

EXPLORING FACTORS TO INFLUENCE STUDENTS' SKRIPSI WRITING ANXIETY

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Abstract

The aims of this study is to analyze and investigate the factors that influence the students of English Language Education Study Programme, Universitas Negeri Gorontalo experience writing anxiety during the proses to completing their skripsi. This Descriptive Quantitative research applied the theory of Ferolino (2022) about the factors of skripsi writing anxiety, which consist of Factors of Personal, Factors of Peer and Factors of Mentor. The sample of this study is 15 students of English Language Education Study Programme, class of 2019 that in the process of skripsi writing. Data collection in this study uses research data collection instruments in the form of questionnaires, which powered by Google Form. Furthermore, The data was analyzed using the Likert Scale and interpreted using Ferlino's theory (2022) about the factors of skripsi writing anxiety. The results of this study showed that the Personal Factor was the factor that is most agreed by the respondents with a percentage of 73.3%, followed by the Skripsi Mentor Factor with a percentage of 66.7%, and the last was the Peer Factor with a percentage of 60.0%. Thus, it can be concluded that Compared to the other two factors, the Personal Factor was the factor that most affects the skripsi writing anxiety to the students of English Language Education Study Programme, Universitas Negeri Gorontalo, class of 2019.

Keywords: *Factors of Writing Anxiety, Skripsi Writing Anxiety, Writing Skills*

Abstrak

Tujuan dari penelitian ini adalah untuk menganalisis dan menyelidiki faktor-faktor yang mempengaruhi mahasiswa Program Studi Pendidikan Bahasa Inggris, Universitas Negeri Gorontalo mengalami kecemasan menulis selama proses menyelesaikan skripsi mereka. Penelitian Kuantitatif Deskriptif ini menerapkan teori Ferolino (2022) tentang faktor-faktor kecemasan menulis skripsi, yang terdiri dari Faktor Pribadi, Faktor Teman Sebaya dan Faktor Mentor. Sampel penelitian ini adalah 15 mahasiswa Program Studi Pendidikan Bahasa Inggris, angkatan 2019 yang sedang dalam proses penulisan skripsi. Pengumpulan data dalam penelitian ini menggunakan instrumen pengumpulan data penelitian berupa kuesioner, yang didukung oleh Google Form. Selanjutnya, data dianalisis menggunakan Skala Likert dan ditafsirkan menggunakan teori Ferlino (2022) tentang faktor-faktor kecemasan menulis skripsi. Hasil penelitian ini menunjukkan bahwa Faktor Pribadi merupakan faktor yang paling disetujui oleh responden dengan presentase sebesar 73,3%, disusul oleh Faktor Pembimbing Skripsi dengan presentase sebesar 66,7%, dan terakhir Faktor Teman Sebaya dengan presentase sebesar 60,0%. Dengan demikian dapat disimpulkan bahwa dibandingkan dengan kedua faktor lainnya, Faktor Pribadi merupakan faktor yang paling mempengaruhi kecemasan menulis skripsi pada mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Negeri Gorontalo angkatan 2019.

Kata Kunci: Faktor-faktor Kecemasan Menulis, Kecemasan Menulis Skripsi, Keterampilan Menulis.

INTRODUCTION

Currently, writing is one of the most important skills in higher education, especially for English language education students. Writing is one of the productive skills used to express something in writing as a representation of a language with written symbols. According to Toba et al., (2019), writing is necessary for written communication and academic writing, such as letters, essays, papers, articles, journals, project reports, skripsi, etc. Toba also believes that students can deliver written work well by mastering academic writing skills. Phyllis & Mary (2008, p. 3) state that “the key to becoming a successful writer at the college level is understanding what is required and what is involved in the process of completing the assignment.” Additionally, most students believe that writing is a challenging talent to master. Writing is arguably the most challenging skill for English language learners to master (Harsyat et al., 2009).

One of the main challenges for students in writing is achieving clarity and conciseness in text or sentences. Students often have difficulty conveying ideas effectively while maintaining brevity between sentences when writing, especially when writing a skripsi. In addition, sentence clarity requires paragraphs to be written logically, with the right understanding, and to ensure readers quickly understand the message. Therefore, these factors cause students to experience anxiety when writing because they find it difficult to express their thoughts. Moreover, writing that is too long or convoluted can make it impossible for readers to summarize the message they want to convey in their skripsi.

