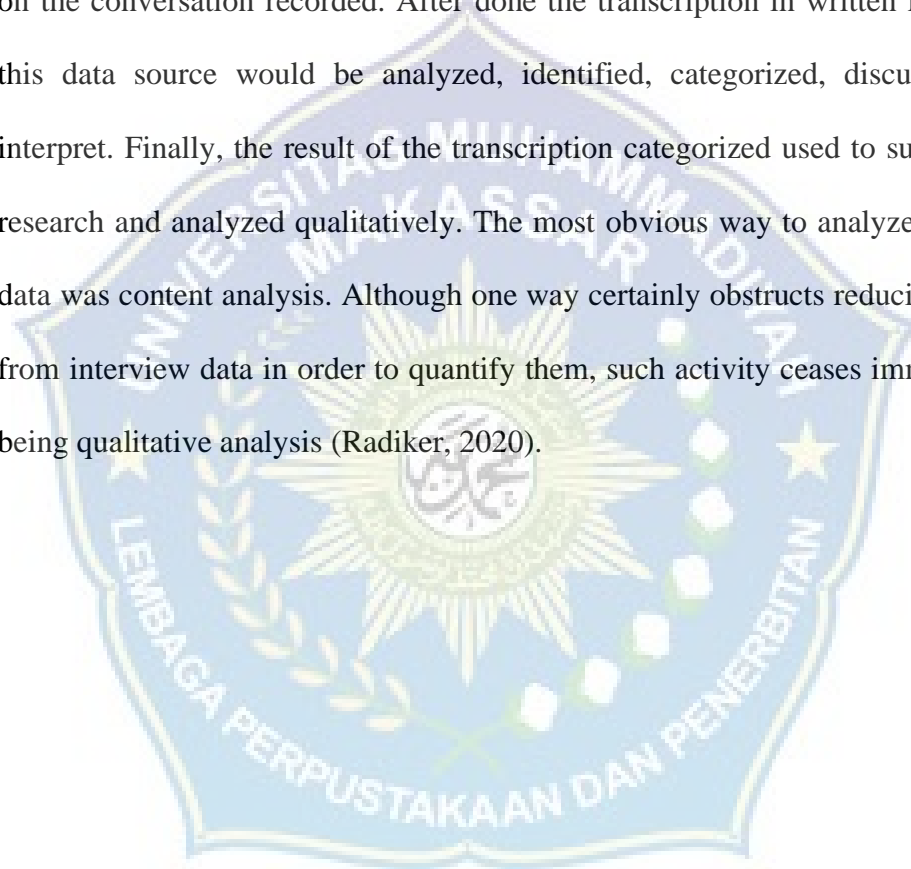
E. Procedure of Data Collection

In collecting data the researcher did the procedures as follows:

1. The researcher asked permission from intensive academic writing subject lecturer for doing observation until the end of the class and attend to the classroom to observed the students' writing anxiety.
2. The researcher observed the writing class in the classroom for several meetings to get enough data. In conducted observation, the research analyzed that happened in the class when the lecturer give an assignment in writing.
3. The researcher took a note on relate to the students and the result of observation.
4. The researcher formulated the interview guideline in order to prepare interview with students about the factor make them anxiety in writing.
5. The researcher conducted interviews and record for some students the answer by using voice recordings.
6. The researcher identified the dominant factor that make students anxiety in writing.
7. Collecting the data gained from the observation and interview.

F. Data Analysis

To find out the data required, firstly the researcher observation in the class and interview that have been done by the students. Then the researcher listened to the recorded conversation many times carefully to make the transcription based on the conversation recorded. After done the transcription in written language, this data source would be analyzed, identified, categorized, discussed and interpret. Finally, the result of the transcription categorized used to support the research and analyzed qualitatively. The most obvious way to analyzed spoken data was content analysis. Although one way certainly obstructs reducible items from interview data in order to quantify them, such activity ceases immediately being qualitative analysis (Radiker, 2020).



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The result of this study of the student anxiety in writing English assignment by students in fifth semester in Universitas Muhammadiyah Makassar and what are the dominant factors that students' anxiety in writing English assignment and discussions related to the description and explanation of the findings. To determine the dominant factors of students writing anxiety in writing task by fifth semester students at Universitas Muhammadiyah Makassar, the researcher based on the findings of the data obtained used the observation and interview open-ended question.

The researcher conducted an inquiry utilizing a methodology that included both observation and interviews. The study focused on students who expressed feeling anxious when writing out of a total of 45 students in the fifth semester. From the study population, the researcher purposely selected 15 individuals who showed a range of anxiety emotions. The interview process was enhanced by the valuable perspectives and depth provided by a select group of 15 students, who were the primary participants.

1. Factor that makes students anxiety in writing

The researcher had categorized the causes according to the theories in order to discover the dominant elements that produced the students' anxiety. There are some factors contributing to students' anxiety divided into two main groups: internal factors and external factors. For instance, internal factors like self-confidence, perfectionism, negative thoughts, and linguistic difficulties played a role, while external factors such as grades and judgment, time pressure, and distraction or discomfort. The researcher gave open-ended interview, for the open-ended interview, it supposed to know better about students' statements in factors that caused writing anxiety.

The researcher conducted an interview with 15 students, utilizing audio recording as the method of data collection. The unprocessed data from the interview transcript is available in the appendix. Subsequently, the researcher organized the data obtained from the students' interviews by classifying it based on the students' names, their classes, and their shared issue of writing anxiousness.

Students faced diverse obstacles when it comes to composing scholarly texts. The researcher has discovered the issues to enhance comprehension for readers. The factors that contribute to students' anxiety can be categorized into two primary groups: internal factors and external influences. Internal factors such as 1) self-confidence, 2) perfectionism, 3) negative thoughts, and 4) linguistic difficulties, as well as external factors like 1) grades and judgment, 2)

time pressure, and 3) distraction or discomfort, were identified as influential factors contributing to anxiety among students.

However, the researcher only discovered 7 factors that were dominant in the interview results. These components were comprised of 4 internal factors and 3 external factors. Each sample had its own problems in writing text, but several samples felt similar problems with the other. The researcher analyzed the factors for make it easier with more explanation. Here the more explanation that was already stated by the students.

a. Internal Factors

1) Negative thoughts

The first factors that got many scores from students' writing anxiety is negative thoughts. This problem was felt by 4 out of 15 students (NN, FMA SA, and AS). The students have a tendency to continually question their own abilities, to have persistent self-doubt, and to anticipate the worst possible consequences while they are writing. This makes it more difficult for students to concentrate and to feel confident in their work. NN also said that *“rada khawatir ka kalau tidak bisa ku kerja karena tidak tahu harus mulai darimana karena kurang vocab ku tau, takut juga kalo menulis ka nanti salah-salahi.”* (I was worried that I would not be able to do this assignment because I did not know where to start and I lack of vocabulary, so I afraid when I write is not correct). Some student like FMA said this *“kayak bikin jurnal itu kan susah ya apalagi untuk pertama kalinya dan*

tidak bisa mi ku kerja nanti jelek nilaiku, nanti dapat E ka, nanti mengulang ka stress ku, bahkan biasa kalo lagi stress begitu ka pasti pusing trus mual ka karena banyak sekali ku pikir karena kurang skill writingku” (it is like making a journal cause it is my first time and I can not do it, my grades will be bad, I will get an E, I will repeat this course, duh, I am very stressed, in fact, when I am stressed like that, I will definitely get dizzy and nauseous because I think so much about my lack of writing skills)

Sometimes they also think about how the lecturer assesses their writing, like SA said *“Sejujurnya agak takut kalau tulisanku tidak sesuai dengan ekspektasinya dosen”* (Honestly, I am afraid that my writing will not match with the lecturer’s expectations.) AS also said it *”Kadang agak anxiety ka karena tidak yakin ka dengan tulisanku. Kalau dosen atau temanku kasih masukan kayak ihh salah ini, ini harus diubah”*. (I was anxious because I was not sure about my writing. When my lecturer or my friends give me a feedback like ihh this is wrong, you have to change it.)

2) Linguistic Difficulties

The second factors that got many scores in internal factor that linguistic difficulties. This problem was felt by 3 out of 15 students (NAB, AFFA, and SD). It makes them feel anxious and afraid that their writing it’s good or not. Like NAB said that *“I think it is ee a bit difficult to me and it is always making me like stress ah like that hehe when bikin ee struktur kalimatnya. Because sometimes ee I always e ovt like this is the right*

structure or this is wrong in grammar, vocabulary, or something like that”

(I think it is a bit difficult for me and it is always making me like stressed ah like that, when making sentence structures. Because sometimes I always overthinking like this is the right structure or this is wrong in grammar, vocabulary, or something like that). And also AFFA said *“merasa nda pintar ka dalam grammar, karena kan menulis itu beda ki sama pas bicara orang, kalo pas menulis itu takut sekali ka kalo grammarku salah”* (I feel like I am not good at grammar, because writing is different from speaking, so when I write I am really afraid if I get my grammar wrong). The student also said that they are not expertise in vocabulary too. However, some students stated that they are still confused about the structure of the text, SD said that *“Biasa kalo menulis ka itu sering salah grammarku trus juga struktur kalimatnya juga salah, itu merasa ragu ka dalam tulisanku sendiri kak, kayak terus ka menebak-nebak benar ji inikah tau salah ki”* (Usually, when I write, I often make mistakes in grammar and sentence structure is wrong, which makes me feel doubtful in my own writing, making me second guess whether my writing is correct or not). The following statements reflect each individual statement about their factors writing anxiety. According these responses, they are still lacking in their grammar and not confident, then they considered it as their main factors of writing anxiety.

3) Lack of Self Confidence

This problem was felt by 2 out of 15 students (PNK and SP). It makes them feel anxious and afraid that their writing it's good or not. Like what PNK said *"Saya tuh gak percaya diri kak apalagi untuk writing kan. Kalo misalnya saya ada tugas writing saya selalu bilang dulu ke teman saya ini udah bener gak, udah bener gak, sampai kayak menurut temen saya udah bener baru saya merasa lebih tenang."* (I am someone who lacks confidence, especially when it comes to writing. If I have a writing assignment, I always ask my friends first to make sure whether it is correct or not. Until my friends came to the conclusion that if the assignment was correct, I could feel calmer.) And like SP said *"Tidak pd ka sama tulisanku kaarena writing menurutku salah satu skill yang sulit untuk dipelajari"* (I do not feel confident in my writing because in my opinion writing is one of the skills that is difficult for me to learn) the respond above, students feel do not confident because they were not mastered English yet and it make them feel anxious).

4) Perfectionism

The students believe that perfect writing makes them achieve a high score and high standard of writing, and it can make them feel the pressure for perfect work. In this case, all of the students did not mention that they must perfect in their work. However, based on MA statement *"Kalo dari awal di suruh untuk kasih perfect writingku itu na bikin anxiety ka, jadinya blank ka dan tidak bisa ka menulis"* (The pressure to write

perfectly from the start makes me anxious, and I end up staring at a blank page for ages)

b. External Factors

1) Time Pressure

The first factors that got higher score in external factor is time pressure. This problem was felt by 3 out of 15 students (APN, NAI, and NF). The students stated that they feel anxious when students have to write in specified time. They said they feel less confident in their writing tasks and sometimes their stuck in their writing. Based on APN said *“menurutku tenggat waktu karena selalu kupikir batas waktunya, kurasa belum selesai ini, jadi bagaimana caranya ini tulisan bisa selesai dengan cepat atau tepat waktu sedangkan saya juga kurang paham sama ini tugas”* (In my opinion, time pressure is because I think about time, I think it is not finished yet, so how can this writing be finished quickly or on time while I do not really understand about this assignment). And NAI also said that *“Pas ada tugas writingku trus deadlinenya yang cuma 2 hari atau 3 hari itu na bikin ka panik trus deg-degan ku rasa, itu eee na bikin ka kayak eeee nge-blank begitu kak”* (When I have a writing assignment and the deadline is only 2 days or 3 days, it makes me panic and I feel nervous, that makes I feel like I’m blanking out.). Some students stated that writing under time constraint will affect them if the topic was chosen by the lecturer,

when NF said that *“kayak merasa tidak mampu ka untuk kerjakan ki karena topiknya bukan dari mahasiswa tapi dari dosen padahal waktuku tinggal sedikit untuk kerjakan ki jadinya tidak bisa ka berpikir apa mau ku tulis”* (I feel like I'm not able to do it because the topic is not from the students but from the lecturer, even though I only have a little time to do it, so I can't think about what I want to write.) According to the responses above, students felt that write under time constraint will affect them in writing English text, students felt nervous, blank even stuck in their writing.

2) Grades and Judgment

The second factors that got higher score are grades and judgment. The students stated that they feel anxious when get bad comments from the lecturer, especially when the lecturer commenting it in front of the class. They said they feel less confident in front of their classmate and feeling embarrassed. They also said they are afraid to get bad scores, because it is embarrassing. Based on DFS statement *“pernah ka dapet feedback dari dosen tentang tulisanku yang katanya tuh ee tulisanku masih terlalu panjang dan gak tau maksud tulisanku apa. Itu si yang bikin ka duh ngerasa anxiety yaa karena sudah ma mencoba untuk kasih tulisan yang terbaik yang saya bisa”* (I once got feedback from the lecturer about my writing, which he said was good writing. I am still too long and do not know what I mean by what I wrote. That is what makes me feel anxious because

I feel like I have tried to write the best I can). According to the responses above, students felt their doing their best but the lecturer give them the negative feedback that make students anxiety. The student ZF said that *“kalo selesai mi tugasku baru dosen kasih nilainya jelek dan mengkritik didepan kelas, pasti kayak ada rasa kecewa sama diri sendiri terus ku rasa kalo begitu berdampak buruk ke writingku.”* (When I finish my assignment then the grades will be bad and the lecturer give criticism in front of class, I feel like I am disappointed in myself and then I think that has had an bad impact on my writing). According to students felt shy or embarrassed when their friends got higher grades from them or when the lecturer evaluated their assignments in front of the class.

3) Distractions and Discomfort

The students have stated that they have feelings of anxiety whenever they are required to write in a noisy environment since it is difficult for them to concentrate on writing. Based on NI said *“kalo saya di kasusku itu kalo di kelas tidak mendukung kayak lagi sibuk sibuknya kerja tugas lalu temanku ganggu atau berisik sekali di kelas, jadi nda fokus dan benar benar merasa tidak nyaman.”* (If what happens to me is when the class atmosphere is less than supportive, such as when I am busy doing an assignment and my friends disturb me or make loud noises in class, making me unfocused and really feel uncomfortable.)

B. Discussion

In this section, the researcher discussed the dominant factors that caused students' writing anxiety and this result was obtained from the observation and interview. As can be seen in the findings before, the main factors causing writing anxiety are listed in order from the most students mentioned to the least, which can be seen below:

- 1) Internal Factor
 - a) Negative Thoughts

According to the 4 students, they are have a negative thoughts. The students have a tendency to continually question their own abilities, to have persistent self-doubt, and to anticipate the worst possible consequences while they are writing. This can arise from a deficiency in comprehending the framework of the English language, a restricted lexicon, or difficulties in arranging thoughts in a systematic fashion. This makes It more difficult for students to concentrate and to feel confident in their work. This support by Jing (2021), negative self-talk and self-doubt are important factors in educational anxiety, which in turn has an impact on students' involvement, performance, and opportunity to interact with others. It is possible for students that have high expectations for themselves to be especially

susceptible to negative thinking, which can result in significant worry around their academic performance and examinations.

b) Linguistic Difficulties

According to the 3 students, they are still lacking in their grammar and vocabulary, the third students often experience apprehension about committing grammatical and vocabulary mistakes while writing, which can impede their creative expression and discourage them from engaging in writing activities. then they considered it as their main factors of writing anxiety. It showed that those participants felt unconfident and lacked knowledge in the case of vocabulary, grammar, and ideas. This support by Peter (2021) identified a key factor contributing to students' poor writing performance: a lack of writing purpose. Specifically, students struggle because they are unsure about the intended audience, the aim of their writing, and the underlying reasons behind it. In order to engage in writing, students must engage in the process of brainstorming to generate ideas and determine the specific topic they will be addressing. Brainstorming facilitates the organization of students' ideas prior to composing their thoughts into written form.

c) Lack of Self Confidence

According to the 2 students when it comes to writing in English, the student frequently experience feelings of incompetence, while also lacking confidence in their own abilities. Their lack of confidence can impede their

efforts to cultivate their writing abilities because of the tension and worry brought on by this strain, they find it difficult to concentrate and produce quality writing. One of the most dominant factors anxiety that students have when writing in English is a lack of self-confidence. These difficulties can have an impact on the students' capacity to strive to develop their writing skills. Learning to write well in English necessitates an in-depth familiarity with the many psychological and technical challenges that students encounter. This support by Apriani (2023) low self-confidence is a major risk factor for anxiety in students, particularly in academic settings. When students doubt their abilities, they become more susceptible to negative thoughts and worry, hindering their performance and increasing test anxiety.

d) Perfectionism

The students believe that perfect writing makes them achieve a high score and high standard of writing, and it can make them feel the pressure for perfect work. In this case, all of the students did not mention that they must perfect in their work. This support by Khosravi et al. (2023) underline the significance that perfectionism plays. When it comes to scholastic contexts, perfectionism can present themselves in a variety of ways, including excessive studying, fear of failure, and avoidance of trying activities. Students who have overly high expectations for their writing and that are always striving for perfection may experience increased stress and a dread of falling short of their expectations. This constant need to excel can

result in feelings of anxiety, exhaustion, and a reduction in the enjoyment of academic activities.

