

The Types of Anxiety in Argumentative Writing of English Class

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ABSTRACT

This study aims to identify the types of anxiety that occur in argumentative writing. The phenomenon of qualitative descriptive data aims to identify writing anxiety faced by the fourth semester students of English education and the level of student's writing skills. Data were collected from Second Language Writing Anxiety Inventory (SLWAI) questionnaire from Cheng with 20 students' assignments, interviews with five students, and observations. The most common types of anxiety levels can be seen in questionnaires, assignments, and student assignments interviews. That type of anxiety avoidance behavior is supreme. In this case, the highest students' writing anxiety is cognitive, which affects writing or actions taken in class.

Keywords: Anxiety, Argumentative Writing, Writing Ability.

First Receive:	Revised:	Accepted:
08 November 2022	01 December 2022	02 March 2023
Final Proof Received:	Published:	
18 May 2023	01 June 2023	

How to cite (in APA style):

Santi, R.C., & Irawati, Tatik. (2023). The Types of Anxiety in Argumentative Writing of English Class. *ELITE Journal*, 5(2), 359-366.

INTRODUCTION

Anxiety is the main factor that can hinder students' development in writing argumentative essays, especially in the academic genre. Wahyuni and Umam (2017) stated that the fear of negative assessment by teachers and friends and the fear of writing time made it difficult for students to develop their argumentative essay writing skills. Therefore, writing Anxiety is divided into three types: cognitive anxiety, somatic anxiety, and avoidance anxiety. Where Foreign language writing anxiety can be associated with three different anxieties related to academic and social evaluation situations: communication fear, fear of negative evaluation, and exam anxiety; communication worry refers to a type of shyness characterized by fear or Anxiety about communicating with others. Students will feel uncomfortable, embarrassed, and afraid when they have to enter honest communication, and even students are pretty mature in ideas and thoughts. Fear of negative evaluation is fear of evaluating others, avoidance of evaluation situations, and the expectation that others will evaluate oneself negatively. Students have concerns such as lack of possibility to write in English, low self-confidence, no idea to start writing, panic when asked to write an argumentative essay, and a fear of writing tests/tests. If students show such a phenomenon, it means that students

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experience writing Anxiety. Writing Anxiety shows students' significant role in negatively influencing writing progress and writing achievement. The intensity of such fears may be higher in academic writing.

According to Oshima and Hoque (2006) argumentative essays can take a unilateral decision to stand up and write a strong argument and provide several reasons to convince readers to agree with their side, to change readers' beliefs, or not to change their beliefs about this. In addition, argumentative essays require students to evaluate a problem critically. Students should have a clear position and give their opinion. They must have supporting ideas with such facts and authority that there is no room for doubt. Among the common complications of writing argumentative essays are the ability to develop ideas, make connections between topic and content, have strong arguments, and develop well-organized essays. Silalahi (2017) also stated that writing is one of the skills in English which refers to transferring ideas in written form. This study shows that various factors can cause students' anxiety in writing argumentative essays.

This is supported by Shimi (2017), namely the presence of fear or anxiety can lead to avoiding or delaying writing assignments. This is supported by Latif (2007) who reveals the causes of writing fear as follows: (1) lack of linguistic knowledge such as knowledge of grammar and vocabulary, (2) common foreign languages, (3) poor historical writing achievement and improvement in writing. . show. perceived, (4) low self-efficacy in writing English, (5) practice of learning to write English and (6) fear of criticism.

