



**UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Kampus B : Jl. Tanah Merdeka No.20, RT.11/RW.2, Rambutan, Kecamatan Ciracas, Kota Jakarta Timur,  
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**KEPUTUSAN DEKAN**  
**UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA**  
**Nomor : 1740/ A.30.02/ 2022**

**T e n t a n g**

**PENGANGKATAN DOSEN PEMBIMBING SKRIPSI**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA**  
**TAHUN AKADEMIK 2022/2023**

*Bismillahirrahmanirrahim,*

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA :

- Menimbang : a. Bahwa Kegiatan Penulisan skripsi bagi mahasiswa adalah salah satu syarat dalam menyelesaikan studi di Fakultas Keguruan dan Ilmu Pendidikan UHAMKA sesuai dengan ketentuan yang berlaku.
- b. Bahwa sebagaimana konsideran (a), dan dalam rangka penulisan dan Bimbingan skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan UHAMKA dipandang perlu mengangkat Dosen Pembimbing Skripsi bagi mahasiswa yang telah memenuhi persyaratan dengan Keputusan Dekan.
- Mengingat : 1. Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tanggal 8 Juli 2003, tentang Sistem Pendidikan Nasional.
2. Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tanggal 20 Desember 2005 tentang Guru dan Dosen;
3. Peraturan Pemerintah Republik Indonesia Nomer 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan;
4. Keputusan Dirjen Dikti Depdikbud Republik Indonesia Nomor 138/DIKTI/Kep.1997 tanggal 31 Mei 1997, tentang Perubahan Bentuk Institut Keguruan dan Ilmu Pendidikan (IKIP) Muhammadiyah Jakarta menjadi Universitas Muhammadiyah Prof. DR. HAMKA;
5. Pedoman Pimpinan Pusat Muhammadiyah Nomor 02/PED/I.01.13/2012 tanggal 24 Jumadil Awal 1433 H/16 April 2012 M, tentang Perguruan Tinggi Muhammadiyah;
6. Keputusan Rektor UHAMKA Nomor 860/A.01.01/2016 tanggal 15 Zulhijjah 1437 H/17 September 2016 M tentang pengangkatan Dekan FKIP Universitas Muhammadiyah Prof. DR. HAMKA masa jabatan 2016 – 2020;
7. Statuta Universitas Muhammadiyah Prof. DR. HAMKA Tahun 2013;
8. Keputusan Rektor Universitas Muhammadiyah Prof. DR. HAMKA Nomor 133/G.18.04/2011 tanggal 22 Safar 1432 H., tentang Peraturan Pokok Kepegawaian Universitas Muhammadiyah Prof. DR. HAMKA;
9. keputusan Rektor Universitas Muhammadiyah Prof. DR. HAMKA Nomor 016/G.18.03/1997 tanggal 26 Rabiul Awal 1418 H / 31 juli 1997 M, tentang Pemberlakuan Ketentuan dan Peraturan-Peraturan IKIP Muhammadiyah Jakarta pada Universitas Muhammadiyah prof. DR. HAMKA.



## MEMUTUSKAN

- Menetapkan :  
Pertama : Mengangkat Dosen Pembimbing Skripsi mahasiswa Program Studi Pendidikan Bahasa Inggris FKIP UHAMKA sebagaimana tercantum dalam daftar lampiran.
- Kedua : Tugas Dosen Pembimbing Skripsi:  
1. Membimbing dan mengarahkan kegiatan penelitian yang telah disetujui;  
2. Memberikan masukan, arahan dan saran kepada mahasiswa yang berkaitan dengan penulisan dan penyelesaian skripsi;  
3. Menandatangani skripsi yang telah selesai bimbingan untuk segera diadakan ujian siding skripsi.
- Ketiga : Bagi mahasiswa yang akan melaksanakan pengambilan dan penelitian ke lapangan harus mengajukan surat permohonan penelitian terlebih dahulu dengan ketentuan yang bersangkutan telah memenuhi persyaratan administrasi akademik.
- Keempat : Seluruh biaya bimbingan dibebankan sepenuhnya kepada mahasiswa yang dialokasikan untuk itu.
- Kelima : Keputusan ini berlaku selama 6 (enam) semester sejak tanggal ditetapkan, jika sampai batas waktu yang telah ditentukan masih ada mahasiswa yang belum melaksanakan bimbingan, maka mahasiswa yang bersangkutan mengulang dengan pembimbing yang baru.
- Keenam : Surat keputusan ini disampaikan kepada pihak-pihak yang terkait untuk dilaksanakan sebagaimana mestinya.
- Ketujuh : Apabila dalam keputusan ini terdapat kekeliruan, maka akan diperbaiki sebagaimana mestinya.

Ditetapkan di : Jakarta  
Pada tanggal : 20 Shafar 1444 H  
16 September 2022 M



Dekan,

*[Handwritten Signature]*  
**Dr. Desvian Bandarsyah, M.Pd.**

Salinan Keputusan ini disampaikan kepada :

1. Wakil Dekan I, II, III & IV;
2. Ketua dan Sekretaris Program Studi Pendidikan Bahasa Inggris;
3. Dosen Pembimbing Prodi Pendidikan Bahasa Inggris;  
FKIP UHAMKA

## DAFTAR JADWAL SIDANG SKRIPSI

Prog. Studi : Pendidikan Bahasa Inggris

Periode Sidang : 11 Ags 2023 s/d 11 Ags 2023

NO	Tgl Sidang Jam Sidang Ruang Sidang	NIM - Nama Mahasiswa Judul skripsi	Dosen Pembimbing	Dosen Penguji
1	Jumat, 11 Ags 202 : - : R.	1801055052 - PUTRI RAHMAWATI ANALYSIS OF STUDENTS ERRORS IN WRITING RECOUNT TEXT OF SECOND GRADE AT MTS NEGERI 6 JAKARTA	NETI HARTATI, M.Pd. IR	NITA KANIADEWI, M.Pd HAMZAH PUADI ILYAS, Ph
2	Jumat, 11 Ags 202 : - : R.	1801055076 - NADIA ILONE STUDENTS PERCEPTION OF KAHOOT USED AS THEIR ENGLISH GRAMMAR ASSESSMENT TOOL	CAHYA KOMARA, S.Pd., M IR	HAMZAH PUADI ILYAS, Ph NITA KANIADEWI, M.Pd
3	Jumat, 11 Ags 202 : - : R.	1901055065 - RABELYTA RIFNATUNNISA THE USE OF ENGLISH POP SONGS IN IMPROVING VOCABULARY MASTERY OF JUNIOR HIGH SCHOOL STUDENTS AT THE EIGHT GRADE OF SMPN 136 JAKARTA	SUCIANA WIJIRAHAYU, D IR	ROSLAINI, Dr., M.Hum. NURHANDAYANI SUPRAP
4	Jumat, 11 Ags 202 : - : R.	1901055096 - RIZKINA AYU INDRIYANI EFL TEACHERS' APPLICATION OF INFORMAL DIGITAL LEARNING OF ENGLISH TO FACILITATE THEIR INSTRUCTIONAL WILLINGNESS TO COMMUNICATE IN ENGLISH IN CLASSROOM PRACTICE	HERRI MULYONO, Ph.D IR	TRI WINTOLO APOKO, Dr., SUCIANA WIJIRAHAYU, D
5	Jumat, 11 Ags 202 : - : R.	1901055123 - MENTARI YULIANI IMPROVING PRONUNCIATION IN READING ALOUD THROUGH YOUTUBE VIDEOS OF ELEMENTARY SCHOOL STUDENTS AT THE FIFTH GRADE OF SDN TANJUNG BARAT 04 PAGI	SUCIANA WIJIRAHAYU, D IR	ROSLAINI, Dr., M.Hum. NURHANDAYANI SUPRAP
6	Jumat, 11 Ags 202 : - : R.	1901055124 - ANDHINI KUSUMA ARUM EVALUATING EFL TEACHERS PERCEPTION OF GAMIFICATION AND FOREIGN LANGUAGE TEACHING ENJOYMENT	HERRI MULYONO, Ph.D IR	TRI WINTOLO APOKO, Dr., SUCIANA WIJIRAHAYU, D
7	Jumat, 11 Ags 202 : - : R.	1901055130 - ANDI SAADA TUDDARAINI "THE RELATIONSHIP BETWEEN STUDENT'S SELF-CONFIDENCE AND STORYTELLING ABILITY (A QUANTITATIVE STUDY IN THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL MUHAMMADIYAH 4 JAKARTA) "	SISWANA, M.Pd. IR	HENI NOVITASARI, M.Pd AKHMAD HAQIQI MAMUN,
8	Jumat, 11 Ags 202 08:00-09:00 R.	1901055003 - ASTRI INDRIANI AN ANALYSIS OF PUBLIC SPEAKING ANXIETY EXPERIENCED BY EFL STUDENTS IN JAKARTA	CAHYA KOMARA, S.Pd., M IR	HAMZAH PUADI ILYAS, Ph NITA KANIADEWI, M.Pd

## DAFTAR JADWAL SIDANG SKRIPSI

Prog. Studi : Pendidikan Bahasa Inggris

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NO	Tgl Sidang Jam Sidang Ruang Sidang	NIM - Nama Mahasiswa Judul skripsi	Dosen Pembimbing	Dosen Penguji
9	Jumat, 11 Ags 202 08:00-09:00 R.	1801055062 - HAWANA SYAHRA "In-Service Teachers' Perception of English Varieties for Teaching Materials in an Indonesian EFL Context"	NURHANDAYANI SUPRAP IR	ZUHAD AHMAD, Drs., M.P SISWANA, M.Pd.
10	Jumat, 11 Ags 202 08:00-09:00 R.	1801055071 - SALSABILA NADYA PUTRI THE RELATIONSHIP BETWEEN STUDENTS' PERSONALITY TYPES AND THEIR SPEAKING PERFORMANCE OF THE UNDERGRADUATE ENGLISH EDUCATION DEPARTMENT STUDENTS OF UNIVERSITY MUHAMMADIYAH PROF. DR. HAMKA	FIDANIAR TIARSIWI, S.Pd IR	SILIH WARNI, Ph.D. MARTRIWATI, M.Pd.
11	Jumat, 11 Ags 202 08:00-09:00 R.	1601055102 - TITIN ERNAWATI WAGAB THE ENGLISH STUDENTS' PERCEPTION OF ONLINE LEARNING IN THE ADVANCED ENGLISH STRUCTURE COURSE DURING THE COVID-19 PANDEMIC AT THE UNIVERSITY OF MUHAMMADIYAH PROF. DR. HAMKA	AKHMAD HAQIQI MAMUN, -	BURHAYANI, Dr., M.Pd., CAHYA KOMARA, S.Pd., M
12	Jumat, 11 Ags 202 08:00-09:00 R.	1701055050 - KHAFID ROY HANAFI ENGLISH TEACHERS' STRATEGIES IN TEACHING SPEAKING DURING PANDEMIC COVID-19 AT KELUARGA WIDURI HIGH SCHOOL CILANDAK	HAMZAH PUADI ILYAS, Ph IR	HERRI MULYONO, Ph.D NETI HARTATI, M.Pd.
13	Jumat, 11 Ags 202 08:00-09:00 R.	1701055061 - AMANULLAH AL AMBARY THE CONTENT VALIDITY OF THE ENGLISH SUMMATIVE TEST FOR THE EIGHTH GRADE STUDENTS OF SMP IT AL KHAIRAT IN THE 2020/2021 ACADEMIC YEAR	ZUHAD AHMAD, Drs., M.P IR	AKHMAD HAQIQI MAMUN, HENI NOVITASARI, M.Pd
14	Jumat, 11 Ags 202 08:10-10:10 R.	1801055026 - MUHAMAD HASBI ASSHIDD THE EFFECTIVENESS OF DIGITAL STORYTELLING TO IMPROVE STUDENTS' SPEAKING AT THE ELEVENTH GRADE OF SMKN 73 JAKARTA IN ACADEMIC YEAR 2023/2024	ZUHAD AHMAD, Drs., M.P IR	AKHMAD HAQIQI MAMUN, HENI NOVITASARI, M.Pd
15	Jumat, 11 Ags 202 09:10-10:10 R.	1701055124 - FRISCA AYUNINGTYAS GIR THE RELATIONSHIP BETWEEN STUDENTS HABBIT LISTENING ENGLISH SONG AND THEIR LISTENING SKILL	HENI NOVITASARI, M.Pd -	BURHAYANI, Dr., M.Pd., CAHYA KOMARA, S.Pd., M
16	Jumat, 11 Ags 202 09:10-10:10 R.	1801055021 - MEILY SONIA PUTRI EFL SEFL-REGULATED MOTIVATION IN INFORMAL DIGITAL LEARNING SPEAKING OF ENGLISH IN HIGHER EDUCATION CONTEXT	NURHANDAYANI SUPRAP IR	ZUHAD AHMAD, Drs., M.P SISWANA, M.Pd.

