

This source of anxiety is reflected in the following responses:

I think that I am not confident with my writing. (1)

I am confused on what exact word am I going to use. (2)

I don't have enough time to finish my writing. Time makes me nervous whenever I'm writing because there is always a time limit. (3)

I run out of vocabulary. (4)

These findings were similar with that of Choi (2013) in which several causes of anxiety in the classroom from the students' point of view were uncovered but half (50.2%) were related to the fact that students were afraid that they might make grammatical mistakes in English writing. At Philippines, a proposed study intended to investigate the causes of anxiety in English language learning of foreign students in the Philippines in the year 2011. It was also found that test anxiety and fear of negative evaluation constitute the type of learning anxieties these were students experiencing. This can be gleaned from the results that foreign learners experience anxiety if they are being evaluated by both their peers and their teachers as to their performance in

using the target language (Lucas, Miraflores & Go, 2011)

In addition, Hassan (2001) pointed out some possible causes of writing anxiety from a linguistic and cognitive perspective, such as poor skill development, inadequate role models, lack of understanding of the composing process, and authoritative, teacher-centered, product-based model of teaching. He stressed that self-confidence is extremely important in determining students' affective response to writing task.

This goes to show that the anxiety which was experienced by the students in English writing came from different sources. According to Jackson as cited by Numaya (2013), the cause of language anxiety is also attributed to cultural and personal factors. Similarly, research has shown that, there are a number of factors that can cause anxiety for the language learners. The causes can be broken down into three main sources: learner characteristics, teacher characteristics, and classroom procedures. Numaya (2013). This implies that instructors should seek more effective ways to ease the anxiety that students might feel when learning and writing English so as to support successful language learning experiences.

Table 4. Test of Difference in the Students' Writing Performance when Analysed as to Age

Campus	Mean		Sum of Squares	df	Mean Square	F	Sig.	Decision
Dap	14.27	Between Groups	201.910	4	50.477	2.923	.023	Reject Ho
Dip	13.6	Within Groups	2677.034	155	17.271			
Kat	11.88	Total	2878.944	159				
Tam	13.08							
Sio	11.18							

Table 4 presents the test of significant difference in the student's writing performance when analyzed as to campus. The findings rejected the hypothesis. This means

that there is a significant difference as to the writing performance of the respondents and the writing performances differ by campus. Respondents from Dapitan Campus

performed better among other campuses while the respondents from Siocon Campus performed least. This implies that teachers from Siocon campus may provide more writing activities to the students to improve their writing performance. Such findings contrasted the study of Sedeeg (2015) in which a convenience sample of 705 students is taken from the target population which is the students of medical sciences in the four major universities in the Sudan: University of Khartoum, Sudan University for Science and Technology, Al-Neelein University, and Omdurman Islamic University. Results of the study showed no significant difference on the writing performances of the students. Table 5 presents the test of significant difference in the students' writing performance when analyzed as to age. The table revealed that there is a significant difference on the writing performance of the respondents on their age. As observed, first year students feel second language anxiety most. They neither understand the lecture nor the language. So they often get

frustrated. This goes to show that age is not an indicator which affects the performance of the students in writing.

Regarding "language proficiency level," Liu (2006) explored the language anxiety of 100 EFL students at three different proficiency levels. The results showed that students with advanced English proficiency tended to be less anxious. Elkhafaifi (2005) explored 233 graduate and undergraduate students' language anxiety, and found that advanced students had lower language anxiety than beginning or intermediate students. As for "length of language learning," Elkhafaifi (2005) found that the older students (sophomores, juniors, and seniors) who spent more years learning English in school had lower anxiety than younger students (freshmen). However, Casado and Dereshiwsy (2001) compared the anxiety level of first and Anxiety exists for learners from every level of education, and experiences of writing anxiety can vary both from person to person and from grade to grade.

Table 5 Test of Difference in the Students' Writing Performance when Analysed as to Age

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	52.218	2	26.109	1.450	.023	Reject Ho
Within Groups	2826.725	157	18.005			
Total	2878.944	159				

Table 5 presents the test of significant difference in the students' writing performance when analyzed as to age. The table revealed that there is a significant difference on the writing performance of the respondents on their age. As observed, first year students feel second language anxiety most. They neither understand the lecture nor the language. So they often get frustrat-

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Table 6 Test of Difference in the Students' Writing Performance when Analysed as to Gender

Category	Mean	SD	t-value	p-value	Decision on HO
Male	11.26	5.16	3.205	1.450	0.023
Female	13.64	3.711			

Table 6 presents the significant difference on the students' writing performance when analysed as to gender. As shown on the table there is no significant difference on the performance of the students between male and female with a p-value of 0.002. This goes to show that female writers performed similarly than male writers.

However, on the study conducted by Cantina and Flores (2015) t-test revealed that the levels of linguistic errors of the respondents in terms of phonology, morphology, semantics and syntax is significantly

different between the male and female respondents; phonology ($t=2.44$, $p=0.016$), morphology ($t=2.82$, $p=0.006$), semantics ($t=2.04$, $p=0.044$), and syntax ($t=3.00$, $p=0.003$). Female proved to be superior on the four levels of language. This means that the female respondents performed better than the male respondents on all levels. Moreover, the study of Ervin-Tripp as cited by Wellms (2004) that the average girls seem more superior to boys in overall language development.