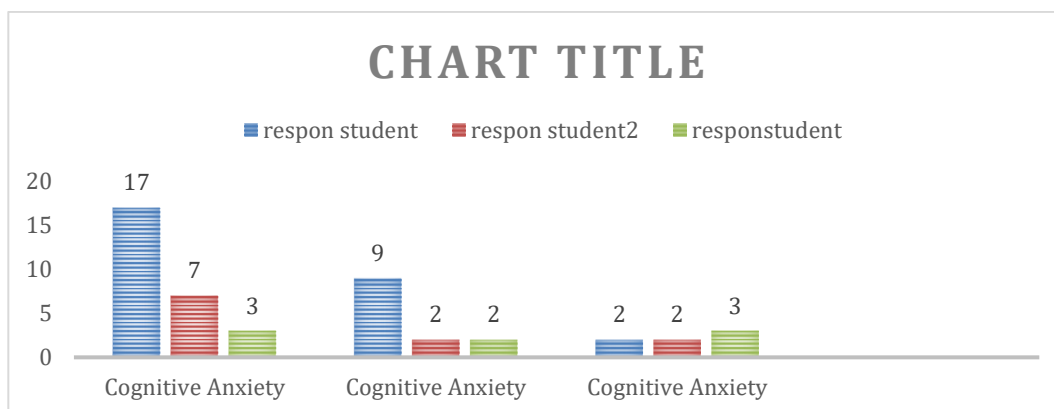
In this case, it can also be influenced by the lack of knowledge of students about grammar and vocabulary, such as students having difficulty when the lecturer asks them to write short stories where they are still lacking in good and correct vocabulary and grammar. This is supported by research by Wahyuni & Umam (2017) discussing the level of student anxiety and the factors that cause anxiety. In addition, further research by Liu & Ni (2015) states that there are seven causes of writing anxiety. This study seeks to identify the factors that contribute to anxiety in an English learning environment based on students' perspectives.

METHOD

In this study, the researcher used a qualitative research design with a descriptive approach to field phenomena which made conclusions based on data interpretation. The subjects of this study were fourth semester students majoring in English class B. Data were taken from student worksheets to write paragraphs. And this study uses several instruments using the Second Language Writing Anxiety Inventory (SLWAI).

FINDING AND DISCUSSION

The researcher classified the types of students' anxiety towards their writing anxiety. Findings were categorized based on research questions. The first mentions the types of student anxiety in writing argumentative essays. To find out what types of writing anxiety usually occur in the argumentative essay writing course, the authors collect data using the Second Language Writing Anxiety Inventory (SLWAI) in the form of a questionnaire. The results will be described in the questionnaire, and the SLWAI interview which defines the types of anxiety in learning to write into three types, such as somatic, anxiety is the experience of psychological anxiety, while it is reflected in increased autonomic arousal and unpleasant feeling states such as: nervousness and tension, cognitive anxiety is mental action. or the process of acquiring knowledge in the human brain, and avoidance behavior is the student's own feeling not to write anything in another language or a foreign language that is not his first language. And the result, as follows:



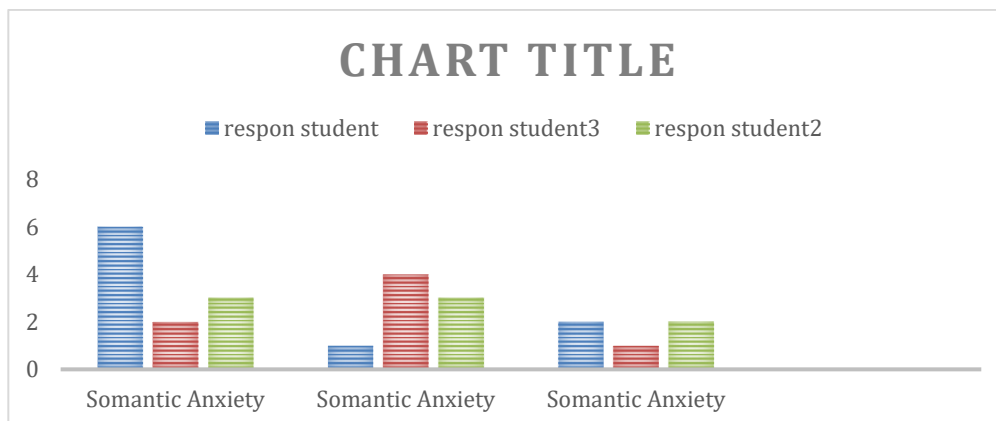
The cognitive responses that scored higher was number 17 (I'm not worried at all about what other people think of my English composition). This response received a frequency of "Agree" as the student's choice. This shows that students still know someone's opinion about writing an argumentative essay in writing. This usually happens to students who are still not confident in their writing skills using English composition. The second cognitive response is that the higher score is 7 (I'm not worried that my English composition is much worse than the others). This response gets "Disagree" as the frequency that occurs the most. It can be seen that many students are not worried that their argumentative essay writing is worse than others but there are still some students who are still afraid. The third cognitive response that scores higher is number 3 (When writing English compositions, I feel worried and anxious if I know they will be evaluated). Students choose this response with a frequency of "Agree". This shows that students are not confident when they know that their writing will be evaluated by their lecturers and it makes them feel afraid. Regarding students who are confident with their writing, they need to improve their skills and confidence. The fourth response of the cognitive anxiety type that scored higher was number 9 (If my English composition were evaluated, I would worry about getting a very bad score). This response accepts "Disagree" as the highest frequency. From the response, it can be seen that students feel anxious and inferior when their writing is evaluated by the lecturer and are afraid of getting bad grades for their writing. This situation usually occurs when students are not really about writing argumentative essays.

