

STUDENTS' ANXIETY IN LEARNING WRITING AT THE ENGLISH LANGUAGE

EDUCATION DEPARTMENT OF THE UNIVERSITY OF MUHAMMADIYAH

MALANG

Thesis



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FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH MALANG

2024

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Submitted to the Faculty of Teacher Training and Education
Universitas Muhammadiyah Malang in partial fulfillment of the
requirement for the Degree of Education in English Department



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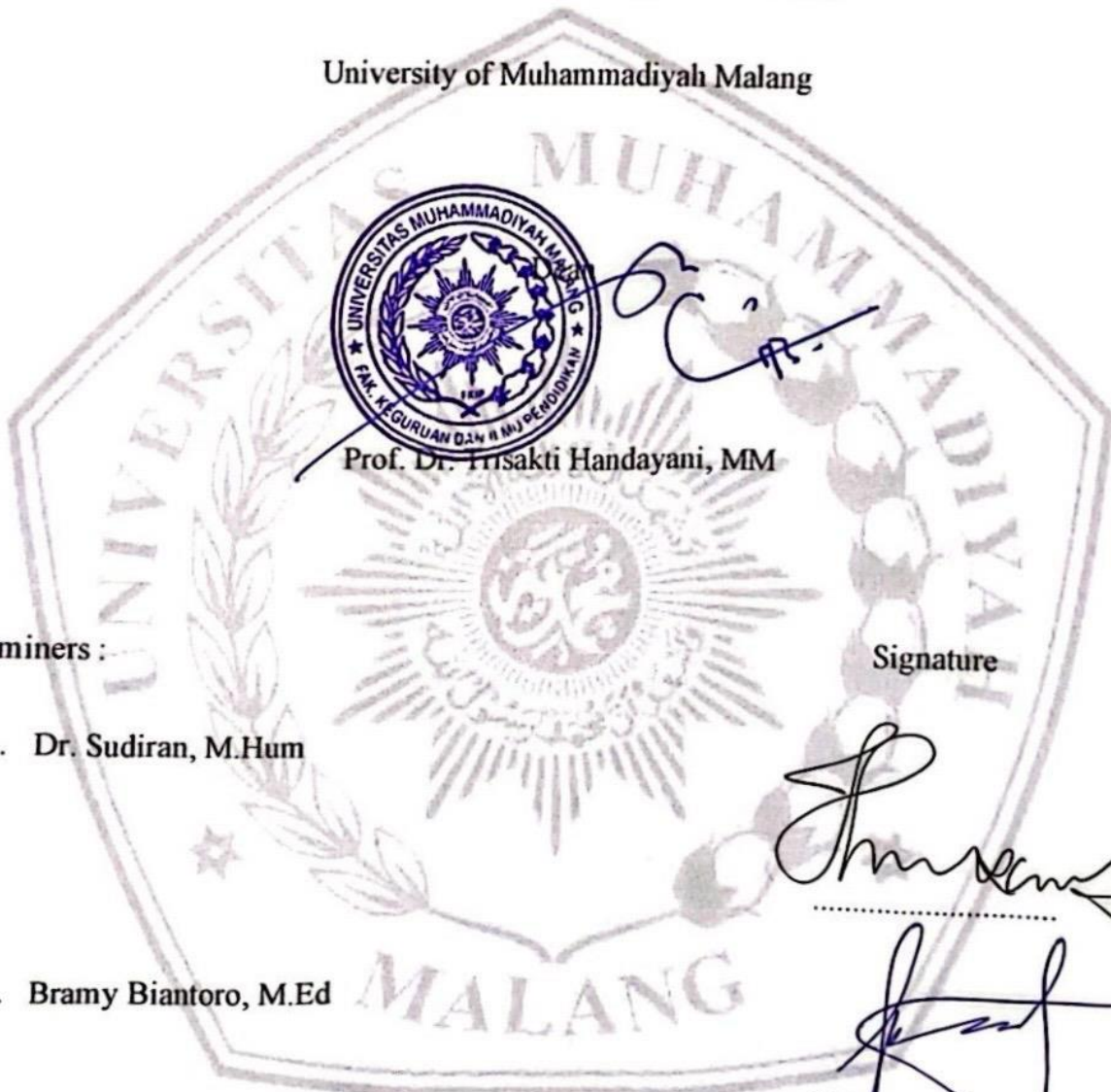
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This thesis was defended in front of the examiners of the Faculty of Teacher Training and Education of the University of Muhammadiyah Malang and accepted as one of the requirements to achieve a bachelor's degree in English Education.

