

**AN UNDERGRADUATE THESIS**

**THE CORRELATION BETWEEN STUDENTS' ANXIETY  
AND CONTINUITY WRITING UNDERGRAUATE THESIS  
OF ENGLISH DEPARTMENT AT IAIN METRO**

**By:**

**EVA DAMAYANTI  
Student Number: 1601070085**



**Tarbiyah and Teacher Training Faculty  
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1443 H/2021 M**

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OF ENGLISH DEPARTMENT AT IAIN METRO**

Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Department

By:

**EVA DAMAYANTI**  
Student Number: 1601070085

Sponsor : Dr. Widhiya Ninsiana, M.Hum  
Co-sponsor : Linda Septiyana, M.Pd

Tarbiyah and Teacher Training Faculty  
English Education Department

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1443 H/2021 M**



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**APPROVAL PAGE**

Title : THE CORRELATION BETWEEN STUDENTS' ANXIETY AND  
CONTINUITY WRITING UNDERGRADUATE THESIS OF  
ENGLISH DEPARTMENT AT IAIN METRO  
Name : Eva Damayanti  
Students Number 1601070085  
Department : English Education  
Faculty : Tarbiyah and Teacher Training

**APPROVED BY:**

To be examined in Munaqosyah in Tarbiyah Faculty of State Institute of Islamic Institute of  
Metro

Sponsor

**Dr. Widhiya Ninsiana, M. Hum**  
NIP. 197209232000032002

Metro, October 2021  
Co-Sponsor

**Linda Septiyana, M.Pd**  
NIDN. 2016099001



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Telp. (0726) 41507; Faksimil (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id); E-mail: [lainmetro@metrouniv.ac.id](mailto:lainmetro@metrouniv.ac.id)

**NOTA DINAS**

Number :  
Appendix :-  
Matter : Pengajuan Munaqosyah

Kepada Yth.,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN)  
di-

Tempat

*Assalamualaikum Wr. Wb.*

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : Eva Damayanti

NPM 1601070085

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris (TBI)

Judul Skripsi : THE CORRELATION BETWEEN STUDENTS' ANXIETY AND  
CONTINUITY WRITING UNDEGRADUATE THESIS OF ENGLISH  
DEPARTMENT AT IAIN METRO

Sudah kami setuju dan dapat dimunaqosahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, October 2021  
Co-sponsor

sponsor

Dr. Widhiya Ningsiana, M. Hum  
NIP. 197209232000032002

Linda Septivana, M.Pd  
NIDN. 2016099001

Head of English Education Department



Andanto, M.Pd

NIP. 19871022015031004



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Jalan Ki. Hejar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**NOTIFICATION LETTER**

Number :  
Appendix : -  
Matter : **In order to hold the munaqosyah  
of Eva Damayanti**

To:  
The Honorable the Dean of Faculty of  
Tarbiyah and Teacher Training  
State Islamic Institute of (IAIN) Metro

*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to research thesis script which is written by:

Name : Eva Damayanti  
Students Number : 1601070085  
Faculty : Tarbiyah and Teacher Training Faculty  
Department : English Education  
Title : THE CORRELATION BETWEEN STUDENTS' ANXIETY AND  
CONTINUITY WRITING UNDERGRADUATE THESIS OF  
ENGLISH DEPARTMENT AT IAIN METRO

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb.*

sponsor

Dr. Widhiya Ningsiana, M. Hum  
NIP. 197209232000032002

Metro, October 2021  
Co-sponsor

Linda Septiyana, M.Pd  
NIDN. 2016099001

Head of English Education Department



Andrianto, M.Pd  
NIP. 198711022015031004



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id); E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**RATIFICATION PAGE**

No. B-4914/WI-2a.1/O/PP-00-g/11/2021

The Undergraduate Thesis entitled: THE CORRELATION BETWEEN STUDENTS' ANXETY AND CONTINUITY WRITING UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT AT IAIN METRO written by: EVA DAMAYANTI, Student Number 1601070085, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, November 12, 2021 at 09.00-11.00 a.m.

**BOARD OF EXAMINERS**

Chairperson : Dr. Widhiya Ninsiana, M. Hum  
Examiner I : Drs. Kuryani, M.Pd  
Examiner II : Linda Septiyana, M. Pd  
Secretary : Yeni Suprihatin, M. Pd



The Dean of Tarbiyah and Teachers Training Faculty



# THE CORRELATION BETWEEN STUDENTS' ANXIETY AND CONTINUITY WRITING UNDERGRAUATE THESIS OF ENGLISH DEPARTMENT AT IAIN METRO

## ABSTRACT

By:  
EVA DAMAYANTI

The objective of the research was to find out whether there was a correlation between students' anxiety and continuity writing undergraduate thesis of English Department at IAIN Metro. Writing undergraduate thesis, many undergraduate students have some factors of the difficulties they face. The difficulties of students in linguistic problem, for example the ideas, structure, lack of vocabulary, and rewrite or paraphrase are some examples of the difficulties in writing a thesis that the students commonly face. Anxiety is one of the psychology phenomenon which is commonly identified as a feeling of threatened, apprehension, worry and tension.

This research was a quantitative research. The population of this research was the students in writing undergraduate thesis of English department at IAIN Metro. The sample of this research was 30 students. The researcher used questionnaire and documentation as the data collecting method. In order to analyze the data, the researcher used pearson product moment correlation.

The result of data analysis shows that "*r* test" for correlation between students anxiety and continuity writing undergraduate thesis is 0.650, after considering the Product Moment table by using *df* 28 it can be found that the critical value of *r* Product Moment for the 5% level is 0.374 and for the 1% level is 0.478. The data confirmed that "*r* test" is higher than "*r* table". Therefore, it can be inferred that there is a positive and significant correlation between the students' anxiety and continuity writing undergraduate thesis of English department at IAIN Metro.

**Keywords:** *English, Students' Anxiety, Writing Thesis*

**HUBUNGAN ANTARA KECEMASAN MAHASISWA DAN  
KEBERLANJUTAN DALAM MENULIS SKRIPSI,  
PROGRAM STUDI TADRIS BAHASA INGGRIS  
IAIN METRO**

**ABSTRAK**

**Oleh:**

**EVA DAMAYANTI**

Tujuan penelitian ini adalah untuk mengetahui apakah ada hubungan antara kecemasan mahasiswa dan keberlanjutan menulis skripsi di jurusan bahasa Inggris IAIN Metro. Menulis skripsi, banyak mahasiswa sarjana memiliki beberapa faktor kesulitan yang mereka hadapi. Kesulitan mahasiswa dalam masalah kebahasaan, misalnya ide, struktur, kurangnya kosakata, dan penulisan ulang atau parafrase adalah beberapa contoh kesulitan dalam menulis tesis yang biasa dihadapi mahasiswa. Kecemasan merupakan salah satu fenomena psikologi yang umumnya diidentikkan dengan perasaan terancam, khawatir, khawatir dan tegang.

Penelitian ini merupakan penelitian kuantitatif. Populasi dari penelitian ini adalah para mahasiswa dalam menulis skripsi jurusan bahasa Inggris Institute Agama Islam Negeri Metro. Sampel dari penelitian ini ada 30 mahasiswa. Peneliti menggunakan angket dan dokumentasi sebagai teknik pengumpulan data. Untuk menganalisis data, peneliti menggunakan *pearson product moment correlation*.

Hasil analisa data menunjukkan bahwa “*r test*” untuk hubungan Antara kecemasan mahasiswa dan keberlanjutan menulis skripsi adalah 0.650, setelah mempertimbangkan table *Product-Moment* dengan menggunakan *df* 28 ditemukan bahwa nilai terkecil dari *r Product-Moment* untuk tingkat 5% adalah 0.374 dan untuk tingkat 1% adalah 0.478. Data ditetapkan “*r test*” lebih besar daripada “*r table*”. Sehingga, dapat disimpulkan bahwa ada hubungan yang positif dan berarti antara kecemasan mahasiswa dan keberlanjutan menulis skripsi, Program Studi Tadris Bahasa Inggris, IAIN Metro.

**Keywords:** *Bahasa Inggris, kecemasan siswa, menulis skripsi.*



## STATEMENT OF RESEARCH ORIGINALITY


The undersigned:

Name : Eva Damayanti

Student Number : 1601070085

Study Program : S1 English Education Department

States that this undergraduate thesis is original except the certain parts of it quoted from bibliography mentioned.

November 2021  
Teacher  
  
METERA  
TEMPER  
32A.DC.386128154  
**Eva Damayanti**  
S.N.1601070085

## PERNYATAAN KEASLIAN PENELITIAN

Yang bertanda tangan di bawah ini

Nama : Eva Damayanti

NPM : 1601070085

Jurusan : S1 TBI (Tadris Bahasa Inggris)

Menyatakan keorisinalitasan skripsi ini kecuali bagian tertentu yang sudah di cantumkan dalam daftar pustaka yang ada.

Metro, November 2021

Researcher



**Eva Damayanti**  
S.N.1601070085

## MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

*Verily, with every difficulty there is relief*

( Qs. Al Insyiroh : 6 )

## **DEDICATION PAGE**

This undergraduate thesis is specially dedicated to:

1. My beloved parents Mr. Eko Susilo dan Mrs. Wiji Yanti who always pray and give me big support
2. My beloved brother, Reza Ahmad Muzaki who inspired me.
3. My great excellent TBI 2016 (The wonderful class with unique types of the students)
4. My beloved almamater of State Institute for Islamic Studies of Metro

## ACKNOWLEDGEMENT

Thanks and all praise to Allah for all of blesses and favor that is given with all Mighty, the researcher can finish the undergraduate thesis. Realizing that this undergraduate thesis would not be achieved without any helps, motivation, advises and supports from many helpful individuals. In this lovely opportunity, the researcher would like to sincerely acknowledgement the gratitude.

The greatest gratitude would also be addressed to:

1. Dr. Zuhairi, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies of Metro.
2. Andianto, M.Pd as the Head of English Education Department of IAIN Metro
3. For both of my advisors, Dr. Widhiya Ninsiana, M.Hum and Linda Septiyana, M.Pd within their activities, they were still willing to read the undergraduate thesis.
4. All of my lecturers in English Education Department of IAIN Metro who always give me knowledge and information.
5. All of the staff of English Education Department of IAIN Metro who helped the researcher in processing of administration.

As human being the researcher realized that there are some weakness in this undergraduate thesis. The researcher would like to apologize for all mistakes he has made in this research. The researcher hopes this undergraduate thesis can give advantage for the reader.

Metro, November 2021  
The Researcher

A handwritten signature in black ink, appearing to be 'Eva Damayanti'.

**Eva Damayanti**  
NPM. 1601070085

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# CHAPTER I

## INTRODUCTION

### A. Background Of Study

Writing is one of linguistics competence that expressed in the written form except in the oral form. In language skills category, writing is assumed as the most difficult skill for most students.<sup>1</sup> Writing may be the most difficult skill among other skills like a listening, speaking, and reading. Writing is a complex activity and demands a lot of attention. According to Graham et al, writing can be used as a tool for learning and as a tool to convince people of the arguments of the author.<sup>2</sup> It means that writing is the most important tool in communication between one person and others.

In writing undergraduate thesis, many undergraduate students have some factors of the difficulties they face. The difficulties of students in linguistic problem, for example the ideas, structure, lack of vocabulary, and rewrite or paraphrase are some examples of the difficulties in writing a thesis that the students commonly face. However, there are yet further researchers about other factors of acquiring the second language as the basic factors to be analyze by the researcher. For second language may also encounter them difficult to write undergraduate thesis.

