

THE FACTORS CONTRIBUTING TO THE STUDENTS' WRITING ANXIETY AT THE UNIVERSITY LEVEL

DOI: <https://doi.org/10.22236/semnas.v1i1.85>

Siti Istiqomah*¹, Silih Warni², Zuhad Ahmad³

^{1,2,3} Universitas Muhammadiyah Prof. DR. HAMKA

*siti_istiqomah@uhamka.ac.id

Abstract: This study aims at investigating the factors contributing to the students' writing anxiety at the university level. A total of 205 students majoring in English Education Department and English Literature have participated in this study. Second Language Writing Anxiety Inventory (SLWAI) and Causes of Writing Anxiety Inventory (CWAI) developed by Cheng (2004) were adapted in this study for the data collection. The writer used mixed method (qualitative and quantitative). Interviews were conducted in addition to the questionnaire. The questionnaire used a close question, while the interview used open-ended questions. The questionnaires were given to 205 students, but only seven students were interviewed purposively. Finally, based on the findings, there were four main types found as the factors contributing the students' writing anxiety namely, low self-confidence in writing (40.63%), fear of writing test (26.70%), fear of teacher's negative evaluation (17.96%), and lack of interest in writing (14.71%). The result also highlighted that students who study foreign languages at the university level still feel anxiety in writing. The percentage results obtained from each factor indicate the level of anxiety felt. This was found from what they had filled out in the questionnaire and was strengthened by the answers from the interview session.

Key words: Writing Anxiety, Foreign Language, Causes of Writing Anxiety

ABSTRAK

Penelitian ini bertujuan untuk meneliti faktor-faktor yang menyebabkan kecemasan menulis pada siswa di tingkat universitas. Sebanyak 205 siswa jurusan Pendidikan Bahasa Inggris dan Sastra Inggris berpartisipasi dalam penelitian ini. Kuesioner dalam penelitian ini diadaptasi dari Cheng (2004) yaitu *Using the Second Language Writing Anxiety Inventory (SLWAI)* (Cheng, 2004), and *Causes of Writing Anxiety Inventory (CWAI)*. Penulis menggunakan metode kualitatif dan metode kuantitatif (campuran). Untuk mengumpulkan data, penulis menggunakan dua instrumen: kuesioner dan wawancara. Kuesioner menggunakan pertanyaan tertutup, sedangkan wawancara menggunakan pertanyaan terbuka. Kuesioner diberikan kepada 205 siswa, tetapi hanya tujuh siswa yang diwawancarai secara acak. Berdasarkan temuan, ada empat jenis faktor utama yang menyebabkan kecemasan menulis pada siswa, yaitu, kepercayaan diri rendah dalam menulis (40,63%), takut menulis tes (26,70%), takut evaluasi negatif guru (17,96%), dan kurangnya ketertarikan untuk menulis (14,71%). Hasilnya juga menyebutkan bahwa siswa yang belajar bahasa asing di tingkat universitas masih merasa cemas dalam menulis. Persentase hasil yang diperoleh dari masing-masing faktor menunjukkan tingkat kecemasan yang dirasakan. Ini ditemukan dari apa yang mereka isi dalam kuesioner dan diperkuat oleh jawaban dari sesi wawancara.

Kata kunci: Kecemasan Menulis, Bahasa Asing, Penyebab Kecemasan Menulis

INTRODUCTION

As argued by Jabali (2018), writing has been something that most of the students are afraid of. Most of them feel anxious when they asked to write, particularly in foreign language. Anxiety has been perceived as the major adversity for EFL students. It is also evidenced by the high demand for writing skills and abilities in English to support their writing performance as an EFL University students (Shang, 2013). Hassan (2001) as cited in Jebreil, Azizifar, Gowhary, & Jamalinesari (2014) Foreign language writing anxiety can be interpreted as a condition felt by someone where he avoids writing because of lack of insight or vocabulary and fear of the assessment process in the writing itself .

In the previous research conducted by Rezaei & Jafari (2014) examined 120 EFL students in two different institutes of higher education in Shiraz, Iran. The findings showed that the cause of students 'writing anxiety are the lack of students' ability to develop ideas when writing because linguistic knowledge is inadequate (such as fear of making grammar mistakes, lack of vocabulary and spelling mistakes in writing), feeling inferior for fear of negative feedback from teachers who expect good writing results. Students with high anxiety level will be uncomfortable when they are asked to write in class. As they get more negative evaluation from the teacher the more they will be anxious and judge their selves to have such low English writing ability (Jones, 2008; Shang, 2012) as cited in (Shang, 2013).