## DAFTAR JADWAL SIDANG SKRIPSI

Prog. Studi : Pendidikan Bahasa Inggris

Periode Sidang : 11 Ags 2023 s/d 11 Ags 2023

NO	Tgl Sidang Jam Sidang Ruang Sidang	NIM - Nama Mahasiswa Judul skripsi	Dosen Pembimbing	Dosen Penguji
17	Jumat, 11 Ags 202 09:10-10:10 R.	1801055073 - ALDAWIYAH ARSYAH ARME THE CORRELATION BETWEEN STUDENTS LISTENING SKILLS WITH THE HABIT OF USING SPOTIFY APPLICATION AT SMA NEGERI 42 JAKARTA	FIDANIAR TIARSIWI, S.Pd IR	SILIH WARNI, Ph.D. MARTRIWATI, M.Pd.
18	Jumat, 11 Ags 202 09:10-10:10 R.	1801055087 - DINDA NASYA KOMALA EFL STUDENTS PERCEPTION OF USING TWITTER FOR THEIR INDEPENDENT LEARNING	HAMZAH PUADI ILYAS, Ph IR	HERRI MULYONO, Ph.D NETI HARTATI, M.Pd.
19	Jumat, 11 Ags 202 10:20-11:20 R.	1801055161 - MARSIELLA CREANATA THE WILLINGNESS TO COMMUNICATE IN ENGLISH: A CASE STUDY OF EFL STUDENTS AT A SECONDARY BILINGUAL SCHOOL IN INDONESIA	NURHANDAYANI SUPRAP IR	ZUHAD AHMAD, Drs., M.P SISWANA, M.Pd.
20	Jumat, 11 Ags 202 10:20-11:20 R.	1801055008 - RANI SARAH FAUZIAH "STUDENTS' PERCEPTION OF THE USE SCRABBLE GAMES IN INCREASING THEIR VOCABULARY MASTERY AT SMA BUDHI WARMAN 1 IN 2022/2023 ACADEMIC YEAR."	NETI HARTATI, M.Pd. IR	HAMZAH PUADI ILYAS, Ph NITA KANIADEWI, M.Pd
21	Jumat, 11 Ags 202 10:20-11:20 R.	1701055084 - ARDAN KUNCAHYO THE CONTENT VALIDITY OF ENGLISH SUMMATIVE TEST FOR ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH CILEUNGSU ON THE FIRST SEMESTER 2022/2023 ACADEMIC YEARS	ZUHAD AHMAD, Drs., M.P IR	AKHMAD HAQIQI MAMUN, HENI NOVITASARI, M.Pd
22	Jumat, 11 Ags 202 10:20-11:20 R.	1901055045 - SALSABILA FITRI WIDYANIN STUDENTS RESPONSES TO THE USE OF MOVIES OR SERIES WITH ENGLISH SUBTITLES IN GRAMMAR MASTERY	FIDANIAR TIARSIWI, S.Pd IR	SILIH WARNI, Ph.D. MARTRIWATI, M.Pd.
23	Jumat, 11 Ags 202 10:20-11:20 R.	1901055040 - ANISA PUTRI HIDAYAH EFL STUDENTS STRATEGIS IN LEARNING ENGLISH SPEAKING SKILLS	HAMZAH PUADI ILYAS, Ph IR	HERRI MULYONO, Ph.D NETI HARTATI, M.Pd.
24	Jumat, 11 Ags 202 10:20-11:20 R.	1901055120 - RISKA DEWI HERAWATI STUDENTS PERCEPTIONS OF THEIR PUBLIC SPEAKING ANXIETY IN EFL CLASSROOM	TRI SETYANINGSIH, M.Pd. IR	BURHAYANI, Dr., M.Pd., CAHYA KOMARA, S.Pd., M
25	Jumat, 11 Ags 202 10:20-11:20 R.	1901055129 - MAHARANI RETNO CENDAN IMPROVING JUNIOR HIGH STUDENTS VOCABULARY MASTERY THROUGH ENGLISH ANIMATION VIDEOS FROM YOUTUBE AT THE SEVENTH GRADE OF SMPN 136 JAKARTA	SUCIANA WIJIRAHAYU, D IR	ROSLAINI, Dr., M.Hum. NURHANDAYANI SUPRAP

## DAFTAR JADWAL SIDANG SKRIPSI

Prog. Studi : Pendidikan Bahasa Inggris

Periode Sidang : 11 Ags 2023 s/d 11 Ags 2023

NO	Tgl Sidang Jam Sidang Ruang Sidang	NIM - Nama Mahasiswa Judul skripsi	Dosen Pembimbing	Dosen Penguji
26	Jumat, 11 Ags 202 10:20-11:20 R.	1901055135 - FATIMAH SUHAILA ARSALI THE EFFECT OF MULTILINGUAL AWARENESS ON INDONESIAN PRE-SERVICE TEACHERS' MOTIVATION: PERSPECTIVE OF MULTILINGUALISM	HERRI MULYONO, Ph.D IR	TRI WINTOLO APOKO, Dr., SUCIANA WIJIRAHAYU, D
27	Jumat, 11 Ags 202 13:00-14:00 R.	1901059003 - MELANIA FEBRIANI EFL TEACHERS READINESS FOR ACTUAL USE OD GAMIFICATION IN CLASSROOM SETTING A RESPONSE MAPPING ANALYSIS USING RASCH MODELLING	HERRI MULYONO, Ph.D IR	SUCIANA WIJIRAHAYU, D TRI WINTOLO APOKO, Dr.,
28	Jumat, 11 Ags 202 13:00-14:00 R.	1901055041 - RIDA FARADILA STUDENTS CHALLENGES IN LEARNING ENGLISH: A CASE STUDY AT SMK BUDHIWARMAN 1	HAMZAH PUADI ILYAS, Ph IR	NETI HARTATI, M.Pd. HERRI MULYONO, Ph.D
29	Jumat, 11 Ags 202 13:00-14:00 R.	1901055105 - ROSYIDATUL HAYAT PUTRI STUDENTS' PERCEPTION OF WATCHING ENGLISH MOVIE TO IMPROVE LISTENING SKILLS	ZUHAD AHMAD, Drs., M.P IR	HENI NOVITASARI, M.Pd AKHMAD HAQIQI MAMUN,
30	Jumat, 11 Ags 202 13:00-14:00 R.	1901055085 - ERLINDA TRI KUSUMAWAT STUDENTS SELF-REGULATED LEARNING IN ENGLISH GRAMMAR CLASS	FIDANIAR TIARSIWI, S.Pd IR	MARTRIWATI, M.Pd. SILIH WARNI, Ph.D.
31	Jumat, 11 Ags 202 13:00-14:00 R.	1901055049 - SEPTIA KUSUMANING PRA THE INFORMAL DIGITAL LEARNING OF ENGLISH: HOW THE SUBTITLED VIEWING HELP STUDENTS' ENGLISH VOCABULARY LEARNING	NURHANDAYANI SUPRAP IR	SISWANA, M.Pd. ZUHAD AHMAD, Drs., M.P
32	Jumat, 11 Ags 202 10:20-11:20 R.	1901055022 - KIRANA AULIA CAHYANINGTY ANALYSIS OF STUDENTS' SPEAKING ANXIETY AT THE TENTH GRADE OF SMK BUDHI WARMAN 1	MARTRIWATI, M.Pd. IR	CAHYA KOMARA, S.Pd., M BURHAYANI, Dr., M.Pd.,
33	Jumat, 11 Ags 202 13:00-14:00 R.	1801055065 - DHITA LINTANG PERDHAN STUDENTS' PERCEPTION ON THE USE OF YOUTUBE IN LEARNING VOCABULARY IN THE SECOND GRADE STUDENTS AT SMA ISLAM TERATAI PUTIH GLOBAL	SUCIANA WIJIRAHAYU, D IR	NURHANDAYANI SUPRAP ROSLAINI, Dr., M.Hum.
34	Jumat, 11 Ags 202 14:10-15:10 R.	1901055001 - ALFIANI DINDA NURAZIZA STUDENTS PERCEPTION OF GOOGLE TRANSLATE USE FOR DESCRIPTIVE WRITING IN A SENIOR HIGH SCHOOL	NURHANDAYANI SUPRAP IR	SISWANA, M.Pd. ZUHAD AHMAD, Drs., M.P
35	Jumat, 11 Ags 202	1601055016 - MUHAMAD AL FAISAL	TRI WINTOLO APOKO, Dr.,	NURHANDAYANI SUPRAP

## DAFTAR JADWAL SIDANG SKRIPSI

Prog. Studi : Pendidikan Bahasa Inggris

Periode Sidang : 11 Ags 2023 s/d 11 Ags 2023

NO	Tgl Sidang Jam Sidang Ruang Sidang	NIM - Nama Mahasiswa Judul skripsi	Dosen Pembimbing	Dosen Penguji
	14:10-15:10 R.	STUDENTS PERCEPTION ON BLENDED LEARNING IN PROMOTING THEIR MOTIVATION IN LEARNING ENGLISH IN UNIVERSITY	IR	ROSLAINI, Dr., M.Hum.
36	Jumat, 11 Ags 202 14:10-15:10 R.	1901055037 - NADIYAH TRI HASTUTI AN ANALYSIS OF THE FACTORS CONTRIBUTING TO CODE SWITCHING IN EFL SPEAKING CLASS	TRI SETYANINGSIH, M.Pd. IR	MARTRIWATI, M.Pd. SILIH WARNI, Ph.D.
37	Jumat, 11 Ags 202 14:10-15:10 R.	1901055016 - INEZ FANNISA AYUDIA AN ANALYSIS OF EFL TEACHERS' STRATEGIES IN TEACHING DESCRIPTIVE TEXT AT THE SEVENTH GRADE OF SMPN 263 JAKARTA IN THE MERDEKA CURRICULUM	SILIH WARNI, Ph.D. IR	CAHYA KOMARA, S.Pd., M BURHAYANI, Dr., M.Pd.,
38	Jumat, 11 Ags 202 14:10-15:10 R.	1901055062 - ISMI QOLBI MAHARANI THE RELATIONSHIP BETWEEN STUDENTS INTEREST IN LEARNING ENGLISH AND THEIR SPEAKING SKILLS	SISWANA, M.Pd. IR	NETI HARTATI, M.Pd. HERRI MULYONO, Ph.D
39	Jumat, 11 Ags 202 14:10-15:10 R.	1901055091 - NOVIA DEWI PUTRI STUDENTS PERCEPTION OF USING SPOTIFY APPLICATION IN LEARNING ENGLISH PRONUNCIATION AT ELEVENTH GRADR OF SMK CILINCING 1 JAKARTA	BURHAYANI, Dr., M.Pd., IR	NITA KANIADEWI, M.Pd HAMZAH PUADI ILYAS, Ph
40	Jumat, 11 Ags 202 R.	1901055068 - SAKINAH ARRAHMAH THE RELATIONSHIP BETWEEN THE STUDENTS SELF-REGULATED LEARNING AND THEIR SPEAKING SKILL AT THE SEVENTH-GRADE STUDENTS OF SMP MUHAMMDIYAH 1 JAKARTA	MARTRIWATI, M.Pd. IR	SUCIANA WIJIRAHAYU, D TRI WINTOLO APOKO, Dr.,
41	Jumat, 11 Ags 202 15:30-16:30 R.	1901055063 - ASHA MAHARANI NUPUS THE WILLINGNESS TO COMMUNICATE OF ENGLISH AS A FOREIGN LANGUAGE STUDENTS: A CASE STUDY AT AN INDONESIAN VOCATIONAL SCHOOL	NURHANDAYANI SUPRAP IR	SISWANA, M.Pd. ZUHAD AHMAD, Drs., M.P
42	Jumat, 11 Ags 202 15:30-16:30 R.	1901055038 - REVINA PUTRI HERDIAN THE EFFECTIVENESS OF LEARNING ENGLISH THROUGH YOUTUBE VIDEO TO IMPROVE TENTH GRADE SPEAKING SKILLS AT SMK NEGERI 11 JAKARTA	SILIH WARNI, Ph.D. IR	NURHANDAYANI SUPRAP ROSLAINI, Dr., M.Hum.