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<sup>1</sup> Pardiyono, *12 writing clues for better writing competence*, (Yogyakarta, C .V Andi Offset, 2006) p. 12

<sup>2</sup> Anke wischgoll, *Combined Training Of One Cognitive And One Metacognitive Strategy Improves Academic Writing Skill*, (Spain: University Of Almeria, 2016)

In writing undergraduate thesis beside problem about linguistic problems, but there is also nonlinguistic problem, such as psychological factor problems when students write their undergraduate thesis. Psychology is currently defined as the scientific study of the behavior and mental process.<sup>3</sup> It means that psychological is related to a person's mental state, feelings and behavior related to thesis writing for students.

In this research the researcher believe that the students' problems in writing undergraduate thesis may come from internal and external. The researcher made an attempt to investigate the possible contribution of one of the components related to motivational dimension which, here is anxiety. According Brown anxiety comes from feelings of discomfort, frustration, self-doubt, fear or worry.<sup>4</sup>

Based on the researcher observation by interviewing with student of English department in writing undergraduate thesis, the researcher saw that the Students are also afraid to show the results of revisions for fear of being wrong, always thinking that he is no better than other students. The students have less motivation, if we see friends who are faster than our thesis we should be more motivated and have to be enthusiastic to do the thesis instead of not being enthusiastic and not sure we can do the thesis. Students are very anxious when writing a thesis, afraid to meet and be asked by a supervisor, anxious because they always get questions from people around, "When is Graduation?", Afraid of not being able to complete the thesis on target and

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<sup>3</sup> Ronald Reosch, Stephen D Hart, James RP Ogloff, *Psychology And Low: The State Of The Discipline*, (Springer Science & Business Media), 1999.

<sup>4</sup> Brown, *Principles And Language Learning And Teaching*, (Pearson Education), 2007.

fear of disappointing both parents. The students have low self-esteem. The students feel they are not confident with their ability in writing a thesis. From the fact seen by researchers, it seemed that the subject was experiencing anxiety and was not sure about the abilities she had.

Based on the background above the researcher was interest in investigating relate to the correlation between students anxiety and writing undergraduate thesis. So that the researcher was interested in conducting research entitled: “The Correlation Between Students’ Anxiety And Continuity Writing Undergraduate Thesis Of English Department At IAIN Metro”.

#### **B. Problem Identification**

Based on the background above, the researcher found some information from the pre survey about the problem psychological factor in writing undergraduate thesis, they were: (1) the students feel not confident in writing the undergraduate thesis, because they are unsure of their abilities. (2) students feels anxiety when writing their undergraduate thesis. (3) students are afraid of being unable to complete the thesis on target.

#### **C. Problem Limitation**

Based on the problem identification above, the researcher limited and focused the problems of the research on the correlation between students’ anxiety and continuity writing undergraduate thesis of English department at IAIN Metro.

#### **D. Problem Formulation**

Based on the problem limitation above, the researcher conclude that the problem formulation of this research is: “Is there any positive and significant correlation between students’ anxiety and continuity writing undergraduate thesis of English department at IAIN Metro?”

#### **E. The Objective and The Benefit of Study**

##### **1. The Objective of Study**

Based on the problem formulation, the objectives study of this research is to see whether there is significant correlation between students’ anxiety and continuity writing undergraduate thesis of English department at IAIN Metro

##### **2. The benefit of study**

###### **a. For students**

This research expected to provide knowledge for other students regarding the symptoms of negative stress experienced when writing the undergraduate thesis which can affect physical, cognitive, emotional, and behavior.

###### **b. For lecturer**

This research can help to improve the quality of guidance and the result of this research can be used as a consideration to overcome student problems related to writing skills.

c. For institution

This research is expected to give contribution to provide advice and suggestion in helping students and lecturers to carry out their respective duties in order to facilitate the continuity of the undergraduate thesis writing process.

d. For the next researcher

Contribute the researcher who are currently or will conduct similar research. The next researcher uses the research as a reference. Furthermore, the future researcher can develop research.

## **F. Prior Research**

This research will be conducted by considering several previous studies. The first prior research was done by Fitri suci aulia with the title “*The Correlation Between Students’ Anxiety And Their Speaking Ability At Darel Hikmah Vocational High School Pekanbaru*”<sup>5</sup> the language skill studied in the first prior research is speaking. Her research to find out the correlation between students’ anxiety and their speaking ability. The research method used in that research is a quantitative research method. The subject of the first prior research is the the tenth grade of Darel Hikmah Vocational High School Pekanbaru. The result of the first prior research is to investigate there is or no any significant correlation between students’ anxiety and their speaking ability at the tenth grade of Darel Hikmah Vocational High School Pekanbaru. This study has similarities and differences with the first prior research. The

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<sup>5</sup> Fitri Suci Aulia, *The Correlation Between Students’ Anxiety And Their Speaking Ability At Darel Hikmah Vocational High School Pekanbaru*, 2019.



similarity between this research and the first prior research is about the research method namely the quantitative research method. Both of the researches have different research sample. The first prior research involves a sample of students the tenth grade of Darel Hikmah Vocational High School Pekanbaru; while this study involve the students of English department at IAIN Metro.

In addition, the second prior research is done by Utami Fauziyah with the title "*The Relationship Between Students' Anxiety And Their English Reading Skill*".<sup>6</sup> The language skill studied in her research is reading. Her research to describe the relationship between students' anxiety and their English reading skill. The research method used in that research is a quantitative research method . samples of her research is the students of SMK Negeri 3 Kota Tangerang.

The second prior research as similarities and differences with this study. The similarities is about the form of a research method, namely the quantitative research method. Meanwhile, the difference of both research is the research sample. That research involves a samples students of SMK Negeri 3 Kota Tangerang. Meanwhile, this study involved the final student of English department at IAIN Metro .

The third prior research is done by Nur Lena, in their research entitled "*An Analysis Of Students' Anxiety And Self-Efficacy In Writing At English*

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<sup>6</sup> Utami Fauziyah, *The Relationship Between Students' Anxiety And Their English Reading Skill*, 2015

*Department Of Halu Oleo University*<sup>7</sup> the language skill studied in his research is writing. Her research to find out the students anxiety in writing and their self-efficacy categories. The research method used in that research is a quantitative research method. Sample of his research is the students of the fourth semester in writing III course which consisted of 33 students. In addition, the third prior research as similarities and differences with this study. The similarities is about research method, namely the quantitative research method. Meanwhile the differences of both research is the research sample. That research involves a samples the students of the fourth semester in writing III course which consisted of 33 students. Meanwhile, this study involved the final student of English department at IAIN Metro.

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<sup>7</sup> Nur Lena, *An Analysis Of Students' Anxiety And Self-Efficacy In Writing At English Department Of Halu Oleo University*, 2010.

## CHAPTER II

### REVIEW OF THE RELATED THEORY

#### A. The Concept of Writing Ability

##### 1. The Nature of Writing

Writing is a crucial component of language performances. English writing in both educational and professional setting is increasing important in countries of non-native speaker of English<sup>1</sup>.

However, writing is a complex activity which reflects the writers communicative skills which is difficult to develop and learn, especially for students English foreign language (EFL). Writing is as a multi-dimensional process affected by a number of linguistic and contextual factors; linguistics proficiency, instructional, psychological and socio cultural issues.

According to Rao writing is useful in two respects: first, it motivates the students' thinking, organizing ideas, and developing their ability to summarize, analyze, and criticize<sup>2</sup>. Second, it strengthens the students to get learning, thinking, and reflecting on the English language. Moreover, shorkpour & fallahzadeh concern with writing problem at the university level, students faced when writing skills, but with higher

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<sup>1</sup> Leki, L, *Material, Educational, an Ideological Challenges of Teaching EFL Writing*, (2001).

<sup>2</sup> Rao, Z, *Training in Brainstorming and Developing Writing Skills*, (ELT Journal. 2007), 61 .

percentage of problem in writing skills<sup>3</sup>. Although grammar, vocabulary, and syntax were essential for a well written report, other more important areas were significant as well. Language accuracy, although very significant could not alone result in effective writing ; what the students need was also writing skills.

## 2. Academic Writing

Academic writing is essentially the writing you have to do for your university courses.<sup>4</sup> Your instructors may have different names for academic writing assignments (essay, paper, research paper, term paper, argumentative paper or essay, analysis paper or essay, an informative essay, position paper), but all of these assignments have the same goal and principles. There are contents, register, and topic that should be considered in writing academic writing. There are three basic principles that should be considered in a piece of academic writing are content, register, and topic. Academic writing comes in a variety of lengths. Brookes and Grundy explained that students in some academic disciplines are trained to write evaluation papers or proposals, such as project work papers, work experience papers, or thesis writing. Furthermore, this study will focus on writing a thesis as one kind of academic writing.<sup>5</sup> The truth is that academic papers are a specially designed torture instrument. They are

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<sup>3</sup> Shokrpour, N. & Fallahzadeh, M.H, *Survey of the Students and Interns' EFL Writing Problems in Shiraz University of Medical Sciences*, (The Asian EFL Journal Quarterly, 2007) Vol. 9, Issue 1, p. 147-163.

<sup>4</sup> Anne Whitaker, *A Step by Step Guide to Writing Academic Papers*. (Bratislava, Slovakia: City University of Seattle), 2009, P.2.

<sup>5</sup> Ibid.p3.

preferred because instructors are un directly involved in the torture. Sometimes students torture themselves by waiting until the last minute to write their papers and by not knowing what they are doing. The convened set of academic writing rules are fixed in terms of systematic of writing, punctuation, format, and other features of writing. Skripsi (thesis) is one of academic writing forms that demand different expectation of writing features of writing in discourse community point of view. Undergraduate thesis in this study refers to scientific composition/writing that has to be written by students as requisite for completing academic education, usually for undergraduate degree.

### **3. The Definition of Writing Thesis**

Writing thesis is a process in completing the graduate program in University that students should do. Hardling argues that Writing a thesis is an activity in working about study and writing a description of a certain research effort.<sup>6</sup> Brookes and Grundy notice that the majority of students who write a thesis would attempt to demonstrate a series of consequences for the student theory.<sup>7</sup> However, the difficulty of writing a thesis could be related to the purpose of education. The results of the research and the overall analysis based on the specified percentage.

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<sup>6</sup> Hardling, Chris, *Planning and Organizing a Master's Thesis* (United Kingdom: Studymates Limited), 2004.

<sup>7</sup> Brookes, Arthur and Peter Grundy, *Writing for Study Purposes: A Teacher's Guide to Developing Individual Writing Skill*, ( Cambridge: Cambridge University Press), 1991.

To order to write a good thesis, we need to recognize the main points by writing a good thesis. Blaxter discusses the significant points in writing as a successful thesis: the learners will have to know and produce the idea or ideas about what they want to write; students do need to take guidance from relevant topic experts who are specialists in their field as experts have already done so itself, or should be in a condition to assess the standpoint of the students. Eventually, the learners need to continue slightly with their writing thesis.<sup>8</sup>

A thesis is a research article, a compilation of academic papers discussing a matter of fact using the laws of the according to the players they are being hunted. Thesis is a scientific work that should be referred to in writing provisions on scientific writing such as the use of raw language effective, the quote that needs to be written, as well as the conclusion of the built on the basis of logic. The thesis also was a scientific work in aims to discuss a question or a problem.

Syamsuri et.al one of the directions to a student's education is the writing of a thesis, the writing of a thesis is a research work that is the final step of receiving a graduate degree.<sup>9</sup> In writing, a few students can finish the thesis smoothly without heavy loads, without barriers, so that they can manage to complete the writing and be accountable in the

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<sup>8</sup> Blaxter, Loraine, Christina Hughes and Malcolm Tight, *The Academic Career Handbook* (Buckingham: Open University Press) 1998.