According to Martinez, Kock, & Cass (2011) investigated the forecast factors of university students' writing anxiety and self – efficacy. 127 college students are participated (30 males, 97 females) in southwestern Texas border. The result of the study shows that gender and GPA (Grade Point Average) affect writing anxiety. Students who have high GPA tend to be calm when writing and students with low GPA are more anxious. This shows that writing anxiety also affects students' grades. In addition, Qashoa (2014) examined the potential factors associated with writing anxiety and the strategies for alleviating it among the English language learners in Emirati universities. The findings point out that there are three main factors, namely, writing tests, cognitive factors and linguistic factors. From those two findings, it can be said that there are two different opinions from two different studies. But both of them indicate the factor students' writing anxiety. Students who have a high GPA show a calm attitude and assume that students have more cognitive and linguistic knowledge than the

students who have lower GPA. These findings refer to previous research carried out by (Daly & Miller, 1975; Lee & Krashen, 2002). Krashen (2002) mention that, writing anxiety and student grades have a negative relationship. However, the cause and effect cannot be ascertained, whether the low-grade influencing students' writing anxiety or the level of anxiety of students is high which causes low student grades. Not only feeling anxious, according to Rezaei & Jafari (2014) this anxiety is also associated with several student weaknesses, among others, lack of motivation to write, lack of good writing skills, and the difficulty of writing tasks themselves, regardless of the context or situation that causes anxiety where students must write.

This study is intended and strictly restricted to investigate the factors contributed to university students' foreign language writing anxiety. This study focused on respondents at the university level. Students at the university level are required to have good skills in writing.

In order to better understand the concepts related to the study, the areas of related literature are reviewed; anxiety, writing anxiety, and foreign language anxiety.

According to Cambridge Dictionary, anxiety is an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future. Sometimes, responses to anxiety are not linked to actual threats, but can still render us unable to act or even withdraw.

Freud (1924) as cited in Spielberger (1966) who first attempted to explicate the meaning of anxiety within the context of psychological theory. He regarded anxiety as "something felt," an unpleasant affective state or condition. In its unique combination of phenomenological and physiological value, anxiety was differentiated from other negative affective (emotional) disorders, such as rage, grief and sorrow. These gave a special "character of unpleasure" to anxiety which, although difficult to describe, appeared to have "a particular note of its own" (Freud, 1936).

Spielberger (1983) as cited in Macintyre (1995) stated that anxiety researchers generally divide anxiety into three categories, as follows: trait anxiety, state anxiety, and situation specific anxiety.

Trait anxiety refers to "a stable predisposition to become anxious in a wide range of situations". State anxiety refers to "an immediate, transitory and emotional experience with immediate cognitive effects" Spielberger (1983) cited in MacIntyre (1995, p. 93). The term of "situation specific anxiety" refers to the continuous and varied nature of

some anxieties coined by MacIntyre and Gardner as cited in Horwitz (2001) and refers to the continuous and varied nature of some anxieties. Cheng (2004) proffered three concepts of anxiety, namely somatic anxiety, cognitive anxiety and avoidance behavior.

Somatic anxiety refers to one's perception of the psychological effects of the anxiety experience, such as nervous and tension. Students generally feel anxious when faced with a situation where they have to write in a certain period of time or a short time. This situation can be illustrated when a student is asked to write a short essay but with unfamiliar theme so that it takes longer to complete it.

Cognitive anxiety refers to the cognitive aspect of anxiety experience, including negative expectations, preoccupation with performance and concern about others' perception. This anxiety can occur because of high expectations from the results of student writing. It could be influenced by the teacher or other students. High standards set by the teacher can make students worried because it will make students focus more on expectations than writing.

Avoidance anxiety is a type of anxiety where the students avoid writing. This behavior is referring to the behavioral aspect of the anxiety experience, avoidance of writing. Of these three types of anxiety, avoidance behavior can be said to be rather serious because students avoid writing so that students cannot get an assessment of the results of their writing.