According to Pekrun's theory (2006), this anxiety has a significant effect on academic achievement. Once more, according to Pekrun's (2006) theory of academic emotions, college English majors face different writing challenges; writing anxiety is a frequent problem. Writing anxiety is the feeling of not being ready to write or not being good enough to write. According to Hjortshoj (2001, cited in Jawas 2019), anxiety in writing is a variety of feelings of worry and pessimism about writing. Especially when writing in a foreign language, it is a common fact that writing in a foreign language is considered a difficult task among EFL students. Students who are anxious about writing may experience higher anxiety when asked to write, and this anxiety can be seen in their behavior, attitudes, and written work (Cheng et al., 2002, cited in Jawas 2019). In terms of written work such as writing a skripsi, students who are anxious about writing tend to have more difficulty stating the purpose of writing, organizing ideas, and producing clearer and more concise words. Difficult or even stressful writing experiences faced by EFL students are one of the factors that make students experience anxiety in writing (Smith 2004, cited in Jawas 2019).

One of the researchers, namely Ferolino et al., (2022), has conducted research on the factors that contribute to writing anxiety. Based on the findings of Ferolino et al., (2022), it is known that writing anxiety in skripsi preparation is common among students. This research identified three key factors that contribute to writing anxiety during the skripsi process: personal factors, peer factors, and skripsi mentor factors. In particular, the most influential factor is the personal factor, followed by the skripsi

mentor factor and the peer factor. However, writing anxiety factors in students revolve around concerns related to receiving lower grades and the pressure of completing a skripsi within a certain time limit. Both male and female participants reported comparable levels of writing anxiety. In addition, these difficulties accumulate and create significant obstacles to the progress of the skripsi work. Given that this is an extensive research project that requires a high level of academic writing proficiency, overcoming writing anxiety emerged as an important aspect of ensuring students' success in skripsi completion.

Therefore, to see what difficulties students found when writing their skripsi, a pre-observation stage was carried out in the form of short interviews with students who were in the process of writing their skripsi for students in the English Language Education Study Programme in 2019 academic year. The pre-observation results showed that the majority of students experienced obstacles in the skripsi writing process. These obstacles include feeling anxious and lacking confidence in facing the final assignment. Students are also afraid that their writing will be evaluated by their advisor, and the results of their writing will be considered bad by their advisor or examiner during the trial. There are also students who are afraid of not being able to graduate on time because they are afraid of failing to write their skripsi. From the results of the pre-observation, it was found that several students experienced anxiety when writing their skripsi. Students who experience anxiety when writing their skripsi can unconsciously influence the process of preparing their skripsi because they will have difficulty writing their ideas and thoughts in a clear description. The findings from this pre-observation stage are an important starting point for this research because these findings highlight the need for further investigation into the factors that cause anxiety in the context of writing a skripsi for English Language Education Study Programme students in 2019 academic year. Based on the statement above, the researcher will investigate the factors that contribute to writing anxiety among ELESF students during skripsi writing.

RESEARCH METHOD

This research focuses on factors that influence students' anxiety in writing a skripsi in the English Language Education Study Program in the 2019 academic year using a descriptive quantitative method. According to Tavakoli (2012), descriptive quantitative research is research that provides a description of a phenomenon as it is without studying the impact of the phenomenon or intervention. Descriptive quantitative research seeks to observe individuals, groups, institutions, methods, and materials to describe, compare, contrast, classify, analyze, and interpret entities and events that form the various fields of its investigation. In this quantitative research, a researcher relies on numeric data (Charles & Martler, 2002).

This method is used to investigate the factors that influence anxiety in writing a skripsi through 20 statements adopted from Ferolino et al., (2022), which will be presented in the form of a Likert scale and distributed to students via Google Form, and then the results of the questionnaire will be presented in the form of a diagram. Based on Sugiyono's opinion (2009, p. 93), "the Likert scale is used to measure the attitudes,

opinions, and perceptions of a person or group of people about social phenomena." With the Likert scale, the variables to be measured are described as indicator variables. In the statement, there is a column indicating the level: strongly agree, agree, neutral, disagree, strongly disagree.

