

THESIS

**THE CORRELATION BETWEEN DIFFERENT LEVELS OF WRITING
ANXIETY AND LEXICAL DIVERSITY IN THE ENGLISH WRITING OF
EFL STUDENTS**

By:

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

MALANG

2026

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EFL STUDENTS**

*Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment of the
Requirement for the Bachelor Degree of English Language Teaching (S.Pd.) in the
English Education Department*

By:

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APPROVAL SHEET

**THE CORRELATION BETWEEN DIFFERENT LEVELS OF WRITING
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EFL STUDENTS**

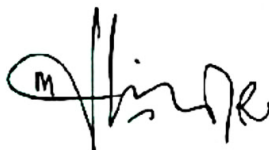
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THESIS

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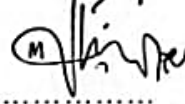
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Assalamu'alaikum Wr. Wb.

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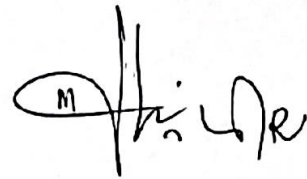
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DEDICATION

First and foremost, I offer my deepest gratitude to Allah SWT, the Owner of Knowledge, who has granted me strength, patience, and guidance so that this long journey could reach its conclusion. Peace and blessings be upon the Prophet Muhammad SAW, whose light of knowledge has always been an inspiration and a guide in every step of my search for identity and truth.

I dedicate this thesis as an expression of devotion and love to my beloved parents, my father, Mr. Jakfar Sodik, and my mother, Mrs. Iin Junaidah. Thank you for every prayer offered in the quiet of the night, for the unwavering love, and for the moral and financial support that became the fuel for me to keep moving forward. I also dedicate this to my friends who have always been there, providing support and being great listeners during hard times, as well as to my Advisor, Mrs. Maslihatul Bisriyah, M.TESOL. for her incredible guidance, direction, and patience in helping me finish this thesis. Lastly, I dedicate this work to myself, thank you for choosing not to give up, for being brave enough to face anxiety, and for continuing to fight until this point. You did it.

MOTTO

*"What passes me up will never be my destiny, and what is destined for me will
never miss me."*

- Imam Shafi'i -

STATEMENT OF AUTHORSHIP

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Declare that:

1. This undergraduate thesis is the sole work of the author and has not been written collaboration with another person, not does it include, without due acknowledgment, the result of any other person.
2. This undergraduate thesis has never been submitted to any other tertiary education institution for any academic degree.
3. Should it later be found that this product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, April 10, 2026

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Most Gracious and the Most Merciful. All praises be to Allah SWT, the Almighty, for His blessings, strength, and guidance that allowed the researcher to complete this thesis entitled "*The Correlation Between Different Levels of Writing Anxiety and Lexical Diversity in the English Writing of EFL Students*". Peace and blessings be upon our Prophet Muhammad SAW, the great teacher and messenger of Allah.

The researcher realizes that this thesis would not have been completed without the support, guidance, and encouragement from many parties. Therefore, the researcher would like to express her deepest gratitude to:

1. Prof. Dr. Hj. Ilfi Nur Diana, M.Si., CAHRM., CRMP., as the Rector of Universitas Islam Negeri Maulana Malik Ibrahim Malang.
2. Pro. Dr. H. Muhammad Walid, M.A., as the Dean of the Faculty of Tarbiyah and Teacher Training.
3. Mrs. Maslihatul Bisriyah, M.TESOL., as the Head of the English Education Department.
4. Mrs. Maslihatul Bisriyah, M.TESOL, as the researcher's advisor. I am deeply grateful for her invaluable guidance, great patience, wise suggestions, and continuous encouragement during the process of writing this thesis.
5. All the lecturers of the English Education Department of UIN Maulana Malik Ibrahim Malang for their knowledge, support, and dedication during my years of study.

6. My parents, my father, Mr. Jakfar Sodik, and my Mother, Mrs. Iin Junaidah, the anchors of my life. Thank you for the endless ocean of love, the silent prayers that protected me in my weakest moments, and the boundless sacrifices that I can never truly repay. This achievement is as much yours as it is mine, you are the reason I never stopped dreaming.
7. Mr. Arie Rusprihan Noor, S.Pd., the English teacher at MAN M. Thank you for your kindness, professional guidance, and for providing me with the opportunity to learn and collect data under your supervision.
8. The students of XI F1 and XI F2 (Academic Year 2025/2026). Thank you for your cooperation and for being a crucial part of this research journey.
9. To my partner, 223025 PPU'22. Thank you for walking by my side and accepting all my flaws. The challenges we faced didn't just help me grow, but they made me stronger than ever. Your presence turns my heaviest days into light, and I am grateful for the constant support you've shown throughout this process. Thank you for being the one I can always rely on.
10. My friend, Fadhilatur Rahmaniyah. Thank you for always being there through the ups and downs of my university life. I am truly grateful for your support, the endless motivation, and for being such a great listener whenever I felt overwhelmed.
11. My fellow comrades and thesis-mates, Tarisah, thank you for being my constant companion through this struggle; and to Hanunah, Sabil, Serli, Shofi, and Vara, my supportive circle under the same advisor. Thank you for the togetherness and for struggling through the revisions alongside me.

12. Hyphoenix (TBI Class of 2022), my fellow comrades. Thank you for the solidarity, the shared struggles, and the vibrant memories we built together. Growing and learning alongside all of you has been an unforgettable privilege.
13. The City of Malang, for all the stories it holds. Thank you for being the place where I experienced the highs and lows, for the joy and the tears, and for the journey that has shaped me into who I am today. You will always be a home to my memories.
14. Last but not least, to myself, Salwa Habibah Bilqis. Thank you for staying strong, working hard, and believing that this journey was possible despite all the challenges.

Finally, the researcher hopes that this thesis will be beneficial for the readers and the development of English education. May Allah SWT. bless all the people who have helped the researcher in finishing this work.

Malang, April 10, 2026
The Researcher,

Salwa Habibah Bilqis

LATIN ARABIC TRANSLITERATION GUIDANCE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Words

a	= ا	z	= ز	q	= ق
b	= ب	s	= س	k	= ك
t	= ت	sy	= ش	l	= ل
ts	= ث	sh	= ص	m	= م
j	= ج	dl	= ض	n	= ن
h	= ح	th	= ط	w	= و
kh	= خ	zh	= ظ	h	= ه
d	= د	‘	= ع	’	= ء
dz	= ذ	gh	= غ	y	= ي
r	= ر	f	= ف		

B. Long Vocal

Long Vocal (a)	= a [^]
Long Vocal (i)	= i [^]
Long Vocal (u)	= u [^]

C. Diphthong Vocal

اَو	= aw
اَي	= ay
اُو	= u [^]
اِي	= i [^]

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LIST OF ABBREVIATION

Abbreviation	Meaning
AI	Artificial Intelligence
CTTR	Corrected Type-Token Ratio
EFL	English as a Foreign Language
MTLD	Measure of Textual Lexical Diversity
RTTR	Root Type-Token Ratio
SD	Standard Deviation
SLWAI	Second Language Writing Anxiety Inventory
SPSS	Statistical Package for the Social Sciences
TTR	Type-Token Ratio
VOCD-D	Vocabulary Diversity (D measure)

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ABSTRACT

Bilqis, Salwa Habibah. 2026. *The Correlation Between Different Levels of Writing Anxiety and Lexical Diversity in the English Writing of EFL Students*. Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang.
Advisor: Maslihatul Bisriyah, M.TESOL

Keywords: Correlation, writing anxiety, lexical diversity.

This research aimed to find out the correlation between writing anxiety and lexical diversity among eleventh-grade students. Lexical diversity was measured using the Type-Token Ratio (TTR), while anxiety levels were assessed via the Second Language Writing Anxiety Inventory (SLWAI). A quantitative correlational method was employed with a sample of 43 students. Data were collected through questionnaires and a recount text writing task performed using smartphones. The analysis revealed a mean anxiety score of 61.42 (moderate) and a mean TTR score of 0.635 (moderate). Despite the data being normally distributed (Sig. 0.512 and 0.101), Pearson correlation results showed no significant relationship between the variables, with $r = 0.091$ and Sig. 0.560 ($p > 0.05$). The hypothesis test also showed that t observed (0.588) $<$ t table (2.019). The absence of correlation suggests that writing anxiety may not directly influence students' lexical diversity. This finding may be associated with several contextual factors, including the use of digital tools as external linguistic support, the homogeneity of students' vocabulary exposure, and the use of a familiar writing genre, namely recount text. These possible explanations are supported by theoretical perspectives discussed in this research, which indicate that external support and task-related factors may reduce the observable impact of anxiety on lexical performance.

ABSTRAK

Bilqis, Salwa Habibah. 2026. *The Correlation Between Different Levels of Writing Anxiety and Lexical Diversity in the English Writing of EFL Students*. Skripsi, Program Studi Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim, Malang.
Pembimbing: Maslihatul Bisriyah, M.TESOL

Kata Kunci: Korelasi, kecemasan menulis, keberagaman kosakata.

Penelitian ini bertujuan untuk mengetahui korelasi antara kecemasan menulis (*writing anxiety*) dan keberagaman leksikal (*lexical diversity*) pada siswa kelas XI. Keberagaman leksikal diukur menggunakan *Type-Token Ratio* (TTR), sedangkan tingkat kecemasan diukur melalui kuesioner *Second Language Writing Anxiety Inventory* (SLWAI). Metode penelitian yang digunakan adalah kuantitatif korelasional dengan sampel sebanyak 43 siswa. Data dikumpulkan melalui kuesioner dan tugas menulis teks naratif yang dikerjakan menggunakan ponsel pintar. Hasil analisis menunjukkan rata-rata skor kecemasan sebesar 61,42 (kategori menengah) dan rata-rata skor TTR sebesar 0,635 (kategori menengah). Meskipun data berdistribusi normal (Sig. 0,512 dan 0,101), uji korelasi Pearson menunjukkan tidak adanya hubungan yang signifikan antara kedua variabel dengan nilai $r = 0,091$ dan Sig. 0,560 ($p > 0,05$). Uji hipotesis juga menunjukkan t hitung (0,588) < t tabel (2,019). Tidak adanya korelasi menunjukkan bahwa kecemasan menulis mungkin tidak secara langsung memengaruhi keragaman leksikal siswa. Temuan ini mungkin terkait dengan beberapa faktor kontekstual, termasuk penggunaan alat digital sebagai dukungan linguistik eksternal, homogenitas paparan kosakata siswa, dan penggunaan genre penulisan yang familiar, yaitu teks recount. Penjelasan-penjelasan yang mungkin ini didukung oleh perspektif teoretis yang dibahas dalam penelitian ini, yang menunjukkan bahwa dukungan eksternal dan faktor-faktor terkait tugas dapat mengurangi dampak kecemasan yang terlihat pada kinerja leksikal.

المستخلص

بلفيس، سلوى حبيبة. ٢٠٢٦. العلاقة بين مستويات قلق الكتابة المختلفة والتنوع المعجمي في الكتابة باللغة الإنجليزية لدى طلاب اللغة الإنجليزية كلغة أجنبية. بحث جامعي، برنامج تدريس اللغة الإنجليزية، كلية علوم التربية وتأهيل المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج. المشرفة: مصلحة البشرية، الماجستير في تعليم الإنجليزية لمتحدثي اللغات الأخرى

الكلمات المفتاحية: الارتباط، قلق الكتابة، التنوع المعجمي

هدفت هذه الدراسة إلى معرفة العلاقة بين قلق الكتابة والتنوع المعجمي لدى طلاب الصف الحادي عشر. تم قياس التنوع المعجمي باستخدام نسبة النوع إلى الرمز، بينما تم قياس مستوى القلق باستخدام استبيان قلق الكتابة في اللغة الثانية. وقد تم اعتماد المنهج الكمي الارتباطي بعينة مكونة من ٤٣ طالبًا، حيث جُمعت البيانات من خلال الاستبيانات ومهمة كتابة نص إعادة السرد التي أنجزت باستخدام الهواتف الذكية. وأظهرت نتائج التحليل أن متوسط درجة القلق بلغ ٦١,٤٢ (بمستوى متوسط)، في حين بلغ متوسط نسبة التنوع المعجمي ٠,٦٣٥ (بمستوى متوسط). وعلى الرغم من أن البيانات كانت موزعة توزيعًا طبيعيًا (٠,٥١٢ و ٠,١٠١) فإن نتائج اختبار ارتباط بيرسون أظهرت عدم وجود علاقة ذات دلالة إحصائية بين المتغيرين، حيث بلغ معامل الارتباط ٠,٠٩١ وقيمة الدلالة ٠,٥٦٠ (أكبر من ٠,٠٥). كما أظهرت نتائج اختبار الفرضية أن القيمة المحسوبة (٠,٥٨٨) أقل من القيمة الجدولية (٢,٠١٩). وتشير هذه النتائج إلى أن قلق الكتابة قد لا يؤثر بشكل مباشر في التنوع المعجمي لدى الطلاب، ويمكن أن ترتبط هذه النتيجة بعدة عوامل سياقية، منها استخدام الأدوات الرقمية بوصفها دعمًا لغويًا خارجيًا، وتشابه تعرض الطلاب للمفردات، إضافة إلى استخدام نوع من الكتابة المؤلف وهو نص إعادة السرد، حيث تدعم هذه التفسيرات المحتملة الأطر النظرية التي نوقشت في هذه الدراسة، والتي تشير إلى أن الدعم الخارجي والعوامل المرتبطة بالمهمة قد يسهمان في تقليل التأثير الملحوظ للقلق على الأداء المعجمي.