2) External Factor

a) Time Pressure

Time pressure became the first factors that caused students writing anxiety. students felt that write under time constraint will affect them in writing English text, students felt nervouse, blank even stuck in their writing. This is supported by Budjalemba (2020). Time constraints can activate the body's response to anxiety, resulting in heightened cortisol levels and diminished cognitive function. Students' capacity to learn properly and perform well under pressure might be substantially hindered as a result of this, which can make anxiety level even higher. Therefore, anxiety and avoidance behaviour might set in when a person's perception of the amount of time pressure makes it seem like they can't handle it. This is especially evident among students, as their perceived lack of time may cause them to avoid difficult assignments.

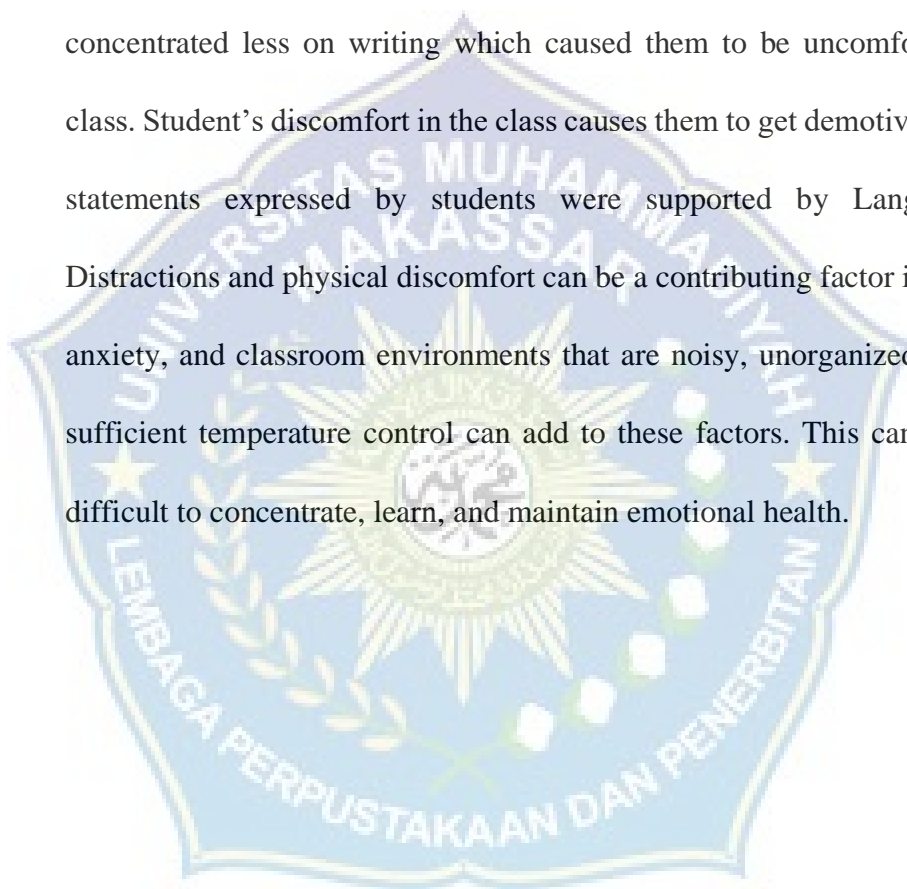
b) Grades and Judgment

The second factor that got the highest score is distractions or discomfort. The students have stated that they have feelings of anxiety whenever they are required to write in a noisy environment since it is difficult for them to concentrate on writing. Aydin (2020) suggests creating

a classroom culture where constructive feedback is the norm. Emphasize the idea that feedback is an essential part of the learning process and not a judgment of their abilities.

c) Distraction and Discomfort

From this situation, students automatically became lazy and concentrated less on writing which caused them to be uncomfortable in class. Student's discomfort in the class causes them to get demotivated. The statements expressed by students were supported by Lang (2020) Distractions and physical discomfort can be a contributing factor in student anxiety, and classroom environments that are noisy, unorganized, or lack sufficient temperature control can add to these factors. This can make it difficult to concentrate, learn, and maintain emotional health.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the findings of the research studied, the researcher conducted data to identify the dominant factors that cause students to be anxiety in writing English in fifth semester students English Education at Universitas Muhammadiyah Makassar.

The researcher discovered several points based on interview results about the dominant factors that caused students' writing anxiety. The factors that contribute to students' anxiety can be categorized into two primary groups: internal factors and external influences. The first one, there are seven main factors that contribute to students' writing anxiety, in Internal factors there are: 1) lack of self-confidence, 2) perfectionism, 3) negative thoughts, and 4) lack of knowledge. And in external factors there are: 1) grades and judgment, 2) time pressure, and 3) distraction and discomfort, as many 15 students felt this factors.

B. Suggestion

Based on the conclusions above, the researcher proposes the following suggestions:

1. For the English Teachers

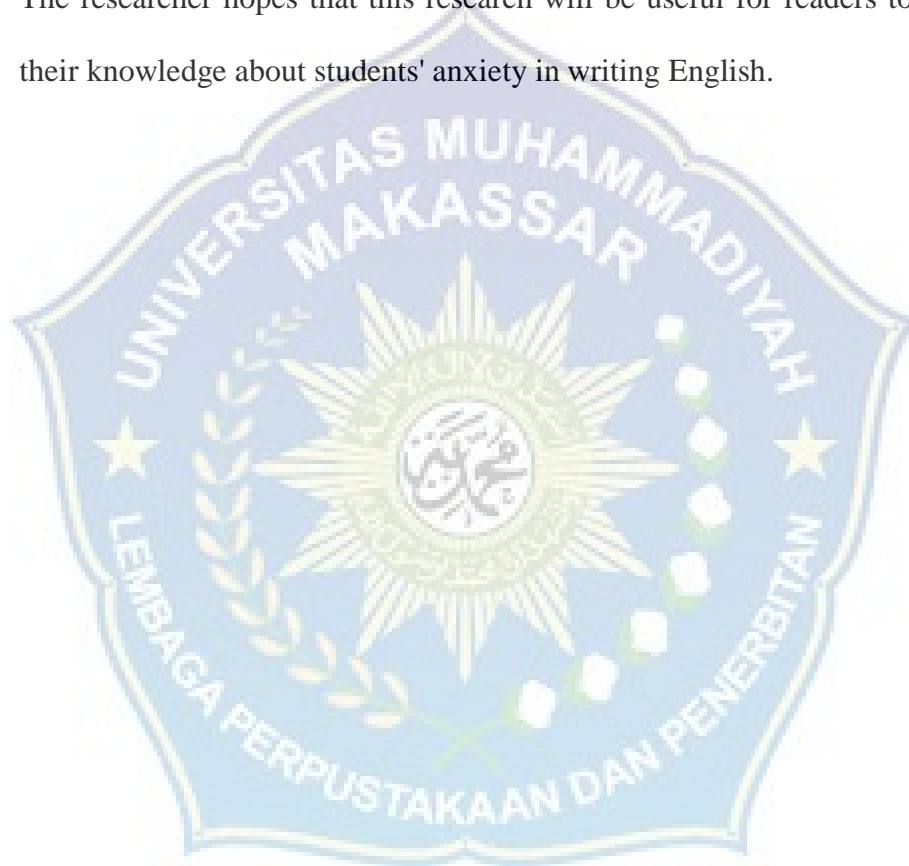
Researcher recommend teachers to be more creative in understanding student problems so that students do not experience anxiety when writing English.

2. For Students

The researcher suggests that students are more enthusiastic, confident during writing activities and memorizing vocabulary.

3. For Further Researchers

The researcher hopes that this research will be useful for readers to increase their knowledge about students' anxiety in writing English.



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Appendix A

OBSERVATION CHECKLIST

No	Observation Case	Yes	No
1	Does the student display physical signs of tension or stress during writing tasks? (e.g., fidgeting, nail biting, sweating)		
2	Does the student frequently ask for reassurance or seek validation about their writing?		
3	Does the student exhibit avoidance behaviors towards writing tasks? (e.g., procrastination, finding excuses to delay writing)		
4	Does the student express negative emotions or self-doubt about their writing abilities?		
5	Does the student have difficulty starting or organizing their thoughts when writing?		
6	Does the student exhibit perfectionistic tendencies, constantly striving for flawless writing?		
7	Does the student express fear of judgment or criticism from peers or teachers regarding their writing?		
8	Does the student struggle with time management during writing tasks, often taking longer than necessary?		
9	Does the student exhibit a lack of confidence in their writing skills?		
10	Does the student frequently compare their writing to others and express feelings of inadequacy?		
11	Does the student avoid sharing their writing with others or participating in writing-related activities?		
12	Does the student have difficulty focusing or maintaining concentration during writing tasks?		

Adopted and modify from Susila, F. W. (2020)

Appendix B

INTERVIEW QUESTIONS FOR STUDENTS

- 1. Have you ever felt anxious or stressed about writing? If yes, could you share a specific instance and what triggered that anxiety?**

(Pernahkah anda merasa cemas atau stress dalam menulis? Jika ya, bisakah kamu menceritakan kejadian spesifik dan apa yang memicu kecemasan tersebut?)

- 2. In your experience, how do you think linguistics complexities, such as grammar rules and vocabulary usage, contribute to your writing anxiety?**

(Berdasarkan pengalamannya, menurut kamu bagaimana kompleksitas linguistik, seperti aturan tata bahasa dan penggunaan kosakata, berkontribusi terhadap kecemasan menulis?)

- 3. Do you ever received feedback on your writing that made you feel anxious?**

(Apakah anda pernah menerima tanggapan atas tulisan kamu yang membuat kamu merasa cemas?)

- 4. How does the fear of judgment or criticism from peers or teachers and friends affect your confidence and anxiety levels during writing tasks?**

(Bagaimana rasa takut akan penilaian atau kritik dari teman atau guru memengaruhi tingkat kepercayaan diri dan kecemasanmu saat mengerjakan tugas menulis?)

- 5. Can you share any insights into how the COVID-19 pandemic has affected your writing anxiety? Have you experienced any specific factors related to the pandemic that have heightened or alleviated your writing anxiety?**

(Bisakahmu berbagi wawasan tentang bagaimana pandemi COVID-19 saat ini memengaruhi kecemasanmu dalam menulis? Pernahkahmu mengalami faktor spesifik apa pun terkait pandemi yang meningkatkan atau meredakan kecemasan menulismu?)

- 6. Have you observed any physical factors, such as the classroom environment or noise levels, that influence your writing anxiety? How does the physical setting impact your ability to focus and feel comfortable during writing tasks?**

(Pernahkahmu mengamati faktor fisik, seperti lingkungan kelas atau tingkat kebisingan, yang memengaruhi kecemasan menulismu? Bagaimana pengaruh lingkungan fisik terhadap kemampuanmu untuk fokus dan merasa nyaman selama tugas menulis?)

- 7. Are there any external factors, such as time constraints or high-stakes assessments, that you believe contribute to your writing anxiety?**

(Apakah ada faktor eksternal, seperti keterbatasan waktu atau penilaian berisiko tinggi, yang menurutmu berkontribusi terhadap kecemasan menulismu?)

- 8. Can you discuss any personal experiences or observations regarding the role of self-confidence in your writing anxiety? How does a lack of**

confidence in your writing abilities affect your anxiety levels and overall writing performance?

(Bisakah kamu menjelaskan pengalaman atau pengamatan pribadi mengenai peran kepercayaan diri dalam kecemasan menulismu? Bagaimana kurangnya rasa percaya diri pada kemampuan menulismu memengaruhi tingkat kecemasan dan performa menulismu secara keseluruhan?)

Adopted and modify from Khaira et al. (2022)



OBSERVATION CHECKLIST

No	Observation Case	Yes	No
1	Does the student display physical signs of tension or stress during writing tasks? (e.g., fidgeting, nail biting, sweating)	✓	
2	Does the student frequently ask for reassurance or seek validation about their writing?	✓	
3	Does the student exhibit avoidance behaviors towards writing tasks? (e.g., procrastination, finding excuses to delay writing)	✓	
4	Does the student express negative emotions or self-doubt about their writing abilities?	✓	
5	Does the student have difficulty starting or organizing their thoughts when writing?	✓	
6	Does the student exhibit perfectionistic tendencies, constantly striving for flawless writing?	✓	
7	Does the student express fear of judgment or criticism from peers or teachers regarding their writing?		✓
8	Does the student struggle with time management during writing tasks, often taking longer than necessary?	✓	
9	Does the student exhibit a lack of confidence in their writing skills?	✓	
10	Does the student frequently compare their writing to others and express feelings of inadequacy?	✓	
11	Does the student avoid sharing their writing with others or participating in writing-related activities?		✓
12	Does the student have difficulty focusing or maintaining concentration during writing tasks?	✓	

Adopted and modify from Susila, F. W. (2020)

Students 1

Name : NAB

Class : BG5A

INTERVIEW QUESTIONS FOR STUDENTS

R: Have you ever felt anxious or stressed about writing? If yes, could you share a specific instance and what triggered that anxiety?

S: I think sering kak. Actually, I feel a lot anxiety when I u doing it h-1 before the deadline and also to look for the reference and to be honest I do not really like reading actually but writing something like article or esai we need to look the reference from other article or maybe jurnal like that, that is what always make me stress to do ee like ee a lot of time to take a lot of my time to do eee research and reading a reference.

(I think often. Actually, I feel a lot of anxiety when I do it 1 day before the deadline and also to look for the reference and to be honest I do not really like reading actually but writing something like an article or essay we need to look at the reference from other articles or maybe journals like that, that is what always makes me stressed to do like a lot of time to take a lot of my time to do research and reading a reference.)

R: In your experience, how do you think linguistics complexities, such as grammar rules and vocabulary usage, contribute to your writing anxiety?

S: lebih ke eeeee grammar actually. In writing kan seharusnya juga diliat ki bagaimana oh grammar and structure. Structure nya in eee menyusun kalimat begitu kak. I think it is ee a bit difficult to me and it is always making me like

stress ah like that hehe when bikin ee struktur kalimatnya. Because sometimes ee I always e ovt like this is the right structure or this is wrong in grammar, vocabulary, or something like that. Dan ya e to be honest in writing in this two last semester, the fourth and the fifth semester ee we already learn about how to make a sentence, how to make a paragraph, that ee penggunaan kata dan bahasanya itu tidak berulang-ulang take a lot of time once and it is also need to, we have to need vocabulary, lot of vocabulary and it is a bit hard and always make me stress like that.

(More like grammar actually. In writing, you should also look at grammar and structure. The structure is in to arrange sentences like that, sis. I think it is a bit difficult for me and it is always making me like stressed ah like that, when making sentence structures. Because sometimes I always overthinking like this is the right structure or this is wrong in grammar, vocabulary, or something like that. And yes e to be honest in writing in this last two semesters, the fourth and the fifth semester we have already learned about how to make a sentence, how to make a paragraph, that the use of words and language is not repeated take a lot of time once and it is also need to, we have to need vocabulary, lot of vocabulary and it is a bit hard and always makes me stressed like that.)

