EFL STUDENTS’ WRITING ANXIETY IN ACADEMIC WRITING CLASS: A NARRATIVE INQUIRY

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Abstract
While the phenomenon of writing anxiety is not a new issue, there has been little information on how EFL students experience writing anxiety in an academic class through narrative inquiry. This study aims to analyze EFL students’ anxiety in Academic Writing classes, how it affects their writing process, and how they manage their anxiety in writing through narrative inquiry. A reflective journal and informal interview were used to explore fourteen students’ experience in the Academic Writing Class at the English Language Education Program, Faculty of Language and Arts, Universitas Kristen Satya Wacana Salatiga. The data analysis revealed two types of writing anxiety experienced by EFL students: cognitive anxiety and somatic anxiety. Those types of anxiety affect EFL students’ writing performance because they have less confidence when writing an essay, take a long time to finish the essay, get difficult to explain the topic essay, focus more on the grammar structure rather than the content, and sometimes the essay out of the topic. This study also found three strategies used by EFL students to cope with their writing anxiety: asking for help, reading some online sources, and listening to music.

Keywords: Academic writing, writing anxiety, narrative inquiry

INTRODUCTION

Writing has been recognized as a major ability to improve in EFL classes. The main objective of writing is to communicate in written form. Hendrawanto, Hartini, Nurkamto, and Sharda (2020) argue that the written forms must be well organized, correctly written, and meaningful to the reader. However, writing in English is difficult for EFL students to master since it involves understanding writing conventions, grammar, vocabulary, and rhetorical and tactical skills, which might differ from writing in a native language (Altukruni, 2019). Nevertheless, all the skills may be learned through writing courses in
the EFL field, for instance, Creative Writing, Procedural Writing, Professional Narrative Writing, Writing for the Media, and Academic Writing class. In an academic writing course, for example, Jordan (2003) states that in academic writing class, learners could acquire theories and practices for paraphrasing, summarizing, quoting, and referencing.

Apart from the benefits of academic writing, the task can bring about problems for learners who lack writing and confidence. These conditions can lead learners into writing anxiety. A study by Rohmah & Muslim (2021) reveal that anxiety in writing is an unavoidable emotion affecting learners during the learning process. Moreover, Nugroho & Ena (2021) states that students who feel anxious in writing have concerns such as panic when asked to write in English, lack of ability to write in English, not knowing how to start writing, fear of writing assignments, and having low self-esteem.

The phenomena of writing anxiety has attracted many teacher-educators to research this issue. For example, a study that conducted by Tuppang (2014) found that the most common type of writing anxiety experienced by EFL learners is Cognitive Anxiety, a condition when the learners feel anxious because of others' perceptions. In line with this study, Masriani, Mukhaiyar, and Wahyuni (2018) also found that the most common type of writing Anxiety among EFL learners was Cognitive Anxiety.

The previous studies have intensively identified the types of writing Anxiety experienced by EFL learners and the strategies to cope with the anxiety by using constructed questionnaires on Second Language Writing Anxiety. By using such an inventory, learners' views on how their anxiety affects their writing performance are hardly revealed. Therefore, the present study intends to fill the gaps in previous studies by using
narrative inquiry. Hence, the study explored the types of writing anxiety experienced by EFL students and the strategy used to cope with it through narrative inquiry. More importantly, this study also found the effect of anxiety on their writing performance.

Therefore, this study is designed to answer three research questions: (a) What type of writing anxiety do EFL students have in Academic Writing class? (b) How does anxiety affect their writing performance? (c) What strategies do the EFL students use to cope with writing anxiety? Hopefully, the findings of this study will help EFL learners to know their type of anxiety and the strategy used to cope with their writing anxiety and for the teacher to understand and help their students deal with their writing anxiety.

LITERATURE REVIEW

This section reviews the theory of writing anxiety, academic writing, and narrative inquiry.