The intricacy of writing system is another factor that affects the level of anxiety of students who can bring up negative attitudes and perceptions towards writing (Rahim, Jaganathan, Sepora, & Mahadi, 2016). Heaton and Pray (1982), as quoted from Rezaei & Jafari (2014), said that several things can cause writing anxiety at least three things, namely 1) students do not have much time to think about ideas, write and improve their writing; 2) lack of ability in writing, including writing instructions and practices, brainstorming ideas, organizing writing ideas and mechanisms such as penmanship, punctuation and vocabulary; 3) negative comments from the teacher.

Moreover, Bloom (1981) also viewed that students sometimes force themselves to produce perfect writing with a choice of difficult topics that cause anxiety. By choosing a difficult topic make students think will produce writing that is different from most people, then force themselves to produce perfect writing because of the choice of unusual topics. In fact, as Rahim and Jaganathan said above, feeling depressed when writing will lead to negative attitudes and when negative attitudes arise, the interest in

writing will erode. Good writing is done when done by paying attention to the writing component.

Other supporting factors that causing writing anxiety are lack of confidence in writing in a foreign language, lack of ability to express ideas using appropriate English, many assignments to write, and fear of negative comments that will be obtained. Rezaei & Jafari (2014) identified ten causes of writing anxiety, as follows: 1) Fear of teacher's negative comments, students seem more focus on the teacher's negative comments rather than the purpose of the writing itself. Also, the students write not because of their desires but in order to get good grades and pass the exam; 2) Low-self confidence in writing & Linguistic difficulties. The second factor which is Low-self confidence in writing is still related to linguistic difficulties. There is a correlation between these two factors. Linguistic knowledge is demanding and takes hard work and time for ESL students. Without the presence of qualified linguistic knowledge will result in lack of confidence when writing; 3) Fear of writing test. Students with good writing skill will fear when it comes to a writing test. Percentage figures generated from this study are considered as factors that can weaken and hinder students in achieving the desired results; 4) Insufficient writing practice & Pressure for perfect work. The two factors above have the something in common. Both of them are make sense because students cannot produce good writing unless they get adequate writing practice. It can be said, when students are required to produce perfect writing, it can cause anxiety; 5) Time pressure. Limited time in writing makes students feel anxious. Writing drains the mind, energy and focus especially with a language that is different from their first language. Students need time to think about ideas, revise and ensure they provide good writing; 6) Problems with topic choice. Difficulty in choosing topics is one of the factors of student anxiety. In choosing a topic students are required to master the information to be written; 7) Insufficient writing technique. Good skill in writing shows that the students have a fairly good understanding of composing process and good skill development (Hassan, 2001). Students with anxiety are those who have poor skill in developing and understanding to composing the techniques of writing; 8) High frequency of writing assignments. Assignments is one of the sources of writing anxiety. However, the percentages of the respondents from the study who choose it as a cause of writing anxiety are a few and it becomes the least chosen item by the respondents.

As far as the factors of writing anxiety are concerned, it is obliged for students to master writing skill and requires more writing practices.

Writing is difficult to do. Writing is not about what ideas will be written about but also requires linguistic knowledge, convention of writing, vocabularies and also grammar in order to produce a good writing (Jabali, 2018). From here, anxiety and insecurities arise in students when they are asked to write in target language. Students' less confident is also strengthened by the lack of students understanding grammar and vocabularies they know (KIRMIZI & KIRMIZI, 2015)

Still as the same as the experts statements above, (Jabali, 2018) they claimed that each writing is unique and therefore is also requires various of cognitive, memory, linguistic, motor and affective system. These skills are indeed still considered difficult to control, but writing skill can be mastered by doing a lot of practice as cited in (Graham et al 2005). To be able to master writing skill, it takes continuous practice because it requires a process since writing is a dynamic activity rather than passive.

Writing anxiety also relates to the poor performance of students in writing English in examinations and jobs that require writing skills (Cheng, 2004) as cited in (Martinez, Knock, & Cass, 2011). Therefore, writing anxiety is a subject that is still widely discussed. Writing is not easy, it takes mastery of content about what is written as well as basic knowledge of vocabulary, spelling and good grammar so the student's performance will be good. Students at the university level really need writing skills, because this is a crucial skill and also condition as the requirement to pass the examination many job requirements that require them to write well.

Furthermore, McIntyre & Gardner (1994) as cited in Abdolrezapour (2013) defined that writing anxiety was the same feeling of pressure that students felt because of lack of knowledge and ideas about what to write. That feeling can be manifested emotionally as sadness, anger, and fear; or physically like feeling cramps in the abdomen when students are required to write (Özbay & Zorbaz, 2011).

