

EFL STUDENTS' WRITING ANXIETY IN ENGLISH LANGUAGE EDUCATION STUDY PROGRAM AT PRIVATE UNIVERSITY IN BANJARMASIN TOWARDS WRITING BACKGROUND RESEARCH PROPOSAL

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Abstract

Writing anxiety is a common issue affecting the performance of EFL students. Since writing is the most difficult skill for EFL students to acquire, it is critical to manage anxiety in order motivate students to write. Anxiety has a significant facilitative effect on improving writing skills, particularly among students with low knowledge and skills. This research investigates caused that affected students writing performance on writing the background for research proposal on students' taking the course writing research proposal at English Language Education Study Program of UNISKA. Three participants were participated in the research. The Interview adopted from Second Language Writing Anxiety Inventory (SLWAI). The data showed that cognitive anxiety have a significant correlation between students writing anxiety such as confused determining research topic, linguistic difficulty and lack of self-confidence. This research shows that writing anxiety contributes negative impact on students writing performance and produce poor performance on writing background research proposal.

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