Writing Anxiety

Some different researchers have put forward a definition of anxiety for many years. Horwitz, Horwitz, and Cope (1986), as cited in Zhang (2011) define anxiety as "a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system." On the other hand, writing anxiety is defined as a psychological tendency experienced by an individual in the writing course because of the combination of feelings, beliefs, and behaviors that affect the individual in the writing
process (Al-Sawalha & Chow, 2012). Moreover, Cheng (2002) states that students who experience writing Anxiety might experience higher Anxiety when asked to write, which can be seen in their attitudes, behavior, and writing. In brief, writing anxiety means being nervous or worried when writing because of certain feelings, behavior, and beliefs.

Tuppang (2014) categorizes two basic factors that cause students to feel anxious in writing. The first one is based on students’ perspectives, such as lack of specific knowledge, lack of writing skills, fear of assignment, and language difficulties. The second factor relates to the instructor, which may give rise to problems such as teacher-centered and inadequate role models that lead students to a lack of understanding of the composition process. These causes can be significant issues in English writing and a leading cause of frustration in being unable to express their idea in appropriate and correct English.

Writing anxiety is divided into three types: Somatic Anxiety, Avoidance Behavior, and Cognitive Anxiety (Cheng, 2004). ‘Somatic anxiety’ refers to “one's perception of the physiological effects of the anxiety experience, as reflected in increased autonomic arousal and unpleasant feeling states such as nervousness and tension” (Morris, Davis, & Hutchings, 1981, p.541). Students who experience this kind of anxiety will feel nervous in high tension. For example, the students feel heart-pounding, panic, and tense when they write under time pressure; their minds go blank and jumbled when they start to write and freeze up when they are unexpectedly asked to write (Cheng, 2004). Whereas ’avoidance behavioral anxiety’ refers to the behavioral aspect of Anxiety which indicates students avoid writing. Students usually do anything to avoid a situation where they have to write, and they will look for any chance so they will not write in class (Cheng, 2004). Cognitive
Anxiety deals with Anxiety related to the perception of arousal, such as worry or fear of negative evaluation. This aspect of Anxiety also refers to negative expectations from others. Cheng also mentions that students feel worried and uneasy if their writing is evaluated in this writing anxiety. They worry if their writing is worse than other students. They also worry if they get an inferior grade and get ridiculed by other students (Cheng, 2004).

Academic Writing

Academic writing is an essential skill that is required in the academic setting. Besides, academic writing is a necessary skill to master in higher education across disciplines. It has been identified as the most challenging skill for EFL students at the university level (Ariyanti, 2017; Pimsarn, 2013; Shukri, 2014; Zoghipour & Nikou, 2016, as cited in Rohmah & Muslim, 2021). According to Whitaker (2009), the typical academic writing goal is to persuade, analyze, synthesize, and inform the reader. In doing academic writing assignments, students will start with a good issue. Then they must analyze and discuss it in a paper.

Furthermore, Whitaker (2009) provides some writing steps that students should follow in academic writing, such as (1) choosing and narrowing a topic, (2) thinking or brainstorming, (3) doing research, (4) discovering a thesis statement, (5) outlining, (6) writing the first draft (introduction, body paragraphs, and the conclusion), (7) revising the first draft after getting feedback, (8) editing the paper before it is due, and (9) doing proofreading.
However, in the writing process, students might face various challenges. According to Rohmah & Muslim (2021), writing academic papers is difficult for native speakers and even more difficult for EFL students, especially at the undergraduate level, because most have not mastered academic writing practice enough. Another problem, Singh (2016) also mentioned is that students’ English proficiency becomes an issue in academic writing since English is not their first language. Moreover, a study by Arianingtyas (2018) also revealed that the most challenging parts of academic writing are the writing process, i.e., introduction, body paragraph, and conclusion. Briefly, academic writing is formal and structured writing that discusses a problem to be analyzed, which in its process, students might face some level of difficulties.