The foreign language anxiety has been widely discussed by experts, here the definitions as follow. According to Negari & Rezaabadi (2012), foreign language anxiety is still a big concern because it feels it can endanger students' minds. Because it's too complicated that will make them think unclear. Students who have a high level of anxiety will experience higher anxiety when asked to write. This can be seen from

the results of their writing. Those who tend to be anxious will find it difficult to find ideas for writing and will also write less (Reeves, 1997; Shang, 2012 as cited in (Jebreil, Azizifar, & Gowhary, 2015).

Tsui (1996) as cited in Õ, Yast, Erdost, & Yast (2015) said premised on that writing in foreign languages was more anxious than other skills, because writing was the original result of one's own thinking. In addition, at the time of writing students may not get directions whether the writing they made wrong or right making them even more anxious.

In addition, foreign language anxiety can be associated with three different anxiety related to academic and social evaluation situations. They are communication apprehension, fear of negative evaluations, and test anxiety (Hortwiz, Michael B. Elaine K. Cope, Joan, 1986).

METHOD

Total of 205 students majoring in English Education Department and English Literature Department from various university (UHAMKA, UNJ, UMP, UNINDRA, UAI) participated in this study. 108 participants from English Education Department and 25 participants from English Literature Department. The writer only took 205 participants as small-scale sample for this study due to the limitation of researcher for getting more (large scale) data of students. 205 participants are confirmed as active students. Active students are registered starting from semester 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.

The technique of collecting data used a questionnaire adapted from a journal written by Cheng (2004). 22 items of Second Language Writing Anxiety Inventory (SLWAI) and 10 items of Causes of Writing Anxiety Inventory (CWAI). In total there were 32 questions written in Bahasa. These questions were assessed from 5 Likert points ranging from formats: 1 (strongly disagree), 2 (disagree), 3 (neither agree - nor disagree), 4 (agree), and 5 (strongly agree).

In order to gain the data, the study was also using close-ended questionnaire which was consisted of 8 items adapted from the same questionnaire written by Cheng (2004).

To collect the data, the writer uses questionnaire created by using Google Forms. The questionnaire will be in a link form and shared online through four social media, namely WhatsApp, Line, Facebook and Instagram.

The questionnaire was distributed and collected through Google Form Online questionnaire for English Education Department and English Literature Department students from various universities as the respondents started from Sunday, August 31st, 2019 until Monday, September 16th, 2019 through a link and shared it to social media such as WhatsApp, Line, and Twitter. The link of questionnaire was shared for almost two weeks, After the whole of data had been collected, the questionnaire was downloaded from Google and moved into SPSS to data analysis

Several procedures were used in order to analyze the data. First, the researcher transferred the data that was downloaded from Google Form Online questionnaire into Microsoft Excel, after that the researcher put it into IBM SPSS Statistic ver 24. Second, the writer used a formula to examine and find out the percentage the causes of writing anxiety. The data calculation formula is as follows:

$$\text{The percentage} = \text{total score of each item} / \text{participants} \times 100\%$$

FINDINGS AND DISCUSSIONS

The analysis results of the data obtained through questionnaires interviews are presented in this section.

In collecting data of students who have writing anxiety, the writer used the questionnaire as a data collection tool. Participants who filled out this questionnaire were 205 people. There are 32 question items and these questions are assessed from 5 Likert points ranging from formats: 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). The data from the questionnaire showed various responses from respondent. These 32 items of the questionnaire represented four causes of writing anxiety.

The distribution of items across four categories is as follows 1) low confidence in writing (20, 23, 24, 25, 26, 27, 28, 29, 30, 32), of each item that supports this factor get the highest percentage of points agreed, which means students have the same feelings with the questions asked. The smallest number of respondents who responded to this was 44 people, and the most were 85 people. Questions from each item correspond to things that support this first factor; 2) Fear of writing test (9, 10, 11, 12, 13, 31), agree points are still the most choices chosen by respondents. From each item selected on this factor, there are at least 45 people and at most 74 people. Students agree with the statements proposed that they feel anxiety and fear when the writing exam comes; 3)

Fear of teacher's negative evaluation (2, 4, 5, 7), students agree that the assessment of their writing is still a fear. A total of 82 respondents chose to agree with the statement of each item being asked; 4) Lack of interest in writing (14, 15, 16, 18, 19, 21), lack of interest in writing is felt by many students, even though the presentation is not as big as the three factors above. There are at least 54 respondents who stated that they felt this. This fourth factor is formed from questions which state that students tend to avoid writing activities when there are opportunities and strange feelings that arise when starting to write.