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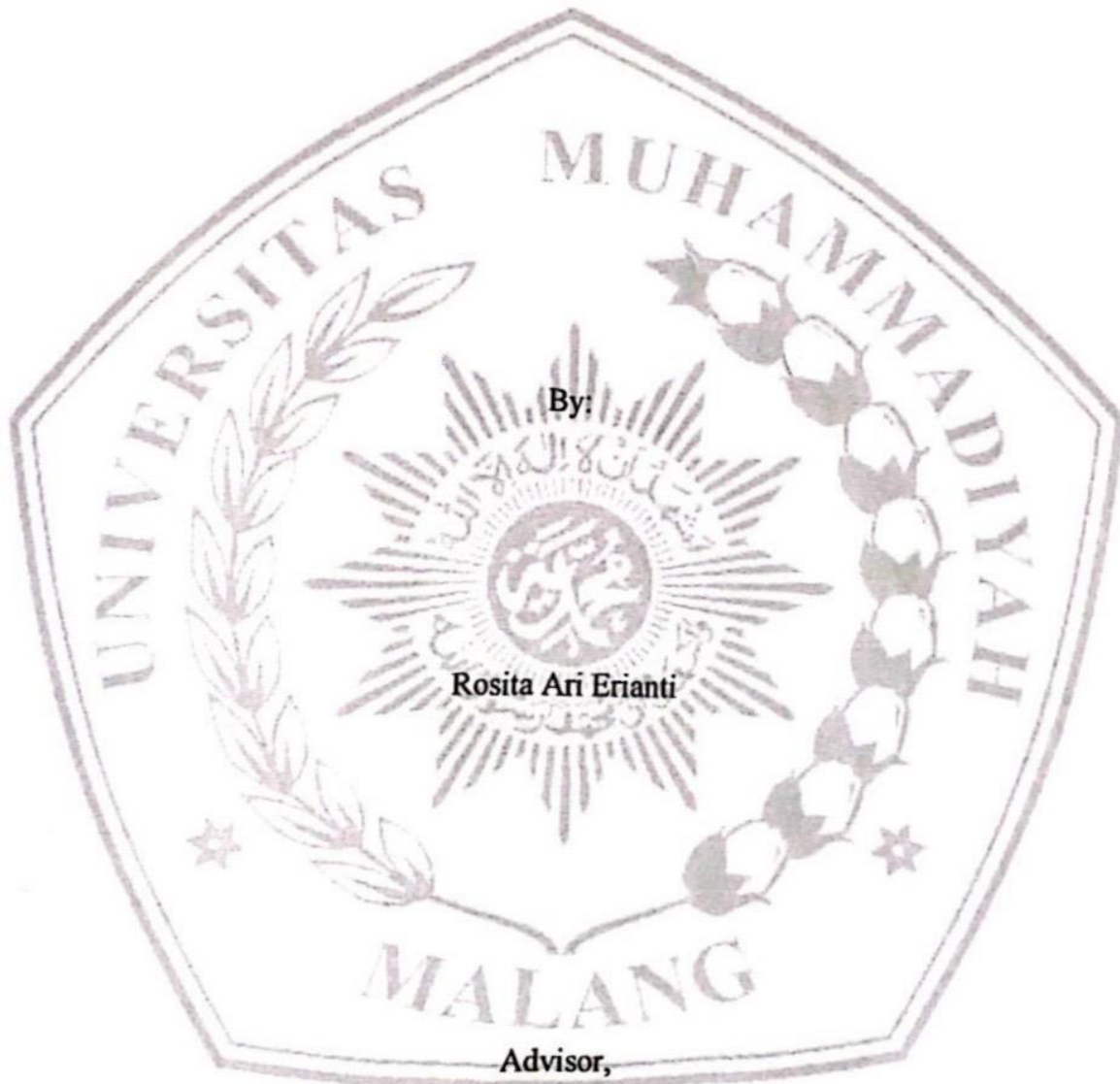
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