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INTRODUCTION

This chapter presents several sub-sections, including the background of the study, research questions, objectives of the study, and significance of the study. Each section explains the foundation and direction of the research.

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A. Background of the Study

In this modern era, English writing proficiency is widely regarded as an essential skill that enables students to express complex ideas, construct logical arguments, and actively engage in academic discourse (Aldayel, 2024; Seow, 2002). Writing functions not only as a means of communication but also as a tool for critical thinking and knowledge development, particularly in educational (An, 2024a; Stephen D Krashen, 2004). Ideally, students who have adequate mastery of vocabulary and grammar are expected to produce well-organized and coherent texts. Although many students demonstrate competence in spoken English, they often encounter difficulties when required to write (Arisman, 2023; Sun, 2024). This condition indicates that underlying psychological factors may play a crucial role in shaping students' writing performance.

From a theoretical perspective, writing is categorized as a productive skill that involves complex interactions between cognitive processes and affective factors (Aldayel, 2024; Seow, 2002). Stephen D Krashen (2004) explains through the Affective Filter Hypothesis that emotional variables such as anxiety, motivation, and self-confidence significantly influence language acquisition and performance. When anxiety levels increase, the affective filter becomes stronger and limits students' ability to utilize their linguistic knowledge effectively (An, 2024; Stephen D Krashen, 2004). Recent studies support this theory by showing that anxiety disrupts cognitive processing during writing tasks, particularly under time pressure (An, 2024; Sun, 2024). Permendikbudristek No. 12 of 2024 emphasizes that tenth-grade students are expected to produce functional texts as part of English learning competence. In practice, the classroom reality at SMAN 2

Kediri shows that students' actual writing performance does not fully reflect this expectation. This indicates that writing ability is not only influenced by linguistic knowledge, but also by psychological factors.

Writing is a complex communicative activity that requires the integration of linguistic knowledge, cognitive strategies, and sociocultural understanding (Aldayel, 2024; Seow, 2002). It is not a linear process but a recursive one that includes stages such as planning, drafting, revising, and editing (Seow, 2002). Throughout these stages, students must generate ideas, organize them logically, select appropriate vocabulary, and ensure grammatical accuracy (Aldayel, 2024; Muamaroh et al., 2020). This multifaceted nature makes writing one of the most challenging skills for EFL learners (Aldayel, 2024; Arisman, 2023). Research has shown that students often struggle with idea organization and coherence due to the high cognitive demands involved in writing tasks (Aldayel, 2024; Marlina, 2024). These challenges may become even more significant when students simultaneously experience psychological pressure during the writing process.

In classroom practice, these theoretical challenges appear in the way students respond to writing tasks. During writing activities, many students were seen staring at blank papers for extended periods, indicating difficulty in initiating their writing (An, 2024; Sun, 2024). On the other hand, some students frequently checked the time and appeared restless, suggesting the presence of anxiety. These behaviors were particularly evident when students were required to complete writing tasks within a limited time frame (An, 2024; Irawati, 2022). Under such conditions, students often experience what is commonly referred to as a "mental block," where they are unable to generate ideas. This phenomenon reflects how anxiety can directly interfere with students' cognitive processes during writing activities.

The influence of writing anxiety can also be observed through students' behavioral patterns during writing tasks (Cheng, 2004; Suhartoyo, 2023). Some students are unable to produce even a single

sentence due to fear of making mistakes or receiving negative evaluation. Others repeatedly revise their sentences, which disrupts their concentration and slows down their writing process. These patterns suggest that anxiety affects not only cognitive processes but also writing fluency (Cheng, 2004; Irawati et al., 2022). Empirical studies indicate ¹¹⁵ that students with higher levels of anxiety tend to produce texts that are less coherent and less accurate (Alharbi, 2021; Suhartoyo, 2023). Such behaviors imply that anxiety reduces students' willingness to take risks in writing, even though risk-taking is essential for language development.

The relationship between ³¹ writing anxiety and writing ability can be explained through the concept of cognitive interference (An, 2024; Irawati, 2022). Anxiety consumes working memory resources that are essential for organizing ideas, retrieving vocabulary, and constructing sentences. When working memory capacity is reduced, students experience greater difficulty in completing writing tasks effectively. This leads to lower writing quality and reduced task performance (Guo et al., 2025; Irawati et al., 2022). Previous ⁷³ studies consistently report a significant negative correlation between writing anxiety and writing ability (An, 2024; Guo, 2025). This suggests that managing anxiety should be considered an integral part of improving students' writing skills.

Previous research has extensively explored writing anxiety in EFL contexts, including studies conducted by Arisman (2023) and Hanani (2023). These studies confirm that anxiety negatively affects students' writing performance. However, most of these studies focus on general classroom settings or higher education contexts (An, 2024; Guo, 2025). Limited attention has been given to situational factors such as time constraints in senior high schools. In practice, writing tasks in Indonesian schools are often conducted under strict time limits (Irawati et al., 2022; Sun, 2024). This condition suggests that time pressure may be an important factor that intensifies students' anxiety levels.

Therefore, a research gap can be identified ⁴⁶ in relation to situational writing anxiety among high school students (An, 2024; Sun, 2024). To

address this gap, the present study focuses on tenth-grade students and examines the relationship between writing anxiety and writing ability. Specifically, it examines the relationship between writing anxiety and writing ability under time-limited conditions (Guo et al., 2025; Irawati et al., 2022). By doing so, the study provides a more contextualized understanding of writing anxiety. This focus allows for a deeper analysis of how situational factors influence students' performance. Consequently, the findings are expected to offer more realistic insights into classroom practices.

Writing anxiety is recognized as a multidimensional construct consisting of cognitive, somatic, and avoidance components (Aldayel, 2024; Cheng, 2004). Cognitive anxiety relates to fear of negative evaluation, while somatic anxiety refers to physical symptoms such as tension and nervousness. Avoidance behavior reflects students' tendency to avoid writing tasks (Alharbi, 2021; Cheng, 2004). These components interact and collectively influence writing performance. Situational factors such as time pressure can intensify these dimensions (Aldayel, 2024b; An, 2024a). Understanding these dimensions is essential for developing more effective instructional strategies.

Based on the observed phenomena, several key problems can be identified in the classroom context. These include students' mental blocks, fear of making mistakes, and pressure caused by time limitations during writing tasks (Irawati et al., 2022; Sun, 2024). To keep the scope of the research clear, this study is limited to tenth-grade students in the 2025/2026 academic year. The research specifically examines the correlation between writing anxiety and writing ability (An, 2024a; Guo et al., 2025). Other variables are not included in order to ensure a more focused analysis. This limitation helps improve the accuracy and reliability of the findings.

To address these challenges, both theoretical and practical solutions can be proposed (Aldayel, 2024; Marlina, 2024). Teachers are encouraged to implement strategies that reduce anxiety, such as creating a supportive

learning environment and providing constructive feedback. In addition, students should develop self-regulation strategies to manage their anxiety during writing tasks (Irawati et al., 2022; Rasuan & Wati, 2021). Techniques such as planning and relaxation can help improve their performance. This study employs a quantitative correlational design to examine the relationship between writing anxiety and writing ability. The findings are expected to contribute to more effective and psychologically informed teaching practices.