**Narrative Inquiry**

Narrative inquiry is progressively used in studies of educational experiences. It is a relational research methodology that seeks to listen to the participants’ stories, understand their learning experiences, and present them narratively (Barkhuizen et al., 2017; Abrar, 2019; Lindsay & Schwind, 2016; Savin & Niekerk, 2007). Another definition came from Bruner (1996), as cited in Johnson & Galombek (2002). He argues that narrative inquiry is a way of thinking and representing the richness of human experiences. In light of this perspective, according to Noddings (1984), as cited in Johnson & Galombek (2002), narrative inquiry provides a reasonable means to represent experience of emotions such as fear, frustration, anger, and joy. In brief, narrative writing may describe one’s experience of emotion vividly. The media that can be used for such a narrative inquiry are diaries,
language learning histories, reflective teacher journals, and narrative frames (Barkhuizen et al., 2017)

In narrative inquiry, in this case, EFL learners could reflect on their experiences and make sense of their experiences since it has been established that narrative is a helpful way of thinking and illustrating their experiences (Bruner, 1996), as cited in Johnson & Galombek (2002). Furthermore, Dewey (1916, 1920, 1933) outlines the conceptualization of narrative inquiry, such as reflecting on the experience, confronting the unknown, making sense of experience, and taking action.

In relation to this study, Narrative inquiry helps reveal EFL learners’ experiences of their emotion (anxiety) when dealing with writing an essay in their academic writing course, how they make sense of their anxiety factor, how their anxiety affects their performance, and take action to cope with anxiety.

**Previous studies**

Many studies have investigated writing Anxiety in writing class. Tuppang (2014) investigated students’ writing anxiety involving 56 students who attended four writing classes guided writing, narrative & descriptive writing, expository & argumentative writing, and academic writing at English teacher education of Satya Wacana Christian University. The researcher used a close-ended questionnaire from Cheng’s Second Language Writing Anxiety Inventory (SLWAI) and did interviews. He found that cognitive anxiety became the most common type of writing anxiety and it came from teacher’s and
classmates’ perception. The students were afraid of the teacher’s standard quality of writing and they were afraid if their writing would be incomprehensible for their classmates.

The second study was done by Wahyuni and Umam (2017), who analyzed the Writing Anxiety of Indonesian EFL college learners involving 50 students in the fourth semester. The data were obtained by distributing two closed-ended questionnaires Second Language Writing Anxiety Inventory (SLWAI), proposed by Cheng. This study found that cognitive anxiety became the dominant type experienced by students. The students felt worried when they knew that their writing were going to be evaluated and discussed in front of the class, and they were also afraid if their classmates would judge their writing.

The third study was conducted by Jawas (2019). It revealed the factors and strategies of writing anxiety among 80 Indonesian EFL Students of the English Department from four parallel Essay Writing classes. The data were collected by distributing a closed-ended questionnaire followed by an open-ended questionnaire about strategies to deal with Anxiety. This study found that the students produced higher anxiety when they had to arrange ideas to develop the essay. The strategies to manage writing anxiety used by students were also found in this study such as developing essay outline, building better background knowledge, finding supporting sources, taking breaks, discussing the problems with peer students, and trying to stay focused and calm.

Most previous studies identified EFL Learners' types of anxiety writing classes and strategies to cope with the anxiety using the questionnaire Second Language Writing Anxiety Inventory (SLWAI), proposed by Cheng. Therefore, the researcher wants to fill the gaps through this present study. This study found out both the types of EFL learners'
writing anxiety, how it affects their writing process, and strategies for coping with their anxiety using narrative inquiry to collect the data and focused more on the process of anxiety, how it affects student’s performance, and how they cope with their writing anxiety. Furthermore, the present study focused on the academic writing class.

THE STUDY

This study aims to analyze EFL students' anxiety in academic writing classes. It also investigated some strategies students apply to manage their anxiety in writing. The following research questions will guide this study:

1. What type of writing anxiety do EFL students have in academic writing class?
2. How does anxiety affect their writing performance?
3. What strategies do the EFL students use to cope with writing anxiety?

