



UIN SUSKA RIAU

AN ANALYSIS OF STUDENTS' ANXIETY IN WRITING ENGLISH PARAGRAPH AT UIN SUSKA RIAU

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A Thesis

Submitted in partial fulfillment of the Requirements
For Bachelor Degree of English Education
(S.Pd)

ENGLISH EDUCATION DEPARTMENT
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STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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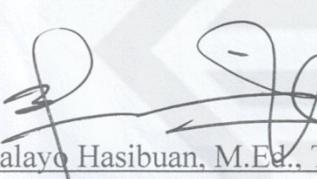
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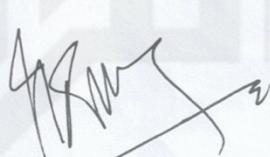

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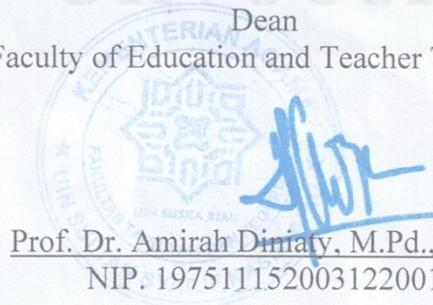
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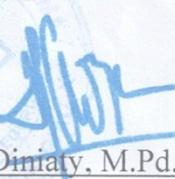
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ABSTRACT

Seftia Fathona (2025) : An Analysis of Student Anxiety in Writing English Paragraphs at State Islamic University of Sultan Syarif Kasim Riau

This research aimed at analyzing the level and type of anxiety experienced by students in writing English paragraphs at State Islamic University of Sultan Syarif Kasim Riau. Quantitative approach was used in this research with descriptive design. 55 fourth-semester students in English Education Study Program were participants in this research. Data were collected with Second Language Writing Anxiety Inventory (SLWAI) questionnaire developed by Cheng (2004) consisting of three types of writing anxiety—cognitive anxiety, somatic anxiety, and avoidance behavior. The research findings showed that student writing anxiety level was in moderate category with the mean score 58.78. Among these three types of anxiety, somatic anxiety was the most prevalent, followed with avoidance behavior and cognitive anxiety. This indicated that most students experienced physical symptoms such as nervousness, heart palpitations, and a blank mind when writing English paragraphs, especially when under time pressure. It could be concluded that writing anxiety impacted student fluency and confidence in writing. Therefore, ongoing writing practices, anxiety management strategies, and learning approaches that could boost student confidence in writing English paragraphs were necessary.



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ABSTRAK

Seftia Fathona (2025) : Analisis Kecemasan Mahasiswa dalam Menulis Paragraf Bahasa Inggris di UIN Suska Riau

Penelitian ini bertujuan untuk menganalisis kecemasan mahasiswa dalam menulis paragraf bahasa Inggris di Universitas Islam Negeri Sultan Syarif Kasim Riau. Penelitian ini menggunakan pendekatan kuantitatif dengan desain deskriptif. Subjek penelitian adalah mahasiswa semester empat Program Studi Pendidikan Bahasa Inggris yang berjumlah 55 orang. Data dikumpulkan melalui kuesioner *Second Language Writing Anxiety Inventory* (SLWAI) yang dikembangkan oleh Cheng (2004), yang mencakup tiga jenis kecemasan menulis: *cognitive anxiety*, *somatic anxiety*, dan *avoidance behavior*. Hasil penelitian menunjukkan bahwa tingkat kecemasan mahasiswa berada pada kategori sedang dengan nilai rata-rata 58,78. Di antara ketiga jenis kecemasan menulis tersebut, *somatic anxiety* merupakan jenis yang paling dominan dialami mahasiswa, diikuti oleh *avoidance behavior* dan *cognitive anxiety*. Hal ini menunjukkan bahwa sebagian besar mahasiswa mengalami gejala fisik seperti gugup, jantung berdebar, atau pikiran kosong saat menulis dalam bahasa Inggris, terutama di bawah tekanan waktu. Penelitian ini menyimpulkan bahwa kecemasan menulis yang dialami mahasiswa berdampak pada kemampuan mereka dalam menulis dengan lancar dan percaya diri. Oleh karena itu, diperlukan upaya untuk mengurangi kecemasan tersebut melalui latihan menulis yang berkelanjutan, strategi pengelolaan emosi, serta pendekatan pembelajaran yang mendukung rasa percaya diri mahasiswa dalam menulis bahasa Inggris.

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ملخص

سيفتيا فطانة (2025) : تحليل قلق الطلاب في كتابة الفقرات باللغة الإنجليزية جامعة السلطان الشريفي قاسم الإسلامية الحكومية بريماو

هذا البحث يهدف إلى تحليل مستوى وأنواع القلق الذي يعاني منه الطلاب كتابة الفقرات باللغة الإنجليزية في جامعة السلطان الشريفي قاسم الإسلامية الحكومية بريماو . استخدم هذا البحث المنهج الكمي بتصميم وصفي . بلغ عدد المشاركين في هذا البحث 55 طالبا من طلاب الفصل الدراسي الرابع في قسم تعليم اللغة الإنجليزية بجامعة البيانات من خلال استبيان " مقياس قلق الكتابة بلغة ثانية " (SLWAI) الذي طوره تشينغ عام 2004 ، ويكون من ثلاثة أنواع من قلق الكتابة، وهي القلق المعرفي ، القلق الجسدي ، وسلوك التجنب . وأظهرت نتائج البحث أن مستوى قلق الكتابة لدى الطلاب يقع في الفئة المتوسطة . متوسط قيمة بلغ 58.78 . ومن بين الأنواع الثلاثة للقلق ، كان القلق الجسدي هو الأكثر شيوعا بين الطلاب ، يليه سلوك التجنب ثم القلق المعرفي . وهذا يدل على أن غالبية الطلاب يعانون من أعراض جسدية مثل التوتر ، وخفقان القلب ، وفراغ الذهن عند كتابة الفقرات باللغة الإنجليزية ، خاصة عند وجود ضغط الوقت . ويخلص هذا البحث إلى أن قلق الكتابة يؤثر في طلاقة الكتابة وثقة الطلاب بأنفسهم أثناء الكتابة . ولذلك ، تبرز الحاجة إلى تدريب كتابي مستمر ، واستراتيجيات لإدارة القلق ، إضافة إلى أساليب تعليمية يمكن أن تعزز ثقة الطلاب بأنفسهم في كتابة الفقرات باللغة الإنجليزية .



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- Appendix I Research Instrument (Questionnaire of Students' Writing Anxiety)
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- Appendix IX Documentation of the Research
- Appendix X Research Permission Letter

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The ability to write is a fundamental linguistic competency that students learning English as a foreign language (EFL) must acquire. This skill necessitates consistent practice to develop proficient sentence and paragraph construction. While challenging, writing is a crucial vehicle for personal expression, idea sharing, and knowledge acquisition. The capacity to write stands as an indispensable linguistic competence that students of English as a foreign language (EFL) must acquire. Attaining proficiency in this skill demands consistent, intensive practice to effectively construct well-formed sentences and cohesive paragraphs. While widely regarded as a challenging endeavor, writing concurrently serves as a crucial avenue for personal expression, the dissemination of ideas beyond one's immediate surroundings, and the accumulation of new knowledge (Setiawan et al., 2019).

Mastery of writing is critical for several key reasons, as detailed by Riddel (2003): Firstly, written language is a core mechanism for effective communication, acting as the fundamental instrument for conveying messages. Secondly, academic writing requires precision and elevated formal language, thereby enabling students to transmit information with greater clarity and impact. At its heart, writing is the process of translating one's thoughts and concepts onto paper using accurate grammatical structures, ensuring the message is transparent to the audience.

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However, the educational journey, particularly in mastering English writing, is frequently fraught with difficulties for students. Anxiety is emphasized by Brown (2007) as a major influencing factor in the context of foreign language acquisition. Because English is not their mother tongue, EFL learners often encounter struggles with linguistic elements, which exacerbates the difficulty of writing tasks. They frequently become apprehensive about making errors and feel overwhelmed when attempting to synthesize words and sentences into a coherent whole. This apprehension ultimately erodes their confidence in their writing ability, sometimes leading them to completely avoid the act of writing.

For this study, the investigator selected fourth-semester students in the English Education department at Sultan Syarif Kasim Riau State Islamic University as the research participants. This group was chosen specifically because they possess a familiarity with using English, distinguishing them from many high school students who often struggle with basic communal English communication. Nonetheless, these university students face unique pressures, including elevated anxiety regarding the creation of high-quality written assignments.

Anxiety related to writing is categorized into distinct types (Cheng, 2004): Cognitive Anxiety: This encompasses internal mental distress, such as negative self-appraisal, performance-related worries, and apprehension about others' judgments. Somatic Anxiety: This pertains to the physical signs of distress, including feelings of physical tension and general nervousness.

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Avoidance Behavior: This is characterized by the complete evasion of assigned writing tasks by the university students.