## DAFTAR JADWAL SIDANG SKRIPSI

Prog. Studi : Pendidikan Bahasa Inggris

Periode Sidang : 12 Ags 2023 s/d 12 Ags 2023

NO	Tgl Sidang Jam Sidang Ruang Sidang	NIM - Nama Mahasiswa Judul skripsi	Dosen Pembimbing	Dosen Penguji
1	Sabtu, 12 Ags 202 08:00-09:00 R.	1901055027 - INKA DWIYANTI EFL Students Metacognitive Learning Strategies in Essay Writing	ROSLAINI, Dr., M.Hum. IR	MARTRIWATI, M.Pd. SISWANA, M.Pd.
2	Sabtu, 12 Ags 202 08:00-09:00 R.	1901055033 - SHABRINA JULIANDINI "A Narrative Inquiry on The Students Learning Writing Experiences in Post Pandemic  A NARRATIVE INQUIRY ON THE STUDENTS ACADEMIC WRITING EXPERIENCES IN POST PANDEMIC"	HENI NOVITASARI, M.Pd IR	ROSLAINI, Dr., M.Hum. CAHYA KOMARA, S.Pd., M
3	Sabtu, 12 Ags 202 08:00-09:00 R.	1901055067 - ESTHIYANA DAMAYANTI "THE IMPLEMENTATION OF METACOGNITIVE STRATEGY IN WRITING SENTENCES AT JUNIOR HIGH SCHOOL 22 JAKARTA"	ROSLAINI, Dr., M.Hum. IR	SILIH WARNI, Ph.D. HENI NOVITASARI, M.Pd
4	Sabtu, 12 Ags 202 08:00-09:00 R.	1901055020 - TIARA KUSUMA DEWI STUDENTS' PERCEPTION TOWARDS THE USE OF ROLE-PLAY IN LEARNING SPEAKING IN 24 JAKARTA JUNIOR HIGH SCHOOL	ROSLAINI, Dr., M.Hum. IR	ANITA DEWI EKAWATI, S. SRI KUSUMA NINGSIH, M.
5	Sabtu, 12 Ags 202 09:10-10:10 R.	1901055025 - SAILA SALSABILA STUDENTS' PERCEPTION OF USING PHRASE STRUCTURE IN UNDERSTANDING OF SENTENCE CONSTRUCTION	ROSLAINI, Dr., M.Hum. IR	ANITA DEWI EKAWATI, S. SRI KUSUMA NINGSIH, M.
6	Sabtu, 12 Ags 202 09:10-10:10 R.	1901055115 - PRICILLIA SITOMPUL KAHOOT: LET'S HAVE FUN IN ENGLISH CLASS WITH IT!	SISWANA, M.Pd. IR	SILIH WARNI, Ph.D. HENI NOVITASARI, M.Pd
7	Sabtu, 12 Ags 202 09:10-10:10 R.	1901055116 - NIDA USWATUN HASANAH The Use of Instagram for Students Writing Skills	ANITA DEWI EKAWATI, S. IR	MARTRIWATI, M.Pd. SISWANA, M.Pd.
8	Sabtu, 12 Ags 202 09:10-10:10 R.	1901055126 - SULIS LIANI STUDENTS PERCEPTION ON PUBLIC SPEAKING LECTURE FOR THEIR SPEAKING ABILITY	HENI NOVITASARI, M.Pd IR	ROSLAINI, Dr., M.Hum. CAHYA KOMARA, S.Pd., M
9	Sabtu, 12 Ags 202 10:20-11:20 R.	1801055009 - ADINDA PUTRI AYU THE EFFECT OF EFL TEACHERS PARTICIPATION IN PROFESSIONAL DEVELOPMENT PROGRAM ON THE  CHAGE OF THEIR TEACHING BEHAVIOUR	SRI KUSUMA NINGSIH, M. IR	ROSLAINI, Dr., M.Hum. CAHYA KOMARA, S.Pd., M



## DAFTAR JADWAL SIDANG SKRIPSI

Prog. Studi : Pendidikan Bahasa Inggris

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NO	Tgl Sidang Jam Sidang Ruang Sidang	NIM - Nama Mahasiswa Judul skripsi	Dosen Pembimbing	Dosen Penguji
10	Sabtu, 12 Ags 202 10:20-11:20 R.	1901055097 - DEA MARIZKA YULIANTI AN ANALYSIS OF WRITING ANXIETY ENGLISH FOREIGN LANGUAGE AT EIGHT GRADE STUDENTS IN JUNIOR HIGH SCHOOL	MARTRIWATI, M.Pd. IR	SILIH WARNI, Ph.D. HENI NOVITASARI, M.Pd
11	Sabtu, 12 Ags 202 10:20-11:20 R.	1901055113 - HANIFAH NURAINI SECONDARY SCHOOL STUDENTS READINESS FOR AUTONOMOUS ENGLISH LEARNING	ANITA DEWI EKAWATI, S. IR	MARTRIWATI, M.Pd. SISWANA, M.Pd.
12	Sabtu, 12 Ags 202 10:20-11:20 R.	1901055079 - NUR AZIZAH THE INFLUENCE OF CHAT FEATURE ON GENSHIN IMPACT ONLINE GAME ON ESL COMMUNICATION SKILLS.	SILIH WARNI, Ph.D. IR	SRI KUSUMA NINGSIH, M. ANITA DEWI EKAWATI, S.
13	Sabtu, 12 Ags 202 13:00-14:00 R.	1901055080 - ARIN NURAENI STUDENTS PERCEPTION OF USING SONG ON SPOTIFY FOR LEARNING ENGLISH	SILIH WARNI, Ph.D. IR	SRI KUSUMA NINGSIH, M. ANITA DEWI EKAWATI, S.

**AN ANALYSIS WRITING ANXIETY ENGLISH FOREIGN  
LANGUAGE AT EIGHT GRADE STUDENTS' IN  
MTS AL-KAUTSAR JUNIOR HIGH SCHOOL**

**LAPORAN PUBLIKASI ILMIAH**

Submitted to Complete and Fulfill One of the Requirements for Obtaining a Bachelor of  
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**BY  
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**THE STUDY PROGRAMME OF ENGLISH EDUCATION  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
THE UNIVERSITY OF MUHAMMADIYAH PROF. DR. HAMKA  
JAKARTA  
2023**

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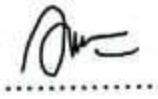


Judul Artikel : An Analysis Students Writing Anxiety English Foreign Language at Eight Grade Students in Junior High School

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Dengan ini menyatakan bahwa artikel yang saya buat dengan judul **"AN ANALYSIS STUDENTS WRITING ANXIETY ENGLISH FOREIGN LANGUAGE AT EIGHTH GRADE STUDENTS IN JUNIOR HIGH SCHOOL"** merupakan hasil karya sendiri dan sepanjang pengetahuan dan keyakinan saya bukan plagiat dari karya ilmiah yang telah dipublikasikan sebelumnya atau ditulis orang lain. Semua sumber yang dikutip maupun dirujuk telah saya tulis dengan benar sesuai dengan pedoman dan tata cara pengutipan yang berlaku. Apabila ternyata dikemudianhari artikel ini, baik sebagian maupun keseluruhan merupakan hasil plagiat ataupun jiplakan terhadap karya orang lain, maka saya bersedia mempertanggung jawabkan sekaligus bersedia menerima sanksi berdasarkan aturan yang berlaku di Universitas Muhammadiyah Prof. DR.HAMKA.

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*Jakarta, Indonesia*

# AN ANALYSIS OF WRITING ANXIETY ENGLISH FOREIGN LANGUAGE AT EIGHT GRADE STUDENTS IN JUNIOR HIGH SCHOOL

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**Abstract:** *This study aims to analyze the writing anxiety of English students in the eighth grade of junior high school. This study uses mixed methods where quantitative to determine the types and factors of writing anxiety, while qualitative to determine strategies in reducing writing anxiety. The instruments used for data collection are two closed questionnaires, namely Cheng's second language writing anxiety inventory (SLWAI) and Rezae and Jafari's causes of writing anxiety inventory (CWAI). The results of this study found that the type of writing anxiety with the highest results was cognitive anxiety compared to the other two types of anxiety. Then there are six factors that cause writing anxiety, namely fear of negative evaluation, low levels of self-confidence, pressure from task perfection, insufficient of practical writing experience, fear of writing exams and lack of writing techniques.*

**Keywords:** anxiety, SLWAI, CWAI.

## INTRODUCTION

Students learning English need to master a wide range of skills, including writing, listening, reading and speaking. Writing is difficult, especially for people learning a second or foreign language. (David and Kasim, 2007). The representation of language in the form of symbols, letters and words is called writing. Writing is a way to transmit knowledge as well as convey ideas, sentiments, and intentions to others.

Writing is defined as an effective communication tool to express or distribute ideas about thoughts that will continue for the rest of our lives Carrol et al. (2001: 3). Writing is a complex process that enables authors to analyse their thoughts and ideas and put them on paper. (Gaith, 2002: 1). Writing is primarily learnt and refined during the learning process. Students must think and have a broad imagination, which they must combine into writing. Writing requires a letter of understanding oneself and one's environment, language conventions, and recognition. As a result, emotions, views, and general references to these abilities should be emphasized. Learners must acquire writing skills so that they can convey their opinions, ideas, and emotions in an approach that readers will comprehend.

"Language is a tool to ensure human communication and consent. Can (2019, p. 115) defines scripture as "a language system with the possibility of long-term and enduring effectiveness." Writing is a tool that people employ to convey their experiences from their past to the present, as well as a measure of academic accomplishment during the course of their academic career, a primary form of communication, and a fundamental ability in language. In a way, Writing is a means of passing on one's identity to future generations. These skills are essential in transferring life, interest in history and culture to the mortal lives of scholars throughout the ages. English learners must be proficient in several skills, including Writing, listening, reading and speaking. Writing is a difficult task, especially for people learning a second or foreign language, David and Kasim (2007). Writing is the representation of language in the form of symbols, letters and words. Writing can be used to transmit knowledge as well as convey ideas, sentiments, and objectives to others.

Carrol and colleagues (2001: 3) Writing is characterized as an efficient communication tool for expressing or sharing ideas about concepts that will last throughout our life. Writing is a complicated procedure which enables writers to examine and realize their ideas and thoughts on paper. (Gaith, 2002: 1). Writing is mainly learned and developed during learning. Students must think and have a broad imagination, which they must combine into writing. Writing requires a letter of understanding oneself and one's environment, language conventions, and recognition. Consequently, emotions, opinions, and generally referring to these abilities should be highlighted. Students should learn to write to express their thoughts, ideas, and feelings in a way that readers can understand.

" Language is a tool for human communication and agreement. Writing is a linguistic system with potential for long-term sustained effectiveness" (Kahn, 2019, p. 115). Writing is a tool that people use to express themselves from the past to the present, a measure of academic performance throughout their academic career, a basic form of communication and a fundamental language skill. In a way, Writing is a means of passing on one's identity to future generations. These abilities are essential in transferring life, interest in history and culture of the mortal lives of academics throughout the ages.

An important element of Writing is knowing whether the usual learning process will make our writing activities more or less effective. This situation indicates the effectiveness and efficiency of the teaching and learning process in the acquisition of competences. One factor to consider is personal differences. Since personal experience and knowledge can change at any time, attitudes acquired through experience can lead to both positive and negative outcomes. Hassan (2001) also describes writing anxiety as "a general avoidance of writing and situations that the individual believes may involve a certain amount of writing, supported by a potential appraisal of that writing". Writing performance was found to be inversely related to writing anxiety (Al Asmari, 2013; Rezaei, Jafari, & Younas, 2014).

Students may experience different types of anxiety due to their diverse psychological backgrounds. According to Horwitz and Cope's (1986: 131) research, The Language of Anxiety has three parts: stress about communicating, fear about exams, and anxiety about receiving bad grades. Based on several multidimensional measures of anxiety, stress is divided into three categories: somatic, cognitive, and behavioral (Cheng, 2004: 318). Similarly, writing challenges, difficulties to start writing well, and lack of encouragement can all cause stress. Therefore, not much work has been done to examine the possible causes of SLWA (Second Language Writing Anxiety) in the EFL context (Rezaei & Jafari, 2014).

## LITERATURE REVIEW

### A. Writing anxiety

Writing is an effective means of communication to express or share ideas about what we want to write to others or ourselves. Writing can also be seen as a skill required in many professions. According to Clark (2005:8), students' lack of information or understanding of what is needed to complete writing work and students' perception of writing as a difficult endeavor are indeed causes of writing anxiety. This implies that fear of writing is usually anxiety caused by worries about negative reactions and lack of motivation because people view writing as a task rather than a vital ability.

### B. Types of writing anxiety

Writing anxiety is classified into three types of cognitive, somatic, and behavioral avoidance (Cheng, 2004).

#### 1. Cognitive anxiety

Cognitive anxiety refers to the mental aspects of experiencing worry, such as negative expectations and excessive focus on perceptions of others. How students write, but they are very fixated on high expectations from people around them, such as peers and teachers. It makes students focus only on the opinions of others, not on their Writing.

#### 2. Semantic anxiety

Semantic anxiety is the sense of the psychological side-effects of anxiety events, such as tension and uneasiness, in a person's state of mind (Cheng, 2004). An example is when students are asked to write and complete it within a certain period. Maybe they don't feel nervous and anxious at first, but fear and anxiety will appear if they have finished writing.

#### 3. Avoidance of behavior

'Avoidance' is a verb that means to prevent from doing something or to flee from someone or something. A major component in the description, diagnosis, and management of anxiety disorders has been identified as avoidance, which has been the subject of extensive research in the context of anxiety (Barlow, 2002). Avoidance Anxious students often steer clear of writing. The behavioral component of anxiety is what it is. For instance, some students skip writing classes or neglect to do their homework. Due to the pupils' avoidance of writing, this anxiety may be the most hazardous sort of writing anxiety. They won't participate in the writing class in any way. The kids' written assignments are not being read by anyone.