R: Do you ever received feedback on your writing that made you feel anxious?

S: hmm yaps. From my friend si, a lot of my friends. Kalo dosen lebih kritiknya yaa tapi bisaji juga membangun. Kritikan si kayak ee your writing is actually penggunaan, actually I always have a feedback like your or the your of the use of your structure or Bahasa is simple or easy to understand but you need to elaborate

more like that, your idea or your main idea, something like that. But I think that is one thing I can evaluate to increase my writing skill maybe.

(Yes. A lot of my friends. If the lecturer is more critical and can also be constructive. Criticism is like your writing is actually usage, actually I always have a feedback like the use of my structure or language is simple or easy to understand but the lecture said I need to elaborate more like that, my idea or my main idea, something like that. But I think that is one thing I can evaluate to increase my writing skill maybe.)

R: How does the fear of judgment or criticism from peers or teachers affect your confidence and anxiety levels during writing tasks?

S: Kan ada yang feedback yang membangun, ada yang menjatuhkan. Nah feedback yang menjatuhkan itu yang bikin cemas atau anxiety. Like for example ee like hmm like what ya hehe eee when I submit this is not dosen si, friends or maybe someone. Bisa gak si liat liat dulu esai saya bagus gak si kayak anu ji ini esai mu begini begini ji kayak menjatuhkan dan merendahkan, kayak mengikutji dari yang sebekum-sebelumnya ya kayak nothing special about your esai or your writing and I was like I have give a lot of favor to write something but someone give me feedback yang menjatuhkan kayak seolah-olah I do someone punya saya kayak plagiarisme di, plagiarism orang punya writing sedangkan I also put my effort to that writing.

(There is some constructive feedback, there is some negative feedback. Well, feedback that brings down is what makes you anxious or anxious. Like for example, when I submit my assignment and I ask some friend or maybe someone

to check my writing and someone say your writing is so bad, like they putting me down, they said my task is same like the previous one , like nothing special about my writing and I was like I have given a lot of favor to write something but someone gives me feedback that drops like as if I did someone I do like plagiarism in, plagiarism people have writing while I also put my effort into that writing.)

R: Can you share any insights into how the COVID-19 pandemic has affected your writing anxiety? Have you experienced any specific factors related to the pandemic that have heightened or alleviated your writing anxiety?

S: Sejauh ini tidak si cause I enjoy in online learning, I do not have much effort to like eee ke kampus gitu, cuma ya paling ini si ee kayak kadang tidak terlalu memperhatikan pas dosen menjelaskan jadi ya tugas kadang nanya ke teman. Kalo anxiety, tidak terlalu merasa anxiety ji

(So far, no, because I enjoy online learning, I do not have much effort to go to campus like that, it is just that sometimes I do not really pay attention when the lecturer explains assignments, sometimes I ask friends. If you are anxious, do not feel too anxious)

R: Have you observed any physical factors, such as the classroom environment or noise levels, that influence your writing anxiety? How does the physical setting impact your ability to focus and feel comfortable during writing tasks?

S: Yes of course, kalo lingkungan kelas tidak mendukung seperti kelas yang ribut trus harus kerjakan tugas sebelum dosennya masuk ee it is make me so stress.

Sometimes I have to ee kayak mencari kelas atau ruangan yang bisa ka untuk

kerjakan tugasku dengan nyaman atau kalo ngeblank ma begitu biasa keluar kelas ka dulu cari ide atau tanya temanku yang selesai.

(Yes of course, if the class environment is not supportive, such as a noisy class and then I have to do my assignments before the lecturer enters the class, that is making me so stressed. Sometimes I have to look for a class or room where I can do my assignments comfortably or if I am already blank, I sometimes leave the classroom first to look for ideas or ask my friends who have finished their assignments.)

R: Are there any external factors, such as time constraints or high-stakes assessments, that you believe contribute to your writing anxiety?

S: hmm time pressure always.

(time pressure always)

R: Can you discuss any personal experiences or observations regarding the role of self-confidence in your writing anxiety? How does a lack of confidence in your writing abilities affect your anxiety levels and overall writing performance?

S: Iyee sepengalamanku kalo lagi tidak confidence in my writing it will be like ee it will be not good for my writing kayak ii will anxiety if what I write is not good cause I will present my writing to the dosen kan ee when I writing something ee I was like menebak-nebak apa yang bagus vocabnya, topik yang ku angkat ini bagus tidak ya, atau grammarnya sesuai ji dengan harapan dan standarnya dosen. So if my anxiety got higher ee I will be ee difficult to write something cause yaaa I can not mengekspresikan myself ee dengan baik, kurang lebih like that si kak

(Yes, in my experience, if I do not have confidence in my writing it will be like it will not be good for my writing like it will be anxious if what I write is not good cause I will present my writing to the lecturer right when I write something I was like guessing what good vocab is, whether the topic I raised is good or not, or whether the grammar is in line with the lecturer's expectations and standards. So if my anxiety gets higher I will be difficult to write something cause I can not express myself well)



Student 2

Name : SD

Class : BG5A

INTERVIEW QUESTIONS FOR STUDENTS

R: Have you ever felt anxious or stressed about writing? If yes, could you share a specific instance and what triggered that anxiety?

S: Banyak tugas writingku trus deadlinenya dekat dekat ki jadinya numpuk ki trus harus ka juga cari cari topik untuk pastikan ki ini terpenuhi ji poin poin untuk tugasnya dan lumayan spesifik ki, jadi itu yang bikin capek.

(I had multiple writing projects with overlapping deadlines. Juggling different topics and ensuring each piece met its specific requirements got overwhelming. I was anxious about managing my time effectively and maintaining the quality of each piece.)

R: In your experience, how do you think linguistics complexities, such as grammar rules and vocabulary usage, contribute to your writing anxiety?

S: Biasa kalo menulis ka itu sering salah grammarku trus juga struktur kalimatnya juga salah, itu merasa ragu ka dalam tulisanku sendiri kak, kayak terus ka menebak-nebak benar ji ini kah tau salah ki.

(Usually, when I write, I often make mistakes in grammar and sometimes the sentence structure is wrong, which makes me feel doubtful in my own writing, making me second guess whether my writing is correct or not.)

R: Do you ever received feedback on your writing that made you feel anxious?

S: Kan kalo sekarang di semester 5 ini kan tugas tugasnya itu lebih susah ki dan lebih kompleks ki dan ya itu yang bikin saya ngerasa ee ada tuntutan untuk nulis tulisan yang bagus juga karena pernah ka dapet feedback dari dosen tentang tulisanku yang katanya tuh ee tulisanku masih terlalu panjang dan gak tau maksud tulisanku apa. Itu si yang bikin ka duh ngerasa anxiety yaa karena sudah ma mencoba untuk kasih tulisan yang terbaik yang saya bisa

(Right now, in the 5th semester, the assignments are more difficult and more complex, and yes, that is what makes me feel like there is a demand to write good writing too because I once got feedback from the lecturer about my writing, which he said was good writing. I am still too long and do not know what I mean by what I wrote. That is what makes me feel anxious because I feel like I have tried to write the best I can.)

R: How does the fear of judgment or criticism from peers or teachers affect your confidence and anxiety levels during writing tasks?

S: Waktu itu pernah ka ia di kritik sama dosen dan ku rasa nda enak sekali saya rasa eee anxiety ma ia itu karena ee kayak bagaimana di ee tidak adami semangatku kerjakan itu tugas dan ya sulit ma untuk kasih bagus skill writingku, takut ka juga minta bantuan sama teman-temanku karena ee pasti merasa tersaingi atau ya seperti itumilah

(At that time, I was once criticized by the lecturer and I felt really bad. I felt like I was anxious about it because I was like, like, I do not have the enthusiasm to do the assignment and yes, it was difficult for me to show my writing skills well, I was

afraid that I would also ask for help. with my friends because of course they feel competitive)

R: Can you share any insights into how the COVID-19 pandemic has affected your writing anxiety? Have you experienced any specific factors related to the pandemic that have heightened or alleviated your writing anxiety?

S: dari online ke offline ya kak, kalo itu jujur merasa anxietynya pas awal awal mau masuk kelas karena belum kenal secara langsung teman-teman dan dosen dosennya. Kalo untuk mata kuliahnya ya kalo saya sendiri itu ee ya cukup ku pikir ki karena belum ka terbiasa sama tugas yang di berikan langsung di kelas terus langsung harus di jawab kan kalo online waktu itu masih bisaji kerja di rumah terus masih bisa liat google.

(From online to offline, sis, to be honest, I felt anxious when I first started going to class because I did not know my friends and lecturers in person. For the course, I thought about it quite a bit because I was not used to assignments that were given directly in class and then had to be answered straight away. If I was learning online at that time, I could still work at home and I could still look at Google to find the answer.)

R: Have you observed any physical factors, such as the classroom environment or noise levels, that influence your writing anxiety? How does the physical setting impact your ability to focus and feel comfortable during writing tasks?

S: Sejauh ini belum si kak

(So far, not yet)

R: Are there any external factors, such as time constraints or high-stakes assessments, that you believe contribute to your writing anxiety?

S: Iya kak kalo dikasih waktu untuk kerjakan tugas writing kayak bikin artikel trus deadlinenya di kasih 3 sampai 4 hari begitu deh stress ka ia karena belumpa pernah bikin artikel trus di kasih tugas bikin artikel dan saya tidak tau mau mulai dari mana

(Yes, if I am given time to do a writing assignment, like writing an article, then the deadline is given 3 to 4 days, I am so stressed because I have never written an article, then I am given the task of writing an article and I do not know where to start.)

R: Can you discuss any personal experiences or observations regarding the role of self-confidence in your writing anxiety? How does a lack of confidence in your writing abilities affect your anxiety levels and overall writing performance?

S: seperti yang ku bilang sebelumnya kak, yang bikin tidak pd ka dengan tulisanku itu karena komentar dari teman teman atau dosen yang kesannya negatif jadi yaa begitu mi masih merasa sangat kurang ka di writing ini dan iye na bikin anxiety ka kalo ada tugas barunya writing lagi

(As I said before, what makes I dissatisfied with my writing is because of comments from friends or lecturers that seem negative, so yeah, I still feel like I am really lacking in this writing and yes, it makes me anxious if I have a new writing assignment again.)

Student 3

Name : MA

Class : BG5A

INTERVIEW QUESTIONS FOR STUDENTS

R: Have you ever felt anxious or stressed about writing? If yes, could you share a specific instance and what triggered that anxiety?

S: Everytime cause in writing ya we know that a lot of like ee aspect ee like a grammatical, like the structure, and ee many things. So and then eee belum terlalu mahir di bidang itu jadi merasa ee takut untuk writing itu.

(Everytime because in writing we know that a lot of aspects like a grammatical, the structure, and many things. So and then I am not very skilled in that area so I am afraid to write it.)

R: In your experience, how do you think linguistics complexities, such as grammar rules and vocabulary usage, contribute to your writing anxiety?

S: Sebenarnya ee kalo untuk menulis itu sangat mempengaruhi karena kan dilihat structure kalimat kita gitu jadi it is really important to ask ee kayak harus benar benar paham dulu aspek aspek itu sebelum ee beralih ke writing, seperti menulis essay atau segala macam. Kalo tidak paham kita akan sangat cemas and I feel that.

(Actually, when it comes to writing, it really influences things because we look at the structure of the sentences that we make, so it is very important to ask. It is like you have to really understand these aspects before moving on to writing, such as writing essays or anything like that. If we do not understand we will be very anxious and I feel that.)

R: Do you ever received feedback on your writing that made you feel anxious?

S: Banyak sebenarnya, like ee kayak for example like my friends told me kayak writingmu ini terlalu kayak ee biasa dan kayak ee sudah umum begitu, nothing special and then kayak merasa usaha kita itu kayak ee di pandang remeh begitu.

Padahal menurut kita itu sudah sangat berusaha untuk itu. hundred percent mempengaruhi kecemasanku dalam menulis sama kepercayaan diriku kak.

(In fact, there are many examples such as my friend telling me that my writing is too ordinary and general, there is nothing special and it feels like my efforts are being looked down upon. Even though I think it has really worked hard for that result. One hundred percent affects my anxiety in writing and my confidence.)

R: How does the fear of judgment or criticism from peers or teachers affect your confidence and anxiety levels during writing tasks?

S: Kalo dikasih ka kritik yang membangun tentang tulisanku na bikin anxiety ka karena kayak khawatir ka kalo itu kritiknya na kasih liat kekuranganku sebagai penulis

(If I receiving constructive criticism on my writing makes me anxious, as I fear it will highlight my inadequacies and shortcomings as a writer.)

R: Can you share any insights into how the COVID-19 pandemic has affected your writing anxiety? Have you experienced any specific factors related to the pandemic that have heightened or alleviated your writing anxiety?

S: Eee kalo secara pribadi tidak ada perubahan yang signifikan karena sebelumnya ee ini kan berkaitan dengan dosennya juga karena semester sebulannya pas online ee dosen dosennya belum terlalu pressure studentnya untuk harus perfectlah tapi

kalo untuk sekarang sekarang yah semester ini kan kita sebagai student itu harus memang eee harus bisa untuk itu. Tapi peralihannya dari online ke offline itu tidak terlalu signifikan sebenarnya. Anxietynya meningkat di situasi tertentu, kayak apa yaa kayak ini saja di semester sebulannya kan cuma nulis nulis paragraph gitu jadi belum terlalu luas cakupannya dan belum terlalu cemas mau nulis apa tapi kalo disini kan disini kan kita sudah ada tugas nulis jurnal jadi kan kita harus butuh referensi banyak apa segala macam jadi ee yaa anxietynya meningkat karena itu yaa ee karena levelnya lebih tinggi.

(Personally, there has been no significant change because previously this was related to the lecturers and also because during the month-long semester when classes were online, the lecturers did not put too much pressure on students to be perfect. But for now, in this semester, we as students have to be able to do that. But actually the transition from online to offline is not that significant. My anxiety increases in certain situations, such as in the semester for a month we only writes paragraphs so the scopes is not too comprehensive and it is not too worried about what kind of writing that we wants to write. But in here (offline class) we have an assignment to write a journal so we need lots of references, the anxiety increases because the level is higher.)

R: Have you observed any physical factors, such as the classroom environment or noise levels, that influence your writing anxiety? How does the physical setting impact your ability to focus and feel comfortable during writing tasks?

S: Eee kalo secara pribadi because I am like a person who can learn if ee kayak di tempat sunyi sunyi, tidak boleh terlalu ribut karena konsentrasinya bisa buyar jadi

harus ee lingkungan harus mendukung atau nyaman. Kalo kelasnya ribut malah bikin susah fokus.

(Personally, I am like a person who can only learn in a quiet place, I can not be in a place that is too noisy because it can disrupt my concentration. So I need to be in a place that is supportive or comfortable. If the atmosphere in class is noisy it just makes it difficult for me to focus.)

R: Are there any external factors, such as time constraints or high-stakes assessments, that you believe contribute to your writing anxiety?

S: ee iyaa kak, kalo dekat mi deadlinenya kan pasti buru-buru ki kerja ki trus ee pasti nda maksimal itu cukup bikin tertekan ka karena ku pikir kalo selesai mi tugasku baru nda bagus juga nilainya, pasti kayak ada rasa kecewa sama diri sendiri terus ku rasa kalo begitu berdampak ke penulisan ku.

(Yes, if the deadline is close to the day, I am sure I will be rushing to work and then I am sure I will not be maximal, which is quite stressful, because I think if I finish my assignment, then the grades will not be good either, I will feel like I am disappointed in myself and then I think that has had an impact on my writing)

R: Can you discuss any personal experiences or observations regarding the role of self-confidence in your writing anxiety? How does a lack of confidence in your writing abilities affect your anxiety levels and overall writing performance?