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, research question, research objective, significance of the research, scope and limitations, and definitions of key terms.

1.1 Background of the Research

Writing in English is complex and challenging for Indonesian students who study it as a foreign language. Notably, in the context of national education, English is not only a compulsory subject, but it is also an important means to access global knowledge and to deal with the demands of 21st-century competition. However, empirical data from Maryani (2025) showed that the achievement of writing skills is still low compared to the other language skills such as listening, speaking, and reading. Students often fail to organize ideas, use appropriate grammatical structures, and write with diverse vocabulary. These would reveal that the teaching of English writing in Indonesian schools still faces serious pedagogical challenges, especially in enhancing the quality and complexity of students' writing (Nurdianingsih et al., 2024).

This challenge is further complicated because writing learning is influenced not only by linguistic abilities but also by students' psychological factors. In foreign language learning, the role of students' psychological conditions cannot be ignored since Nurdianingsih et al. (2024) stated that motivation, self-confidence, and language anxiety are crucial determinants of freedom and variety in expressing ideas when learning a foreign language. One of the potential barriers to students being creative in writing is language anxiety.

It is usually difficult for students to express their ideas fluently because of mental factors, rather than grammatical and lexical factors, such as a fear of making mistakes, nervousness, or a lack of self-confidence (Maryani, 2025). The result is often simpler writing, which tends to be more repetitive with less lexical density. This situation suggests that improving the quality of students' writing cannot be achieved solely through a linguistic approach but has to be framed within the psychological aspects that influence the writing process (Hamdani & Abid, 2025).

This is in line with Islamic values, which emphasize the pursuit of knowledge and the development of one's full potential. In the Quran, the first commandment revealed to the Prophet Muhammad (peace be upon him) was to read and write, as stated in Al-'Alaq [96]: 1–5.

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝٢ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝٣ الَّذِي
عَلَّمَ بِالْقَلَمِ ۝٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝٥

"Read in the name of your Lord who created. He created man from a clot of blood. Read, and your Lord is the Most Gracious. He taught (man) with the pen. He taught man what he did not know."

The verse means that reading and writing activities are at the heart of knowledge and human intellectual development; thus, mastery of writing competencies, including in a foreign language, is not only relevant academically but also spiritually crucial as a form of adherence to Islamic teachings for continuous learning and development of knowledge.

Lexical diversity has been acknowledged as an important indicator in assessing quality and proficiency in writing in English (Hamdani & Abid,

2025). According to Malvern et al. (2025, as cited in Wang, 2021), the concept refers to the type and range of vocabulary a writer uses during text production. Some prior studies, such as those by Juanggo (2018) and Naji and Rawshdeh (2024), have pointed out that higher levels of lexical diversity are likely to be positively linked with higher overall quality EFL writing. Quantitatively, these are usually measured by research methodology through the Type-Token Ratio (TTR) a measure of the ratio of unique words against the total word count in a text (Wang, 2021). Not only does writing with many different words tend to be more interesting to read, but it may also carry a more specific and complex meaning (Fredrick & Craven, 2025).

Psychological factors, especially writing anxiety, have been identified as crucial determinants affecting foreign language acquisition effectiveness (Rachman, 2025). Although rooted in the Foreign Language Classroom Anxiety theory, suggested by Horwitz et al. (1986), further research, such as conducted as Rahmawati et al. (2025), confirm that this anxiety has specific characteristics that hinder academic performance. This anxiety can manifest as fear of negative assessment, communication apprehension, and sensations of discomfort and embarrassment while utilizing the target language (Wilang & Ngamchatturat, 2021). The more anxious the students are, the poorer their academic performance is compared to those who can manage anxiety well (Rahmawati et al., 2025).

The meeting point between linguistic and affective aspects in learning to write is the main focus to be studied in this research. Theoretically, there is a strong relationship between writing anxiety and lexical diversity in written

production (Kafryawan et al., 2021). Students with high levels of anxiety tend to adopt risk avoidance strategies by using simple and well-mastered vocabulary (Wilang & Ngamchatturat, 2021). They tend to avoid using more complex and varied vocabulary for fear of making mistakes and receiving negative evaluations. Based on initial observations conducted by the researcher during a teaching assistance at MAN M in East Java, this phenomenon was clearly visible, where students who showed signs of anxiety, such as hesitation and restlessness, produced writing with limited and repetitive vocabulary. This pattern held across in different types of writing assignments, such as narrative, argumentative, and recount text. The prediction that there is exists a relationship between the state of mind of students and lexical variation in their writing has observational support.

Empirical research has addressed some aspects of the relationship between anxiety and writing performance with different focuses and takes various approaches. Studies by Rahimi and Zhang (2019) and Hardini and Emaliana (2024) highlighted how anxiety variables correlate to their performance in writing skills. Similarly, the studies employed macro indicators of assessment writing scores without probing into specific linguistic features, such as lexical diversity. In another context, research by Rahmawati et al. (2025) successfully confirmed the existence of high levels of writing anxiety among students, which then further illustrated its negative impact on their academic performance. Meanwhile, pure linguistic research such as Juanggo (2018) has developed a comprehensive lexical richness framework, but has not integrated psychological factors such as anxiety levels into its analysis. Then,

Wilang and Ngamchatturat (2021) demonstrated that anxiety reduces lexical richness in speaking contexts, but this finding has not been validated in written production contexts. These limitations constitute a research gap.

Based on a comprehensive review of previous research, several profound and systematic research gaps were identified. First, although there is a lot of research on language anxiety and lexical diversity separately, there is very limited research that specifically and comprehensively correlates these two variables in the context of writing. Second, most existing research focuses on speaking skills or is conducted at the college level, thus failing to fully describe the dynamics that occur in writing skills at the secondary school level. Methodologically, there are still few researches that integrate the Second Language Writing Anxiety Inventory (SLWAI) as a standardized psychometric analysis instrument with the quantitative linguistic Type-Token Ratio (TTR) to examine the objective correlation between affective factors and linguistic performance in an Indonesian context. Therefore, this study is designed to refine this methodology by offering a more comprehensive and contextual approach.

1.2 Research Question

Based on the background explanation above, the research question proposed is as follows: Is there a significant correlation between different levels of writing anxiety and lexical diversity in the english writing of EFL students?

1.3 Research Objective

Based on the research question above, this study aims to find out whether there is a significant correlation between different levels of writing anxiety that students have and the variety of vocabulary they use in writing English texts.

1.4 Significance of the Research

The contribution of the results of this research is expected to be not only theoretical, but also applicable in practice.

1.4.1 Theoretical Benefits

This research is expected to contribute to the development of applied linguistics studies, particularly in understanding the correlation between affective factors and students' language skills in the context of EFL. More specifically, it is hoped that the findings in this study can enrich knowledge regarding the dynamic correlation between psychological aspects and writing competence in the context of language learning, in this case, writing anxiety, and students' linguistic abilities, as reflected through vocabulary diversity in English writing. By integrating the approaches adopted for a psychological-linguistic perspective in the analysis of EFL writing, it is expected that the existence of this research will be a valuable academic reference and complement the existing theories about factors influencing vocabulary mastery, especially in writing.

1.4.2 Practical Benefits

This research is expected to help teachers understand how anxiety influences the students' writing competency, especially in terms of using

various vocabularies. Thus, it allows for the development of a more conducive and supportive learning environment, reduces psychological stress, and encourages students to write with greater confidence and expressiveness. Also this research is expected to raise students' awareness of the importance of managing writing anxiety so that they can write more fluently, confidently, and use a diverse vocabulary. This research hoped can serve as a basis for further research that wants to examine the correlation between other affective factors (such as motivation or self-efficacy) and students' writing performance in EFL contexts.

1.5 Scope and Limitations

This research focuses on examining the correlation between writing anxiety and lexical diversity in English writing among eleventh-grade students at MAN M, East Java. The participants of this study consist of 43 students selected from two classes, namely XI F1 and XI F2, in the academic year 2025/2026. The independent variable in this study is students' writing anxiety, which is measured using the Second Language Writing Anxiety Inventory (SLWAI) questionnaire developed by Cheng (2004). The dependent variable is lexical diversity, which is measured through the Type-Token Ratio (TTR) obtained from students' written texts. The writing task administered in this study is recount text, in which students are required to retell their past experiences in English. This genre is selected because it aligns with the curriculum for eleventh-grade students and allows them to express ideas chronologically using familiar contexts. The data were collected through a questionnaire and a writing task conducted using

smartphones. This research is limited to analyzing the relationship between writing anxiety and lexical diversity. It does not examine other aspects of writing such as grammar, coherence, organization, or overall writing quality. Additionally, this research does not control the extent to which students used external digital tools during the writing task, which may influence the results.

1.6 Definitions of Key Terms

1. Writing Anxiety

A feeling of tension, fear, worry, or pessimism that arises when someone is faced with a writing assignment. This condition is often considered a form of writer's block, where someone feels incapable or afraid that their writing will be judged poorly.

2. Lexical Diversity

Lexical diversity reflects how rich and varied the vocabulary used by a writer in his writing. This measure assesses the diversity of word use without excessive repetition, thus reflecting a person's vocabulary breadth and expressive ability in using language.

3. English Writing

Writing in English is the ability to express thoughts, experiences, and information in written language using correct and consistent language rules. This ability covers the areas of linguistic competence, such as grammar, lexicon, and spelling, as well as mental ones, for instance, critical thinking and the ability to organize ideas rationally.

CHAPTER II

LITERATURE REVIEW

This chapter examines the relevant theories and research findings that form the basis of the research. The discussion includes definitions, aspects, and factors influencing these two variables, along with explanations of supporting theories.

2.1 Writing Anxiety

2.1.1 Definition of Writing Anxiety

Writing anxiety is defined as a psychological condition characterized by feelings of fear, worry, and anxiety that arise specifically during the process of writing in a second language (Rezaei & Jafari, 2014). Nor & Senom (2024) broadly define it as a multifaceted construct encompassing mental, physical, and behavioral dimensions that interfere with writing performance. More than just a simple feeling of nervousness, this anxiety is an emotional disposition that makes individuals perceive writing tasks as a threat to their intellectual integrity (Sun et al., 2024). Therefore, writing anxiety is understood as an affective barrier that actively hinders the manifestation of true language abilities (Hardini & Emaliana, 2024).

In educational literature, this term is often equated with writing apprehension, which emphasizes an individual's reluctance to engage in written communication (Kucuk, 2023). Choi (2013) explains that this definition encompasses a deep-seated fear of negative judgment from an audience, particularly from authority figures in school. This fear manifests as a mental blockade where writers feel paralyzed in the face of a blank sheet of paper, unable to transform abstract thoughts into coherent sentences

(Guo et al., 2025). This definition also encompasses a motivational aspect, where persistent anxiety can dampen interest in experimenting with new vocabulary (Nor & Senom, 2024).

Jawas (2019) added that the definition of writing anxiety should be viewed from a situational perspective, where the level of tension can fluctuate depending on the type of assignment and classroom context. This means that anxiety is not simply a fixed personality trait, but rather a dynamic response to perceived instructional pressure (Sun et al., 2024). Hardini & Emaliana (2024) also emphasized that this definition encompasses a failure to align personal beliefs with the reality of academic writing, which demands precision. Comprehensively, writing anxiety in this research is defined as an emotional-cognitive disorder that directly limits the diversity of word use (Guo et al., 2025).

Furthermore, this definition of anxiety can be understood more deeply through the Affective Filter Hypothesis proposed by Stephen Krashen. In this theory, anxiety is defined as an affective variable that acts as a filter that hinders the use of acquired language knowledge (Krashen, 1982 in Rachman, 2025). When this filter is "high" due to anxiety, the brain will close access to the language processing center, so that even though a person has good linguistic competence, he or she is unable to display it in writing (Rahmawati et al., 2025). Therefore, writing anxiety is functionally defined as a condition of thickening of the affective filter that hinders the smooth production of language (Shidrah et al., 2004).

