

Appendix 1

Writing Anxiety Blueprint

Writing anxiety is a complex construct that is often conceptualized as having three dimensions: cognitive anxiety, somatic anxiety, and avoidance behavior (Cheng, 2004). **Cognitive anxiety** refers to negative thoughts and beliefs about writing, such as "I'm a bad writer" or "I'm going to fail this assignment." **Somatic anxiety** refers to the physiological symptoms of anxiety that people experience when writing, such as sweating, trembling, or a racing heart rate. **Avoidance behavior** refers to behaviors that people engage in to avoid writing, such as procrastination or putting off assignments until the last minute.

No	Dimension	Indicator	No. of Statement	Total Number
1	Cognitive anxiety	Mental symptoms, Confidence	1, 4, 8, 11, 20, 21, 22, 25, 26, 27	10
2	Somatic anxiety	Physical symptoms, Discomfort	2, 5, 6, 9, 10, 12, 13, 15, 16, 17, 23, 24	12
3	Avoidance behavior	Procrastination, Changes in behavior, Difficulty concentrating	3, 7, 14, 18, 19	5

Appendix 2

Writing Anxiety Scale (Adapted from Cheng, 2004)

Anda adalah seorang pembelajar EFL. EFL atau *English for Foreign Language* bermakna Anda mempelajari Bahasa Inggris sebagai Bahasa Asing. Pertanyaan-pertanyaan berikut menjelaskan pernyataan tentang kecemasan anda (*Writing Anxiety*) ketika menulis teks dalam Bahasa Inggris. Tunjukkan setuju atau tidak setuju Anda dengan skala berikut:

- (1) Sangat tidak setuju,
- (2) Tidak setuju,
- (3) Tidak yakin,
- (4) Setuju,
- (5) Sangat Setuju

No	Statements	1	2	3	4	5
1)	Saat menulis dalam bahasa Inggris, saya merasa gugup sekali					
2)	Sebagai pelajar EFL, saya merasakan jantung saya berdebar kencang ketika saya menulis teks bahasa Inggris di bawah batasan waktu.					
3)	Saat menulis teks bahasa Inggris, saya merasa khawatir dan tidak nyaman jika mengetahui tulisan saya akan dievaluasi.					
4)	Sebagai siswa, saya sering memilih untuk menuliskan pemikiran saya dalam bahasa Inggris daripada Bahasa Indonesia					
5)	Saat menulis dalam bahasa Inggris, saya sering khawatir bahwa saya akan menggunakan ekspresi dan pola kalimat secara tidak tepat.					

6)	Saya biasanya melakukan yang terbaik untuk menghindari menulis teks bahasa Inggris yang salah.					
7)	Sebagai pelajar EFL, pikiran saya sering kali kosong ketika saya mulai mengerjakan teks bahasa Inggris.					
8)	Sebagai pelajar EFL, saya khawatir teks bahasa Inggris saya jauh lebih buruk dibandingkan teks bahasa Inggris orang lain.					
9)	Sebagai pelajar EFL, saya gemetar atau berkeringat ketika saya menulis teks bahasa Inggris di bawah tekanan waktu.					
10)	Jika teks bahasa Inggris saya dievaluasi, saya khawatir akan mendapat nilai yang sangat buruk.					
11)	Ketika saya menulis dalam bahasa Inggris, ide dan kata-kata saya biasanya mengalir dengan lancar					
12)	Sebagai pelajar EFL, saya melakukan yang terbaik untuk menghindari situasi di mana saya harus menulis dalam bahasa Inggris.					
13)	Sebagai pelajar EFL, pikiran saya menjadi campur aduk ketika saya menulis teks bahasa Inggris di bawah batasan waktu.					
14)	Saya tidak akan menggunakan bahasa Inggris untuk menulis teks, kecuali saya tidak punya pilihan					
15)	Sebagai siswa, saya sering merasa panik ketika menulis teks bahasa Inggris karena keterbatasan waktu.					
16)	Saat menulis dalam bahasa Inggris, saya sering khawatir bahwa cara saya mengekspresikan dan mengatur ide-ide saya tidak sesuai dengan norma penulisan bahasa Inggris.					