To address these hurdles, students could enhance their writing competency through regular grammar exercises. Paradoxically, the extensive rules governing grammar can themselves induce anxiety, thereby stymieing their writing progress. Given that English is a foreign language, EFL learners frequently confront difficulties with its mechanics, making the task of writing more demanding. The fear of errors and the feeling of being unable to correctly assemble language often results in a loss of self-assurance, prompting occasional complete withdrawal from writing.

Based on initial data gathering, the type of anxiety experienced can differ among students due to variations in individual personality and situational context. The researcher identified patterns of writing anxiety among the fourth-semester students in the English teaching department at UIN Suska Riau. For instance, some students reported feeling distressed when presented with complex assignments, which hindered their capacity for clear thought. Linguistic anxiety often surfaces when students perceive a task as excessively challenging, leading to both procrastination and feelings of unease. Writing anxiety thus stands as a significant determinant of classroom conduct and emotional state, largely resulting from the unique cognitive demands of the language learning environment.

To strengthen the foundation of this research, several preceding studies were examined, including work by Panjang Emas (2022), Zulfikri and Lindra

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(2021), Thalia Oryza (2021), Rafitra Aulia (2020), and Wiwin (2022). Each of these investigations explored various aspects of students' anxiety during English writing tasks. While much of this earlier research utilized a quantitative framework to analyze writing anxiety, the current study adopts a qualitative approach. This distinction allows the current investigation to explore the phenomenon of "Students anxiety in writing English paragraph at Sultan Syarif Kasim State Islamic University Riau " with greater depth and nuance.

B. Identification of the Problem

Based on the background of the problem described above, several problems can be identified in relation to students' anxiety in writing English paragraphs. First, many students experience anxiety when they are asked to write English paragraphs, which makes it difficult for them to think clearly and develop their ideas. Second, students often feel nervous, worried, and uncomfortable when writing English paragraphs, especially when the writing tasks are conducted under time constraints or will be evaluated by lecturers. Third, some students experience physical symptoms of anxiety such as heart pounding, tension, and a blank mind while writing English paragraphs. Fourth, students tend to feel afraid of making grammatical mistakes and receiving negative evaluations from lecturers or peers, which reduces their confidence in writing. Finally, due to high levels of anxiety, some students tend to avoid writing activities, delay completing writing assignments, or show low motivation in writing English paragraphs.

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C Limitation of the Problem

Based on identification of the problem, the problem can be limited only the students anxiety in writing English paragraph at Sultan Syarif Kasim Islamic University Riau, especially for 4th semester students.

D. Formulation of the Problem

Based on limitation of the problem, the researcher formulated the problem of the research as follows;

1. What kinds of anxiety do the students have in writing English paragraphs at UIN Suska Riau?
2. What is the most dominant type of anxiety experienced by the students in writing English paragraphs at UIN Suska Riau?

E. Objective of this research

The objective of this research is to identify the types of anxiety experienced by the fourth-semester students of the English Education Department at State Islamic University of Sultan Syarif Kasim Riau in writing English paragraphs and to determine the most dominant type of anxiety experienced by the students in writing English paragraphs. This research focuses on students' writing anxiety which includes cognitive anxiety, somatic anxiety, and avoidance behavior as proposed by Cheng (2004). The identification of these types of anxiety is expected to provide a clear description of students' anxiety in writing English paragraphs at the English Education Department of UIN Suska Riau.

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F. Significance of the Research

Theoretical benefits, the result of this research can be used as further reference research. This research can increase the readers knowledge about English writing in the department of Sultan Syarif Kasim State Islamic University Riau.

From this research, it is hoped that the research result will be contribute to the improvement of effective English language teaching learning process in general by knowing student problems in particular foreign students. The result of this research can be used by lecturers, students, and other researchers. For lecturers, lecturers can know students anxiety when dealing with it learn about writing as a foreign language. For students, they can prepare strategies that must be carried before facing English lessons.

Even though their anxiety is always felt when they learn English, especially writing. Although their anxiety will decrease as long they carry out these strategies. For other researchers, it is hoped that the result of this research can be used as a reference for other research when conducting research it may be a different object of another technique.

G. Definition of terms

This section provides definitions of important terms used in this research in order to avoid misunderstanding and to clarify the scope of the study.

1. Writing

Writing is the ability to express ideas, thoughts, and feelings in written form by using appropriate vocabulary, grammar, and organization.

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In this research, writing refers specifically to students' ability to write English paragraphs.

2. Writing Anxiety

Writing anxiety refers to the feelings of fear, nervousness, tension, and worry experienced by students when they are required to write in English. In this research, writing anxiety is viewed as a psychological factor that may affect students' performance in writing English paragraphs.

3. Cognitive Anxiety

Cognitive anxiety refers to students' negative thoughts related to writing, such as fear of making mistakes, concern about writing performance, and worry about negative evaluation from lecturers or peers when writing English paragraphs.

4. Somatic Anxiety

Somatic anxiety refers to the physical reactions experienced by students while writing in English, such as heart pounding, nervousness, trembling, tension, or having a blank mind during writing activities.

5. Avoidance Behavior

Avoidance behavior refers to students' tendency to avoid or delay writing activities due to anxiety. In this research, avoidance behavior includes reluctance to write, procrastination, and trying to avoid situations that require writing English paragraphs.

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6. English Paragraph

An English paragraph is a group of related sentences that develop one main idea, consisting of a topic sentence, supporting sentences, and a concluding sentence, written in English.

7. Second Language Writing Anxiety Inventory (SLWAI)

Second Language Writing Anxiety Inventory (SLWAI) is a questionnaire developed by Cheng (2004) that is used to measure student' anxiety in writing a second or foreign language. In this research, SLWAI is used as the instrument to identify students' anxiety in writing English paragraphs.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Writing

Writing is one of the most complex language skills in language learning. This skill requires not only mastery of vocabulary and grammatical structures, but also the ability to think logically, organize ideas, and convey ideas effectively. According to Nunan (2003:88), writing is mental work in which ideas are expressed, ways of expressing them are considered, and they are organized into sentences and paragraphs that are clear to the reader. This confirms that writing is an activity that involves a high level of thinking that requires practice and perseverance.

Brown (2001:336) also emphasizes that writing is the written product of a process of thinking, drafting, and revising that requires specific skills, such as generating ideas, organizing them coherently, using discourse markers and rhetorical conventions appropriately, revising the text to make its meaning clearer, and editing grammar to produce an effective final product. In this context, writing is not a spontaneous activity, but a gradual process that requires According to Harmer (2004:31), writing not only functions as a form of written communication, but also as a means of thinking and learning. Through writing, a person can express their thoughts in a more organized manner, reflect on ideas, and deepen their understanding of a topic. Harmer divides writing skills

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into two main dimensions, namely writing for communication and writing for learning. In learning English as a foreign language (EFL), both of these objectives are important because writing is not only used to convey messages, but also to practice language structure and critical thinking.

a. The Nature of Writing

Byrne (1988:1) defines writing as the act of producing graphic symbols arranged in sentences to convey meaning to readers. Meanwhile, Langan (2008) states that writing is the process of compiling ideas in a logical, structured, and coherent manner with the aim of informing, persuading, or entertaining the reader. From these definitions, it can be understood that writing is not merely copying words, but a productive activity that requires simultaneous thinking and language skills.

Richards and Renandya (2002:303) add that writing is the most difficult skill for second language or foreign language learners to master. This is because writing requires abilities that involve linguistic, psychological, and cognitive elements simultaneously. In writing activities, students must be able to produce texts that are not only grammatically correct, but also meaningful and contextually appropriate.

Thus, writing can be considered a productive and expressive communicative activity that allows writers to convey messages to readers through the medium of writing. Writers are required to have

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language skills, critical thinking skills, and sensitivity to the social and cultural context in which the writing is produced.

b. Purpose of Writing

According to Harmer (2004), the main purpose of writing is to communicate and convey meaning. However, in an academic context, writing also has several other purposes, such as demonstrating knowledge, analyzing ideas, and developing critical thinking skills.

Keraf (1984:3) states that the purposes of writing include:

- 1) Informative purpose, which is to provide information or knowledge to readers.
- 2) Persuasive purpose, which is to influence or convince readers to accept the writer's ideas.
- 3) Expressive purpose, which is to express the writer's personal feelings or views.
- 4) Recreational purpose, which is to entertain readers through writing.

In English language learning, the purpose of writing is related to the mastery of linguistic and communicative skills. According to Hyland (2003:9), writing in the context of EFL is a social activity that involves interaction between the writer and the reader, where the writer adapts the language, style, and structure of the text according to the purpose of communication. Therefore, successful writing is determined not only by grammatical aspects, but also by the writer's ability to understand the needs of the reader and the context of communication.

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c. The Writing Process

Writing is a process that takes place in several stages. According to Harmer (2004:5), there are four main stages in the writing process, namely:

1) Planning

At this stage, the writer determines the purpose of the writing, identifies the target audience, and plans the content to be conveyed. This planning is important so that the writing has a clear direction and focus.

2) Drafting

The writer begins to express ideas in sentences and paragraphs without worrying too much about mistakes. This stage serves to develop the framework of ideas into a complete text.