Complementing the above definition, Sabti et al. (2019) stated that writing anxiety is part of a learner's "affective identity" that interacts with achievement motivation. This definition emphasizes that anxiety does not stand alone but is tied to how a person views their future educational goals (Sabti et al., 2019). Kusumaningputri et al. (2018) emphasized that in local contexts, this definition often includes the shame that arises when a draft is openly criticized in class. Thus, the operational definition in this research encompasses all forms of emotional barriers that reduce the willingness to use a rich vocabulary variety (Guo et al., 2025; Nor & Senom, 2024). Overall, a broad understanding of these definitions is necessary to accurately dissect the issue of lexical productivity

2.1.2 Type of Writing Anxiety

The most dominant classification of writing anxiety today is the tripartite model developed by Cheng (2004), which encompasses cognitive, somatic, and behavioral dimensions. Cognitive anxiety is identified as the most prevalent type, involving mental worries about the consequences of failure and fear of others' judgment (Nor & Senom, 2024). Writers with high cognitive anxiety often become trapped in excessive self-criticism, which systematically consumes the cognitive attention needed to select a variety of vocabulary (Guo et al., 2025). This type is particularly dangerous because it attacks the language processing centers in the brain, resulting in a decline in the quality of content and diction (Sun et al., 2024).

The second type is somatic anxiety, which refers to the body's physiological response to stress while writing (Kucuk, 2023). Symptoms

such as trembling hands, sweating, or an increased heart rate often occur when someone feels pressured by time or high expectations in the classroom (Jawas, 2019). Choi (2013) noted that while the symptoms are physical, their impact significantly impacts mental clarity as focus is split between coping with bodily discomfort and composing text. Somatic anxiety is the most visible visual indicator of an ongoing crisis of self-confidence (Sun et al., 2024).

The final type is avoidance behavior, which is a maladaptive attempt to distance oneself from the source of anxiety (Hardini & Emaliana, 2024). This behavior includes procrastination, putting in minimal effort, or intentionally failing to complete tasks on time (Nor & Senom, 2024). In the context of lexical diversity, this type manifests as "linguistic risk avoidance," where the writer uses only very basic words to avoid making mistakes (Guo et al., 2025). Jawas (2019) found that this avoidance behavior is the most common defense mechanism used to protect self-esteem from criticism.

Beyond these three main types, Shimi (2017) identified differences in perception between the type of anxiety experienced by writers and that perceived by observers or teachers. For example, teachers might perceive avoidance behavior as a lack of motivation, when in fact it is a more severe form of anxiety. This type of anxiety can overlap with general situational anxiety in foreign language learning. Gibriel (2019) emphasized that the cognitive type is often closely related to the inability to use appropriate writing strategies. A thorough understanding of these three types is crucial

for determining the most effective interventions for increasing lexical richness (Rezaei & Jafari, 2014).

Sabti et al. (2019) stated that these types of anxiety often interact with each other simultaneously, creating a cumulative effect that impairs performance. This process can begin with cognitive anxiety, which then manifests as somatic symptoms and culminates in total avoidance behavior. Recent research by Guo et al. (2025) showed that the cognitive type has the most direct impact on low lexical diversity scores compared to other types. This is because cognitive processes are where word selection (lexical retrieval) occurs (Sun et al., 2024). By understanding this division of types, it is possible to clearly map which areas most inhibit lexical creativity (Hardini & Emaliana, 2024).

2.1.3 Factors Causing Writing Anxiety

The causes of writing anxiety are complex and interconnected, with a linguistic knowledge deficit being the most dominant root cause (Rezaei & Jafari, 2014). Many individuals recognize that their vocabulary is not extensive enough to support complex writing, which then triggers a fear of failure (Kucuk, 2023). This lack of vocabulary mastery creates a heavy cognitive load, leaving writers feeling trapped in a rigid literal translation process (Guo et al., 2025). Furthermore, weaknesses in grammar and syntax often lead to a feeling that the writing will never reach the expected standard (Nor & Senom, 2024).

Instructional factors and classroom atmosphere also contribute significantly to the formation of this anxiety (Shimi, 2017). Writing

assignments that must be completed on-site within a limited time are often the highest stressors (Jawas, 2019). Furthermore, feedback provided by instructors exclusively on technical errors without appreciation of ideas can increase fear of negative evaluation (Sun et al., 2024). Kucuk (2023) adds that ambiguous instructions and a lack of guidance on effective writing strategies create a sense of unpreparedness, ultimately triggering persistent feelings of anxiety.

Psychologically, personal factors such as perfectionism and low self-efficacy play a central role in triggering anxiety (Sabti et al., 2019). Many writers feel pressured to produce flawless work from the first draft, which actually hinders the flow of ideas (Choi, 2013). Fear of peer criticism also often increases levels of social anxiety in educational settings (Sun et al., 2024). Hardini and Emaliana (2024) highlight that personal beliefs about how knowledge is acquired significantly determine how a person responds to writing difficulties.

In addition to these factors, Pilipina (2025) identified that a lack of exposure to a good literacy culture is also a hidden cause of writing anxiety. Shimi (2017) added that past experiences with overly critical teachers can leave psychological impacts that carry over to subsequent levels of education. Shidrah et al. (2004) emphasized that for those with weak performance, anxiety is an inevitable consequence of repeated failures in mastering basic skills. Gibriel (2019) noted that ignorance of efficient writing strategies, such as planning and editing strategies, makes the task feel much more daunting (Rezaei & Jafari, 2014; Sun et al., 2024).

As an additional factor, Kusumaningputri et al. (2018) found that competitive pressure among peers in the classroom often triggers unhealthy anxiety. This leads to a tendency to compare vocabulary skills with those perceived as more proficient, which in turn lowers self-efficacy (Kusumaningputri et al., 2018). Sun et al. (2024) also noted that the inability to manage time during the drafting process is a significant source of anxiety. Overall, the causes of this anxiety represent a complex web of issues that require comprehensive pedagogical solutions (Guo et al., 2025). Identifying these factors is crucial for understanding the barriers to achieving high lexical diversity (Nor & Senom, 2024).

2.1.4 The Impact of Writing Anxiety on Language Performance

The impact of writing anxiety on performance is broad, including decreased argument quality, accuracy, and language richness (Guo et al., 2025). Recent research consistently shows a negative correlation between anxiety levels and overall writing achievement scores (Nor & Senom, 2024). Anxiety acts as a "cognitive filter" that hinders the ability to use sophisticated writing strategies, resulting in texts that tend to be short and disorganized (Sun et al., 2024). This impact not only impacts academic grades but also erodes confidence in communicating in English professionally in the future (Choi, 2013).

In terms of lexical diversity, the impact of anxiety is very evident through the use of monotonous and limited vocabulary (Guo et al., 2025). Anxious writers consciously engage in linguistic simplification to avoid the risk of embarrassing errors (Hardini & Emaliana, 2024). This leads to a

decrease in lexical diversity scores due to a tendency to repeat high-frequency words rather than experimenting with more specific synonyms (Shidrah et al., 2004). Research by Guo et al. (2025) found that the impact of anxiety on lexical diversity remained consistent across various text genres, suggesting that anxiety is a powerful intervening factor.

Furthermore, the long-term impact of writing anxiety is the development of apathy and avoidance of activities involving foreign languages (Kucuk, 2023). Repeated negative experiences shape the self-identity of being a "bad writer," which is difficult to change without appropriate intervention (Jawas, 2019). This hinders the development of higher-level literacy, which is crucial for success in higher-level studies or international careers (Nor & Senom, 2024). Without effective anxiety management, lexical potential remains dormant and never manifests in written work (Guo et al., 2025).

This impact is exacerbated by the fact that anxiety can disable achievement motivation, as emphasized by (Sabti et al., 2019). Shimi (2017) noted that highly anxious writers often fail to grasp instructor feedback due to their over-focus on the stress they experience. Gibriel (2019) warned that without appropriate strategies, the effects of this anxiety will continue to haunt writing performance permanently. Failure to manage writing anxiety is not just a matter of grades, but a problem of intellectual inhibition throughout the academic community (Rezaei & Jafari, 2014; Sun et al., 2024).

Finally, Kusumaningputri et al. (2018) highlighted that the impact of this anxiety also manifests in the inability to revise effectively. Due to feeling stressed, students often only make surface-level corrections, such as spelling, without daring to change sentence structure or enrich vocabulary (Kusumaningputri et al., 2018). This automatically limits the long-term growth of linguistic competence (Sun et al., 2024). Therefore, the relationship between anxiety and lexical diversity in this study is a central point for examining how emotional barriers limit the intellectual quality of a work (Guo et al., 2025). Overall, suboptimal writing performance is a manifestation of unresolved psychological stress (Sabti et al., 2019).

2.2 Lexical Diversity

2.2.1 Definition of Lexical Diversity

Lexical diversity has become one of the important concepts in applied linguistics, defining the level of vocabulary variation that speakers or writers use in producing texts. Therefore, this term refers to the degree at which students express different vocabularies without much repetition of previously used words (Juango, 2018). Malvern et al. (2004) explained that lexical diversity is measured by the ratio between types, which are unique words, and tokens, which are the total number of words in a text. According to Cremer et al. (2010, as cited in Naji & Rawshdeh, 2024), the greater the proportion of word types used shows a higher level of lexical diversity. In the context of EFL students, the level of lexical diversity is often used when assessing the writing ability of students as it expresses the breadth and flexibility of their vocabularies (Naji & Rawshdeh, 2024).

According to Laufer and Nation (1995), lexical diversity is not only about the number of words mastered, but also the extent to which the writer understands the meaning of these words, collocations and syntactic function of a word. Research by Juanggo (2018) and Najji and Rawshdeh (2024) underlining that lexical diversity is an indicator to measure EFL students' writing competence. Indeed, the more vocabulary variety in the students' writing, the better the writing will be in aspects such as coherence, clarity of ideas, and richness of expression.

Further, Siskova (2012 as cited in Indarti, 2021) mentions that lexical diversity is part of a more general concept called lexical richness, which consists of three major aspects, such as diversity, sophistication, and density. In the academic arena, lexical diversity is considered to be not only a characteristic of language ability but also a reflection of the cognitive processes involved in the production of written language (Raufi et al., 2024). Thus, a profound understanding of lexical diversity enables an objective judgment on the quality of students' writing and allows an understanding of the way their language competencies develop.

2.2.2 Factors Causing Lexical Diversity

In the context of EFL students, lexical diversity in writing is influenced by a number of linguistic, cognitive, and affective factors which interact in the process of language production. Generally, linguistic factors such as vocabulary size and lexical depth are the major factors that account for variability in words employed by writers. According to Najji and Rawshdeh (2024), writers with large vocabularies usually produce writing

with high word varieties because they have more options for expressing ideas. This is supported by Laufer and Nation (1995) assertion that good lexical competence reflects the ability to use words appropriately, variedly, and contextually.

In addition to the linguistic factor, cognitive difficulty also has a strong effect on lexical diversity. Hyland (2019) has shown that writing a foreign language involves a complex thinking process which is planned simultaneously with word choices and sentence structure. A high cognitive load, however, makes writers repeat some words or use simple vocabulary that can maintain the process of writing smoothly. According to Rahimi and Zhang (2019) lexical diversity decreases with an increase in the complexity of writing tasks such as difficulty and length since writers focus more on completing the content rather than on diverse word choices.

Affective factors, especially language anxiety, also significantly influence lexical use. For example, Guo et al. (2025) and Yu and Zhou (2022) reported that students with high writing anxiety demonstrated a significant decline in lexical diversity and word sophistication. This is due to the increased psychological stress that impairs cognitive capacity in vocabulary choices and flexible usage. As suggested by Affective Filter Hypothesis by Krashen (1982), negative feelings such as anxiety can serve as filters impeding the flow of language input and output, including access to more complex vocabulary. On the other hand, positive states like enjoyment or self-efficacy increase students' courage in experimenting with vocabulary varieties.

Learning environment factors contribute to the lexical diversity of students. According to Yu and Zhou (2022), a supportive class learning environment, constructive feedback, and varied writing opportunities go a long way in increasing vocabulary. The findings have indicated that combining task-based writing with genre-based pedagogical approaches can really help enhance lexical awareness and vocabulary variety in writing (Graham & Sandmel, 2011). The learning environment that is highly competitive and unsupportive can repress the linguistic expressions of students, resulting in monotonous writing.

Apart from practice, the lexical richness of writing also depends on exposure to authentic language input, such as academic texts, digital reading, or online interactions in English. According to Alamri (2025), students exposed more frequently to authentic texts have a better ability to observe lexical variation and apply it in writing contexts. This helps students understand collocations, idioms, and register variations relevant to the communication context.

