

**A SURVEY ON THE ELEVENTH GRADERS WRITING ANXIETY AT SMA  
ISLAM AZ-ZAHRAH PALEMBANG**

**A Thesis by:**

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**FACULTY OF TEACHER TRAINING AND EDUCATION**

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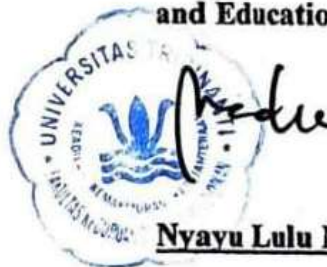
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## **DEDICATION AND MOTTO**

This thesis that I will present to:

1. Firstly, thanks to Allah Subhana Wata'ala who always blesses me.
2. Prophet Muhammad Shallallahu Alaihi Wasallam, guided Muslims from a life of darkness into a much brighter existence.
3. My beloved family, my mother Leni Heryani and my brother M. Ryansyah, thank you for your prayers and endless support.
4. The honorable advisors (Jenny Elvinna Manurung, M.Pd and Rahma Dianti, M.Pd) for your guidance and patience throughout my writing process in this thesis.
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7. Last but not least, thanks to myself for surviving the storms, for embracing the struggle, and for blooming despite the odds.
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### **“Motto”**

”The war is over; I am finally home.”

“Nothing last forever, we can change the future.”

-Alucard-

“Your face shines softly through the rain,  
I loved you in an armor’s embrace.  
Now you are gone,  
Carried away on whispered prayers.”

## PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalain pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya adalah merupakan hasil pengamatan, penelitian, pengeolaan, serta pemikiran saya dengan pengarahan dari pembimbing yang ditetapkan.

Apabila ternyata dalam naskah skripsi ini terdapat unsur plagiarisme, maka saya bersedia skripsi ini dibatalkan dan gelar akademik (S-1) yang telah saya peroleh dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan (UU) Nomor 20 Tahun 2003 Pasal 25 ayat 2 dan Pasal 70 ayat (1).

Palembang, Agustus 2025

Mahasiswa



M. Ardhi Firmansyah

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Palembang, August 2025  
The Writer



M. Ardhi Firmansyah

## ABSTRACT

Writing anxiety is one of the most common affective challenges faced by students learning a foreign language, particularly English as a Foreign Language (EFL). It can negatively affect students' writing performance, confidence, and emotional well-being, often discouraging them from engaging in writing activities. Previous studies have shown that EFL learners frequently experience anxiety when required to produce written texts in English, especially under time constraints and evaluative conditions. This study aimed to examine the levels and types of writing anxiety experienced by eleventh-grade students at SMA Islam Az-Zahrah Palembang. A quantitative study with a survey method was conducted, and data were collected using the Second Language Writing Anxiety Inventory (SLWAI) developed by Cheng (2004). The participants consisted of 115 eleventh-grade students. The findings indicated that most students experienced a high level of writing anxiety. Among the types of anxiety, cognitive anxiety was the most dominant, followed by somatic anxiety, and finally, avoidance behavior. Students frequently reported fears of negative evaluation, making mistakes, and being compared to others, as well as physical symptoms such as nervousness, trembling, and tension, along with tendencies to avoid writing tasks. These results suggest that writing anxiety remains a significant issue among EFL students. It is recommended that teachers create supportive classroom environments to help learners build confidence and improve their English writing skills.

**Keywords:** *Writing Anxiety, Cognitive Anxiety, EFL Students, SLWAI, Anxiety Types*

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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents background, problems, objectives, and significance of the study.

#### **1.1 Background of the Study**

In both academic and professional contexts, writing serves as a fundamental skill that facilitates knowledge construction, critical thinking, and effective communication. Chen (2023) states that writing is particularly important in academic and professional contexts, where it serves as a primary medium for assessment and communication. Hu (2020) highlights that academic writing is central to how ideas and research outcomes are recorded and disseminated, making it an essential competency for student researchers and professionals alike. Similarly, French (2020) emphasizes that academic writing shapes professional identity in higher education, functioning as both a personal and institutional practice embedded in disciplinary culture. Furthermore, Shakhshina and Aubakirova (2023) assert that academic writing develops analytical and decision-making skills, which are vital for effective communication with stakeholders and for professional advancement. Collectively, these perspectives affirm that writing not only supports intellectual development but also equips individuals with practical competencies for thriving in academic and professional environments.

Writing serves as a creative skill that enables individuals to convey their thoughts and emotions through written words, utilizing symbols to represent spoken language. According to Nunan (2015), writing is a mental activity that involves developing ideas and considering ways to communicate them effectively in written form. This means that writing is the ability to convey thoughts or ideas into easily readable text. This process involves the use of symbols and signs that represent language and emotions. As a productive skill, writing also fosters critical thinking and creativity, enabling learners to express their thoughts in a coherent and structured manner (Munteanu & Tolico, 2022).

Writing truly involves numerous obstacles and responsibilities, which makes it one of the most challenging language abilities to master. Unlike speaking, which often allows for immediate feedback and correction, writing demands precision and coherence without immediate external input. Students must manage various cognitive processes simultaneously, from generating ideas, organizing content, to applying linguistic rules, all while adhering to the conventions of written discourse. This complexity makes writing a highly demanding task, requiring both technical skills and psychological resilience (Rohmah & Bukhori, 2021).