### C. Causes of writing anxiety

Rezaei & Jafari (2014) someone could argue the case that the Common Reason of Writing Anxiety Inventory (CWAII) is a crucial tool created to pinpoint the root causes of writing anxiety. Multiple reasons can contribute to writing anxiety. Let us talk about the subsequent causes:

#### a. Fear of negative evaluation

The majority of learners are going to experience anxiety whenever they have a written test, and exam anxiety is widespread since written tests are thought of as valuable activities that are strongly affected by time restrictions (Zhang, 2011:13). When teachers expect better from them, students will become anxious

when writing, and as a consequence, their teachers will score their work poorly. To ensure that the way they write English is as excellent as their second language, they need additional time to plan, compose, and revise. When students are under time constraints, they become anxious because they find it difficult to concentrate on writing and instead focus on other tasks in the restricted amount of time.

b. Lack of experience or insufficient writing practice

One of the things causing students' concern when creating papers in the language is their lack of expertise communicating in English. For students who haven't received a lot of experience writing, the essay's format will be more important than its subject matter. The more reading comprehension is demonstrated, the more importance is placed on the paper. Exercises in writing are essential for developing writing skills. Students' writing will improve with regular practice.

c. Insufficient writing technique

A student's ability to write well demonstrates their level of skill development and their comprehension of the creative process. Students that are nervous are not proficient writers because they are undeveloped and need assistance understanding the writing process.

d. Lack of topical knowledge

The lack of broad understanding of the topic makes students uneasy. For example, students who are not familiar with politics will feel nervous and afraid to express their thoughts when the teacher teaches them how to write essays. They need to discover something unusual and challenging for themselves. Thus, information has a big impact on how reluctant pupils are to write.

e. language difficulties

Foreign language learners frequently experience language barriers while writing essays in English. Since it is difficult to explain thoughts through precise and varied sentences, which must be presented according to the rules of grammar, language challenges make people feel embarrassed or lazy to write articles in English. Also, due to limited vocabulary, students need help presenting articles in English (Zhang, 2011).

f. Pressure for perfect work

Students may experience anxiety as a result of the pressure to finish the assignment. They contend that flawless writing necessitates diligence and high requirements (Bloom, 1981: 2). Students frequently become anxious and reluctant writers as a result of this self-imposed pressure to produce good work. Students are anxious while writing since they must meet a high quality.

g. Time pressure

One of the primary causes for writing anxiety is time constraint. The root of writing anxiety is also there (Rezaei and Jafari 2014: 1551). Additionally, Donaldson S.I. And. al. (2002: 263) noted that authors who are under time constraints and wish to write are more likely to experience the impacts of writing anxiety. As a result, the author claims that time pressure occurs when teachers place time restrictions on their students. To guarantee their English writing is flawless, they require plenty of time to plan, write, and rewrite.

h. Low self-confidence

When it comes to how pupils respond to written tasks, confidence is crucial. When they think they will perform poorly, even students with strong writing ability



experience anxiety (Hassan, 2001: 5). Students will not write correctly even if they have a high level of proficiency in writing in a second language if they lack confidence in their abilities.

i. Fear of writing tests

For many students, a prevalent issue is their fear of written exams. Their worries about receiving poor scores served to fuel their skepticism about their writing abilities. This feeling is frequently accompanied by concerns about grammatical, spelling, or sentence structure errors that can diminish the quality of their writing. All of these concerns have the potential to hinder creativity and keep pupils stuck in a cycle of fear.

j. High frequency of assignment.

The huge volume of schoolwork is another factor in writing anxiety. Rezeai and Jafari (2014:150) claim that a specific of the reasons of writing anxiety is the frequent nature of assignments. However, writing was the least popular choice and had a low percentage of respondents who identified it as a worry-inducing factor.

#### D. Strategies to reduce anxiety

Strategies for reducing anxiety are required after identifying the cause. Kondo and Ying-ling (2004: 263) list emotional approaches, cognitive approaches, and behavioral approaches as different types of anxiety management techniques. Cognitive techniques relate to the capacity to think of experienced anomalies as the primary cause of worry, as described by Hashemi and Abbasi (2013: 643). In addition, H. Mejias et al. (1991:97) suggested that "cognitive modification" (CM) be used as a treatment to lessen anxiety. They also assert that CM techniques can be used to alter people's cognitive expectations by teaching them how to speak for themselves. When this tactic is used, Students are encouraged to be more upbeat and are better equipped to handle accurate self-evaluations.

Exercise and trying to compose instructions outside of the classroom can be two of the most effective ways to calm anxiety. This is the case because, in Kondo and Ying-ling's opinion (2004:259), concern is caused by a lack of intellectual capacity. To help participants overcome their fear, participants should get clear instructions and engaging activities. For instance, individuals who keep writing better will fare better than others who have never written anything. According to Kondo and Ling (2004: 262), there are five ways to lessen pupils' anxiety. Some of these include preparing, relaxing, thinking positively, making friends, and resigning.

## METHOD

This study uses a combination of methods by combining components of qualitative and quantitative methods to obtain depth, breadth, and strength of data in order to identify how foreign languages affect the anxiety about writing of English language students (Johnson, Onwuegbuzie & Turner, 2007). This study attempts to identify the typical forms, root causes, and mitigation techniques for writing anxiety in kids. Participants in this study included thirty eighth-graders at a junior high school in Depok City.

The data was gathered using two questionnaires: the SLWAI by Cheng (2004) and the CWAI by Rezeai and Jafari (2014). The SLWAI is the first instrument to evaluate students' writing anxiety, especially when writing in a second or foreign language. The SLWAI has strong

internal consistency with a Cronbach's alpha coefficient of 0.91 and is commonly used as a benchmark to discover factors in foreign/second language writing anxiety (Cheng, 2004).

The 16-item SLWAI survey uses a Likert scale with five possible responses: 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). Then they were divided into three subcategories: avoidance behavior (12,13,14,15,16), semantic category (8,9,10,11), and cognitive category (1,2,3,4,5,6,7). The findings indicated that SLWAI has excellent parallel and satisfactory criterion-related validity, excellent internal reliability, respectable test-retest reliability, and good test-retest reproducibility (Cheng, 2004: 331).

Rezaei & Jafari, 2014 served as the basis for the CWAI questionnaire, which was modified into 26 items. According to Rezaei and Jafari (2014), this questionnaire was created to identify the primary causes of foreign language anxiety, which include (fear of a poor evaluation, lack of experience or insufficient writing practice, insufficient writing technique, lack of topical knowledge, language difficulty, pressure to produce flawless work on time, low self-confidence, the fear of writing tests, and a high frequency of assignments). The following actions were taken by researchers during data analysis:

1. Classifying questionnaire answers to determine the type of writing anxiety by collecting questionnaire data using SLWAI questionnaires from respondents. From 3 sub-categories of student anxiety types, namely the cognitive category (1,2,3,4,5,6,7), semantic category (8,9,10,11) and avoidance behavior category (12,13,14,15,16). The researcher then determined the mean of the students' replies for each category of writing anxiety. Students typically exhibit the highest levels of writing anxiety, according to research. Using the algorithm below, average scores are determined:

$$\text{Mean of score } M = \frac{\sum fx}{\sum f}$$

- M : mean
- f : frequency
- x : 5-1 (specific value given)
- $\sum f$  : total number of student (30)

2. CWAI should be divided into twenty-seven categories, followed by a percentage score and data analysis. Most people will cite writing-related anxiety as its primary cause. The percentage was calculated using the formula below:

$$\text{The percentage} = \frac{\text{Total score each item}}{\text{Total score of all item}} \times 100\%$$

3. Describes information about strategies to relieve students from interviews recorded and transcribed by researcher.
4. Conclude from the results of questionnaires and interviews to find out reduction strategies to reduce student anxiety.

After the data were collected and tabulated data, interviews were conducted with five participants who were selected to have a very low level of effectiveness in learning based on their English teachers. The interview aimed to clarify and extract data on strategies in reducing their anxiety in writing exams, to provide an overview of their experiences and perspectives when facing anxiety in writing. The results of the interviews and the SLWAI and CWAI questionnaires are then detailed in detail to paint a picture of the participants' experiences with anxiety and how anxiety affects how they learn to write in English.

## FINDINGS AND DISCUSSION

### Finding

#### A. Types of writing anxiety.

Utilizing the Second Language Writing Inventory (SLWAI) questionnaire, the researcher calculated the means of each form of writing anxiety to identify the most common type. Based on the reviewed SWAI questionnaire, the researcher divided students' writing anxiety into three categories: cognitive anxiety, semantic anxiety, and avoidant conduct. Table 1 displays the mean for each category.

**Table 1. The Mean of Each Category of Writing Anxiety**

Types of writing anxiety	Number of students	Total score	Mean
Cognitive	30	1158	22.57
Semantic	30	474	15.80
Avoidance behavior	30	215	10.50

From the table, the average level of cognitive anxiety is 22.57, the average level of semantic anxiety is 15.80, and the average avoidance behavior is 10.50, according to the table above. Semantic anxiety ranks second and avoidance has the lowest mean, but cognitive anxiety is the most common or has the highest mean. Thus, the most common form of foreign language writing anxiety experienced by many 8th graders in high school has been shown to be cognitive anxiety.

When The most typical kind of anxiety is cognitive anxiety, it means that students pay a lot of attention to external factors, namely teacher and peer evaluations and expectations of students' writing (Cheng, 2004). Cognitive anxiety has a huge effect on students' distraction when writing in English. Students will be less anxious when they are guided to do the work on their own without making any mistakes. This shows that cognitive anxiety has to counteract some negative external factors, as we will see later, in which causal factors are also the main cause of students feeling anxious. when writing. .

#### B. Causes of writing anxiety inventory

The Causes of Writing Anxiety Inventory (CWAI) was developed to determine the causes of writing anxiety. The researcher created a table of the CWAI results after gathering the data and presented them as percentages. Table 2 displays the CWAI findings.

### Table 2. Causes of Writing Anxiety Inventory

No	Cause writing anxiety inventory	total	percent
1.	Fear of negative evaluation	306	12%
2.	lack of experience or insufficient writing practice	273	11%
3.	insufficient writing technique	264	11%
4.	lack of topical knowledge	226	9%
5.	language difficult	184	7%
6.	pressure of perfect work	281	11%
7.	time pressure	196	8%
8.	low of self confidence	300	12%
9.	The fear of writing test	273	11%
10.	high frequency of assignment	180	7%
	<b>total</b>	<b>2483</b>	<b>100%</b>

According to the table above, eighth-graders in junior high schools experience writing anxiety most frequently due to fear of a poor grade (12%), low self-confidence (12%), pressure to produce perfect work (11%), a lack of experience or insufficient writing practice (11%), apprehension about writing tests (11%), and inadequate writing technique (11%). According to a percentage that was significantly more than the other 10 factors contributing to writing anxiety, the primary factor was selected. The dread of receiving a poor mark, which accounts for 12% of eighth-grade students' writing anxiety, is the main cause.

### C. Students' Behavioral Avoidance Strategies to reduce writing anxiety

The third focus is an interview to find out students' strategies in dealing with writing anxiety. The researcher used an interview tool and then categorized their anxiety reduction strategies to collect data. According to the interview findings, they almost all used the same strategies. There are five types of methods used: preparation, relaxation, positive thinking, finding a partner, and resignation.

#### a. Preparation

Based on the interview results, this preparation is used to reduce their nervousness. Then, in the process of reducing writing anxiety, find the behavioral elements of students. On the question "What preparation do you do if you feel anxious about the writing test?" the researcher got answers from the interview including students choose to prepare themselves by studying from home, learning by memorizing vocabulary and some just rely on Google.

#### b. Relaxation

When students were nervous about the test, they relaxed because taking the time to calm their minds before starting minimized tension and increased focus and creativity. On the question "What efforts did you make to reduce your anxiety when you started taking the writing test?" the researcher got strategic answers from the interview results where students chose to study in advance, read the questions so they can focus and some made efforts by playing games to reduce anxiety.

#### c. Positive thinking

Another method for lowering writing anxiety is to think positively. On the query, "What do you think about when you feel anxious, when you don't know what you will write in the writing test?" Other students stated that even though they thought about the score due to lack of preparation they believed that they would not receive remedials, and still other students stated that they believed in their own abilities, including by doing easy questions first so that not much time was wasted. The researcher received answers from all of these students.

d. Find a partner

This was done to seek out other people who could assist them if they needed English language assistance. On the question "What efforts did you make when you had no ideas/struggled with the topic during the writing test?" the researcher found that the participants chose to work with friends rather than not taking the writing test at all. After transcribing their answers, the researcher found that three out of five students answered "asking questions and cooperating with friends" to ease the anxiety of running out of time and reduce the lack of confidence in their abilities.

e. Resignation

These students are anxious and will try everything to ease their writing anxiety. Regarding the query, "What do you do while working on a piece of writing and you really can't and don't know what to write?" The majority of the interviews gave nearly identical responses, with the researcher finding that "thinking until you know the idea and then free-writing so that time is not wasted-" was the best strategy. Alternatively, the respondents preferred to engage in freewriting rather than doing nothing in order to receive an assessment even with limited outcomes.