51 B. Research Question

Based on the background of the study, the researcher formulates the following questions:

- 75 1. What is the level of writing anxiety experienced by 10th grade students at SMAN 2 Kediri?
2. What is the writing ability of 10th students at SMAN 2 Kediri in writing descriptive texts based on their writing test scores? 33
- 2 3. Is there a significant correlation between students' writing anxiety and their writing ability?

56 C. Objective of the Study

In line with the research questions, the objectives of this study are:

1. To identify the level of writing anxiety among 10th grade students at SMAN 2 Kediri. 59
2. To identify the writing ability of 10th students at SMAN 2 Kediri in writing descriptive texts based on their writing test scores. 59
3. To find out whether there is a significant correlation between writing anxiety and the writing ability of the students. 6

D. Significance of the Study

This section explains the benefits and importance of the research. The significance of this study is divided into two parts, namely theoretical significance and practical significance.

1. Theoretical Significance

From the theoretical perspective, this study is expected to give a contribution to the development of English language education, especially in relation to writing anxiety and students' writing ability. The findings may offer a deeper understanding of how psychological factors can influence students' performance in writing activities. This study also emphasizes that students' difficulties in writing are not only related to linguistic aspects, such as grammar, vocabulary, and sentence construction, but also to emotional conditions. In this sense, the research may support and enrich previous studies concerning anxiety in English as Foreign Language learning. Moreover, the results can provide insight into how anxiety may affect students when organizing ideas, developing paragraphs, and completing writing tasks. This study can also serve as an additional reference for future researchers who are interested in similar topics. Furthermore, it may become a useful basis for further studies that examine psychological barriers in language learning. Therefore, this research is expected to provide a meaningful theoretical contribution to the study of writing anxiety and writing ability.

2. Practical Significance

From the practical perspective, this study is expected to provide useful benefits for teachers, students, and the institution.

- a. **For the Teachers:** To provide a new insight that students' performance is not just about their skills, but also about their emotional well-being. This can help teachers develop more supportive teaching strategies.

- b. For the Students: To help students understand that feeling anxious is a common hurdle in learning a language. By recognizing this feeling, they can learn to manage it more professionally.
- c. For the Institution: To provide concrete data that can help SMAN 2 Kediri in creating a more conducive and modern learning environment for English subjects.

REVIEW OF RELATED LITERATURE

This chapter provides the theoretical foundation for the study by examining relevant concepts and prior research on writing anxiety and writing ability among EFL students.

A. Writing Ability

Writing ability is the ability to communicate ideas, information, and arguments through written language in a clear, organized, and accurate form. In EFL learning, writing ability requires more than grammatical knowledge. Students must be able to generate relevant ideas, organize them logically, select appropriate vocabulary, construct accurate sentences, and apply correct mechanics. Therefore, writing ability represents both language competence and cognitive control.

Writing is often considered one of the most demanding language skills because it requires learners to manage several components simultaneously. Aldayel (2024) explains that academic writing difficulties among EFL learners are influenced by the complexity of writing tasks and the demands placed on learners. Students must pay attention to content, organization, vocabulary, language use, and mechanics at the same time. If one component is weak, the overall quality of writing may be affected.

In this study, writing ability is understood as students' capacity to produce written texts based on measurable writing indicators. These indicators include content, organization, vocabulary, language use, and mechanics. Content refers to the relevance and development of ideas. Organization refers to the logical arrangement of ideas within a paragraph or text. Vocabulary refers to the appropriateness and variety of word choice. Language use refers to grammatical accuracy and sentence structure. Mechanics refers to punctuation, capitalization, and spelling. These indicators provide a practical basis for assessing students' writing performance quantitatively.

1. Writing as a Process

Writing ability develops through a process rather than a single activity. (Seow, 2002) describes writing as a process that involves planning, drafting, revising, and editing. In the planning stage, students generate ideas and prepare the structure of their text. In the drafting stage, they transform ideas into sentences and paragraphs. In the revising stage, they evaluate the clarity, organization, and relevance of their ideas. In the editing stage, they correct grammar, vocabulary, punctuation, and spelling. These stages show that writing requires continuous reflection and improvement.

The process view of writing is important in this research because anxiety may appear at different stages. Some students may feel anxious before writing because they do not know how to start. Others may feel anxious during drafting because they are worried about grammar and vocabulary. Some students may also feel anxious during revision because they are afraid that their writing does not meet the expected standard. Thus, writing ability and writing anxiety are closely connected during the composing process.

Writing as a Recursive Process

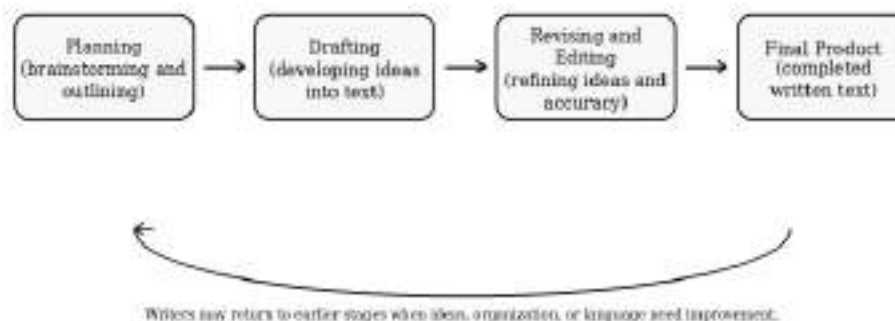


Figure 2. 1 Writing Process Adapted from Seow (2002)

2. Teaching Writing for Senior High School Students

Teaching writing at the senior high school level is an important part of English language learning because students are expected to express ideas

in written form clearly, logically, and accurately. At this level, writing instruction should not only focus on grammar, but also on how students develop ideas, organize information, choose appropriate vocabulary, and revise their work. Therefore, teachers need to guide students through the process of writing so that they can produce texts that are not only meaningful but also well-written. Seow (2002) explains that writing involves several stages, including planning, drafting, revising, and editing. This view indicates that writing should be taught as a process, not merely as a final product.

In senior high school, students may face difficulties when they are required to produce written texts in English. Aldayel (2024) states that EFL learners' writing difficulties are related to the complexity of writing tasks and the demands placed on learners. These difficulties may become more serious when students have limited vocabulary, weak mastery of grammar, or low confidence in writing. In this context, teaching writing should help students understand how to generate ideas, arrange them into a clear structure, and express them using appropriate language.

For 10th students, descriptive text also can be used as a writing task because it train students to describe people, places, objects, or things in a clear and organized way. In teaching descriptive text, students need to understand the purpose of the text, its organization, and its language features before producing their own writing. Since this study measures students' writing ability through a writing task, descriptive text is discussed as part of teaching writing, not as a separate research variable. Writing ability in this study is assessed through content, organization, vocabulary, language use, and mechanics.

Teaching writing is also related to students' psychological condition during the writing process. An (2024) explains that writing anxiety can be task-specific and connected with students' self-efficacy and writing performance. Similarly, (Adhi Nugroho & Teda Ena, 2021) discusses writing anxiety among EFL students at the senior high school level, showing that anxiety is relevant in school-based writing contexts.

Therefore, teaching writing for senior high school students should provide clear guidance, sufficient practice, and supportive feedback so that students not only developing their writing ability but also can reducing unnecessary pressure while or during writing activities.

