

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter demonstrates about finding and discussion. In the finding draws result of the research about levels and causes of writing apprehension. While other parts, discussion explains about information that get from finding.

#### A. Research Finding

##### 1. Level of Writing Apprehension

The first question in this study is what the levels of writing apprehension of the fifth semester students at class A when learning writing subject. The data were gained through Writing Apprehension Test (WAT) and spread to 29 students in class A. In this part, the researcher demonstrated the result of level writing apprehension from English Education Department Students.

In analyzing Writing Apprehension test, data calculated using a formula that presented by the Writing Apprehension Test (WAT). To discover writing apprehension score is  $WA = 78 + PSV - NSV$ . After knowing the result of Writing Apprehension Test then the researcher categorized score based on the range of Writing Apprehension Test (WAT). As mentioned in chapter 3, there are three ranges, they are, low, unusual/average, and high level. The researcher tabulated the data based on name and their score of Writing Apprehension Test (WAT) in a table below.

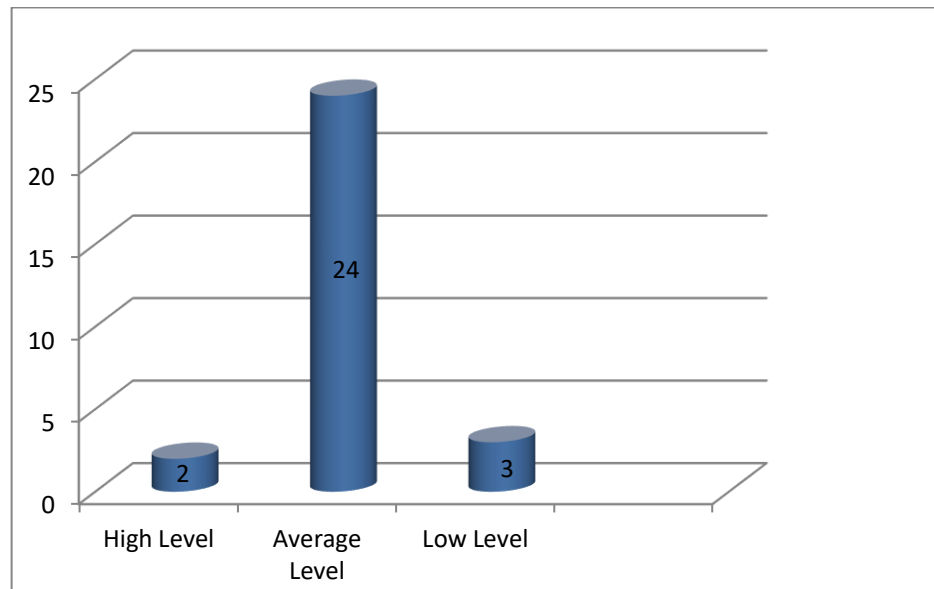
**Table 4.1 Summary of Students' Final Score in WAT at class A 2018/2019**

No	Name	Score of WAT	Levels of Writing Apprehension		
			High Level (26-59)	Unusual/Average Level (60-96)	Low Level (97-130)
1	Student 1	83		✓	
2	Student 2	77		✓	
3	Student 3	95		✓	
4	Student 4	76		✓	
5	Student 5	85		✓	
6	Student 6	75		✓	
7	Student 7	82		✓	
8	Student 8	80		✓	
9	Student 9	81		✓	
10	Student 10	78		✓	
11	Student 11	87		✓	
12	Student 12	95		✓	
13	Student 13	108			✓
14	Student 14	59	✓		
15	Student 15	58	✓		

16	Student 16	75		✓	
17	Student 17	92		✓	
18	Student 18	69		✓	
19	Student 19	88		✓	
20	Student 20	73		✓	
21	Student 21	89		✓	
22	Student 22	86		✓	
23	Student 23	84		✓	
24	Student 24	99			✓
25	Student 25	75		✓	
26	Student 26	87		✓	
27	Student 27	78		✓	
28	Student 28	84		✓	
29	Student 29	123			✓