17)	Sebagai pelajar EFL, saya takut siswa lain akan mencemooh teks bahasa Inggris saya jika mereka membacanya.					
18)	Sebagai pelajar EFL, saya terdiam ketika tiba-tiba diminta untuk menulis teks bahasa Inggris.					
19)	Sebagai siswa, saya akan berusaha semaksimal mungkin untuk memaafkan diri sendiri jika diminta menulis teks bahasa Inggris.					
20)	Ketika saya menulis dalam bahasa Inggris, pikiran saya biasanya sangat jernih					
21)	Saya tidak khawatir sama sekali tentang apa yang orang lain pikirkan tentang teks bahasa Inggris saya.					
22)	Saya biasanya mencari setiap kesempatan untuk menulis teks bahasa Inggris di luar kelas karena saya seorang siswa.					
23)	Saya biasanya merasakan seluruh tubuh saya kaku dan tegang ketika saya menulis teks bahasa Inggris.					
24)	Sebagai pelajar EFL, saya takut teks bahasa Inggris saya dipilih sebagai sampel diskusi di kelas.					
25)	Saya biasanya merasa nyaman dan tenteram ketika menulis dalam bahasa Inggris.					
26)	Sebagai pelajar EFL, saya tidak takut sama sekali bahwa teks bahasa Inggris saya akan dinilai sangat buruk.					
27)	Jika memungkinkan, saya akan menggunakan bahasa Inggris untuk menulis teks.					

Appendix 3

Writing Attitude Blueprint

Writing attitude is a complex construct that is influenced by a variety of factors. Researchers have identified five dimensions of writing attitude: self-efficacy, enjoyment, anxiety, importance, and motivation (Cheng, 2004; Graham et al, 2018; Lunsford & Lunsford, 2011, Wigfield & Eccles, 2000). Self-efficacy refers to a person's belief in their ability to write effectively. Enjoyment refers to how much a person enjoys writing. Anxiety refers to the negative emotions that a person may experience when writing. Importance refers to how important a person believes writing is in their life. Motivation refers to the reasons why a person writes.

No	Dimension	Indicator	No. of Statement	Total Number
1.	Self-efficacy	Performance, Persistence, Choice, Goals, Thoughts and beliefs	3, 5	2
2.	Enjoyment	Self-report, Behavior, Emotion, Cognition	1, 11, 13, 15, 16, 23, 25, 28, 29	9
3.	Anxiety	Self-report, Behavior, Emotion, Cognition	2, 6, 8, 9, 10, 12, 18, 19, 20, 24, 26, 30	12
4.	Importance	Choice, Investment, Feedback	17, 27	2
5.	Motivation	Context, Purpose, Audience, Topic	4, 7, 14, 21, 22	5

Appendix 4
Writing Anxiety Scale

(Adapted from Cheng, 2004)

Anda adalah seorang pembelajar EFL. EFL atau *English for Foreign Language* bermakna Anda mempelajari Bahasa Inggris sebagai Bahasa Asing. Pertanyaan-pertanyaan berikut menjelaskan pernyataan tentang kecemasan anda (Writing Anxiety) ketika menulis teks dalam Bahasa Inggris. Tunjukkan setuju atau tidak setuju Anda dengan skala berikut:

- (1) Sangat tidak setuju,
- (2) Tidak setuju,
- (3) Tidak yakin,
- (4) Setuju,
- (5) Sangat Setuju

No	Statements	1	2	3	4	5
1)	Saat menulis dalam bahasa Inggris, saya merasa gugup sekali					
2)	Sebagai pelajar EFL, saya merasakan jantung saya berdebar kencang ketika saya menulis teks bahasa Inggris di bawah batasan waktu.					
3)	Saat menulis teks bahasa Inggris, saya merasa khawatir dan tidak nyaman jika mengetahui tulisan saya akan dievaluasi.					
4)	Sebagai siswa, saya sering memilih untuk menuliskan pemikiran saya dalam bahasa Inggris daripada Bahasa Indonesia					
5)	Saat menulis dalam bahasa Inggris, saya sering khawatir bahwa saya akan menggunakan ekspresi dan pola kalimat secara tidak tepat.					