3. Components of Writing Ability¹²²

The first component of writing ability is content⁵. Content refers to the substance of the writing, including the relevance, clarity, and development of ideas. A text with good content presents ideas that are appropriate to the topic and supported by sufficient explanation. In classroom writing, students with strong content are able to answer the task, develop the main idea, and avoid irrelevant information.

The second component is organization. Organization refers to the arrangement of ideas in a logical sequence. A well-organized text has a clear introduction, body, and conclusion, or a clear topic sentence, supporting details, and closing sentence in paragraph writing. Organization helps readers understand the writer's message. Without good organization, even relevant ideas may become difficult to follow.

The third component is vocabulary. Vocabulary refers to the selection of words used to express meaning. Students need appropriate and varied vocabulary to communicate ideas effectively. Limited vocabulary may cause repetition, unclear meaning, or oversimplified expression. In EFL writing, vocabulary mastery is closely related to students' ability to express ideas accurately and naturally.

The fourth component is language use. Language use refers to grammar, sentence structure, and syntactic accuracy. Students are expected to use correct tenses, subject-verb agreement, word order, and sentence patterns. Weakness in language use may reduce the clarity of the message and affect the reader's understanding. Since EFL students often worry about grammatical errors, this component is also closely related to writing anxiety.

The fifth component is mechanics. Mechanics includes punctuation, capitalization, and spelling. Although mechanics may appear to be a

technical aspect, errors in mechanics can affect readability and academic presentation. Good mechanics help the text look more accurate, organized, and acceptable in academic writing. These five components become the basis for measuring students' writing ability in this study.

B. Writing Anxiety

Writing anxiety is one of the affective variables that may interfere with students' performance in foreign language writing. In general, writing anxiety refers to a feeling of tension, fear, worry, or nervousness experienced when learners are required to produce written texts. Unlike general language anxiety, writing anxiety is more specific because it appears during activities that require students to generate ideas, organize information, select appropriate vocabulary, and construct grammatically acceptable sentences. For this reason, writing anxiety is not only an emotional reaction, but also a condition that can disturb the cognitive process involved in composing a text.

Cheng (2004) explains writing anxiety through the Second Language Writing Anxiety Inventory, which views anxiety as a multidimensional construct. This view is relevant to EFL learners because writing in a foreign language requires students to manage linguistic accuracy and idea development at the same time. When students feel anxious, they may spend excessive attention on possible mistakes rather than on developing their ideas. Consequently, anxiety may reduce confidence, slow down the writing process, and lead to avoidance of writing tasks.

Stephen D Krashen (2004) also provides a useful explanation through the affective filter hypothesis. Although the theory discusses second language acquisition more generally, it helps explain why emotional factors such as anxiety may limit students' ability to process and produce language. A high level of anxiety can raise the affective filter, making students less able to use the language knowledge they already possess. In the context of writing, this means that students who know grammar and vocabulary may still fail to express ideas effectively when they are psychologically pressured.

1. Dimensions of Writing Anxiety

Writing anxiety can be understood through several dimensions. Cheng (2004) classifies second ⁹²language writing anxiety into cognitive anxiety, somatic anxiety, and avoidance behavior. These dimensions are useful in quantitative research because they can be transformed into measurable indicators. Through these indicators, students' anxiety can be identified not only from what they feel, but also from how they think and behave during writing activities.

a. Cognitive anxiety

¹ Cognitive anxiety refers to mental worry, negative expectations, and fear of evaluation. Students who experience cognitive anxiety usually think that their writing will be judged negatively, that their grammar is not accurate, or that their ideas are not good enough. This dimension is important because writing requires sustained attention and idea organization. When students are occupied by negative thoughts, their attention is divided between completing the task and controlling their fear of failure.

b. ¹ Somatic anxiety

Somatic anxiety refers to physical reactions that appear when students face writing tasks. These reactions may include nervousness, tension, sweating, or discomfort. Although these symptoms are physical, they may affect writing performance because they disturb concentration. In an examination or classroom writing task, somatic anxiety may make students lose focus, forget vocabulary, or have difficulty developing sentences.

c. **Avoidance behavior**

Avoidance behavior refers to students' tendency to delay, escape, or minimize involvement in writing activities. Students with high avoidance behavior may postpone assignments, write only the minimum required text, or feel reluctant to participate in writing practice. This dimension is particularly important in learning because avoidance reduces exposure and practice. When students avoid writing, they also lose opportunities to improve their ability through feedback and revision.

2. Factors Contributing to Writing Anxiety

Writing anxiety may be caused by both linguistic and psychological factors. Linguistic factors include limited vocabulary, weak grammar mastery, difficulty organizing ideas, and lack of familiarity with text structure. Arisman (2023) notes that fear of grammatical mistakes and limited vocabulary often become common sources of anxiety among EFL students. These problems make students hesitant to start writing because they are uncertain about how to express ideas accurately.

Psychological factors also contribute to writing anxiety. Fear of making mistakes, low self-confidence, previous negative experiences, and concern about teacher evaluation may increase students' anxiety. Sabti et al. (2024) reported that EFL learners may experience writing anxiety because of linguistic difficulties, fear of negative comments, insufficient writing practice, and lack of self-confidence. These findings indicate that writing anxiety is not caused by a single factor; rather, it emerges from the interaction between language competence, classroom experience, and students' perception of their own ability.

Task characteristics may also affect students' anxiety. An (2024a) emphasizes that writing anxiety can be task-specific, meaning that different writing tasks may produce different levels of anxiety depending on their difficulty and students' self-efficacy. A simple paragraph task may not cause the same anxiety as an essay task that requires argumentation, organization,

and accuracy. Therefore, ²³ the level of writing anxiety experienced by students may vary according to the demands of the writing assignment.

⁴⁸ 3. The Relationship between Writing Anxiety and Writing Ability

Writing anxiety and writing ability are theoretically connected because writing requires both language control and psychological readiness. Students who experience high anxiety may have difficulty concentrating on the writing task. Instead of focusing on idea development and organization, they may focus excessively on possible mistakes, teacher evaluation, or the fear of producing a poor text. This situation may reduce the quality of their writing because the cognitive resources needed for composing are partly used to manage anxiety.

³¹ The relationship between writing anxiety and writing ability can be explained through ¹¹⁷ the interaction between affective and cognitive processes. Writing requires students to plan, organize, draft, revise, and edit. Anxiety may interrupt these processes by causing mental blocks, hesitation, and avoidance. When students hesitate too much, they may produce fewer ideas. When they worry excessively about grammar, they may lose control over content and organization. When they avoid writing practice, they may have fewer chances to improve their writing skills.

Empirical studies also support this relationship. Kafriyawan ¹³ (2021) found a correlation between students' anxiety and their English writing skills. Irawati (2022) reported that writing anxiety affects students' writing performance, and Sabti et al. (2024) found that anxiety components influence EFL learners' attitudes toward writing. ¹⁰² These findings indicate that students with higher levels of anxiety tend to face greater difficulty in writing. Therefore, it is reasonable for ¹⁹ this study to examine the correlation between writing anxiety and writing ability through a quantitative approach.

C. Previous Studies

Previous studies indicate ⁵⁷ that writing ability is influenced by both cognitive and affective factors. Gaki et al. (2023) found that students' writing performance is associated with their anxiety level. This finding suggests that

students' ability to write cannot be separated from their psychological condition during the writing task. Roxas (2025) also emphasizes the relevance of metacognitive awareness and writing anxiety in writing performance, suggesting that students who can manage their thinking process may perform better in writing.