Context of the study

The research was conducted in the online academic writing class, the academic year 2021/2022, at the English Language Education Program, Faculty of Language and Arts, Universitas Kristen Satya Wacana Salatiga. The study was done because, in this course, students were required to write an academic paper, i.e., an argumentative essay. Besides, they learned and practiced academic writing skills such as paraphrasing, summarizing, outlining, and synthesizing. The task and the skills were considered more advanced than
other writing courses offered in the department. Therefore, the nature might promote (more) anxiety to the students than the other previous writing course.

**Participants**

This study involved fourteen students taking Academic Writing classes. Gender distribution consists of three male and eleven female students. In this study, the participants were selected based on convenience sampling. It is a sampling where the participants are accessible to the research (Etikan et al., 2016). They were selected because they have just experienced academic writing practices.

**Research Method**

This research used a qualitative method using narrative inquiry. Qualitative data aims to gain the necessary insight obtained by involving speaking and writing or another form of communication (i.e., diaries, literary or journalistic works, audio, and videotapes) in which the participant being researched communicates their experience (Cropley, 2021). Moreover, narrative inquiry is a qualitative approach that captures and presents individual aspect of lived experiences narratively (Abrar, 2019). In line with the nature of qualitative method, this study is a way to gain students’ experiences about kinds of writing anxiety they experience the most, and their strategies to cope with writing anxiety through reflective writing.
Data collection instrument(s)

Under narrative inquiry, a reflective journal was used as the first research instrument. The other one is an unstructured interview. The participants were asked to write a reflective journal through Google Form just after their academic writing class was over to reflect on their writing anxiety experience, how anxiety affects their writing process, and their strategy to cope with anxiety. To guide the participant in writing their online journal, there were four questions used:

1. What kind of anxiety did you experience when you wrote an essay? (e.g., feeling heart-pounding, panic and tense; minds go blank, freeze up and jumbled; looking for any chance to avoid academic writing class and its assignments; feeling worried and uneasy if your writing is evaluated by the lecturer; feeling worried if your writing is worse than other)

2. Based on your experience during writing an essay, in what way and which part (introduction, body paragraph, conclusion) did your anxiety happen? Please provide example!

3. How did your anxiety affect your writing process/performance in writing an essay in this online Academic Writing class? Please provide example!

4. What did you do to overcome your anxiety during the process of writing an essay in order to improve your essay in this online Academic Writing class?

The four reflection questions were made based on three cycles of the reflection process. According to Atkins and Murphy (1993), the first cycle of the reflective process is "awareness". It is in response to uncomfortable feeling or thought about an event that
went problematic. The second cycle is "critical analysis". It is how the individual critically analyses the situation of the event, exploring what happened and why. The last cycle is "new perspective". It involves developments occur in thinking or feeling about the situation, and sometimes there will be changes in practice or behavior. In that case, questions 1 & 2 represent on the awareness stage, question 3 corresponds to the critical analysis stage, and question 4 reflects on the new perspective stage. The cycle was used because this corresponds to the concepts of narrative inquiry i.e., reflecting on the experience, confronting the unknown, making sense of experience, and taking action.

In addition, the researcher also conducted an unstructured and informal interview to get deeper information or clarify what the participants wrote in the reflective journal.

**Data collection procedures**

The data were collected through the following procedures. First, the guided questions of the reflective journal were piloted to three EFL students who were taking an academic writing class in the 2020/2021 academic year. The aim was to see whether the questions were understandable and could yield adequate data to answer the research questions. Second, after piloting the questions, all participants were asked to write their anxiety experiences in a reflective journal. The participants were asked to write a journal just after their academic writing class was over. Moreover, after the researcher had read the journals and needed some clarification or further information, the researcher made an appointment with the participants to have an unstructured interview.
Data analysis procedure

After collecting data, the data was analyzed through the following procedures. First, the researcher read all the participants' reflections. Then, the researcher identified and classified the reflection according to the emerging sources of anxiety, the effect of the anxiety on students' writing performance, and how they cope with their anxiety. Third, the researcher discussed the findings of participants' reflections on their anxiety, the effect of their anxiety, and the strategies to cope with it by also referring to the relevant literature. Last, conclusions were drawn and presented in the last section.