S: karena kalo sudah merasa cemas begitu niatnya untuk menulis itu juga kayak menurun jadi semangat atau motivasinya menurun, apalagi kalo dari awal di suruh untuk kasih perfect writingku itu na bikin anxiety ka, jadinya blank ka dan tidak bisa ka menulis

(If I feel anxious, sometimes my intention to writing seems to be decrease, so my enthusiasm or motivation decreases, the pressure to write perfectly from the start makes me anxious, and I end up staring at a blank page for ages)



Student 4

Name : NI

Class : BG5A

INTERVIEW QUESTIONS FOR STUDENTS

R: Have you ever felt anxious or stressed about writing? If yes, could you share a specific instance and what triggered that anxiety?

S: Of course, tiap saat. Karena masih kurangnya kan kayak kan kita tau kan kalo writing itu bahasanya kan kalo academic itu tinggi nah itu itu yang bikin susah sedangkan yang kita sering pakai itu cuma yang basic basic, yang kita pakai untuk sehari-hari begitu itu si.

(Of course, every time I feel it. Because I always feel like I am still lacking. As we know, academic writing uses high language and that is quite difficult. Meanwhile, what we often use is only basic language, which is often used in everyday life, like that.)

R: In your experience, how do you think linguistics complexities, such as grammar rules and vocabulary usage, contribute to your writing anxiety?

S: structure dan grammarnya. Ini kalo di kasih kembangkan gitu diubah gitu structurenya itu itu bagaimana itu susah. Karena kita kurang tau kayak aduh bagaimana ya.

(Structure and grammar. Especially when directed to develop it and asked to change the structure, it is quite difficult. Because we do not even know what it is like, like how to do it.)

R: Do you ever received feedback on your writing that made you feel anxious?

S: to be honest, belum pernah yang kayak ngasih down kayak gitu. Selama ini cuma ngasih tau oh yang salahnya disini jadi saya terima terima saja disini salah jadi saya ubah, belum pernah si yang dapet kayak ee menjatuhkan. Memang si susah memang cuman agak sensitif dengan intonasi suara orang ee itunya si. Jadi kalo awalnya sudah tinggi intonasinya walaupun kata katanya baik si tapi tetap kan negatif jadi makin tinggi rasa takut dan cemasnya kak.

(Honestly, nothing has ever made me feel down. So far it only tells me where the error is so I accept it and change it. I have never received such harsh insults. It is very difficult but sometimes a bit sensitive to the intonation of people's voices. So, if at the beginning of the conversation you start with a high intonation, even though what you say is good, you will still think negatively and this will increase the fear and anxiety.)

R: How does the fear of judgment or criticism from peers or teachers affect your confidence and anxiety levels during writing tasks?

S: Sebenarnya si ee lebih mengupgrade confidence si karena kan saya tipikal orang yang terima terima saja kalo ada feedback.

(I tend to aim to increase my self-confidence because I am the type of person who accepts all forms of feedback.)

R: Can you share any insights into how the COVID-19 pandemic has affected your writing anxiety? Have you experienced any specific factors related to the pandemic that have heightened or alleviated your writing anxiety?

S: Awal offline ya tinggi banget, mungkin karena belum terbiasa juga. Dulu bahasanya masih yang kayak bias akita pakai untuk bicara bicara, kalo sekarang ini di hadapkan sama bahasa yang jarang kita pakai.

(When the offline class started, the anxiety that I felt increased. Maybe because not used to the atmosphere. Previously, we still used words that we often use in everyday speech. Now we are faced with having to use words that we rarely used before.)

R: Have you observed any physical factors, such as the classroom environment or noise levels, that influence your writing anxiety? How does the physical setting impact your ability to focus and feel comfortable during writing tasks?

S: Kalo saya di kasusku itu kalo di kelas tidak mendukung kayak lagi sibuk sibuknya kerja tugas lalu temanku ganggu atau berisik sekali di kelas, jadi nda fokus dan benar benar merasa tidak nyaman.

(If what happens to me is when the class atmosphere is less than supportive, such as when I am busy doing an assignment and my friends disturb me or make loud noises in class, making me unfocused and really feel uncomfortable.)

R: Are there any external factors, such as time constraints or high-stakes assessments, that you believe contribute to your writing anxiety?

S: Kalo deadlinenya terlalu singkat iya mempengaruhi tapi kalo deadline di kasih seminggu itu masih it is ok tidak terlalu anxiety. Tapi kalo semacam in ikan kasusnya dalam seminggu tugasnya 2 kali dan deadlinenya berdekatan seperti jaraknya cuma 1 hari nah itu kan masih mau di kembangkan idenya ee sudah

harus di kumpul. Kalo jarak deadlinenya terlalu singkat anxietynya ee yaa makin makin.

(If the deadline given is too short then it will have a big impact. It is different if the deadline is one week, I think that is still normal and does not make me feel anxious. But there are several cases in one week where there are 2 tasks with close deadlines such as only 1 day apart, and the idea still needs to be developed but it is time to submitted. If the deadline is too short, the feeling of anxiety will increase.)

R: Can you discuss any personal experiences or observations regarding the role of self-confidence in your writing anxiety? How does a lack of confidence in your writing abilities affect your anxiety levels and overall writing performance?

S: Berpengaruh si, writing kan susah di mengerti buat saya ya berbeda dengan mata kuliah yang gampang di mengerti itu kita bisa tenang dan percaya saja dengan tugasnya kita. Tapi kalo kayak writing ini yaa ini susah buat saya kan kalo menulis itu kan harus pakai bahasa akademik yang tinggi nah itu yang membuat saya kurang percaya diri.

(Very influential. In my opinion, writing lesson is a little difficult for me to understand, this is different from other subjects where I can understand easily so I can feel calm and confident in the assignments I make. But if it is something like a writing assignment, I feel a little difficult because I have to use high academic language and that makes me less confident.)

Student 5

Name : PNK

Class : BG5A

INTERVIEW QUESTIONS FOR STUDENTS

R: Have you ever felt anxious or stressed about writing? If yes, could you share a specific instance and what triggered that anxiety?

S: Eee sering si kak kalo itu. Kayak biasa kan saya kalo menulis tuh takut salah atau gak kalo misalnya nih kita udah nulis nanti dosen koreksi nanti kayak gini gini takut di koreksi, itu sering salah dan saya cukup anxiety kak.

(I often feel like that. Like when I write, I often feel afraid of making mistakes or if I have finished writing and the lecturer corrects it later, I feel afraid of that and it makes me quite anxious.)

R: In your experience, how do you think linguistics complexities, such as grammar rules and vocabulary usage, contribute to your writing anxiety?

S: Iya, itu salah satunya juga itu. Karena kan saya sebenarnya kurang paham tentang grammar kan dan itu itu saya selalu kayak cemas kayak aduh gitu. Yang lain tuh kayak bisa kok saya gabisa. Buat tugas yang tadi saja saya deg degan aduh grammarnya kan pasti di cek tuh, biasa kalo saya gugup kayak gitu megang pulpen atau pensil terus di gerak gerakin biar ee ngurangin rasa gugupnya gitu.

(Yes, that is one of them. Because actually I do not understand grammar and this makes me always feel anxious. I always think if other people can do it but why can not I. For example, like the previous assignment, I felt nervous because the

grammar would definitely be checked. If I start to feel nervous, I often hold a pen or pencil and then move it to reduce the nervousness I experience.)

R: Do you ever received feedback on your writing that made you feel anxious?

S: Itu di satu sisi kayak oh saya salah atau ada yang salah atau ada yang harus saya koreksi. Kalo pas di kasih feedback gak, cuma pas penulisannya itu yang buat saya ngerasa anxiety pas udah di koreksi kayak gitu kayak oh oke ngerti.

(Sometimes I feel like I made a mistake or something is wrong or there is something I need to correct. I never feel it when I am given feedback, it is just that when writing it sometimes makes me feel anxious after being corrected and makes me think that "oh okay I understand".)

R: How does the fear of judgment or criticism from peers or teachers affect your confidence and anxiety levels during writing tasks?

S: Ada rasa tapi gak terlalu. Jadi misal tadi, saya disuruh perlihatkan hasil kerja saya nih terus ada kritik, saya ngerasa down tapi ada juga di satu sisi kayak ohiya salah juga si saya kayak gitu si kak.

(There is a little fear but it does not affect it too much. For example, in the previous incident, I was asked to show the results of my work and there were several points that were criticized, I felt down but also on the other side I felt like those points were wrong, like that.)

R: Can you share any insights into how the COVID-19 pandemic has affected your writing anxiety? Have you experienced any specific factors related to the pandemic that have heightened or alleviated your writing anxiety?

S: Justru kalo online saya itu gak fokus, jadi saya gak fokus apa yang dosen kasih jadi saya gak begitu nyimak juga karena daya konsentrasi rendah juga, pelupa juga kadang. Justru kalo offline saya lebih paham begitu, kayak gitu si.

(In fact, in online classes I am not very focused, so I do not focus on what the lecturer is giving and I also do not really pay attention because my concentration is low and I sometimes forget. If it is an offline class, I understand much better, like that.)

R: Have you observed any physical factors, such as the classroom environment or noise levels, that influence your writing anxiety? How does the physical setting impact your ability to focus and feel comfortable during writing tasks?

S: gak si kak, kalo misalnya kadang kelas lagi berisik dan saya lagi ngerjain tugas atau segala macam. Yaudah saya menyendiri kayak yaudah fokus aja.

(Not really. For example, if the situation in class is very noisy and I am doing assignments or other things, I would prefer to be alone and focus on what I am doing.)

R: Are there any external factors, such as time constraints or high-stakes assessments, that you believe contribute to your writing anxiety?

S: Kalo di kasih deadline cepet pasti iyaa gugup kayak mau cepet buru buru ngerjain tapi otak ngeblank, trus ya memang tugasnya jurnal jadi agak susah. Itu si yang bikin saya sering ngerasa anxiety juga.

(I get nervous if I am given a short deadline and I feel like I need to rushed to do it but sometimes I feel lost. And also because the assignment was in journal form, I had a little difficulty. This makes me sometimes feel anxious at the moment.)

R: Can you discuss any personal experiences or observations regarding the role of self-confidence in your writing anxiety? How does a lack of confidence in your writing abilities affect your anxiety levels and overall writing performance?

S: Saya tuh gak percaya diri kak apalagi untuk writing kan. Kalo misalnya saya ada tugas writing saya selalu bilang dulu ke teman saya ini udah bener gak, udah bener gak, sampai kayak menurut temen saya udah bener baru saya merasa lebih tenang.

(I am someone who lacks confidence, especially when it comes to writing. If I have a writing assignment, I always ask my friends first to make sure whether it is correct or not. Until my friends came to the conclusion that if the assignment was correct, I could feel calmer.)



Student 6

Name : SA

Class : BG5B

INTERVIEW QUESTIONS FOR STUDENTS

R: Have you ever felt anxious or stressed about writing? If yes, could you share a specific instance and what triggered that anxiety?

S: nah saya pernah dan memang sering ka merasa was-was kalo pelajaran menulis karena yang kita tulis itu ada pendahuluannya, baru ada literatur reviewnya, jadi kadang bikin cemas ka. Apalagi harus sesuaikan satu kalimat dengan kalimat lain, dan yang paling bikin saya was-was dalam menulis itu isi yang mau ku sampaikan dalam tulisan ku, jadi yaa kayak begitu

(Okay. Well, I have and indeed often feel anxious in writing lessons because what we write has an introduction, there is a literature review, it really makes me anxious. Moreover, I having to harmonize one sentence with another sentence, and what makes me most anxious about writing is the content of what I want to convey in my writing, like that)

R: In your experience, how do you think linguistics complexities, such as grammar rules and vocabulary usage, contribute to your writing anxiety?

S: Yang pertama itu ee kalau di pelajaran menulis kita ada yang di bilang kosakata standar, jadi ee kita tidak boleh pake kosakata yang trendy atau kosakata gaul begitu. Jadi ini biasa yang bikin cemas ki diriku ee dan takut juga kalau misalnya harus menulis dengan pake kosakata yang baku karena menurutku ini kosakata yang benar, padahal kosakata ini jauh dari kosakata ilmiah.

(First of all, in our writing courses there is something called standard vocabulary, we do not use trendy vocabulary or slang vocabulary. This is what makes me anxious and afraid when I have to write using standard vocabulary. I think this is the correct vocabulary, in fact this vocabulary is far from scientific vocabulary, like that)

R: Do you ever received feedback on your writing that made you feel anxious?

S: Kalau saya pernah dapat kritikan dari dosen waktu ku semester 4. Dosen bilang bagian ini salah, ini harus lebih ilmiah lagi. Dan yang bikin was-was juga lagi itu karena kayak Ya Allah bagaimana lagi harus ku jelaskan ini karena menurutku itu aman aman ji

(I have ever received feedback from the lecturer himself from the 4th semester, the lecturer said this was wrong, this had to be scientificized again. And what makes me anxious is because it is like oh my God how else do I have to explain it because I thought it was okay)

R: How does the fear of judgment or criticism from peers or teachers affect your confidence and anxiety levels during writing tasks?

S: Sejujurnya agak takut kalau tuliskanu tidak sesuai dengan ekspektasinya dosen
(Honestly, I am afraid that my writing will not match with the lecturer's expectations.)

R: Can you share any insights into how the COVID-19 pandemic has affected your writing anxiety? Have you experienced any specific factors related to the pandemic that have heightened or alleviated your writing anxiety?

S: Hmm menurun kak, soalnya pas covid kemarin kan kuliah online juga toh, jadinya yaa tinggal join ji saja ke Google Meet terus tidak lama malah ketiduran ka. Jadi tidak ada yang lewat di pikiranku, apalagi untuk mau menulis.

(Hmm, it is decreasing, because during Covid yesterday it was really like going to online lectures, just joining Google Meet, then I was asleep. Nothing comes to my mind, especially writing.)

R: Have you observed any physical factors, such as the classroom environment or noise levels, that influence your writing anxiety? How does the physical setting impact your ability to focus and feel comfortable during writing tasks?

S: Kalau dibilang mengganggu rasa gelisah ku pas menulis, kayaknya tidak sih, tapi lebih ke kayak fokusku yang terganggu, seperti awwah apa lagi ini? Karena kalau misalnya toh lagi membaca ka artikel pendukung, sering masuk suara ribut ribut di kelas di telingaku yang memang agak mengganggu.

(If you say it interferes with anxiety when it comes to writing, it does not seem like it, but it is more like my focus is disturbed, like oops, what is this? Because while we were reading supporting articles, we heard the noise of the class in my ear which was quite disturbing to me.)

R: Are there any external factors, such as time constraints or high-stakes assessments, that you believe contribute to your writing anxiety?

S: Oh jelas ada, biasa itu kayak tenggat waktunya yang bikin was-was untuk menulis karena merasa kayak dikejar ka sama tugas dengan waktu

(Yes, time pressure is one of the things that makes me anxious about writing because I feel like I am being chased by tasks and time.)

R: Can you discuss any personal experiences or observations regarding the role of self-confidence in your writing anxiety? How does a lack of confidence in your writing abilities affect your anxiety levels and overall writing performance?

S: Kadang merasa agak minder ka karena kuakui ji diriku agak kesusahan untuk masuk ke pertulisan duniawi ini

(Yes, I feel a little insecure because I admit that it is difficult for me to enter the writing environment.)



Student 7

Name : APN

Class : BG5B

INTERVIEW QUESTIONS FOR STUDENTS

R: Have you ever felt anxious or stressed about writing? If yes, could you share a specific instance and what triggered that anxiety?

S: Oke kak, hmm secara pribadi pernah ja alami rasa cemas begitu. Kejadiannya itu pas kemarin, kita semua tiba-tiba diminta untuk ee tulis artikel tapi harus siapkan pendahuluan dan tinjauan pustakanya juga. Nah, dari situ mi kalau kita menulis ee harus juga mengacu ke suatu artikel, jadi kadang merasa was-was ka tentang bagaimana cara menulisnya itu.

(Okay, personally I have experienced anxiety. When this happened yesterday, we were suddenly asked to write an article and prepare an introduction and literature review. Well, that is where in writing we have to refer to articles, so I feel anxious about how and how to write it.)

R: In your experience, how do you think linguistics complexities, such as grammar rules and vocabulary usage, contribute to your writing anxiety?