It therefore follows that lexical diversity is necessarily a function of linguistic, cognitive, and affective factors, plus those of the learning environment. The interaction of these factors serves to determine how far students are able to write with rich, contextual, and communicative vocabulary. Efforts toward improving the writing skill of EFL students must, then, give due weight to vocabulary development, managing cognitive load, providing affective support, and creating a learning environment that is conducive to the exploration of language.

2.2.3 The Role of Lexical Diversity in Writing Quality

In the EFL learning, lexical diversity contributes to the quality of a piece of writing. In their study, Naji and Rawshdeh (2024) reported that the level of lexical diversity is positively related to EFL students' writing quality, which related to aspects such as coherence, argumentative structure, and clarity of ideas. A writer who chooses words with diversity has developed reflective thinking skills and mastery over the structure of meaning in the text, as mentioned by Raufi et al. (2024).

Lexical diversity also determines the rhetorical appeal of the text, the more varied the word choices, the richer the nuances of meaning the reader can grasp (Baese-Berk et al., 2021). This aspect is important in an academic environment because writing with high lexical variety also shows high persuasiveness and credibility (Susoy, 2023). Good variety of vocabulary helps readers understand the message more efficiently without boredom or semantic ambiguity (Nesia & Ginting, 2014).

In the context of teaching, language teachers are expected to emphasize not only grammar mastery but also enrich students' active vocabulary through creative learning strategies. Approaches such as contextual vocabulary learning and collocational awareness training have been shown to improve students' ability to use vocabulary appropriately and variedly (Samita et al., 2015). Therefore, focusing on increasing lexical diversity can be considered as one of the important steps in developing EFL students' effective, communicative, and academic writing skills.

2.2.4 The Measurement of Lexical Diversity

Lexical diversity is a linguistic construct that cannot be observed directly, so its measurement requires quantitative indicators capable of representing vocabulary variation in a text. Researchers agree that measuring lexical diversity aims to describe the extent to which writers use diverse lexical forms in written language production (Malvern et al., 2004). Therefore, various methods have been developed to measure lexical diversity more objectively and systematically.

One of the earliest and most widely used methods for measuring lexical diversity is the Type–Token Ratio (TTR). TTR is calculated by comparing the number of types (unique words) to the number of tokens (total words) in a text. A higher TTR value indicates a greater degree of vocabulary variation. Although simple and easy to implement, TTR has a major limitation, its sensitivity to text length. As a text lengthens, the TTR value tends to decrease due to inevitable word repetition (Malvern et al., 2004; Jarvis & Daller, 2013). To address these limitations, several variations of TTR have been developed, such as the Root Type–Token Ratio (RTTR) and the Corrected Type–Token Ratio (CTTR). RTTR calculates the ratio between the number of types and the square root of the number of tokens, while CTTR uses mathematical adjustments to mitigate the effects of text length. Although these methods are considered more stable than the basic TTR, research shows that the effects of text length are still not completely eliminated (McCarthy & Jarvis, 2010).

Further developments in lexical diversity measurement have resulted in more complex and considered more reliable methods, such as the Measure of Textual Lexical Diversity (MTLD) and vocd-D. MTLD measures lexical diversity based on the length of text segments that maintain a certain TTR value, making it relatively more robust to variations in text length. Meanwhile, vocd-D uses a probabilistic statistical approach to estimate the level of vocabulary variation in text. According to Jarvis and Daller (2013), both methods offer greater stability than TTR, especially for texts of varying lengths. However, implementing these methods generally requires specialized software and more complex data processing. In addition to these methods, the Maas Index is also used as an alternative measure of lexical diversity using a logarithmic approach. This index is designed to mitigate the effects of text length, but interpreting its results is relatively less intuitive than other methods, so its use tends to be limited to specific research (Malvern et al., 2004).

Although various methods for measuring lexical diversity have been developed, the choice of method depends heavily on the research objectives, the type of data, and the academic context being studied. Jarvis and Daller (2013) emphasize that no single method is completely superior in all contexts, so researchers need to consider the balance between theoretical validity, ease of application, and data characteristics. In research contexts that use written texts of relatively controlled length, TTR is still considered relevant as a basic indicator of lexical diversity, as long as its limitations are understood conceptually.

2.3 English Writing

2.3.1 Definition of English Writing

Writing in English is considered one of the most complex productive skills in foreign language learning, since it requires the integration of linguistic, cognitive, and affective abilities (Maryani, 2025). In the context of EFL, writing skills are not only understood as the mechanical ability to arrange words into sentences but also a thought process that is developed in planning, organizing ideas, and delivering messages coherently and communicatively (Nurdianingsih et al., 2024). Hyland and Richards (2010) underlined that writing both has social and cognitive dimensions. It is through writing in meaningful contexts that the writers construct meaning by using the written language, it also reflects the level of proficiency the students have acquired in this language because writing integrates mastery of vocabulary, grammar, and critical and reflective thinking skills (Decker et al., 2016).

According to Puspitoningrum et al. (2024), writing is an expressive activity in which the writer tends to change abstract thoughts into written words that the readers will understand. Within an academic context, writing skills have a dual purpose, serving both as a tool of intellectual expression and a measure of overall language ability (Ghosh & Sen, 2023). As Bisriyah (2022) points out, EFL students face significant challenges across all stages of writing, particularly in gathering and organizing ideas. These difficulties often stem from a lack of academic vocabulary and grammatical mastery, which can hinder the production of a coherent composition. In the senior

high school context, Lukmawardani and Badriyah (2022) emphasizes that writing is a complex skill that demands not only the ability to express ideas but also technical proficiency. When students feel their skills are insufficient to meet these technical demands, it may affect their confidence and overall writing performance. For this reason, English writing skills indicate not only how well students are able to express their thoughts clearly and in a structured way but also how well they are able to use language for critical, creative, and communicative thinking.

2.3.2 Component of English Writing

The major components of English writing skills interrelate with one another and determine the general quality of writing. According to Ghosh and Sen (2023), good writing skills depend not only on grammatical or vocabulary mastery but also on the logical, cohesive, and communicative capability of the writer in delivering ideas. Heaton (1988, as cited in Ningrum, 2011) proposed five basic components in English writing, there are content, organization, vocabulary, language use, and mechanics. These five components were then emphasized by Decker et al. (2016), who explained that writing is a complex cognitive activity in which each component contributes to forming a coherent meaning and clarity of expression.

The first element, content, refers to the substance of the writing, which reflects the writer's ability to generate ideas relevantly, clearly, and substantively. Good writing possesses a solid main idea that is supported by logical and informative details. Good writing possesses a solid main idea

that is supported by logical and informative details. The second, organization, is related to the logical structure of writing, it includes paragraph organization, coherence between ideas, and the effective use of cohesive devices. The third feature, vocabulary, denotes the ability to use accurate, varied, and relevant diction and is also a benchmark for lexical proficiency. Fourth, language use, involves the ability to apply rules of grammar, sentence structure, and morphosyntactic forms correctly to carry out the message accurately. Finally, mechanics encompasses spelling, punctuation, and capitalization the technical aspects that support the readability of the text. Therefore, these elements are not mutually exclusive, but rather complementary, as they all contribute to the quality of complete writing (Decker et al., 2016; Sa'adah, 2020; Ghosh & Sen, 2023).

2.3.3 Types of English Writing

Types of writing in English can be differentiated based on their communicative purpose and social function. According to Abdurashidovna, (2022), the structure, style, and communicative focus vary depending on the context within which a particular type of writing is applied. Sa'adah (2020) shows that writing instruction in the English classroom must therefore allow for a range of writing types to enable students to express ideas in a range of communicative contexts. Writing in English, in general, can be classified into narrative, descriptive, expository, argumentative, and recount writing (Hyland & Richards, 2003).

Narrative writing is used to recount experiences or events, both real and imaginary, arranged chronologically. This type of writing emphasizes

plot, characters, conflict, and resolution, and is used to train creativity and the ability to organize ideas coherently. Descriptive writing focuses on describing a person, place, or object with sensory details so that readers can imagine the object in question. Expository writing describes or informs about something in an objective and systematic way, making use of facts, data, and logical explanations. Argumentative writing develops the ability for critical and rational thinking. A writer would express an opinion or stance along with logical reasons and evidence that support it (Graham & Sandmel, 2011). While recount writing serves to retell personal experiences or past events with regard to time sequences and reflection on those experiences.

In the context of EFL learning, the choice of writing style needs to be aligned with instructional objectives and the competency level of students. Recount text is a type of writing that aims to retell past events or experiences in a chronological order (Hyland, 2019). It typically consists of three main structures: orientation, series of events, and re-orientation. This type of text emphasizes the use of past tense and temporal conjunctions to organize events logically. In this context, recount text is considered appropriate for intermediate learners because it allows them to express personal experiences using familiar vocabulary and simple structures (Anderson & Anderson, 1997). Therefore, recount writing provides a suitable context for analyzing students' lexical use and variation.

2.3.4 Process of Writing

Writing in English is a complex activity that involves interactions among cognitive, linguistic, and social aspects. Writing cannot be regarded as something done instantaneously but rather as a number of flexible and recursive stages. Sharp (2016) points out that no single model can universally describe the process of writing because different writers have different approaches to writing due to their purpose, context, and experience of writing. However, most theories on writing agree that the process of writing includes several main stages, which generally include planning (prewriting), initial writing (drafting), revision (revising), editing (editing), (Suprpto et al., 2022).

The prewriting stage is where writers identify ideas, determine topics, and organize ideas through activities such as reading, discussing, creating concept maps, or making brief notes of ideas (Rohman & Wlecke, in Sharp, 2016). The stage is also called the discovery stage when the writer develops new ideas and connects them with experiences. The second stage is the drafting stage, it is a process of turning these ideas into a first draft, where the main focus is on the expression of ideas rather than on structural or grammatical perfection (Sharp, 2016). During this stage, the writer focuses on developing the content and logically sets up the flow of ideas.

This is followed by the revision stage, which consists of the rewriting of content in respect to the clarity of ideas, coherence of paragraphs, and effectiveness of arguments presented. According to Suprpto et al. (2022), it demonstrates a recursive view of writing whereby

at this stage, a writer has the opportunity to revisit previous stages as a means of enhancing his or her writing. The revision aspect, according to Flower and Hayes (1981 in Sharp, 2016), forms part of reflective thinking where writers are in a position to develop ideas to the fullest by reorganizing, adding, or deleting irrelevant information.

The next stage is editing, which specifically focuses on spelling, punctuation, grammar, and sentence structure in order to enhance technical aspects (Suprpto et al., 2022). It plays a very significant role in ensuring that while conveying a message, its readability level is appropriate and clear to the understanding of those that read it. The process not only marks the end in the process of writing but also is a learning point that strengthens a writer's confidence in their work.

2.4 Previous Studies

Several studies on the correlation between language anxiety and language proficiency, particularly writing competence, have indicated that learners' psychological attitudes such as anxiety affect the linguistic complexity and vocabulary variety of their writings. These have been conducted in a number of previous studies across different EFL settings.

A similar investigation by Kafryawan et al. (2021) established a strong association between writing anxiety and the writing competence of IAIN Fattahul Muluk Papua EFL students. By using the SLWAI instrument and Heaton's 1975 writing test, Pearson correlation analysis established that the lower the level of anxiety, the higher the quality of writing. Amongst the three kinds of anxiety, cognitive anxiety played the most influencing factor in writing

performance, followed by somatic symptoms and avoidance tendencies. The results of this study proved that anxiety is one of the important determinants in establishing the quality of content, idea organization, choice of diction, and language complexity in students' writing.

Meanwhile, research by Wilang and Ngamchatturat (2021) entitled “*Do Anxious Students Produce Lexically Rich Words? Evidence from Classroom-Based Group Speaking Task*” investigated the correlation between language anxiety and lexical diversity in the context of a group speaking task. Findings revealed that learners experiencing high levels of anxiety consistently produced speech with more limited lexical diversity. This limitation was evident in fewer unique words and lower vocabulary complexity. This study strengthens the hypothesis that anxiety hinders students' cognitive abilities in processing and selecting words flexibly. Although conducted in an oral context, Wilang's findings provide important evidence that anxiety can limit lexical breadth in both spoken and written language due to the involvement of similar cognitive processes.

In addition, Hardini and Emaliana (2024) examined writing anxiety and its relationship with the epistemic beliefs of Brawijaya University students of EFL by using Cheng's (2004) SLWAI and epistemic beliefs questionnaires. Although the research emphasizes mainly the relationship between epistemic beliefs and writing anxiety, the most striking result seems to be that cognitive anxiety is the leading form of anxiety among the students, followed by somatic anxiety and avoidance tendencies. Students with simpler epistemic beliefs also demonstrated higher levels of anxiety and thus wrote texts with lower linguistic

complexity. This would thus mean that psychological factors (anxiety) and also cognitive beliefs (epistemic beliefs) together serve to guarantee the quality of writing and the lexical diversity of the EFL students.

