

Factors Contributing to Indonesian EFL Learners' Anxiety to Write in Digital Environment

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ABSTRACT

This study aims at investigating to know the factor distributing which is causes writing anxiety to Indonesian EFL learners in digital environment. This study described the main factors of writing anxiety of Indonesian EFL learners. 319 students from secondary school until university participated in this study. There were 288 female students and 31 male students. A questionnaire Second Language Writing Anxiety Inventory (SLWAI) by Cheng (2004) was adapted to collect the data. The study findings showed that there was significant correlation for each types writing anxiety. Cognitive Anxiety and Somatic Anxiety ($r = .632, p < .01$), Cognitive Anxiety and Avoidance Behavior ($r = .533, p < .01$), and Somatic Anxiety and Avoidance Behavior ($r = .597, p < .01$). These results showed that the cognitive anxiety becomes the highest in writing anxiety such as fear to be evaluated, fear of negative comments, and fear to get low score.

Keywords: learners' anxiety, writing anxiety, digital environment

INTRODUCTION

Writing is one of the most difficult skills in English skill. For English as Foreign Language (EFL), their writing abilities have different for each other. One of the most reasons for the different abilities in writing is writing anxiety. According to Takahashi (2009), writing anxiety is more of the fear of the writing process, which outweighs the expected benefit from writing ability. For EFL learners, they had some factors that made them had an anxiety in writing not only in class but also outside the class or we can said when they used their social media.

Many studies had discussed writing anxiety inside and outside the classroom in their research. A study by Shang (2013) investigate the possibilities for relationships between writing anxiety in a foreign language, gender, years of writing experience, confidence in writing and true writing skills. The findings of this study indicate that students' anxiety in writing English usually comes when; no matter how many years students have learned to write English in the past, anxiety is very common in EFL learning classrooms. Male students who feel more nervous have scored higher than female students on the writing exam. Low self-esteem of students' anxiety by having higher writing confidence and true writing skills than students who have high anxiety. EFL students' anxiety in writing class is caused by students who are asked to write English essays in class are afraid to make errors in writing, get negative feedback from teachers, write tests and have no faith in writing English essays.

A study by Kirmizi and Kirmizi (2015) identify foreign language learners in Turkey at the university level in the context of confidence in writing, writing anxiety, and its causes. This study shows that writing anxiety in students in Turkey is caused by time pressure, get bad evaluation from teacher, less practice in writing English, writing in pressure perfectly, language problems, frequency of writing assignments, topics chosen in writing, and confidence in write. In this study the reason students have anxiety in writing English is the presence of time pressure and rush evaluation from the teacher.

In this digital era, people still have the anxiety in writing like has been discussed by Liu (2010) that examined the function of online posting (writing in blog) anxiety and its determinants. The findings showed people still have the anxiety in writing because they are fear of writing to an audience, fear that the data will be misused or held against you, ashamed to reveal to one side that they don't communicate under normal circumstances, feel guilty of writing for others, feel guilty of blogging rather than working.

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A study by Wahyuni et al. (2017) aims to analyze students' writing anxiety in Islamic State University in East Java, Indonesia, which is focused on analyzing the level, dominant types, and major factors in writing anxiety. Fifty students at fourth semester on Islamic State University in Java. This study used Second Language Writing Anxiety Inventory (SLWAI) by Cheng (2004). To calculate the data this study used the calculation of the mean score. The study found that the main reasons learners had writing anxiety were: difficulty with linguistics, fear of negative teacher comments, time pressure and less practice in writing English. A study by Li and Lin (2016) identified the basis of anxiety uploaded on Weibo and its caused. 15 participants in the study with three characteristics such as; the aged 18 until 30, already bachelor degree or above, and have experienced anxiety on posting online. To fulfill the data the study interviewed Weibo users in China is semi-structured by identifying anxiety: social, writing, technology, and security. The study showed they had anxiety writing on Weibo because fear of comments that will be received and the writing they wrote causes misunderstandings.