S: Hmm menurutku kompleksitas linguistik memang terlibat juga untuk bikin gelisah ka sama cara menulisku, soalnya kalau cek grammar ee pasti cek grammarnya saat nulis artikel coy. Terus kalau misalnya tidak cocok ki dengan ee past tensenya kah atau present dan lain lain, berarti harus ka revisi. Jadi kalau ku revisi ki itu ee harus ka cari tiap kalimat atau tiap kata yang sesuai sama struktur kalimatnya biar sesuai ki.

(Okay, in my opinion, linguistic complexity really contributes to my own writing anxiety because when I check grammar, I must check the grammar when writing an article. If it does not match the past tense and present and so on, I will definitely revise it like that. If I revise, I have to look for sentences or words that match the sentence structure, which must be good.)

R: Do you ever received feedback on your writing that made you feel anxious?

S: Sejauh ini yang ku alami, nda adaji sama sekali perasaan cemas ku jadi tetap ja terima saran sama kritik untuk tuliskan ku. Jadi kalau disuruh ka revisi ki yaa pasti bakalan ku revisi.

(As far as what I am experiencing right now, I do not feel anxiety. So I still accept suggestions and criticism about my writing. If I am asked to revise it, I will revise it.)

R: How does the fear of judgment or criticism from peers or teachers affect your confidence and anxiety levels during writing tasks?

S: Biasa kalau misalnya kayak kritiknya nyakko ki. Misalnya kukirimkan temanku artikelku karena mauka minta pendapat. Na bilang bagus ji tapi bilang ki lagi kalau harus ki diganti ini karena nda bagus atau apalah itu, apalagi kalau capek ma baru banyak tugas ku juga yang mesti ku kerja. Nah itumi yang pengaruhi kegelisahan ku pas menulis.

(Yes, if the criticism is harsh, so this is while writing an article, then I sent my article to my friend because I wanted to ask for his opinion, this is already good, then he said, this has to be changed because it is not good and because blah blah

blah all kinds of things, especially since I am tired and have a lot of work to do. So that is what affects my anxiety while writing.)

R: Can you share any insights into how the COVID-19 pandemic has affected your writing anxiety? Have you experienced any specific factors related to the pandemic that have heightened or alleviated your writing anxiety?

S: Eee iya kemarin itu pasnya covid pas di semester 1, 2 sama 3 biasa biasa ja. Nah, pasnya semester 5 kayak tambah susah ini materi sama tugasnya. Di tambah lagi banyak maunya dosen jadi kadang rasa cemas ku pengaruhi ka di semester ini. *(Eeee ya yesterday it was during the pandemic in semester 1 2 3, so I do not feel much anxiety. Well, this 5th semester is getting more and more difficult, the material and assignments, especially as there are demands from the lecturer, so my anxiety is more affect me in this current semester.)*

R: Have you observed any physical factors, such as the classroom environment or noise levels, that influence your writing anxiety? How does the physical setting impact your ability to focus and feel comfortable during writing tasks?

S: Sejauh ini tidak, karena biar kelasnya seribut apa tapi kalau fokus ma untuk kerjakan tugas menulis masih bisa ji ku kerja.

(So far, no, even though the class is noisy, if I focus on my writing assignment, I can still do it.)

R: Are there any external factors, such as time constraints or high-stakes assessments, that you believe contribute to your writing anxiety?

S: Menurutku tenggat waktu karena selalu kupikir batas waktunya, kurasa belum selesai ini, jadi bagaimana caranya ini tulisan bisa selesai dengan cepat atau tepat waktu sedangkan saya juga kurang paham sama ini tugas.

(In my opinion, time pressure is because I think about time, I think it is not finished yet, so how can this writing be finished quickly or on time while I do not really understand about this assignment.)

R: Can you discuss any personal experiences or observations regarding the role of self-confidence in your writing anxiety? How does a lack of confidence in your writing abilities affect your anxiety levels and overall writing performance?

S: Yaa ada lah sedikit rasa minder, apalagi kalau kubandingkan diriku dengan teman-teman yang penulisannya bagus.

(Yes, I feel quite insecure, especially when I compare myself with my friends whose writing assignments are good.)



Student 8

Name : AS

Class : BG5B

INTERVIEW QUESTIONS FOR STUDENTS

R: Have you ever felt anxious or stressed about writing? If yes, could you share a specific instance and what triggered that anxiety?

S: Kadang kurasa kayak gelisah pas menulis, kayak ee bagaimana caranya untuk dapat teori dari topik tulisanku, terus bagaimana untuk dapat referensi tulisanku. Kadang juga merasa kayak yakin ja kah dengan tulisanku kalau bagus atau tidak, sama sesuai ji dengan topik tulisan ku.

(Once, I felt like anxiety in writing was like thinking about how to get a theory from my writing topic and how to get references for my writing and whether I was sure whether my writing was good or not and whether it suited my writing topic.)

R: In your experience, how do you think linguistics complexities, such as grammar rules and vocabulary usage, contribute to your writing anxiety?

S: Kurasa kosakata, karena kayak kurang ka dalam hal kosakata. Terus harus ka pake kosakata standar di tugas penulisan artikel ku.

(Vocabulary, because I feel lacking in vocabulary. Moreover, I have to use standard vocabulary in my article writing assignments.)

R: Do you ever received feedback on your writing that made you feel anxious?

S: Ya, pernah kak. Pernah ka pas di kasih masukan di depannya teman temanku trus khawatir ka kayak apami na bilang teman temanku tentang saya dan waktu itu takut ka ndabisa juga bersaing sama teman-temanku kak.

(Yes, I have. When I was given feedback in front of my friends, I was worried that I would be like what my friends would say about me and at that time I was afraid that I would be able to compete with my friends.)

R: How does the fear of judgment or criticism from peers or teachers affect your confidence and anxiety levels during writing tasks?

S: Kadang agak anxiety ka karena tidak yakin ka dengan tulisanku. Kalau dosen atau temanku kasih masukan kayak ihh salah ini, ini harus diubah.

(Yes, I was anxious because I was not sure about my writing. When my lecturer or my friends give me a feedback like ihh this is wrong, you have to change it.)

R: Can you share any insights into how the COVID-19 pandemic has affected your writing anxiety? Have you experienced any specific factors related to the pandemic that have heightened or alleviated your writing anxiety?

S: Kayak sama ji, tetap ji begitu begitu. Tidak ada perubahan.

(Actually it is the same, it does not increase that much.)

R: Have you observed any physical factors, such as the classroom environment or noise levels, that influence your writing anxiety? How does the physical setting impact your ability to focus and feel comfortable during writing tasks?

S: Iya mempengaruhi sekali. Karena kalau misalnya ribut kelas yang sebelumnya adami di pikiranku langsung hilang dan langsung bingung mau tulis apa.

(Yes, it affects me, because if for example the class is noisy then what I am thinking disappears and I am confused about what to write.)

R: Are there any external factors, such as time constraints or high-stakes assessments, that you believe contribute to your writing anxiety?

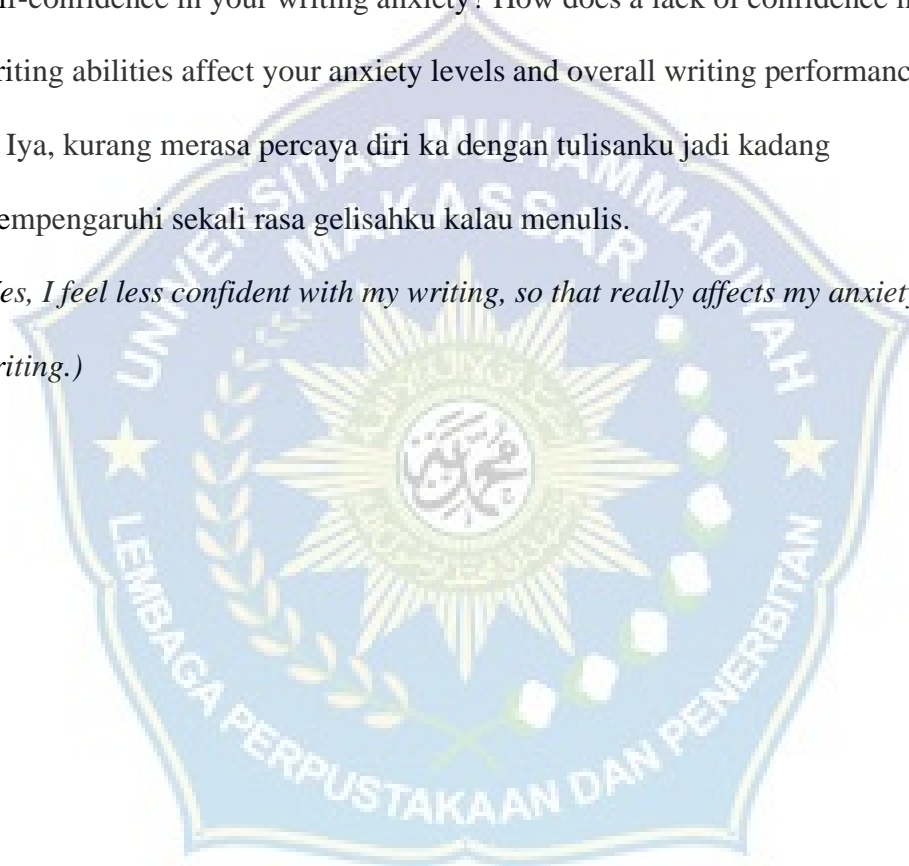
S: Kurasa kayaknya tenggat waktu, karena harus ka cepat selesaikan tugas-tugasku yang saya rasa masih ada yang kurang di penulisanaku.

(I think it would be time pressure, because I have to quickly complete my assignments where I feel I am still lacking in my writing.)

R: Can you discuss any personal experiences or observations regarding the role of self-confidence in your writing anxiety? How does a lack of confidence in your writing abilities affect your anxiety levels and overall writing performance?

S: Iya, kurang merasa percaya diri ka dengan tulisanaku jadi kadang mempengaruhi sekali rasa gelisahku kalau menulis.

(Yes, I feel less confident with my writing, so that really affects my anxiety in writing.)



Student 9

Name : NAI

Class : BG5B

INTERVIEW QUESTIONS FOR STUDENTS

R: Have you ever felt anxious or stressed about writing? If yes, could you share a specific instance and what triggered that anxiety?

S: Pernah ja merasa khawatir karena agak kesusahan untuk susun tulisannya, kayak cara pengenalannya sama bagaimana cara susunnya biar bisa ki nyambung.
(I once felt anxious, because I had difficulty arranging the structure of the writing, such as how to introduce it, how to arrange it so that it could connect with each other.)

R: In your experience, how do you think linguistics complexities, such as grammar rules and vocabulary usage, contribute to your writing anxiety?

S: Lebih ke tata bahasanya di dalam penulisan yang selalu ku perhatikan, karena kalau ada salah ku bikin biar sedikit pasti jelek penulisan ku.
(It is more about the grammar in writing that I always have to pay attention to, because if I make a few mistakes then my writing will not be good.)

R: Do you ever received feedback on your writing that made you feel anxious?

S: Pas pertama kalinya si yaa kayak ada rasa anxiety yang bikin nda yakin sama tulisanku sendiri cuma ya belajar ka untuk atur ki perasaan anxietyku itu pas di kasih masukan, kan feedback bisa jadi peluang untuk belajar dan berkembang

(The first time, I felt like I had a feeling of anxiety that made me feel confident in my own writing. I just learned to manage my feelings of anxiety when I was given feedback. Feedback can be an opportunity to learn and grow.)

R: How does the fear of judgment or criticism from peers or teachers affect your confidence and anxiety levels during writing tasks?

S: Tidak ada ji, karena kupikir masukan sama kritik bisa bantu ka untuk menulis.
(I do not think so because the feedback and criticism can help me in my writing.)

R: Can you share any insights into how the COVID-19 pandemic has affected your writing anxiety? Have you experienced any specific factors related to the pandemic that have heightened or alleviated your writing anxiety?

S: Pas COVID-19 lumayan berasa ki dampaknya di anxietyku pas menulis. Kayak merasa dibebani ka dengan situasi global yang tidak pasti, biasanya juga susah ka betul-betul fokus ke tulisanku.

(The COVID-19 pandemic has had a significant impact on my writing anxiety. I feel overwhelmed by the uncertain global situation, and sometimes it is hard to focus on my writing well.)

R: Have you observed any physical factors, such as the classroom environment or noise levels, that influence your writing anxiety? How does the physical setting impact your ability to focus and feel comfortable during writing tasks?

S: Kalo lingkungan kelasku kayak berantakan begitu ituji yang bikin nda nyaman si kak, sudah berantakan trus kadang juga teman temanku ribut asik sendiri atau kadang juga suara suara ribut dari luar yang bikin ka nda nyaman ka untuk belajar maupun kerjakan tugas writingku.

(If my classroom environment is messy, that is what makes me feel uncomfortable. It is already a mess and sometimes my friends are noisy, who seem to be enjoying themselves making tiktoks or telling stories with loud voices or sometimes there is also noisy noises from outside which make me feel uncomfortable when studying or doing my writing assignments.)

R: Are there any external factors, such as time constraints or high-stakes assessments, that you believe contribute to your writing anxiety?

S: kayak merasa tidak mampu ka untuk kerjakan ki karena topiknya bukan dari mahasiswa tapi dari dosen padahal waktuku tinggal sedikit untuk kerjakan ki jadinya tidak bisa ka berpikir apa mau ku tulis

(I feel like I'm not able to do it because the topic is not from the students but from the lecturer, even though I only have a little time to do it, so I can't think about what I want to write.)

R: Can you discuss any personal experiences or observations regarding the role of self-confidence in your writing anxiety? How does a lack of confidence in your writing abilities affect your anxiety levels and overall writing performance?

S: Perasaan tidak yakinku ke diriku sendiri di persoalan menulis bisa bikin hal negatif, jadi lebih bertambah rasa cemas ku terus menurun ki juga kinerja menulisku. Jadi yaa ini jadi tantangan buat diriku sebenarnya untuk bisa atasi tekanan yang ada dari diriku sendiri.

(Lack of confidence in my writing abilities can create a negative cycle where anxiety increases and my writing performance decreases. This becomes a challenge to overcome the pressure that comes from within oneself.)

Student 10

Name : NN

Class : BG5D

INTERVIEW QUESTIONS FOR STUDENTS

R: Have you ever felt anxious or stressed about writing? If yes, could you share a specific instance and what triggered that anxiety?

S: Pernah ka cemas waktu menulis. Waktu itu ada tugasku untuk menulis cerpen, gara-gara itu tugas bikin tidak bisa ka tidur karena terlalu kupikir ki, rada khawatir ka kalau tidak bisa ku kerja karena tidak tahu harus mulai darimana.

(I have had anxiety when writing. At that time I had an assignment to write a short story, because of this assignment I could not sleep because I was thinking too much about it, I was worried that I would not be able to do this assignment because I did not know where to start.)

R: In your experience, how do you think linguistics complexities, such as grammar rules and vocabulary usage, contribute to your writing anxiety?

S: Kalau menurutku grammar karena kurang paham ka dengan grammar. Takut ka kalau apa yang ku tulis orang-orang tidak bakalan ngerti karena jelek grammar ku.

(I think grammar, because I do not really understand grammar. I am afraid that when I write, people will not understand my writing because my grammar is bad.)

R: Do you ever received feedback on your writing that made you feel anxious?

S: Pernah, pas itu ada tugas writing tentang topik yang nda terlalu ku tau jadi susah ka untuk kerja ki ee trus juga anxiety ka kalo ini tugasku tidak di terima dosen dan pas dosenku give me feedback ee she said kalo masih banyak

kurangnya ini writingku dan masih banyak yang perlu ku perbaiki. Jadi takut ka nda bisa lulus mata kuliah writing ini, nda apa apa ja kak kalo dapat ka nilai B, tapi kalau sampai dapat ka nilai C kayak turun semangatku dan tidak pd ka untuk menulis lagi jadi itu ji ia kak

(Once, at that time there was a writing assignment on a topic that I did not know much about, so it was difficult for me to do the work, and then I was also anxious if my assignment was not accepted by the lecturer and when my lecturer gave me feedback, he said, if there were still many shortcomings, this was my writing and there were still many what I need to fix. So I am afraid that I will not be able to pass this writing course, I do not mind if I get a B, but if I get a C, it is like my enthusiasm will drop and I will not be able to write anymore.)