6)	Saya biasanya melakukan yang terbaik untuk menghindari menulis teks bahasa Inggris yang salah.					
7)	Sebagai pelajar EFL, pikiran saya sering kali kosong ketika saya mulai mengerjakan teks bahasa Inggris.					
8)	Sebagai pelajar EFL, saya khawatir teks bahasa Inggris saya jauh lebih buruk dibandingkan teks bahasa Inggris orang lain.					
9)	Sebagai pelajar EFL, saya gemetar atau berkeringat ketika saya menulis teks bahasa Inggris di bawah tekanan waktu.					
10)	Jika teks bahasa Inggris saya dievaluasi, saya khawatir akan mendapat nilai yang sangat buruk.					
11)	Ketika saya menulis dalam bahasa Inggris, ide dan kata-kata saya biasanya mengalir dengan lancar					
12)	Sebagai pelajar EFL, saya melakukan yang terbaik untuk menghindari situasi di mana saya harus menulis dalam bahasa Inggris.					
13)	Sebagai pelajar EFL, pikiran saya menjadi campur aduk ketika saya menulis teks bahasa Inggris di bawah batasan waktu.					
14)	Saya tidak akan menggunakan bahasa Inggris untuk menulis teks, kecuali saya tidak punya pilihan					
15)	Sebagai siswa, saya sering merasa panik ketika menulis teks bahasa Inggris karena keterbatasan waktu.					
16)	Saat menulis dalam bahasa Inggris, saya sering khawatir bahwa cara saya mengekspresikan dan					

	mengatur ide-ide saya tidak sesuai dengan norma penulisan bahasa Inggris.					
17)	Sebagai pelajar EFL, saya takut siswa lain akan mencemooh teks bahasa Inggris saya jika mereka membacanya.					
18)	Sebagai pelajar EFL, saya terdiam ketika tiba-tiba diminta untuk menulis teks bahasa Inggris.					
19)	Sebagai siswa, saya akan berusaha semaksimal mungkin untuk memaafkan diri sendiri jika diminta menulis teks bahasa Inggris.					
20)	Ketika saya menulis dalam bahasa Inggris, pikiran saya biasanya sangat jernih					
21)	Saya tidak khawatir sama sekali tentang apa yang orang lain pikirkan tentang teks bahasa Inggris saya.					
22)	Saya biasanya mencari setiap kesempatan untuk menulis teks bahasa Inggris di luar kelas karena saya seorang siswa.					
23)	Saya biasanya merasakan seluruh tubuh saya kaku dan tegang ketika saya menulis teks bahasa Inggris.					
24)	Sebagai pelajar EFL, saya takut teks bahasa Inggris saya dipilih sebagai sampel diskusi di kelas.					
25)	Saya biasanya merasa nyaman dan tenteram ketika menulis dalam bahasa Inggris.					
26)	Sebagai pelajar EFL, saya tidak takut sama sekali bahwa teks bahasa Inggris saya akan dinilai sangat buruk.					
27)	Jika memungkinkan, saya akan menggunakan bahasa Inggris untuk menulis teks.					

Appendix 5

Writing Scoring Rubric Blueprint

Writing Scoring Rubric (Adapted from Primandana et al. (2023))

No	Criteria	Description
1.	Organization	These criteria relate to paragraph titles, topic sentences, and paragraph supporting sentences.
2.	Content	This criterion relates to the logical development of the ideas of the sentences in the paragraph, and unity and coherence paragraph. Specifically, the logical development of an idea every paragraph in this research is contextual, in where each paragraph has its own generic structure and their appropriate order, such as spatial or sequential.
3.	Grammar	This criterion is related to the use of internal grammar paragraphs that include tenses, subject-verb agreement, use of pronouns, prepositions and articles.
4.	Mechanics and Convention	These criteria relate to mechanisms and conventions in paragraphs which include spelling, punctuation, and capitalization.
5.	Word Choice	This criterion relates to the use of vocabulary or diction in the paragraph is the use of the word whether it is appropriate or not influences the meaning.