<sup>9</sup> Syamsuri, S., Khaeruddin., Bakri, A., Dkk, *Pedoman Penulisan Skripsi*, (Makassar: Panrita Press Unismuh Makassar), 2018.

presence of the testers. On the other hand Oliver thesis is a piece of structured scholarly writing that reports on a thesis sample.<sup>10</sup> Nevertheless, both the form and the substance of these variations are varied and it would be useful to briefly discuss some of these variations. In general, such data in the social sciences appear to use empiric data as the basis of study, collected from sources such as questionnaires, interviews, measuring instruments, or even review of records. On the basis of the above opinion, it can be agreed that these are part of a structured academic writing type, which must first be carried out in writing through study.

#### **4. The Process of Writing Thesis**

According to Syamsuri in writing, there are many measures that must be taken, both for beginners and for this who have regularly written that is implemented by several universities. This is intended to encourage the writing cycle of aspiring authors themselves. Below are some of the steps in the writing process:

##### **a. Topic Selection**

On the topic selection is the first step of writing therefore, in choosing the topic based on the ability of the researcher itself, In writing is not how much and length the written but how good and interesting the writing itself. In the choosing the topic there are several things the research must be note: first is the researcher should be interest to the topic, the researcher mastered or had a prior

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<sup>10</sup> Oliver, P, *Writing Your Thesis*, ( Bandung: e-Journal of English), 2013.

understanding of what was to be raised topic, researchers should pay attention to how many journals on the topic itself, topics to be raised should be important to the community and the last is topics that will be adopted must be beneficial for the researcher and others in the future.

b. Read a Previous Research Journals

Reading is the crucial activity in the educational world. Where, from reading we can get the knowledge testing that we did not know before. In writing a thesis, reading a previous research journal is one of the very important activities. Here are some of the benefits gained when reading previous research journals:

- 1) Researchers should provide an overview of the subject. Such as:  
Researchers can get a description of the techniques to be used in the research process, researchers know the relationship between the papers to be read and the study to be performed, or researchers can find out if the study is going to be long or fresh.
- 2) Help researchers to develop research theories and focus on the substance of the thesis itself.
- 3) Throughout this level, researchers are also developing skills such as being able to critically review literature in order to find possible limitations or helping the researcher to establish the researcher's own point of view.



c. Research Plan (Drafting)

Planning is a method of thinking about the actions required to achieve the desired goal. The first and most important activity is the achievement of the intended result. This involves the production and management of a system, such as psychological aspects requiring analytical skills. There are also a few tests to determine someone's ability to plan well. Here are the several steps to make drafting:

- 1) Introduction, it includes a general plan on the work to be carried out. With the progress of the research itself, this initial design will evolve.
- 2) Significant of the research, is the section on the importance of the study provides the reader with information about how the study can contribute. Nonetheless, it must be explicitly mentioned what the study will contribute and who will benefit from it.
- 3) Research question, the research question is at the base of a research, study or literature review project. It focuses on the study, defines the methodology, and guides all stages of investigation, analysis and interpretation.
- 4) List of references, according to Anne a bibliography is a list of books, scientific articles, statements, private documents, diaries, interviews, rules, letters, blogs, and other references that you use

while researching a subject and writing a document.<sup>11</sup> At the end, the bibliography appears. Bibliography records must be presented in a very particular setting, although this format may depend on the unique style of writing that the writer has practice. The instructor or publisher will ask which type to use, and most academic papers will include MLA, American Psychological Association (APA), Chicago (author-date references or footnotes / endnotes) or Turabian type.

d. Revise the Research

Start this at least a week before the paper is needed. In fact, researchers would not have to wait until have a complete first draft to start a revision. Authors may also edit individual paragraphs after authors have finished so. Until making a revision, the author should understand when and how to correct it by providing input on each sentence, then concentrate on every sentence that has been written, It is means there is little we can apply the most rational sentences and delete it.

## 5. The Importance of Writing Thesis

In education especially in undergraduate or master program need to write a scientific paper in the form of thesis, this is required by almost of

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<sup>11</sup> Anne, Whitaker, *Academic Writing Guide 2010 a Step-by-Step Guide to Writing Academic Papers*, (Bratislava: University of Seattle), 2010.

the entire university for undergraduate and master programs. In writing the thesis itself there are still many students who do not understand what is actually the importance or the purpose of a scientific writing work. Several benefits in writing thesis include:

- a. The results of study in scientific papers written by students are considered to contribute to the science field. In this case the work written is not from the result of free writing rather purely from the research, a good scientific work must have the level of originality or new findings so that it can enrich the scholarship.
- b. When students are able to write scientific work and answer the results of his research in the presence of testers who have experts in the field, of course it is said to show that the student is competent in the field of certain sciences and can be expressed as a result and a formal test.
- c. The results of the scholarly work of the student can be used as reference or reference for others to study the particular field of science.

## **6. Factor Difficulties In Writing**

- a. Linguistic Problems

When EFL students are writing in the target language they frequently face a triple challenge: they must master the content and concepts in English, write through a language which they may not fully command and within a cultural context that is completely

different from their own<sup>12</sup>. Furthermore, some of the topics that EFL students are required to write are too difficult, for the majority of these students are still struggling with and worried about composing complete sentences. So, they are all the time wrestling with a different language and a different way to express ideas and feelings on a paper. When writing in English, they encounter not only the struggles that writers usually face, but also the challenges for working in a language in which they are not proficient. Thus, these students are often afraid to write and are reluctant to write. Many students abandon topics of interest because they are unable to express themselves in adequate English; others are preoccupied with producing correct English and will write only whatever they are sure in terms of grammar and syntax or they sometimes just copy from whatever sources they have just read that are relevant to their subjects. Due to limited English vocabulary and grammar students are unable to convey their ideas well, thus affecting the quality and content of their writing.

b. Cognitive Problems

There may be a number of reasons for the causes of these cognitive problems. One of them is lack of extensive reading. We believe that erecting the link between reading and writing would make better for the students' writing assignments. With this in mind, the language skills (reading and writing) are both processes of making

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<sup>12</sup> Heaton, J.B, *Writing English Language Tests. A Practical Guide for Teachers of English. 5th Edition*, (London: Longman, 1979).

meaning that involve similar patterns of thinking and similar linguistic components. Both skills trigger schemata about the language, content and form of the topic. They both lead to the exploration of these schemata in discovering meaning<sup>13</sup>. Both readers and writers have some kind of drafts of meaning in their minds as they start to read or write. Learning a second or foreign language is different from acquiring a first language in many perspectives. Williams explains that the students need time to process and explore the new language by themselves as they learn<sup>14</sup>. Writing skill in particular, has its own rules and conventions, and it is difficult to learn in a short period of time. He also states that second or foreign language learning takes a long process, for many L2 students the process never ends. Though L2 writers have mastered some words and structures of the target language, they are still somewhere in the course of their learning process of adding new knowledge and becoming more fluent in that knowledge.

Kroll suggested that because non-native speakers have particular difficulty with the code of English, extending the amount of time allotted to write may affect the level of mastery over the different

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<sup>13</sup> Leki, I, *Reciprocal Themes in ESL Reading and Writing. Reading in the Composition Classroom: Second Language Perspectives*, (1993).

<sup>14</sup> Williams, J, *Teaching Writing in Second and Foreign Language Classrooms*, (USA: McGraw Hill, 2005).

text levels<sup>15</sup>. As well as, Grab and Kaplan believed that writing does not come naturally but rather gained through continuous effort and much practice<sup>16</sup>. They also added that the best ways to learn any skill would be to practice it. To become a good driver, the best way is to drive. Similarity, to become a proficient writer, the best way is again to writing a lot.

### c. Psychological Problems

Davis states that the students will be encouraged to write if writing tasks motivate them and keep them interested<sup>17</sup>. The desire on the part of the writer to communicate something is very important because it is much more difficult for students to write about something they have no interest in. Coupled with Byrne, he believes that most of writers write less well if they are obliged to write about something that they do not want to write about<sup>18</sup>. So then, the students' motivation is said to strongly relate to how the students go about acquiring writing knowledge. Lavelle & Zuercher explain that writer' intentions and beliefs about functions of writing and situations influence writing outcomes<sup>19</sup>. The students who see the task as a whole are eager to

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<sup>15</sup> Kroll, B, *Teaching Writing is Teaching Reading: Training the New Teacher of ESL Composition. Reading in the Composition Classroom: Second Language Perspectives*, (Boston, 1993).

<sup>16</sup> Grab, W. and Kaplan, R, *Theory and Practice of Writing*, (London: Addison Wesley Longman, 1996).

<sup>17</sup> Davis, S, *Creative Writing*, (USA, 1988), Vol 36, No 4.

<sup>18</sup> Byrne, D, *Teaching Writing Skills*, (London: Longman Press, 1988).

<sup>19</sup> Lavelle, E. & Zuercher, N, *The Writing Approaches of University Students. Higher Education*, . (2001), P. 373-391.

learn and willing to engage in higher level of cognitive skills. Whereas those who just want to finish the task assigned, their learning strategies will be mainly based on knowledge telling and memorization

Furthermore, writing anxiety is said to negatively influence both the learners' motivation<sup>20</sup> and their academic achievement. Their research has shown that high apprehensive writers, in comparison with other low apprehensive ones, tend to stop more while writing and are less concerned with planning the overall structure of their writing. Data revealed a number of causes that might have contributed to the students' writing anxiety such as lack of written feedback, negative oral criticism, working under time pressure, and writing about difficult topics.

## **B. Anxiety**

### **1. The Nature Of Anxiety**

Anxiety is one of the psychology phenomenon which is commonly identified as a feeling of threatened, apprehension, worry and tension. Anxiety appears from human body as a response to specific situation. It can start at an earlier age or later. The writer found several definitions about anxiety. The first definition comes from Ormrod who said that anxiety is someone's feeling of uneasiness and apprehension about situation since they are not sure what its outcome will be.<sup>21</sup> When

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<sup>20</sup> Cheng, Y, *Factors Associated with Foreign Language Writing Anxiety*. *Foreign Language Annals*, (2002), P. 35

<sup>21</sup> Jeanne E. Ormrod, *Educational Psychology: Developing Learners*, 7 th Ed, . (Boston: Pearson Education Inc., 2011), p. 401.

someone is not sure about what will happen in the future, they become anxious. In addition, the feeling of uneasiness and the apprehension appear. While according to Passer and Smith, anxiety is the condition of apprehension and tension which is as a natural response to feel threat.<sup>22</sup> It means that the anxiety naturally arises when someone is threatened by any specific situation. In addition, Halgin and Whitbourne stated anxiety as a cause of people effort to avoid uncomfortable reaction which unease people to enjoy many ordinary situations.<sup>23</sup> People become anxious when they try to avoid unpleasant situations in their life. Conolly and friends stated that anxiety is common feeling of worry and fear and is a normal part of someone's development but it may become problem when he/she increase or interfere it in daily life.<sup>24</sup> Every people have this reaction and they should be professional to control such reaction. It may become disadvantages for them if they place this reaction in high level. Furthermore, Hilgard and his colleagues defined anxiety as a psychological construct that is described as a state of apprehension, a indefinite fear that is only indirectly associated with an object.<sup>25</sup> Another expert argues that anxiety is an adaptive response, described by feeling fear, in particular situation which may motivate and sometimes become

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<sup>22</sup> Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior*, (New York: McGraw-Hill, 2009), p. 546

<sup>23</sup> Richard P. Halgin and Susan K. Whitbourne, *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*, 5 th Ed., (New York: McGraw-Hill, 2007), pp. 148-149.

<sup>24</sup> Sucheta Conolly, et. al, *Anxiety Disorders*, (New York: Chelsea House, 2006), p. 1.