Also a study by Liu and Ni (2015) This research investigated the anxiety of writing foreign languages in EFL students at Chinese universities in general patterns, effects, and causes. There were 1174 students consisting of 494 male students and 680 female students at the first to third level at the university with an age range of 14 to 22 years. 18 students (10 women and 8 men) who filled out the survey were randomly selected to be interviewed. The instrument used was adapting other instrument with 5 likert-scales. Interview is carried out semi-structured. In this study showed three main reasons that cause students to have anxiety writing, namely: low confidence in writing English, do not like writing English, fear of evaluation of writing English.

The examination of the previous studies as discussed earlier have presented some critical issues concerning to the sample size. The study by Liu (2010) the study implicated the participants who used blog but the sample was not big and not to be chosen randomly and the participants was inactive bloggers who had not updated their blogs account only. In addition, by Li and Lin (2015) also implicated the small participants for sampling and selected young only and Weibo users who well-educated.

Although the study related to writing anxiety among EFL learners has been discussed like in the background study (e.g. Shang, 2013; Prof, Ozkan and Da, 2015; and Liu and Ni, 2015), the practice of writing anxiety among Indonesian EFL learners in digital environment rarely been explored or even the topic has never been explored in Indonesia. Thus, it is important to investigate the writing anxiety among EFL learners in digital environment. The examination among EFL learners' writing anxiety in digital environment is beneficial in knowing its factors that caused the writing anxiety. (Shang, 2013)

In this current study, the aim is to know the factor that contributing anxiety in writing to Indonesian EFL learners in digital environment. This study will also investigate that the ability to use social media may be influences their writing anxiety. The learners are worried to write and post in social media because they are afraid that their writing will be misunderstanding, misused, and will against them Liu (2010). For the further researcher, we should add more participants to make the result more explodable in terms of the factors that have led to the anxiety of Indonesian EFL learners to write in digital world.

Research Question:

1. What is the level of writing anxiety among Indonesian EFL learners in digital environment?
2. What is the type of writing anxiety among Indonesian EFL learners in digital environment?
3. What are the factors of writing anxiety among Indonesian EFL learners in digital environment?
4. Does gender affect in writing anxiety among Indonesian EFL learners in digital environment?

LITERATURE REVIEW

Writing Anxiety and Its sources

Anxiety is a sensation linked to the anticipation of the autonomic nervous system, such as stress, fear, nervousness and worry Horwitz et al. (1986). Horwitz et al state that there are three reasons for anxiety in the foreign language: anxiety for communication, anxiety for testing and fear to be assessed. Writing anxiety is defined as self-inquiry as a writer, writing conditions, writing assignments that can interfere with the writing process Rankin-Brown (2006). There are four main reasons why someone prevents writing on the basis of the study results such as feeling frustrated with one's own expectations of how someone should write well, teacher's fear when writing is evaluated, peer's fear of seeing and evaluating writing, and of losing one's own writing style when writing using arranged patterns Rankin-Brown (Rankin-Brown, 2006).

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Many studies has been discussed about writing anxiety in classroom and its sources, for example a study by Liu and Ni (M. Liu & Ni, 2015) showed that cause students to have anxiety writing, namely: low confidence in writing English, did not like writing English, fear of evaluation of writing English. For the outside of the classroom the example is a study by Liu and Ni (M. Liu & Ni, 2015) showed that cause students to have writing anxiety due to fear of comments that will be received and the writing they wrote causes misunderstandings.

Social Networking Services (SNS)

Social Networking Services (SNS) can be set as a web-based and online communications platform that people use. It can also be used to collect information from people who are known or not. SNS is usually called as social media and there are many SNS can be used such as Twitter, Instagram, WhatsApp, Facebook, etc. Instagram for learning has features that allow one to learn such as: post or story, column of comments, message. You can post a new feed or make stories that your followers can read in order to share content. You can write it directly in the posting, or you can do it privately through direct messages Kelly (2015). According to Roblyer et al (2010) SNS is a recent example of a possible disconnection between a platform which students like and teachers use in a context of social media.