R: How does the fear of judgment or criticism from peers or teachers affect your confidence and anxiety levels during writing tasks?

S: Kalau pas dikritik ka, agak susah ka untuk naikkan mood ku kembali untuk perbaiki penulisan ku yang dikritik. Jadi biasa ku tunda dulu untuk kerjakan tugasku kalau lagi jelek moodku.

(When I am criticized, I find it difficult to raise the mood to improve my writing that has been criticized. So I will postpone doing my assignments when I am not in a good mood.)

R: Can you share any insights into how the COVID-19 pandemic has affected your writing anxiety? Have you experienced any specific factors related to the pandemic that have heightened or alleviated your writing anxiety?

S: Kurasa kayak tidak aman ka sekaligus cemas karena selama kuliah offline banyak tekanannya sama agak susah untuk saya biar bisa beradaptasi dengan suasananya.

(Yes, it increases my insecurity and anxiety because during offline lectures there is a lot of pressure and it is quite difficult for me to adapt to this writing environment.)

R: Have you observed any physical factors, such as the classroom environment or noise levels, that influence your writing anxiety? How does the physical setting impact your ability to focus and feel comfortable during writing tasks?

S: Iya merasa kayak terganggu fokus atau konsentrasiku kalau suasananya ribut kalau di dalam kelas atau lagi kerja tugas menulis.

(Yes, I feel that my concentration or focus is distracted when the environment around me is noisy when I am in writing class or working on writing assignments.)

R: Are there any external factors, such as time constraints or high-stakes assessments, that you believe contribute to your writing anxiety?

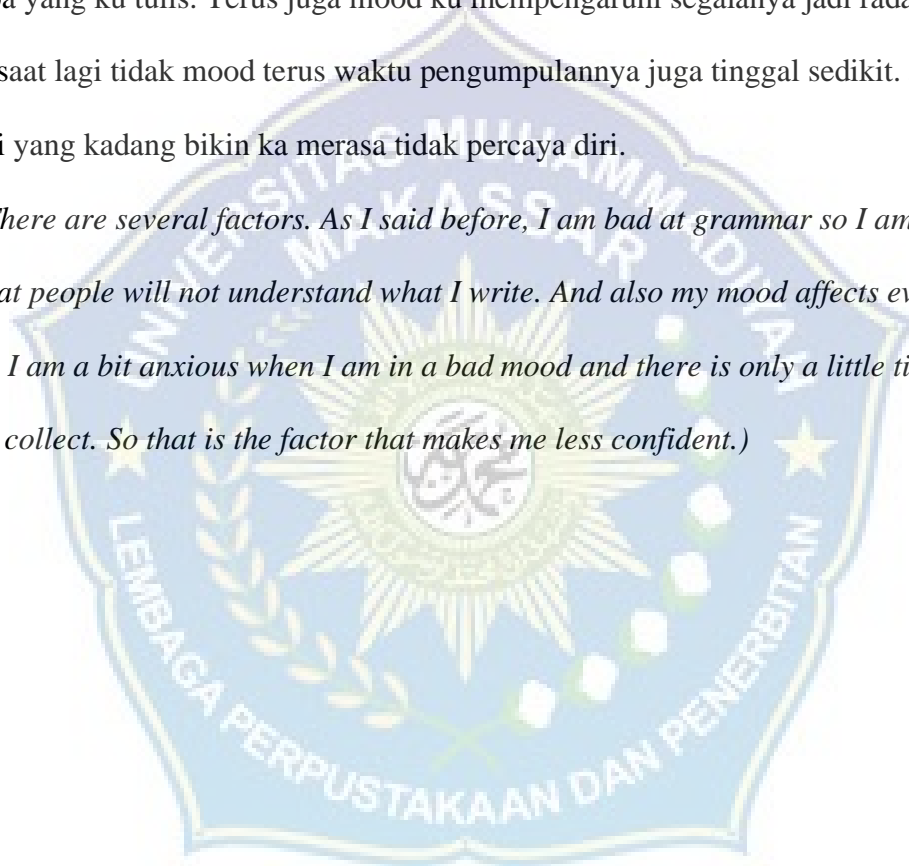
S: Ada sih faktor eksternal kayak tekanan untuk selesaikan banyak tugas bersamaan, itu juga bikin bertambah rasa cemas. Cemas ka karena kurasa harus ka hadapi banyak tanggung jawab dalam menulis sekaligus.

(External factors such as pressure to complete multiple tasks simultaneously can increase anxiety levels. I felt anxious about having to juggle so many writing responsibilities at once.)

R: Can you discuss any personal experiences or observations regarding the role of self-confidence in your writing anxiety? How does a lack of confidence in your writing abilities affect your anxiety levels and overall writing performance?

S: Ada beberapa faktor sih. Seperti yang ku bilang sebelumnya kalau jelek ka dalam hal grammar jadi rada takut ka kalau orang-orang tidak mengerti dengan apa yang ku tulis. Terus juga mood ku mempengaruhi segalanya jadi rada cemas disaat lagi tidak mood terus waktu pengumpulannya juga tinggal sedikit. Jadi yaa ini yang kadang bikin ka merasa tidak percaya diri.

(There are several factors. As I said before, I am bad at grammar so I am afraid that people will not understand what I write. And also my mood affects everything so I am a bit anxious when I am in a bad mood and there is only a little time left to collect. So that is the factor that makes me less confident.)



Student 11

Name : AFAA

Class : BG5A

INTERVIEW QUESTIONS FOR STUDENTS

R: Have you ever felt anxious or stressed about writing? If yes, could you share a specific instance and what triggered that anxiety?

S: Iyee pernah kak, Di writing itu anxiety ka kalo apa yang ku tulis itu salah salah ki kata katanya. Apalagi di Bahasa Inggris itu ada 16 tenses yang tidak mungkin di hafal trus takut ka salah salah ki grammarku itu dalam tulisanku jadi kalo orang baca ki bisa salah paham.

(Yes, I have, in writing I feel anxious if what I write is wrong, or the words are wrong. Moreover, in English there are 16 tenses that are impossible to memorize so I am afraid of making mistakes in my grammar in my writing so if people read it they might misunderstand)

R: In your experience, how do you think linguistics complexities, such as grammar rules and vocabulary usage, contribute to your writing anxiety?

S: Iya ada beberapa yang disebut tadi bikin bingung ka biasanya, karena ada juga rasa takutku kalau salah ka di tiap penggunaan kosakata. sampai biasa itu harus ka cek ki ulang ulang pake google translate dan juga merasa nda pintar ka dalam grammar, karena kan menulis itu beda ki sama pas bicara orang, kalo pas menulis itu takut sekali ka kalo grammarku salah

(Some of the things mentioned sometimes make me confused. Anxiety and fear of mistakes in using vocabulary and so on. Until I have to correct it over and over

again using tools such as Google Translate and I feel like I am not good at grammar, because writing is different from speaking, so when I write I am really afraid if I get my grammar wrong.)

R: Do you ever received feedback on your writing that made you feel anxious?

S: Pernah ka terima kritikan dari teman-temanku karena menurutnya mereka nda terlalu bagus ki tulisanku dari tata bahasanya sampai kosakatanya. katanya kayak teracak ki tulisanku. jadi kadang cemas sama overthinking ka dengan apa yang mereka bilang karena kurasa itumi hasil yang terbaik dari usaha ku.

(I have received criticism from several of my friends because they thought that my writing was not very good in terms of grammar and use of vocabulary. They think my writing looks like it is scrambled. So I felt anxious and overthinking what they said because I thought it was the best result I could do.)

R: How does the fear of judgment or criticism from peers or teachers affect your confidence and anxiety levels during writing tasks?

S: Selalu ka berpikir tentang hal itu jadi kadang bikin terpecah fokus ku. Selalu ka bertanya ke diriku sendiri, bagaimana kira-kira tanggapannya dosen atau teman-temanku? Bagaimana kira-kira ini penilaiannya tentang tulisanku? Memuaskan ji kira-kira hasilnya terus sesuai ji dengan apa yang mereka harapkan atau kebalikannya? Itu yang selalu muncul di kepalaku kalau selesai mi jam kelas.

(I always think about this, so my focus is sometimes divided. I always ask myself, how will my teachers and friends respond? what about the writing I wrote? Are the results satisfactory and in line with what they want and expect or is it the

opposite? These questions always replayed in my head until after the class session was over.)

R: Can you share any insights into how the COVID-19 pandemic has affected your writing anxiety? Have you experienced any specific factors related to the pandemic that have heightened or alleviated your writing anxiety?

S: Sebenarnya banyak faktor yang lumayan berpengaruh selama COVID kemarin. Saya itu tipe orang yang kurang pede dalam hal apapun, apalagi soal menulis. Tapi dilain sisi saya juga kayak tipe orang yang harus kerjakan semua dengan sempurna, kayak memang harus tidak ada kesalahannya jadi faktor-faktor itumi yang biasa bikin cemas ka selama ini. Terus pas COVID juga kan kelasnya full online, nah kadang itu saya kurang mengerti sama kurang paham juga dengan bahan ajarnya dosen.

(There are several factors that influence during COVID-19. I am a person who lacks confidence in anything, including writing. On the other side, I am also the type of person who has to do everything perfectly without any mistakes, so that factor often makes me anxious. And also during COVID-19 the classes were full online and I did not understand or comprehend the teaching materials presented by the lecturer.)

R: Have you observed any physical factors, such as the classroom environment or noise levels, that influence your writing anxiety? How does the physical setting impact your ability to focus and feel comfortable during writing tasks?

S: Kadang tidak nyaman ka untuk bikin sesuatu baru dalam posisi tertekan. Kayak biasa di kelas itu kalau ada tugas menulis baru ada batas waktunya kayak terburu-

buru ka kerja ki, tergesa-gesa ka jadinya tidak fokus ma untuk kerjakan ki. Jadi biasanya tidak maksimal ki nilaiku. Lebih nyaman ka kerjakan tugas dirumah karena lebih chill ji saja suasananya sama tidak ada juga gangguan.

(Sometimes I feel uncomfortable doing something when I am in a pressured position. Often in class, if there is a writing assignment with a deadline, I feel rushed and not really focused on doing it, so it usually does not produce maximum results. I am more comfortable doing my assignments at home, the atmosphere is calm and there are no distractions.)

R: Are there any external factors, such as time constraints or high-stakes assessments, that you believe contribute to your writing anxiety?

S: Seperti yang ku bilang sebelumnya, saya itu tidak bisa ka kerja di posisi tertekan sama terlalu perfeksionis ka jadi takut sekali kalau sudahmi kakerjakan sebaik mungkin tapi ternyata malah dapat hasil yang jelek.

(As I said before, I am a person who can not work in a pressured position & a perfectionist so I am very afraid if the results I think I have done well actually get bad results.)

R: Can you discuss any personal experiences or observations regarding the role of self-confidence in your writing anxiety? How does a lack of confidence in your writing abilities affect your anxiety levels and overall writing performance?

S: Biasanya agak berkurang ki rasa pedeku dengan tulisan yang kakerja. Biasanya karena ada beberapa faktor kayak selalu ka berpikir kalau tulisannya teman-temanku lebih bagus daripada punyaku meskipun sudah ku bikin sebagus mungkin. Kadang cemas ka juga kalau penilaian dari dosen tidak sesuai yang

diharapkan atau mau jadi yaa hal-hal itumi yang bikin kasih kurangne rasa pede ku untuk menulis.

(My confidence in the writing I write often decreases. This is due to several factors. I always think that my friends writing is much better than what I write even though I have written the writing as well as possible. And also I am very worried if the assessment from the lecturer regarding my writing is not in accordance with what the lecturer expects and wants, so this sometimes reduces my confidence in writing.)



Student 12

Name : DFS

Class : BG5C

INTERVIEW QUESTIONS FOR STUDENTS

R: Have you ever felt anxious or stressed about writing? If yes, could you share a specific instance and what triggered that anxiety?

S: Ada satu contoh itu kalau misalnya harus ka tulis artikel tentang topik yang tidak terlalu ku pahami. Kadang agak ragu ka kayak kupahami ji kira-kira subjek ini, terus cara penyampaiannya juga apa sudah akurat mi jadi hal itu biasa bikin cemas ka. Kayak ada tekanan untuk menyampaikan sesuatu yang informatif sama menarik untuk dibaca yang biasa bikin tambah stres.

(There was this one instance when I had to write an article on a topic I was not too familiar with. The uncertainty of whether I had grasp the subject well enough and convey it accurately made me quite anxious. The pressure was on to deliver something informative and engaging, which added to the stress.)

R: In your experience, how do you think linguistics complexities, such as grammar rules and vocabulary usage, contribute to your writing anxiety?

S: Biasanya yang ku khawatirkan itu kayak vocabulary yang kupilih yang biasa ji yang sering di dengar atau mungkin itu-ituji saja, terus kayak tidak sesuai konteks juga jadi kayak na pengaruhi daya tariknya tulisanku. Jadi yaa lumayan bikin tambah cemas.

(There was one instance when I had to write an article on a topic I did not really understand. The uncertainty of whether I had understood the subject well enough

and conveyed it accurately made me quite anxious. There is pressure to deliver something informative and interesting, which adds to the stress.)

R: Do you ever received feedback on your writing that made you feel anxious?

S: pernah ka dapet feedback dari dosen tentang tulisanku yang katanya tuh ee tulisanku masih terlalu panjang dan gak tau maksud tulisanku apa. Itu si yang bikin ka duh ngerasa anxiety yaa karena sudah ma mencoba untuk kasih tulisan yang terbaik yang saya bisa

(I once got feedback from the lecturer about my writing, which he said was good writing. I am still too long and do not know what I mean by what I wrote. That is what makes me feel anxious because I feel like I have tried to write the best I can).

R: How does the fear of judgment or criticism from peers or teachers affect your confidence and anxiety levels during writing tasks?

S: Saat dapat ka kritikan dari teman atau guru na bikin ka down yang langsung turun semangatku untuk kerjakan itu tugas. Apalagi writing kan susah ya dan cukup bikin capek mikir jadi malas ka kerjakan tugasku atau ku kerja asal asalan ji saja

(When I receive criticism from friends or teachers, it makes me feel down, which immediately lowers my enthusiasm for doing the assignment. What is more, writing is difficult and makes me tired enough to think so I am lazy about doing my assignments or I just work carelessly.)

R: Can you share any insights into how the COVID-19 pandemic has affected your writing anxiety? Have you experienced any specific factors related to the pandemic that have heightened or alleviated your writing anxiety?

S: Ndaji si kak, karena pas covid-19 itu tidak terlalu ku perhatikan materinya dan tugasnya nda susah susah banget ji. Cuma kan yang pas offline ini harus berhadapan langsung sama tugas dan deadline itu ji yang bikin tambah anxiety ka. *(To be honest, no, because during COVID-19 I rarely paid attention to the material presented and the assignments given were not too difficult. But during offline classes I have to deal directly with assignments and deadlines. That is what makes me even more worried.)*

R: Have you observed any physical factors, such as the classroom environment or noise levels, that influence your writing anxiety? How does the physical setting impact your ability to focus and feel comfortable during writing tasks?

S: Tidak pernah ji ia kak.

(I never have.)

R: Are there any external factors, such as time constraints or high-stakes assessments, that you believe contribute to your writing anxiety?