This research will consist of 15 Students of English Language Education Study Programme in 2019 academic years at UNG, specifically those belonging to the 2019 academic years who are currently in the process of working on their skripsi. The selection of participants will be guided by purposive sampling theory (Patton, 2002), which is used for selecting participants based on characteristics relevant to the research topic, namely their experiences in skripsi composition. The selection of 15 participants in this study was based on considerations of time constraints, resources, and specific research focus. The respondents selected were final year students who were in the process of writing their skripsi so that they were truly relevant to the topic being studied, namely anxiety in writing a skripsi. This number was considered sufficient to obtain a general picture of the factors that influence students' writing anxiety, especially since the data collected were analyzed quantitatively descriptively using percentages.

The researcher used a questionnaire to collect the data. The questionnaire is an instrument used to determine the factors that influence anxiety when writing a skripsi. The questionnaire was distributed to each participant to obtain the required data. The questionnaire was made based on the topic of this research. According to Sugiyono (2013), the questionnaire technique is a data collection technique that will be carried out by giving a set of questions or writings to respondents in the form of statements using a Likert scale and presented in the form of a Google form. The questionnaire consists of several statements that cover the problems in this study, which were adopted from Ferolino et al., (2022). The questionnaire score uses a Likert scale, namely agree (A), strongly agree (SA), neutral (N), disagree (D), and strongly disagree (SD). This questionnaire consists of 20 statements that will be answered by students.

The researcher used the help of the Likert scale in analyzing the data of this study. According to Taluke et al (2019) The Likert scale is a psychometric scale that is often used in questionnaires. In addition, the Likert scale is also the most commonly used scale in a research in the form of a survey. The Likert scale shows the order in which the statements are structured, then the researcher asks the respondents to answer by choosing whether they agree, strongly agree, neutral, disagree, and strongly disagree (Ary et al., 2010). This statement is used with the aim of avoiding respondents being impartial or having no opinion. There are five levels of scores proposed by Likert scale experts, they are strongly agree (5 points), agree (4 points), neutral (3 points), disagree (2 points), and strongly disagree (1 point). Based on the explanation above, The researcher presented the results of the questionnaire in the form of a bent diagram, then gave a score to each respondent's answer.

RESULT AND DISCUSSION

Findings

The researcher use quantitative research methods with research instruments

using questionnaires and participants in this research will consist of 15 Students of English Language Education Study Programme in 2019 academic years at UNG. After conducting the research, the researcher obtained data and questionnaire results regarding students' anxiety factors in writing a skripsi.

Personal Factor

There are seven statements in personal factor. These statements formulated based on everything included in personal factors. The statements are as shown in the chart below.