3) Revising

This stage involves rereading the draft to improve sentence structure, logical flow, and clarity of ideas. Revisions are made to make the writing more effective and coherent.

4) Editing

The final stage is to edit grammatical errors, spelling, punctuation, and writing format before producing the final product.

These stages are also known as the process approach to writing, which emphasizes that writing is a repetitive process that allows

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students to gradually improve and enhance the quality of their writing (Tribble, 1996).

d. Types of Writing

According to Brown (2003:220–221), there are four types of writing based on skill level and complexity, namely:

1) Imitative Writing

Focuses on imitating the form of writing and basic sentence structure. For example, practicing copying sentences or filling in the blanks in a text.

2) Intensive (Controlled) Writing

Emphasizes the use of vocabulary and grammatical structures in a limited context.

3) Responsive Writing

Students write short texts in the form of paragraphs or responses to specific readings.

4) Extensive Writing

Involves longer written works such as essays, reports, or research papers.

A similar opinion is expressed by Weigle (2002:20), who states that academic writing includes several forms, including descriptive writing, narrative writing, expository writing, and argumentative writing. Each type has a different structure, style, and purpose.

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e. Aspects of Assessment in Writing

The assessment of writing skills usually covers several main aspects. According to Jacob et al. (1981) in ESL Composition Profile, there are five important aspects in assessing writing, namely:

- 1) Content: clarity and relevance of the ideas conveyed.
- 2) Organization: the orderliness of ideas and the relationship between paragraphs.
- 3) Vocabulary: accuracy and variety in word choice.
- 4) Language Use: accuracy in grammar and sentence structure.
- 5) Mechanics: accuracy of spelling, punctuation, and capitalization.

These aspects form the main basis for assessing student writing, both in academic contexts and in foreign language learning.

f. The Importance of Writing Skills

According to Walsh (2010), writing skills are very important in the world of work and higher education because most professional communication is done in writing, such as reports, letters, applications, and emails. By mastering writing skills, a person can convey messages effectively and professionally.

In addition, Nasser (2016) emphasizes that writing plays an important role in language mastery because through writing, students can internalize new vocabulary, grammar, and style. In an academic context, writing skills help students develop critical thinking and argumentative skills, which are the basis of scientific research.

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Harmer (2007) also states that writing plays an important role in improving overall language learning abilities because the writing process encourages students to think reflectively, pay attention to language forms, and develop effective written communication strategies.

2. Anxiety

Anxiety is a psychological phenomenon that individuals often experience in their daily lives, especially in the context of learning. Koutsimani et al. (2019) define anxiety as a permanent trait or characteristic of an individual, which indicates the extent to which a person perceives a stressful situation as threatening. In other words, anxiety does not only arise because of a real threat, but also because of a person's perception of that threat. Meanwhile, the Oxford Advanced Learner's Dictionary (1995) defines anxiety as a feeling of nervousness that arises from the fear that something bad will happen. Furthermore, anxiety can also be interpreted as a feeling of tension, unpleasant anticipation of a possible threat, and prolonged restlessness.

According to Spielberger (1983), anxiety is divided into two main forms, namely trait anxiety and state anxiety. Trait anxiety refers to an individual's tendency to feel anxious in various situations as part of their personality. Meanwhile, state anxiety is a temporary emotional condition that arises in response to certain situations that are considered stressful. In an academic context, these two forms of anxiety can affect student

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performance, especially when faced with tasks that require high cognitive abilities, such as public speaking or writing in a foreign language.

Scovel (1978) explains that anxiety in language learning is complex and can be either positive or negative. To a certain extent, anxiety can play a positive role (facilitative anxiety) because it encourages students to study harder and focus more. However, if the intensity is excessive, anxiety becomes an obstacle (debilitative anxiety) that actually disrupts the learning process.

a. Fore Foreign language anxiety

Foreign language anxiety is a specific form of anxiety that arises when a person learns and uses a language other than their native language. Horwitz, Horwitz, and Cope (1986) explain that foreign language anxiety is a form of anxiety that arises from the communication process, fear of negative evaluation, and anxiety about tests in the context of foreign language learning. They developed a measurement instrument known as the Foreign Language Classroom Anxiety Scale (FLCAS) to identify students' anxiety levels in foreign language classes.

MacIntyre and Gardner (1994) emphasized that foreign language anxiety is one of the most significant affective factors that influence language learning achievement. They mention that foreign language anxiety can affect three important stages in the language learning process, namely the input stage, the processing stage, and the output

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stage. At the input stage, anxiety can prevent students from receiving and understanding new information. At the processing stage, anxiety interferes with students' ability to remember and process information. Meanwhile, at the output stage, anxiety can inhibit students from expressing themselves orally and in writing.

Anxiety about foreign languages often arises in the four main language skills, namely listening, speaking, reading, and writing. Among these four skills, writing is known as one of the most challenging because it requires critical thinking skills, vocabulary mastery, grammar, and good organization of ideas (Zheng, 2008). Therefore, writing anxiety is one of the most common forms of foreign language anxiety experienced by second language learners.

b. Writing Anxiety

Writing anxiety is a form of academic anxiety commonly experienced by students, especially in the context of foreign language learning. Clark (2005) states that writing anxiety arises from a lack of knowledge and understanding needed to complete writing tasks and the belief that writing is a difficult and frightening activity. Al Sawalha and Chow (2012) add that writing anxiety is a combination of feelings, beliefs, and behaviors that can hinder a person's ability to start, carry out, or complete a writing task, even though intellectually they are capable of doing so.

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Cheng (2004) categorizes writing anxiety into three main types, namely:

1) Cognitive Anxiety

This anxiety is related to the mental aspects of the anxious experience, such as negative expectations, concerns about other people's judgments, and fear of failure. In the context of writing, students often feel afraid that their writing will be criticized or will not meet academic standards, thereby inhibiting their ability to express their ideas freely.

2) Somatic Anxiety

This type of anxiety is related to the body's physiological reactions to anxiety, such as a pounding heart, trembling hands, or feelings of tension. Often, these symptoms appear when students have to write under time pressure or when they are unsure of their language skills.

3) Avoidance Anxiety

This anxiety causes individuals to avoid writing altogether. Students with high levels of avoidance anxiety tend to procrastinate on writing assignments, are reluctant to do homework, or even refuse to write in English class. This type of anxiety is considered the most dangerous because it hinders the overall development of students' writing skills.

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c. Factors Causing Writing Anxiety

Based on various previous studies, there are several factors that cause writing anxiety, including:

1) Fear of Negative Evaluation and Exams

Most students feel anxious when their writing will be assessed by lecturers or teachers. They are afraid of getting low grades or criticism that can lower their self-confidence. According to Horwitz et al. (1986), fear of negative evaluation is one of the main causes of academic anxiety in foreign language learning.

2) Time Pressure

Writing assignments are often done within a limited time frame. This condition makes students feel rushed and unable to think clearly. Lin and Ho (2009) found that time pressure can exacerbate writing anxiety because students do not have enough time to plan, write, and revise their writing.

3) Low Self-Confidence

Self-confidence is closely related to writing performance. Students who feel unable to write well in English tend to experience high anxiety (Hassan, 2001). When self-confidence is low, students often judge themselves as not competent enough, so they focus more on mistakes than on the content of their writing.

4) Language Difficulties

Limited vocabulary, grammar, and sentence structure are the main causes of writing anxiety for foreign language learners

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(Richards & Renandya, 2002). Students often want to write complex ideas but are hampered by limited language skills, which ultimately makes them frustrated and anxious.

5) Lack of Experience or Practice

Students who rarely practice writing in a foreign language will experience difficulties when asked to write academically. According to Daly and Miller (1975), writing anxiety increases in students who have little experience and practice in writing because they feel unfamiliar with expressing ideas in written form.

6) Pressure for Perfection

Many students who are academic perfectionists feel that their writing must be perfect. This pressure causes them to procrastinate because they fear that the results will be unsatisfactory (Madigan, Linton & Johnson, 1996). As a result, they become even more anxious and unproductive.

7) The Impact of Writing Anxiety

Writing anxiety can have a significant impact on learning outcomes. Students who experience high anxiety tend to produce shorter, less organized writing that is full of grammatical errors (Zheng, 2008). In addition, they are also more likely to lose motivation to learn and often avoid writing tasks.

According to Pajares and Johnson (1994), writing anxiety can lower students' self-efficacy regarding their writing abilities. When

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students feel unable to write well, they will lower their achievement standards and try to avoid tasks that involve writing. As a result, their writing skills will struggle to develop.

B. Relevant Research

Several previous studies have investigated students' anxiety in writing English, both at the secondary school and university levels. These studies indicate that writing anxiety is one of the affective factors that significantly influences students' writing performance, particularly in the context of English as a foreign language (EFL). The findings of these studies provide strong theoretical and empirical foundations for the present research.