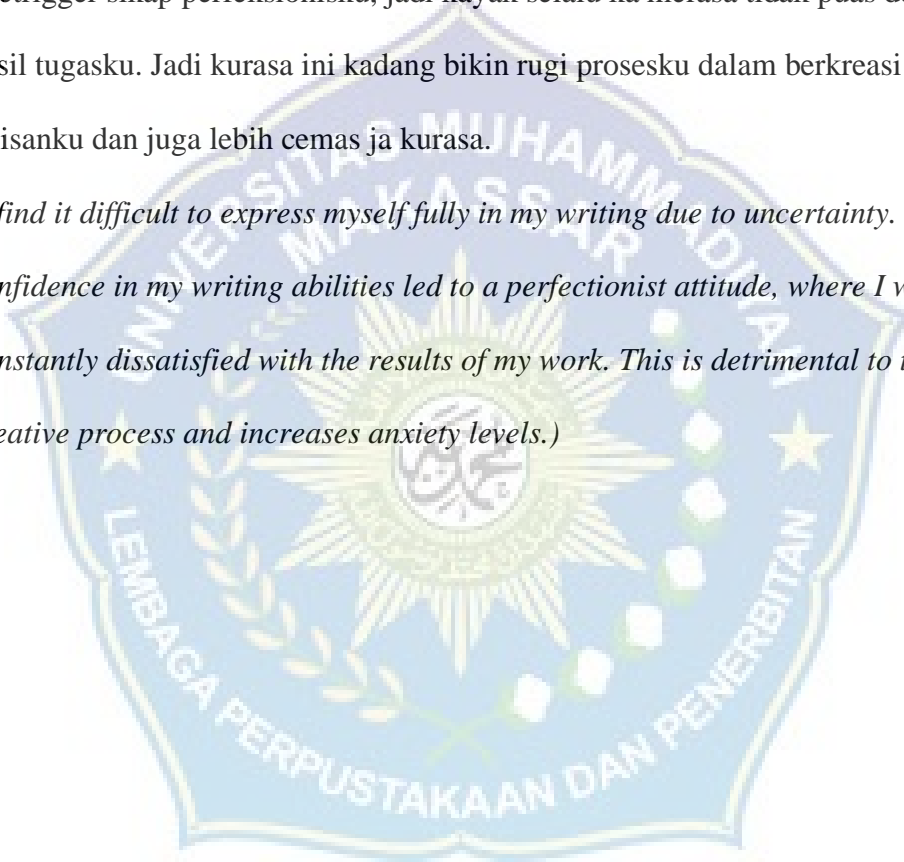
S: Iya, permasalahan waktu terbatas biasanya jadi penyebab rasa cemas datang di proses menulisku. Apalagi kalau ketat ki deadlinenya, jadi merasa kayak terhambat ka terus khawatir ka juga kalau kualitas tulisanku bakalan terpengaruh sama hal itu.

(Yes, time constraints are often the cause of anxiety in my writing. Especially in situations with tight deadlines, I feel inhibited and worry that the quality of my writing will be affected.)

R: Can you discuss any personal experiences or observations regarding the role of self-confidence in your writing anxiety? How does a lack of confidence in your writing abilities affect your anxiety levels and overall writing performance?

S: Agak kesulitan ka untuk ekspresikan diriku ke dalam tulisanku karena rasa tidak yakin ku. Kayak tidak yakin ka dengan kemampuan writingku kadang ngetrigger sikap perfeksionisku, jadi kayak selalu ka merasa tidak puas dengan hasil tugasku. Jadi kurasa ini kadang bikin rugi prosesku dalam berkreasi ke tulisanku dan juga lebih cemas ja kurasa.

(I find it difficult to express myself fully in my writing due to uncertainty. Lack of confidence in my writing abilities led to a perfectionist attitude, where I was constantly dissatisfied with the results of my work. This is detrimental to the creative process and increases anxiety levels.)



Student 13

Name : NF

Class : BG5C

INTERVIEW QUESTIONS FOR STUDENTS

R: Have you ever felt anxious or stressed about writing? If yes, could you share a specific instance and what triggered that anxiety?

S: Pernah satu kali, disuruh ka untuk edit dokumen tapi harus presisi sama tidak boleh ada yang salah. Tanggung jawabnya utk pastikan ki kalau itu sudah perfect mi sama tidak ada detil sekecil apapun yang terlewati yang bikin stres ka. Jadi rasa takutku untuk biarkan hal penting tinggi sekali.

(Once, I was tasked with editing a document that needed to be precise and error-free. The responsibility of ensuring perfection and not missing any crucial details caused me stress. The fear of overlooking something important was quite overwhelming.)

R: In your experience, how do you think linguistics complexities, such as grammar rules and vocabulary usage, contribute to your writing anxiety?

S: Cemas ka kurasa kalau harus ka baku urus dengan grammar yang kompleks sekali atau penggunaan vocabularynya yang harus formal, apalagi kalau misalnya tulisanku itu ditujukan untuk orang-orang yang punya latar belakang yang berbeda.

(I worry when I have to deal with complex grammatical rules or the use of more formal vocabulary, especially if my writing is intended for an audience with different backgrounds.)

R: Do you ever received feedback on your writing that made you feel anxious?

S: Sadar ja kalau semua masukan yang saya dapat penting sekali untuk pertumbuhanku kedepannya, mau itu untuk saya pribadi atau secara profesional. Tapi kadang tekanannya untuk perbaiki setiap detilnya bisa bikin jadi cemas dalam hal prestasi.

(I realize that constructive feedback is important for personal and professional growth, but sometimes the pressure to get every detail right can create performance anxiety.)

R: How does the fear of judgment or criticism from peers or teachers affect your confidence and anxiety levels during writing tasks?

S: Rada gugup sama takut sih kak, karena yaa itu tadi merasa tertekan ka untuk perhatikan setiap detilnya biar sebisa mungkin terhindar dari kritikan.

(I am a little nervous and afraid because as I said before, I feel pressured to pay attention to every detail so that I can avoid criticism as much as possible.)

R: Can you share any insights into how the COVID-19 pandemic has affected your writing anxiety? Have you experienced any specific factors related to the pandemic that have heightened or alleviated your writing anxiety?

S: Pas masa peralihan dari kelas online ke kelas offline itu berpengaruh sekali ke rasa cemas ku waktu itu karena pas masa pandemi yang kurasa itu kayak tidak terlalu besar ji rasa cemas ku karena lebih banyak beraktivitas di rumah ji saja jadi merasa aman ja jadi makanya kurasa tingkat kecemasanku menurun, dan juga bisa lebih fokus untuk menulis.

(After undergoing the transition from online classes to offline classes, it had a big impact on my anxiety. When we were in the pandemic period, it seemed like anxiety decreased because we did a lot of activities at home so we felt safe, so I felt anxiety decreased, and also we could focus more on writing.)

R: Have you observed any physical factors, such as the classroom environment or noise levels, that influence your writing anxiety? How does the physical setting impact your ability to focus and feel comfortable during writing tasks?

S: Iyee kak, kalo banyak orang di kelas trus ribut ki kayak susah ka untuk konsentrasi sama tugas writingku karena kan pasti terbagi fokus ta toh kak jadi itumi kak.

(Yes, if there are too many people in class and the atmosphere is noisy, I find it difficult to concentrate on my writing assignments because my focus becomes broken.)

R: Are there any external factors, such as time constraints or high-stakes assessments, that you believe contribute to your writing anxiety?

S: Pas ada tugas writingku trus deadlinenya yang cuma 2 hari atau 3 hari itu na bikin ka panik trus deg-degan ku rasa, itu eee na bikin ka kayak eeee nge-blank begitu kak

(When I have a writing assignment and the deadline is only 2 days or 3 days, it makes me panic and I feel nervous, that makes I feel like I'm blanking out.)

R: Can you discuss any personal experiences or observations regarding the role of self-confidence in your writing anxiety? How does a lack of confidence in your writing abilities affect your anxiety levels and overall writing performance?

S: Biasa karena tidak yakin ka dengan diriku sendiri jadinya sering ka hindari untuk ulik gaya penulisan yang baru atau coba hal writing yang lain. Jadi kayak ada batasan untuk pengembangan tulisanku.

(A lack of self-confidence often makes me avoid exploring new writing styles or trying different things.. This created limitations on the development of my writing skills.)



Student 14

Name : FMA

Class : BG5D

INTERVIEW QUESTIONS FOR STUDENTS

R: Have you ever felt anxious or stressed about writing? If yes, could you share a specific instance and what triggered that anxiety?

S: Itu biasanya saya merasa cemas dalam menulis karena takut tulisannya ini dikoreksi maksudnya di bantai habis habisan sama dosen jadi mental kita down kak.
(Usually I feel anxious about writing because I am afraid that my writing will be corrected or that the lecturers will severely bully me, so that makes my mental state go down.)

R: In your experience, how do you think linguistics complexities, such as grammar rules and vocabulary usage, contribute to your writing anxiety?

S: Menurut saya grammar si kak. Itu grammar takut cara penulisannya salah itu biasa kak. Trus kalo dikoreksi ee cara penyampaiannya itu kayak terbantai begitu kayak ih kenapa si tulisanku bisa begini, tidak seharusnya begini jadi down kak.
(I think it is in the grammar. I am afraid that the way it is written is wrong. And also if it is corrected with a very harsh delivery which makes me think why my writing can be like this and should not be like this then it makes my mentality down.)

R: Do you ever received feedback on your writing that made you feel anxious?

S: Iya pernah kak.

(Yes, I have.)

R: How does the fear of judgment or criticism from peers or teachers affect your confidence and anxiety levels during writing tasks?

S: Berpengaruh sekali kak, apalagi kalau kayak dibantai habis-habisan sama dosen langsung auto badmood.

(It is very influential, especially if I am being brutalized by the lecturers which will put me in a bad mood.)

R: Can you share any insights into how the COVID-19 pandemic has affected your writing anxiety? Have you experienced any specific factors related to the pandemic that have heightened or alleviated your writing anxiety?

S: Kalo saya si kak dari online ke offline itu ada kecemasan. Cemas Ketika di tanya langsung tulisannya kayak ngablank mau jawab apa ini, apalagi baru pertama kali bertemu dosennya secara offline.

(From me personally, from online classes to offline classes, of course there is a feeling of anxiety. This feeling of anxiety came when I was asked directly by the lecturer about my writing and it made me confused about how to answer it, especially since this was the first time I met the lecturer in person.)

R: Have you observed any physical factors, such as the classroom environment or noise levels, that influence your writing anxiety? How does the physical setting impact your ability to focus and feel comfortable during writing tasks?

S: No kak, because karena tergantung si dari kita bagaimana tapi kalo saya sendiri si kak walaupun kelas ribut bagaimana kalo saya lebih fokus dengan apa yang saya kerjakan itu tetap bisa kak.

(Not at all, because it all depends on each individual, but if it is from me, even though the class atmosphere is noisy, if I am focused on what I am doing then I can still do it.)

R: Are there any external factors, such as time constraints or high-stakes assessments, that you believe contribute to your writing anxiety?

S: Justru kalo di kasih deadline cepat cepat itu kak, di kerjanya semakin semangat karena di piker karena kalo selesai tugas ini yasudah tidak ada beban lagi.

(In fact, if given a fast deadline, I feel enthusiastic about doing it. Because if I have completed the task then I will no longer feel any burden.)

R: Can you discuss any personal experiences or observations regarding the role of self-confidence in your writing anxiety? How does a lack of confidence in your writing abilities affect your anxiety levels and overall writing performance?

S: Menurut pengalaman pengalaman pribadiku ini kalo lagi nda percaya diri ka dengan skill writingku merasa overthnking ka bilang ih bagaimana mi ini tugas kayak bikin jurnal dan tidak bisa mi ku kerja nanti jelek nilaiku, nanti dapat E ka, nanti mengulang ka stress ku, bahkan biasa kalo lagi stress begitu ka pasti pusing trus mual ka karena banyak sekali ku pikir karena kurang skill writingku

(According to my personal experience, if I am not confident with my writing skills, I feel like I am overthinking, I will say, how about this assignment, it is like making a journal and I can not do it, my grades will be bad, I will get an E, I will repeat this course, duh, I am very stressed, in fact, when I am stressed like that, I will definitely get dizzy and nauseous because I think so much about my lack of writing skills)

Student 15

Name : SP

Class : BG5D

INTERVIEW QUESTIONS FOR STUDENTS

R: Have you ever felt anxious or stressed about writing? If yes, could you share a specific instance and what triggered that anxiety?

S: Ku ingat sekali stres ka waktu harus ka menulis pidato untuk suatu acara penting. Ada rasa takut kalau tidak mampu ka untuk menarik perhatiannya orang-orang atau mungkin gagal ka komunikasikan pesan dengan efektif jadi itumi bikin cemas ka. Mauku saya ini bakalan berdampak jadinya yaa jadi tekanan yang berat juga buat saya.

(I remember feeling stressed when I had to write a speech for an important event. The fear of not being able to capture the audience's attention or failing to communicate the message effectively made me anxious. I wanted it to be impactful, which created a lot of pressure.)

R: In your experience, how do you think linguistics complexities, such as grammar rules and vocabulary usage, contribute to your writing anxiety?

S: Saya tau ji kalau tiap pemilihan kataku itu bisa pengaruhi bagaimana tulisanku bisa diterima sama orang-orang yang baca jadi itumi jadikan ka lebih waspada dan biasanya jadi cemas ka lagi untuk ekspresikan ide-ideku secara tepat.

(Knowing that my word choice can influence how my writing is received by readers makes me more wary and sometimes anxious about expressing my ideas appropriately.)

R: Do you ever received feedback on your writing that made you feel anxious?

S: Pernah waktu itu ada masukan yang kuterima yang lumayan mentrigger rasa cemas ku, bikin khawatir ka tentang bagaimana orang lain liat kemampuanku dalam hal menulis terus bisa ja bersaing di tingkat yang diharapkan.

(There were times when the feedback I received triggered social anxiety, making me worry about how others viewed my writing abilities and whether I could compete at the expected level.)

R: How does the fear of judgment or criticism from peers or teachers affect your confidence and anxiety levels during writing tasks?

S: Anxietyku itu muncul kalo ada tugas yang nda ku mengerti, susah ja untuk kerja ki trus takut ka sama apa yang akan na bilang teman teman sama dosen tentang tugas writingku, nanti ka na ketawai ka teman-temanku pas di kritik ka sama dosen. Tugas writingku tetapji ku kerja tapi selalu ku tunda-tunda karena tidak muncul ideku pas kerja ki jadi ya stress sendiri

(My anxiety arises when there is an assignment that I do not understand, it is hard to do the work and then I am afraid of what my friends and lecturer will say about my writing assignment, then my friends will laugh at me when I am criticized by the lecturer. I still have to work on my writing assignments, but I always put them off because I do not come up with ideas when I am working, so I stress myself out)

R: Can you share any insights into how the COVID-19 pandemic has affected your writing anxiety? Have you experienced any specific factors related to the pandemic that have heightened or alleviated your writing anxiety?

S: Dulu sebenarnya suka ja menulis ka tapi pas pandemi itu jarang ma karena kayak terbiasa di rumah dan bosan ka, kurang bisa ka juga fokus sama perkuliahan online dan juga biasa tidur terus ka. Jadinya kemampuan menulisku menurun dan merasa anxiety ma itu kak karena bingung ka mau memulai lagi dari mana.

(Actually, I used to really like writing, but during the pandemic I rarely did it because I was used to being at home and felt bored. I also can not focus during online lectures and I often fall asleep. So my writing skills decreased and I felt anxious because I was confused about where to start again)

R: Have you observed any physical factors, such as the classroom environment or noise levels, that influence your writing anxiety? How does the physical setting impact your ability to focus and feel comfortable during writing tasks?

S: Sejauh ini tidak pernah ji kak.

(So far I have never)

R: Are there any external factors, such as time constraints or high-stakes assessments, that you believe contribute to your writing anxiety?