In Indonesia, SNS usually called as social media. According to Kaplan and Haenlein (2010), Social media is a collection of several internet-based applications that are made based on the ideological foundation and web 2.0 technology and allow each user to create or exchange content. Another study by Gruzd et al (2012) said social media is a technology tool commonly referred to as web 2.0 technology and has content from every user. The content here means that the users can created something or exchanged something for other users such as: ideas, information, photos, and videos for their virtual communication or networking. Based on the study the study by Gruzd et al (2012) showed the top five tools that used for learning among learners are: Wikis (including Wikipedia), non-academic social networking tools (such as Facebook), Listserv Groups, Blogs (both writing and reading), and video/teleconferencing tools (including Skype).

RESEARCH METHOD

In line of the aims of this study that is to reveal the phenomenon of foreign language writing anxiety of Indonesian EFL learners in digital environment, this study uses descriptive quantitative research design. This study aims to show the main factors of writing anxiety in digital environment in Indonesia. Two hundred students of secondary school and university will be contributed in this research. This study utilizes a questionnaire to achieve the goal.

Participants

In this current study the data were gathered from online questionnaire and spread to English learners who used social media through social media such as Twitter, WhatsApp, Line, etc. In this study there were 319 learners who voluntarily participate in completing the data. They were 20 junior high school students, 129 senior or vocational high students, and 168 university students with the minimum aged were 14. The dominant participants were female with 287 students and male were 31 students.

Data Collection and Analysis

To collect the data, this study uses a questionnaire, the questionnaire is adapted Second Language Writing Anxiety Inventory (SLWAI) by Cheng (Cheng, 2004). The reason for selecting SLWAI by Cheng (Cheng, 2004) is the valid instrument to measure writing anxiety, especially for foreign language then this research adapted to writing anxiety for foreign language on social media. The instrument is translated into Bahasa by using Google Translate then modified again by me to make it easier to read to support and ensure the reading and comprehension of the number items by the learners and to provide correct answers on their part. The questionnaire consists of 22 items and follows a Likert-type 5 choices response format: 1 (Strongly Disagree), 2 (Disagree), 3 (Neither Agree nor Disagree), 4 (Agree), and 5 (Strongly Agree).

In collecting the data the researcher share the link questioner through social media such as Twitter, WhatsApp, Instagram, etc and left open for one week. After that period, the questioner got 319 participants. The spreadsheet was created and downloaded from Google Form to enable the statistical analysis. Two phases were used for the statistical analysis. The data were screened in the first stage to recognize and address missing value in the data. There were 3 of 319 recorded as the missing data. Those three incomplete data were excluded during the data analysis, and the rest of them (316 participants) were analyzed using ANOVA and correlation.

Table 1: Students' Demography

		Education						Total	
		Junior High School		Senior/Vocational High School		University		N	%
		N	%	N	%	N	%		
Gender	Male	2	10.0	12	9.3	15	8.9	29	9.2
	Female	18	90.0	117	90.7	152	91.1	287	90.8

The table above showed the total of students' demography after researcher screened the missing data in the form. There were 3 of 319 recorded as the missing data. Those three incomplete data were excluded during the data analysis, and the rest of them (316 participants).

RESULTS AND DISCUSSION

Table 2: Correlation

	Cognitive Anxiety	Somatic Anxiety	Avoidance Behavior
Cognitive Anxiety	1	.632**	.533**
Somatic Anxiety		1	.597**
Avoidance Behavior			1

** . Correlation is significant at the 0.01 level (2-tailed).

From the table above there's positive correlation to each categories.

The positive correlation between Cognitive Anxiety and Somatic Anxiety ($r = .632, p < .01$), Cognitive Anxiety and Avoidance Behavior ($r = .533, p < .01$), and Somatic Anxiety and Avoidance Behavior ($r = .597, p < .01$). From the table shows that the anxiety among learners in social media is profoundly by three of them such as negative expectations, nervousness, and avoid writing.