Overall, the results of the three studies confirmed a negative relationship between the level of writing anxiety and lexical diversity. High levels of anxiety have been shown to reduce students' ability to access and use diverse vocabulary, as well as decrease writing fluency and complexity. This can be explained by the Affective Filter Hypothesis from Krashen (1982) which states that high anxiety can be an affective barrier that limits the processing of language input as well as linguistic output. These studies support the assumption that reducing language anxiety levels can contribute positively to increasing lexical diversity in EFL students' writing.

Thus, various previous studies consistently show a negative relationship between writing anxiety and lexical diversity. However, the strength and pattern of this relationship can vary, influenced by other factors such as level of learning enjoyment, self-efficacy, and availability of social support. The fact that research in the Indonesian context still rarely integrates quantitative lexical analysis (such as TTR) with psychometric measurements in writing (such as SLWAI) indicates a research gap that needs to be filled.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the methods used in the research, including the research design, setting and participants, data collection, data analysis, and hypothesis.

3.1 Research Design

This research employed a quantitative correlational approach, aiming to find out the relationship between two variables, there are writing anxiety as the independent variable and lexical diversity in students' English writing as the dependent variable. According to Creswell & Creswell (2018), quantitative research aims to explain phenomena through numerical data collection and statistical analysis. A correlational design is specifically used to describe and measure the degree between two or more variables (Creswell & Creswell, 2018).

3.2 Setting and Participants

This research was conducted at MAN M in East Java during the even semester of the 2025/2026 academic year. MAN M was chosen as the research location because the school has student characteristics that meet the research needs, there are EFL students who exhibit varying writing abilities and levels of writing anxiety.

3.2.1 Population

The population in this research consisted of all eleventh-grade students at MAN M in East Java in the 2025/2026 academic year. Based on school data, there were approximately nine classes with an average of 34 students per class, resulting in a total study population of approximately 309

students. This population was selected because eleventh-grade students are considered to have a sufficient foundation of linguistic abilities and experience in writing English texts through various types of academic tasks.

3.2.2 Sample

The sample of this research was selected using a purposive sampling technique, in which two eleventh-grade classes were chosen based on specific considerations, such as comparable academic ability and active participation in English writing activities. From the total of approximately 65 students, only 43 students were included in the final sample based on eligibility criteria, including attendance during data collection and completeness of the research instruments.

3.3 Data Instrument

A research instrument is a tool used by researchers to measure the variables under study so that the results can be obtained objectively and systematically (Sugiyono, 2013). Based on this definition, the research instruments in this study consist of two main tools: the SLWAI questionnaire and an English writing task.

3.3.1 The SLWAI Questionnaire

In this research, the participants' writing anxiety levels were measured using the SLWAI, developed by Cheng (2004). This instrument has normally been adopted in EFL research since it offers a very high validity and reliability in terms of measuring specific anxiety in foreign language writing skills. The SLWAI consists of 22 items representing three main dimensions:

1. Somatic Anxiety, which is a physiological reaction to the anxiety of writing, such as trembling hands, a pounding heart, or tension while writing. This dimension consists of seven items (items 1-7).
2. Cognitive Anxiety, which is negative thoughts or worries about the outcome of writing, fear of failure, and doubts about the abilities. This section consists of seven items (items 8-14).
3. Avoidance Behavior, which is the tendency to avoid writing tasks due to emotional distress or unpleasant writing experiences. This section consists of eight items (items 15-22).

3.3.2 English Writing Task

The second instrument in this research was an English writing test used to assess the level of lexical diversity in students' writing. Students were asked to write a recount text about "*An Unforgettable Experience*", of 150–250 words, within 45 minutes. This was conducted in the classroom under supervision of the researcher and the teacher for the authenticity of the students' writing.

After the texts were collected, the data were analyzed to determine the level of lexical diversity using *AntConc* software version 4.3.1. The software was used to calculate the number of types (unique words) and tokens (total number of words) in each text. Based on this values, the Type-Token Ratio (TTR) was calculated using the following formula:

$$TTR = \frac{\text{number of types}}{\text{number of tokens}} \times 100$$

The TTR score reflects the ratio of vocabulary variation in students' writing. A higher TTR score indicates greater lexical diversity. After obtaining the TTR values, the results were tabulated and analyzed statistically to examine the relationship between lexical diversity and students' writing anxiety.

3.4 Data Collection

The collection of data in this research was conducted in several stages to ensure that the data obtained were valid, reliable, and aligned with the research objectives. The data were collected from eleventh-grade students at MAN M in East Java during the even semester of the 2025/2026 academic year.

3.4.1 SLWAI Questionnaire

The level of writing anxiety was measured using the SLWAI questionnaire adapted from Cheng (2004). This instrument was specifically designed to assess writing anxiety in the context of foreign language learning. It consists of 22 statements representing three dimensions: somatic anxiety, cognitive anxiety, and avoidance behavior. The data were collected online using *Google Forms* during English class hours. Before completing the questionnaire, the researcher explained the purpose of the research and assured students of the confidentiality of their responses. Students were asked to respond to each statement using a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The questionnaire took approximately 15–20 minutes to complete. The quantitative data obtained from this

instrument were used to classify students into three levels of writing anxiety: low, moderate, and high.

3.4.2 English Writing Task

Data on lexical diversity were collected through an English writing task in the form of a recount text, administered using *Google Docs*. The task required students to write on the topic “*An Unforgettable Experience*,” as it aligns with the eleventh-grade curriculum and allows students to use a range of familiar vocabulary. The topic was provided in advance to allow students time to prepare relevant vocabulary. During the writing process, students were instructed not to use language assistance tools such as dictionaries, translation applications, or spell checkers.

The writing task was completed within 45 minutes under supervision to ensure the authenticity of the students’ work. After submission, all texts underwent an eligibility screening process based on predefined criteria to ensure data validity. These criteria included adherence to the recount text structure, basic coherence, and a minimum length of 150 words. Only texts that met these criteria were included in the analysis.

The selected texts were then exported in plain text format (.txt) and analyzed using *AntConc* version 4.3.1 (Anthony, 2022). Lexical diversity was measured using the Type-Token Ratio (TTR), calculated as the number of types (unique words) divided by the number of tokens (total words) in each text. This screening process ensured that the TTR

values accurately reflected lexical diversity in valid recount texts, thereby supporting the reliability of the correlation analysis with writing anxiety.

3.5 Data Analysis

The data in this research were analyzed using two stages, namely descriptive and inferential analysis. Descriptive analysis was used to describe the general profile of students based on their levels of writing anxiety and lexical diversity. This analysis included the mean, standard deviation (SD), minimum and maximum scores, and the frequency distribution of students' responses. Inferential analysis was conducted using the Pearson Product-Moment Correlation to examine the relationship between writing anxiety (variable X) and lexical diversity (variable Y). Prior to conducting the correlation test, the statistical assumptions were tested as follows:

1. Normality Test

The normality test was conducted using the Shapiro–Wilk test in SPSS version 26 at a significance level of $\alpha = 0.05$ to determine whether the data were normally distributed.

- If p-value > 0.05 , the data are normally distributed.
- If p-value ≤ 0.05 , the data are not normally distributed.

2. Linearity Test

The linearity test was performed to determine whether the relationship between variables X and Y was linear. This test was conducted using the Test for Linearity in SPSS. If the significance value

of linearity is < 0.05 , the relationship between the two variables is considered linear, and correlation analysis can be conducted.

3. Correlation of two variables

The correlation between the two variables was analyzed using the Pearson Product-Moment Correlation, which is appropriate for normally distributed data. The formula is as follows:

Used if the data is normally distributed. The formula is:

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

Description:

r = correlation coefficient

X = Writing Anxiety score

Y = TTR score

N = number of respondents

Criteria for interpreting correlation values (Sugiyono, 2007):

Table 3. 1 Criteria for Interpreting Correlation Values

r Value	Level of Relationship
0.00 – 0.19	Very weak
0.20 – 0.39	Weak
0.40 – 0.59	Medium
0.60 – 0.79	Strong
0.80 – 1.00	Very strong

The significance test was conducted with an error level of $\alpha = 0.05$. If the Sig. (2-tailed) value is < 0.05 , the relationship between the two variables is considered statistically significant.

- If the r value is negative \rightarrow it indicates an inverse relationship (the higher the anxiety, the lower the lexical diversity).

- If the r value is positive \rightarrow it indicates a unidirectional relationship (the higher the anxiety, the higher the lexical diversity).

3.6 Data Validity and Reliability

Validity and reliability are two important aspects in quantitative research to ensure that the instruments used actually measure what should be measured and produce consistent results.

3.6.1 Validity

Validity in this study refers to the extent to which the instrument used is able to measure the intended construct (Creswell & Creswell, 2018). The SLWAI instrument developed by Cheng (2004), validity testing carried out using Pearson Product Moment correlation (r) to measure the extent to which each question item correlates with the total score using Statistical Product and Service Solution (SPSS) version 26 with the following formula:

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

Description:

r = correlation coefficient between item score and total

X = score for each item

Y = total score for all items

N = number of respondents

But, because this instrument has been internationally validated, this study did not conduct a re-validation test. Instead, it adapted the instrument items into Indonesian, adapting them to the cultural context and

understanding of high school students. This adaptation was carried out through a translation-back translation process to maintain equivalence between languages.

3.6.2 Reliability

Reliability relates to the level of consistency of an instrument in producing stable and reliable data when used repeatedly under the same conditions (Sugiyono, 2013). The SLWAI instrument has been shown to have high internal reliability, according to research by Cheng (2004), who reported a Cronbach's Alpha (α) value of 0.91, indicating excellent inter-item consistency. In general, an instrument is considered reliable if its Cronbach's Alpha value is ≥ 0.70 . The Cronbach's Alpha formula is as follows:

$$r_{\alpha} = \frac{k}{k-1} \left(1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right)$$

Description:

r_{α} = reliability coefficient

k = number of statement items

σ_i^2 = variance of each item

σ_t^2 = total variance

In Cheng's (2004) study, the Cronbach's Alpha reliability coefficient for the SLWAI was 0.91, indicating a very high level of internal consistency. Based on this, this study was used this reliability value as a reference, without retesting because the instrument was not substantially modified.

3.7 Hypothesis

Based on theoretical foundations and previous research findings, this research assumes that the level of writing anxiety experienced by EFL students can influence lexical diversity in the English writing. The hypotheses are formulated:

1. Null Hypothesis (H_0):

There is no significant correlation between the level of writing anxiety and lexical diversity in the English writing of eleventh-grade students at MAN M.

2. Alternative Hypothesis (H_1):

There is a significant correlation between the level of writing anxiety and lexical diversity in the English writing of eleventh-grade students at MAN M.

CHAPTER IV
FINDING AND DISCUSSION

4.1 Finding

This section presents empirical data obtained from the field through two main instruments, namely the Second Language Writing Anxiety Inventory (SLWAI) questionnaire to measure the independent variable (X) and students' narrative texts analyzed using the Type-Token Ratio (TTR) for the dependent variable (Y).

4.1.1 Student's Writing Anxiety

Based on the results of a questionnaire distributed to two classes at XI MAN M, students' writing anxiety levels were measured using the total score of the SLWAI. Descriptive statistics show that the average (mean) anxiety score for students is in the Moderate category. This indicates that most students experience a reasonable level of anxiety when writing in English, but not to the point that it completely inhibits their thinking process.