<sup>25</sup> E. R. Hilgard, et. al, "Introduction to Psychology, " in Rochelle Irene Lucas, Edna Miraflores, & Dianne Go English Language Learning Anxiety among Foreign Language Learners in the Philippines, *Phillipine ESL. Journal*, Vol. 7 July 2011, p. 97.



abnormal if it is excessive in given situation or interferes with functional ability.<sup>26</sup> In line with previous definitions, Bennett said that anxiety is beneficial emotion—as long as it is in appropriate level, because without it, people will be careless and engage in dangerous activities that could lead them to injury or even death.<sup>27</sup>

## 2. Indicators Of Anxiety

There are three indicators of anxiety. They are Somatic anxiety, Cognitive anxiety, and Avoidance behavior.<sup>28</sup> From the list above, it is clear that there are three indicators of writing anxiety.

- a. The first is somatic anxiety, Somatic anxiety refers to the perception of a person's psychological effects from the experience of anxiety in writing a thesis or thesis, such as nervousness and tension. Here is how they are anxious. The students are afraid on their writing thesis. The students worry about their low writing thesis so that they could achieve graduation so fast. Sometimes students feel nervous and tense when they are below the time limit for graduation and they have not finished working on their thesis material. For example, *students are asked by the supervisor to correct some ideas or material in their*

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<sup>26</sup> Jeffrey S. Nevid, *Psychology: Concepts and Applications*, 3 rd ed., (New York: Houghton Mifflin Company, 2009), p. 526.

<sup>27</sup> Paul Bennett, *Abnormal and Clinical Psychology*, 2nd ed., (New York: Open University Press, 2006), p. 170.

<sup>28</sup> Karmi Serewara Tupang, *Skripsi: Investigating students' writing anxiety: A study at English Teacher Education of Satya Wacana Christian University*, 2011, p.7.

*thesis during guidance and must be completed in a few days. Maybe they will be nervous and anxious when they have not finished while their other friends who are working on repairs have finished and will continue to the next stage.*

- b. The second is cognitive anxiety, Cognitive anxiety is referring to the cognitive aspects of experience anxiety, including negative expectations, preoccupation with performance and concern about other people's perceptions, how students make their thesis can be greatly influenced by students or mentors. Two points of view can cause anxiety for students. The first one is the expectation of advisor about the thesis. The second is the perception of another friend who takes the subject thesis also. The expectation from the advisor is the most worrying for the students. For example, the adviser gives high hopes and students must reach the high standards of the adviser. This can affect students in working on revisions of the adviser because they will be more focused on the expectations of others, the supervisor's expectations that students can finish the thesis well. Here is how the student feels anxious about their advisors' expectation. *"I am anxious in advising my thesis because of the expectation from advisors. First advisor and second advisor have a different expectation. It makes student feels worried because each advisor have their own expectation and standard about writing a thesis"*.

- c. The last, Avoidance behavior Avoidance behavior in general is anxiety which deals with the students' behavior in avoiding writing in English. Sometimes, there are some students afraid of grammar, because it is very difficult. So the students avoid the lecture who really focused on assessing grammar. Avoidance behavior refers to 28 where students avoid writing a thesis, this is the behavioral aspect of the experience of anxiety. For example, *students do not do a thesis for months or do not do revisions obtained from the supervisor. That is the most dangerous because if students avoid writing thesis, revisions, or guidance with a supervisor, it can make no changes and progress in their thesis like other friends if they don't do anything in their thesis. then students cannot get results (graduation) if they always avoid writing a thesis or counselor.*

Anxiety is not new it's been around for as long as students write in English. Most students who have experienced write anxiety know the importance of being concentration and confident when writing. Students sometimes not believe with their ability because there is no more preparation before writing in English.

### **3. Anxiety And Foreign Learning**

Acquiring second language is not only focused on the cognitive factors but also affective factors. The affective factor is emotional side of human behavior which involves variety of personality factors.<sup>29</sup> Emotion

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<sup>29</sup> H. Douglas Brown, Op. cit, p. 152.

or feeling becomes as the sample. One of the affective factors is anxiety. Gardner said anxiety is an influential restraint to second/foreign language achievement that fear feeling would interfere with language achievement. He added people who become anxious achieve lower level of achievement than people who do not become anxious.<sup>30</sup> The term Language Anxiety and Foreign Language Anxiety are frequently used interchangeably by many linguists. Foreign Language anxiety is a specific anxiety which is related to language acquisition. As said by Horwitz, Foreign Language Anxiety is a multifaceted concept from uniqueness of the language learning process comprised of difficulty in authentic self-perception and various language teaching practices.<sup>31</sup> In contrast with the other experts, Scovel argued that it is still premature to relate anxiety to the global and comprehensive task in language acquisition because he thought that there are many incomplete correlation researches between anxiety and language proficiency.<sup>32</sup> However, many researchers agreed that anxiety has influenced language learning and language performance, in this case reading, like Mohammadi stated from Onwuegbuzie, Bailey, & Daley's.<sup>33</sup> In addition, Na also agreed that affective factors, such as attitudes, motivation and anxiety have been accounted a lot for successful language

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<sup>30</sup> R. C. Gardner, *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*, (London: Edward Arnold, 1985), p. 33.

<sup>31</sup> Elaine K. Horwitz, *Language Anxiety and Achievement*, *Annual Review of Applied Linguistics*, Vol. 21, p. 112.

<sup>32</sup> T. Scovel, *The Effect of Affect on Foreign Language Learning: A Review of the Anxiety Research*, *Language Learning*, Vol. 28, 1, p. 132.

<sup>33</sup> Ebrahim G. Mohammadi, et. al., *The Relationship between Foreign Language Anxiety and Language Learning Strategies among University Students*, *Theory and Practice in Language Studies*, Vol. 3, 4, p. 638

learning outcomes in different contexts.<sup>34</sup> Since 1970's, anxiety as an influential factor has been explored and examined among a wide community of language learners, especially foreign language learners in many contexts.

### **C. Theoretical Framework**

This research have two variable: there are independent variable (X) and dependent variable (Y). The independent variable is students anxiety and dependent variable is writing undergraduate thesis. Anxiety plays a role in foreign language learning, in this case English. Anxiety can be defined as an expression of apprehension and tension in particular situation that people worry about in unspecific time. Anxiety influences students' performance and achievements, as an example in students' writing undergraduate thesis. Writing is a skill which needs practice and process. Students with higher level of anxiety tend to be harder in completing or continuity in writing undergraduate thesis. It can be seen that several studies showed the negative significant correlation between students' anxiety and writing undergraduate thesis. It seems like students anxiety is important enough to be identified because it determines students' success in continuity writing undergraduate thesis. Thus, the writer thought that it is interesting enough to discuss such phenomenon further. In addition, the explanation above seemed to be the reason why the writer wanted to conduct this study. The writer wants to know

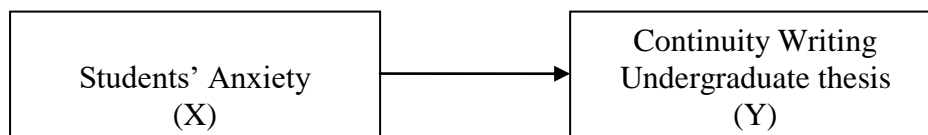
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<sup>34</sup> Zhao Na, A Study of High School Students' English Learning Anxiety, The Asian EFL Journal, Vol. 9, 3, p. 23.

the significant correlation between students' anxiety and continuity writing undergraduate thesis.

**Table 2.1**

**Theoretical framework**



**D. Hypothesis**

Based on the theoretical framework above, It can be concluded that hypothesis is an interim answer of the research question that has correlation between some concepts or each variable in a research.

**1. Hypothesis Formula**

The statistical hypothesis is formulated as follows:

- a. Alternative Hypothesis ( $H_a$ ): there is a positive and significant correlation between students' anxiety and continuity writing undergraduate thesis.
- b. Null Hypothesis ( $H_0$ ): there is no positive and significant correlation between students' anxiety and continuity writing undergraduate thesis.

**2. Statistical Hypothesis**

- a. If  $r_o > r + Ha$  is accpable and  $H_0$  is rejected.
- b. If  $r_o < r + Ha$  is rejected and  $H_0$  is acceptable.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

According to Cresswell, research design are plans and the procedures for research to get detailed methods of data collection and analysis.<sup>1</sup>So, research design consists of data that the researcher will do in the research.

The research will be conducted in IAIN Metro that has located on Jl. Ki Hajar Dewantara No.15A, Iringmulyo, Kec. Metro Timur., Metro city, Lampung Pos code 34112 At students writing undergraduate thesis of English department IAIN Metro.

The researcher uses quantitative research. Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.<sup>2</sup>We can say that quantitative is the research by which the numeric data are used to find knowledge.

#### B. Research Variable

##### 1. Independent Variable

According to Hatch and Lazarson, independent variable is variable that the researcher suspect may relate to improve the dependent

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<sup>1</sup>John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. (London: Sage Publication, 2002), P.20

<sup>2</sup> John W. Creswell, *Research Design*, (United State of America: SAGE.2009), P.22.

variable. In a sense, the dependent variable “depends” on the independent variable.<sup>3</sup> The independent variable of this research is students anxiety.

## 2. Dependent Variable

Hatch and Lazarton stated that dependent variable is the major variable that would be measured in the research. Dependent variable is a variable that can improve by an independent variable.<sup>4</sup> The dependent variable of this research is continuity writing undergraduate thesis.

## C. Population and Sample

### 1. Population

Whole subject that as an object of the research called population. An object of the research as tools for getting collecting data, it's called population. A population was an individual or group that representative all the member of certain group or category of interest.<sup>5</sup> The population of this research was all of students in writing undergraduate thesis of English department at IAIN Metro.

### 2. Sample

Sample was a subgroup of the target population that the researcher planned to study for generalizing about the target population. The sample in this research is students in writing undergraduate thesis of English department at IAIN Metro total students is 30.

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<sup>3</sup> Evelyn Hatch and Anne Lazarton, *The Research Design and Statistic for Applied Linguistic*, (USA: Heinle Publisher, 1991), 64.

<sup>4</sup> Evelyn Hatch and Anne Lazarton, *The Research Design and Statistic for Applied Linguistic*, 63.

<sup>5</sup> Timothy C Urdan, *Statistics in Plain English*, (London: LAE, 2005), 1.



### **3. Sampling technique**

In conducting the research to get the sample from population the writer uses the random sampling technique. The sample is a sample technique that takes from members of population which is done randomly without looking at strata in the population.

#### **D. Research Instrument**

An instrument is a tool for measuring, observing, or documenting quantitative data.<sup>6</sup> Furthermore, the research instrument involves:

##### **1. Instrument Blue Print**

In collecting data, the researcher uses tools at the time of the study, in this case the researcher will use a questionnaire as the main research technique.

After getting the data, the writer compares the score between the student anxiety score and the continuity writing undergraduate thesis score to measure whether there is a significant relationship between student' anxiety and continuity writing undergraduate thesis at the English Department of IAIN Metro.

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<sup>6</sup> John W. Creswell, *Educational Research*, P.14

**Table 3.1**  
**Instrument Blue Print Questionnaire of The Correlation Between**  
**Students' Anxiety and Continuity Writing Undergraduate Thesis**  
**of The English Department at IAIN Metro**

No	Aspect	Sub-aspect	Indicators	Number
1.	Anxiety	Somatic Anxiety	The students are nervous and tension on their writing thesis.	1, 2, 3, 4, 5, 6, 7, 8, 9
		Cognitive anxiety	Students feels anxious about their negative expectation, preoccupation with performance and concern about other people's perception, how students make their thesis can be greatly influenced by students or mentors	14, 15, 16, 17, 18, 19, 20
		Behavioral anxiety	Students' behavior in avoiding writing in English	10, 11, 12, 13,
2.	Writing undergraduate thesis	linguistics	The students have lack of language proficiency	1, 2, 3, 4, 5,
		cognitive	The students have lack of extensive reading and writing assignments	6, 7, 8, 9, 10
		psychology	Students' have lack of motivation and interest in writing	11, 12, 13, 14, 15
Total				35

## 2. Documentation

During the process of the research, the researcher would collect some documents such as the total of students, teachers, school history and the condition of the State Institute For Islamic Studies of Metro. In this research, the researcher would use the data from the documentation as described.