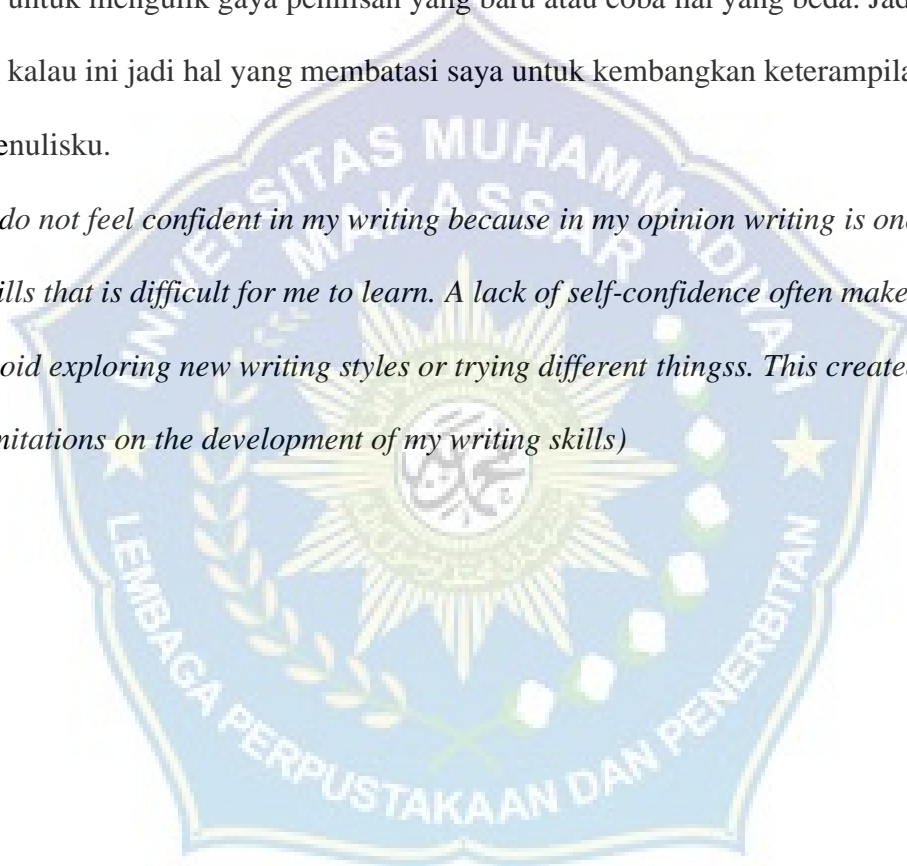
S: Kurasa kalau di posisi deadline yang mendesak sekali mi, merasa ka kayak terjebak ka di siklus kecemasanku karena kurasa agak susah ma untuk dapatkan kreativitas sama ide-ide baru. Beban waktu yang ada bikin khawatir ka tidak bisa ekspresikan diri dengan optimal.

(When faced with pressing deadlines, I feel trapped in a cycle of anxiety where it is difficult to find creativity and new ideas. The burden of time makes me worry that I will not be able to express myself optimally)

R: Can you discuss any personal experiences or observations regarding the role of self-confidence in your writing anxiety? How does a lack of confidence in your writing abilities affect your anxiety levels and overall writing performance?

S: Tidak pd ka sama tulisanku kaarena writing menurutku salah satu skill yang sulit untuk dipelajari. Karena kurang yakin ka sama diriku biasa jadi menghindar ka untuk mengulik gaya penulisan yang baru atau coba hal yang beda. Jadi merasa ka kalau ini jadi hal yang membatasi saya untuk kembangkan keterampilan menulisku.

(I do not feel confident in my writing because in my opinion writing is one of the skills that is difficult for me to learn. A lack of self-confidence often makes me avoid exploring new writing styles or trying different things. This created limitations on the development of my writing skills)



APPENDIX C (SURAT BEBAS PLAGIAT)



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat Kantor: Jl. Sultan Alauddin No.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Amirah Maudy Zhafira Syamsul

Nim : 105351112919

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	7 %	10 %
2	Bab 2	12 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	3 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 22 Januari 2024

Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,


Nurhidayah S. Mubandani, I.P.
NIDN 004 59

APPENDIX D (HASIL SCAN PLAGIASI PER-BAB)

BAB I Amirah Maudy Zhafira
Syamsul 105351112919
by SkripsiTahap

Submission date: 22-Jan-2024 01:55PM (UTC+0700)
Submission ID: 2275709821
File name: CHAPTER_I_-_AMIRAH_MAUDY_ZHAFIRA.docx (16.33K)
Word count: 821
Character count: 4717

BAB I Amirah Maudy Zhafira Syamsul 105351112919

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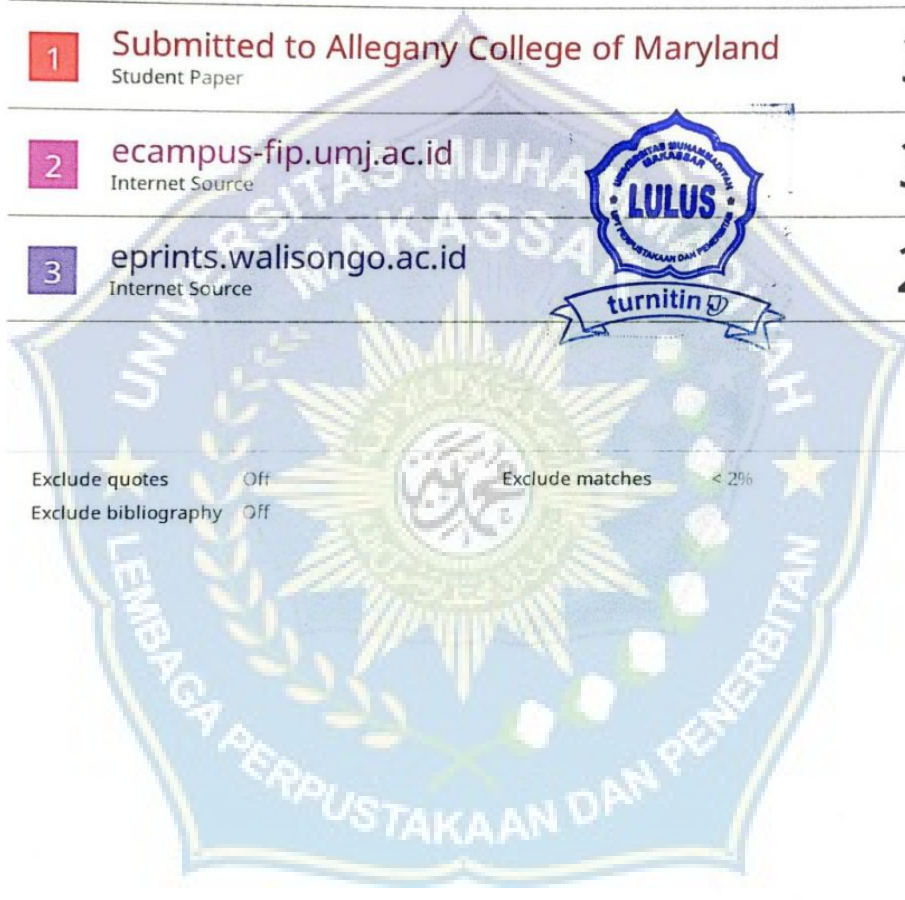
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Submission ID: 2275710604

File name: CHAPTER_II_-_AMIRAH_MAUDY_ZHAFIRA_SYAMSUL_105351112919.docx (38.11K)

Word count: 3609

Character count: 21324

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File name: CHAPTER_III_-_AMIRAH_MAUDY_ZHAFIRA_SYAMSUL.docx (17.95K)

Word count: 628

Character count: 3586

BAB III Amirah Maudy Zhafira Syamsul 105351112919

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File name: CHAPTER_IV_-_AMIRAH_MAUDY_ZHAFIRA_SYAMSUL_105351112919.docx (27.9K)

Word count: 3185

Character count: 16300

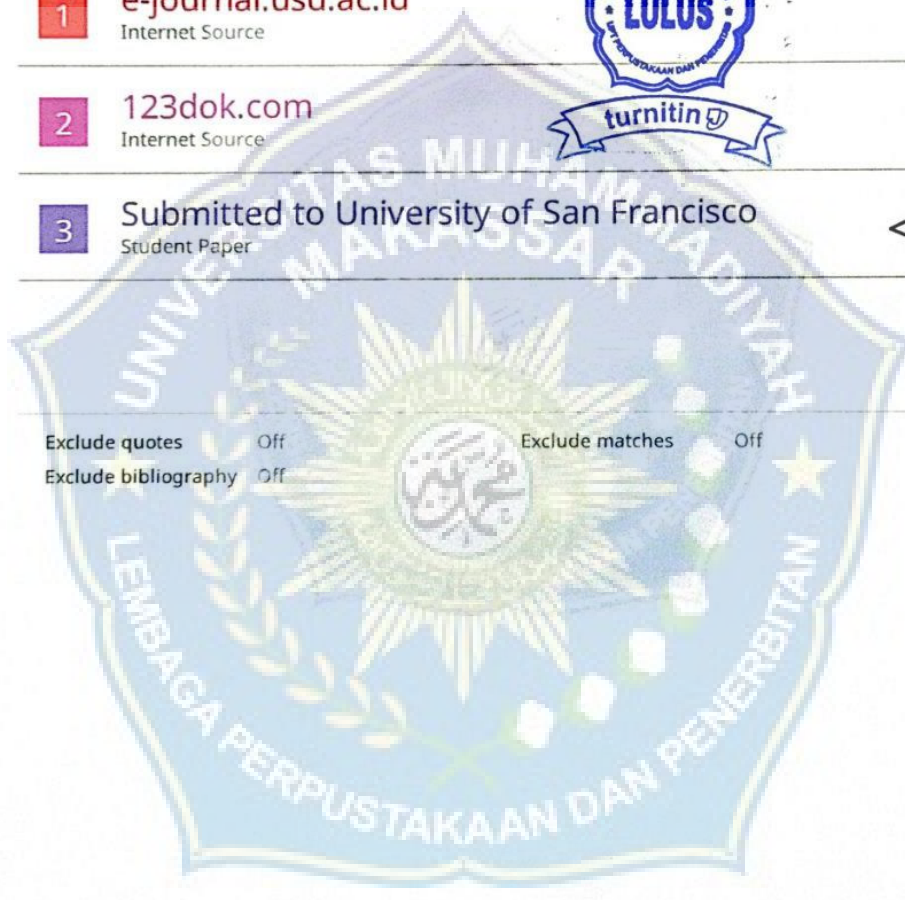
BĀB IV Amirah Maudy Zhafira Syamsul 105351112919

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File name: CHAPTER_V_-_AMIRAH_MAUDY_ZHAFIRA_SYAMSUL.docx (14.34K)

Word count: 219

Character count: 1289

BĀB V Amirah Maudy Zhafira Syamsul 105351112919

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APPENDIX E (SURAT PENGANTAR LP3M DARI FAKULTAS)



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
 Telp : 0411-860837 / 860132 (Fas)
 Email : fkip@unismuh.ac.id
 Web : https://fkip.unismuh.ac.id



Nomor : 15193/FKIP/A.4-II/XI/1445/2023
 Lampiran : 1 (Satu) Lembar
 Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
 Di -
 Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Amirah Maudy Zhafira Syamsul
 Stambuk : 105351112919
 Program Studi : Pendidikan Bahasa Inggris
 Tempat/ Tanggal Lahir : Takalar / 02-06-2001
 Alamat : Apotek Amirah Farma, Jin. Mallarangan Galesong Baru, Kecamatan Galesong, Kabupaten Takalar, Sulawesi Selatan

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: Investigating Multifaceted Factors on the Students' Writing Anxiety in Fifth Semester at University Muhammadiyah Makassar

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
 24 Nopember 2023 M

Dekan



Erwin Akib, M.Pd., Ph.D.
 NBM. 860 934

APPENDIX F (SURAT PENELITIAN DARI LP3M)



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 2869/05/C.4-VIII/XI/1445/2023

9 Rabiul Akhir 1445

Lamp : 1 (satu) Rangkap Proposal

28 Nopember 2023 M

Hal : Permohonan Izin Penelitian

Kepada Yth,
Dekan FKIP
Universitas Muhamamdiyah Makassar
di -
Makassar

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 15193/FKIP/A.4-II/XI/1445/2023 tanggal 24 Nopember 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : AMIRA MAUDY ZHAFIRA SYAMSUL
No. Stambuk : 10535 1112919
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"INVESTIGATING MULTIFACETED FACTORS ON THE STUDENTS' WRITING ANXIETY IN FIFTH SEMESTER AT UNIVERSITY MUHAMMADIYAH MAKASSAR"

Yang akan dilaksanakan dari tanggal 30 Nopember 2023 s/d 30 Januari 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Ketua LP3M,

Arief Muhsin, M.Pd
NBM 1127761

APPENDIX G (KARTU KONTROL PENELITIAN)



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

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Email : prodi@unismuh.ac.id
Research Service:
research@unismuh.ac.id
Website: by: fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Amirah Maudy Zhafira Syamsul
NIM : 105351112919
Judul Penelitian : *Investigating Multifaceted Factors On The Students' Writing Anxiety in Fifth Semester at Universitas Muhammadiyah Makassar*
Tanggal Ujian Proposal : Sabtu, 11 November 2023
Tempat/Lokasi Penelitian : Universitas Muhammadiyah Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen/terkait	Paraf Dosen/terkait
1	06/Dec/2023	Observasi dan Interview	Arbiana, S.Pd., M.Pd.	
2	13/Dec/2023	observasi dan interview	Arbiana, S.Pd., M.Pd.	
3	15/Dec/2023	Observasi	Dr. Eka Prabawati, Ph.D.	
4	22/Dec/2023	Interview mahasiswa	Dr. Eka Prabawati, Ph.D.	



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
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5				
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Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

Dekan
Fakultas Keguruan dan Ilmu Pendidikan

Erwin Akib, M.Pd., Ph.D.
NBM. 860.934



APPENDIX H (SURAT TELAH SELESAI MENELITI)



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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Telp : 0411-860837/860132 (Fas)
Email : fkip@unismuh.ac.id
Web : https://fkip.unismuh.ac.id



SURAT KETERANGAN PENELITIAN

Nomor : 0270/FKIP/05/A.5-VI/I/1445/2024

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama : Amirah Maudy Zhafira Syamsul
NIM : 10535 11129 19
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2023/2024 terhitung sejak 30 November 2023 s.d 17 Januari 2024, dalam rangka penyusunan Skripsi dengan judul:

"Investigatin Multifaceted Factors on The Students' Writing Anxiety in Fifth Semester at Universitas Muhammadiyah Makassar".

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

07 Rajab 1445 H
Makassar, -----
19 Januari 2024 M

Dekan,
FKIP Unismuh Makassar,


Erwin Akib, M.Pd. Ph.D.
NBM. 860 934

APPENDIX I (LOA)



MAJELIS DIKILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Jalan Sultan Hasanudin No. 259 Makassar
Telp : (041) 470141 (Secretary)
Email : prokdip@umh.ac.id
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LETTER OF ACCEPTANCE
0880/BG-FKIP/LOA/B/I/1445/2024

Dear AMIRAH MAUDY ZHAHIRA SYAMSUL

It is our pleasure to inform you that, after reviewing your paper:
INVESTIGATING MULTIFACETED FACTORS ON THE STUDENTS'
WRITING ANXIETY IN FIFTH SEMESTER AT MUHAMMADIYAH
UNIVERSITY OF MAKASSAR.
The manuscript ID: 1407

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	✓	
The author has submitted the manuscript through the open journal system (OJS)	✓	
The manuscript according to the limitations or description of the journal	✓	
LoCf has been submitted by the author	✓	
The manuscript has followed the existing templates	✓	
The article processing charge (APC) has been submitted by the author	✓	

has been ACCEPTED to publish with **Indonesian Journal of Psycholinguistics**,
ISSN 2961-8622 (paper) ISSN 2962-4363 (online). We appreciate your
contribution.

We will let you know if you must make any modification as the reviewer's
comments. Once your manuscript is moved to publishing, our production editor will
inform you. Please feel free to email us with any questions at
ijp@bg.umh.ac.id

Makassar, 30 January 2024 M
18 Rajab 1445 H

Head of English Education Department
Faculty of Teacher Training and Education



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



APPENDIX J (DOCUMENTATION)

(Picture 1. Observation in class Intensive Academic Writing)



(Picture 2. Observation in class Intensive Academic Writing)



(Picture 3. Interview with the student)



(Picture 4. Interview with the student)



(Picture 5. Interview with the student)

CURRICULUM VITAE



AMIRAH MAUDY ZHAFIRA SYAMSUL is a student of English Education Department in Universitas Muhammadiyah Makassar. She was born on Juny 2th 2001 in Takalar. She is the seventh child of Syamsul and Aisyah. She started in elementary school at SD Negeri No.69 Galesong 1, graduated in 2013. Then she continued junior high at SMP Negeri 2 Galesong Selatan and graduated in 2016. After that she continued to senior high school at SMA Negeri 5 Takalar and graduated in 2019. In 2019, she was accepted in Universitas Muhammadiyah Makassar as a student in the English Education Department of Faculty of Teacher Training and Education. At the end of her study, she could finished her thesis in 2024 entitle **“Investigating Multifaceted Factors On The Students Writing Anxiety In Fifth Semester at Universitas Muhammadiyah Makassar”**