Table 7 Test of Difference on the Level of Anxiety of the Students as to their

	Kruskal-Wallis Test	Mann-Whitney Test	P-value	Decision on HO
Campus	8.808		0.066	Reject HO
Age	1.351		0.509	Reject HO
Sex		17.500	0.581	Reject HO

Table 7 presents the test of difference on the level of anxiety of the respondents as to their profile. As shown on the table, there is no significant difference as to the level of anxiety of the respondents as to campus, age and sex with the following P-values: 0.066, 0.509, and 0.581 respec-

tively.

This means that the anxiety of the respondents does not differ either male or female, either younger or older or what campus they are enrolled in. This implies that their profile does not affect their anxiety. There may be other factors which are

related to their anxiety.

The findings contrasted the results of the study of Chandler (2006) in which the data revealed that there was a significant difference between some males and females and not others. The males in each grade had higher anxiety than did the

females on each administration of the RC-MAS. It should be noted that although the males had higher anxiety scores both the males and females scores on all three administrations fell within the Average range of anxiety. The research says that females tend to be more anxious than males.

Table 8 Test of Relationship between Language Anxiety and Writing Performance

Variables Correlated	Spearman Rank	p-value	Decision on HO	Remarks
Language Anxiety vs. Writing Skills	0.012	0.884	Accept Ho	Almost negligible correlation and no significant correlation

Table 8 presents the significant relationship between language anxiety and writing performance of the respondents. Pearson r Product Moment Coefficient of Correlation revealed that the language anxiety of the students is not significantly related to the writing performance of the respondents with a p-value of 0.884 which accepted the hypothesis. This means that language anxiety does not affect the writing performance of the students.

The findings are similar to the results of the study of Erkan and Saban (2010) in which they investigated writing anxiety among 188 EFL students in Turkey. The purpose of the study was to identify whether writing anxiety was correlated with the performance of the students in English. The results indicated that the relation between writing apprehension and English performance was negative. According to Aljafen (2013) that it is beneficial to investigate the factors that create a level of writing anxiety among ESL/EFL learners in order to better understand the sources of writing anxiety that might impact their writing performance.

Discussion

It is widely accepted that anxiety

plays a crucial role while learning a second language. The impact of such an emotional arousal in language learning and its debilitating effects has long been considered in language classroom. So in this study, it was found that although the level of language anxiety of the students is not that high but the answers of the students on the open-ended questions revealed some sources of anxiety which affect students' writing activity. Writing is a demanding activity especially for learners of a second/foreign language, and writing anxiety is a real problem facing ESL/EFL students' apprehension, and something should be done to reduce students' apprehension. First of all, there should be more English writing instruction especially to the students from the other campuses because lack of opportunities to write in English might be one of the reasons that this activity produces anxiety among students. Some students expressed a lack of confidence in English writing, and a few said they had no idea how to start writing in English even when they were engaged in free writing. Whether this lack of confidence and uncertainty come from previous L1 writing experience or L2 writing experience needs further research. But it is clear that many students were not confident

enough to write in English and took writing not as enjoyable communication between a writer and a reader but as a demanding test. If instructors carefully design more writing tasks that consider students' proficiency levels in English as well as previous L1 and L2 writing experience, and if they provide learning aids such as teaching common expressions and giving supportive feedback, students themselves may see writing as a less daunting and more pleasant experience in the classroom.

Second, the fact that negative evaluation is one of the sources of anxiety that had been identified could imply that reducing classroom anxiety in general is a prerequisite for easing English writing anxiety. Horwitz and Cope in Choi, 2013 suggested that there were two ways to deal with anxious students; one is to help them cope with the situation causing anxiety and the other is to make the learning context less stressful. One of the most effective ways to alleviate classroom anxiety as well as help students to be less anxious about writing may be to establish collaborative writing activities. Collaborative writing could be a particularly good alternative for those students who have struggled in L2 writing because they consider writing an extremely solitary act in which they do not have much assistance from others. Unlike individual writing, collaborative writing engages students in interaction, and writing.

5.0 Conclusions

It is widely accepted that anxiety plays a crucial role while learning a second language. Findings rejected the hypothesis that test anxiety significantly correlates with students' writing performance. The students of JRMSU had experience anxiety but not that much. The respondents were anxious

on choosing to write down their thoughts in English but were less anxious on doing their best to excuse themselves if asked to write English compositions. Further, the anxiety which was experienced by the students in English writing came from different sources. One of these is the fear of committing grammatical mistakes. On the other hand, the writing performance of the respondents was not coherent and consistent frequently, and only lists information. The writers put more emphasis on content and creativity than linguistic accuracy, reflecting the characteristics of free writing. This implies that, there may be more English writing instruction especially to the students from the other campuses because lack of opportunities to write in English might be one of the reasons that this activity produces anxiety among students. Moreover, instructors may carefully design more writing tasks that consider students' proficiency levels in English as well as previous L1 and L2 writing experience, in order to provide learning aids such as teaching common expressions and giving supportive feedback. With this, students themselves may see writing as a less daunting and more pleasant experience in the classroom.

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