## **Discussion**

This study intends to identify the primary causes for writing anxiety among eighth graders at junior high schools in Depok City, as well as the predominant types, main variables, and avoidance techniques of those pupils. One of the three kinds of writing anxiety became the most common kind, with this kind of anxiety scoring higher than the others, according to the recognition results from 30 students. The mean score for cognitive anxiety was the highest, reaching in at 22.57. It may be argued that most pupils in one eighth-grade class experience cognitive anxiety, considered a form of writing anxiety.

This finding is in line with the findings of two earlier research due to the kind of writing anxiety discovered. The most typical form of writing anxiety, according to Rezaei and Jafari (2014), is cognitive anxiety. 42.5% of survey respondents who said they had writing anxiety in the study acknowledged having cognitive anxiety. The findings of this study are also comparable to those of a 2019 survey on anxiety and writing issues among EFL English learners in Indonesia conducted by Hartono Hartono and Mega Mulianing Maharani. They discovered that cognitive anxiety got the highest score (31.79) in their investigation.

The first major Low self-confidence and other factors contributed to writing anxiousness. fear of criticism, which grew to be the leading cause at 12%. Due to their surroundings, children experience anxiety when writing because they worry that their teachers or other classmates will think poorly of them. And the pupils demonstrate this by behavioral avoidance, choosing to put off finishing something out of fear rather than risk it. An individual might become less confident and more concerned while writing in the future if they have previously received rejections or criticism that reduces their writing. Such negative



encounters can have a lasting impact on one's self-confidence and limit one's inventiveness and daring to express oneself.

The outcomes for the contributing factors to writing anxiety were comparable. The findings show that the research concentrated on worry about making the wrong choice, low self-confidence, and feeling under pressure to perform excellent work. Rezae and Jafari's (2014) finding that negative instructor feedback, a lack of confidence, and a lack of language proficiency are the main causes of writing anxiety is comparable to these findings.

The avoidance tactics used by students when writing with nervousness. To succeed academically, kids should develop techniques for lowering writing anxiety. The five strategies are: planning, unwinding, maintaining optimism, finding peers, and resignation. Five approaches to overcoming language anxiety are suggested by the theory (Kondo & Ying-Ling, 2004, p. 262), which include (1) preparation (2) relaxation, (3) positive thinking, (4) peer search and (5) resignation.

Preparation, the first step in this study, is crucial for students since it can lower anxiety. Everything is properly organized, and it appears that planning makes learning successful. Kondo and Ling (2004: 262) define preparation as a student's attempts to minimize risks in the classroom and enhance their study and learning techniques. As a result, students' comprehension of their subject matter improves and their fear about language sessions subsides.

The second technique is relaxation, which can be accomplished by simply inhaling deeply and slowly exhaling through the lips. Relaxation entails lessening the anxiety sensations that students experience prior to learning, according to Kondo and Ling (2004:262).

Another technique is to think positively. It alludes to the necessity for pupils to have a positive outlook on everything linked to the teaching and learning process as well as their abilities in other areas. Kondo and Ying-Ling (2004: 262) outline different types of positive thinking, including attempting to believe in oneself, seeing oneself, doing admirably, thinking about something enjoyable, or refraining from worrying about repercussions.

Another strategy friends employ is peer seeking. Students who struggle with English seek advice from their more experienced friends. Children talk about their issues, and their friends give them counsel. According to Kondo and Ling's (2004:262) theory, learners' propensity to know individuals who appear to suffer from writing anxiety defines friends seeking. Using this strategy, students can learn from their mistakes and develop their talents.

The last strategy is resignation, where students cease to give attentive to themselves and their work in an effort to reduce writing anxiety. According to Kondo and Ling (2004: 262), students who are reluctant to take any initiative to reduce their language fear are resigning.

## **CONCLUSION AND SUGGESTION**

### **I. Conclusion**

Several inferences can be derived from the information offered in the results of the study and discussed in the preceding chapter. First, the dominating worry in writing is cognitive writing anxiety. Semantic anxiety is the second type, followed by avoidance tactics. Cognitive anxiety

refers to components that contribute to the anxiety experience such as unfavorable assumptions and assessments made by others.

The primary cause of writing anxiety, which is also linked to cognitive anxiety, is the dread of receiving a poor grade, followed by low self-esteem, the pressure to produce flawless work, a lack of writing expertise or practice, and the fear of taking writing examinations.

Additionally, they employ the following techniques to combat writing anxiety: 1) preparation, 2) relaxation, 3) positive thinking, 4) peer search, and 5) resignation.

## **2. Suggestion**

Based on the results of this study, which explains the types of writing anxiety and factors that trigger writing. The researcher gives suggestions for the students that this study recommends foreign language students to assess their own fear of writing. Therefore, students should find their own strategies to overcome the fear of writing. For English teachers, this study recommends teachers in the classroom as mentors and tutors to find appropriate strategies to help students reduce their writing anxiety so that students can improve their writing skills.

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Lampiran 1: instrumen sebelum validasi.

### Angket keterlibatan siswa

Nama :

Kelas :

Hari/Tanggal :

Petunjuk :

1. Angket ini bertujuan untuk mengetahui bagaimana respon anda terhadap bahan ajar yang digunakan dalam pembelajaran.
2. Isilah angket sampai selesai
3. Angket ini tidak mempengaruhi nilai anda, maka isilah dengan sejujur-jujurnya.
4. Angket ini memiliki empat pilihan jawaban dengan keterangan sebagai berikut:
  - a. 1 : sangat tidak setuju
  - b. 2 : tidak setuju
  - c. 3 : netral
  - d. 4 : setuju
  - e. 5 : sangat setuju

#### A. Second Language Writing Anxiety Inventory (SLWAI)

No	Pernyataan	Pilihan				
		1	2	3	4	5
1.	Ketika menulis dalam bahasa Inggris, saya tidak gugup sama sekali. <i>When writing in English, I wasn't nervous at all</i>					
2.	Jantung saya berdebar kencang ketika menulis karangan dalam bahasa Inggris dengan batasan waktu. <i>I was pounding fast when writing essays in English with time constraints.</i>					
3.	Saya tidak khawatir bahwa tulisan bahasa Inggris saya lebih buruk daripada yang lain. <i>I am not worried that my English essay is worse than others.</i>					
4.	Saya gemetar atau berkeringat ketika saya menulis dalam bahasa Inggris dengan batasan waktu. <i>I shake or sweat when I write in English with time constraints.</i>					
5.	Pikiran saya menjadi tidak karuan ketika saya harus menulis dalam batasan waktu tertentu <i>My mind became confused when I had to write within a certain time limit</i>					
6.	Saya sering merasa panik ketika harus menulis tulisan dengan batasan waktu <i>I often feel panicked when I have to write essays with time limits</i>					
7.	Saya akan pasrah ketika diminta untuk menulis karangan dalam bahasa Inggris <i>I will resign myself when asked to write an essay in English</i>					

8.	Saya biasanya merasa kaku dan tegang ketika ada kegiatan menulis karangan dalam bahasa Inggris <i>I usually feel stiff and tense when there is an activity to write essays in English</i>					
9.	Saya sama sekali tidak takut jika tulisan saya akan mendapat nilai yang buruk <i>I wasn't afraid at all when my writing would get a bad grade</i>					
10.	Bilamana memungkinkan saya akan menulis karangan dalam bahasa Inggris <i>If possible I will write an essay in English</i>					
11.	Seringkali saya memilih untuk menuliskan ide saya dalam bahasa Inggris <i>I choose to write down my ideas in English often</i>					
12.	Saya khawatir teman-teman yang lain akan menghina hasil tulisan saya jika mereka membacanya <i>I'm afraid other friends will insult my writing if they read it.</i>					
13.	Saya sangat takut ketika tiba-tiba diminta untuk menulis karangan dalam bahasa Inggris <i>I was very scared when suddenly was asked to write an essay in English</i>					
14.	Saya tidak khawatir sama sekali dengan apa yang akan orang lain pikirkan tentang karangan saya <i>I don't worry at all about what others will think of my essay</i>					
15.	Jika karangan bahasa Inggris saya akan dinilai, saya khawatir akan mendapatkan nilai yang buruk. <i>If my English essay is to be graded, I am afraid it will get a bad grade.</i>					
16.	Saya takut jika tulisan saya akan dipilih menjadi contoh untuk dibahas dikelas <i>I was afraid that if I had to write my essay would be chosen as an example to be discussed in class</i>					
17.	Saya merasa khawatir dan gelisah jika mengetahui bahwa akan dilakukan penilaian <i>I feel worried and anxious if I know that an assessment will be made</i>					
18.	Saya biasanya menghindari menulis karangan dalam bahasa Inggris <i>I usually avoid writing essays in English</i>					
19.	Pikiran saya menjadi kosong ketika mulai menulis karangan dalam bahasa Inggris <i>My mind went blank when I started writing essays in English</i>					
20.	Saya akan menghindari situasi dimana saya harus menulis dalam bahasa Inggris <i>I will avoid situations where I have to write in English</i>					
21.	Saya tidak akan menulis karangan dalam bahasa Inggris kecuali jika saya tidak punya pilihan lagi <i>I won't write an essay in English unless I don't have a choice anymore</i>					
22.	Saya biasanya mencari kesempatan untuk keluar kelas ketika ada kegiatan menulis karangan dalam bahasa Inggris <i>I usually look for opportunities to leave class when there is an essay writing activity in English</i>					

#### B. Cause Writing Anxiety Inventory (CWAI)

No	Pernyataan	Pilihan				
		1	2	3	4	5
1.	Saya khawatir tentang komentar negatif dan penilaian guru <i>I worry about negative comments and teacher judgments</i>					



2.	Saya khawatir tentang komentar negatif dari teman-teman <i>I'm worried about negative comments from friends</i>				
3.	Saya khawatir teman-teman akan berkomentar buruk hasil tulisan saya jika mereka membacanya <i>I'm afraid my friends will comment badly on my writing if they read it</i>				
4.	Saya takut ketika akan ujian menulis <i>I feel scared when I will do writing test</i>				
5.	Saya kurang berlatih dalam sehingga saya merasa sangat cemas <i>I lack practice in writing so I feel very anxious</i>				
6.	Saya takut menulis karena pengalaman saya kurang <i>I feel scared in writing because my lack experience writing</i>				
7.	Saya takut komentar orang karena pengalaman saya kurang <i>I feel scared because my lack experience writing</i>				
8.	Saya kurang mengetahui teknik-teknik dalam menulis <i>I don't know enough about writing techniques</i>				
9.	Tulisan saya menjadi jelek karena kurang tahu teknik dalam menulis <i>My writing is bad because I don't know the technique in writing</i>				
10.	Saya tidak memiliki kemampuan yang baik dalam menulis <i>I don't have a good ability in writing</i>				
11.	Saya tidak tahu apa yang harus saya tulis pada tugas menulis yang diberikan oleh guru <i>I don't know what to write on the writing assignment given by the teacher</i>				
12.	Saya tidak mengerjakan tulisan bahasa Inggris karena saya tidak begitu paham <i>I don't do my English writing because I don't really understand</i>				
13.	Saya tidak mengerjakan tulisan bahasa Inggris karena saya tidak tahu bagaimana cara menulis <i>I don't do my English writing because I don't know how to write</i>				
14.	Saya memiliki masalah dalam konteks penguasaan struktur kalimat <i>I have a problem in the context of mastery of grammar</i>				
15.	Saya memiliki masalah dalam konteks penguasaan kosakata <i>I have a problem in the context of mastery of vocabulary</i>				
16.	Semakin saya mencoba untuk menulis bahasa inggris saya semakin merasa kebingungan <i>When I try to write English more, I feel more confused</i>				
17.	Saya memaksakan diri ketika menulis untuk hasil maksimal dan itu membuat saya merasa kesal <i>I force myself when writing for maximum results and makes me feel annoyed</i>				
18.	Saya merasa takut jika tugas saya tidak berjalan dengan baik <i>I feel scared if my assignment doesn't go well</i>				
19.	Saya merasa cemas karena banyaknya tugas menulis <i>I feel anxious because of the number of writing tasks</i>				
20.	Saya takut ketika harus menulis dibawah tekanan waktu <i>I was fear when it comes to writing under time pressure</i>				
21.	Saya tidak bisa mengerjakan tulisan bahasa inggris jika waktunya sedikit <i>I can't do English writing if I have little time</i>				
22.	Saya kurang percaya diri dalam menulis bahasa inggris				

	<i>I lack confidence in writing English</i>					
23.	Saya selalu merasa tidak percaya diri ketika menulis karena saya khawatir membuat kesalahan dalam menulis <i>I always feel insecure when writing because I'm worried about making mistakes in writing</i>					
24.	Saya selalu merasa cemas jika saya akan mengekspresikan tulisan saya dalam bahasa inggris <i>I always feel anxious if I will express my writing in English</i>					
25.	Saya lebih banyak membuat kesalahan dalam menulis bahasa Inggris ketika ujian <i>I made more mistakes in writing in English during exams</i>					
26.	Saya takut menulis dalam bahasa inggris <i>I don't write in English</i>					
27.	Saya lebih baik tidak mengerjakan tugas karena takut tidak bisa <i>I'd rather not do the task for fear that I can't</i>					
28.	Saya cemas untuk menulis menggunakan bahasa inggris karna saya tidak kompeten dalam menulis bahasa inggris <i>I am anxious to write using English because I am not competent in writing English</i>					
29.	Saya bingung harus mendahulukan yang mana jika mempunyai tugas lebih dari satu <i>I'm confused about which one I will do first if I have more than 1 task</i>					