After calculating the score in writing apprehension tests, the researcher categorized level based on range. In the table above, the result showed that level of writing apprehension at the class A students in learning writing subject is high level, average or unusual level, and low level. There are 2 students that their final score including to high level, 24 students are in

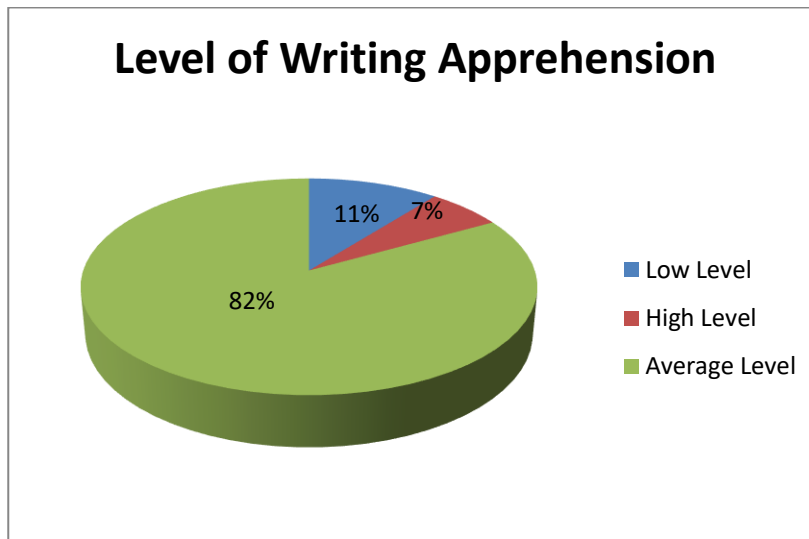
average or unusual level, and 3 students got a low level of writing apprehension



**Chart 4.1 Frequency of WA at Class A 2018/2019**

In the chart 4.1, it mentioned that 24 students tended to average range, it meant that average range is the majority level for students when learning writing subject in class A at English Education Department. Unusual or average (range 60-96) indicated that most students do not experience significantly in writing apprehension although 2 students were indicated in the high level (range 26-59). Likewise, there is 3 students categorized in the low level (range 97-130). Students with number 13, 24, and 29 which is got score 108, 99, and 123 in the final score of Writing Apprehension. For the last, it could be concluded that levels of writing apprehension of the students class A in learning writing subject are unusual

or average level, low level, and high level. To ease the interpretation, this pie chart would summarize the result using percentage.



**Chart 4.2 Level of WA at class A 2018/2019**

In the chart above, the level of students' writing apprehension in learning writing is average, low and high level. The result of the final score in writing apprehension test dominated score from 69-89 and it indicated to the unusual/average level. The unusual/average level is 82%, low level got 11%, and high level is 7%.

## **2. Causes of Writing Apprehension**

The second question from this study is "what are the causes of writing apprehension among the class A students in learning writing subject?". It used 5 interview questions and 5 students answered those questions based on their own experience in learning writing subject. After doing the interview, the researcher got the students' responses about causes

in writing apprehension. The description below summarized the result about causes of writing apprehension.

There are 5 students who participated in interview, they are 3 males and 2 females. First of all, the researcher summarized the responses from student 1. When the researcher asked student 1 about writing apprehension, he said that he feel apprehensive when he was learning writing subject and it came when he started to write an essay because he was afraid if his essay is not based on lecturer's criteria. The researcher also asked about the factors in writing apprehension and his response was beacuse his grammatical structure is weak and also lack of vocabularies, so it made him had difficulties in building a good paragraph. The last, student 1 said that his effort in handling writing apprehension was by using E-dictionary.

After interviewing student 1, the researcher continued interview by asking student 2 with same question. Here is sudent 2's responses about writing apprehension. She often felt anxious when she started to write. Mostly when her essay is being submitted and she thinked the lecturer would not like it. She also stated that she had many factors that caused her apprehension appeared, such as being confused about how to start her essay, had difficulties to find appropriate vocabulary and afraid whether her essay done or not remembering the time restriction. Student 2 also added the responses about fear of lecturer's evaluation. After she felt

anxious in learning writing subject, she often asked her friend to discuss about essay to reduce her apprehension.