Table 3: Total Score Criteria

Scales	The Range of the total score	Description
SLWAI	... > 65	High Anxiety
	50 – 65	Moderate Anxiety
	... < 50	Low Anxiety

In the table above from SLWAI, a total score above 65 indicated as high anxiety, a total score of 50 to 65 indicated as moderate anxiety, and a total score below 50 indicated as low anxiety.

Table 4: Students' Level of Writing Anxiety as EFL in Social Media

Description	N	%	Gender		Level of Education		
			Male (%)	Female (%)	Junior High School (%)	Senior High School (%)	University (%)
High Anxiety	131	41.4	10 (34.5)	121 (42.2)	10 (50)	58 (44.6)	63 (37.9)
Moderate Anxiety	137	43.4	17 (58.6)	120 (41.8)	6 (30)	54 (41.5)	77 (46.4)
Low Anxiety	48	15.2	2 (6.9)	46 (16)	4 (20)	18 (13.9)	26 (15.7)
Total	316	100	29 (9.2)	287 (90.8)	20 (6.3)	130 (41.1)	166 (52.6)

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In the table above show that is from 316 learners, there are 131 indicates high anxiety, 137 indicate moderate anxiety, and 48 indicate low anxiety. For the complete statement are; there are 10 male learners (34.5%) and 121 female learners (42.2%) possessed a high anxiety, 17 male learners (58.6%) and 120 female learners (41.8%) possessed a moderate anxiety, and 2 male learners (6.9%) and 46 female learners (16%) possessed a low anxiety. Those are the result of learners' writing anxiety by using social media that determines by gender.

This study also found the result of learners' writing anxiety by using social media that determines by learners' education level. There are 10 junior high school learners' (50%), 58 senior high school learners' (44.6%), and 63 university learners' (37.9%) possessed a high anxiety. There are 6 junior high school learners' (30%), 54 senior high school learners' (41.5%), and 77 university learners' (46.4%) possessed a moderate anxiety. Furthermore, there are 4 junior high school learners' (20%), 18 senior high school learners' (13.9%), and 26 university learners' (15.7%) possessed a low anxiety.

Table 5: Statistical Analysis

Types	Mean	Standard Deviation	Median	Mode	Minimum	Maximum
Cognitive Anxiety	25.19	5.751	25.00	22	11	39
Somatic Anxiety	19.66	5.379	19.00	14	8	35
Avoidance Behavior	18.59	5.033	19.00	19	7	31

The statistical analysis in the table above shows that cognitive anxiety has the range data from 9 to 39 with mean 25.19 (SD = 5.751), median 25.00, and mode 22. Based on the result, cognitive anxiety becomes the highest type in writing anxiety. Somatic Anxiety has the range data from 8 to 35 with mean 19.66 (SD = 5.379), median 19.00, and mode 14. From the mean, it can be seen that somatic anxiety becomes the second type in writing anxiety. Avoidance behavior with the range data from 7 to 31 with mean 18.59 (SD = 5.033), median 19.00, and mode 19. From the mean, it can be seen that avoidance behavior is the last type in writing anxiety.

The three reasons that cause writing anxiety are fear to be evaluated, fear of negative comments, and fear to get low score. Those factors that made the learners have writing anxiety is their cognitive anxiety.