Table 4. 1 Student's Writing Anxiety Score

Respondent	Type			Total	Category
	Cognitive	Somatic	Avoidance		
Student 1	33	10	16	59	moderate
Student 2	27	17	17	61	moderate
Student 3	25	15	26	66	moderate
Student 4	17	28	21	66	moderate
Student 5	19	14	12	45	low
Student 6	27	22	14	63	moderate
Student 7	21	18	12	51	low
Student 8	21	10	18	49	moderate
Student 9	15	14	19	48	low
Student 10	25	8	20	53	moderate
Student 11	26	27	16	69	moderate
Student 12	18	13	19	50	moderate
Student 13	23	13	18	54	moderate

Student 14	24	22	20	66	moderate
Student 15	26	18	23	67	moderate
Student 16	25	28	27	80	high
Student 17	14	13	14	41	low
Student 18	32	27	23	82	high
Student 19	32	18	22	72	moderate
Student 20	32	18	22	72	moderate
Student 21	15	14	13	42	low
Student 22	30	24	18	72	moderate
Student 23	28	24	23	75	high
Student 24	22	14	16	52	moderate
Student 25	20	7	13	40	low
Student 26	30	22	29	81	high
Student 27	24	20	18	62	moderate
Student 28	23	29	20	72	moderate
Student 29	28	18	18	64	moderate
Student 30	15	14	11	40	low
Student 31	31	24	16	71	moderate
Student 32	23	21	19	63	moderate
Student 33	15	9	22	46	low
Student 34	30	15	22	67	moderate
Student 35	26	26	15	67	moderate
Student 36	20	14	22	56	moderate
Student 37	24	14	20	58	moderate
Student 38	31	29	29	89	high
Student 39	31	18	18	67	moderate
Student 40	34	18	21	73	moderate
Student 41	18	22	17	57	moderate
Student 42	18	9	10	37	low
Student 43	28	24	24	76	high

Table 4. 2 Distribution of Students' Writing Anxiety Levels

Category	Score Interval	Frequency (N)	Percentage
Low	<49	9	20,93%
Moderate	49 – 74	28	65,11%
High	>74	6	13,95%
Total		43	100%

Table 4. 3 Descriptive Statistics of Student's Writing Anxiety

Descriptive Statistics							
	N	Range	Mini mum	Maxi mum	Sum	Mean	Std. Deviation
Writing Anxiety	43	52	37	89	2641	61.42	12.827
Valid N (listwise)	43						

Based on the data in Table 4.1, it can be seen that the writing anxiety levels of eleventh-grade students were mostly in the moderate category. Specifically, this anxiety was dominated by the Cognitive type, as evidenced by its higher average score compared to the Somatic and Avoidant types. Then from the data in Tables 4.2 and 4.3, the majority of eleventh-grade students' writing anxiety levels were in the moderate category (65.11%), with an overall average score (Mean) is 61.42.

4.1.2 Student's Lexical Diversity

The Lexical Diversity variable in this study represents students' ability to use diverse and non-repetitive vocabulary in their writing. The researcher used Type-Token Ratio (TTR) method, which is the result of dividing the number of unique vocabulary words (Type) by the total number of words in the text (Token).

$$TTR = \frac{\text{number of types}}{\text{number of tokens}} \times 100$$

The final score (Total) is obtained by calculating this ratio to determine the level of vocabulary diversity used by students in their written task. The higher the TTR value, the more varied (rich) the vocabulary used and the lower the TTR value, the more monotonous (repetitive) the words in the writing. The descriptive results of this measurement are presented in the following table.

Table 4. 4 Student's Lexical Diversity Score

Respondent	Type	Token	Total	Category
Student 1	97	176	0,551	moderate
Student 2	156	238	0,655	moderate

Student 3	94	202	0,465	low
Student 4	80	115	0,695	moderate
Student 5	112	170	0,658	moderate
Student 6	76	125	0,608	moderate
Student 7	136	258	0,527	moderate
Student 8	136	212	0,641	moderate
Student 9	117	154	0,759	high
Student 10	94	170	0,552	moderate
Student 11	120	166	0,722	moderate
Student 12	111	171	0,649	moderate
Student 13	101	193	0,523	moderate
Student 14	136	186	0,731	moderate
Student 15	133	207	0,642	moderate
Student 16	102	195	0,523	moderate
Student 17	135	258	0,523	moderate
Student 18	149	213	0,699	moderate
Student 19	88	146	0,602	moderate
Student 20	123	198	0,621	moderate
Student 21	135	213	0,633	moderate
Student 22	111	167	0,664	moderate
Student 23	116	166	0,698	moderate
Student 24	128	260	0,492	low
Student 25	119	159	0,748	high
Student 26	144	203	0,709	moderate
Student 27	109	157	0,694	moderate
Student 28	134	240	0,558	moderate
Student 29	137	207	0,661	moderate
Student 30	113	175	0,645	moderate
Student 31	111	161	0,689	moderate
Student 32	119	198	0,601	moderate
Student 33	140	210	0,666	moderate
Student 34	150	210	0,714	moderate
Student 35	129	228	0,565	moderate
Student 36	134	198	0,676	moderate
Student 37	87	135	0,644	moderate
Student 38	105	157	0,668	moderate
Student 39	170	247	0,688	moderate
Student 40	190	307	0,618	moderate
Student 41	139	201	0,691	moderate
Student 42	163	259	0,629	moderate
Student 43	130	205	0,634	moderate

Table 4. 5 Descriptive Statistics of Lexical Diversity

Descriptive Statistics							
	N	Range	Mini mum	Maxi mum	Sum	Mean	Std. Deviation
Lexical Diversity	43	294	465	759	27331	635.60	71.414
Valid N (listwise)	43						

The data in Tables 4.4 and 4.5 show that students' vocabulary variation abilities are relatively homogeneous with an average score of 0.635. Referring to Laufer & Nation (1995) that lexical diversity scores in the range of 0.50-0.74 reflect the characteristics of intermediate level learners who are able to produce texts with sufficient variation in diction, but are still limited to the use of high frequency vocabulary. A low standard deviation indicates that there are no large ability gaps between students, indicating similar language ability backgrounds in the sample.

4.1.3 Student's Writing Anxiety and Lexical Diversity

To provide a more comprehensive picture of the relationship between the two variables, Table 4.6 below presents the integration of students' writing anxiety scores and the results of the vocabulary diversity analysis.

Table 4. 6 Student's SLWAI and TTR score

Respondent	SLWAI Score		TTR Score	
	Total	Category	Total	Category
Student 1	59	moderate	0,551	moderate
Student 2	61	moderate	0,655	moderate
Student 3	66	moderate	0,465	low
Student 4	66	moderate	0,695	moderate
Student 5	45	low	0,658	moderate

Student 6	63	moderate	0,608	moderate
Student 7	51	low	0,527	moderate
Student 8	49	moderate	0,641	moderate
Student 9	48	low	0,759	high
Student 10	53	moderate	0,552	moderate
Student 11	69	moderate	0,722	moderate
Student 12	50	moderate	0,649	moderate
Student 13	54	moderate	0,523	moderate
Student 14	66	moderate	0,731	moderate
Student 15	67	moderate	0,642	moderate
Student 16	80	high	0,523	moderate
Student 17	41	low	0,523	moderate
Student 18	82	high	0,699	moderate
Student 19	72	moderate	0,602	moderate
Student 20	72	moderate	0,621	moderate
Student 21	42	low	0,633	moderate
Student 22	72	moderate	0,664	moderate
Student 23	75	high	0,698	moderate
Student 24	52	moderate	0,492	low
Student 25	40	low	0,748	high
Student 26	81	high	0,709	moderate
Student 27	62	moderate	0,694	moderate
Student 28	72	moderate	0,558	moderate
Student 29	64	moderate	0,661	moderate
Student 30	40	low	0,645	moderate
Student 31	71	moderate	0,689	moderate
Student 32	63	moderate	0,601	moderate
Student 33	46	low	0,666	moderate
Student 34	67	moderate	0,714	moderate
Student 35	67	moderate	0,565	moderate
Student 36	56	moderate	0,676	moderate
Student 37	58	moderate	0,644	moderate
Student 38	89	high	0,668	moderate
Student 39	67	moderate	0,688	moderate
Student 40	73	moderate	0,618	moderate
Student 41	57	moderate	0,691	moderate
Student 42	37	low	0,629	moderate
Student 43	76	high	0,634	moderate

Based on Table 4.6, a visual correlation is visible between students' writing anxiety levels (SLWAI) and lexical diversity (TTR), with the majority of respondents falling into the moderate category for both variables. The data shows that students with high anxiety levels, such as Student 38 (score 89) and Student 16 (score 80), tend to have limited vocabulary diversity at the medium level,

while students with low anxiety levels, such as Student 9 and Student 25, achieved higher TTR scores (0.759 and 0.748), which fall into the high category. This indicates that when writing anxiety is minimized, students have greater cognitive flexibility to explore varied diction, in line with the affective filter concept, which states that a relaxed psychological state facilitates access to a rich vocabulary in text production.

4.2 Data Analysis

Before proceeding to testing the core hypothesis, the researcher conducted a series of analysis prerequisite tests to ensure that the data analyzed met the classical assumptions of parametric statistics.

4.2.1 Normality Test

The normality test aims to verify whether the distribution of research variable data follows a normal curve. Researchers used the Shapiro-Wilk test because there were less than 50 participants using *SPSS 26 version* software. The test results can be seen in the table below.

Table 4. 7 Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Writing Anxiety	.105	43	.200*	.976	43	.512
Lexical Diversity	.114	43	.186	.956	43	.101

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Referring to Table 4.7, the significance values obtained were 0.512 and 0.101, where both values exceeded 0.05, indicating that the data were normally distributed. Therefore, the data in this study met the requirements for processing using the Pearson Product Moment correlation analysis tool.

4.2.2 Linearity Test

The linearity test is conducted to detect whether there is a significant linear relationship between the independent and dependent variables. The results of the linearity test participants using *SPSS 26 version* software are presented as follows.

Table 4. 8 Linearity Test Results

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Lexical Diversity * Writing Anxiety	Between Groups	(Combined)	148609.112	32	4644.035	.708	.781
		Linearity	1790.054	1	1790.054	.273	.613
		Deviation from Linearity	146819.058	31	4736.099	.722	.767
Within Groups			65587.167	10	6558.717		
Total			214196.279	42			

Based on Table 4.8, the Sig. Deviation from Linearity value is 0.767. Since this significance value is greater than 0.05, it can be concluded that the relationship between students' writing anxiety levels and vocabulary variation forms a linear relationship. This confirms that the use of a linear regression model in this research is appropriate and the data meets the basic assumptions for further analysis.

4.2.3 Correlation Analysis

This analysis is crucial for answering the research question regarding the strength of the relationship between anxiety and vocabulary variation. The results of the Pearson Product Moment correlation calculation using *SPSS 26* version are presented in the following table.

Table 4. 9 Results of Pearson Correlation Analysis

		Writing Anxiety	Lexical Diversity
Writing Anxiety	Pearson Correlation	1	.091
	Sig. (2-tailed)		.560
	N	43	43
Lexical Diversity	Pearson Correlation	.091	1
	Sig. (2-tailed)	.560	
	N	43	43

Based on the results of the Pearson correlation test in the Table 4.9, the calculated r value was 0.091. This value was then compared with the table r for $n=43$ at a significance level of 5% ($df=41$) which was 0.3008. Because the calculated r (0.091) $<$ r table (0.3008), it can be concluded that there is no significant relationship between Writing Anxiety and Lexical Diversity. This is reinforced by the Sig. (2-tailed) value of 0.560. Because the Sig. (0.560) value $>$ 0.05 , H_0 is accepted and H_a is rejected, which means that the relationship between the two variables is not statistically significant.

4.2.4 Hypothesis Test

Hypothesis testing was conducted to determine whether the correlation found was statistically significant using a partial t-test. The results of this test are summarized in the Table 4.10 below.

Table 4. 10 Hypothesis Testing Results (T-Test)

		Coefficients^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	604.345	54.300		11.130	.000
	Writing Anxiety	.509	.866	.091	.588	.560

a. Dependent Variable: Lexical Diversity

Based on the Table 4.10, the calculated t value is 0.588, while the t table value for $df = 41$ at 5% significance is 2.019. Thus, the calculated t value ($0.588 < t$ table (2.019)). In addition, the significance value of 0.560 is greater than 0.05. Since $Sig. > 0.05$, the researcher decided to accept the Null Hypothesis (H_0) and reject the Alternative Hypothesis (H_a). This finding provides strong empirical evidence that different levels of writing anxiety do not significantly correlate with the vocabulary diversity produced by eleventh-grade students in their writing.

4.3 Discussion

Based on the results of the data analysis that has been conducted, this study revealed that the level of writing anxiety of grade XI students was at an average score (Mean) of 61.42 with a standard deviation (SD) of 12.827, which places them in the Moderate Anxiety category. Majority of students, 65.11%

(28 students), were in the moderate anxiety category and only a small proportion of students, 13.95% (6 students), experienced high levels of anxiety, and for low anxiety at 20,93% (9 students). On the other hand, the average score (Mean) of lexical diversity (TTR) showed a figure of 0.635. The most important finding emerged in the hypothesis test, where a significance value of 0.560 ($p > 0.05$) was obtained with a very weak correlation coefficient of 0.091. This is also supported by the calculated t value (0.588), which is smaller than the t table (2.019). These results prove that there is no significant relationship between writing anxiety and lexical diversity. This insignificance contradicts the initial hypothesis and previous studies such as Kafryawan et al. (2021), Wilang and Ngamchatturat (2021), and Hardini and Emaliana (2024) who found a strong negative correlation. This phenomenon requires an in-depth study of fundamental differences in variables, instruments, and data collection methodologies that influence the final results.