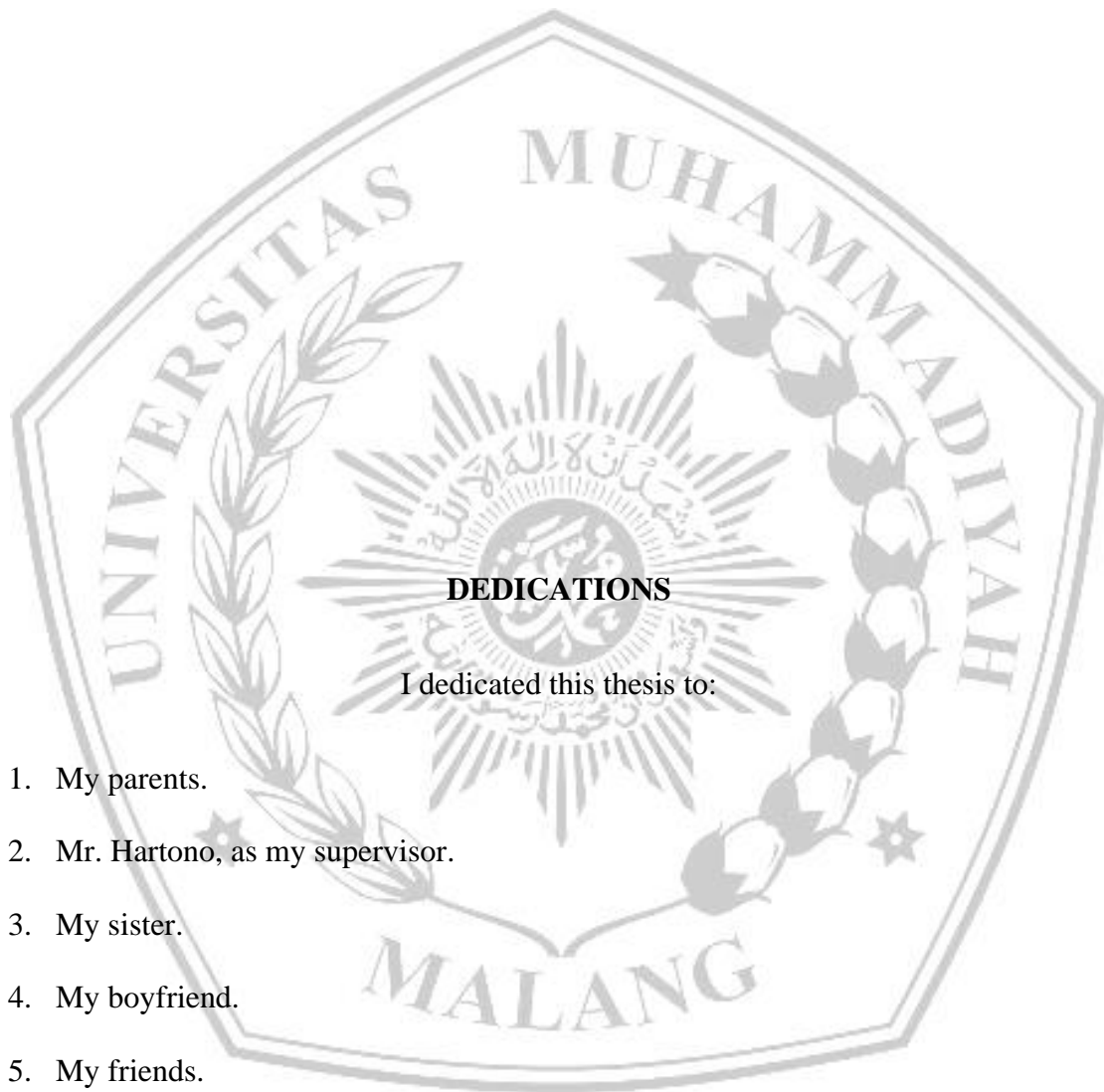
A handwritten signature in black ink, appearing to read "Hartono", is positioned above the name.