The first relevant study was conducted by Aurora, Sani, and Sesmiyanti (2022) entitled "An Analysis of Students' Anxiety in Writing English Paragraphs." This study aimed to identify the types and causes of students' anxiety in writing English paragraphs at the English Education Department of PGRI University of West Sumatra. The researchers employed a qualitative descriptive method by collecting data through interviews and classroom observations. The results showed that students experienced anxiety mainly due to time pressure and low self-confidence. Students felt rushed when asked to write within limited time, which made it difficult for them to organize ideas properly. In addition, fear of negative feedback from lecturers caused students to doubt their writing ability and avoid writing tasks. This study highlights the importance of creating a supportive learning environment to reduce students' anxiety in writing.

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The second relevant research was conducted by Panjang Emas (2022) entitled “Students’ Anxiety in Writing Academic Texts.” This study used a mixed-method approach to examine students’ writing anxiety, its causes, and the strategies used to cope with it. The participants were third-semester students of the English Education Department at UIN Raden Mas Said Surakarta during the COVID-19 pandemic. The findings revealed that most students experienced a moderate level of writing anxiety. The main factors causing anxiety were fear of negative evaluation, limited language competence, and lack of writing practice. The study also found that students used several strategies to reduce anxiety, such as preparation, relaxation, positive thinking, and peer support. This research emphasizes that writing anxiety is influenced not only by linguistic factors but also by psychological factors.

The third relevant study was carried out by Thalia Oryza (2021) entitled “An Analysis of Students’ Anxiety in Writing Skill at Tenth Grade Students of SMAN Jumapol.” This qualitative descriptive study aimed to identify the types of writing anxiety, the causes, and the strategies used to overcome it. The data were collected using the Second Language Writing Anxiety Inventory (SLWAI) developed by Cheng (2004), interviews, and classroom observations. The findings showed that cognitive anxiety was the most dominant type of anxiety experienced by students. The causes of anxiety included fear of making mistakes, time pressure, lack of confidence, and limited writing experience. The study also revealed that students used

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strategies such as preparation, relaxation, and positive thinking to cope with their anxiety.

In addition to national studies, international research also supports the existence and impact of writing anxiety. Cheng (2002) found that writing anxiety is closely related to students' self-efficacy. Students with low confidence in their writing ability tend to experience higher levels of anxiety because they focus more on fear of errors than on idea development. Similarly, Zheng (2008) stated that writing anxiety negatively affects students' writing performance because excessive anxiety prevents students from thinking clearly and creatively during writing tasks.

Based on the previous studies reviewed above, it can be concluded that writing anxiety is a common phenomenon experienced by EFL students at different educational levels. The dominant causes of writing anxiety include fear of negative evaluation, limited language proficiency, time pressure, and low self-confidence. Although the previous studies have provided valuable insights into writing anxiety, most of them focused on identifying types, causes, and coping strategies using qualitative or mixed methods.

Therefore, the present research differs from previous studies by employing a quantitative descriptive design to identify the level and dominant type of students' anxiety in writing English paragraphs at the English Education Department of UIN Sultan Syarif Kasim Riau using the Second Language Writing Anxiety Inventory (SLWAI). This research is expected to

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enrich existing studies by providing empirical data on students' writing anxiety in the context of higher education.

Conceptual Framework

The key to preventing misunderstandings in scientific research is operational concept. Operational concepts originate from theoretical concepts related to all variables that need to be operated practically and empirically at any time writing research papers (Syafi'i 2019). That theoretical idea what was discussed previously is still broad and abstract. According to Cheng (2004), writing anxiety is divided into three types, namely:

1. Cognitive Anxiety

Cognitive anxiety refers to the cognitive aspects of the anxiety experience, including negative expectations, preoccupation with performance, and concern about the perceptions of others. How students produce their writing can be greatly influenced by the expectations of other students or teachers.

2. Somatic Anxiety

Refers to a person's perception of the psychological impact of the experience of anxiety, such as nervousness and tension. Sometimes students feel nervous in high tension when they are limited by time and they have not come up with any ideas.

3. Avoidance Anxiety (anxiety or behavior)

Avoidance anxiety is a type of anxiety that causes students to avoid writing. This is the behavioral aspect of the anxiety experience. This is the

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most dangerous type of writing anxiety because students will avoid writing. They will not do anything in writing class. Students cannot get any results from their writing.

Writing Anxiety → (Cognitive, Somatic, Avoidance) → Writing Performance

This framework reflects the relationship between the three types of anxiety and their impact on writing achievement. Reducing anxiety through practice, feedback, and confidence-building strategies is expected to improve students' writing outcomes.

CHAPTER III

METHOD OF THIS RESEARCH

A. Research Method

The objective of this research was to identify the level and types of students' anxiety in writing English paragraphs at State Islamic University of Sultan Syarif Kasim Riau. Therefore, this research employed a quantitative approach with a descriptive research design.

According to Creswell (2014), quantitative research is a means for testing objective theories by examining variables that can be measured using instruments so that numerical data can be analyzed statistically. In this research, students' writing anxiety was measured through a questionnaire in order to obtain numerical data that describe the phenomenon under investigation.

This research used a descriptive quantitative method because it aimed to describe students' anxiety in writing English paragraphs as it naturally occurred, without manipulating any variables. Tavakoli (2012) states that descriptive research is conducted to provide a systematic and accurate description of a phenomenon, population, or area of interest. In line with this definition, this research focused on describing the level and types of writing anxiety experienced by the students based on the data collected from the questionnaire.

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B. Location and Time of this Research

This research conducted at Sultan Syarif Kasim State Islamic University Riau specifically in English Education Department located at Panam, Jl. HR. Soebrantas Km. 15, RW.15, Simpang Baru, Kota Pekanbaru, Riau 28293. This research was conducted in May 2025.

C. Subject and Object of this Research

The subject in this research were 4th semester students of English Education Department of Sultan Syarif Kasim State Islamic University Riau.

The object of this research were students anxiety in writing English paragraph.

D. Population and Participant of this Research**1. Population of this Research**

According to Creswell (2014) participants refers to individuals or groups who take parts in a study by providing data, such as responses to interviews, surveys, or observations that serve as sources of information to answer research questions. The participants in this research were the students of the 4th semester in English Education Department of UIN Suska Riau. Based on administrative data, the total participants of the English education department in the academic year 2024/2025 there are:

**Table III.1
Total of Population**

Class	Male	Female	Total/Population
A	7	21	28
B	3	23	26
C	3	24	27
D	5	23	28

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E	6	18	24
Total	24	109	133

Source: Vice Principal of English Education Department Universitas Islam Negeri Sultan Syarif Kasim

2. Sample of the Research

A sample refers to portion of the population that is surveyed, in this research used purposive sampling. According to Sugiyono (2011) purposive sampling involves selecting a subset of individuals from population in a way that ensures each individual has an equal probability of being selected. The researcher used probability sampling by using simple random sampling to choose two classes to be observed, where every individual had a probability to be chosen as a sample. The researcher selected the sample randomly. So, class A and C was chosen as a subject on this research which consists of 55 students.

Table III.2
Sample of the Study

No	Class	Total
1.	A	28
2.	C	27
	Total	55

E. Technique of Collecting Data

In collecting the data, the researcher employed a questionnaire as the main instrument of this research. The questionnaire was adopted from Rezaei and Jafari (2014) and developed based on the Second Language Writing

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Anxiety Inventory (SLWAI) proposed by Cheng (2004). A questionnaire is a data collection technique in which respondents are asked to respond to a set of written statements. This technique enables the researcher to collect data from a large number of respondents efficiently and systematically.

The questionnaire used in this research was the Second Language Writing Anxiety Inventory (SLWAI), which consists of 22 items designed to measure students' anxiety in writing English. The SLWAI measures three dimensions of writing anxiety, namely cognitive anxiety, somatic anxiety, and avoidance behavior. Cognitive anxiety refers to negative expectations, worries about performance, and fear of negative evaluation. Somatic anxiety relates to physical reactions such as nervousness, tension, and heart palpitations experienced during writing activities. Avoidance behavior refers to students' tendency to avoid writing tasks or situations involving writing in English.

The questionnaire was distributed to the fourth-semester students of the English Education Department of UIN Suska Riau who were selected as the sample of this research. The respondents were asked to respond to each statement using a five-point Likert scale ranging from Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), to Strongly Agree (SA). The responses obtained from the questionnaire were then scored and analyzed to determine the level and types of students' anxiety in writing English paragraphs.

The blueprint of the questionnaire, including indicators, item numbers, and total items for each type of anxiety, is presented in the following table.

Table III. 3
The Blue Print of Students Anxiety Questionnaire

No	Indicators	Item Number	Total Number
1	Somatic anxiety	1,3,7,9,14,17,20,21	8
2	Cognitive anxiety	2,6,8,11,13,15,19	7
3	Avoidance behavior	4,5,10,12,16,18,22	7
Total			22

Validity and Reliability of The Test

1. Validity of the Test

Validity refers to the extent to which an instrument measures what it is intended to measure. According to Sugiyono (2018), validity is an important aspect of a research instrument because it determines the accuracy and appropriateness of the data collected. An instrument is considered valid if it is able to measure the variables that are being investigated.