Not much different with student 2, the student 3 who also a female, stated that she sometimes felt apprehensive when she wrote an essay and she wondered her essay was not good to be submitted. When the researcher asked about the causes, student 3 responded that her grammar is not good, she was not good in writing skill because of confused to make thesis statement and closing statement, she added that it was the hardest part in writing. Therefore, she have to paid attention to the lecturer's explanation.

The next participant in the interview is student 4 which was a male. The researcher started to ask him about his feeling in learning writing subject and his response was same with the other participants. He felt apprehensive exactly when he wrote an essay because he was bad in writing. He stated that lack of writing skills, did not have a good vocabulary, and being confused about designing a good paragraph was becomes some factors that influence his apprehension in writing. The researcher continued asking about other factors influencing his apprehension and his response was the time restriction given to the students. He often felt apprehensive when the time is up but his essay was still a half. The last, to reduce his apprehension, student 4 told the researcher that he wanted to build his self confidence when he wrote an essay.

The last participant was student 5. The researcher interviewed student 5 with same question to other students. Started from asking how was his feeling and he responded that he always feeling anxious or apprehensive. The question continued by asking about when his apprehension started. Student 5 said it appears when he started to write due to the lack of vocabulary and he did not mastered the grammatical structure. The researcher also asked about another factors that influence his apprehension and he answered that it based on internal factor which was lack of self confidence when he wrote an essay, mostly it caused by not good at grammar. The last the researcher asked about his effort in handling or reducing writing apprehension and he stated that he often using an electronic dictionary from his phone.

From the explanations about students' responses of interview above, the researcher analyzed and tabulated responses becomes four points. They are lack of writing skill, vocabulary and grammar knowledge, lecturer's evaluation (lecturer's negative comments), content of writing, and time restriction (limitation of time). Below is a further explanation about the causes of writing apprehension.

**a. Lack of Writing Skill, Vocabulary and Grammar Knowledge**

Some students stated that grammar, vocabulary and writing skills become causes of writing apprehension. They feel apprehensive when they write an essay yet they have problems with grammatical structure, vocabulary, and writing skills. For example, student number 1 answer



“Because my grammatical structure is weak and also lack of vocabularies. I also don’t know about the content. Sometimes, I have trouble in building a good paragraph”. Student number 2 “...find appropriate vocabulary...”. Student number 3 “My grammar is not good, I’m not good in writing skill. So it makes me feel anxious”. Student number 4, “Lack of writing skills, such as good vocabulary, designing a paragraph”. Student number 5 also answer, “Lack of vocabulary, does not master grammatical structure”.

#### **b. Lecturer’s Evaluation**

Fear of lecturer’s evaluation becomes one of the causes of writing apprehension. Based on their answer in the interview, Student number 2 answer, “When my essay being submitted, I think my lecturer would not like it and I’m afraid if He will give a negative feedback” and “I’m just afraid about lecturer’s evaluation because He is a senior lecturer”. From the interview, the researcher analyzed that lecturer’s evaluation or lecturer’s negative comment gave them feeling apprehension in their product of writing or essay. Lecturer’s evaluation means lecturer’s opinion that is not expected by students for their essay. Lecturer’s evaluation also means lecturer’s feedback about the students’ writing. Some students also stated that positive evaluations and feedbacks were needed by students when they wrote their essay.

#### **c. Content of Writing**

The content of writing such as thesis statement and closing statement also causes their apprehension appear in writing. Students feel

apprehension when their essay especially content is wrong or inappropriate, such as thesis statement and closing statement. Based on their explanation, thesis statement and closing statement is one of the most important content in essay, then it increased their apprehension. For example, Student number 4 stated “My self is not good enough in writing skill. Because I often confused to make thesis statement and closing statement. For me, it is the hardest part in essay”.

#### **d. Time Restriction (Limitation of Time)**

In this point, some students also stated that they feel apprehensive when the time given becomes end. Based on the interview, Student number 1 stated that “The factors in writing apprehension is the limitation of time”. This statement also stated by Student number 4 “The factors just the time restriction”. Based on their statements above, the researcher concluded that the limitation of time is one of the causes of writing apprehension. Students feel apprehensive when the time is up but their writing is still on progress.

