

CHAPTER IV: FINDINGS AND DISCUSSION

4.1 Findings

This chapter presents the results of the data analysis conducted to answer the research questions regarding the levels and dimensions of writing anxiety among final-year English students at Jambi University. The analysis is based on responses from 57 students who completed the adapted SLWAI questionnaire.

4.1.1 Classifications of Writing Anxiety Levels

To determine students' writing anxiety levels, total scores from the 17-item questionnaire were calculated. The minimum possible score was 17 (17×1) and the maximum was 85 (17×5). Based on Azwar's (2012) criteria and the instrument's theoretical mean of 51 with a standard deviation (σ) of 11, anxiety levels were classified as follows:

$$X < (\mu - 1\sigma) \rightarrow \text{Low (score} < 40)$$

$$(\mu - 1\sigma) \leq X < (\mu + 1\sigma) \rightarrow \text{Moderate (} 40 \leq \text{score} \leq 62)$$

$$X \geq (\mu + 1\sigma) \rightarrow \text{High (score} > 62)$$

Table 4.1 *Categorization of Writing Anxiety Levels*

Score Range	Category
< 40	Low
40 – 62	Medium
> 62	High

4.1.2 Frequency Distributions of Writing Anxiety Levels

The frequency distribution of writing anxiety levels among the 57 participants is presented in Table 4.2. The majority of students (70.2%) reported moderate levels of writing anxiety. A notable portion (26.3%) experienced high anxiety, while only a small percentage (3.5%) reported low anxiety.

Table 4.2 *Distributions of Writing Anxiety Levels*

Writing Anxiety Levels	Frequency	Percentage
Low	2	3.5%
Medium	40	70.2%
High	15	26.3%
Total	57	100%

4.1.3 Descriptive Statistic of Writing Anxiety Dimensions

To identify the most dominant dimensions of writing anxiety, descriptive statistics (mean and standard deviation) were calculated for each subscale: cognitive anxiety, somatic anxiety, and avoidance behavior.

Table 4.3 *Writing Anxiety Dimensions*

Variable	Mean	Std. Deviation
Cognitive anxiety	24.23	4.892
Somatic anxiety	19.56	4.713
Avoidance behavior	12.86	2.875

The results show that cognitive anxiety is the most prevalent, followed by somatic anxiety and avoidance behavior. This indicates that students experience anxiety primarily in the form of worry, fear of evaluation, and self-doubt during the thesis writing process.

4.2 Discussion

4.2.1 Levels of Writing Anxiety

The finding of this study reveals that students experience writing anxiety during their thesis writing process at various levels. Most of the final-year students experience moderate to high levels of writing anxiety.

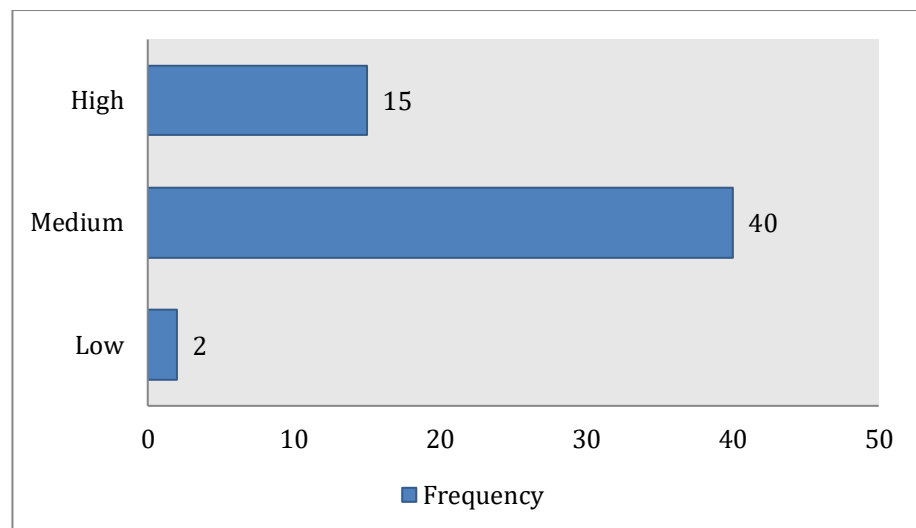


Figure 4.1 *Frequency of Writing Anxiety Levels.*

Based on the data presented in Figure 4.1, 40 students (70,2%) experienced a moderate level of writing anxiety, 15 students (26,3%) experienced a high level of writing anxiety, and only 2 students (3,5%) experienced a low level of writing anxiety.