Table 1 showed the four factors categorized by SPSS as the main causes of writing anxiety in students, namely low confidence in writing (32.30%), fear of writing test (21.23%), fear of teacher's negative evaluation (14.27%), and lack of interest in writing (11.70%).

Table 1. The percentage of each item of CWAI

No	Categorization	Item Number	Total (SA+A)	Percentage (%)
1	Low self-confidence in writing	20, 23, 24, 25, 26, 27, 28, 29, 30, 32	864	40.63%
2	Fear of writing test	9, 10, 11, 12, 13, 31	568	26.70%
3	Fear of teacher's negative evaluation	2, 4, 5, 7	382	17.96%
4	Lack of interest in writing	14, 15, 16, 18, 19, 21	313	14.71%
Total			2127	100%

The results of the questionnaire showed the most dominant factors that caused students to feel anxious about writing. Four factors emerge, namely: low self-confidence in writing, fear of writing test, fear of teacher's negative evaluation, and lack of interest in writing.

Low self-confidence in writing gets the highest percentage at 32.30%. Why does low self-confidence in writing get the highest percentage? Surely this is not something surprising. Students tend to use Indonesian and then translate it into English, not immediately think and write in English. To be able to write with confidence also requires good linguistic skills. Lack of linguistic knowledge also influences this factor. This fact is in line with research conducted by Zhang (2011), which states that linguistic difficulties are a major factor causing writing anxiety among students majoring in English in China. Good linguistic skills require hard work; it requires sufficient knowledge as well as much time for students who learn foreign languages.

Fear of writing test; this factor is another important factor that causes anxiety in writing; the percentage obtained is 21.23%. A student, even though he has good writing skills, sometimes shows anxiety when it comes to writing exams (Rezaei & Jafari, 2014). Fear of failing the writing test is crucial in the academic context since writing is a time-stricken productive activity, even the brightest and more trained students often are more nervous than usual and make more mistakes in the testing situation (Horwitz et al. , 1986).

The third main factor of writing anxiety is fear of teacher's negative evaluation. 14.27% of students felt anxious when their writing evaluated. They feel anxious when the writing is not as good as expected by the teacher, and as feedback from their writing, the teacher gives a lousy grade and also a negative comment. This makes most students focus more on the evaluation results than on the writing process itself. Moreover, in the end, writing is not a top priority for students, but students write to get good grades and pass the test.

Lack of interest in writing is the fourth factor, with a percentage of 14.71%. There is no denying that motivation and encouragement are one of the critical factors in ensuring the success of L2 learners' writing skills (Fatemi & Vahidnia, 2015). It is imperative that in order to be able to write, in addition to mastering linguistic abilities, students must also have their interests in writing. Students in Indonesia mostly still feel nervous and refuse to write because they feel less competent. These feelings block their minds and abilities in writing English.

The semi-structured interview of seven students (randomly-selected students) which asked the students to specify the context and situations in which they feel anxious to write and the difficulties they experience when they write in English.

Some students have low confidence in writing, as felt by P7, he did not want many people know his writing because he fears of being ridiculed,

— *“The class discussion is okay; I can get new input, but not my content. Maybe my friend's content which less than mine. Because yes, I am ashamed, afraid of being laughed at.” –P7*

Feeling uncomfortable when being the center of attention when making mistakes makes students feel anxious. This feeling makes some students not confident to show the results of their writings in public.

In contrast to the statement of P7 above, P6 checks repeatedly about his writing to ascertain whether his writing is correct or not. He involved friends and lecturers to check the results of his writings,

- *“Yes, I feel anxious, just check again, check again, then ask for a correction to my friends, the lecturer whether it's already correct or not as long as it is checked repeatedly. If it's not checked, yes, I am worried too.” –P6*

Meanwhile, P2 stated, he wanted to write when it was only used for daily purposes and was just a practice,

- *“I want to write English as long as it is only for the sake of training and also for my daily life, there are no problems.” –P2*

Students also feel afraid of the writing test. Some students feel their minds go blank when the writing test comes. As stated by P1:

- *“I cannot write anything, do not know what to write. The idea is stuck in some thoughts. Sometimes it often appears on several occasions.” –P1*

Lack of reading references can also influence this factor. As stated by P5:

- *“..., for example, a problematic theme is something that we have never read. Moreover, we have not had any references, and all of a sudden we are asked to write, we will make our brain even blanker.” –P5*

From the two participant statements above, the writer found similarities, namely a sudden writing test, which makes their mind go blank.