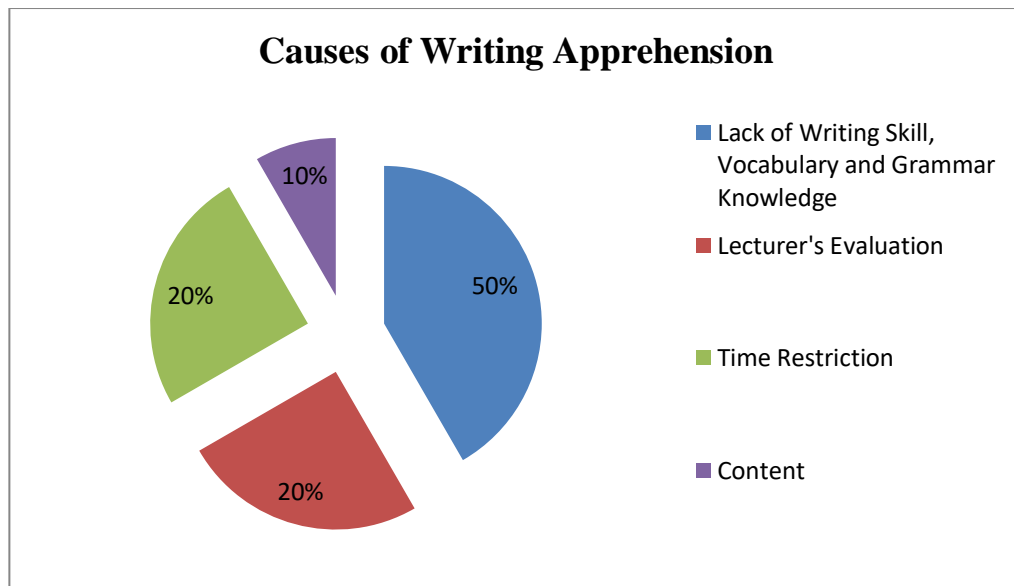
Below are the table for coding of some points regarding causes of writing apprehension.

**Table 4.3 Coding of Responses from Interview at class A 2018/2019**

<b>No.</b>	<b>Name / Causes of Writing Apprehension</b>	<b>Point A</b>	<b>Point B</b>	<b>Point C</b>	<b>Point D</b>
<b>1.</b>	Student 1	✓		✓	✓
<b>2.</b>	Student 2	✓	✓		

3.	Student 3	✓	✓		
4.	Student 4	✓			✓
5.	Student 5	✓	✓		

From the table, it can be concluded that there are four causes of writing apprehension, they are lack of writing skill, vocabulary and grammar knowledge, lecturer's evaluation, time restriction, and content. Then to get a percentage for a number of students who choose the causes of writing apprehension, the researcher calculated them using a general formula which is same points divided by the total of students times to fifty percent (see pie chart).



**Chart 4.3 Causes of Writing Apprehension at class A 2018/2019**

As we seen in the pie chart, the percentage is above 10%. Point A, lack of writing skill, vocabulary and grammar knowledge got the highest percentage which is 50%. Point B, which is lecturer's evaluation got 20%. Point C that indicate time restriction also got 20%. The last, point D, for content, got 10% and this is the lowest percentage gotten. The most students chose is their lack of writing skill, vocabulary and grammar knowledge as the causes of writing apprehension.

## **B. Discussion**

In this section, the researcher discussed those finding by reflecting on some theories and drew information based on the research question of this study. It discussed level and causes of writing apprehension among class A students in learning writing subject.

### **1. Students' Level of Writing Apprehension**

The first question of this study is "what are the level of writing apprehension among class A students in learning writing subject?". The result in the finding section, it showed that unusual/average level, low level, and high level were experienced by the students in learning writing subject. In other words, the researcher could say that all level were faced by the students. As the researcher explain in chapter 2, the level of writing apprehension was divided into three levels, they are high apprehension, unusual or average level, and low level. The finding demonstrated that unusual or average level was the most level experienced by students in learning writing subject. In determining the level of writing apprehension, the researcher looked the range

of writing apprehension between 26 until 130 and mean score was 78. As we see, in this table below :

In explaining result of level in writing apprehension, the researcher only drew information based on writing apprehension test (WAT) and the researcher did not explain about a performance of writing apprehension of an unusual, low, and high level such as Virginia research. In this study, the researcher analyzed about level of writing apprehension by Dally and Miller and causes of writing apprehension.