Appendix 6

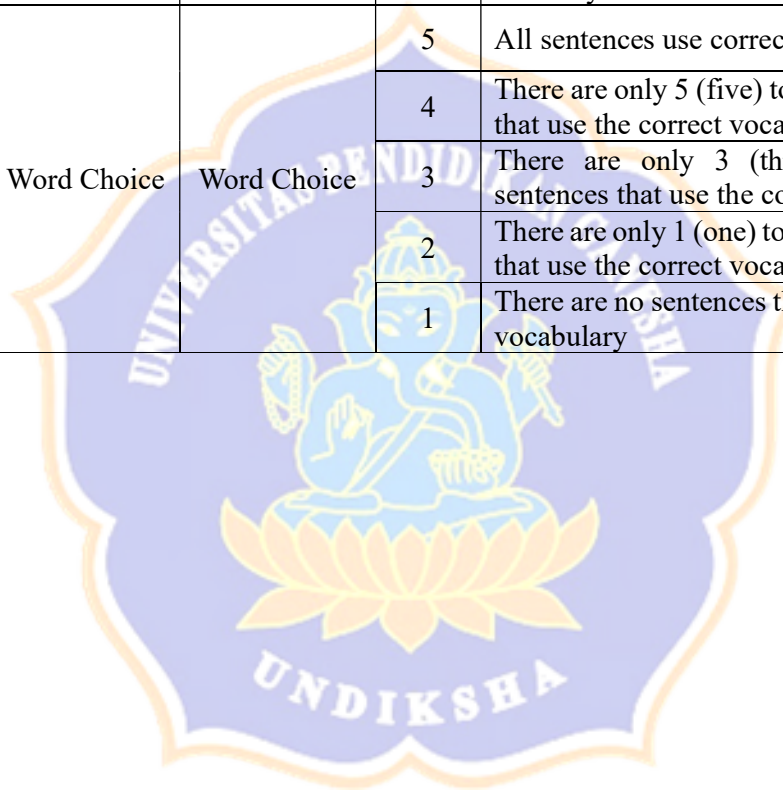
Writing Scoring Rubric

No	Criteria	Indicator	Mark	Description
1.	Organization	Title	5	Titles are not sentences; that is a word or phrase; that interesting.
			4	Titles are not sentences; that is the word or phrase but has spelling or grammar wrong language; that's kinda interesting.
			3	Titles are not sentences; that not a word or phrase or more like a fragment sentence; it's not interesting.
			2	The title is a sentence and not attractive.
			1	No Title.
		Topic Sentence	5	The topic sentence mentions controlling ideas, guides the entire paragraph; it's not very common or too specific and that is a positive simple sentence.
			4	The topic sentence is positive simple sentences and have an idea controlling but too general or too specific.
			3	The topic sentence is positive simple sentences but have no idea which controls.
			2	The topic sentence is simple sentence, but not a positive sentence
			1	There is no topic sentence.
		Supporting Sentence	5	All 6 sentences it is a good supporting sentence which provides details and explain the topic.
			4	There are only 5 (five) sentences which is good supporting sentence which provide details and explain the topic.
			3	There are only 3 (three) to 4 (four) sentences that is a good supporting sentence which provide details and explain the topic.
			2	There are only 1 (one) to 2 (two) sentences that is a good supporting sentence which provide details and explain the topic.
			1	None of the sentence provides details or explain a topic.