Dr. Hartono, M.Pd.

MOTTOS AND DEDICATION

MOTTO

“No matter what, you have to keep living your life”



DEDICATIONS

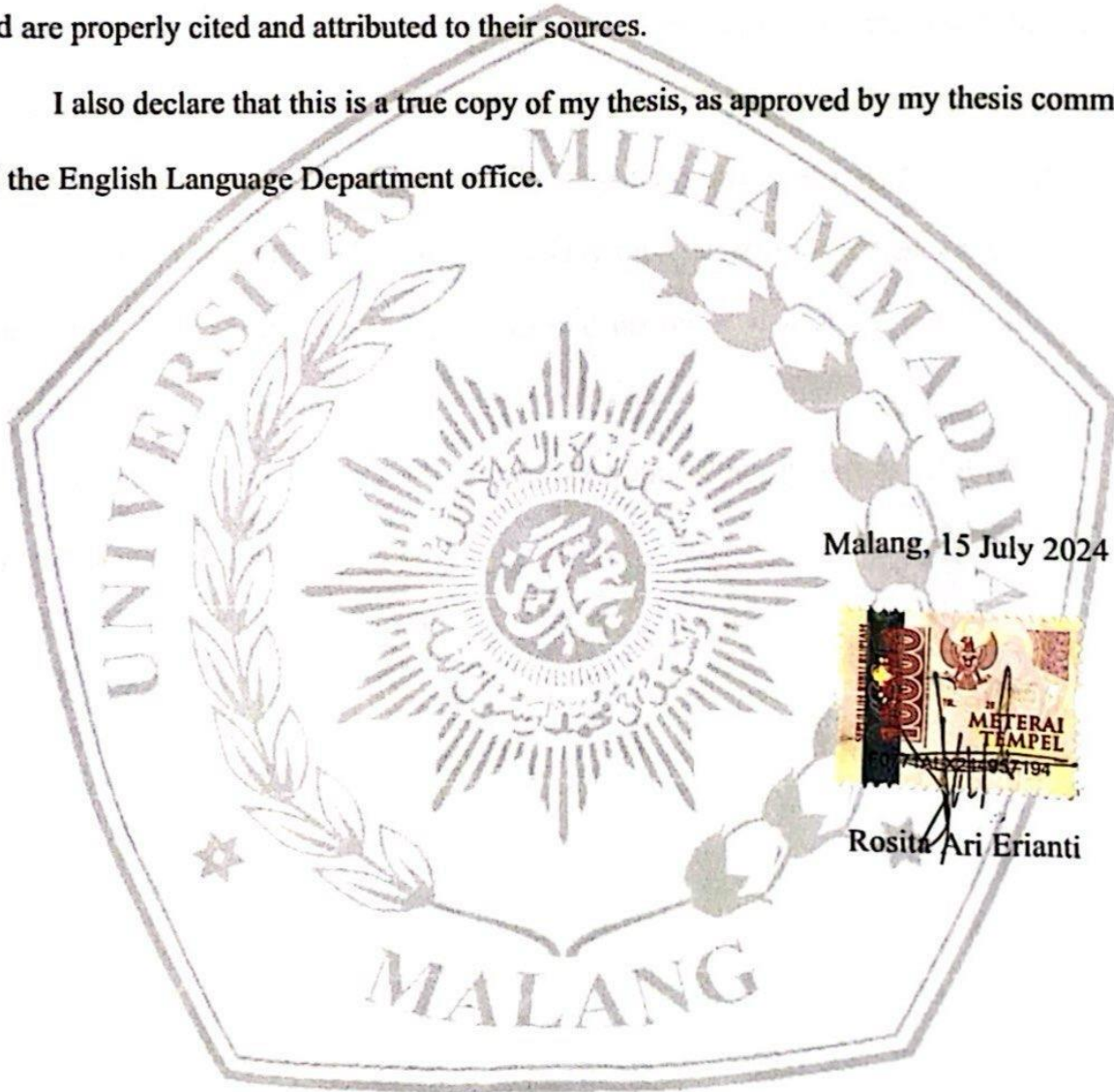
I dedicated this thesis to:

1. My parents.
2. Mr. Hartono, as my supervisor.
3. My sister.
4. My boyfriend.
5. My friends.
6. My cats.
7. Myself.

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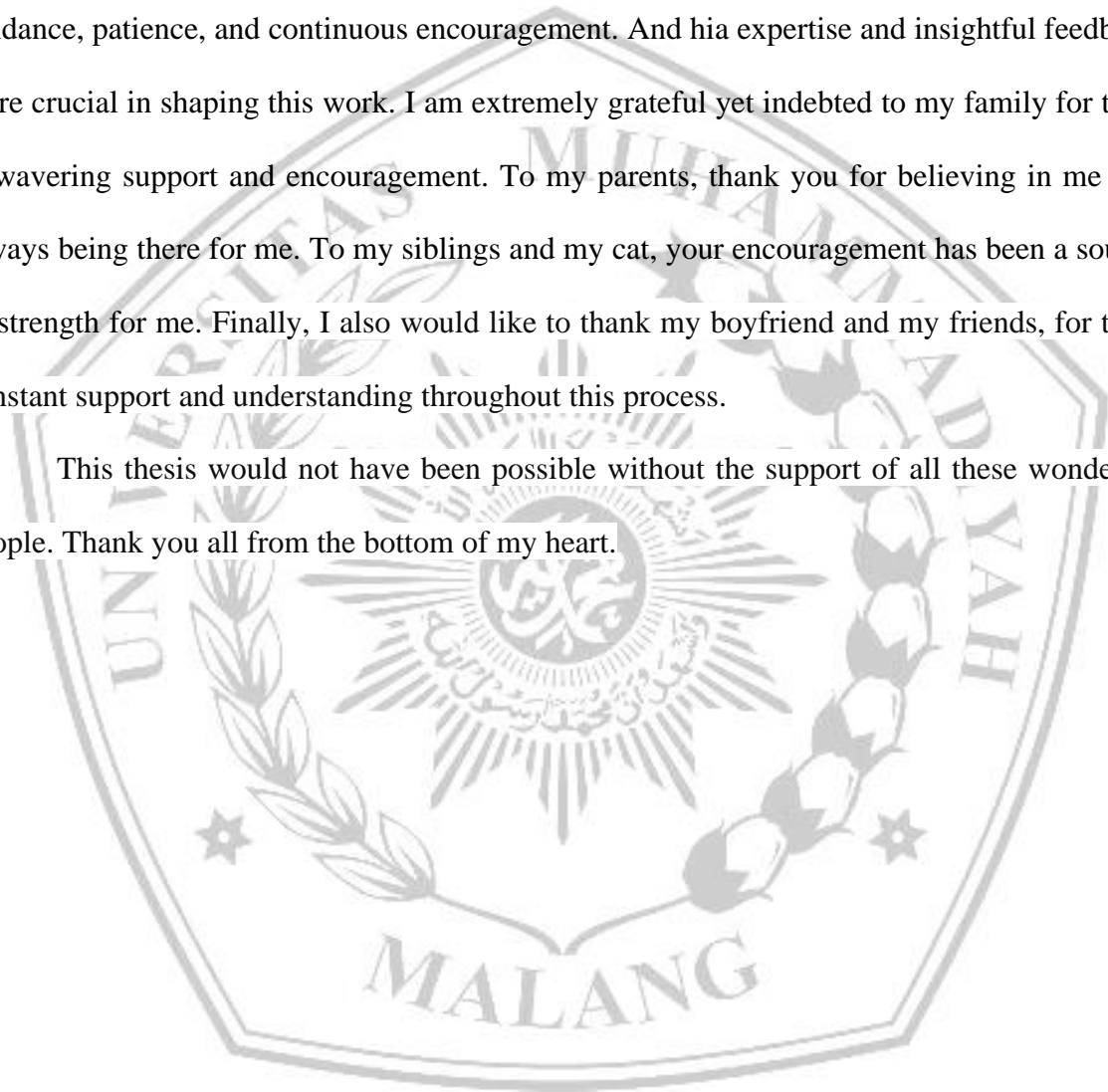
Rosita Ari Erianti

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to those who have supported me throughout the journey of completing this thesis.

First and foremost, I would like to thank my advisor, Mr. Hartono, for his invaluable guidance, patience, and continuous encouragement. And his expertise and insightful feedback were crucial in shaping this work. I am extremely grateful yet indebted to my family for their unwavering support and encouragement. To my parents, thank you for believing in me and always being there for me. To my siblings and my cat, your encouragement has been a source of strength for me. Finally, I also would like to thank my boyfriend and my friends, for their constant support and understanding throughout this process.

This thesis would not have been possible without the support of all these wonderful people. Thank you all from the bottom of my heart.



**STUDENTS' ANXIETY IN LEARNING WRITING AT THE ENGLISH LANGUAGE
EDUCATION DEPARTMENT OF THE UNIVERSITY OF MUHAMMADIYAH
MALANG**

ABSTRACT

Writing is both an emotional and cognitive activity, involving both thought and feeling as we compose. Writing skills serve as the cornerstone of effective communication, requiring continual practice to refine and develop into proficient communication abilities. The aim of this research is to explore and analyze the types and the factors that affect students' writing anxiety among students at English Department of UMM. The research method applied in this research is mixed-method by involving 35 students in the UMM who have taken or are currently taking thesis writing courses. It was found out that the types of writing anxiety are divided into three namely *Cognitive Anxiety*, *Somatic Anxiety*, and *Avoidance Anxiety*. While the factors of writing anxiety are divided into 2 namely internal factors (1) *lack of confidence*; (2) *perfectionism*; and (3) *self-efficacy* and external (1) *teaching methods used by teachers*; and (2) *expectations set by teachers*.