### E. Data Analysis Technique

To investigate whether there is a significant the correlation between students' anxiety and continuity writing undergraduate thesis of English department at IAIN Metro. The writer using Pearson Product Moment Correlation formula:

$$r_{xy} = \frac{N \sum xy - (\sum x) (\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

Explanation:

$r_{xy}$  = Correlation coefficient between x and y

N = Total of sample

$\sum x$  = the sum of total score in variable X

$\sum y$  = the sum of total score in variable Y

$\sum xy$  = the sum of multiply score of variable X and Y

$\sum x^2$  = the sum of the squared score in variable X

$\sum y^2$  = The sum of the squared score in variable Y

This formula is commonly applied to find index correlation "r" product moment between variable X and variable Y if it is manually computer

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

#### **A. Description of Research Setting**

##### **1. The Historical Background of State Institute For Islamic Studies of Metro**

###### **a. The Brief History of State Institute For Islamic Studies Of Metro**

State Islamic Institute (IAIN) Metro is located on Jl. Ki Hajar Dewantara No.15A, Iringmulyo, Kec. Metro Timur, Metro city, Lampung province. It was only one the State Institute for Islamic Studies in this city. This Islamic Institute which was one famous and favorite university.

IAIN Metro has vision and mission. The vision of this university was become an innovative Islamic College of Education in socio-ecotechno-preneurship synergy based on Islamic values and Indonesian.

Moreover, the application of the vision, it consists some missions, namely: implementation Islamic values in education, community service, research, develop a productivity, innovative academic in management resource through scientific research, learning method, growing socio-ecotechno-preneurship of academic in the application of three pillars of university, implementation a professional,

and cultivated institutional management system based on information technology.<sup>48</sup>

#### **b. The English Education Department**

The application of English Education Department stands on its vision, as follow: the establishment of professional students in English Education which can integrate the Islamic values and academic dimensions. As a result, the students have high bargaining. Meanwhile, the vision is enlarged in some missions as follow:

- 1) Increasing the students' performance through knowledge reinforcement and actualization toward religious, national, and civil life in the Islamic culture.
- 2) Building the atmosphere of the academic which is humanist, democratic and modern.
- 3) Growing the professionalism ethic through theoretical basic knowledge.
- 4) Giving qualified education service to train the candidate of educator which is smart and skillful that have good attitude.
- 5) Applying integrated educational system which is able to give significant input to development of education.

That all about the vision and missions that included all of the students of English Education Department in State Islamic Institute of Metro. Furthermore, based on the vision and mission above, it is

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<sup>48</sup> Taken from <http://metrouniv.ac.id>, accessed on November 28<sup>th</sup> 2020

formulated to be three purposes of English Education Study Program, they are:

- 1) To prepare the students, it is not only to be English Teacher who can applicate the social benefit values, science, technology, and art . but also be able to become agents of change in the society.
- 2) To prepare the students to be professional English Teacher who can applicate, establish, and enlarge English Education with high spirit of Islamic English. In addition, English Education Study Program always tries to repair and develop the quality in teaching and learning process. In order to English Education to be better than before.

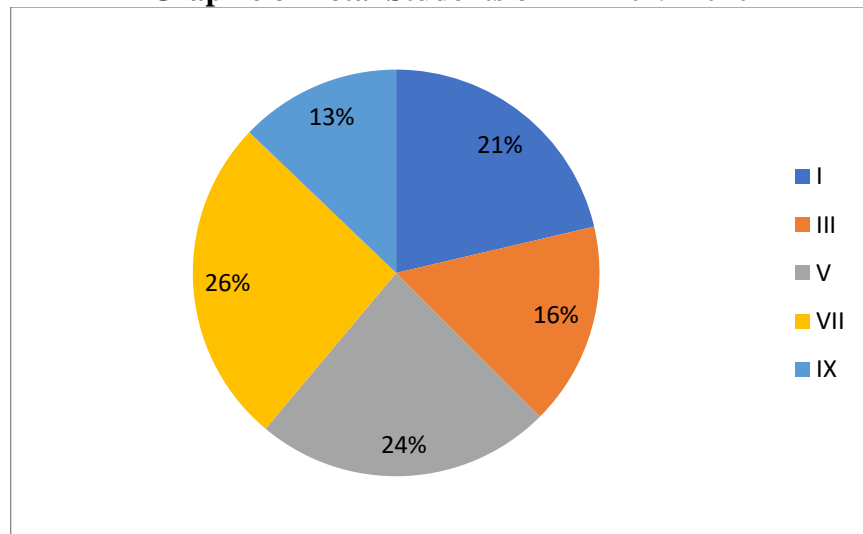
In line with above statement, English study program always tries to develop the quality in the teaching and learning process. In addition, The total students from 2019 – 2020 of TBI are 1059 students and the lecturers are 26.

**Table 4.1**  
**Total students of TBI 2019-2020**

<b>Semester</b>	<b>Total</b>
I	226
III	171
V	250
VII	276
IX	136
<b>Total</b>	<b>1059</b>

*Source: Observation of State Islamic Institute of Metro in academic year 2019-2020.*

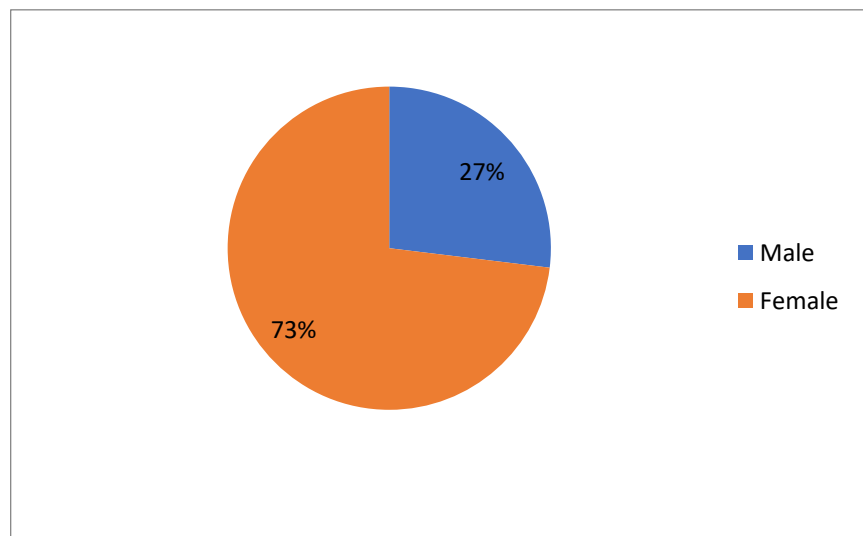
**Figure 4.1**  
**Graphic of Total Students of TBI 2019-2020**



**Table 4.2**  
**Total lecturers of TBI based on Gender 2019-2020**

Gender	Total
Male	7
Female	19
<b>Total</b>	<b>26</b>

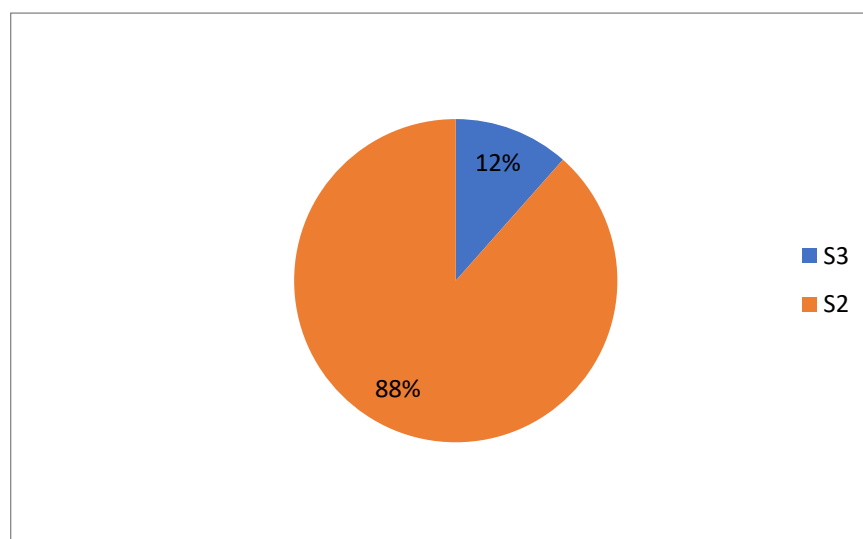
**Figure 4.2**  
**Graphic of Total Lecturers of TBI based on Gender 2019-2020**



**Table 4.3**  
**Total lecturers of TBI based on Education 2019-2020**

Education	Total
S3	3
S2	23
<b>Total</b>	<b>26</b>

**Figure 4.3**  
**Graphic of Total Lecturers of TBI based on Education 2019-2020**



*Source: Observation of State Islamic Institute of Metro in the academic year 2019-2020*

## **B. General Description of Research Data**

1. Students anxiety in this research was the dependent variable (X). To measure the students anxiety, the writer gave the data of questionnaire to students writing undergraduate thesis. The data is described in the following table:

**Table 4.4**  
**List of Score Questionnaire Students' Anxiety**

No	Initial Name	Score
1	AQ	57
2	AM	45
3	AA	41
4	CKR	44



No	Initial Name	Score
5	DI	49
6	INS	44
7	LK	53
8	RN	55
9	SN	50
10	DP	45
11	VUP	42
12	FH	54
13	PK	48
14	VK	50
15	BY	49
16	HS	47
17	EA	43
18	HP	48
19	IM	50
20	NS	50
21	NN	42
22	DH	48
23	RW	40
24	DP	43
25	DF	54
26	RN	48
27	SD	50
28	LF	49
29	YP	47
30	Y	43
Total		1428
Highest		57
Average		48
Lowest		40

Based on the data above, it can be described that the total score of questionnaire from 30 students as the sample using simple sampling technique is 1428, where the highest score is 57, the average score is 48, and the lowest score is 40.

Based on the data above, the writer measured the class interval as follows:

$R = \text{the highest score} - \text{the lowest score}$

$$= 57 - 40$$

$$= 17$$

$K = 1 + (3.3 \log n)$

$$= 1 + (3.3 \log 30)$$

$$= 1 + (3.3 \times 1.47)$$

$$= 1 + 4.85$$

$$= 5.85$$

$$= 6$$

$$P = \frac{R}{K}$$

$$P = \frac{17}{6}$$

$$= 2.83$$

$$= 3$$

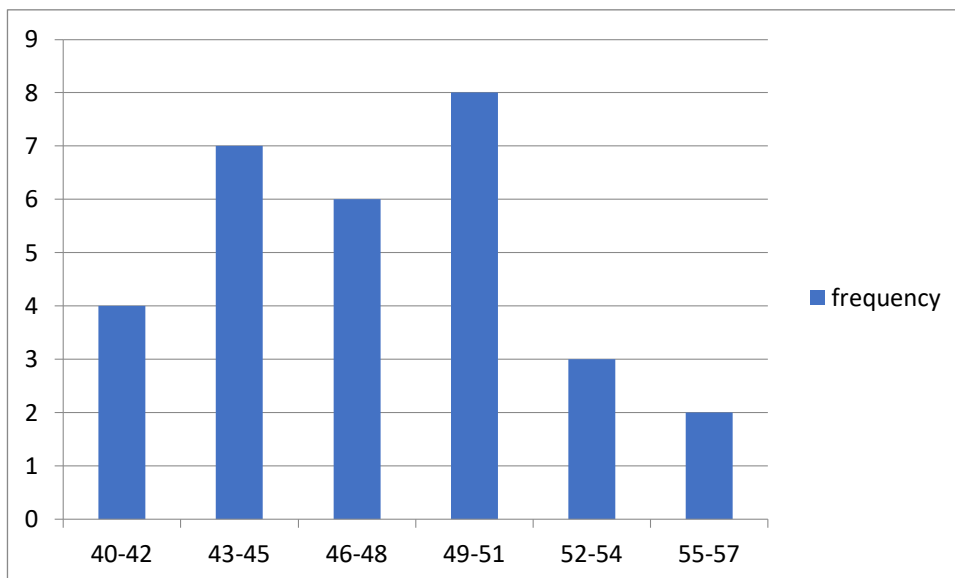
After knowing the class interval, the writer was put the data on the table of frequency s follows:

**Table 4.5**  
**The table of frequency of students' anxiety**

No	Class Interval	Frequency	Percentage
1	55-57	2	7%
2	52-54	3	10%
3	49-51	8	27%
4	46-48	6	20%
5	43-45	7	23%
6	40-42	4	13%

From the table of frequency above, the graphic of frequency can be describe as follow:

**Figure 4.4**  
**Graphic Of Frequency Of Students' Anxiety**



The graphic of frequency above shows that there are 4 student or 13% who got score 40-42, 7 students or 23% who got score 43-45, 6 students or 20% who got score 46-48, 8 students or 27% who got score 49-51, 3 students or 10% who got score 52-54, and 2 students or 7% who got score 55-57 . In short, it can be inferred that the score questionnaire students' anxiety is average.