FINDINGS AND DISCUSSION

This section discusses the findings to answer the research questions “What types of writing anxiety do EFL students experience in academic writing class?”, “How does anxiety affect their writing performance?”, and “What strategies do EFL students employ to manage their anxiety in the online academic writing class?”.

EFL Students’ Type of Writing Anxiety

Figure 1 presents the EFL students’ writing anxiety during the writing process in the academic writing class.
The finding revealed that the most common type of writing anxiety experienced by EFL students in academic writing class based on the order of occurrence was cognitive anxiety (58%), somatic anxiety (42%), and avoidance behavior (0%).

These findings were in line with the study conducted by Wern and Rahmat (2021), whose study revealed that cognitive anxiety was the highest type of writing anxiety and as the second-most experience type of writing anxiety was that somatic anxiety.

**The First Type of EFL Students’ Writing Anxiety: Cognitive Anxiety**

This part discusses the first type of writing anxiety and how it could affect their writing process.
Cognitive anxiety deals with the fear of perceptions and expectations from teachers and classmates. Figure 2 showed that the participants' experience of cognitive anxiety was derived from two factors: Feeling worried and uneasy if the writing was evaluated by the lecturer (60%) and feeling worried if the writing was worse than other students’ (40%).

The expectation from the writing teacher seems to be the most worrying factor for the EFL students. Participant 12 felt worried and uneasy if the lecturer evaluated her writing because the lecturer had high expectations in writing an essay. Specifically, the participant was afraid that her writing was not good enough. In this case, the participant was afraid of the teacher’s expectations of the content and ways of paraphrasing. This can be seen in the excerpt 1 below:

Excerpt 1:

“Feeling worried and uneasy if my writing was evaluated by my lecturer because my lecturer was a professor. I was afraid that my assignments were not good enough for him."
My anxiety happened when I had to paraphrase something from the references I used. For example, I worried if the meaning of the sentences I rephrased changes because I used the wrong words to rephrase them. My anxiety affected me in terms of confidence. I did not feel confident with my essay. I always felt that my essay was never good enough, and I was afraid that my lecturer felt the same." (Participant 12, reflective journal)

As reflected by the participant, evaluation from the teacher might have increased her writing anxiety.

In addition, the participants also felt anxious if their writing was worse than others. For example, in excerpt 2, participant 14 was anxious about not being able to compose an interesting essay using various vocabulary as their friends do. As a result of this anxious feeling, she spent too much time to come up with ideas in writing the essay. This can be seen from participant 14’s answer in her reflective journal entry in the excerpt 2:

Excerpt 2:

"I feel worried if my writing was worse than others’, especially in the introduction part, because I could not make an interesting introduction for my writing. I felt insecure and worried that my friends might be able to use various interesting sentences and references while I could not. My anxiety affected how long I wrote. It took a little bit more time to finish my essay”. (Participant 14, reflective journal)

From the reflective journal excerpts 1 and 2, all those factors could impact the EFL students’ writing performance. As expressed in excerpt 1, participant12 said that her anxiety affected her confidence in writing an essay. She always felt that her essay was never good enough. Meanwhile, in the second situation in excerpt 2, participant 14’s anxiety affected the time she finished to write (which took a little bit longer). These results were in line with the study conducted by El Shimi (2017). He found that the majority of students suffer from cognitive anxiety mainly because they felt worried when they know
they would be evaluated when writing an essay. Moreover, they were very concerned about other people's perceptions of their writing performance.

*The Second Type of Writing Anxiety: Somatic Anxiety*

This section describes the second type of writing anxiety experienced by EFL students: Somatic anxiety, and how it can affect their writing process.