Feelings of fear of negative evaluation from lecturers make students worried. As perceived by P1, he was afraid that his writing would be considered bad because he could not properly understand the material presented in class.

- *“But if it is campus because it is in an academic context and the results will be judged, there will be anxiety and worry, also if I cannot understand the lesson correctly in class, I am afraid that my writing will be ugly and get bad grades.” –P1*

P5 added, after being evaluated by the lecturer the next worrying thing was the score he would get from his writing,

- *“... the most fearful thing is when it is evaluated. The main thing is value. What is my value? Back again, with what I wrote, the value obtained was from my writing.” –P5*

Just as P3 felt, he was worried about the results of the evaluation from lecturers.

— *“But it also depends on the lecturer, whether the lecturer will evaluate in the right way or what. I was afraid that some of the lecturers would also be like, “what is this? The writing is wrong,” talking directly at the same time thinking that this was wrong without giving advice and that in public, it usually makes people worried too. It will be like to think if I get feedback like that from a lecturer.” –P3*

From the statements of those three participants above, poor evaluations from lecturers are a concern for students. Evaluations conducted in public are also worrying because it creates feelings of shame and fear without solution from the lecturer regarding their writing.

Based on the interview, students explained that joined English writing classes only because they were required. The participants were students majoring in English, so they were indeed required to take special writing class. Here is the following statement from P7:

— *“The reason for taking a writing class on campus is because it is compulsory, then because the thesis also writes from our own ideas. If it did not come from the heart, I do not know what to write in my thesis. The ideas cannot come out.” –P7*

Besides writing classes are required to be followed, P7 said another reason, namely because he would later write a thesis so they had to get used to writing to be able to complete their thesis.

In addition, P5 also said the same thing related to the lack interest of writing

— *“... I have never taken informal writing specifically. But when I go to college, I do enter several writing classes because it is required.” –P5*

Some students also taken writing classes outside campus. The reason is not because it is required, but demands from others. Here is the P2 statement:

— *“The reason I took an English writing class outside of that was because I was told to, ...” –P2*

CONCLUSIONS

Based on the data presented in the research findings and the discussion in the previous chapter, the conclusion can be drawn. The purpose of this research was to

investigate the factors that caused writing anxiety, and it appeared that the participants feel very nervous in writing English.

Nonetheless, according to the data obtained primarily from the questionnaire with the writer's observation on real research time and interview, this research draws conclusions that respond to the formulated research question, which is what factors contributing to university students' foreign language writing anxiety.

The first conclusion is there are many factors that can form students writing anxiety. As cited from Heaton and Pray (1982) as cited in (Rezaei & Jafari, 2014), they mentioned multiple causes of writing anxiety as follows: 1) limited time for preparation, writing and revising; 2) lack of excellent writing skills like writing instruction and practice; brainstorming ideas; coordination of ideas and writing techniques such as penmanship, punctuation, and vocabulary; 3) negative comments from educators and the findings of this research and previous research.

The second conclusion, the writer found four main factors that contribute students writing anxiety, namely they are low self-confidence in writing, fear of writing test, fear of teacher's negative evaluation, lack interest in writing. From the results of the calculation, the variation percentage obtained. The percentage of these numbers shows the level of anxiety felt by students. Low self-confidence in writing got the highest percentage of 40.63%, feared the writing test got a percentage of 26.70%, feared the negative evaluation of the teacher got 17.96%, and 14.71% lacked interest in writing.

It can be concluded that students who study foreign languages at the university level still feel anxiety in writing. The percentage results obtained from each factor indicate the level of anxiety felt. This was found from what they had filled out in the questionnaire and was strengthened by the answers from the interview session.

REFERENCES

- Abdolrezapour, P. (2013). The relationship between emotional intelligence and EFL learners' writing performance. *Procedia - Social and Behavioral Sciences*, 70, 331–339. <https://doi.org/10.1016/j.sbspro.2013.01.070>
- Bloom, Lynn Z. (1981). *Why Graduate Students Can't Write: Implications of Research on Writing Anxiety for Graduate Education*. 1–22.
- Cheng, Y. S. (2004). A measure of second language writing anxiety: Scale development and preliminary validation. *Journal of Second Language Writing*, 13(4), 313–335.