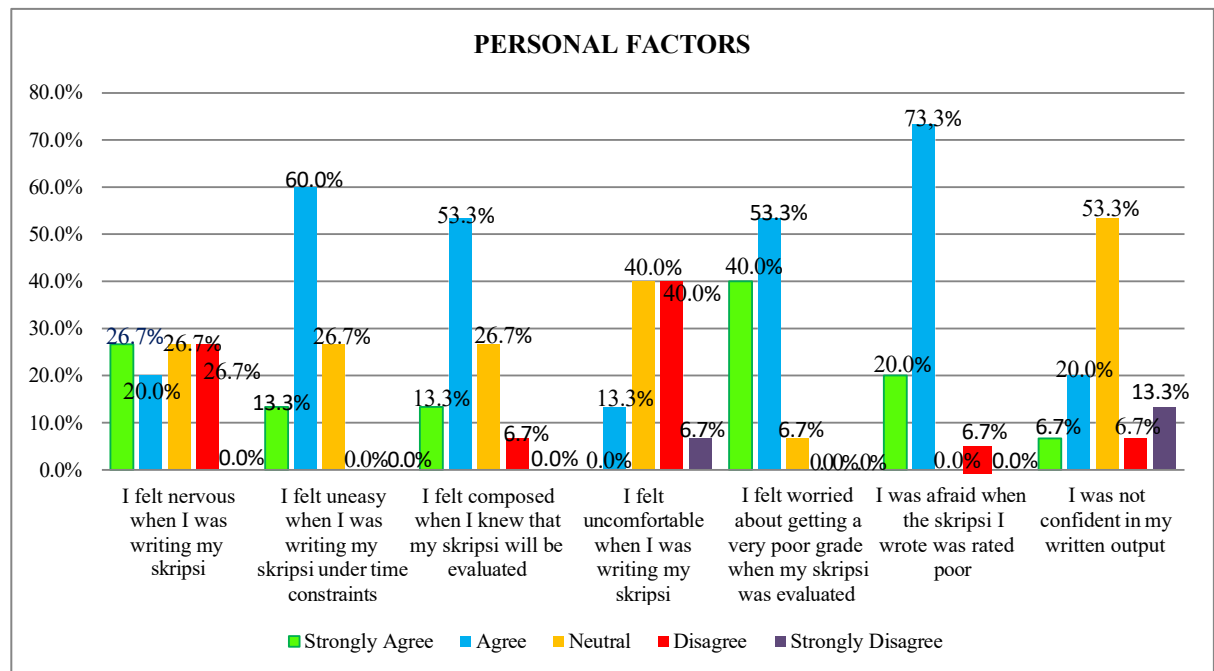


Diagram Personal Factors

This diagram shows seven indicators that reflect students' anxiety from an internal aspect, namely personal feelings that arise during the skripsi writing process. The results of the diagram above show that the statement with the highest percentage in the personal factor is I was afraid when the skripsi I wrote was rated poor, with a percentage of 73.3% of respondents agreeing. This shows that most students experience a strong fear of the possibility of getting disappointing evaluation results. This fear is closely related to the final grade of the skripsi, which is one of the graduation requirements, so that pressure on the results is the main factor that triggers anxiety.

Peer Factor

There are six statements in peer factor. The researcher found the results as follows:

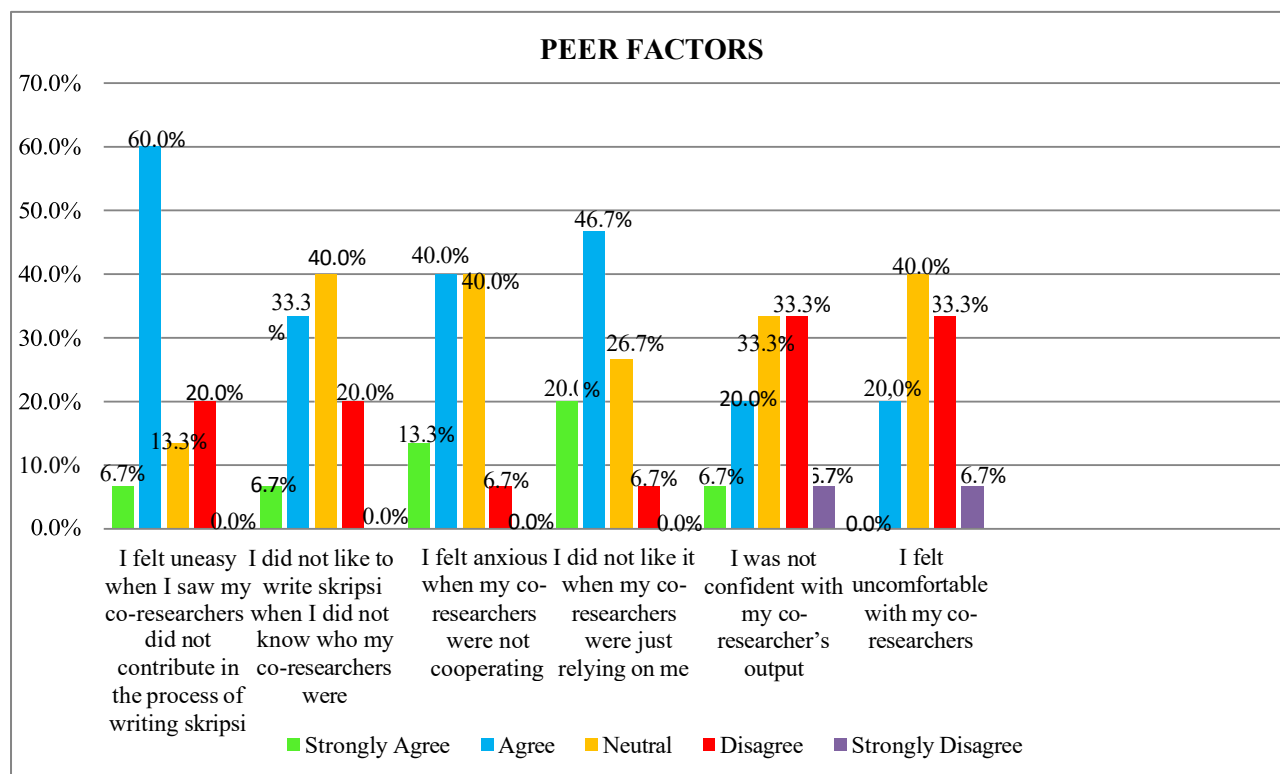


Diagram Peer Factor

This diagram presents six indicators that reveal how social relations with peers can be a factor that influences students' anxiety levels during the skripsi writing process. In this context, peers refer to fellow students who are in the same academic environment, such as classmates, friends, or discussion partners. Although not directly involved in working on the same skripsi, peer interactions and attitudes still play a significant role in students' emotional conditions.

Based on the results of the diagram above, it shows that the indicator with the most agreed-upon statement on this factor is I felt uneasy when I saw my co-researchers did not contribute in the process of writing skripsi, with a percentage of 60%. This statement shows that students tend to be influenced by their social environment, especially when they realize that their friends around them do not show any effort in helping them complete their skripsi. This can raise internal concerns, such as feeling alone in academic struggles.

Skripsi Mentor Factor

There are seven statements in peer factor. The researcher found the results as follows:

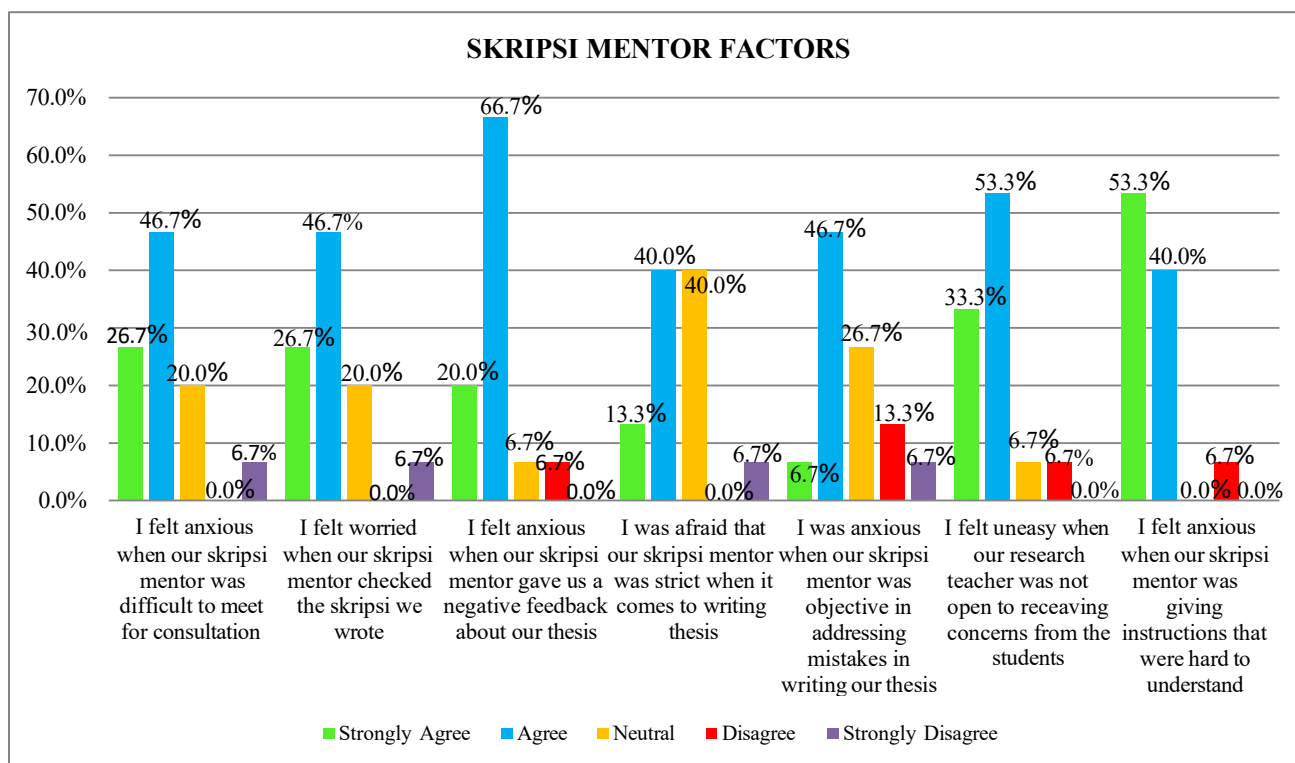


Diagram Skripsi Mentor Factor

This diagram displays seven statements that reflect how the presence and attitude of the supervisor affect students' anxiety during the skripsi writing process. In this context, the term "skripsi mentor" is more appropriately referred to as a supervisor, namely a lecturer who is officially appointed by the campus to guide students in writing their skripsi, both in terms of content, methodology, and writing techniques. The relationship between students and supervisors is academic and formal, but emotionally this interaction can also be a source of pressure or support.

Based on the results of the diagram obtained, it illustrates how students experience anxiety during the skripsi writing process due to interactions with the skripsi supervisor. Based on these results, it appears that students tend to experience quite high anxiety when they have to deal with the attitude, communication style, and evaluation of the skripsi supervisor. Several statements related to students' responses to the supervisor's attitude and behavior show a significant level of agreement, with the percentage of anxiety varying between 40% and 66.7%.

Of the seven indicators, the statement with the highest percentage was I felt anxious when our skripsi mentor gave us a negative feedback about our skripsi, which reached 66.7%. This shows that students are very vulnerable to negative forms of assessment or criticism from supervisors. They are worried that negative comments reflect their failure or unpreparedness in writing a skripsi or if their skripsi is considered not up to standard. This fear of bad assessment can also reduce motivation, especially when students are not ready to face criticism constructively. This is one of

the triggers of very strong anxiety because students feel that their burden of responsibility increases when the results of their hard work are responded to negatively.

Discussion

To obtain factors that influence students' skripsi writing anxiety, researchers distributed a questionnaire consisting of 20 statement numbers. This questionnaire is divided into three indicators, namely: personal factors, peer factors, and skripsi mentor factors. The following is a summary table of writing anxiety factors:

Table Factors of Anxiety in Writing

No	Indicator	Dominant Questionnaire	Percentage
1.	Personal Factor	(Questionnaire 6) "I was afraid when the skripsi I wrote was rated poor".	73,3%
2.	Peer Factor	(Questionnaire 8) "I felt uneasy when I saw my co-researchers did not contribute in the process of writing skripsi".	60%
3.	Skripsi Mentor Factor	(Questionnaire 16) "I felt anxious when our skripsi mentor gave us a negative feedback about our skripsi".	66,7%

Factors of Anxiety in Writing a Skripsi in EFL

Personal Factors

Based on the findings of the research results, it shows that among the seven items given in the questionnaire on the personal factor indicator number 6, namely, I was afraid when the skripsi I wrote was rated poor, which gets the highest percentage of 73.3%, which is described as agreeing which shows that fear of skripsi assessment is the most dominant source of anxiety among final-year students, especially in the 2019 academic year. This means that respondents or students are afraid that their writing will not meet standards or expectations, which can have an impact on their academic grades or reputation, and feel that all their efforts and hard work during the writing process will result in disappointing results. This fear is usually caused by a lack of confidence in the quality of writing, a tiring revision experience, and concerns about high expectations from supervisors or examiners. Many students view the results of skripsi assessment as a measure of academic success and even a reflection of their intellectual capacity.

This study is similar to the study conducted by Jafari et al., (2014), which stated that the main source of writing anxiety among EFL students is having high expectations, fear of negative feedback, and low self-confidence. In the study of Jafari et al., (2014) featured statements from respondents explaining some of the reasons why they get writing anxiety, such as the students have a lots of grammatical errors, the students cannot express their idea in English, and the students worry about a low score by their

teacher. Some of the responses from these students are the reason why the statement of "Fear of negative feedback" is one of the factors with the highest percentage in the study of Jafari et al., (2014). Furthermore, these reasons that related to the answer of the statement of "Fear of negative feedback" explained by Jafari et al., (2014) are as well related to this current study, wheares his study shows the reason why the statement of "I was afraid when the skripsi I wrote was rated poor" is the statement with the highest percentage in this factor, namely the students are afraid that their writing result do not meet their standarts or expectations.