Table 6: Statistical analyses based on gender differences

Gender	Cognitive Anxiety	Somatic Anxiety	Avoidance Behavior
Male (N=28)			
Mean	24.43	19.25	19.61
Standard Deviation	4.962	3.959	3.665
Minimum	15	12	14
Maximum	36	28	27
Female (N=288)			
Mean	25.26	19.70	18.50
Standard Deviation	5.825	5.501	5.141
Minimum	11	8	7
Maximum	39	35	31

Based on the table above, the male learners' are 28 learners, for Cognitive Anxiety has the range data from 9 to 36 with mean 24.43 (SD = 4.962), for Somatic Anxiety has the range data from 12 to 28 with mean 19.25 (SD = 3.959), and for Avoidance Behavior has the range data from 14 to 27 with mean 19.61 (SD = 3.665). From the female learners' are 288 learners, for Cognitive Anxiety has the range data from 11 to 39 with mean 25.26 (SD = 5.825), for Somatic Anxiety has the range data from 8 to 35 with mean 19.70 (SD = 5.501), and for Avoidance Behavior has the range data from 7 to 31 with mean 18.50 (SD = 5.141).

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Table 7: ANOVA table results for the gender effects on Cognitive Anxiety, Somatic Anxiety, and Avoidance Behavior

Gender		Df	F	Sig.
Cognitive Anxiety	Between Groups	1	.533	.466
	Within Groups	314		
	Total	315		
Somatic Anxiety	Between Groups	1	.182	.670
	Within Groups	314		
	Total	315		
Avoidance Behavior	Between Groups	1	1.243	.266
	Within Groups	314		
	Total	315		

The result from the table ANOVA above indicates that there is no significant difference in writing anxiety by using social media between the gender and the learners. This study is quite similar with the previous study by Kirmizi and Kirmizi (2015) that shown gender did not any effect in cognitive anxiety and avoidance behavior but in the previous study gender have any effect in somatic anxiety. In this current study, gender did not have any effect to each type.

The first finding discussed in this study is that English learners in Indonesia using social media are at a moderate level of anxiety. Moderate anxiety has a higher value of 7 than high anxiety. By getting the results of moderate anxiety in this study so this research is contrast with previous studies by Wahyuni et al. (2017) that claimed English learners have a high level of anxiety. The second finding that is found is the type of anxiety. The highest type is cognitive anxiety with 25.19. This is same with the previous study Reni et al. (2018) that has result cognitive anxiety as the type of writing anxiety. According to Wahyuni et al. (2017) cognitive anxiety is the experience of anxiety in students such as negative expectations, interest in performance, and work based on the perception of others. How students make their writing influenced by others.

Another thing that was found that there are three main factors that causes anxiety writing English learners in Indonesia. These are fear to be evaluated, fear of negative comments, and fear to get low score. These three things are factors that are part of cognitive anxiety. This findings is contra with the previous study by Wahyuni et al. (2019). This study has other three major factors there are problem with topic, lack of linguistics, and less in writing practice. In addition this study also found that there was no significant effect between genders with each type of writing anxiety. This is in line with the research discussed by Kirmizi and Kirmizi (2015) that stated gender has no significant effect in writing anxiety.

CONCLUSIONS

The current study was aimed to investigate the level, types, and factors that contributed to Indonesian EFL learners' writing anxiety on social media. In this quantitative data showed that writing anxiety level among Indonesian EFL learners on social media experienced moderate anxiety. This study also showed that the highest type of anxiety was cognitive anxiety compared to somatic anxiety and avoidance behavior. Furthermore, the three major factors that contributed Indonesian EFL learners writing anxiety on social media were fear to be evaluated, fear of negative comments, and fear to get low score. In addition, this study found that learners' writing anxiety on social media had not significant difference by gender.

It is important to acknowledge that this study had some limitations. First, this study had small junior high school participants compared to senior high school and university students. Second, even though this study had a large number participants but male participants were not comparable to female participants (29:287). Third, to find out the factors that contributed Indonesian EFL learners writing anxiety on social media, this study used one questionnaire to investigate it so this research separated the factors that caused writing anxiety by determining from each item on the instrument.

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Therefore, for the further research could involve more participants to take part in that study so the result of study was expected to be more accurate. Also, the further research could use other instrument to examine the factors that contribute in writing anxiety on social media then did not need to separate manually from each item on the instrument and to get various factors in the further research..

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