- <https://doi.org/10.1016/j.jslw.2004.07.001>
- Horwitz, E. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics*, 21, 112–126. <https://doi.org/10.1017/s0267190501000071>
- Jabali, O. (2018a). Students' attitudes towards EFL university writing: A case study at An-Najah National University, Palestine. *Heliyon*, 4(11). <https://doi.org/10.1016/j.heliyon.2018.e00896>
- Jabali, O. (2018b). Students' attitudes towards EFL university writing : A case study at An-Najah National University , Palestine. *Heliyon*, 4, 1–25. <https://doi.org/10.1016/j.heliyon.2018.e00896>
- Jebreil, N., Azizifar, A., & Gowhary, H. (2015). Investigating the Effect of Anxiety of Male and Female Iranian EFL Learners on their Writing Performance. *Procedia - Social and Behavioral Sciences*, 185, 190–196. <https://doi.org/10.1016/j.sbspro.2015.03.360>
- Jebreil, N., Azizifar, A., Gowhary, H., & Jamalinesari, A. (2014). A Study on Writing Anxiety among Iranian EFL Students. *International Journal of Applied Linguistics & English Literature*, 4(2), 68–72. <https://doi.org/10.7575/aiac.ijalel.v.4n.2p.68>
- Kırmızı, Ö., & Kırmızı, G. D. (2015). An Investigation of L2 Learners' Writing Self-Efficacy, Writing Anxiety and Its Causes at Higher Education in Turkey. *International Journal of Higher Education*, 4(2), 57–66. <https://doi.org/10.5430/ijhe.v4n2p57>
- Krashen, S. D. S. L. (2002). *Predictors of success in writing in English as a foreign language: reading, writing, revision, behaviour, apprehension, and writing* (pp. 532–543). pp. 532–543.
- Macintyre, P. (1995). Response How Does Anxiety Affect Second to Language Learning ? A RePIY Sparks and Ganschow. *The Modern Language Journal*, 79(1), 90–99.
- Martinez, C. T., Kock, N., & Cass, J. (2011). Pain and Pleasure in Short Essay Writing: Factors Predicting University Students' Writing Anxiety and Writing Self-Efficacy. *Journal of Adolescent & Adult Literacy*, 54(5), 351–360. <https://doi.org/doi:10.1598/JAAL.54.5.5>
- Negari, G. M., & Rezaabadi, O. T. (2012). Too Nervous to Write? The Relationship between Anxiety and EFL Writing. *Theory and Practice in Language Studies*, 2(12), 2578–2586. <https://doi.org/10.4304/tpls.2.12.2578-2586>

- Ö, Ç., Yast, Ö., Erdost, A., & Yast, Ö. (2015). The effect of peer feedback on writing anxiety in Turkish EFL (English as a foreign language) students. *Procedia - Social and Behavioral Sciences*, 199, 530–538.
<https://doi.org/10.1016/j.sbspro.2015.07.543>
- Özbay, M., & Zorbaz, K. Z. (2011). Daly-Miller’ın yazma kaygısı ölçeğinin Türkçeye uyarlanması. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 8(16), 33–48.
- Qashoa, S. H. H. (2014). English Writing Anxiety: Alleviating Strategies. *Procedia - Social and Behavioral Sciences*, 136, 59–65.
<https://doi.org/10.1016/j.sbspro.2014.05.288>
- Rahim, S. A., Jaganathan, P., Sepora, T., & Mahadi, T. (2016). An Investigation on the Effects of Writing Anxiety on Readiness of Writing among Low Proficiency Undergraduates. *International Journal of Language Education and Applied Linguistics (IJLEAL)*, 05, 11–20. Retrieved from <http://ijleal.ump.edu.my/>
- Rezaei, M., & Jafari, M. (2014). Investigating the Levels , Types , and Causes of Writing Anxiety among Iranian EFL Students : A Mixed Method Design. *Procedia - Social and Behavioral Sciences*, 98, 1545–1554.
<https://doi.org/10.1016/j.sbspro.2014.03.577>
- Shang, H. (2013). Factors Associated With English As a Foreign Language University Students Writing Anxiety. *International Journal of English Language Teaching*, 1(1), 1–12.
- Spielberger, C. D. (1966). *Anxiety and behavior*. Academic Press.