Problems in writing often arise due to a combination of external and internal factors that hinder students' ability to produce effective written work. On the internal side, students frequently struggle with various cognitive and emotional barriers that significantly affect their writing performance. Furthermore, cognitive challenges—such as difficulty in generating ideas,

organizing content, and maintaining focus—coexist with emotional factors, such as lack of self-confidence, fear of failure, and perfectionism (Rezaei & Jafari, 2014). These internal struggles make students more reluctant to engage in writing activities, contributing to writing anxiety, a psychological condition characterized by fear, worry, and self-doubt when facing writing tasks (Cheng, 2004).

From an external perspective, Wahyuni et al. (2019) state that students who often encounter challenges like limited exposure to the target language, insufficient instructional support, and inadequate feedback are hindered from practicing and improving their writing skills, leaving them unprepared to meet academic standards. Moreover, the pressure of time and the demands to adhere to strict linguistic norms and writing styles further increase the difficulties faced in academic writing tasks. The anxiety creates a detrimental cycle, where students' fear of making mistakes triggers procrastination and avoidance, which in turn limits their opportunities to develop their skills. Over time, this anxiety becomes a major barrier that not only affects their writing performance but also undermines their overall academic confidence (Rezaei & Jafari, 2014).

Writing anxiety refers to a mental phenomenon defined by apprehension, fear, and other negative emotional reactions to writing tasks. According to Cheng (2004), writing anxiety is the specific worry or unease that individuals feel when engaging in writing, often stemming from fear of judgment, low self-confidence, or difficulty expressing ideas. It manifests in various forms, such as cognitive anxiety (negative thoughts about one's writing), somatic anxiety (physical

symptoms like tension or restlessness), and avoidance behavior (reluctance to write or complete tasks). Zhang (2008) further emphasizes that writing anxiety often arises from the fear of evaluation, linguistic limitations, and the pressure to meet high academic expectations. These factors can significantly hinder a student's ability to perform well, leading to a cycle of avoidance and diminished writing practice. Rezaei and Jafari (2014) highlight that writing anxiety is not merely a reaction to challenges but a deeper emotional and psychological barrier that affects cognitive processes, creativity, and productivity. Addressing writing anxiety requires a comprehensive approach that considers its emotional, cognitive, and behavioral dimensions to foster confidence and skill development in learners.

Moreover, the writer conducted both observations and interviews during field work practice at SMA Islam Az-Zahrah Palembang and found that students face challenges in writing, particularly due to their limited vocabulary and difficulty in structuring sentences. According to the interview with one of the teachers, many students often feel confused when organizing sentence structures and struggle to find the appropriate vocabulary to express their ideas clearly. Based on the explanation above, this study was conducted under the title "A Survey on Eleventh Graders' Writing Anxiety at SMA Islam Az-Zahrah Palembang." This study aimed to identify the level of writing anxiety experienced by eleventh-grade students and investigate which types of writing anxiety were mostly experienced by the eleventh-grade students of SMA Islam Az-Zahrah Palembang.



## **1.2 The Problems of the Study**

### **1.2.1 The Limitation of the Study**

Based on the background elaborated above, this study was limited to explore writing anxiety experienced by eleventh graders of SMA Islam Az-Zahrah Palembang.

### **1.2.2 The Formulations of the Study Problems**

Referring to the limitation of the study above, this study was addressed to seek the answers to the following research problems:

- a. What was the level of writing anxiety experienced by the eleventh graders of SMA Islam Az-Zahrah Palembang?
- b. Which type of writing anxiety was mostly experienced by the eleventh graders of SMA Islam Az-Zahrah Palembang?

## **1.3 The Objectives of the Study**

Based on the problem formulations above, the objectives of this study were:

- a. To determine the level of writing anxiety experienced by the eleventh graders of SMA Islam Az-Zahrah Palembang.
- b. To identify which type of writing anxiety was mostly experienced by the eleventh graders of SMA Islam Az-Zahrah Palembang.

#### **1.4 The Significance of the Study**

The findings of this study would provide significant benefits to students, teachers, writer himself, and other writers.

a. For the Students

This study helps students gain a better understanding of their writing anxiety, which could support them in managing it more effectively. By addressing this issue, students were expected to build confidence and improve their writing skills, which were essential for academic and professional success.

b. For the Teachers

The findings of this study offer valuable perspectives to teachers regarding the levels and types of writing anxiety their students experience. By understanding these aspects, teachers could adjust their teaching approaches and classroom atmosphere to better support students in overcoming their writing difficulties.

c. For the Writer

This study benefits the writer by providing meaningful opportunities to gain experience in conducting academic investigations, especially in the area of writing anxiety. It helps the writer to enhance their understanding of research procedures from identifying a problem, reviewing relevant literature, designing a study, analyzing data and presenting findings.

d. For Other Writers

The findings of the study gives as a reference for conducting further studies on writing anxiety. This study provides a foundation for exploring new approaches or expanding the scope of analysis to include different educational contexts or methodologies.