## 2. Continuity writing undergraduate thesis

Continuity writing undergraduate thesis in this research was the independent variable (Y). To measure of continuity writing undergraduate thesis, the writer gave the data of questionnaire to students writing undergraduate thesis. The data is described in the following table:

**Table 4.6**  
**List score of continuity writing undergraduate thesis**

No	Initial Name	Score
1	AQ	55
2	AM	50
3	AA	55
4	CKR	45
5	DI	95
6	INS	55
7	LK	95
8	RN	95
9	SN	85
10	DP	50
11	VUP	40
12	FH	85
13	PK	60
14	VK	80
15	BY	60
16	HS	55
17	EA	65
18	HP	60
19	IM	80
20	NS	85
21	NN	50
22	DH	55
23	RW	65
24	DP	50
25	DF	90
26	RN	60
27	SD	80
28	LF	60
29	YP	55
30	Y	65
Total		1980
Highest		95
Average		66
Lowest		40

Based on the data above, it can be described that the total score of questionnaire from 30 students as the sample using simple sampling

technique is 1980, where the highest score is 95, the average score is 66, and the lowest score is 40.

Based on the data above, the writer measured the class interval as follows:

$R = \text{the highest score} - \text{the lowest score}$

$$= 95 - 40$$

$$= 55$$

$K = 1 + (3.3 \log n)$

$$= 1 + (3.3 \log 30)$$

$$= 1 + (3.3 \times 1.47)$$

$$= 1 + 4.85$$

$$= 5.85$$

$$= 6$$

$$P = \frac{R}{K}$$

$$P = \frac{55}{6}$$

$$= 9.16$$

$$= 9$$

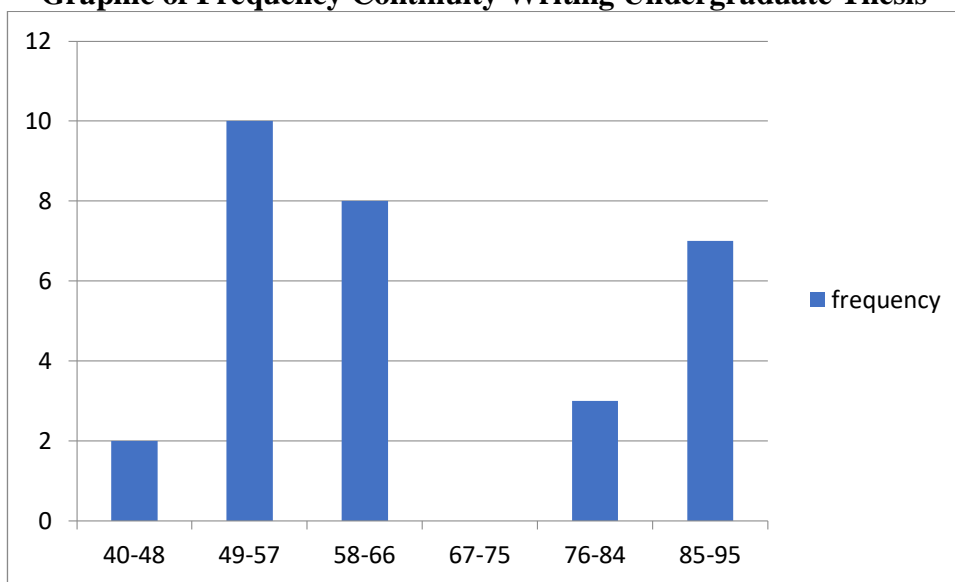
After knowing the class interval, the writer was put the data on the table of frequency s follows:

**Table 4.7**  
**The Table of Frequency of Writing Undergraduate Thesis**

No	Class Interval	Frequency	Percentage
1	85-95	7	23%
2	76-84	3	10%
3	67-75	0	0%
4	58-66	8	27%
5	49-57	10	33%
6	40-48	2	7%

From the table of frequency above, the graphic of frequency can be describe as follow:

**Figure 4.5**  
**Graphic of Frequency Continuity Writing Undergraduate Thesis**



The graphic of frequency above shows that there are 2 student or 7% who got score 40-48, 10 students or 33% who got score 49-57, 8 students or 27% who got score 58-66, 0 students or 0% who got score 67-75, 3 students or 10% who got score 76-84, and 7 students or 23% who got score 85-95. In short, it can be inferred that the score questionnaire continuity writing undergraduate thesis is average.

### 3. Data distribution of the variables

The writer analyzed the data by using analysis of product moment Pearson-correlation in order to prove whether there is a positive and significant correlation between students anxiety and continuity writing undergraduate thesis of English department at IAIN Metro.

**Table 4.8**  
**Distribution table of the correlation between students anxiety (X) and continuity writing undergraduate thesis (Y) of English department at IAIN Metro**

No	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	57	55	3249	3025	3135
2	45	50	2025	2500	2250
3	41	55	1681	3025	2255
4	44	45	1936	2025	1980
5	49	95	2401	9025	4655
6	44	55	1936	3025	2420
7	53	95	2809	9025	5035
8	55	95	3025	9025	5225
9	50	85	2500	7225	4250
10	45	50	2025	2500	2250
11	42	40	1764	1600	1680
12	54	85	2916	7225	4590
13	48	60	2304	3600	2880
14	50	80	2500	6400	4000
15	49	60	2401	3600	2940
16	47	55	2209	3025	2585
17	43	65	1849	4225	2795
18	48	60	2304	3600	2880
19	50	80	2500	6400	4000
20	50	85	2500	7225	4250
21	42	50	1764	2500	2100
22	48	55	2304	3025	2640
23	40	65	1600	4225	2600
24	43	50	1849	2500	2150
25	54	90	2916	8100	4860
26	48	60	2304	3600	2880

No	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
27	50	80	2500	6400	4000
28	49	60	2401	3600	2940
29	47	55	2209	3025	2585
30	43	65	1849	4225	2795
	<b>ΣX=1428</b>	<b>ΣY=1980</b>	<b>ΣX<sup>2</sup>= 68530</b>	<b>ΣY<sup>2</sup>= 138500</b>	<b>ΣXY=95605</b>

#### 4. Correlation Between Students' Anxiety and Continuity Writing Undergraduate Thesis.

Based on the distribution table above, the correlation between students' anxiety and continuity writing undergraduate thesis can be calculated as follows:

$$N = 30$$

$$\Sigma X = 1.428$$

$$\Sigma Y = 1.980$$

$$\Sigma X^2 = 68530$$

$$\Sigma Y^2 = 138500$$

$$\Sigma XY = 95605$$

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

$$r_{xy} = \frac{30(95.605) - (1.428)(1.980)}{\sqrt{[30(68.530) - (1.428)^2][30(138500) - (1.980)^2]}}$$

$$r_{xy} = \frac{2.868.150 - 2.827.440}{\sqrt{(2.005.900 - 2.039.148)(4.155.000 - 3.920.400)}}$$

$$r_{xy} = \frac{40.710}{\sqrt{(16.716)(234.600)}}$$

$$r_{xy} = 0.650$$



Based on the calculation above, it was known that " $r_{test}$ " was 0.650. It is a correlation coefficient (r) as the result of the counting by using Product Moment Pearson-correlation above.

## 5. Interpretation

### a. Interpretation of " $r_{test}$ "

**Table 4.9**  
**The table of Interpretation to the Grade of " $r_{observed}$ "**

Values of " $r_{test}$ "	Interpretation
0.00 – 0.20	There is a correlation between variable X and variable Y, but the correlation is very low. It is considered that there is no significant
0.20 - 0.40	There is a correlation between variable X and variable Y, but it is low.
0.40 - 0.60	There is a correlation between variable X and variable Y. The value is moderate.
0.60 - 0.80	There is a high correlation between variable X and variable Y.
0.80 – 1.00	There is a very high correlation between variable X and variable Y.

Based on the calculation of the test result data using Product Moment Pearson-correlation above, the result of calculation can be interpreted as follows:

"The critical value of " $r_{test}$ " between the students' anxiety and continuity writing undergraduate thesis was 0.650 lies between 0.60-0.80. Therefore, it can be inferred that there is strong and high correlation between students' anxiety and continuity writing undergraduate thesis of English department at IAIN Metro".

b. Statistical significance

After  $H_a$  above was formulated, the writer consulted “ $r_{\text{test}}$ ” to “ $r_{\text{table}}$ ”, as follows:

- a. If “ $r_{\text{test}}$ ” is higher than “ $r_{\text{table}}$ ”, Alternative Hypothesis ( $H_a$ ) is accepted
- b. If “ $r_{\text{test}}$ ” is lower than “ $r_{\text{table}}$ ”, Alternative Hypothesis ( $H_a$ ) is rejected and Null Hypothesis ( $H_0$ ) is accepted.

To know the critical value of  $r$  Product Moment ( $r_{\text{table}}$ ), the writer firstly counted  $df$ .  $df$  is degree of freedom. Below is the formula:

$$df = N - 2$$

Note:

$N$  is the numbers of sample.

$$\begin{aligned} df &= N - 2 \\ &= 30 - 2 \\ &= 28 \end{aligned}$$

**Table. 4.10**  
**Table of  $r$  Product Moment**

N	Significant Level		N	Significant Level		N	Significant Level	
	5%	1%		5%	1%		5%	1%
3	0.997	0.999	26	0.388	0.496	55	0.266	0.345
4	0.950	0.990	27	0.381	0.487	60	0.254	0.330
5	0.878	0.959	<b>28</b>	<b>0.374</b>	<b>0.478</b>	65	0.244	0.317
			29	0.367	0.470	70	0.235	0.306
6	0.811	0.917	30	0.361	0.463	75	0.227	0.296
7	0.754	0.874						
8	0.707	0.834	31	0.355	0.456	80	0.220	0.286
9	0.666	0.798	32	0.349	0.449	85	0.213	0.278
10	0.632	0.765	33	0.344	0.442	90	0.207	0.270
			34	0.339	0.436	95	0.202	0.263
11	0.602	0.735	35	0.334	0.430	100	0.195	0.256

N	Significant Level		N	Significant Level		N	Significant Level	
	5%	1%		5%	1%		5%	1%
12	0.576	0.708						
13	0.553	0.684	36	0.329	0.424	125	0.176	0.230
14	0.532	0.661	37	0.325	0.418	150	0.156	0.210
15	0.514	0.641	38	0.320	0.413	175	0.148	0.194
			39	0.316	0.408	200	0.138	0.181
16	0.497	0.623	40	0.12	0.403	300	0.113	0.148
17	0.482	0.606						
18	0.468	0.590	41	0.308	0.398	400	0.098	0.128
19	0.456	0.575	42	0.304	0.393	500	0.088	0.115
20	0.444	0.561	43	0.301	0.389			
			44	0.297	0.384	600	0.080	0.105
21	0.433	0.549	45	0.294	0.380	700	0.074	0.097
22	0.423	0.537						
23	0.413	0.526	46	0.291	0.376	800	0.070	0.091
24	0.404	0.515	47	0.288	0.372	900	0.065	0.086
25	0.396	0.505	48	0.284	0.368			
			49	0.281	0.364	1000	0.062	0.081
			50	0.279	0.361			

After considering the product moment table by using df 29, it can be found that:

- a. The critical value of  $r$  Product Moment ( $r_{table}$ ) for the 5% level is 0.374.
- b. The critical value of  $r$  Product Moment ( $r_{table}$ ) for the 1% level is 0.478.