This study's findings align with previous research on writing anxiety among EFL students. For example, Quvanch and Kew (2022) found that moderate

levels of writing anxiety are the most common among EFL students. While moderate levels of anxiety are not entirely negative, as they indicate that students care about their writing and want to improve, they may also be afraid of making mistakes.

However, Hartono and Maharani (2020) found that high levels of English writing anxiety were the most common among their participants. Indicating that students experience severe anxiety related to the English writing process. This aligns with 26.3% of students in this study who experience high levels of writing anxiety.

Additionally, high levels of writing anxiety can cause students to become so stressed that they choose to avoid writing. This fear negatively affects their academic performance. For thesis writing final-year students, experiencing writing anxiety can lead to delayed writing progress, reduced quality, or missed deadlines. The small proportion of students reporting low anxiety may reflect a strong coping mechanism, greater writing proficiency, or higher level of self-efficacy.

4.2.2 Dimensions of Writing Anxiety

To determine which dimension of writing anxiety is most dominant among the students, the mean score for each type were analyzed and are presented in Figure 4.2.

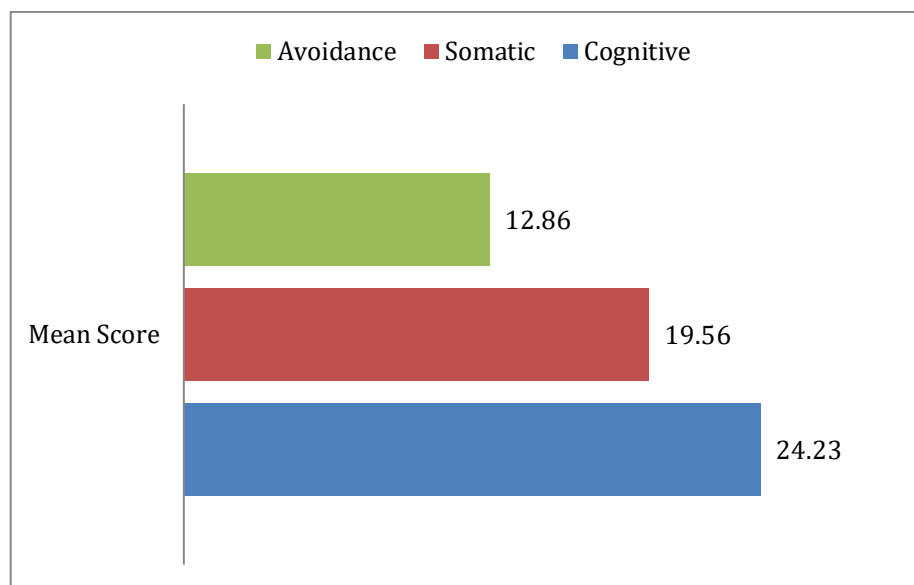


Figure 4.2 *Mean Scores of Writing Anxiety Dimensions.*

The most prevalent writing anxiety dimensions based on Figure 4.2 was cognitive anxiety with a mean score of 24.23. These findings are consistent with Cheng (2004), Wahyuni and Umam (2017), and Rezaei and Jafari (2014), who also found cognitive anxiety to be the most dominant type among EFL students. This reflects students' mental stress, such as fear of negative evaluation and self-doubt, during the writing process. Thoughts like "I'm concerned that others will mock my thesis" or "I fear receiving harsh feedback" were commonly endorsed. This suggests supervisor-student interactions significantly impact anxiety.

Somatic anxiety was the second most reported type, with a mean of 19.56. Students described physical symptoms such as trembling, tension, and rapid heartbeat when writing or preparing for thesis defense. These physical manifestations, if unaddressed, can impair focus and hinder thesis progress (Arisman, 2023; Setyoko & Siswoyo, 2024).

Avoidance behavior had the lowest mean score of 12.86, indicating that although students feel anxious, most still engage with the thesis process rather

than avoid it. However, avoidance behaviors—such as procrastination, skipping writing sessions, or avoiding supervisors— can still negatively affect students' academic performance. This result differs from Sulfiana et al. (2021), who found avoidance to be the most prevalent anxiety type. In this study, the relatively low avoidance score suggests that the students remain committed despite experiencing anxiety.

These findings highlight the need for targeted support focusing not only on writing skills but also on emotional resilience, stress management, and self-efficacy building among final-year students.