Other studies show that writing performance is connected with learners' confidence and task-related anxiety. Kurniasih et al. (2024) links EFL students' writing anxiety to writing performance, while An (2024) highlights the relationship among task-specific writing anxiety, self-efficacy, and writing performance. These studies strengthen the assumption that writing ability is not only the result of linguistic mastery, but also the result of students' ability to manage pressure, confidence, and task demands.

Several previous studies have shown that writing anxiety is a relevant issue in EFL contexts. Sujarwati et al. (2025) examined students' writing anxiety and its correlation with writing performance and found that anxiety was related to students' writing outcomes. Kafryawan et al. (2021) also investigated the correlation between EFL students' anxiety and English writing skills, showing that anxiety should be considered when evaluating writing achievement. These studies support the view that students' writing problems were not purely on their linguistic, but are also shaped by affective factors.

More recent research also confirms the importance of writing anxiety. Irawati et al. (2022) discusses how writing anxiety affects EFL students' writing performance and emphasizes the need to reduce anxiety in writing instruction. Sun (2024) explores writing anxiety during the writing process and indicates that anxiety may appear across different stages of composing. Sabti et al. (2024) further identifies the components and causes of writing anxiety among Iraqi EFL students and shows that avoidance behavior, cognitive anxiety, and somatic anxiety contribute to students' attitudes toward writing. These studies provide empirical support for using writing anxiety as an independent variable in quantitative research.

D. Conceptual Framework

The conceptual framework of this study is based on the assumption that writing anxiety is related to students' writing ability. Writing anxiety is positioned as the independent variable (X), while writing ability is positioned as the dependent variable (Y). Writing anxiety is represented by three indicators: cognitive anxiety, somatic anxiety, and avoidance behavior. These indicators are based on Cheng's (2004) classification of second language writing anxiety. Meanwhile, writing ability is represented by five indicators: content, organization, vocabulary, language use, and mechanics.

The framework proposes a negative relationship between the two variables. Students with higher writing anxiety are expected to show lower writing ability because anxiety may disturb concentration, reduce confidence, and limit students' willingness to engage in writing practice. Conversely, students with lower writing anxiety are expected to perform better because they may be more confident in generating ideas, organizing their text, and revising their writing. The conceptual framework is presented in Figure 2.2.

Conceptual Framework of the Study

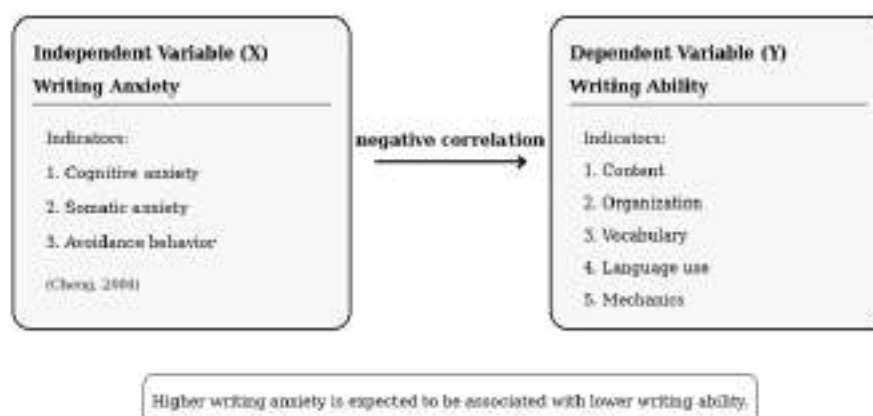


Figure 2.2 The Relationship between Writing Anxiety and Writing Ability

E. Research Hypothesis

Based on the theoretical review, previous studies, and conceptual framework, this study proposes that writing anxiety has a significant negative correlation with students' writing ability. The hypothesis is formulated to test whether students with higher levels of writing anxiety tend to demonstrate lower writing ability. Therefore, the hypotheses of this study are stated as follows.

H_0 : There is no significant correlation between the 10th grade students' writing anxiety and their writing ability.

H_a : There is a significant negative correlation between the 10th grade students' writing anxiety and their writing ability.

2 CHAPTER III

RESEARCH METHOD

This chapter presents the research method used in this study. It covers the research design, operational definition, instruments, population and sample, research procedure, place and schedule of the research, and data analysis technique. These parts explain how the researcher collects and analyzed the data to investigate the relationship between students' writing anxiety and their ability in writing descriptive text.

A. Research Design

This research used a quantitative approach with a correlational research design. This design was used because the study aims to examine the relationship between two variables, namely students' writing anxiety and students' ability in writing descriptive text. The researcher did not give treatment to the students. Instead, the researcher collected numerical data from a writing anxiety questionnaire and a descriptive text writing test, and then analyzed the relationship between the two sets of scores statistically.

In this research, writing anxiety was treated as the independent variable, while writing ability in writing descriptive text is treated as the dependent variable. Writing anxiety is measured through a questionnaire adapted from Cheng's Second Language Writing Anxiety Inventory. Writing ability was measured through a writing test in which students are asked to write a descriptive text. The students' writing products are scored by using a writing rubric, and the scores from both instruments are analyzed to find out whether there is a significant correlation between students' writing anxiety and their ability in writing descriptive text.

The correlational design was considered appropriate because this study examined the relationship between two measurable variables without giving any treatment to the students. Writing anxiety was measured through a questionnaire, while students' ability in writing descriptive text was measured through a writing test. The scores from both instruments were analyzed statistically to determine whether there was a significant correlation between

the two variables. Therefore, this design is appropriate for answering the research problem in this study.

B. Operational Definition

The operational definition was used to explain how the main variables in this research are understood and measured. This section was included because writing anxiety and writing ability are abstract variables that need clear measurement procedures. Therefore, the operational definitions help the reader understand what the researcher means by each variable in the context of this study.

Writing anxiety refers to the students' level of anxiety when they are required to write in English. In this research, writing anxiety is measured by using a writing anxiety questionnaire adapted from Cheng (2004). The questionnaire covers three aspects of writing anxiety: cognitive anxiety, somatic anxiety, and avoidance behavior. Cognitive anxiety refers to students' worry, negative thoughts, and fear of making mistakes in writing. Somatic anxiety refers to physical reactions such as nervousness, tension, and discomfort during writing activities. Avoidance behavior refers to students' tendency to avoid writing tasks because they feel anxious or unprepared. The total questionnaire score represents the students' level of writing anxiety.

Writing ability refers to students' ability to produce a descriptive text based on the writing task given by the researcher. In this research, writing ability was measured through a descriptive text writing test. Students' writing products are assessed by using a writing rubric that covers content, organization, vocabulary, language use, and mechanics. The final score from the rubric represents the students' writing ability in writing descriptive text.

Variable	Operational Meaning	Indicators	Instrument
Writing Anxiety	Students' anxiety level when writing in English.	Cognitive anxiety, somatic anxiety, and avoidance behavior.	Writing anxiety questionnaires.
Writing Ability in Writing Descriptive Text	Students' ability to produce a descriptive text based on the assigned writing task.	Content, organization, vocabulary, language use, and mechanics.	Descriptive text writing test and writing rubric.

Table 3. 1 Operational Definition

C. Tools, Materials, and Research Instruments

This research did not use laboratory tools or physical materials. The main instruments used in this research are a writing anxiety questionnaire and a descriptive text writing test. The questionnaire was used to collect data about students' writing anxiety, while the writing test was used to collect data about students' writing ability in writing descriptive text.