2.	Content	Logical development of ideas	5	All sentences are arranged in good organized and shows correct generic structure.
			4	There are only 5 (five) until 6 (six) sentences that well organized and shows correct generic structure.
			3	There are only 3 (three) to 4 (four) sentences that well organized and shows correct generic structure.
			2	There are only 1 (one) to 2 (two) sentences that well organized and shows correct generic structure.
			1	None of the sentences arranged in that order good and show correct generic structure
		Unity	5	All sentences discuss only one topic.
			4	There are only 5 (five) to 6 (six) sentences that discuss one topic.
			3	There are only 3 (three) to 4 (four) sentences that discuss one topic.
			2	There are only 1 (one) to 2 (two) sentences that discuss one topic.
			1	All sentences discuss only one topic.
		Coherency	5	All sentences are interconnected and flow smoothly from start to finish.
			4	There are only 5 (five) to 6 (six) sentences interconnected and flowing smoothly.
			3	There are only 3 (three) to 4 (four) sentences that are interconnected and flow smoothly.
			2	There are only 1 (one) to 2 (two) sentences that are interconnected and flow smoothly.
			1	There are no sentences that connect each other another or flow smoothly from beginning to end.
3.	Grammar	Tenses	5	All sentences use the correct tense.
			4	There are only 5 (five) to 6 (six) sentences that use the correct tenses.
			3	There are only 3 (three) to 4 (four) sentences that use the correct tenses.
			2	There are only 1 (one) to 2 (two) sentences that use the correct tense.

4.	Mechanics	Subject verb-agreement	1	None of the sentences use the correct tense.	
			5	All sentences show agreement between subject and verb.	
			4	There are only 5 (five) to 6 (six) sentences that show agreement between the subject and the verb.	
			3	There are only 3 (three) to 4 (four) sentences that show agreement between the subject and the verb	
			2	There are only 1 (one) to 2 (two) sentences that show agreement between the subject and the verb.	
			1	There are no sentences indicating the subject and verb	
		Pronouns	5	All sentences use the correct prepositions and articles.	
			4	There are only 5 (five) to 6 (six) sentences that use the correct prepositions and articles.	
			3	There are only 3 (three) to 4 (four) sentences that use the correct prepositions and articles.	
			2	There are only 1 (one) to 2 (two) sentences that use the correct prepositions and articles	
			1	There are no sentences that use the correct prepositions and articles	
		Spelling	5	All sentences use correct spelling.	
			4	There are only 5 (five) to 6 (six) sentences that use the correct spelling.	
			3	There are only 3 (three) to 4 (four) sentences that use the correct spelling.	
			2	There are only 1 (one) to 2 (two) sentences that use the correct spelling	
			1	None of the sentences use the correct spelling.	
			Punctuation	5	All sentences use correct punctuation.
				4	There are only 5 (five) to 6 (six) sentences that use correct punctuation.
				3	There are only 3 (three) to 4 (four) sentences that use correct punctuation.
2	There are only 1 (one) to 2 (two) sentences that use correct punctuation.				

			1	There are no sentences that use correct punctuation.
		Capitalization	5	All sentences use correct capital letters.
			4	There are only 5 (five) to 6 (six) sentences that use capital letters.
			3	There are only 3 (three) to 4 (four) sentences that use capital letters correctly
			2	There are only 1 (one) to 2 (two) sentences that use capital letters correctly
			1	None of the sentences use capital letters correctly.
5.	Word Choice	Word Choice	5	All sentences use correct vocabulary
			4	There are only 5 (five) to 6 (six) sentences that use the correct vocabulary.
			3	There are only 3 (three) to 4 (four) sentences that use the correct vocabulary.
			2	There are only 1 (one) to 2 (two) sentences that use the correct vocabulary.
			1	There are no sentences that use the correct vocabulary



Appendix 7

Writing Narrative Text Test

WRITING TEST

INSTRUCTION:

Please write a narrative text using your own word based on the column given below. Each column should consist minimum 50 words. Pay attention to your spelling, grammar, and punctuation. Make sure you write your text based on every step in this guideline to make your writing organized.