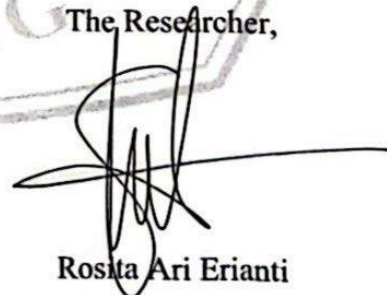
Keywords: *Writing, Writing Anxiety, Writing Skills, Anxiety, Types of Writing Anxiety, Factors of Writing Anxiety.*

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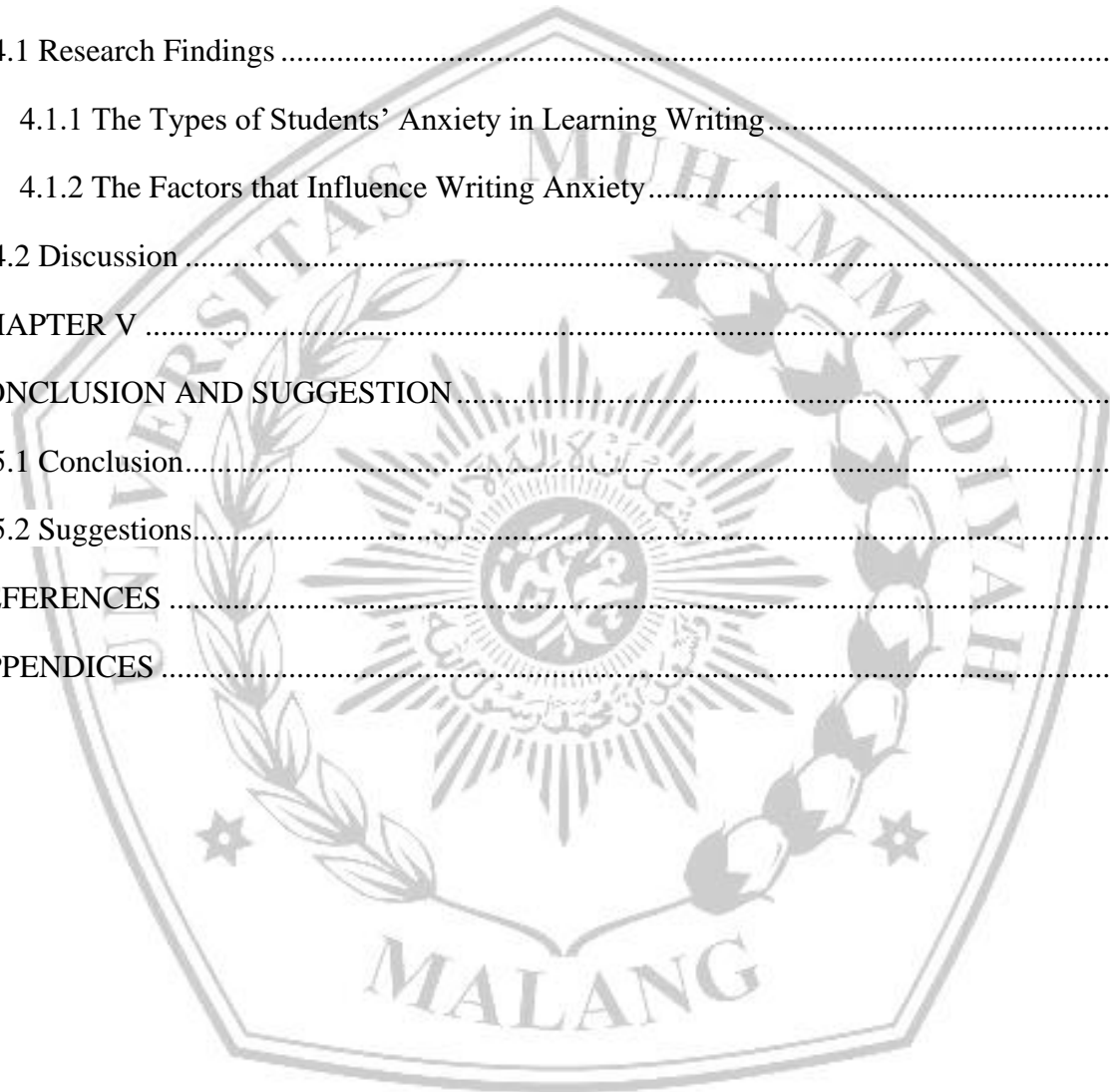