In this research, the validity of the instrument was ensured through content validity. The questionnaire used in this research was the Second Language Writing Anxiety Inventory (SLWAI) developed by Cheng (2004). This instrument has been widely used in previous studies to measure students' writing anxiety and consists of three dimensions, namely cognitive anxiety, somatic anxiety, and avoidance behavior. Therefore, the questionnaire was considered valid because its contents were relevant to the theoretical framework and research objectives of this study. In addition, the items of the questionnaire were adapted and reviewed based on the indicators of writing anxiety to ensure that they

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were suitable for measuring students' anxiety in writing English paragraphs.

Table III. 4
The Validity of Students'writing Anxiety

Item	Var00023	r Table	Result
Item 1	,839**	0.514	Valid
Item 2	,843**	0.514	Valid
Item 3	,651**	0.514	Valid
Item 4	,816**	0.514	Valid
Item 5	,603*	0.514	Valid
Item 6	,837**	0.514	Valid
Item 7	,792**	0.514	Valid
Item 8	,550*	0.514	Valid
Item 9	,730**	0.514	Valid
Item 10	,530*	0.514	Valid
Item 11	,897**	0.514	Valid
Item 12	,872**	0.514	Valid
Item 13	,816**	0.514	Valid
Item 14	,848**	0.514	Valid
Item 15	,770**	0.514	Valid
Item 16	,750**	0.514	Valid
Item 17	,792**	0.514	Valid
Item 18	,594*	0.514	Valid
Item 19	,846**	0.514	Valid
Item 20	,815**	0.514	Valid
Item 21	,758**	0.514	Valid
Item 22	,670**	0.514	Valid

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2. Reliability of the Test

Reliability refers to the consistency and stability of an instrument in measuring a variable. According to Arikunto (2010), a reliable instrument is one that produces consistent results when administered to the same subjects under similar conditions. Reliability is important to ensure that the data collected are dependable and free from random errors.

The reliability of the questionnaire used in this research was based on the reliability testing conducted by Cheng (2004). The Second Language Writing Anxiety Inventory (SLWAI) has been proven to have a high level of reliability in previous studies. The reliability coefficient of the SLWAI was reported to be reliable for measuring students' writing anxiety. Therefore, the instrument used in this research was considered reliable and appropriate to collect data regarding students' anxiety in writing English paragraphs.

Table III.5
Reliability Statistics of Students'writing Anxiety

Cronbach's Alpha	N of Items
0.763	23

Technique of Data Analysis

There are some steps to analyze the data in this research. First, to know the level students' anxiety in writing paragraph at Sultan Syarif Kasim State Islamic Riau through questionnaire, the research calculated the mean score of the sample by employing Evroro and Sylvanus (2015) as follows:

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$$P = \frac{R}{N} \times 100\%$$

Where:

P = the percentage of examinees who answered items.

R = the number of examinees who answered items.

N = total number of examinees who tried the items.

After getting the students score, the researcher set the score category

based on the table below:

Table III. 6
Descriptive Criteria Percentage

Intervals	Categories
80%-100%	Very High
66%-79%	High
56%-65%	Moderate
40%-55%	Low
$\leq 40\%$	Very Low

Suharsimi Arikunto (2010)

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion presented in the previous chapter, it can be concluded that the fourth-semester students of the English Education Department at State Islamic University of Sultan Syarif Kasim Riau experienced a moderate level of anxiety in writing English paragraphs. This indicates that writing anxiety is a common problem faced by students in learning English writing.

The findings also revealed that there were three types of writing anxiety experienced by the students, namely cognitive anxiety, somatic anxiety, and avoidance behavior. Among these types, somatic anxiety was found to be the most dominant type experienced by the students. This anxiety was reflected in students' physical reactions such as nervousness, tension, heart pounding, and difficulty concentrating while writing English paragraphs.

Furthermore, avoidance behavior appeared as the second dominant type of anxiety, indicating that some students tended to avoid or delay writing activities due to anxiety. Meanwhile, cognitive anxiety was the least dominant type, although some students still experienced fear of making mistakes and negative evaluation when writing English paragraphs.

In conclusion, the results of this research indicate that students' anxiety in writing English paragraphs at the English Education Department of UIN Sultan Syarif Kasim Riau needs to be addressed, as it may influence



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students' confidence and performance in writing. Therefore, appropriate teaching strategies and supportive learning environments are necessary to help reduce students' writing anxiety.

B. Suggestion

Based on the finding, the researcher would like to propose several suggestions, as follows.

1. For students, students should actively develop strategies to overcome their anxiety in writing, particularly somatic symptoms such as nervousness and physical discomfort. They are encouraged to practice regular writing activities, engage in peer review, and apply relaxation techniques such as deep breathing or mindfulness to reduce tension. Consistent practice and exposure to writing will gradually build their confidence and reduce the level of anxiety.
2. For future researcher, future researchers are recommended to investigate writing anxiety using larger and more diverse samples to enrich the understanding of this phenomenon. It is also suggested to employ experimental or longitudinal designs to test the effectiveness of different strategies in reducing somatic anxiety. Furthermore, future studies could explore the relationship between writing anxiety and other variables such as writing proficiency, self-efficacy, or motivation to gain deeper insights into how anxiety affects language learning outcomes.

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APPENDIX I

Instrument of The Research



Hak Cipta Dilindungi Undang- Undang 1. Dilang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber. a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau. 2. Dilang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	© Hak cipta UIN SUSKA RIAU Siti Meislimah Universitas Syarif Kasim Riau	Statements	Alternatives				
			SA	A	U	D	SD
		While writing in English, I'm not nervous at all.					
		I feel my heart pounding when I write English compositions under time constraint.					
		While writing English compositions, I feel worried and uneasy if I know they will be evaluated.					
		I often choose to write down my thoughts in English.					
		I usually do my best to avoid writing English compositions					
		My mind often goes blank when I start to work on an English composition.					
		I don't worry that my English compositions are a lot worse than others'.					
		I tremble or perspire when I write English compositions under time pressure.					
		If my English composition is to be evaluated, I would worry about getting a very poor grade.					
		I do my best to avoid situations in which I have to write in English.					
		My thoughts become jumbled when I write English compositions under time constraint.					
		Unless I have no choice, I would not use English to write composition.					
		I often feel panic when I write English compositions under time constraint.					
		I'm afraid that other students would deride my English composition if they read it.					
		I freeze up when unexpectedly asked to write English compositions.					
		I would do my best to excuse myself if asked to write English compositions.					
		I don't worry at all about what other people would think of my English compositions.					



Hak Sopita Dilindungi	19	I usually seek every possible chance to write English compositions outside of class.					
20	21	I usually feel my whole body rigid and tense when I write English compositions.					
22	23	I'm afraid of my English composition being chosen as a sample to be					
		I'm not afraid at all that my English compositions would be rated as very poor.					
		Whenever possible, I would use English to write compositions					

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APPENDIX II

Students' Answer

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QUESTIONNAIRE OF A... 🤴

PREVIEW RESPONSES SETTINGS

QUESTIONNAIRE OF A... 🤴

PREVIEW RESPONSES SETTINGS

Response

Thu Jul 31 2025, 12:06:47 PM

Y ↻ 🗂️ XLS CSV +

Response

Thu Jul 31 2025, 12:06:47 PM

Y ↻ 🗂️ XLS CSV +

< 1 of 62 >

< 1 of 62 >

Name

Sella

Age

20

Class

4A

1. While writing in English, I'm not nervous at all.

3

2. I feel my heart pounding when I write English compositions under time constraint.

3

3. While writing English compositions, I feel worried and uneasy if I know they will be evaluated.

3



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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QUESTIONNAIRE OF A...

PREVIEW RESPONSES SETTINGS

QUESTIONNAIRE OF A...

PREVIEW RESPONSES SETTINGS

Response

Thu Jul 31 2025, 12:06:47 PM

Y

< 1 > of 62

5. I usually do my best to avoid writing English compositions	3
6. My mind often goes blank when I start to work on an English composition.	3
7. I don't worry that my English compositions are a lot worse than others'.	3
8. I tremble or perspire when I write English compositions under time pressure.	3
9. If my English composition is to be evaluated, I would worry about getting a very poor grade.	3
10. I do my best to avoid situations in which I have to write in English.	3

Y

< 1 > of 62

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QUESTIONNAIRE OF A... 🤴♂

PREVIEW RESPONSES SETTINGS

QUESTIONNAIRE OF A... 🤴♂

PREVIEW RESPONSES SETTINGS

Response

Thu Jul 31 2025, 12:06:47 PM

11. My thoughts become jumbled when I write English compositions under time constraint.

3

12. Unless I have no choice, I would not use English to write composition.

3

13. I often feel panic when I write English compositions under time constraint.

3

14. I'm afraid that other students would deride my English composition if they read it.

3

15. I freeze up when unexpectedly asked to write English compositions.

3

16. I would do my best to excuse myself if asked to write English compositions.

3



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QUESTIONNAIRE OF A... 🏰 💫

PREVIEW RESPONSES SETTINGS

Responses

Thu Jul 31 2025, 12:06:47 PM

17. I don't worry at all about what other people would think of my English compositions.

3

18. I usually seek every possible chance to write English compositions outside of class.

3

19. I usually feel my whole body rigid and tense when I write English compositions.

3

QUESTIONNAIRE OF A... 🏰 💫

PREVIEW RESPONSES SETTINGS

Responses

Thu Jul 31 2025, 12:06:47 PM

20. I'm afraid of my English composition being chosen as a sample to be

3

21. I'm not afraid at all that my English compositions would be rated as very poor.

3

22. Whenever possible, I would use English to write compositions

3

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State Islamic University of Sultan Syarif Kasim Riau