These differences in results can be explained by analyzing the differences in the variables and instruments used. Although both measure anxiety, previous studies may have focused on general writing performance (grammar, content, organization), while this study specifically measures only lexical diversity through the TTR. As explained by Laufer and Nation (1995), TTR is highly sensitive to text length and word frequency. The use of the SLWAI questionnaire in this study may have captured students' situational anxiety, but this anxiety was not strong enough to linearly influence the TTR variable. In contrast to the study by Kafryawan et al. (2021) which used the Heaton writing test, this difference in assessment instruments created

asynchronous results, suggesting that anxiety may affect idea organization but does not directly impair vocabulary diversity at the intermediate level.

Another possible explanation lies in participant characteristics. This research involved eleventh-grade high school students, whereas some previous studies, such as Hardini and Emaliana (2024), used a sample of university students that focused on university students who experience higher academic demands and greater cognitive pressure. From a developmental perspective, learners' proficiency levels and learning contexts may influence how affective factors interact with language performance. In line with Krashen (1982) in Affective Filter Hypothesis, anxiety affects language production only when it reaches a level that significantly interferes with cognitive processing. The affective filter in high school students may not work as complexly as it does at the university level. With an average score of 61.42, the anxiety of eleventh-grade students was still within "normal" limits, not to the point of paralyzing their lexical retrieval function, so their performance remained stable at a TTR of 0.635 without being affected by anxiety

A crucial contextual factor is the use of digital tools during the writing process. Students were allowed to use smartphones while completing the recount writing task, which potentially enabled access to external linguistic resources such as online dictionaries, translation applications, or other writing assistance tools. In this context, digital tools can be viewed as compensatory strategies that support language production. This phenomenon can be explained through several theoretical perspectives. Krashen (1982) in Affective Filter Hypothesis suggests that reduced anxiety facilitates access to language input

and output. In addition, Cognitive Load Theory (Sweller, 1988) posits that external tools can reduce cognitive burden during complex tasks such as writing, allowing learners to allocate more cognitive resources to idea generation and vocabulary use. Furthermore, Sociocultural Theory (Vygotsky, 1978) emphasizes the role of mediating tools in supporting learning, indicating that language production can be facilitated through interaction with external resources rather than relying solely on internal competence. In technology-supported environments, learners may feel less pressure because they can rely on external assistance such as translation tools or vocabulary suggestions (Alamri, 2025). As a result, even students with higher levels of anxiety may still produce relatively diverse vocabulary, which may reduce the observable relationship between writing anxiety and lexical diversity.

Furthermore, students' exposure to everyday vocabulary influences the homogeneity of the TTR data, which has a very small SD. As noted by Wilang and Ngamchatturat (2021), students within a school environment tend to have a uniform lexical stock because they receive material from the same textbooks and teachers. This causes TTR scores to converge at a medium number (0.635) and not fluctuate. Because the vocabulary mastered by students is limited to that level, no matter how calm or anxious students are, they cannot exceed the vocabulary threshold they have not yet learned. The dominance of the linguistic competence factor (input) masks the influence of the affective factor (anxiety), so the correlation is statistically insignificant.

The type of writing task used in this study, namely recount text, may also have influenced the results. Recount text focuses on retelling past

experiences in a chronological order, which is generally familiar and accessible for students. According to Hyland (2019), familiar genres reduce cognitive burden because learners can rely on prior knowledge and personal experiences. In addition, task complexity theory suggests that linguistic performance is influenced by the cognitive demands of the task (Rahimi & Zhang, 2019). When tasks are relatively simple and familiar, learners can allocate more cognitive resources to language production rather than task processing. As a result, the level of anxiety experienced may not significantly interfere with lexical choices, which may explain the absence of a significant relationship between writing anxiety and lexical diversity.

Furthermore, the moderate level of anxiety observed in this study may also explain the absence of a significant correlation. From a theoretical perspective, anxiety can be categorized as either facilitative or debilitating (Cheng, 2004). When anxiety remains at a moderate level, it may not interfere with cognitive processing but instead encourage learners to perform more carefully. As noted by (Choi, 2013), students often remain motivated to meet academic expectations despite experiencing anxiety. This motivation may lead them to utilize their available vocabulary resources effectively, resulting in relatively stable lexical performance.

In conclusion, the absence of a significant correlation between writing anxiety and lexical diversity in this study suggests that the relationship between the two variables may be influenced by the interaction of several contextual and theoretical factors, including the use of digital tools, the homogeneity of vocabulary exposure, the moderate level of anxiety, and the use of a familiar

writing genre such as recount text. These findings indicate that, in technology-supported EFL learning contexts, lexical diversity may be shaped not only by affective factors but also by external support systems and learning conditions, which may explain why no significant correlation was observed in this study.

CHAPTER V

CONCLUSION AND SUGGESTION

After completing the entire research process, this chapter present the essence of the research results. This chapter is the final stage, aiming to synthesize the empirical findings that have been statistically tested to answer the research questions established at the outset.

5.1 Conclusion

Based on the results of research conducted on 43 grade XI students, it can be concluded that the level of students' writing anxiety is in the Moderate category with an average value (Mean) of 61.42 and a standard deviation (SD) of 12.827. In line with that, their lexical diversity ability as measured by the Type-Token Ratio (TTR) is also in the Moderate category with an average value of 0.635 and a low standard deviation of 0.71. Although both variables are at the same level, the results of the Pearson correlation test show that there is no significant correlation between writing anxiety and lexical diversity. This finding is evidenced by a very weak correlation coefficient (r) of 0.091 and a significance value (Sig. 2-tailed) of 0.560 which far exceeds the threshold of 0.05. Furthermore, the results of the hypothesis test show a t value of 0.588 which is smaller than t table (2.021), so the null hypothesis (H_0) is accepted.

This lack of correlation indicates that, in the context of this study, fluctuations in students' anxiety were not the primary determinant of vocabulary richness in their writing. This phenomenon was triggered by several possible factors, such as the use of digital technology (cell phones) that neutralized students' cognitive load during the writing process, and the homogeneity of

vocabulary exposure received by students in the same school environment. Furthermore, the selection of recount text genres familiar to eleventh-grade students and the use of digital compensatory strategies (such as online dictionaries or other tools) were suspected to be the causes of the disconnect between students' internal affective states and the resulting linguistic output. Thus, the lexical quality of eleventh-grade students' writing was more influenced by uniform linguistic competence and the intervention of external tools than by their psychological anxiety levels.

5.2 Suggestion

Based on the conclusions above, the researcher puts forward several suggestions which are expected to be useful for various parties.

1. English Teacher

Although anxiety has not been shown to significantly inhibit lexical diversity, teachers are advised to maintain a supportive classroom environment to keep student anxiety at a low to moderate level. Teachers can continue to integrate the judicious use of digital tools to help students overcome psychological barriers when writing, while also focusing on explicit vocabulary building, as this linguistic competence variable is the most important determinant of the quality of students' writing.

2. Students

Students are expected not to feel overly concerned if they experience slight writing anxiety, as normal anxiety has been shown not to hinder their ability to use a variety of vocabulary. Students are advised to focus more on improving their literacy and mastering new vocabulary through various

media, so that their writing skills remain strong even under the pressure of assignments or exams.

3. Further Researcher

Given that this study only focused on the correlation between writing anxiety and lexical diversity, future researchers are advised to examine other variables that may have a stronger relationship, such as the influence of reading habits or grammatical competence on vocabulary richness. Furthermore, future researchers can conduct qualitative research to delve deeper into external factors (such as the use of AI or digital dictionaries) that may act as mediators that neutralize the impact of anxiety on students' writing processes.

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APPENDIXES

Appendix 1 Pra Observation Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
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Nomor : 249/Un.03.1/TL.01.04/01/2026 19 Januari 2026
Sifat : Penting
Lampiran : -
Hal : Izin Survey

Kepada

Yth. Kepala MAN Kota Mojokerto
di
Mojokerto

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Salwa Habibah Bilqis
NIM : 220107110046
Tahun Akademik : Genap - 2025/2026
Judul Proposal : **The Correlation of Lexical Diversity in The English Writing of EFL Students With Different Levels of Language Anxiety**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Muhammad Walid, MA
19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip

Appendix 2 Observation Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
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Nomor : 378/Un.03.1/TL.01.04/01/2026 23 Januari 2026
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

Kepada

Yth. Kepala MAN Kota Mojokerto

di
Mojokerto

Assalamu'alaikum Wr. Wb.


Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Salwa Habibah Bilqis
NIM : 220107110046
Jurusan : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik : Genap - 2025/2026
Judul Skripsi : **The Correlation of Lexical Diversity in The English Writing of EFL Students With Different Levels of Language Anxiety**
Lama Penelitian : Januari 2026 sampai dengan Maret 2026 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.


Prof. Dr. Muhammad Walid, MA
NIDN 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix 3 Instrument of Writing Anxiety

SLWAI Questionnaire by Cheng (2004)

No	Questions	Scale				
		1	2	3	4	5
1.	I feel my heart pounding when I write English compositions under time constraint. (Saya merasakan jantung saya berdebar kencang ketika saya menulis karangan bahasa Inggris dengan waktu terbatas)					
2.	My mind often goes blank when I start to work on an English composition. (Pikiran saya sering menjadi kosong ketika saya mulai mengerjakan karangan bahasa Inggris)					
3.	I tremble or perspire when I write English compositions under time pressure. (Saya gemetar atau berkeringat ketika saya menulis karangan bahasa Inggris di bawah tekanan waktu)					
4.	My thoughts become jumbled when I write English compositions under time constraint. (Pikiran saya menjadi campur aduk ketika saya menulis karangan bahasa Inggris dengan waktu terbatas)					
5.	I often feel panic when I write English compositions under time constraint. (Saya sering merasa panik ketika menulis karangan bahasa Inggris dengan waktu terbatas)					
6.	I freeze up when unexpectedly asked to write English compositions. (Saya seperti "membeku" saat tiba-tiba diminta untuk menulis karangan bahasa Inggris)					
7.	I usually feel my whole body rigid and tense when I write English compositions. (Saya biasanya merasa seluruh tubuh saya kaku dan tegang ketika saya menulis karangan bahasa Inggris)					
8.	I often choose to write down my thoughts in English. (Saya sering memilih untuk menuliskan pikiran saya dalam bahasa Inggris) (R)					
9.	I usually do my best to avoid writing English compositions. (Saya biasanya berusaha sebaik mungkin untuk menghindari menulis karangan bahasa Inggris)					
10.	I do my best to avoid situations in which I have to write in English. (Saya berusaha sebaik mungkin untuk menghindari situasi di mana saya harus menulis dalam bahasa Inggris)					
11.	Unless I have no choice, I would not use English to write compositions. (Kecuali saya tidak punya pilihan, saya tidak akan menggunakan bahasa Inggris untuk menulis komposisi)					
12.	I would do my best to excuse myself if asked to write English compositions. (Saya akan berusaha sebaik mungkin mencari alasan jika diminta untuk menulis karangan bahasa Inggris)					

13.	I usually seek every possible chance to write English compositions outside of class. (Saya biasanya mencari kesempatan untuk menulis karangan bahasa Inggris di luar kelas) (R)					
14.	Whenever possible, I would use English to write compositions. (Kapanpun ada kesempatan, saya akan menggunakan bahasa Inggris untuk menulis karangan) (R)					
15.	While writing in English, I'm not nervous at all. (Saat menulis dalam bahasa Inggris, saya tidak merasa gugup sama sekali) (R)					
16.	While writing English compositions, I feel worried and uneasy if I know they will be evaluated. (Ketika menulis karangan bahasa Inggris, saya merasa khawatir dan gelisah jika saya tahu karangan saya akan dievaluasi)					
17.	I don't worry that my English compositions are a lot worse than others'. (Saya tidak khawatir bahwa karangan bahasa Inggris saya jauh lebih buruk daripada orang lain) (R)					
18.	If my English composition is to be evaluated, I would worry about getting a very poor grade. (Jika karangan bahasa Inggris saya dievaluasi, saya akan khawatir mendapatkan nilai yang sangat buruk)					
19.	I'm afraid that the other students would deride my English composition if they read it. (Saya takut siswa lain akan mengejek karangan bahasa Inggris saya jika mereka membacanya)					
20.	I don't worry at all about what other people would think of my English compositions. (Saya tidak khawatir sama sekali dengan apa yang orang lain pikirkan tentang karangan bahasa Inggris saya) (R)					
21.	I'm afraid of my English composition being chosen as a sample for discussion in class. (Saya takut karangan bahasa Inggris saya dipilih sebagai contoh untuk didiskusikan di kelas)					
22.	I'm not afraid at all that my English compositions would be rated as very poor. (Saya tidak takut sama sekali jika karangan bahasa Inggris saya akan dinilai sangat buruk) (R)					

Appendix 4 Writing Assignment Instruction

Tugas : Recount Text Writing
Tema : "*An Unforgettable Experience*"
Mata Pelajaran: Bahasa Inggris
Kelas : XI
Waktu : 45 menit

Instruksi untuk Siswa

Bacalah instruksi berikut dengan saksama sebelum mulai menulis.