**Figure 3**

*The second type of writing anxiety: somatic anxiety*

Somatic anxiety deals with unpleasant feelings and physiological effects. This study found three conditions of EFL students' that experience somatic anxiety, which were their mind going blank (37%), their heart pounding (36%) and feeling panic & tension (27%).

Figure 3 showed students who felt their mind going blank when writing an essay. According to participant 6, she did not get any idea when writing an essay, especially in
the body paragraph. Moreover, she decided to find the ideas using some online sources. As it is seen in excerpt 3 below:

Excerpt 3:

"My mind went blank because I did not get an idea when writing several times. Most of my anxiety happened in body paragraphs. I often searched in some journals to get ideas using Google Scholar and ResearchGate. I often felt difficult to explain the topic more as I related one idea to others." (Participant 6, reflective journal)

The second condition that made the participants experienced somatic anxiety was because they felt their heart pounding. Based on participant 13 explanation, in excerpt 4, she felt her heart-pounding in writing class because of the teacher's instruction, such as writing sentences and sources correctly. It made her confused since she did not know how to write the sources correctly. Furthermore, she also felt worried about the grammar used. As evidence can be seen in excerpt 4 below:

Excerpt 4:

"I felt my heart pounding. Especially in the body paragraph because my lecture wanted a detailed essay using sentences and sources in my class. I was always confused about how to write the sources correctly and worried about the grammar I used. My anxiety affected me in the way I focused more on the grammar structure than the essay's content". (Participant 13, reflective journal)

Turning on the last triggering conditions causing somatic anxiety, one-third of the participants indicated that they feel panic and tension in writing class. According to Participant 2, when his nervousness, such as panic and tension came, he could not focus on
writing the essay, especially in writing the body paragraph, since the body paragraph was the core of an essay which contains many points that must be discussed. The source of his tension was his fear of making mistakes and his worried about his grammar and writing sources. That condition made his mind jumble. In this situation, he could not focus on his writing or even wrote anything. As it is seen in the excerpt 5 below:

Excerpt 5:

"I felt nervous, more like panic and tension, so I couldn’t focus on doing the essay. In the body paragraph, I wanted to share many points, and I was afraid the readers won’t get my point if I made a mistake. It affected my writing, especially the content that was sometimes out of the topic because I could not focus on it. My anxiety even stopped my writing process". (Participant 2, reflective journal)

Those results might be explained by the fact that somatic anxiety could affect their writing performance. Participant 6 said that she often felt it was difficult to explain the topic and relate one idea to others. The second condition, as said by participant 13, was that anxiety affected how she wrote the essay. In this case, she was more focused on the grammar structure than on the essay’s content. Furthermore, in the last condition, participant 2 said that his anxiety sometimes pushed his essay out of the topic, and the writing process stopped. These conditions were similar to a study conducted by Rohmah & Muslim (2020), which revealed that one of the effects of somatic anxiety was being stuck in a situation that was unable to proceed with the writing. Learners usually had no idea about the topic and what to write. As a result, it would have a negative effect on students' composing ability.
EFL Students’ Coping Strategies of Writing Anxiety

This section discusses how EFL students in academic writing class overcome their anxiety during the process of writing an essay. Figure 4 illustrates the students’ strategies to cope with their writing anxiety during the process of writing.

![Figure 4](image)

**Figure 4**

EFL Students’ Coping Strategies of Writing Anxiety

The pie chart above revealed three strategies that described how EFL students overcame their writing anxiety. Those were asking for other friends' help (50%), reading some sources (30%), and listening to music (20%). Data from the participants revealed their anxiety viewpoints and experiences, focusing primarily on how they coped with writing anxiety.
The most effective strategy used by the students was asking for other friends' help to relieve their anxiety in academic writing class. The participants' responses indicated that asking about others' help through WhatsApp calls & messages was essential for reducing anxiety and improving the essay. As one participant 10 said in excerpt 6 below:

Excerpt 6:

"To improve my essay, I asked my friend's help so my friend could help/advise on my writing through WhatsApp call and message." (Participant 10, reflective journal)

Similarly, a positive view toward asking from a friend seemed to play a role in reducing writing anxiety. Participant 12 in excerpt 7 emphasized that she did not have self-confidence in writing, so she needed to check their writing using Grammarly and even wrote it on Google docs to get corrections automatically. Moreover, she also asked a friend to give feedback on their writing through WhatsApp.