**LEMBAR VALIDASI KISI-KISI INSTRUMENT**  
**ANGKET KETERLIBATAN SISWA**

## A. Second Language Writing Anxiety Inventory

Variable	Indikator	No	pernyataan	Hasil Validasi ahli	
				Kesesuaian Indikator dan Butir Pernyataan	
				Ya	Tidak
SLWAI	Cognitive	1.	Ketika menulis dalam bahasa Inggris, saya tidak gugup sama sekali. <i>When writing in English, I wasn't nervous at all</i>	✓	
		2.	Jantung saya berdebar kencang ketika menulis karangan dalam bahasa Inggris dengan batasan waktu. <i>I was pounding fast when writing essays in English with time constraints.</i>	✓	
		3.	Saya tidak khawatir bahwa tulisan bahasa Inggris saya lebih buruk daripada yang lain. <i>I am not worried that my English essay is worse than others.</i>	✓	
		4.	Saya gemetar atau berkeringat ketika saya menulis dalam bahasa Inggris dengan batasan waktu. <i>I shake or sweat when I write in English with time constraints.</i>	✓	
		5.	Pikiran saya menjadi tidak karuan ketika saya harus menulis dalam batasan waktu tertentu <i>My mind became confused when I had to write within a certain time limit</i>	✓	
		6.	Saya sering merasa panik ketika harus menulis tulisan dengan batasan waktu <i>I often feel panicked when I have to write essays with time limits</i>	✓	
		7.	Saya akan pasrah ketika diminta untuk menulis karangan dalam bahasa Inggris <i>I will resign myself when asked to write an essay in English</i>	✓	
		8.	Saya biasanya merasa kaku dan tegang ketika ada kegiatan menulis karangan dalam bahasa Inggris	✓	

			<i>I usually feel stiff and tense when there is an activity to write essays in English</i>		
		9.	Saya sama sekali tidak takut jika tulisan saya akan mendapat nilai yang buruk  <i>I wasn't afraid at all when my writing would get a bad grade</i>	✓	
		10.	Bilamana memungkinkan saya akan menulis karangan dalam bahasa Inggris  <i>If possible I will write an essay in English</i>	✓	
		11.	Seringkali saya memilih untuk menuliskan ide saya dalam bahasa Inggris  <i>I choose to write down my ideas in English often</i>	✓	
	<b>Semantic</b>	12.	Saya khawatir teman-teman yang lain akan menghina hasil tulisan saya jika mereka membacanya  <i>I'm afraid other friends will insult my writing if they read it.</i>	✓	
		13.	Saya sangat takut ketika tiba-tiba diminta untuk menulis karangan dalam bahasa Inggris  <i>I was very scared when suddenly was asked to write an essay in English</i>	✓	
		14.	Saya tidak khawatir sama sekali dengan apa yang akan orang lain pikirkan tentang karangan saya  <i>I don't worry at all about what others will think of my essay</i>	✓	
		15.	Jika karangan bahasa Inggris saya akan dinilai, saya khawatir akan mendapatkan nilai yang buruk.  <i>If my English essay is to be graded, I am afraid it will get a bad grade.</i>	✓	
		16.	Saya takut jika tulisan saya akan dipilih menjadi contoh untuk dibahas dikelas  <i>I was afraid that if I had to write my essay would be chosen as an example to be discussed in class</i>	✓	
		17.	Saya merasa khawatir dan gelisah jika mengetahui bahwa akan dilakukan penilaian  <i>I feel worried and anxious if I know that an assessment will be made</i>	✓	

	<b>Behavior of Avoidance</b>	18.	Saya biasanya menghindari menulis karangan dalam bahasa Inggris <i>I usually avoid writing essays in English</i>	✓	
		19.	Pikiran saya menjadi kosong ketika mulai menulis karangan dalam bahasa Inggris <i>My mind went blank when I started writing essays in English</i>	✓	
		20.	Saya akan menghindari situasi dimana saya harus menulis dalam bahasa Inggris <i>I will avoid situations where I have to write in English</i>	✓	
		21.	Saya tidak akan menulis karangan dalam bahasa Inggris kecuali jika saya tidak punya pilihan lagi <i>I won't write an essay in English unless I don't have a choice anymore</i>	✓	
		22.	Saya biasanya mencari kesempatan untuk keluar kelas ketika ada kegiatan menulis karangan dalam bahasa Inggris <i>I usually look for opportunities to leave class when there is an essay writing activity in English</i>	✓	

#### B. Cause Writing Anxiety Inventory (CWAI)

Variable	Indikator	No	Pernyataan	Hasil Validasi ahli	
				Kesesuaian Indikator dan butir Pernyataan	
				Ya	Tidak
CWAI	Fear of Negative evaluation	1.	Saya khawatir tentang komentar negatif dan penilaian guru <i>I worry about negative comments and teacher judgments</i>	✓	
		2.	Saya khawatir tentang komentar negatif dari teman-teman <i>I'm worrrssssied about negative comments from friends</i>	✓	
		3.	Saya khawatir teman-teman akan berkomentar buruk hasil tulisan saya jika mereka membacanya <i>I'm afraid my friends will comment badly on my writing if they read it</i>	✓	
	Lack of experience or insufficient writing practice	4.	Saya kurang berlatih dalam sehingga saya merasa sangat cemas <i>I lack practice in writing so I feel very anxious</i>	✓	
		5.	Saya takut menulis karena pengalaman saya kurang <i>I feel scared in writing because my lack experience writing</i>	✓	
		6.	Saya takut komentar orang karena pengalaman saya kurang <i>I feel scared because my lack experience writing</i>	✓	
		7.	Saya kurang mengetahui teknik-teknik dalam menulis	✓	

Insufficient writing technique		<i>I don't know enough about writing techniques</i>		
	8.	Tulisan saya menjadi jelek karena kurang tahu teknik dalam menulis <i>My writing is bad because I don't know the technique in writing</i>	✓	
Lack off topical knowledge	9.	Saya tidak memiliki kemampuan yang baik dalam menulis <i>I don't have a good ability in writing</i>	✓	
	10	Saya tidak tahu apa yang harus saya tulis pada tugas menulis yang diberikan oleh guru <i>I don't know what to write on the writing assignment given by the teacher</i>	✓	
	11	Saya tidak mengerjakan tulisan bahasa Inggris karena saya tidak begitu paham <i>I don't do my English writing because I don't really understand</i>	✓	
	12	Saya tidak mengerjakan tulisan bahasa Inggris karena saya tidak tahu bagaimana cara menulis <i>I don't do my English writing because I don't know how to write</i>	✓	
Language difficulties	13	Saya memiliki masalah dalam konteks penguasaan struktur kalimat <i>I have a problem in the context of mastery of grammar</i>	✓	
	14	Saya memiliki masalah dalam konteks penguasaan kosakata <i>I have a problem in the context of mastery of vocabulary</i>	✓	
	15	Semakin saya mencoba untuk menulis bahasa inggris saya semakin merasa kebingungan <i>When I try to write English more, I feel more confused</i>	✓	
Pressure off perfect work	16	Saya memaksakan diri ketika menulis untuk hasil maksimal dan itu membuat saya merasa kesal <i>I force myself when writing for maximum results and makes me feel annoyed</i>	✓	
	17	Saya merasa takut jika tugas saya tidak berjalan dengan baik <i>I feel scared if my assignment doesn't go well</i>	✓	
	18	Saya merasa cemas karena banyaknya tugas menulis <i>I feel anxious because of the number of writing tasks</i>	✓	
Time pressure	19	Saya takut ketika harus menulis dibawah tekanan waktu <i>I was fear when it comes to writing under time pressure</i>	✓	
	20	Saya tidak bisa mengerjakan tulisan bahasa inggris jika waktunya sedikit <i>I can't do English writing if I have little time</i>	✓	
Low of self confidence	21	Saya kurang percaya diri dalam menulis bahasa inggris <i>I lack confidence in writing English</i>	✓	
	22	Saya selalu merasa tidak percaya diri ketika menulis karena saya khawatir membuat kesalahan dalam menulis <i>I always feel insecure when writing because I'm worried about making mistakes in writing</i>	✓	
	23	Saya selalu merasa cemas jika saya akan mengekspresikan tulisan saya dalam bahasa inggris	✓	



			<i>I always feel anxious if I will express my writing in English</i>		
The fear of writing test	24	Saya takut ketika akan ujian menulis <i>I feel scared when I will do writing test</i>		✓	
	25	Saya lebih banyak membuat kesalahan dalam menulis bahasa Inggris ketika ujian <i>I made more mistakes in writing in English during exams</i>		✓	
	26	Saya takut menulis dalam bahasa Inggris <i>I don't write in English</i>		✓	
	27	Saya lebih baik tidak mengerjakan tugas karena takut tidak bisa <i>I'd rather not do the task for fear that I can't</i>		✓	
	28	Saya cemas untuk menulis menggunakan bahasa Inggris karena saya tidak kompeten dalam menulis bahasa Inggris <i>I am anxious to write using English because I am not competent in writing English</i>		✓	
High frequency of assignment	29	Saya bingung harus mendahulukan yang mana jika mempunyai tugas lebih dari satu <i>I'm confused about which one I will do first if I have more than 1 task</i>		✓	

Setelah melalui tahap pemeriksaan maka instrument ini dinyatakan

- |                          |                                       |
|--------------------------|---------------------------------------|
| <input type="checkbox"/> | : Layak digunakan                     |
| <input type="checkbox"/> | : Layak digunakan dengan revisi       |
| <input type="checkbox"/> | : Tidak layak digunakan/harus diganti |

Jakarta, 7 Juli 2023



Martriwati, M.Pd

Lampiran 3: Hasil Uji Coba Instrumen

UJI VALIDASI DAN REALIBILITAS ANGKET KETERLIBATAN SISWA

A. Second Language Writing Anxiety Inventory

Nama	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	A15	A16	A17	A18	A19	A20	A21	
Arkhan Bagas	3	2	3	3	4	4	4	2	3	4	3	4	3	3	5	3	4	5	3	3	4	72
Via Tanita	3	3	3	3	3	3	2	3	4	4	3	3	3	3	3	3	3	3	3	3	2	63
Maulizhar	3	3	4	4	4	3	3	3	3	2	3	3	3	3	2	3	3	4	4	3	4	67
Rob Tristan	3	2	2	2	1	1	2	2	3	3	3	3	3	3	3	3	3	2	3	2	3	52
Faraz Nouval	2	2	1	1	1	1	1	2	3	3	1	2	3	1	3	1	1	2	1	3	1	36
Muhammad Darrel Raziq	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	62
Rahmat firdaus	3	2	4	5	5	4	5	5	4	4	5	5	5	5	5	5	5	5	5	4	4	94
Muhammad Kenzie	1	3	3	3	4	5	4	1	3	3	3	4	3	3	5	3	3	3	3	3	3	66
dinda luthfiah	5	1	4	3	3	4	2	1	4	3	4	2	3	3	3	3	3	3	1	3	4	62
Daffa pratama	1	2	4	1	2	2	4	2	2	1	4	5	3	3	2	4	4	1	1	3	2	53
Ralea Zahra	5	2	1	2	4	4	5	1	3	1	5	5	3	5	5	4	5	3	3	3	4	73
Rizki Ferdiansyah	3	4	4	3	3	4	4	3	5	3	4	3	3	4	3	2	1	4	3	3	3	69
Rasyah muhammad.	3	3	5	4	5	4	3	3	1	2	4	2	4	3	4	5	4	3	2	5	4	73
Raisya kamilah	4	5	3	4	5	4	3	3	3	3	5	5	2	4	5	3	2	3	5	4	4	79
shafira radhwa	3	3	3	4	2	3	4	2	3	4	2	3	2	4	3	3	4	3	4	3	4	66
Yasmin Nurmedina	3	5	4	5	5	5	4	4	3	3	2	5	4	5	5	3	2	3	3	2	2	77
diandra fitrah	5	4	2	1	5	5	4	3	3	2	5	4	3	4	5	3	3	2	3	3	1	70
exsel rizkyan	3	1	2	2	1	1	1	5	3	3	1	2	5	2	2	3	2	2	2	1	1	45
neisya ayu putri	3	4	3	1	3	3	2	1	1	1	5	5	5	5	5	3	2	3	2	3	3	63