In the high level, the score range 26-59. This score are in the highest position of writing apprehension level. It could be stated that the students on this score were had a big apprehensive in writing. There are 2 students who were in this score which is their score are 58 and 59.

In the unusual or average level, the score range 60-96. They are in the middle position of writing apprehension level. It means that their score around the standard score which scores 78. From the calculation and analysis, two students got score 78. This is to mean score (78) is better which it closed to high or low level. In the finding section, student number 10 and 27 got score 78. It meant that they are in average position. There are 8 students in score 70-78 and 12 students in score 78-90, they are included in unusual or average level. It means that students who are in 78-90 scores, almost close to the low level (97-130).

In low level, there is three (3) students was categorized in low level. Student number 13, 24, and 29. It was a different result when we saw a

number of average level. In low level, students might not be motivated to listen or read carefully the assignment, task, etc. They also didn't feel apprehensive in evaluating their writing, but their motivation for writing is lacking.

There is some research about the level of apprehension related to another aspect such as writing process by Al-Sawalha, self-efficacy beliefs by Termit and Savarana and many others. The result of this study summarized that finding for the first question is unusual or average level, low level, and high level. Meanwhile, the most experienced by students is unusual or average level of writing apprehension.

## **2. Causes of Writing Apprehension**

In the finding section, it has been found that there are four causes of writing apprehension. They are lack of writing skill, vocabulary and grammar knowledge, lecturer's evaluation, time restriction, and content. From the finding, most of the students choose lack of writing skill, vocabulary and grammar knowledge as the most causes of writing apprehension with 50%. From four causes of writing apprehension above, the researcher grouped into two main points that cause of writing apprehension based on result of interview responses and theory, they are students' capability in writing and low self-confidence. Those points are explained as follows :

a. Students Capability in Writing

When writing an essay, all aspects of writing should be mastered by students whether content, form of essay or sentence structure. In result of finding showed that all participants included had a problem at this point, they are student number 1, 2, 3, and 4 . This point categorized into sub points, they are the content of essay (thesis statement and closing statement), lack of knowledge about writing, vocabulary and also grammar. As the researcher said n the first line, essay consist of some parts should be mastered by students. In fact, all students in interview stated that there are some difficulties in writing essay such as difficulties in building a paragraph, find appropriate vocabularies, confused in making thesis and closing statement. Thus, it proved that lack of knowledge about writing (essay) needs to attend for students.

b. Low Self-Confidence

This point divided into two sub-points such as getting afraid if can not finish their writing and feeling fear if their writing (essay) is far of criteria for a good writing. Almost all participants stated about their confidence is low when their writing is evaluated or submitted. For example student number 2, number 3, number 4, and number 5. The result of the inteview , students stated that there are some feelings appear when they write an essay, for example, feeling bad at writing, and lack of self confidence when they write. From that problem, the lecturer may give some motivations or support to students, so that it can reduce their feeling

when they write. To ease these main points, this table below would draw short explanation.

**Table 4.4 Main points of Causes of WA at class A 2018/2019**

No.	Main Points	Sub Points	Frequency
1.	Students' Capability in Writing	<ul style="list-style-type: none"> <li>• Content of writing (essay)</li> <li>• Part of essay (thesis and closing statement)</li> <li>• Lack of knowledge about writing and grammatical structure</li> <li>• Lack of vocabulay</li> </ul>	5
2.	Low Self-Confidence	<ul style="list-style-type: none"> <li>• Getting afraid if can't finish the writing when the time is up</li> <li>• Feeling fear their writing far from lecturer's sandard or criteria</li> <li>• Feeling bad at writing</li> <li>• Lack of confidence when they write.</li> </ul>	4