Excerpt 7:

"I felt unconfident with my essay, so I always checked it using Grammarly before submitting it. I checked it several times and asked my friend to check it too. I would ask her for her honest feedback, which was helpful. I contacted my friend through WhatsApp. I also did my essay on google docs to check my spelling and grammar errors automatically". (Participant 12, reflective journal)

This strategy corresponded with a study conducted by Jawas (2019). He revealed that discussing writing problems with friends was essential in reducing writing anxiety.

The second strategy EFL students used to cope with their writing anxiety was reading some sources that help them minimize their anxiety. Participant 1 argued that he
gained confidence in writing academic essays and the writing techniques through reading some online essays on Google Scholar and Research Gate, as indicated in excerpts 8 & 9 below:

Excerpt 8:

"Reading other people's essays as a source and imitating their writing techniques, it could increase my confidence in academic writing. I usually got the essay on Google and ResearchGate the most" (Participant 1, reflective journal)

Excerpt 9:

"I made self-brainstorming to get my ideas even clearer, working on the source again such as exposed myself with lots of reading sources about my materials. The platform I used such Google scholar". (Participant 8, reflective journal)

This strategy was confirmed by Altukruni (2019), who agreed that combining reading and writing was a valuable strategy to manage writing anxiety. Students could read authentic texts to use as models in their writing.

The last strategy for coping with writing anxiety was listening to music. Participant 4 revealed that listening to music could return her mood in writing an essay. Consequently, it could also reduce the levels of anxiety, as indicated in excerpt 10 below:

Excerpt 10:

"When my anxiety came, I always listened to English song when doing my essay. It could return my mood in doing the essay". (Participant 4, reflective journal)

This strategy was in accordance with what was said by Wu & Lin (2016) in their study that listening to music helps EFL learners to cope with high anxiety in writing.
The strategies mentioned above were how EFL students reduced their writing anxiety in academic writing classes. It indicated that the students were aware of such a negative effect on their writing performance.

**CONCLUSION**

The present research aimed to examine the types of writing anxiety EFL students experienced in the academic writing class and strategies used to cope with their writing anxiety using narrative inquiry. This study found that cognitive anxiety is the highest type of writing anxiety experienced by the students regarding the lecture evaluation and quality of the writing that makes the essay worse than others. The second most experienced writing anxiety is somatic anxiety, such as minds going blank, heart-pounding, panic, and tension. Those kinds of writing anxiety mainly affected students' writing performance, such as less confidence in writing their essay, taking a long time to finish the essay, having difficulties explaining the topic essay, and taking too much time to work on grammar structure (rather than the content). To cope with anxiety, this study also found three strategies used by EFL students to cope with their writing anxiety: asking for help, reading some online sources, and listening to music.

The following pedagogical implications for mitigating EFL students' writing anxiety have been derived. First, the teacher may provide more various tools for students to reflect what problems they had during their writing process, such as diary learning log, and reflective journal. Thereby, the teacher could understand their problems i.e., anxiety. Second, the teacher may facilitate the students with recommended online source for
references. This way would reduce anxiety feeling toward their lack of knowledge about writing topic.

There are some limitations in this study that are likely to have influenced its results. First, only 14 students participated in this study, such a low response rate would make it difficult to generalize the findings for further research. In order to see more of the EFL students writing experience in academic writing class, for further research, it would be better that the participants can be extended to a larger number.

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