Rakha Zuhdi	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	85
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Rizky Syaban	2	2	2	3	3	3	3	3	3	2	2	2	3	3	2	2	3	3	3	3	3	3	3	2	2	2	2	2	71
Gilar lintang kusuma	2	2	4	3	3	2	4	2	4	2	2	1	2	3	4	4	2	3	4	3	4	4	2	3	3	2	3	2	79
Qaylla Faradiba	4	3	4	3	4	4	3	4	4	3	3	2	4	4	4	4	3	3	4	4	3	3	3	3	3	2	3	3	94
Neysha Amira Putri	2	2	3	3	3	3	1	3	1	3	1	1	3	3	2	3	3	3	4	4	3	3	3	3	3	1	3	3	73
M.AL.RAFI	1	1	1	1	1	1	2	2	2	2	2	1	2	2	2	5	5	3	3	3	4	2	2	2	2	2	2	2	60
Kesya navisa putri	4	4	3	2	2	2	1	1	1	3	2	1	3	3	3	1	4	3	4	3	3	3	3	3	3	3	3	3	74
Arya Raditya	2	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	81
Nilai r hitung	0,674	0,736	0,772	0,653	0,776	0,652	0,704	0,705	0,777	0,686	0,708	0,684	0,722	0,694	0,705	0,643	0,639	0,644	0,773	0,670	0,638	0,783	0,634	0,695	0,786	0,577	0,679	0,677	
	0.631																												
	valid																												

Kriteria pengujian		
R tabel	Nilai Cronbach's Alpha	kesimpulan
0,631	0,828	Reliable
	0,946	Reliable

Dasar pengambilan keputusan
Jika nilai Cronbach's Alpha > r tabel maka kesimpulan reliable
Jika nilai Cronbach's Alpha < r tabel maka kesimpulan tidak reliable

Lampiran 4: instrument final setelah validasi

Angket Keterlibatan belajar siswa

Nama :  
 Kelas :  
 Hari/Tanggal :  
 Petunjuk :

1. Angket ini bertujuan untuk mengetahui bagaimana respon anda terhadap bahan ajar yang digunakan dalam pembelajaran.
2. Isilah angket sampai selesai
3. Angket ini tidak mempengaruhi nilai anda, maka isilah dengan sejujur-jujurnya.
4. Angket ini memiliki empat pilihan jawaban dengan keterangan sebagai berikut:
  - a. 1 : sangat tidak setuju
  - b. 2 : tidak setuju
  - c. 3 : netral
  - d. 4 : setuju
  - e. 5 : sangat setuju

A. Second Language Writing Inventory (SLWAI)

No	Pernyataan	Pilihan				
		1	2	3	4	5
	<b>Bahasa</b>					
1.	Jantung saya berdebar kencang ketika menulis karangan dalam bahasa Inggris dengan batasan waktu. <i>I was pounding fast when writing essays in English with time constraints.</i>					
2.	Saya tidak khawatir bahwa tulisan bahasa Inggris saya lebih buruk daripada yang lain. <i>I am not worried that my English essay is worse than others.</i>					
3.	Saya gemetar atau berkeringat ketika saya menulis dalam bahasa Inggris dengan batasan waktu. <i>I shake or sweat when I write in English with time constraints.</i>					
4.	Pikiran saya menjadi tidak karuan ketika saya harus menulis dalam batasan waktu tertentu <i>My mind became confused when I had to write within a certain time limit</i>					
5.	Saya akan pasrah ketika diminta untuk menulis karangan dalam bahasa Inggris					
6.	Seringkali saya memilih untuk menuliskan ide saya dalam bahasa Inggris <i>I choose to write down my ideas in English often</i>					
7.	Saya khawatir teman-teman yang lain akan menghina hasil tulisan saya jika mereka membacanya <i>I'm afraid other friends will insult my writing if they read it.</i>					
8.	Saya tidak khawatir sama sekali dengan apa yang akan orang lain pikirkan tentang karangan saya					



	<i>I don't worry at all about what others will think of my essay</i>					
9.	Jika karangan bahasa Inggris saya akan dinilai, saya khawatir akan mendapatkan nilai yang buruk. <i>If my English essay is to be graded, I am afraid it will get a bad grade.</i>					
10.	Saya takut jika tulisan saya akan dipilih menjadi contoh untuk dibahas dikelas <i>I was afraid that if I had to write my essay would be chosen as an example to be discussed in class</i>					
11.	Saya merasa khawatir dan gelisah jika mengetahui bahwa akan dilakukan penilaian <i>I feel worried and anxious if I know that an assessment will be made</i>					
12.	Saya biasanya menghindari menulis karangan dalam bahasa inggris <i>I usually avoid writing essays in English</i>					
13.	Pikiran saya menjadi kosong ketika mulai menulis karangan dalam bahasa Inggris <i>My mind went blank when I started writing essays in English</i>					
14.	Saya akan menghindari situasi dimana saya harus menulis dalam bahasa Inggris <i>I will avoid situations where I have to write in English</i>					
15.	Saya tidak akan menulis karangan dalam bahasa Inggris kecuali jika saya tidak punya pilihan lagi <i>I won't write an essay in English unless I don't have a choice anymore</i>					
16.	Saya biasanya mencari kesempatan untuk keluar kelas ketika ada kegiatan menulis karangan dalam bahasa Inggris <i>I usually look for opportunities to leave class when there is an essay writing activity in English</i>					

## B. Causes Writing Anxiety Inventory (CWAII)

No	Pernyataan	Pilihan				
		1	2	3	4	5
1.	Saya khawatir tentang komentar negatif dan penilaian guru <i>I worry about negative comments and teacher judgments</i>					
2.	Saya khawatir tentang komentar negatif dari teman-teman <i>I'm worried about negative comments from friends</i>					
3.	Saya takut ketika akan ujian menulis <i>I feel scared when I will do writing test</i>					
4.	Saya kurang berlatih dalam sehingga saya merasa sangat cemas <i>I lack practice in writing so I feel very anxious</i>					
5.	Saya takut menulis karena pengalaman saya kurang <i>I feel scared in writing because my lack experience writing</i>					
6.	Saya takut komentar orang karena pengalaman saya kurang <i>I feel scared because my lack experience writing</i>					
7.	Saya kurang mengetahui teknik-teknik dalam menulis					

	<i>I don't know enough about writing techniques</i>					
8.	Tulisan saya menjadi jelek karena kurang tahu teknik dalam menulis <i>My writing is bad because I don't know the technique in writing</i>					
9.	Saya tidak memiliki kemampuan yang baik dalam menulis <i>I don't have a good ability in writing</i>					
10.	Saya tidak tahu apa yang harus saya tulis pada tugas menulis yang diberikan oleh guru <i>I don't know what to write on the writing assignment given by the teacher</i>					
11.	Saya tidak mengerjakan tulisan bahasa Inggris karena saya tidak begitu paham <i>I don't do my English writing because I don't really understand</i>					
12.	Saya tidak mengerjakan tulisan bahasa Inggris karena saya tidak tahu bagaimana cara menulis <i>I don't do my English writing because I don't know how to write</i>					
13.	Saya memiliki masalah dalam konteks penguasaan struktur kalimat <i>I have a problem in the context of mastery of grammar</i>					
14.	Saya memiliki masalah dalam konteks penguasaan kosakata <i>I have a problem in the context of mastery of vocabulary</i>					
15.	Semakin saya mencoba untuk menulis bahasa Inggris saya semakin merasa kebingungan <i>When I try to write English more, I feel more confused</i>					
16.	Saya memaksakan diri ketika menulis untuk hasil maksimal dan itu membuat saya merasa kesal <i>I force myself when writing for maximum results and makes me feel annoyed</i>					
17.	Saya merasa takut jika tugas saya tidak berjalan dengan baik <i>I feel scared if my assignment doesn't go well</i>					
18.	Saya merasa cemas karena banyaknya tugas menulis <i>I feel anxious because of the number of writing tasks</i>					
19.	Saya takut ketika harus menulis dibawah tekanan waktu <i>I was fear when it comes to writing under time pressure</i>					
20.	Saya tidak bisa mengerjakan tulisan bahasa Inggris jika waktunya sedikit <i>I can't do English writing if I have little time</i>					
21.	Saya kurang percaya diri dalam menulis bahasa Inggris <i>I lack confidence in writing English</i>					
22.	Saya selalu merasa tidak percaya diri ketika menulis karena saya khawatir membuat kesalahan dalam menulis <i>I always feel insecure when writing because I'm worried about making mistakes in writing</i>					
23.	Saya selalu merasa cemas jika saya akan mengekspresikan tulisan saya dalam bahasa Inggris <i>I always feel anxious if I will express my writing in English</i>					
24.	Saya lebih banyak membuat kesalahan dalam menulis bahasa Inggris ketika ujian <i>I made more mistakes in writing in English during exams</i>					
25.	Saya takut menulis dalam bahasa Inggris <i>I don't write in English</i>					
26.	Saya lebih baik tidak mengerjakan tugas karena takut tidak bisa <i>I'd rather not do the task for fear that I can't</i>					
27.	Saya cemas untuk menulis menggunakan bahasa Inggris karena saya tidak kompeten dalam menulis bahasa Inggris <i>I am anxious to write using English because I am not competent in writing English</i>					
28.	Saya bingung harus mendahulukan yang mana jika mempunyai tugas lebih dari satu <i>I'm confused about which one I will do first if I have more than 1 task</i>					

### C. WAWANCARA

No	Pertanyaan	Jawaban
1.	Persiapan apa yang kamu lakukan jika kamu merasa cemas saat akan menghadapi ujian menulis?	
2.	Usaha apa yg kamu lakukan untuk mengurangi kecemasan saat mulai mengerjakan ujian menulis	
3.	Apa yg kamu pikirkan saat merasa cemas, ketika kamu tidak tau apa yang akan kamu tulis saat ujian menulis?	
4.	Usaha apa yang kamu lakukan ketika kamu tidak memiliki ide/merasa kesulitan dengan topik yang diberikan saat ujian menulis?	
5.	Apa yang akan kamu lakukan ketika kamu benar2 tidak bisa dan tidak tau apa yang akan harus kamu tulis ketika mengerjakan sebuah tulisan?	

Lampiran 6: Deskripsi data

Perhitungan mean dan persen

a. Mean

Types of writing anxiety	N	Total score	Mean
Cognitive	30	1158	22.57
Semantic	30	474	15.80
Avoidance behavior	30	215	10.50

b. Persenan.

no	CWAI	total	percent	Column1
1	Fear of negative evaluation	306	12%	0.123238
2	Lack of experience or insufficient writing practice	273	11%	0.109948
3	Insufficient writing technique	264	11%	0.106323
4	Lack of topical knowledge	226	9%	0.091019
5	Language difficult	184	7%	0.158895
6	Pressure of perfect work	281	11%	0.592827
7	Time pressure	196	8%	0.622222
8	Low of self confidence	300	12%	0.154083
9	The fear of writing test	273	11%	0.109948
10	High frequency of assignment	180	7%	0.072493
		2483	100%	1.00

Langkah-langkah perthitungan mean dan persen.

1. Menentukan nilai mean.

$$\text{Mean of score } M = \frac{\sum fx}{\sum f}$$

- M : mean  
 f : frequency  
 x : 5-1 (specific value given)  
 $\sum f$  : total number of student (30)

2. Menghitung persen

$$\text{The percentage} = \frac{\text{Total score each item}}{\text{Total score of all item}} \times 100\%$$

c. isian wawancara

No	Pertanyaan	P1	P2	P3	P4	P5
1.	Persiapan apa yang kamu lakukan jika kamu merasa cemas saat akan menghadapi ujian menulis?	Belajar dari rumah berlatih dari rumah	Gatau, aku pasrah aja walaupun lagi ujian aku juga pasrah	Biasa aja, persiapannya Cuma ngandelin google aja	Kadang cemas karna gatau vocabularinya	Kurang menguasai vocab. Yang penting belajar sama ngapalin kosakata, cemas karna kosakata dan nilai dibawah kkm
2.	Usaha apa yg kamu lakukan untuk mengurangi kecemasan saat mulai mengerjakan ujian menulis	Belajar terus kadang suka liat di gooogle untuk kosakata baru	Belajar dulu atau baca-baca soal agar fokus	Nyari temen buat ngerjain bareng	Biasanya mikir sedikit sampai ketemu idenya	Sebelum ujian main game dulu biar ngurangin rasa cemas
3.	Apa yg kamu pikirkan saat merasa cemas, ketika kamu tidak tau apa yang akan kamu tulis saat ujian menulis?	Aku merasa gak percaya diri karena bingung mau gimana tapi aku percaya kalo yang aku kerjain dapet nilai	Aku mikirin nilai, apa nilai aku bagus apa enggak karena kurangnya persiapan. Tapi aku tetap percaya kalo aku gabakal di remedial	Biasa aja tapi kepikiran nilainya bagus atau enggak tapi tetap yakin walaupun nilainya pas-pasan kkm	Kadang-kadang gambar aja di buku belakang sambil nunggu jawaban dari teman	Biasanya aku ngerjain yang gampang dulu karena itu pasti dapet nilai juga
4.	Usaha apa yang kamu lakukan ketika kamu tidak memiliki ide/merasa kesulitan dengan topik yang diberikan saat ujian menulis?	Mikir random sampai ketemu topik yang pas untuk ditulis	Aku bakalan mikir sebisa mungkin walaupun aku juga pasrah sama hasilnya nanti	pasrah ngerjain sebisanya dan ngajak temen kerjasama	Pertama aku bakalan mikir dulu, kalo emang udah mepet waktu aku nanya temen atau engga ngasal	Nanya sama temen
5.	Apa yang akan kamu lakukan ketika kamu benar2 tidak bisa dan tidak tau apa yang akan harus kamu tulis ketika mengerjakan sebuah tulisan?	Mikir sampai dapat dan pasrah saja sama hasilnya karena kan pasti dikejar waktu dan itu yang sering bikin aku anxiety takut nilainya jelek.	Mengarang bebas yang penting ngerjain, walaupun ujian.	Mikir dulu sampai ketemu, kalo ga ketemu tetep ngasal aja.	Ngerjain aja ngasal yang penting ngerjain dan gak nanya temen	kalo temen ga jawab ya aku pasrah sampe waktu selesai