18:53

1.86 K/S 4G (65)

18:53

2.94 K/S 4G (64)

QUESTIONNAIRE OF A... 🤴**QUESTIONNAIRE OF A... 🤴**

PREVIEW

RESPONSES

SETTINGS

PREVIEW

RESPONSES

SETTINGS

Response

Thu Jul 31 2025, 12:22:05 PM

✉️



< 2 ▾ of 62 >

Name

Wadiyatul Hulwah

Age

19 y.o

Class

4 A

1. While writing in English, I'm nervous at all.

5



Summary



List



Individual

1. While writing in English, I'm not nervous at all.

5

2. I feel my heart pounding when I write English compositions under time constraint.

3

3. While writing English compositions, I feel worried and uneasy if I know they will be evaluated.

2



Summary



List



Individual

UIN SUSKA RIAU

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18:53

0.00 K/S 4G [64]

18:53

0.00 K/S 4G [64]

QUESTIONNAIRE OF A... 🤴**QUESTIONNAIRE OF A... 🤴**

PREVIEW

RESPONSES

SETTINGS

PREVIEW

RESPONSES

SETTINGS

Response

Thu Jul 31 2025, 12:22:05 PM



4. I often choose to write down my thoughts in English.
4

5. I usually do my best to avoid writing English compositions
2

6. My mind often goes blank when I start to work on an English composition.
1

Response

Thu Jul 31 2025, 12:22:05 PM



7. I don't worry that my English compositions are a lot worse than others'.
4

8. I tremble or perspire when I write English compositions under time pressure.
2

9. If my English composition is to be evaluated, I would worry about getting a very poor grade.
1



Summary

List

Individual

Summary

List

Individual

UIN SUSKA RIAU



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18:51

1.25 K/S 4G (65)

18:53

4.03 K/S 4G (64)

QUESTIONNAIRE OF A... 🤴

PREVIEW

RESPONSES

SETTINGS

QUESTIONNAIRE OF A... 🤴

PREVIEW

RESPONSES

SETTINGS

Response

Thu Jul 31 2025, 12:06:47 PM



8. I tremble or perspire when I write English compositions under time pressure.
3

9. If my English composition is to be evaluated, I would worry about getting a very poor grade.
3

10. I do my best to avoid situations in which I have to write in English.
3

Response

Thu Jul 31 2025, 12:22:05 PM



10. I do my best to avoid situations in which I have to write in English.
1

11. My thoughts become jumbled when I write English compositions under time constraint.
1

12. Unless I have no choice, I would not use English to write composition
1

Summary

List

Individual

Summary

List

Individual

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18:53

0.00 K/S 4G [64]

18:53

0.00 K/S 4G [64]

QUESTIONNAIRE OF A... 🤴**QUESTIONNAIRE OF A... 🤴**

PREVIEW

RESPONSES

SETTINGS

PREVIEW

RESPONSES

SETTINGS

Response

Thu Jul 31 2025, 12:22:05 PM



13. I often feel panic when I write English compositions under time constraint.

1

14. I'm afraid that other students would deride my English composition if they read it.

1

15. I freeze up when unexpectedly asked to write English composition.

1



16. I would do my best to excuse myself if asked to write English compositions.

3

17. I don't worry at all about what other people would think of my English compositions.

5

18. I usually seek every possible chance to write English composition outside of class.

4



UIN SUSKA RIAU

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8:53

3.13 K/S 4G [64]

18:53

3.13 K/S 4G [64]

QUESTIONNAIRE OF A... 🤴**QUESTIONNAIRE OF A... 🤴**

PREVIEW

RESPONSES

SETTINGS

PREVIEW

RESPONSES

SETTINGS

Response

Thu Jul 31 2025, 12:22:05 PM



19. I usually feel my whole body rigid and tense when I write English compositions.

1

20. I'm afraid of my English composition being chosen as a sample to be

1

21. I'm not afraid at all that my English compositions would be rated as very poor.

5

Response

Thu Jul 31 2025, 12:22:05 PM



21. I'm not afraid at all that my English compositions would be rated as very poor.

5

22. Whenever possible, I would use English to write compositions

4

Summary

List

Individual

Summary

List

Individual

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8:53

139 K/S 4G (68)

18:53

2.94 K/S 4G (68)

QUESTIONNAIRE OF A... 🤴**QUESTIONNAIRE OF A... 🤴**

PREVIEW

RESPONSES

SETTINGS

PREVIEW

RESPONSES

SETTINGS

Response

Tue Aug 05 2025, 10:36:17 AM

✉️



< 3 ▾ of 62 >

Name

Dizzy Sassyia

Age

20

Class

4B

1. While writing in English, I'm nervous at all.

4



Summary List Individual

Individual

1. While writing in English, I'm not nervous at all.

5

2. I feel my heart pounding when I write English compositions under time constraint.

3

3. While writing English compositions, I feel worried and uneasy if I know they will be evaluated.

2



Summary List Individual

Individual

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QUESTIONNAIRE OF A...

PREVIEW RESPONSES SETTINGS

QUESTIONNAIRE OF A...

PREVIEW RESPONSES SETTINGS

Response
Tue Aug 05 2025, 10:36:17 AM

< 3 of 62 >

4. I often choose to write down my thoughts in English.
4

5. I usually do my best to avoid writing English compositions
2

6. My mind often goes blank when I start to work on an English composition.
2

7. I don't worry that my English compositions are a lot worse than others'.
1

8. I tremble or perspire when I write English compositions under time pressure.
3

9. If my English composition is to be evaluated, I would worry about getting a very poor grade.
4

Summary List Individual

Summary List Individual

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QUESTIONNAIRE OF A...

PREVIEW RESPONSES SETTINGS

Response

Tue Aug 05 2025, 10:36:17 AM



< 3 ▾ of 62 >

10. I do my best to avoid situations in which I have to write in English.
2

11. My thoughts become jumbled when I write English compositions under time constraint.
3

12. Unless I have no choice, I would not use English to write composition
2

QUESTIONNAIRE OF A...

PREVIEW RESPONSES SETTINGS

Response

Tue Aug 05 2025, 10:36:17 AM



< 3 ▾ of 62 >

13. I often feel panic when I write English compositions under time constraint.
2

14. I'm afraid that other students would deride my English composition if they read it.
2

15. I freeze up when unexpectedly asked to write English composition
3



Summary

Summary

Summary

Summary



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**Response**

Tue Aug 05 2025, 10:36:17 AM



16. I would do my best to excuse myself if asked to write English compositions.
2

17. I don't worry at all about what other people would think of my English compositions.
4

18. I usually seek every possible chance to write English compositions outside of class.
4

Response

Tue Aug 05 2025, 10:36:17 AM



19. I usually feel my whole body rigid and tense when I write English compositions.
3

20. I'm afraid of my English composition being chosen as a sample to be
4

21. I'm not afraid at all that my English compositions would be rated as very poor.
2



Summary

List

Individual



Summary

List

Individual

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8:56

7.50 K/S 4G (68)

18:56

7.50 K/S 4G (68)

QUESTIONNAIRE OF A... 🤴**QUESTIONNAIRE OF A... 🤴**

PREVIEW

RESPONSES

SETTINGS

PREVIEW

RESPONSES

SETTINGS

Response

Tue Aug 05 2025, 10:36:36 AM



< 4 of 62 >

Name

Hidayah Azzulfah

Age

21

Class

4-B

1. While writing in English, I'm not nervous at all.

3



Summary



List

Individual

1. While writing in English, I'm not nervous at all.

3

2. I feel my heart pounding when I write English compositions under time constraint.

3

3. While writing English compositions, I feel worried and uneasy if I know they will be evaluated.

2



Summary



List

Individual

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8:56

0.00 K/S 4G [68]

18:56

1.05 K/S 4G [68]

QUESTIONNAIRE OF A... 🤴**QUESTIONNAIRE OF A... 🤴**

PREVIEW

RESPONSES

SETTINGS

PREVIEW

RESPONSES

SETTINGS

Response

Tue Aug 05 2025, 10:36:36 AM



< 4 of 62 >

4. I often choose to write down my thoughts in English.
1

5. I usually do my best to avoid writing English compositions
4

6. My mind often goes blank when I start to work on an English composition.
4



Summary

List

Individual

Response

Tue Aug 05 2025, 10:36:36 AM



< 4 of 62 >

7. I don't worry that my English compositions are a lot worse than others'.
3

8. I tremble or perspire when I write English compositions under time pressure.
1

9. If my English composition is to be evaluated, I would worry about getting a very poor grade.
1



Summary

List

Individual

UIN SUSKA RIAU

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8:56

1.05 K/S 4G (68)

18:56

4.14 K/S 4G (68)

QUESTIONNAIRE OF A... 🤴**QUESTIONNAIRE OF A... 🤴**

PREVIEW

RESPONSES

SETTINGS

PREVIEW

RESPONSES

SETTINGS

Response

Tue Aug 05 2025, 10:36:36 AM



10. I do my best to avoid situations in which I have to write in English.

4

11. My thoughts become jumbled when I write English compositions under time constraint.

1

12. Unless I have no choice, I would not use English to write composition

3

Response

Tue Aug 05 2025, 10:36:36 AM



13. I often feel panic when I write English compositions under time constraint.

1

14. I'm afraid that other students would deride my English composition if they read it.

2

15. I freeze up when unexpectedly asked to write English composition

3

Summary

List

Individual

Summary

List

Individual

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QUESTIONNAIRE OF A... 🤴**QUESTIONNAIRE OF A... 🤴**