The fifth response of the cognitive anxiety type is number 21 (I have absolutely no fear that my English composition will be judged very badly). This response gets the "rare" frequency chosen by the student. This shows that there are still many students who are afraid that their writing will get bad grades from the lecturers. This can happen because students lack information about their writing or still have difficulty understanding their writing products. The responses to the six types of cognitive anxiety were number 20 (I am afraid that my English composition was chosen as a sample to be discussed in class) and 1 (When writing in English, I am very nervous). Responses received the same score and the same frequency "sometimes". It can be seen that students are afraid to be selected as samples in the discussion and also they are still nervous when asked to write in English composition. This situation usually occurs in students whose skills are still lacking and information about their writing products is not sufficient. The seventh place of cognitive response is number 14 (I'm afraid other students will mock my English composition if they read it). This response has a "rare" frequency. The meaning of this response is that students feel anxious if the writings of their heirs will be laughed at by others after reading their written products. Students are afraid of being criticized by other friends, but many students are afraid of being criticized by others to

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improve their writing skills. The cognitive responses that scored higher was number 17 (I'm not worried at all about what other people think of my English composition). This response gets the frequency of "sometimes" as a student's choice. This shows that students still know someone's opinion about writing an argumentative essay in writing. This usually happens to students who are still not confident in their writing skills using English composition. The second cognitive response is that the higher score is 7 (I'm not worried that my English composition is much worse than the others). This response gets "often" as the frequency that occurs the most. It can be seen that many students are not worried that their argumentative essay writing is worse than others but there are still some students who are still afraid.

The third cognitive response that scores higher is number 3 (When writing English compositions, I feel worried and anxious if I know they will be evaluated). Students choose this response with a frequency of "sometimes". This shows that students are not confident when they know that their writing will be evaluated by their lecturers and it makes them feel afraid. Regarding students who are confident with their writing, they need to improve their skills and confidence. The fourth response of the cognitive anxiety type that scored higher was number 9 (If my English composition were evaluated, I would worry about getting a very bad score). This response accepts "rarely" as the highest frequency. From the response, it can be seen that students feel anxious and inferior when their writing is evaluated by the lecturer and are afraid of getting bad grades for their writing. This situation usually occurs when students are not really about writing argumentative essays. The fifth response of cognitive anxiety type is number 21 (I have absolutely no fear that my English composition will be judged very badly). This response gets the "rare" frequency chosen by the student. This shows that there are still many students who are afraid that their writing will get bad grades from the lecturers. This can happen because students lack information about their writing or still have difficulty understanding their writing products. The responses to the six types of cognitive anxiety were number 20 (I am afraid that my English composition was chosen as a sample to be discussed in class) and 1 (When writing in English, I am very nervous). Responses received the same score and the same frequency "Agree". It can be seen that students are afraid to be selected as samples in the discussion and are also still nervous when asked to write in English composition. This situation usually occurs in students whose skills are still lacking and information about their writing products is not sufficient. The seventh place of cognitive response is number 14 (I'm afraid other students will mock my English composition if they read it). This response has a "Disagree" frequency. The meaning of this response is that students feel anxious if the writings of their heirs will be laughed at by others after reading their written products. Students are afraid of being criticized by other friends, but many students are afraid of being criticized by others to improve their writing skills.