## Lampiran 8: keterangan sibak

**Judul Skripsi** an analysis students writing anxiety and their expectations at junior high school

**Dosen Pembimbing** 0303036902 / Martriwati, S.Pd., M.Pd.

**Status** Complete

**Judul** cari judul bimbingan

Tanggal	Judul	Deskripsi	Catatan	Status
2023-07-09 06:27:13	bimbingan skripsi	bimbingan setelah sempro	-	Diajukan
2023-07-04 17:13:54	Bimbingan skripsi	29 Maret 2023, bimbingan offline	-	Diajukan
2023-07-04 17:14:58	Bimbingan skripsi	12 April 2023 memberi berkas file revisi	-	Diajukan

Data dari sibak diunduh pada 02-08-2023

Nama: DEA MARIZKA YULIANTI  
NIM: 1901055097

Tanggal	Judul	Deskripsi	Catatan	Status
2023-07-09 06:27:13	bimbingan skripsi	bimbingan setelah sempro	-	Diajukan
2023-07-04 17:13:54	Bimbingan skripsi	29 Maret 2023, bimbingan offline	-	Diajukan
2023-07-04 17:14:58	Bimbingan skripsi	12 April 2023 memberi berkas file revisi	-	Diajukan
2023-07-04 17:15:24	Bimbingan skripsi	5 Mei 2023, bimbingan offline	-	Diajukan
2023-07-04 17:15:56	Bimbingan skripsi	13 mei 2023, revisi via gmail	-	Diajukan
2023-07-04 17:16:31	Bimbingan skripsi	14 mei 2023, bimbingan online	-	Diajukan
2023-07-04 17:16:57	Bimbingan skripsi	24 Mei 2023, Bimbingan offline	-	Diajukan
2023-07-04 17:20:03	Bimbingan skripsi	29 mei 2023, bimbingan offline	-	Diajukan
2023-07-04 17:21:26	Bimbingan skripsi	23 Juni 2023, bimbingan skripsi maraton	-	Diajukan
2023-07-04 17:22:45	Bimbingan skripsi	29 juni 2023, bimbingan prosiding	-	Diajukan
2023-07-04 17:23:46	Bimbingan skripsi	13 juni 2023, bimbingan offline	-	Diajukan
2023-07-09 06:29:39	bimbingan skripsi	bimbingan ppt prosiding	-	Diajukan
2023-07-11 08:46:24	bimbingan skripsi	bimbingan revisi prosiding	-	Diajukan
2023-07-11 08:46:43	bimbingan skripsi	tanda tangan berkas	-	Diajukan
2023-07-11 08:47:30	bimbingan skripsi	bimbingan skripsi	-	Diajukan
2023-07-11 08:47:50	bimbingan skripsi	bimbingan skripsi	-	Diajukan





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Website : www.fkip.uhamka.ac.id Home page : www.uhamka.ac.id

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Lampiran : -  
Perihal : Izin Penelitian

Jakarta, 26 Mei 2023

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Kota Depok, Jawa Barat 16418

***Assalamu'alaikum warahmatullahi wabarakatuh,***

Pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Prof. DR. HAMKA mengharapkan kesediaan Bapak/Ibu kiranya berkenan untuk menerima dan memberikan izin kepada mahasiswa kami tersebut di bawah ini :

Nama Lengkap	: <b>Dea Marizka Yulianti</b>
Nomor Induk Mahasiswa	: 1901055097
Tempat, Tanggal Lahir	: Jakarta, 29 Juli 2001
Program Studi	: Pendidikan Bahasa Inggris
Semester	: VIII Tahun Akademik 2022/2023
Nomor Telepon	: 0895335734609
Alamat Lengkap	: Lingkungan Cipayung RT. 04 RW. 21 Kel. Abadijaya Kec. Sukmajaya Kota Depok

Untuk mengadakan *penelitian* dalam rangka penyusunan skripsi dengan judul "**AN ANALYSIS WRITING ANXIETY ENGLISH FOREIGN LANGUAGE AT EIGHT GRADE STUDENTS' IN SECONDARY SCHOOL**" guna memenuhi sebagian persyaratan untuk mendapat gelar Sarjana Pendidikan. Hasil penelitian ini tidak akan dipublikasikan, melainkan semata-mata hanya untuk kepentingan ilmiah.

Demikian permohonan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu diucapkan terima kasih.

***Nasrun minallah wa fathun qarib,***  
***Wassalamu'alaikum warahmatullahi wabarakatuh.***

Ahli Dekan  
Wakil Dekan I,  
  
Dr. Sri Astuti, M.Pd.

***Bersama FKIP Uhamka Semua Bisa***



**YAYASAN PENDIDIKAN AL KAUTSAR DEPOK**  
**MADRASAH TSANAWIYAH AL KAUTSAR**

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**SURAT KETERANGAN**

Nomor: MTs.i/85/V/S.16/146/VI/2023

Yang bertanda tangan di bawah ini:

Nama : H. Abdul Kohar, S.Pd.I., M.M.  
Jabatan : Kepala Madrasah  
Alamat : Jalan Barito Raya No. 6 Depok Timur Kel. Baktijaya Kec. Sukmajaya  
Kota Depok

Dengan ini menerangkan bahwa Mahasiswa yang beridentitas:

Nama : Dea Marizka Yulianti  
NPM : 1901055097  
Program Studi : Pendidikan Bahasa Inggris  
Jenjang : Strata 1  
Univ : Universitas Muhammadiyah Prof. Dr. Hamka

Telah selesai melakukan penelitian di MTs Al Kautsar Depok Jalan Barito Raya Depok Timur terhitung mulai tanggal 06-09 Juni 2023 untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul : **"AN ANALYSIS OF WRITING ANXIETY ENGLISH FOREIGN LANGUAGE AT EIGHT GRADE IN JUNIOR HIGH SCHOOL"**.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Depok, 10 Juli 2023  
Kepala Madrasah,  
  
**H. Abdul Kohar, S.Pd.I., M.M.**  
NUPTK. 1153744647200023



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### An Analysis of Writing Anxiety English Foreign Language at Eighth Grade Students in Junior High School

**Dea Marizka Yulianti**  
University of Muhammadiyah Prof. Dr. HAMKA

**Martriwati**  
University of Muhammadiyah Prof. Dr. HAMKA

**Keywords:** Anxiety, SLWAI, CWAI

**Abstract**

This study aims to analyze the writing anxiety of English students in the eighth grade of junior high school. This study uses mixed methods where quantitative to determine the types and factors of writing anxiety, while qualitative to determine strategies in reducing writing anxiety. The instruments used for data collection are two closed questionnaires, namely

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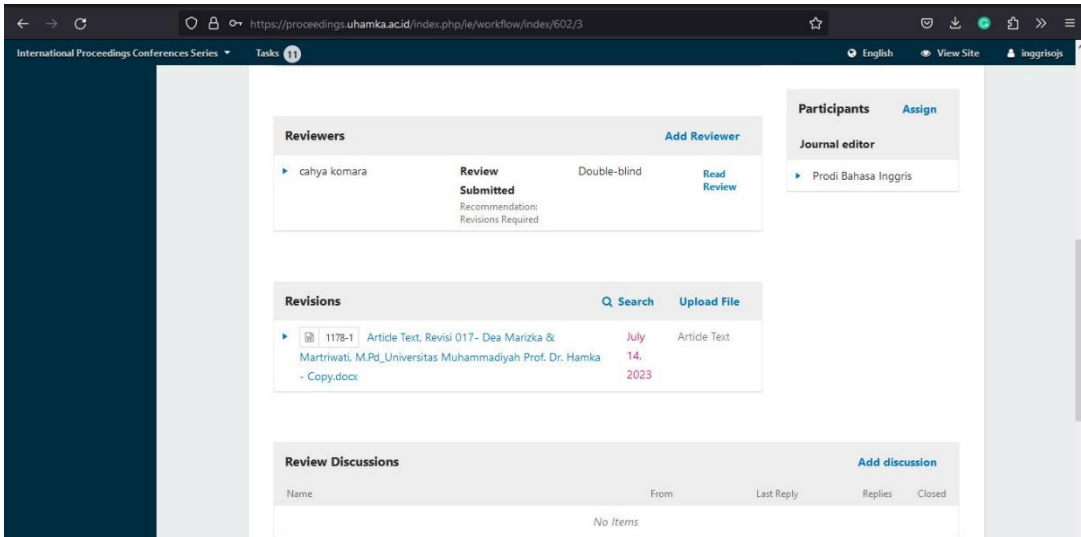
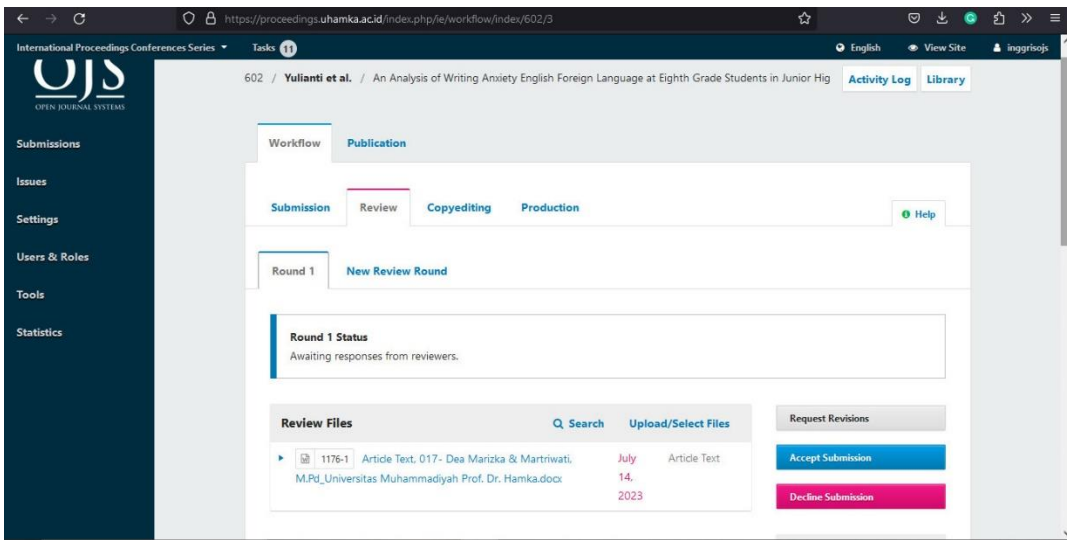
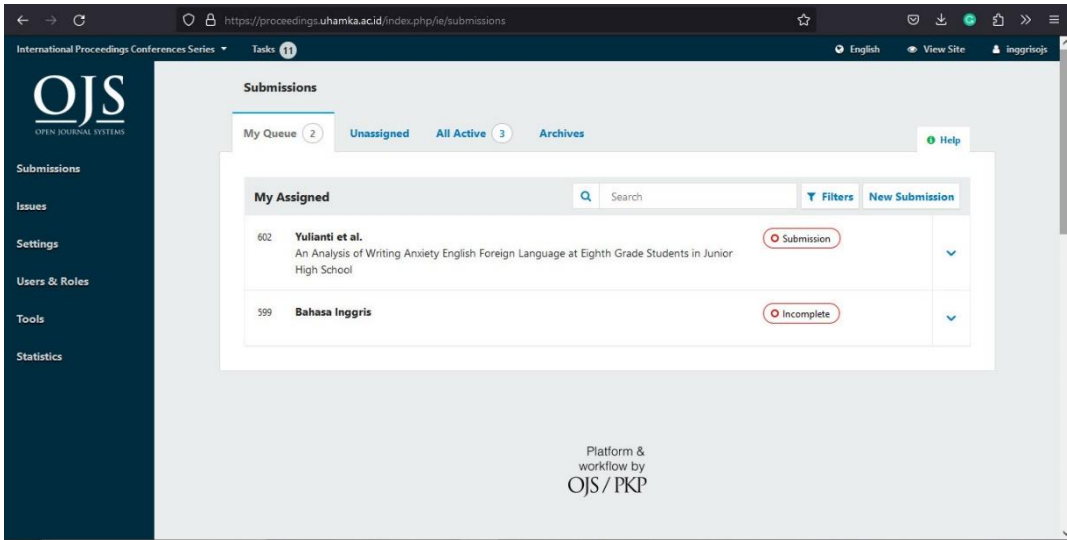
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**PENDUKUNG**

# Lampiran 13: Bukti Peer Review Jurnal





Lampiran 14: Dokumentasi penelitian