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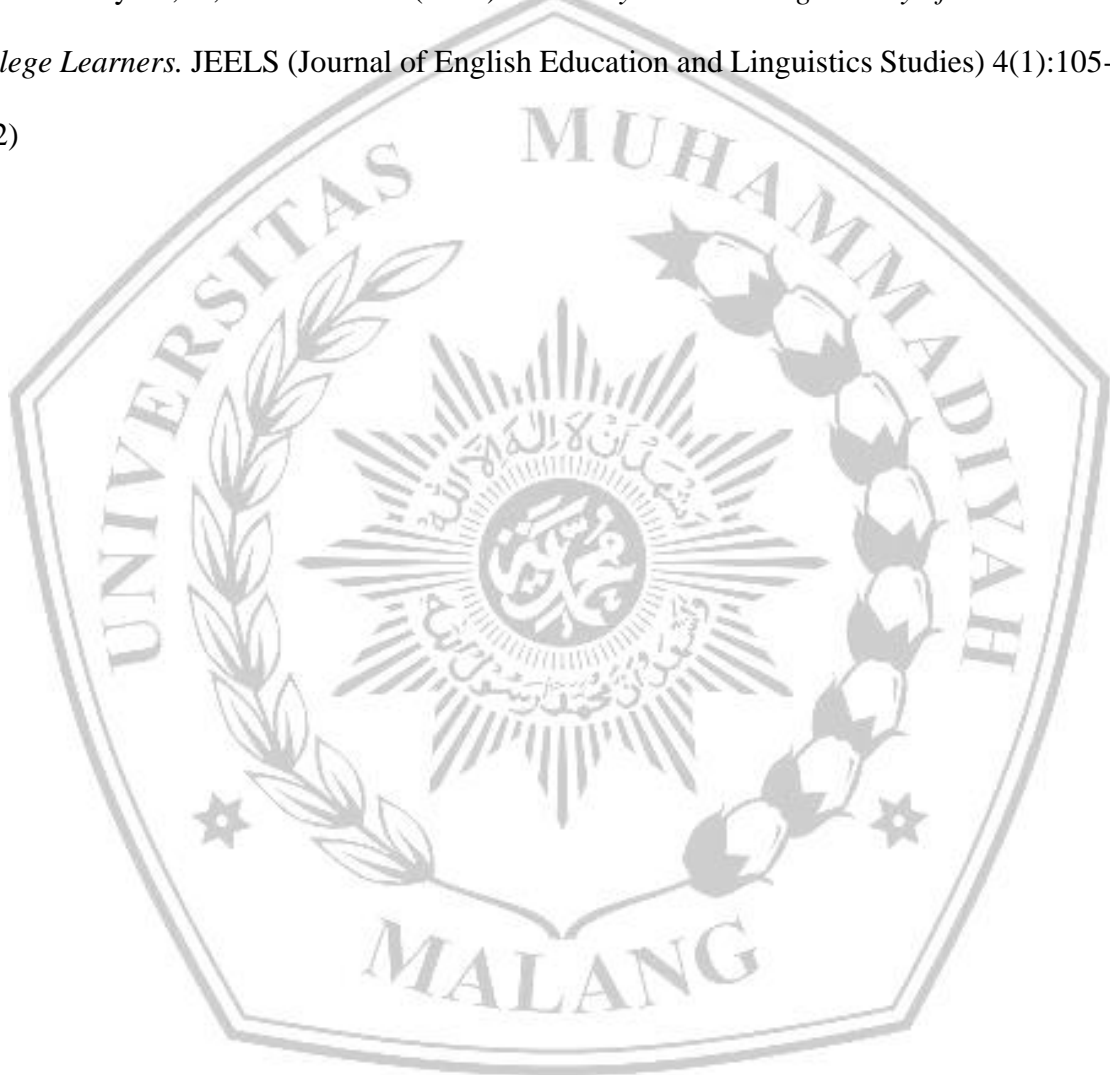
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