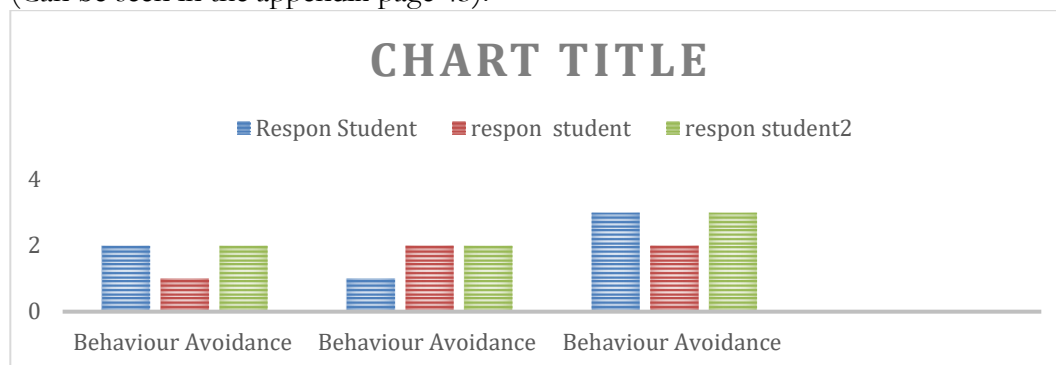


Among the somatic anxiety responses, the most anxious that got many respondents was number 11 (my mind became jumbled when I wrote an argumentative essay composition under the time limit), this number of somatic anxiety got the frequency of **"Agree"**. This means that students feel anxious when writing under time pressure and make their minds disorganized. So that students cannot focus on their writing activities. This response is usually found from students who cannot do something under pressure and students like this need more time to do it. The second somatic response that got a higher score than the respondent was number 6 (My mind often went blank when I started working on English compositions), for this response got **"Agree"** as the most frequent. In this type students feel anxious when they start working on English compositions and make their minds blank while writing assignments. This kind of response usually occurs in students who are not accustomed to writing in English composition and this situation can be helped by practicing writing something in English. The third somatic response that scores higher than the respondent is number 8 (I tremble or sweat when I write English compositions under time pressure). The highest frequency for this response is **"Agree"**. In this kind of situation students feel anxious when they write English in time pressure and their anxiety becomes shaking and it makes them less focus on their writing task. This type of response usually develops in students who cannot focus on something they are doing because of time pressure and makes the tension rise.

The fourth somatic anxiety response that scored higher was number 2 (I feel my heart pounding when I write an English composition under time constraints). For this response gets a frequency of **"Disagree"**. This good response means students start to feel anxious as their heart rate increases when they write assignments under time pressure. The response occurs when students have to do their writing assignments in a short time and make their tension race because of their thinking about time. The fifth somatic response that scored higher was number 15 (I froze when suddenly asked to write an English process), this response gets **"Agree"** for the frequency that occurs the most. This happens when students feel anxious because they are suddenly asked by their lecturers to do an argumentative essay assignment in class. Because the students were suddenly asked by the teacher to make an argumentative with the allotted time, they could not start writing anything at that unexpected time. The sixth somatic response that gets a minimum score of second is the number 13 (I often panic when writing English compositions under the time limit). This somatic response gets **"Agree"** as the most frequent response. This happens because students start to feel anxious like panic attacks when they write argumentative essays under time pressure. Students usually panic because they have to do something in a certain time pressure and make their tension high.

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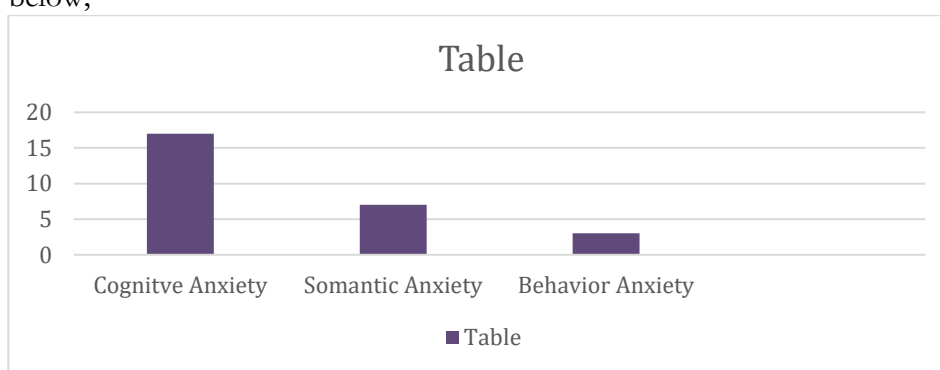
The seventh somatic response that got the last minimum score was the number 19 (usually I feel my whole body stiff and tense when writing English compositions). The final somatic response gets an **“Agree”** frequency. This response was found when students in the argumentative essay writing class felt anxious such as being stiff and felt unwell when they were asked to write an argumentative essay. The student body becomes out of sync when their tension gets high and is not focused on their work. (Can be seen in the appendix page 43).