INTRODUCTORY PARAGRAPH ORIENTATION



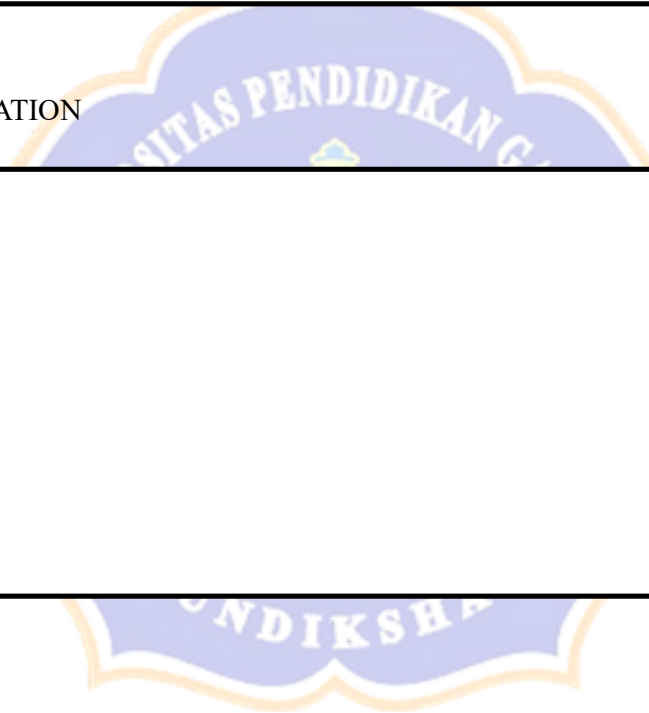

MAIN EVENT CONFLICT



RESOLUTION



RE-ORIENTATION



Appendix 8

Students Writing Narrative Texts

About us?

Orientation :

That day was Monday, the flag ceremony was carried out as usual and so did Ona. First day of MPLS. Ona was confused about where her group was, until finally she found her mpls group. Ona was choosed as group leader, which of course surprised her. At first she refused, she couldn't lead her own MPLS group until she proposed to choosing another person as an assistant. Finally, the facilitator pointed out a boy who Ona wasn't sure she could work with. His name is Dhika. That their first meet.

Complication :

That day, the third day of Mpls. They take part in outbound games or known as games that are usually played and if they win they will get a ribbon as a prize. They were initially given a map and then had to solve the puzzle of place names on the map which were described in complicated terms. Until they can solve some puzzles and a problem arises. During the game, put the ball into a small aqua bottle, ona appoints its members to play. But unfortunately, the friend that Ona choose them to play really sucks at the game. Several times the ball dropped, and made the other member angry because they were running out of time, the MPLS members blamed Ona for choosing the wrong friend. Ona felt sad.

Resolution :

Then, Dhika calmed the others. Rather than blaming Ona, he gave advice to encourage the friend who was playing. The group members, who were initially annoyed with Ona, finally agreed in unison and encouraged their friends who were playing so that they would run out of time. Ona was still sad, Dhika comforted her by saying that it was just a game. They played outbound to have fun, Ona also thanked Dhika for helping her to restore the uncomfortable atmosphere.

Re-orientation :

Since then, they become close. Including Ona & Dhika who are becoming closer too. They become friends & partners in a team that complements each other. In the end they won several games out bound happily and got 6 ribbons.

WRITING TEST

INSTRUCTION:

Please write a narrative text using your own word based on the column given below. Each column should consist minimum 50 words. Pay attention to your spelling, grammar, and punctuation. Make sure you write your text based on every step in this guideline to make your writing organized.

INTRODUCTORY PARAGRAPH ORIENTATION

War for the rain

A long time ago in one of the villages located in Karangasem district called Seraya village which was famous for its traditions and many other characteristics. Seraya Village is the easternmost village in Karangasem district, this village is often hit by drought and it rarely rains in the area. The majority of people in this village work as farmers and when the rainy season arrives they usually start farming by planting corn and other crops.

MAIN EVENT CONFLICT

However, at one time this village experienced a long drought and it never rained. Farmers who usually plant crops during the rainy season feel panicked and confused because it hasn't rained for a long time. All communities almost experienced crop failure due to the long dry season. They don't have a water source that can be used to water what they plant. The entire community of Seraya village has tried to find ways to prevent their harvest from failing during that season.