The first instrument was the writing anxiety questionnaire. The questionnaire was adapted from Cheng's Second Language Writing Anxiety Inventory (SLWAI). This instrument was selected because it was specifically designed to measure second language writing anxiety and has been used in many writing anxiety studies. The questionnaire consists of statements related to somatic anxiety, cognitive anxiety, and avoidance behavior. In this research, the writing anxiety questionnaire consists of 10 items. The items represent three dimensions of writing anxiety, namely somatic anxiety, cognitive anxiety, and avoidance behavior. The questionnaire is used to obtain students' writing anxiety scores before the scores are analyzed statistically, and also the students are asked to choose the response that best represents their condition in English writing activities.

NO	Dimension	Indicator	Item Number	Total
1	Somatic Anxiety	Nervousness, tension, and physical discomfort	1-4	4
2	Cognitive Anxiety	Worry, negative thoughts, and fear of evaluation	5-8	4
3	Avoidance Behavior	Avoiding or delaying writing tasks	9-10	2
4	Total		1-10	10

Table 3. 2 Blueprint of the Writing Anxiety Questionnaire

The questionnaire used a likert scale. The response options are strongly disagree, disagree, neutral, agree, and strongly agree. Each response is scored numerically. The total score is used to identify the level of students' writing anxiety. Higher scores indicate higher writing anxiety, while lower scores indicate lower writing anxiety.

Response	Score
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

Table 3. 3 Likert scale

The second instrument was the descriptive text writing test. In this test, students were asked to write a descriptive text based on the topic provided by the researcher. The writing test is administered in one meeting. The students were asked to write a descriptive text about a person they admire, such as a family member, teacher, friend, or public figure. The text should contain the generic structure of descriptive text, namely identification and description. The time allocation for the test was 45 minutes. This test was used to measure students' ability in writing descriptive text.

The students' writing products were assessed by using a writing rubric. The rubric covers five aspects: content, organization, vocabulary, language use, and mechanics. The use of a rubric helps the researcher score the students' writing more consistently.

Aspect	Indicator	Score Range
Content	Relevance, clarity, and development of ideas in describing the topic.	[1-20]
Organization	Logical arrangement of identification and description in the text.	[1-20]
Vocabulary	Appropriateness and variety of word choice.	[1-20]
Language Use	Accuracy of grammar and sentence structure.	[1-20]
Mechanics	Use of spelling, punctuation, and capitalization.	[1-20]

Table 3. 4 Writing rubric

Before the instruments were used in the main research, the researcher checks their validity and reliability. The validity of the questionnaire and writing test was examined through expert judgment by asking an English teacher at SMAN 2 Kediri and an English education lecturer to review whether the instruments were appropriate for the research objectives. The reliability of the questionnaire was tested using Cronbach's Alpha. The reliability of the writing test can be strengthened by using a clear scoring rubric and, if available, involving another rater to reduce subjectivity in scoring.

63 D. Population and Sample

The population of this research was 10th grade students of SMAN 2 Kediri in the 2025/2026 academic year. The students were selected as the population because they were required to develop their English writing ability as part of English language learning. At this level, the students were expected to produce written texts, including descriptive text, and express their ideas in English clearly and appropriately.

The sample of this research consists of students from class X-1 of SMAN 2 Kediri, with a total number of 34 students. The researcher used purposive sampling to select the sample because the class is chosen based on specific

criteria, including the school's permission, the English teacher's recommendation, and the relevance of the class to the research objectives.

Class X-1 was selected because the students have already learned descriptive text as part of their English writing material. Therefore, they were considered capable of completing the ⁸descriptive text writing test used in this research. The writing test focused on the students' ability to write descriptive text, while the questionnaire was used to measure their writing anxiety. Based on this reason, class X-1 was considered suitable for investigating ⁶the relationship between students' writing anxiety and their ability in writing descriptive text.

E. Research Procedure

The research procedure consists of several stages. The first stage was preliminary observation. In this stage, the researcher identifies the problem related to ³students' writing anxiety and writing ability in English learning, particularly in writing descriptive text.

The second stage was instrument preparation. The researcher prepares the writing anxiety questionnaire, the descriptive text writing test, and the scoring rubric for assessing students' writing products. ¹⁰⁶The instruments are prepared based on the research objectives and the variables measured in this study.

The third stage was expert validation. The instruments were reviewed and examined through expert judgment by asking an English teacher at SMAN 2 Kediri and an English education lecturer to review and to make sure that the instruments ⁵⁵were appropriate for the research objectives, the students' level, and the descriptive text writing task.

The fourth stage was permission and coordination. The researcher asks permission from SMAN 2 Kediri to conduct the research. After obtaining permission, ⁵⁴the researcher coordinates with the English teacher to determine the class, schedule, and technical procedures for collecting the data.

The fifth stage was data collection. The researcher distributes the writing anxiety questionnaire to the students. Before answering the questionnaire, the students were given a short explanation about the purpose of the questionnaire and how to answer it. After the questionnaire is completed, the researcher

administers the ⁹ writing test. The students were asked to write a descriptive text based on the topic given by the researcher.

The sixth stage was scoring. The questionnaire responses are scored based on the likert scale. The descriptive text writing test was scored by using the writing rubric. The scores from both instruments are then organized into a data table.

The final stage was data analysis and interpretation. The researcher analyzed the questionnaire scores and writing test scores using statistical analysis. The result of the analysis was used ⁷ to answer the research questions and test the hypothesis. The research procedure is presented in the following flowchart:

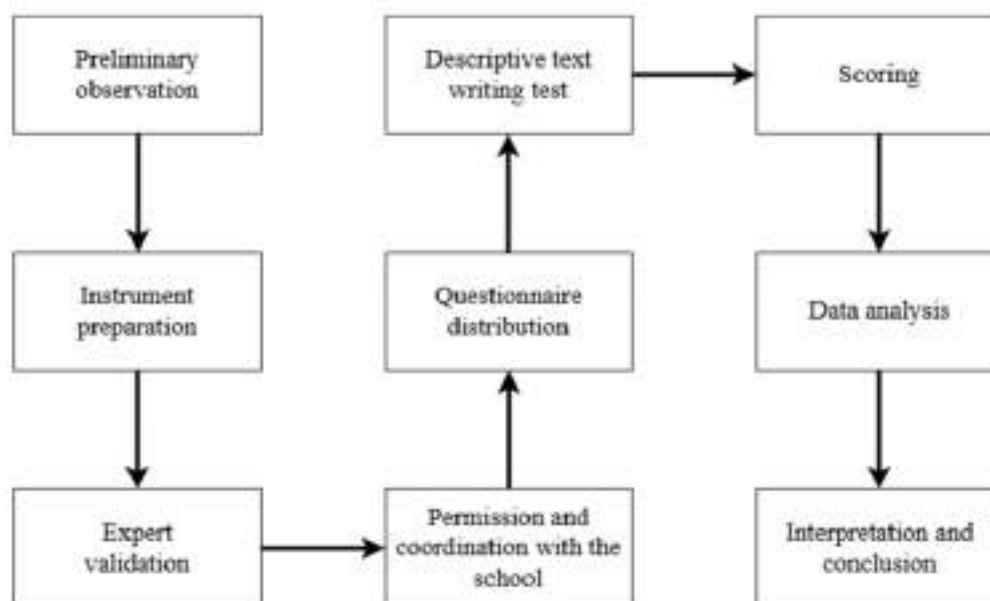


Figure 3. 1 Flowchart

¹⁵ F. Place and Schedule of the Research

This research was carried out at SMAN 2 Kediri. The school is located in Kediri, East Java. SMAN 2 Kediri is selected as the research setting because this study focused ¹⁰⁴ on the writing anxiety and writing ability of 10th grade students in this school.

