

**AN ANALYSIS OF THE LEVEL OF STUDENTS' ANXIETY ON THEIR WRITING
SKILLS**

THESIS

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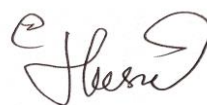
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MOTTOS

“It matters not what someone is born, but what they grow to be.”

(J.K. Rowling)

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The author realizes that this thesis is not free from various shortcomings. The author expects suggestions and criticisms for the sake of perfection and improvement so that this thesis can provide benefits for the field of education and application in the field and can be developed further. Aamiin.

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DEDICATION

This thesis is dedicated to:

1. Allah SWT and prophet Muhammad SAW who always bless me and listen to all my wishes
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ABSTRACT

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Keywords: Writing, Anxiety, Writing Apprehension.

Since English has been a foreign language in Indonesia, many achievements needed in teaching and learning in school. English as subject material in school has four basic language skills, they are reading, writing, speaking, listening. In learning English as a foreign language, anxiety is a common issue that hinders the student's learning process, including writing skills. The anxiety experienced by students in writing is called writing anxiety. The aim of this study is to find out the level of writing anxiety experienced by students in class X-6 at SMAN 1 Prambon and find out teacher's strategies to help students overcome their writing anxiety.

This study used a qualitative descriptive design with case study. The data were collected through the Second Language Writing Anxiety Inventory (SLWAI) questionnaire by Cheng (2004) and interview was conducted with students of class X-6 to find out the level of students' anxiety. Interview also was conducted with English teacher to find out the teacher's strategies to help students overcome their writing anxiety.

The result show that there is a high level of writing anxiety in class X-6 students, with factors such as low self-confidence, lack of topical knowledge, language difficulties, pressure of perfect work, and pressure of limited time. Meanwhile, the teacher has several strategies to help students overcome their writing anxiety, such as memorizing vocabulary sessions at every meeting, giving random questions to help students develop their ideas, providing writing exercises with layouts and pictures to practice their writing skills, giving motivation in every assessment, doing ice breaking and playing games.

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