RESOLUTION

Until finally one of the parents who knew more about Seraya village said that the way to overcome this long drought was by holding the "gebug Ende" tradition. This tradition is said to be believed to summon rain to help their farming activities. This tradition is carried out to ask the god Indra to send rain and the people of Seraya village will not experience crop failure. With these instructions, the people of Seraya village immediately implemented the "gebug Ende" tradition in their area with the aim of summoning rain. This tradition is played by two people who wage war by hitting each other using a bat called a "pierin" and a shield called "Ende". If one of them suffers a head wound and his blood falls to the ground, it is believed that it will rain soon. That's why this tradition is believed to be Rain Summoning War Dance.

RE-ORIENTATION

Until now, people's belief in this tradition is still maintained to this day and they still carry it out every year in October-November at temples or certain places determined by the traditional administrators of Seraya village. The "gebug Ende" tradition is well known by people from outside Seraya village and also people from outside Karangasem district.

Appendix 9 Instruments on Google Form



Writing Anxiety Questionnaire

Anda adalah seorang pembelajar EFL. EFL atau *English for Foreign Language* bermakna Anda mempelajari Bahasa Inggris sebagai Bahasa Asing. Pertanyaan-pertanyaan berikut menjelaskan pernyataan tentang kecemasan anda (Writing Anxiety) ketika menulis teks dalam Bahasa Inggris. Tunjukkan setuju atau tidak setuju Anda dengan skala berikut:

- (1) Sangat tidak setuju,
- (2) Tidak setuju,
- (3) Tidak yakin,
- (4) Setuju,
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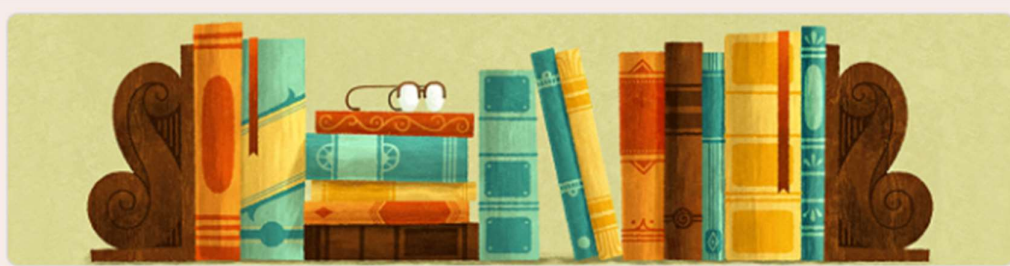
Saat menulis dalam bahasa Inggris, saya merasa gugup sekali *

- 1. Sangat Tidak Setuju
- 2. Tidak Setuju
- 3. Tidak Yakin
- 4. Setuju
- 5. Sangat Setuju

Sebagai pelajar EFL, saya merasakan jantung saya berdebar kencang ketika saya * menulis teks bahasa Inggris di bawah batasan waktu.

- 1. Sangat Tidak Setuju
- 2. Tidak Setuju
- 3. Tidak Yakin
- 4. Setuju
- 5. Sangat Setuju





Writing Attitude Questionnaire

Anda adalah seorang pembelajar EFL. EFL atau *English for Foreign Language* bermakna Anda mempelajari Bahasa Inggris sebagai Bahasa Asing. Pertanyaan-pertanyaan berikut menjelaskan pernyataan tentang sikap Anda (Writing Attitude) terhadap menulis teks Bahasa Inggris. Tunjukkan setuju atau tidak setuju Anda dengan skala berikut:

- (1) Sangat tidak setuju,
- (2) Tidak setuju,
- (3) Tidak yakin,
- (4) Setuju,
- (5) Sangat Setuju

januprianda@gmail.com [Ganti akun](#)



 Tidak dibagikan



Sebagai pembelajar EFL, saya bekerja keras untuk mengerjakan setiap tugas menulis dengan baik meskipun saya tidak menyukai topiknya. *

- 1. Sangat Tidak Setuju
- 2. Tidak Setuju
- 3. Tidak Yakin
- 4. Setuju
- 5. Sangat Setuju

Sebagai pembelajar EFL, saya merasa percaya diri ketika menyelesaikan tugas menulis. *

- 1. Sangat Tidak Setuju
- 2. Tidak Setuju
- 3. Tidak Yakin
- 4. Setuju
- 5. Sangat Setuju