⁴⁷ The research was conducted in the 2025/2026 academic year. The exact schedule of the research is adjusted to the school academic calendar and the

English teacher's teaching schedule. The research schedule is presented in the following matrix:

No.	Activity	June	July	August	September
1	Revising proposal	✓			
2	Preparing instruments	✓			
3	Validating instruments		✓		
4	Asking permission from school		✓		
5	Collecting data		✓		
6	Scoring data			✓	
7	Analyzing data			✓	
8	Writing research report			✓	✓

Table 3. 5 Research Schedule

G. Data Analysis Technique

The data in this research were analyzed quantitatively because the data are in the form of scores. The scores were obtained from the writing anxiety questionnaire and the descriptive text writing test. The questionnaire score represents students' writing anxiety, while the writing test score represents students' ability in writing descriptive text.

The first step was scoring the questionnaire. The students' responses were scored based on the likert scale. After all items were scored, the researcher calculates the total score for each student. The total score was used to identify the students' level of writing anxiety.

The second step was scoring the writing test. The students' descriptive texts were assessed by using the writing rubric. Each aspect of writing was

scored, and the total score represents the students' writing ability in writing descriptive text.

The third step was descriptive statistical analysis. Descriptive statistics was used to describe the general condition of the students' writing anxiety and writing ability. The researcher calculates the mean, minimum score, maximum score, and standard deviation. The writing anxiety scores may also be classified into high, moderate, and low categories. The writing ability scores may be classified into excellent, good, fair, poor, and very poor categories, depending on the scoring guideline used by the researcher.

The fourth step was the normality test. Since the sample of this research consists of 34 students, the Shapiro-Wilk test was used to determine whether the data was normally distributed or not. The data was considered normally distributed if the significance value was higher than 0.05, and if the significance value was lower than 0.05, the data was considered not normally distributed.

The fifth step was correlation analysis. Since the data met the assumptions of normal distribution, the researcher applied the Pearson Product-Moment correlation to examine the relationship between students' writing anxiety (X) and their descriptive text writing ability (Y). The Pearson formula is expressed as follows:

$$r_{xy} = \frac{(N \sum XY - \sum X \sum Y)}{\sqrt{([N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2])}}$$

Within this framework, $r_{[xy]}$ represents the correlation coefficient between variables X and Y , where X denotes writing anxiety scores, Y denotes writing ability scores, and N represents the number of students. Additionally, $\sum X$ and $\sum Y$ indicate the total sums of individual variable scores, $\sum XY$ signifies the total sum of multiplied cross-products, and $\sum X^2$ along with $\sum Y^2$ represent the sum of squared scores for each respective variable. If the normality test had failed, the Spearman Rank correlation would have been employed as an alternative framework via the following formula:

$$r_s = 1 - \frac{6\sum d^2}{n(n^2 - 1)}$$

In this formula r_s is the Spearman coefficient, n is the participant count, d indicates the difference between the ranks of variables X and Y , d^2 is the squared difference, and $\sum d^2$ is the total sum of squared differences. This statistical test evaluated the significance, strength, and direction of the relationship. Coefficients close to 0 imply an absent or weak relationship, whereas values close to ± 1 indicate strong relationships. Specifically, a negative coefficient reveals that higher writing anxiety correlates with lower writing marks.

The hypothesis was tested by using the significance value. If the significance value was lower than 0.05, the alternative hypothesis was accepted, which means that there was a significant correlation between students' writing anxiety and their ability in writing descriptive text. If the significance value was higher than 0.05, the alternative hypothesis was rejected, which means that there was no significant correlation between the two variables.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research. The findings section describes the result of the data analysis, including the reliability test, descriptive statistics, normality test, Pearson Product-Moment correlation, and hypothesis testing. The discussion section interprets the findings by relating them to the research problem, theoretical background, and previous studies.

A. Findings

1. The Result of Reliability Test

Before analyzing the main data, the researcher conducted a reliability test to examine the internal consistency of the writing anxiety questionnaire. Reliability was important because writing anxiety was an affective construct that should be measured using a consistent instrument. In second language writing research, (Cheng, 2004) emphasizes the importance of developing and validating an instrument to measure students' anxiety in writing activities. The reliability test in this research was conducted using Cronbach's Alpha through SPSS. The questionnaire consisted of 10 items.

Cronbach's Alpha	N of Items
.894	10

Table 4.1 Reliability Statistics of the Writing Anxiety Questionnaire

Based on Table 4.1, the result showed that the Cronbach's Alpha value was .894 for 10 questionnaire items. This value indicates that the questionnaire had a high level of reliability. Therefore, the writing anxiety questionnaire was considered reliable and appropriate to be used in this research.

2. Descriptive Statistics

Descriptive statistics were used to describe the general condition of students' writing anxiety and students' writing ability. Writing anxiety is

commonly discussed as one of the affective factors that may appear during the process of composing texts in a foreign language (Li, 2022; Sun, 2024). Meanwhile, writing ability involves several aspects, such as content, organization, vocabulary, language use, and mechanics (Pongsapan & Patak, 2021).

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Students'					
Writing					
Anxiety	34	10	50	33.65	10.430
Final					
Score					
Students'					
Writing					
Ability	34	48	100	75.12	11.276
Score					
Valid N	34				
(listwise)					

Table 4. 2 Descriptive Statistics of Students' Writing Anxiety and Writing Ability

Based on Table 4.2, the number of students involved in this research was 34. The students' writing anxiety scores ranged from 10 to 50. The mean score of students' writing anxiety was 33.65, with a standard deviation of 10.390. This result shows that the students had different levels of writing anxiety. Since the mean score was 33.65, the students' writing anxiety can generally be interpreted as moderate.

Meanwhile, the students' writing ability scores ranged from 48 to 100. The mean score of students' writing ability was 75.12, with a standard deviation of 11.188. This result indicates that the students' writing ability was generally at a fair to good level, depending on the scoring classification used in this research. The minimum score of 48 shows that some students were still faced difficulties in writing, while the maximum

score of 100 indicates that some students were able to perform very well on the writing task.

3. Level of Students' Writing Anxiety

Category	Score Range
Low	10–23.33
Moderate	23.34–36.67
High	36.68–50

Table 4. 3 Classification of Students' Anxiety Level

Based on Table 4.3, the classification shows that the mean score of students' writing anxiety was 33.65. This score falls within the range of 23.34–36.67. Therefore, the students' writing anxiety was categorized as moderate.

4. Level of Students' Writing Ability

Category	Score Range
Very Good	86.00–100
Good	76.00–85.99
Fair / Sufficient	60.00–75.99
Poor	40.00–59.99
Very Poor	0–39.99

Table 4. 4 Classification of Students' Writing Ability Level

(Adopted from Pongsapan & Patak, 2021)

Based on Table 4.4, the classification shows the mean score of students' writing ability was 75.12. This score falls within the fair or sufficient category. Therefore, the students' writing ability in writing

descriptive text was generally categorized as fair or sufficient, although it was close to the good category.