Among the Behavior Avoidance, the anxiety response was the most anxiety that gets a lot of respondents is number 22 (Whenever possible, I would use to write the argumentative). From this response, many students choose **“Agree”** as their feeling when they ask to write in an argumentative essay. This situation shows that students still lacks confidence to explore their thoughts using English. The second place for response in Behavior Avoidance is number 4 (I often choose to write down my thoughts in English). For feedback number 4 gets **“Agree”** as the response that is most often done by students. This situation shows that students are trying to organize their thinking before they start writing something to avoid some mistakes when they were asked to write an argumentative essay. The third place for response in behavioral avoidance is number 5 (I usually do my best to avoid writing English compositions). From this response, many students chose "always" as the most response to avoid writing argumentative essays. In this response it can be shown that many students want to avoid writing their writing assignments in English composition. The fourth place for responses in avoidance behavior is number 10 (I do my best to avoid situations where I have to write in English) and number 18 (I usually look for every possible opportunity to write English composition outside of class). From these answers, many students chose **“Agree”** as their answer for numbers 10 and 18. This means that students as much as possible avoid writing their assignments in English in class. This situation occurs when they have the choice to write something in their mother tongue instead of another language, students will choose to write in English when they are outside the classroom.

The fifth place for response in avoidance behavior is number 16 (I'll do my best to forgive myself if asked to write an English composition). Many students chose **“Agree”** for this response. This shows that there are still many students who do not say goodbye to writing in English for fear of making mistakes. The sixth place for response in avoidance behavior is number 12 (Unless I have no choice, I will not use English to write compositions). For this response, many students chose **“Agree”** for their best response. From these responses it shows that students will choose to write in their mother tongue if they have the opportunity to do so. In this response it is stated that students still want to avoid writing in argumentative essays. The entire sample of students in writing argumentative essays in class using the Second Language Writing Anxiety Inventory (SLWAI) interview, highlighting that

there are some students who score high in the level of writing anxiety, meaning that there are students who write argumentative essays in class B in semester 4 of English education. included in the range that indicates experiencing writing anxiety. They are nervous about writing and afraid of being evaluated. For students who scored very high in anxiety-type avoidance behaviors would not take courses, choose majors, or accept jobs they knew involved writing. Cognitive anxiety is the second highest type of anxiety that exists. This anxiety can affect students' mentality during the process of writing an argumentative essay. Somatic anxiety is the last type that there will be a strange feeling for psychological problems in their writing activities and many students in writing argumentative essays. This phenomenon can be concluded that more students have difficulty focusing on cognitive anxiety when writing argumentative essays. The researcher found that identification and description aspects has the biggest correctness of entire aspect, as we can see in this chart below;



As the table above illustrates that in class B in semester 4, English education has the highest level of cognitive anxiety. Like other studies in Turkey, the findings of this study underscore the need to emphasize writing education and make it functional in the Turkish curriculum. Given that low writing anxiety will improve writing skills, it is important for teachers to encourage students and create a classroom environment that will motivate students to write. The existence of a relationship between students' awareness and writing skills means that cognitive skills can influence each other which can be found in point 17. Therefore, it is recommended for teachers to train their students on the use of mindfulness strategies during writing activities and include the writing process in evaluations other than products. In this study, students' argumentative writing performance was included. In addition, this research is limited by the time given regarding the students' argumentative writing skills and writing anxiety.

CONCLUSION

Based on the findings and discussion of this research, the chapter concludes with the results of data analysis to answer this research question. In this type of student writing anxiety, it usually occurs in writing argumentative essays. After conducting this research, there are several things that can be concluded. First, the dominant type that usually occurs in the argumentative essay writing class is cognitive anxiety. The SLWAI test showed that the type of cognitive anxiety was the most common in question 17. In short, this type of cognitive anxiety was the second highest type of anxiety among other types of anxiety that students usually felt in the argumentative essay class and was the same as previous research conducted on anxiety in skills in English language. The most fear of avoidance behavior was found in question 17 and became the first type of anxiety that students usually felt. The last place for

writing anxiety that students feel is the type of somatic anxiety that gets the most responses in question 6.

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