From all of data analysis above, it can be found that:

- a. " $r_{test}$ " of cohesion understanding and reading comprehension correlation was 0.650
- b. " $r_{table}$ " in the significant level of 5% = 0.374 and 1% = 0.478.

Finally, the data confirmed that " $r_{test}$ " is higher than " $r_{table}$ ".

Therefore, it can be inferred that  $H_a$  is accepted and  $H_0$  is rejected.

Therefore the statistical correlation significance can be interpreted as follows:

“There is positive and significant correlation between students’ anxiety and continuity writing undergraduate thesis of English department at IAIN Metro”.

### C. Discussion

In this research, there are two variables, the independent variable that is students anxiety (x) and the dependent variable that is continuity writing undergraduate thesis (y). Based on the analysis of the research data, the writer conclude that students’ anxiety has positive and significant correlation with continuity writing undergraduate thesis of English department at IAIN Metro.

The fact of this correlation can be shown by the calculation of “ $r_{test}$ ” of 0.650 using Product Moment Pearson-correlation formula is higher than “ $r_{table}$ ” in the significant level of 1% 0.478 and in the significant level of 5 % 0,374.

Therefore, it can be concluded that  $H_a$  is accepted and  $H_0$  is rejected. It means that there was positive and significant correlation between students’ anxiety and continuity writing undergraduate thesis of English department at IAIN Metro.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the analysis of the research data, the researcher can generally summarize the conclusion of this research. The research finding was clearly inferred that the correlation between the students anxiety and continuity writing undergraduate thesis was positive and significant with  $r_{test}$  greater than  $r_{table}$  ( $0.650 > 0.374$ ) in order words ( $H_a$ ) is accepted and ( $H_o$  is rejected). It means that the finding of the research is in line with the theories asserting that there is any positive and significant correlation between students' anxiety and continuity writing undergraduate thesis.

This study, however, does not interpret all the problems faced by students and is only available to students who are writing an English undergraduate thesis of English department at IAIN Metro.

#### B. Suggestion

From the findings of the research, the writer suggests some opinion for the students, thesis advisors, and the next researcher.

##### 1. For The Students

Students should not think that they are less than others when write their thesis. Students also should prepare their mental when write their thesis. Students have to confidence with their ability in writing their thesis. Student who take thesis courses also have to meet with comrades more

often (complete thesis) to increase motivation and ability to write undergraduate thesis. Trying to understand or improve interpersonal communication with the supervisor so they can understand what the supervisor wants.

Students should not feel that he has a quality that is lacking in writing a thesis, first business is very important, students must also consult with experienced people such as senior-level and friends who are working on the thesis. Students should not be pessimistic in doing the thesis, may not give up when having difficulties in writing undergraduate thesis.

## 2. For the advisors

Communication that has been established effectively between students and supervisors is expected to be maintained and improved. Create a special schedule for thesis guidance. The schedule is as much as possible to be obeyed together. Supervising lecturers are also expected to receive opinions or aspirations students during the undergraduate thesis guidance process to establish good communication between lecturers and students. This is to avoid anxiety on students while working on their thesis or to meet with the supervisor during the guidance.

## 3. And for the Education Study Program

The study program is expected to provide motivation, workshop or dialogue with students. In order word that students in working on the undergraduate thesis already have a experience before they work on their thesis.

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# APPENDIX

## Questionnaire of Students' Anxiety

### QUESTIONNAIRE *Students Anxiety*

Directions:

1. Understand each of the following question, then answer according to your true feelings.
2. This filling out question the score of answer does not affect the score of the subject concerned.
3. Choose one of the available answers.

Al : Always      Of : Often      Rr : Rarely      St : Sometimes      Nv : Never

4. Put a checklist (✓) on the answer that you choose.

No.	Question	Answer				
		Al	Of	St	Rr	Nv
1	I feel my heart beating very fast	✓				
2	I feel dizzy/headache					✓
3	My hands and feet are shaking	✓				
4	My body feels weak and tired quickly	✓				
5	I feel numbness and tingling in my fingers and toes	✓				
6	My hands are always dry and warm	✓				
7	I can't sleep well when I'm in the process of writing my undergraduate thesis				✓	
8	I sweat a lot while doing thesis guidance		✓			
9	I feel embarrassed when my friends talk about thesis		✓			
10	I feel insecure about the thesis I wrote		✓			
11	I always negative thinking, when I'm writing				✓	✓

	undergraduate thesis				
12	I feel very sad while writing my undergraduate thesis	✓			
13	I feel more restless than usual			✓	
14	I find it difficult to concentrate when writing the undergraduate thesis	✓			
15	I feel insecure when showing the results of my undergraduate thesis	✓			
16	I am afraid of being scolded by my advisor	✓			
17	I'm worried that I can't finish my undergraduate thesis	✓			
18	I am afraid of being ridiculed by my friends			✓	
19	I feel unable to finish my undergraduate thesis	✓			
20	I can't control my fear when writing thesis				✓

## Questionnaire of Continuity Writing Undergraduate Thesis

### QUESTIONNAIRE *Writing Undergraduate Thesis*

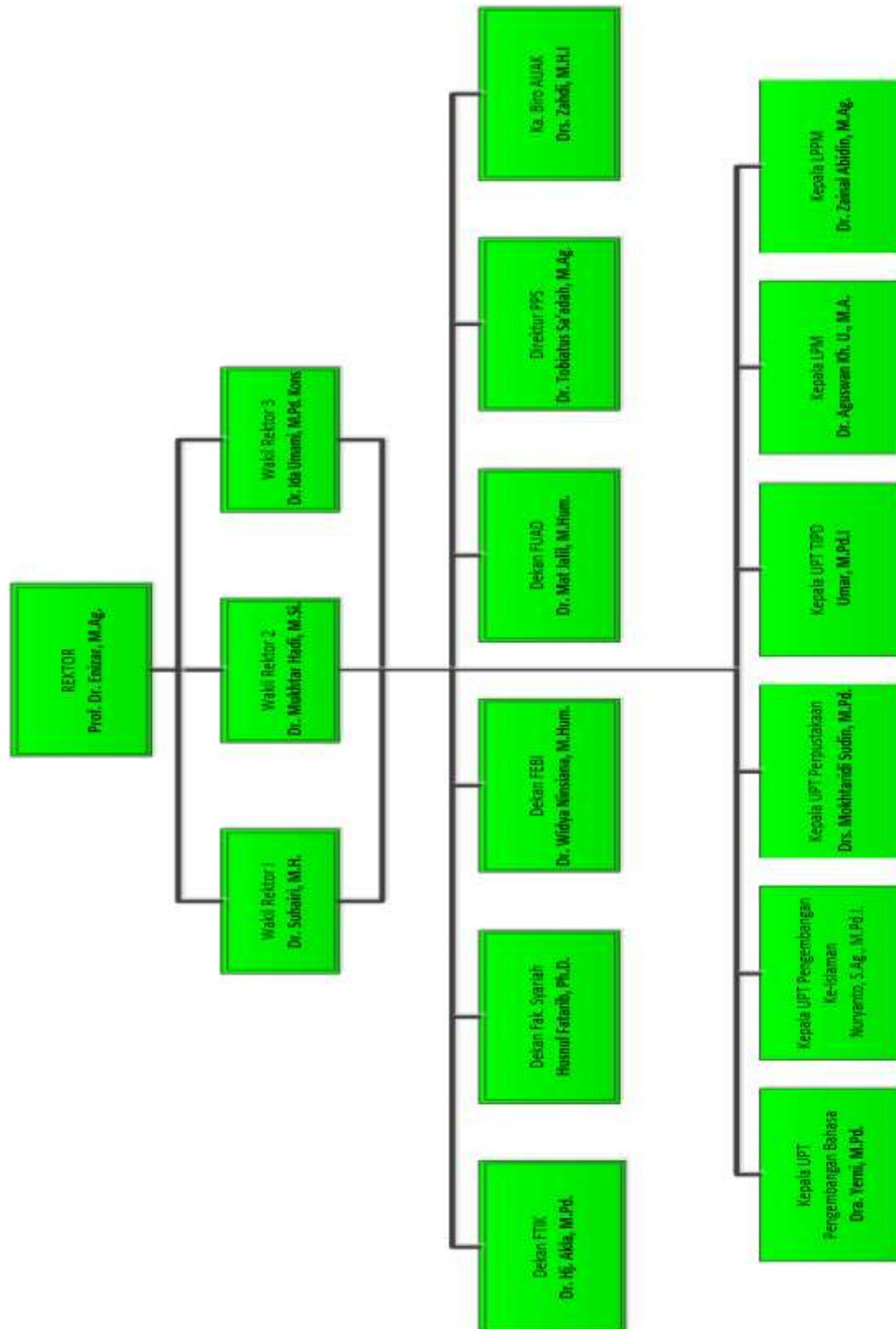
Directions:

1. Understand each of the following question, then answer according to your true feelings.
2. This filling out question the score of answer does not affect the score of the subject concerned.
3. Choose one of the available answers.  
 SA : Strongly Agree    Ag : Agree    Nt: Neutral    Ds : Disagree  
 SD : Strongly Disagree
4. Put a checklist (✓) on the answer that you choose.