5. The Result of Normality Test

The normality test was conducted to determine whether the data were normally distributed or not. Since the number of respondents was 34, the Shapiro-Wilk result was used as the main reference. The data are considered normally distributed if the significance value is higher than .05.

Variable	Shapiro-Wilk Statistic	df	Shapiro-Wilk Sig.	Interpretation
Students' Writing Anxiety Final Score	.964	34	.323	Normally distributed
Students' Writing Ability Score	.969	34	.447	Normally distributed

Table 4.5 The Result of Normality Test

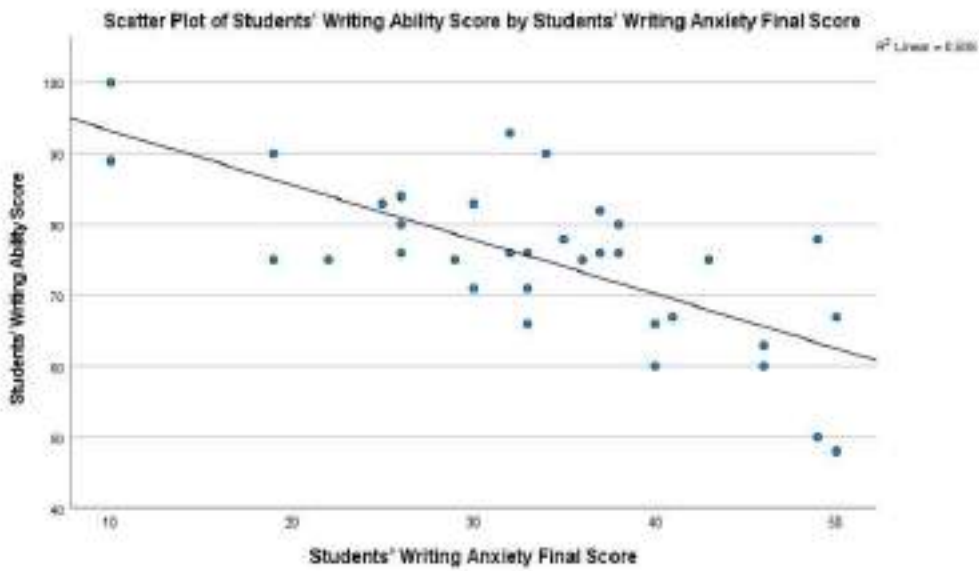
Based on Table 4.5, the Shapiro-Wilk significance value of students' writing anxiety was .323. Since .323 is higher than .05, the writing anxiety data were normally distributed. The Shapiro-Wilk significance value of students' writing ability was .447. Since .447 is also higher than .05, the writing ability data were normally distributed. Therefore, both variables met the normality assumption based on the Shapiro-Wilk test, since both variables were normally distributed; the researcher used Pearson Product-Moment correlation to examine the relationship between students' writing anxiety and students' writing ability.

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6. The Result of Correlation Analysis

The correlation analysis was conducted to answer the main research problem, namely whether there was a significant correlation between students' writing anxiety and students' writing ability. Since the data met the normality assumption, the researcher used Pearson Product-Moment correlation through SPSS. Previous studies have also examined the relationship between writing anxiety and writing performance or writing achievement in EFL contexts (Kurniawati & Anam, 2023; Rizki Annisa et al., 2024; Sabti et al., 2024).

Variables	N	Pearson Correlation	Sig. (2-tailed)	Interpretation
Writing Anxiety and Writing Ability	34	-.710	< .001	Strong negative correlation and significant

103
Table 4. 6 The Result of Pearson Product-Moment Correlation Analysis



3
Figure 4. 1 Scatter Plot of the Correlation between Students' Writing Anxiety and Writing Ability

Based on Table 4.6 and Figure 4.1, the Pearson correlation coefficient between students' writing anxiety and students' writing ability was -.710.

This value indicates a strong negative correlation. The negative direction means that students with higher writing anxiety scores tended to have lower writing ability scores. Conversely, students with lower writing anxiety scores tended to have higher writing ability scores.

The significance value was $< .001$. Since $< .001$ is lower than .05, the correlation between students' writing anxiety and students' writing ability was statistically significant. Therefore, it can be concluded that there was a significant negative correlation between writing anxiety and writing ability of 10th grade students at SMAN 2 Kediri.

7. Hypothesis Testing

The hypotheses of this research were formulated as follows:

H_0 : There is no significant correlation between the 10th grade students' writing anxiety and their writing ability.

H_a : There is a significant negative correlation between the 10th grade students' writing anxiety and their writing ability.

Based on the result of Pearson Product-Moment correlation analysis, the significance value was $< .001$. Since $< .001$ is lower than .05, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. That means there was a significant correlation between writing anxiety and writing ability of 10th grade students at SMAN 2 Kediri. The direction of the correlation was negative, which means that higher writing anxiety was associated with lower writing ability.

B. Discussion

The result of the descriptive statistics showed that the mean score of students' writing anxiety was 33.65 and by using the classification of students' anxiety level this result indicates that the students generally experienced a moderate level of writing anxiety. In the context of English writing, this condition was understandable because writing requires students to organize ideas, use appropriate vocabulary, apply grammar correctly, and arrange sentences into a meaningful text. (Li, 2022) explains that foreign language writing anxiety is related to several learning factors and may appear when

students face difficulties in expressing ideas in written form. Similarly, (Sun, 2024) discusses writing anxiety as a condition that can emerge during the writing process, especially when learners feel uncertain about their writing ability.

The descriptive statistics also showed that the mean ¹⁹ score of students' writing ability was 75.12. The students' writing ability was generally categorized as fair or sufficient, although the mean score was close to the good category. Writing ability is not a single skill because it includes several components. (Pongsapan & Patak, 2021) identify ²² content, organization, vocabulary, language use, and mechanics as important aspects of writing performance. Therefore, students' writing scores in this research reflected differences in their ability to develop ideas, organize paragraphs, use vocabulary, apply grammar, and control mechanics.

²¹ The normality test showed that both variables were normally distributed based on the Shapiro-Wilk significance values. ¹⁹ The significance value of writing anxiety was .323, and the significance value of writing ability was .447. Both values were higher than .05. Therefore, Pearson ¹⁸ Product-Moment correlation was used to analyze the relationship between the two variables.

The result of Pearson correlation showed that the correlation coefficient was -.710, with a significance value of < .001. This finding indicates ⁴⁵ that there was a significant negative correlation between students' writing anxiety and students' writing ability. In other words, students who experienced higher writing anxiety tended to obtain lower writing ability scores. This finding supports the assumption that anxiety can become an affective barrier in EFL writing. When students feel worried, tense, or afraid of making mistakes, their ability to express ideas clearly in writing may be reduced.

¹⁰¹ This finding is consistent with several previous studies. (Rizki Annisa et al., 2024) found ⁸⁹ that students' writing anxiety was correlated with their writing achievement. (Kurniawati & Anam, 2023) also reported that anxiety was related to Indonesian EFL senior high school students' writing achievement. In addition, (Rizki Annisa et al., 2024) found a relationship among English learning anxiety and students' speaking and writing achievements in senior

high school. These studies support the present finding that anxiety is connected to students' performance in English writing.