Peer Factor

Based on the findings on this factor, it shows that statement number 8, namely, I felt uneasy when I saw my co-researchers did not contribute in the process of writing skripsi, has the highest percentage of 60%, which is described as agreeing. This shows that students' anxiety in writing a skripsi does not only come from individual pressure but is also influenced by interactions with peers. When students feel that close friends or fellow students in the final phase of their studies do not show support, do not encourage each other, or even seem indifferent to the skripsi writing process, it can trigger feelings of anxiety, burden, and feeling alone in the academic struggle.

This data is related to the results of research by Ferolino (2022), whereas in his study the the statement of "I felt uneasy when I saw my co-researchers did not contribute in the process of writing skripsi" is one of the most prominent statements in Peer Factors. Ferolino (2022) explained that the students see skripsi writing as a collaborative work in which they need contributions from their peers. In other words, In other words, final-year students often rely on peers as a place to share experiences, exchange ideas, and seek support during the skripsi writing process. When such support is absent, anxiety will arise, which will affect students' academic motivation. As stated by Kellog (2015), this anxiety can erode students' motivation, which causes avoidance of writing tasks, or students who experience this no longer have the motivation to continue their writing.

Skripsi Mentor Factor

Based on the findings on this factor, it shows that statement number 16, namely, I felt anxious when our skripsi mentor gave us a negative feedback about our skripsi, which has the highest percentage of 66.7%, is described as agreeing. These findings indicate that the role of the supervisor is crucial in influencing students' writing anxiety during the skripsi writing process.

Students pay close attention to every comment, evaluation, and feedback given, and when the supervisor's response tends to be negative, it can make students feel stressed or afraid of the consequences of the feedback, such as the possibility of low grades or dissatisfaction with the results of their work. Repeated revisions without clear direction can make students feel anxious and lose motivation. This anxiety can come from the desire to meet academic expectations and maintain a good reputation in the eyes of the supervisor.

Furthermore, the data relates to the opinion put forward by Kawengian & Subekti (2024), which is explained in the results of their research that students can feel excessive anxiety because they are afraid of receiving a negative assessment from their

skripsi mentor during the consultation session. In their study, the statement that related to mentor's negative feedback becomes one of the most prominent statements because the students put all their attention more on fulfilling requests from their mentors, making the students more afraid of negative evaluations from their mentors than negative evaluations given by their peers. Furthermore, the statement became the statement with the most percentage results compared to the other six statements because this statement is also related to the results of a study by Sabti et al., (2019), where they explained that according to one hundred undergraduate students majoring in Iraqi English, they found that negative feedback from the teacher is an element that the most crucial causes anxiety in writing. In other words, the feedback given by the mentor skripsi to students is the most important indicator that determines the occurrence of anxiety writing in students.

CONCLUSION

Based on the result and discussion in the previous chapter, there are three factors that influence students' skripsi writing anxiety, they are Personal Factor, Peer Factor and Skripsi Mentor Factor. Of the three factors, the Personal Factor is the factor that is most agreed by the respondents, followed by the Skripsi Mentor Factor and finally the Peer Factor. One of the seven statements in Personal Factor became the most agreed statement by respondents with a percentage score of 73.3%, the statement is "I was afraid when the skripsi I wrote was rated poor". Personal Factor including the statement in it is the factor with the most prominent percentage compared to the others because the statement with the highest percentage in this factor is in line with the subject of this study, where the subject of this study are the students of ELESPP UNG, who are students who studying English as a Second Language or as EFL, so that they are indicated to be not confident in their writing, which can lead the students to experience fear when their skripsi is judged bad by others.

Furthermore, Skripsi Mentor Factor is the factor with the second highest percentage, which is 66.7% of students who agree with this factor. The Skripsi Mentor Factor is an indicator that shows that feedback from the skripsi mentor on the quality of student writing is very important. Negative feedback or positive feedback, both are needed by students as their reflection in seeing the shortcomings and advantages of students in writing their skripsi.

Moreover, the statement of "I felt uneasy when I saw my co-researchers did not contribute in the process of writing skripsi" in the Peer Factor is the statement with the highest percentage compared to other statements, which is worth 60%. Nevertheless, this factor remains the factor with the least percentage compared to the other two factors. The results of this factor percentage are in line with the situation of the subject of this study, where most of the ELESPP UNG students write and compile their skripsi individually or they write their research without co-workers, so that this factor also gets a large percentage of disagreement, namely 13.3% Neutral and 20.0% for Disagree.

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