PREVIEW

RESPONSES

SETTINGS

PREVIEW

RESPONSES

SETTINGS

Response

Tue Aug 05 2025, 10:36:36 AM



16. I would do my best to excuse myself if asked to write English compositions.
2

17. I don't worry at all about what other people would think of my English compositions.
2

18. I usually seek every possible chance to write English compositions outside of class.
3

Response

Tue Aug 05 2025, 10:36:36 AM



19. I usually feel my whole body rigid and tense when I write English compositions.
4

20. I'm afraid of my English composition being chosen as a sample to be
3

21. I'm not afraid at all that my English compositions would be rated as very poor.
3

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QUESTIONNAIRE OF A... 🤴**QUESTIONNAIRE OF A... 🤴**

PREVIEW

RESPONSES

SETTINGS

PREVIEW

RESPONSES

SETTINGS

Response

Tue Aug 05 2025, 10:42:06 AM



< 5 ▾ of 62 >

Name

Laisa Karimah

Age

20

Class

5B

1. While writing in English, I'm nervous at all.

4



Summary



List



Individual

1. While writing in English, I'm not nervous at all.

4

2. I feel my heart pounding when I write English compositions under time constraint.

2

3. While writing English compositions, I feel worried and uneasy if I know they will be evaluated.

2



Summary



List



Individual

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8:57

1.14 K/S 4G (63)

18:57

1.14 K/S 4G (63)

QUESTIONNAIRE OF A... 🤴**QUESTIONNAIRE OF A... 🤴**

PREVIEW

RESPONSES

SETTINGS

PREVIEW

RESPONSES

SETTINGS

Response

Tue Aug 05 2025, 10:42:06 AM



4. I often choose to write down my thoughts in English.
3

5. I usually do my best to avoid writing English compositions
3

6. My mind often goes blank when I start to work on an English composition.
2

Response

Tue Aug 05 2025, 10:42:06 AM



7. I don't worry that my English compositions are a lot worse than others'.
4

8. I tremble or perspire when I write English compositions under time pressure.
4

9. If my English composition is to be evaluated, I would worry about getting a very poor grade.
2

Summary

List

Individual

Summary

List

Individual



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8:57

0.00 K/S 4G (63)

18:57

0.00 K/S 4G (63)

QUESTIONNAIRE OF A... 🤴**QUESTIONNAIRE OF A... 🤴**

PREVIEW

RESPONSES

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PREVIEW

RESPONSES

SETTINGS

Response

Tue Aug 05 2025, 10:42:06 AM



10. I do my best to avoid situations in which I have to write in English.
2

11. My thoughts become jumbled when I write English compositions under time constraint.
2

12. Unless I have no choice, I would not use English to write composition
2

Response

Tue Aug 05 2025, 10:42:06 AM



13. I often feel panic when I write English compositions under time constraint.
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14. I'm afraid that other students would deride my English composition if they read it.
3

15. I freeze up when unexpectedly asked to write English composition
2

Summary

List

Individual

Summary

List

Individual





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18:57

0.00 K/S 4G [63]

18:58

0.00 K/S 4G [63]

QUESTIONNAIRE OF A... 🤴

QUESTIONNAIRE OF A... 🤴

PREVIEW

RESPONSES

SETTINGS

PREVIEW

RESPONSES

SETTINGS

Response

Tue Aug 05 2025, 10:42:06 AM



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3

Response

Tue Aug 05 2025, 10:42:06 AM



19. I usually feel my whole body rigid and tense when I write English compositions.
3

20. I'm afraid of my English composition being chosen as a sample to be
3

21. I'm not afraid at all that my English compositions would be rated as very poor.
2

Summary

List

Individual

Summary

List

Individual

UIN SUSKA RIAU



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Response

Tue Aug 05 2025, 10:42:06 AM



< 5 of 62 >

20. I'm afraid of my English composition being chosen as a sample to be

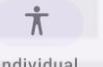
3

21. I'm not afraid at all that my English compositions would be rated as very poor.

2

22. Whenever possible, I would use English to write compositions

3



Summary

List

Individual



UIN SUSKA RIAU

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APPENDIX III

Students' Result

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Table IV.1
The students' anxiety in writing paragraph

No.	Name	Score	Category
1	Respondent 1	60	Moderate
2	Respondent 2	48	Low
3	Respondent 3	59	Moderate
4	Respondent 4	50	Low
5	Respondent 6	75	High
5	Respondent 5	52	Low
7	Respondent 7	60	Moderate
8	Respondent 8	55	Low
9	Respondent 9	48	Low
10	Respondent 10	49	Low
11	Respondent 11	54	Low
12	Respondent 12	60	Moderate
13	Respondent 13	49	Low
14	Respondent 14	55	Low
15	Respondent 15	65	Moderate
16	Respondent 16	55	Low
17	Respondent 17	47	Low
18	Respondent 18	87	Very High
19	Respondent 19	60	Moderate
20	Respondent 20	68	High
21	Respondent 21	45	Low
22	Respondent 22	69	High
23	Respondent 23	56	Moderate
24	Respondent 24	46	Low
25	Respondent 25	59	Moderate
26	Respondent 26	62	Moderate
27	Respondent 27	55	Low
28	Respondent 28	42	Low
29	Respondent 29	72	High
30	Respondent 30	47	Low
31	Respondent 31	67	High
32	Respondent 32	65	Moderate
33	Respondent 33	60	Moderate
34	Respondent 34	75	High
35	Respondent 35	51	Low
36	Respondent 36	61	Moderate
37	Respondent 37	46	Low
38	Respondent 38	60	Moderate
39	Respondent 39	63	Moderate
40	Respondent 40	60	Moderate
41	Respondent 41	62	Moderate
42	Respondent 42	81	Very High
43	Respondent 43	62	Moderate
44	Respondent 44	64	Moderate
45	Respondent 45	68	High
46	Respondent 46	47	Low
47	Respondent 47	49	Low
48	Respondent 48	58	Moderate
49	Respondent 49	65	Moderate
50	Respondent 50	55	Low
51	Respondent 51	80	Very High
52	Respondent 52	72	High
53	Respondent 53	33	Very Low
54	Respondent 54	45	Low
55	Respondent 55	75	High
Total		3235	
Mean		59	Moderate

Table IV.1 above shows the score of the questionniare. From that table, it can be seen that the students have various level regarding their anxiety in writing paragraph. the average score is 59.

The distribution of the questionniare score can be seen below



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APPENDIX IV

Recomendation Letter



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LEMBAR DISPOSISI	
INDEKS BERKAS	
KODE : 002	
HAL : Pengajuan Pembimbing	
TANGGAL : 1 Maret 2024	
ASAL : Seftia Fathona / 12110422628	
TANGGAL PENYELESAIAN:	SIFAT:
- INFORMASI	DITERUSKAN KEPADA:
An Analysis Of Student's Anxiety In Writing English Paragraph At UIN Suska Riau	<p>1. Kajur PBI</p> <p>2.</p> <p>3.</p> <p>4.</p>
<p>Dosen Pantiwaji ~</p> <p>Robi Kurniawan, M.A</p>	
<p>Kajur PBI</p> <p>13/3/24</p>	
*) 1. Kepada bawahan "Instruksi" atau "Informasi" 2. Kepada atasan "Informasi" coret "Instruksi"	



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State Islamic University of Sultan Syarif Kasim Riau



UIN

SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كالجية التربوية والجامعة
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id. E-mail. eftak_uinsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/6964/2024

Pekanbaru, 26 Maret 2024

Sifat : Biasa

Lamp. : -

Hal : *Pembimbing Skripsi*

Kepada

Yth. Robi Kurniawan, MA

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhamatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : SEFTIA FATHONA

NIM : 12110422628

Jurusan : Pendidikan Bahasa Inggris

Judul : An Analysis of Student's Anxiety in Writing English Paragraph At UIN
Suska Riau

Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam
an. Dekan

Wakil Dekan I

Dr. Zarkasih, M.Ag.