No.	Question	Answer				
		SA	Ag	Nt	Ds	SD
1	Students have difficulty conveying ideas through in writing			✓		
2	Students have difficulty in grammatical aspects in English	✓				
3	Students have limited vocabulary	✓				
4	Students have difficulty in paraphrasing the statements of expert or journals			✓		
5	Students have difficulty in organizing paragraph in writing the undergraduate thesis	✓				
6	Students Feel unable to complete the undergraduate thesis optimally		✓			

7	Students feel the enthusiasm in writing undergraduate thesis is reduce when the result are not expected	✓				
8	Students Feel like can't manage time	✓				
9	Students feel Disappointed when the undergraduate thesis is not finished	✓				
10	Students Feel that there are still many important things to do besides the undergraduate thesis		✓			
11	Students Afraid when writing the undergraduate thesis will be stuck		✓			
12	Students feel tendency to overreact					
13	Students Feel sad and depressed		✓			
14	Students Get restless easily			✓		
15	Students Motivation in writing undergraduate thesis is reduce when faced with various obstacle	✓				

### The Structural Organization of State Institute for Islamic Studies of Metro.



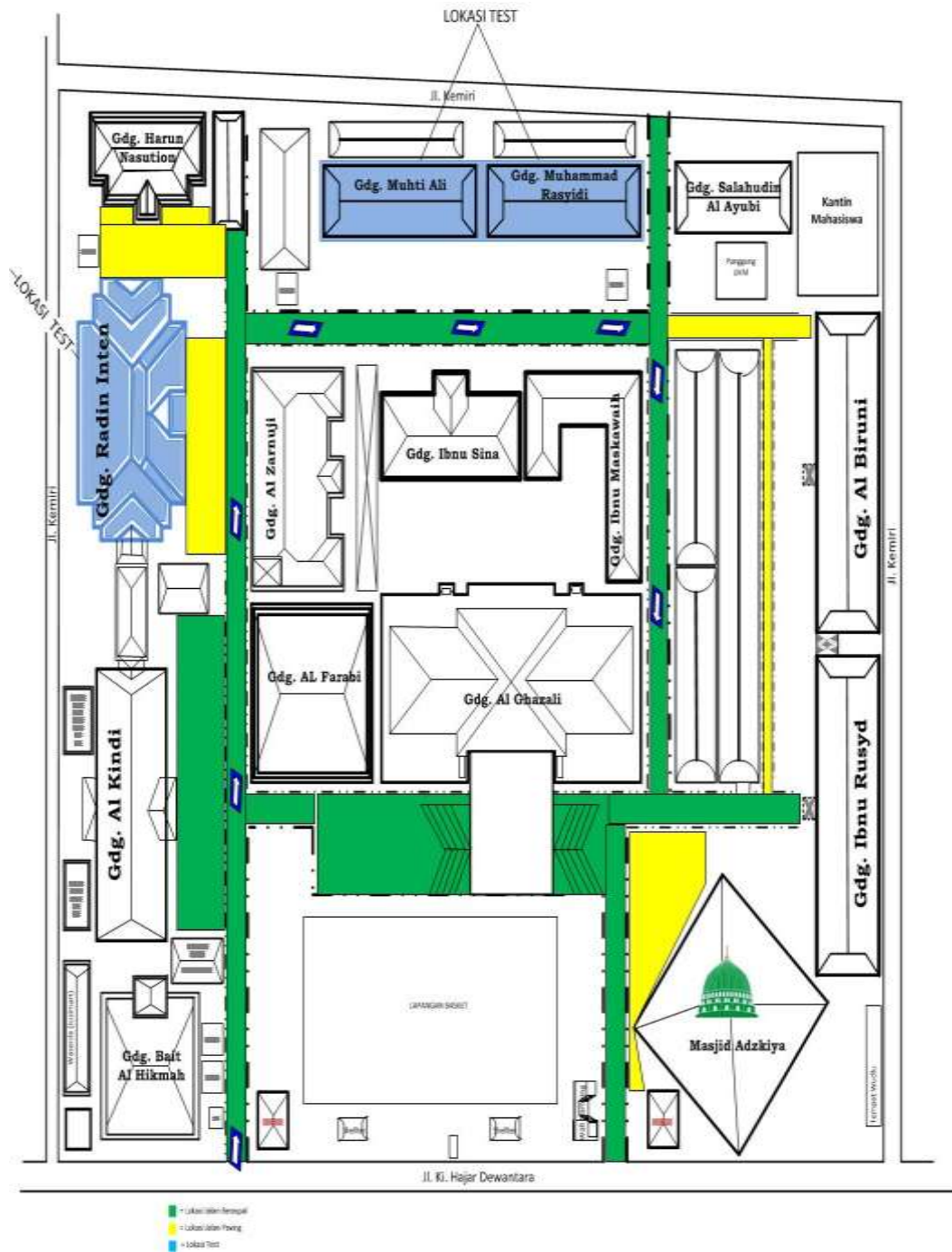
### The facilities in State Institute For Islamic Studies of Metro

No	Facilities	Total of unit	Large(m <sup>2</sup> )
1	Lecturers' room	1	556
2	Computer Laboratory Unit	1	1000
3	Library Unit	1	1000
4	Language Laboratory	1	180
5	Micro-Teaching Laboratory	1	106, 8
6	Islamic Development Unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal Field	1	510
10	Basket Ball Field	1	-
11	Wall Climbing Field	1	92
12	Volley Ball Field	1	-
13	Tennis Field	1	650
14	Auditorium	1	-
15	Students Activities Unit	1	-
16	Students Committee Office	1	-

*Source: observation of State Islamic Institute of Metro in Academic year 2019/2020*



The Sketch of Location of State Institute For Islamic Studies of Metro



**RESEARCH DOCUMENTATION**







**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
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 Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail:  
 iain@metrouniv.ac.id

**SURAT KETERANGAN**

Nomor: B-0611/In.28.1/J/PP.00.9/03/2021

*Assalamu'alaikum Wr. Wb.*

Yang betanda tangan di bawah ini:

Nama : Ahmad Subhan Roza, M.Pd  
 NIP : 197506102008011014  
 Jabatan : Ketua Jurusan  
 Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : Eva Damayanti  
 NPM : 1601070085  
 Jurusan : Tadris Bahasa Inggris (TBI)  
 Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
 Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan Pra-Survey dengan judul "*An Analisis of Students Psychological Factors In Writing Undergraduate Thesis of English Departement at IAIN Metro in The Academic Year of 2019/2020*" yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 5 Maret 2021  
 Ketua Jurusan TBI  
  
 Ahmad Subhan Roza, M.Pd  
 NIP. 197506102008011014





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Kl. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

Nomor : 1393/In.28.1/J/TL.00/05/2021  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Widhiya Ninsiana (Pembimbing 1)  
Linda Septiyana (Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **EVA DAMAYANTI**  
NPM : 1601070085  
Semester : 10 (Sepuluh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : **THE CORRELATION BETWEEN STUDENTS ANXIETY AND CONTINUITY WRITING UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT AT IAIN METRO**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 05 Mei 2021

Ketua Jurusan,  
Pendidikan Bahasa Inggris



Andianto, M.Pd  
NIP. 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro, Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-2776/In.28/D.1/TL.01/07/2021

Wakil Dekan Akademik dan Kelembagaan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **EVA DAMAYANTI**  
NPM : 1601070085  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

Untuk :

1. Melaksanakan observasi/survey di PROGRAM STUDI PBI FTIK IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE CORRELATION BETWEEN STUDENTS ANXIETY AND CONTINUITY WRITING UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT AT IAIN METRO".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa tersebut.

Demikian surat tugas ini dikeluarkan untuk dilaksanakan dengan penuh rasa tanggung jawab.

Dikeluarkan di : Metro  
Pada Tanggal : 08 Juli 2021

Mengetahui,  
Pejabat Setempat

*Andianto M.Pd*  
NIP. 198711022015031004

Wakil Dekan Akademik dan  
Kelembagaan,





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-2775/In.28/D.1/TL.00/07/2021  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KETUA PROGRAM STUDI PBI  
FTIK IAIN METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Berdasarkan dengan Surat Tugas Nomor: B-2776/In.28/D.1/TL.01/07/2021, tanggal 08 Juli 2021 atas nama saudara:

Nama : **EVA DAMAYANTI**  
NPM : 1601070085  
Semester : 10 (Sepuluh)  
Jurusan : Tadrts Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PROGRAM STUDI PBI FTIK IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE CORRELATION BETWEEN STUDENTS ANXIETY AND CONTINUITY WRITING UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT AT IAIN METRO".

Kami mengharapkan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Demikian surat izin ini kami sampaikan, atas bantuan dan kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 08 Juli 2021  
Wakil Dekan I,  
  
Dr. Yadiyanto S.Si., M.Si.  
Nip. 19760222 200003 1 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**

**INSTITUT AGAMA ISLAM NEGERI METRO**

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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

**SURAT KETERANGAN**

Nomor: B-3240/In.28.1/J/TL.00/08/2021

*Assalamu'alaikum Wr. Wb.*

Yang betanda tangan di bawah ini:

Nama : Andianto, M.Pd  
 NIP : 19871102 201503 1 004  
 Jabatan : Ketua Jurusan  
 Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : Eva Damayanti  
 NPM : 1601070085  
 Jurusan : Tadris Bahasa Inggris (TBI)  
 Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
 Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul ***"The correlation between students anxiety and continuity writing undergraduate thesis of English department at IAIN Metro"*** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

*Wassalamualaikum Wr. Wb*

Metro, 4 Agustus 2021  
 Ketua Jurusan TBI



Andianto, M.Pd  
 NIP.19871102 201503 1 004





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

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Telp (0725) 41507; Faks (0725) 47296; Website: [digilib.metrouniv.ac.id](http://digilib.metrouniv.ac.id); [pustaka.iain@metrouniv.ac.id](mailto:pustaka.iain@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-920/In.28/S/U.1/OT.01/09/2021**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : EVA DAMAYANTI  
NPM : 1601070085  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1601070085

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 20 September 2021  
Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H.  
NIP.19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Eva Damayanti

NPM : 1601070085

Jurusan : TBI

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Atas, Oktober 2021  
Ketua Jurusan TBI  
  
Andharto, M.Pd  
NIP. 1987 1102 201503 1 004



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Telp (0725) 41507, Faksimili (0725) 47296, Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Eva Damayanti  
NPM : 1601070085

Jurusan : TBI  
Semester :

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Friday 02/2021 /07	✓		ACC APD	

Mengetahui,  
Ketua Jurusan TBI

**Andianto, M.Pd.**  
NIP. 198711022015031004

Dosen Pembimbing I

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 197209232000032002



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Jalan IG Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507, Faksimil (0725) 47298, Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [lainmetro@metrouniv.ac.id](mailto:lainmetro@metrouniv.ac.id)

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Eva Damayanti  
NPM : 1601070085

Jurusan : TBI  
Semester :

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat, 08/2021 /09	✓		Revisi abstrak dan penulisan pada acknowledgement	
2.	Jumat, 10/2021 /09	✓		Acc to munaqasah	

Mengetahui,  
Ketua Jurusan TBI

**Andianto, M.Pd.**  
NIP. 198711022015031004

Dosen Pembimbing I

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 197209232000032002



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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Eva Damayanti  
NPM : 1601070085

Jurusan : TBI  
Semester :

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jum'at 10/21/06		✓	Tambahkan blueprint variabel ke-2	
2.	Senin, 21/21/06		✓	Revisi blueprint writing	
3.	Senin, 28/21/06		✓	Revisi Penulisan Pada questionnaire Pertanyaan Writing. ACC APD, and continue to the 1st advisor	

Mengetahui,  
Ketua Jurusan TBI

**Andianto, M.Pd.**  
NIP. 198711022015031004

Dosen Pembimbing II

**Linda Septiyana, M.Pd.**  
NIDN. 2016099001



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telp. (0725) 41507, Faksimil (0725) 47290, Website: www.metrouni.ac.id E-mail: iainmetro@metrouni.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Eva Damayanti  
NPM : 1601070085

Jurusan : TBI  
Semester :

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa 10/2021 8		✓	Revisi BAB IV	
2.	Jumat 20/2021 8		✓	Pahami kembali BAB IV dan Perasan	
3.	Jumat 27/2021 8		✓	Revisi abstrak dan BAB IV	
4.	Senin 07/2021 9		✓	Perbaiki Perurusan pada "Students page" dan Revisi pada BAB IV pada table konsultasi	

Mengetahui,  
Ketua Jurusan TBI

**Andianto, M.Pd.**  
NIP. 198711022015031004

Dosen Pembimbing II

**Linda Septeaningrum, M.Pd.**  
NIDN. 2016099001

## CURRICULUM VITAE



Eva Damayanti was born in Gedung Aji, Tulang Bawang on March 21st, 1998, and spent his childhood in Gedung Aji, a remote area in Tulang Bawang. Ethnically speaking, she comes from Javanese family descendant. She is the first child before her brother, Reza Ahmad Muzaki by the couple of Mr. Eko Susilo and Mrs. Wiji Yanti.

She took her elementary school at SDN 1 Gedung Aji and then took his junior high school at SMP N 1 Gedung Aji, Tulang Bawang for three years. Having graduated from junior high school, she continued her study at senior high school of SMK N 1 Gedung Aji and was finished in 2016. After graduating from senior high school, she dedicates to have study in IAIN Metro.