The negative correlation found in this research can be interpreted through the nature of writing anxiety itself. According to (Cheng, 2004), second language writing anxiety involves students' anxious feelings toward writing tasks. (Sabti et al., 2024) also explain that writing anxiety may include cognitive anxiety, somatic anxiety, and avoidance behavior. These components can disturb students' concentration, reduce confidence, and make students avoid writing tasks. As a result, students with higher anxiety may have more difficulty producing effective written texts.

The result also supports the broader view that writing performance is influenced not only by linguistic competence but also by affective factors. Sabti et al. (2024) found that writing anxiety, writing achievement motivation, and writing self-efficacy were related to writing performance among EFL learners. An (2024) also emphasizes the relationship between task-specific writing anxiety, self-efficacy, and writing performance. Therefore, writing anxiety should be considered an important factor in understanding students' writing ability, although it should not be treated as the only factor.

Even though the result shows a significant correlation, it should be interpreted carefully. Correlation does not prove causation. This means that the result cannot be used to claim that writing anxiety directly causes low writing ability. The result only shows that the two variables are significantly related. Other factors, such as vocabulary mastery, grammar competence, writing practice, motivation, familiarity with descriptive text, and teacher feedback, may also contribute to students' writing ability. (Aldayel, 2024) notes that academic writing difficulties among EFL learners can be influenced by various factors, not only anxiety.

Based on the findings, English teachers should pay close attention to students' emotional conditions during writing activities. Writing anxiety can be reduced by providing clear instructions, offering relevant examples, implementing gradual writing practice, and delivering positive feedback. In addition, creating a supportive classroom atmosphere is essential to help

students feel safe when expressing their ideas in written form; this can be achieved by giving positive feedback, allowing opportunities for revision, and avoiding excessive criticism that may increase anxiety. For instance, teachers may use encouraging comments such as, "Your introduction is clear and engaging," "You have used effective vocabulary in this paragraph," or "Your ideas are well-organized and easy to follow." Such feedback enables students to recognize their strengths and build confidence in their writing and at the same time, teachers should strengthen students' writing competence by guiding them in developing content, organizing ideas, expanding vocabulary, improving grammar, and refining mechanics.

Overall, ³⁷ the result of this research indicates that writing anxiety had a significant negative correlation with writing ability among tenth-grade students at SMAN 2 Kediri. The finding ¹⁷ suggests that students with higher writing anxiety tended to obtain lower writing ability scores. Therefore, writing anxiety should be considered as one of the important affective factors in English writing instruction, especially for senior high school students in the EFL context.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter presents the conclusion, implication, and suggestion based on the findings and discussion of the research. The conclusion summarizes the results of the study, while the implication and suggestion explain the possible contribution of the findings for English teachers, students, the school, and future researchers.

A. Conclusion

Based on the findings and discussion in the previous chapter, this research was conducted to investigate the correlation between writing anxiety and writing ability of 10th grade students at SMAN 2 Kediri in the 2025/2026 academic year. The data were collected from 34 students of class X-1 by using a writing anxiety questionnaire and a descriptive text writing test. The questionnaire was used to measure students' writing anxiety, and the writing test was used to measure students' ability in writing descriptive text.

The result of the writing anxiety questionnaire showed that the mean score of students' writing anxiety was 33.65. Based on the classification used in this research, this score was included in the moderate category. It means the students generally experienced writing anxiety when they were required to write in English, although the anxiety was not categorized as high. This condition indicates that writing anxiety was presented among the 10th grade students and could appeared in the many form like; worry, nervousness, fear of making mistakes, or hesitation during writing activities.

The result of the writing ability test showed that the mean score of students' writing ability was 75.12. Based on the writing ability classification used in this research, this score was categorized as fair or sufficient. In the result indicates that the students were generally able to write descriptive text, but their writing ability still needed improvement, and for some students were able to produce good writing, while others still faced difficulties in developing

ideas, organizing the text, using appropriate vocabulary, applying grammar, and using mechanics correctly.

The result of the Pearson Product-Moment correlation analysis showed that the correlation coefficient between writing anxiety and writing ability was -0.710 with a significance value of $p < .001$, and since the significance value was lower than $.05$, there was a significant correlation between writing anxiety and writing ability. The correlation coefficient showed a strong negative correlation. It means that students with higher writing anxiety tended to have lower writing ability, while students with lower writing anxiety tended to have better writing ability.

Therefore, the alternative hypothesis (H_a) of this research was accepted, confirming there is a significant negative correlation between the students' writing anxiety and their writing ability.

B. Implication

The result of this research gives an implication that writing ability was not only related to linguistic knowledge, but also by their psychological condition. Although students may have learned vocabulary, grammar, and text structure, anxiety can still influence the way they perform in writing tasks, when students feel worried, tense, or afraid of making mistakes, they may find it difficult to organize ideas, choose suitable words, and complete their writing effectively.

For English teaching, this finding implies that teachers need to pay attention not only to the students' writing products but also to the students' psychological conditions, such as anxiety, motivation, and confidence during the writing process. Teachers also need to create a supportive classroom atmosphere where students feel safe to write, make mistakes, and revise their work. Writing activities can be designed gradually, starting from simple guided writing tasks before moving to more independent writing tasks. This can help students reduce anxiety and improve their confidence in writing.

The finding also implies that writing anxiety should be considered as an important factor in teaching descriptive text. Since this research found a strong negative correlation, reducing students' anxiety may help them become more

confident and more willing to write. However, the result should not be interpreted as direct causation. This research only shows that writing anxiety and writing ability have significantly related, not that anxiety is the only cause of students' writing performance.

For students, the result implies ¹ that writing anxiety is a common problem in learning English. Students need to understand that feeling anxious when writing does not mean they are unable to write. They can improve their writing ability by practicing regularly, asking for feedback, revising their work, and developing positive attitudes toward mistakes as part of the learning process.

¹² C. Suggestion

Based on the conclusion of this research, several suggestions are proposed.

First, English teachers was suggested to pay attention to students' emotional condition during writing activities. Teachers are encouraged to create a supportive classroom atmosphere, for example through warm-up activities or ice-breaking sessions before writing tasks. In addition, teachers should provide clear instructions, the examples of good writing, vocabulary support, and positive feedback. It is also important for teachers to avoid giving feedback that only focuses on mistakes, because this may increase students' anxiety, and give an appreciation to the students' results no matter how poor their skills in writing but do not forget to show to them where is their mistake.

Second, students are encouraged to practice writing more frequently and not only depend on classroom assignments, but they can start by writing short paragraphs, making outlines before writing, and revising their drafts after receiving feedback. By practicing step by step, students can build confidence and reduce anxiety in writing English texts.

Third, schools are suggested to support English learning activities that can improve students' writing ability and confidence. The school may provide writing workshops, English club activities, or writing competitions that encourage students to use English in a positive and motivating environment.

Finally, ⁵ future researchers are encouraged to conduct similar studies with a larger sample or different grade levels. Since this research only involved one

class of 10th grade students at SMAN 2 Kediri, future research may involve more classes or different schools to obtain broader findings. Future researchers may also examine other factors related to writing ability, such as vocabulary mastery, grammar competence, motivation, self-confidence, writing strategies, or teacher feedback. In addition, future researchers may use different research methods to gain deeper information about how writing anxiety affects students' writing process.

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