HP. 197210171997031004



Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

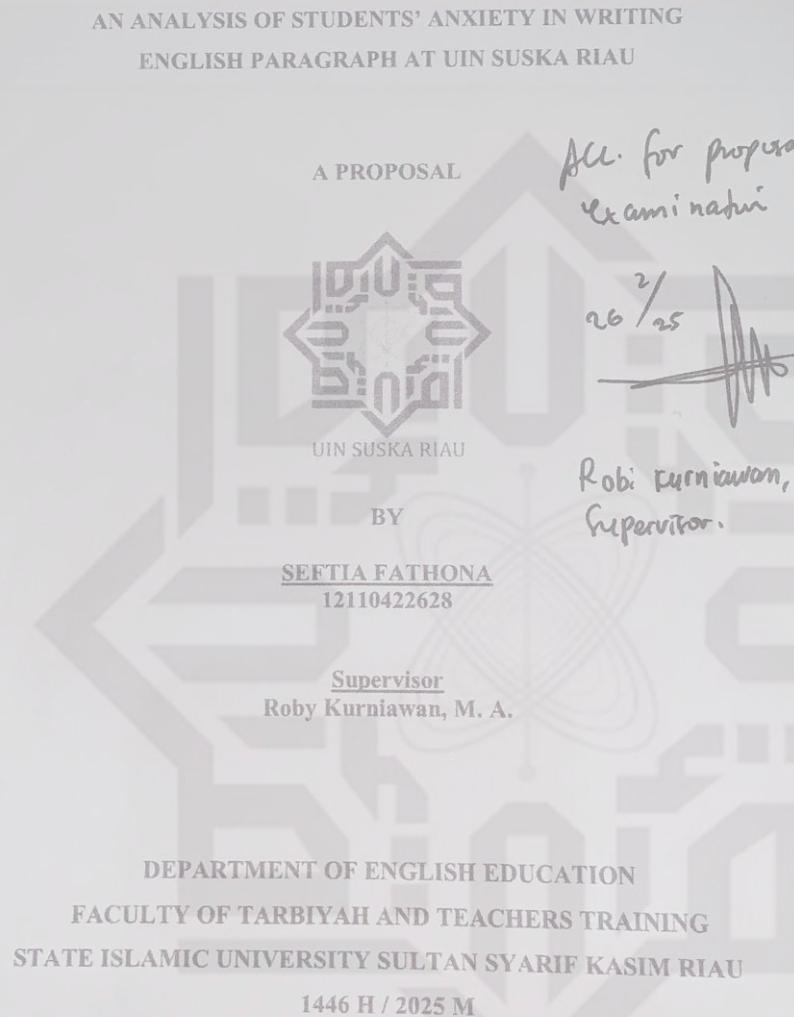


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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم**

FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H. R. Soebrantas Km. 15 Tempan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0781) 7077307 Fax. (0781) 21129

**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Nama : SEPTIA FATHIWA
Nomor Induk Mahasiswa : 12110422628
Hari/ Tanggal : SELASA / 18 MARET 2023
Judul Proposal Penelitian : ANALYSIS OF STUDENTS' ANXIETY IN WRITING ENGLISH PARAPHRAPH AT UIN SUSKA RIAU

NO	URAIAN PERBAIKAN
1.	Please make it clear in background of the Problem
2.	put the pre-research to get the first data
3.	put the previous study in background of the problem
4.	revise for 3rd formulation
5.	You should put all of formulation in your theory in chapter 2
6.	revise on your operational concept

Pekanbaru, 18 MARET 2023
Pengaji I

MARDIANTA, M.Pd

Pengaji II

NEWIA IRFATHIY, S.Pd.I, M.Pd

Note:
Dengan harapan Dosen Pembimbing dapat memperbaiki keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing



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Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 70777307 Fax. (0761) 21129

PENGESAHAN PERBAIKAN

UJIAN PROPOSAL

Nama Mahasiswa : Seftia Fathona
Nomor Induk Mahasiswa : 12110422628
Hari/Tanggal Ujian : Selasa/18 Maret 2025
Judul Proposal Ujian : An analysis of students' anxiety in writing english paragraph at uin suska riau
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Nurdiana, s.pd.I, M.Pd	PENGUJI I		
2.	Nelvia ibrahim ,M.Pd	PENGUJI II		

Mengetahui



PEKANBARU 29 April 2025

Peserta Ujian Proposal

Seftia Fathona
NIM. 12110422628



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KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing :
a. Seminar usul Penelitian :
b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Robi' Kurmiawan, M. A.
a. Nomor Induk Pegawai (NIP) : 198509102023211001
3. Nama Mahasiswa : Sefzia fathura
4. Nomor Induk Mahasiswa : 12 U0422628
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
	25/05 - 2025	Revisi Instrumen		
	18/06 - 2025	Konsulasi Analisis Data.		
	01/07 - 2025	Konsulasi Analisis Data.		
	19/07 - 2025	Konsulasi Bab IV		
	25/07 - 2025	Thesis approved.		

Pekanbaru, 6 November 2025
Pembimbing,

Robi' Kurmiawan, M. A.
NIP. 198509102023211001

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AN ANALYSIS OF STUDENTS' ANXIETY IN WRITING
ENGLISH PARAGRAPH AT UIN SUSKA RIAU



UIN SUSKA RIAU

BY
SEFTIA FATHONA
SIN. 12110422628

supervisor
Robi Kurniawan, S.Pd.,M.A

M.L. for ~~Examination~~
Examination
6/2017

Robi Kurniawan, M.P.
Supervisor

FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
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APPENDIX V

Research Letter



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Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : *Mohon Izin Melakukan Riset*

Yth : Ketua
Program Studi Pendidikan Bahasa Inggris
Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Di Pekanbaru

Pekanbaru, 11 Juli 2025

Assalamu 'alaikum Warahmatullahi Wabarakatuh
Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

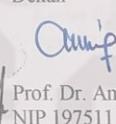
Nama	:	Seftia Fathona
NIM	:	12110422628
Semester/Tahun	:	VIII (Delapan)/ 2025
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : AN ANALYSIS OF STUDENTS' ANXIETY IN WRITING ENGLISH PARAG
Lokasi Penelitian : Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Waktu Penelitian : 3 Bulan (11 Juli 2025 s.d 11 Oktober 2025)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,
Dekan


Prof. Dr. Amirah Diniaty, M.Pd. Kons.
NIP 19751115 200312 2 001

Tembusan :
Rektor UIN Sultan Syarif Kasim Riau



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Fax. 0761-561646, Web. www.uin-suska.info/tarbiyah E-mail : tarbiyah-uinsuska@yahoo.com

SURAT KETERANGAN

Pekanbaru, 23 April 2025

Assalamu'alaikum Warahmatullahi Wabarakatuh

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama	:	Seftia Fathona
NIM	:	12110422628
Pendidikan	:	SI Pendidikan Bahasa Inggris
Judul Penelitian	:	An Analysis Of Students' Anxiety In Writing English Paragraph At UIN Suska Riau

Nama yang bersangkutan di atas diizinkan melakukan Pra Riset di Jurusan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.

Demikianlah surat keterangan ini kami buat untuk dapat di gunakan sebagaimana mestinya.

Ketua Program Studi
Pendidikan Bahasa Inggris

Dr. Faurina Anastasia, M.Hum
NIP. 198106112008012017



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Nomor : B-25191/Un.04/F.II.2/PP.00.9/11/2025

Yang bertanda tangan di bawah ini :

Nama	:	Prof. Dr. Zubaidah Amir, MZ, S.Pd., M.Pd.
NIP	:	19811001 200710 2 005
Pangkat/Gol. Ruang	:	Pembina Utama Muda (IV/c) Guru Besar
Jabatan	:	Wakil Dekan Bidang Administrasi Umum Perencanaan dan Keuangan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau

dengan ini menerangkan :

Nama	:	Seftia Fathona
NIM	:	12110422628
Program Studi	:	Pendidikan Bahasa Inggris
Semester	:	IX (Sembilan)

Benar telah melaksanakan penelitian di Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau untuk penyusunan skripsi/tugas akhir dengan judul: "An Analysis of Students' Anxiety in Writing English Paragraph at UIN Suska Riau."

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 13 November 2025
a.n. Dekan
Wakil Dekan Bidang Administrasi Umum
Perencanaan dan Keuangan,



Prof. Dr. Zubaidah Amir, MZ, S.Pd., M.Pd.
NIP. 19811001 200710 2 005

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CURRICULUM VITAE



Seftia Fathona is the second daughter of Mr. Nobon and Mrs. Fatma Nengsi. She was born in Balung Village on September 8, 2002. In 2015, she graduated from SDN 016 Balung. She completed her education at PPM Al Kautsar Muhammadiyah Sarilamak, Lima Puluh Kota Regency, in 2018 and at MAS Al Kautsar Sarilamak, Lima Puluh Kota Regency, in 2021. In 2021, she was accepted as a student in the English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Suska Riau. In July, he carried out a Community Service Program (KKN) in Pulau Panjang Hilir, Inuman District, Kuantan Singingi Regency. Then, he participated in a Field Experience Program (PPL) at SMA Handayani Pekanbaru from September to November 2024. As one of the requirements for obtaining a Bachelor's degree in English Education, she conducted research in August 2025 with the thesis title AN ANALYSIS OF STUDENTS' ANXIETY IN WRITING ENGLISH PARAGRAPHS AT UIN SUSKA RIAU.