1. Tema: "*An Unforgettable Experience*" (Pengalaman yang Tidak Terlupakan).
2. Isi: Ceritakan pengalaman pribadi yang meninggalkan kesan mendalam, baik pengalaman yang menyenangkan, mengejutkan, mengharukan, atau bahkan menantang.
3. Struktur: Pastikan tulisan memiliki struktur teks recount yang jelas.
4. Panjang Tulisan: Tulisan harus terdiri dari minimal 150 kata. Siswa dapat mengecek jumlah kata di fitur "*Word Count*" *Google Docs*.
5. Ketentuan Penting:
 - a. Gunakan *Simple Past Tense* karena menceritakan kejadian masa lampau.
 - b. Dilarang menggunakan kamus atau alat bantu bahasa lainnya selama menulis.
 - c. Fokus pada mengungkapkan ide dan cerita dengan kata-kata sendiri.
 - d. Nonaktifkan fitur *spelling and grammar check* pada *Google Docs* untuk tugas ini

Appendix 5 Rubric of Writing Assignment

No.	Criteria	Feasibility Indicator (Analysis Feasibility)	Indicator of Ineligibility (Unfit for Analysis)
1.	Conformity to Recount Theme	The text retells a personal experience or an imaginative story that occurred in the past with an identifiable structure of orientation, complication, and resolution.	Non-recount text (e.g.: description of objects, vocabulary lists, unrelated sentences, or does not address the theme " <i>An Unforgettable Experience</i> ").
2.	Basic Coherence	The sequence of events in the text can be understood and followed by the reader, even though there are grammatical errors.	The text is very messy and the storyline is completely incomprehensible.
3.	Text Length	The text consists of at least 150 words	The text consists of less than 150 words

Appendix 6 Score Result of SLWAI Questionnaire

Respondent	Type			Total	Category
	Cognitive	Somatic	Avoidance		
Student 1	33	10	16	59	moderate
Student 2	27	17	17	61	moderate
Student 3	25	15	26	66	moderate
Student 4	17	28	21	66	moderate
Student 5	19	14	12	45	low
Student 6	27	22	14	63	moderate
Student 7	21	18	12	51	low
Student 8	21	10	18	49	moderate
Student 9	15	14	19	48	low
Student 10	25	8	20	53	moderate
Student 11	26	27	16	69	moderate
Student 12	18	13	19	50	moderate
Student 13	23	13	18	54	moderate
Student 14	24	22	20	66	moderate
Student 15	26	18	23	67	moderate
Student 16	25	28	27	80	high
Student 17	14	13	14	41	low
Student 18	32	27	23	82	high
Student 19	32	18	22	72	moderate
Student 20	32	18	22	72	moderate
Student 21	15	14	13	42	low
Student 22	30	24	18	72	moderate
Student 23	28	24	23	75	high
Student 24	22	14	16	52	moderate
Student 25	20	7	13	40	low
Student 26	30	22	29	81	high
Student 27	24	20	18	62	moderate
Student 28	23	29	20	72	moderate
Student 29	28	18	18	64	moderate
Student 30	15	14	11	40	low
Student 31	31	24	16	71	moderate
Student 32	23	21	19	63	moderate
Student 33	15	9	22	46	low
Student 34	30	15	22	67	moderate
Student 35	26	26	15	67	moderate
Student 36	20	14	22	56	moderate
Student 37	24	14	20	58	moderate
Student 38	31	29	29	89	high
Student 39	31	18	18	67	moderate
Student 40	34	18	21	73	moderate
Student 41	18	22	17	57	moderate
Student 42	18	9	10	37	low
Student 43	28	24	24	76	high

Appendix 7 Score Result of Writing Assignment Using TTR

Respondent	Type	Token	Total	Category
Student 1	97	176	0,551	moderate
Student 2	156	238	0,655	moderate
Student 3	94	202	0,465	low
Student 4	80	115	0,695	moderate
Student 5	112	170	0,658	moderate
Student 6	76	125	0,608	moderate
Student 7	136	258	0,527	moderate
Student 8	136	212	0,641	moderate
Student 9	117	154	0,759	high
Student 10	94	170	0,552	moderate
Student 11	120	166	0,722	moderate
Student 12	111	171	0,649	moderate
Student 13	101	193	0,523	moderate
Student 14	136	186	0,731	moderate
Student 15	133	207	0,642	moderate
Student 16	102	195	0,523	moderate
Student 17	135	258	0,523	moderate
Student 18	149	213	0,699	moderate
Student 19	88	146	0,602	moderate
Student 20	123	198	0,621	moderate
Student 21	135	213	0,633	moderate
Student 22	111	167	0,664	moderate
Student 23	116	166	0,698	moderate
Student 24	128	260	0,492	low
Student 25	119	159	0,748	high
Student 26	144	203	0,709	moderate
Student 27	109	157	0,694	moderate
Student 28	134	240	0,558	moderate
Student 29	137	207	0,661	moderate
Student 30	113	175	0,645	moderate
Student 31	111	161	0,689	moderate
Student 32	119	198	0,601	moderate
Student 33	140	210	0,666	moderate
Student 34	150	210	0,714	moderate
Student 35	129	228	0,565	moderate
Student 36	134	198	0,676	moderate
Student 37	87	135	0,644	moderate
Student 38	105	157	0,668	moderate
Student 39	170	247	0,688	moderate
Student 40	190	307	0,618	moderate
Student 41	139	201	0,691	moderate
Student 42	163	259	0,629	moderate
Student 43	130	205	0,634	moderate

Appendix 8 SLWAI and TTR Score of Students

Respondent	SLWAI Score		TTR Score	
	Total	Category	Total	Category
Student 1	59	moderate	0,551	moderate
Student 2	61	moderate	0,655	moderate
Student 3	66	moderate	0,465	low
Student 4	66	moderate	0,695	moderate
Student 5	45	low	0,658	moderate
Student 6	63	moderate	0,608	moderate
Student 7	51	low	0,527	moderate
Student 8	49	moderate	0,641	moderate
Student 9	48	low	0,759	high
Student 10	53	moderate	0,552	moderate
Student 11	69	moderate	0,722	moderate
Student 12	50	moderate	0,649	moderate
Student 13	54	moderate	0,523	moderate
Student 14	66	moderate	0,731	moderate
Student 15	67	moderate	0,642	moderate
Student 16	80	high	0,523	moderate
Student 17	41	low	0,523	moderate
Student 18	82	high	0,699	moderate
Student 19	72	moderate	0,602	moderate
Student 20	72	moderate	0,621	moderate
Student 21	42	low	0,633	moderate
Student 22	72	moderate	0,664	moderate
Student 23	75	high	0,698	moderate
Student 24	52	moderate	0,492	low
Student 25	40	low	0,748	high
Student 26	81	high	0,709	moderate
Student 27	62	moderate	0,694	moderate
Student 28	72	moderate	0,558	moderate
Student 29	64	moderate	0,661	moderate
Student 30	40	low	0,645	moderate
Student 31	71	moderate	0,689	moderate
Student 32	63	moderate	0,601	moderate
Student 33	46	low	0,666	moderate
Student 34	67	moderate	0,714	moderate
Student 35	67	moderate	0,565	moderate
Student 36	56	moderate	0,676	moderate
Student 37	58	moderate	0,644	moderate
Student 38	89	high	0,668	moderate
Student 39	67	moderate	0,688	moderate
Student 40	73	moderate	0,618	moderate
Student 41	57	moderate	0,691	moderate
Student 42	37	low	0,629	moderate
Student 43	76	high	0,634	moderate

Appendix 9 Result of Writing Assignment of Students

Student 1

Last year, I participated in an online Indonesian language competition, and the results were also announced online.

At the time, I felt very nervous because it was my first time participating in a competition. After completing the exam, I felt a little relieved, even though the results weren't out yet. A few days later, the results came out. I didn't have high hopes, and sure enough, when I saw the results, my name was in the top 200.

At that point, my hopes were dashed, and I considered giving up. But two days after the results came out, I reconsidered that yesterday was just the beginning, not the end. So I tried again, even though the results were the same as the first. I continued participating, and the results remained the same. After that, I stopped participating again, afraid that the results would be the same.

But it wasn't a complete failure, because I still wanted to keep trying again and again, striving for the best possible result. Until finally, I received a certificate.

Student 3

An unforgettable experience in my life was when I participated in the batik ambassador selection competition. It was the first time in my life. Previously, I was a quiet person, lacked confidence, and was not good at public speaking in front of many people. However, one of my teachers supported me and assured me that I was capable of speaking in front of many people. So from that motivation, I tried to learn to speak in front of many people by taking public speaking classes. Arrived at the time of the selection of the batik ambassador winner. There I was not calm, my heart was beating fast, but I remembered the motivation of my teacher before. Arrived when I performed. There were many people who supported me, including teachers, parents, and my friends. Arrived at the time of the announcement of the top 10, there my heart was beating fast because I was waiting for my name to be called, and it turned out my name was not called in the top 10, but I still smiled because my struggle did not feel in vain. Initially I was quiet, not good at public speaking, but I felt proud to have reached that point too.

Student 5

climbing experience with friend

The moment I spent climbing with my friend will be unforgettable, there was so much fun, from laughter to jokes. Puthuk Gragal is the name of the hill we climbed, Even though there are many climbs, the enthusiasm and excitement are what make it go unnoticed. From post 1 to post 3 we have passed with full happiness without realizing one more post to the peak, when we reached the peak all the tiredness was paid off with the comparison, we took a break and drank coffee to enjoy the view. After a few hours, we started to descend, remembering that the weather was about to rain. It turned out that at post 3, the thing we were most afraid of happened, heavy rain. We tried to find shelter even though the track was slippery. For this, there was a hut that we could occupy, we took shelter while waiting for the rain to stop while chatting until the rain lightened, then we went down to the base camp.

Student 2

A vacation with my big family became one of the most memorable experiences for me. At that time, we decided to go on a trip to Malang and rent an accommodation, but the atmosphere felt different from usual. The journey started early in the morning, with everyone ready and carrying their own bags. Inside the car, the atmosphere was very lively. Some people were busy snacking, some played their favorite songs, and others kept joking around until we were tired of laughing. When we arrived at the accommodation, the first thing we did was go swimming. The pool was quite large, so everyone could join. My cousins and I jumped right in, played in the water, held small swimming competitions, and laughed until we were completely exhausted. After that, we took turns playing billiards. Even though not everyone was good at it, that was exactly what made it fun. Some missed their shots repeatedly, while others acted confident but couldn't get the ball into the pocket. In the evening, we sang together, and after that my cousins and I decided to take a drive around Malang City. We rode in the car leisurely while enjoying the night atmosphere and stopped to buy snacks. The city lights, the cool air, and light conversations made the moment feel special. When we got back, we didn't go straight to sleep; instead, we watched a movie and played games together.

Student 4

I once participated in a very enjoyable elementary school painting competition. The competition was held in the hall on a Saturday morning. At first, I was nervous because many of the other participants' paintings looked better than mine. The theme of the competition was the beauty of nature. I painted a landscape of mountains, rice fields, and rivers, adding paintings of trees and birds flying happily. The time given was quite short, so I had to work quickly and carefully. After finishing, I was satisfied with my painting. Although I didn't win first place, I did win first place. This experience taught me to be more confident and not afraid to try new things.

Student 6

People usually talk about unforgettable moments like family vacations or school achievements, but for me, the most unforgettable moments in my life were before I saw the light of day. Yes, that's right, when I was still in the womb, where I learned about true love, the love that my parents shared.

The most memorable moments were when my father stroked me through my mother's big belly, when he told me stories through my mother's big belly, and even when my father sang through my mother's big belly. These are all moments that will never fade. Even though the memories in my brain hadn't formed yet, I always remember them in the love given by my parents to this day.

Student 7

Two months ago, in November 2025, I had the opportunity to perform at the opening of the MOJO BATIK FEST event, which was attended by the Mayor of Mojokerto. I was very happy when I was offered to dance at the event because it was my hobby and my biggest wish, which was to perform in front of a large audience. It was a golden opportunity to show my skills in front of everyone. On the first day of rehearsal, I was still awkward because I had just met my fellow dancers. The rehearsal that day felt difficult because, besides not knowing the others, it was also my first time learning the choreography.

Day by day, I began to get acquainted with the other dancers. Three days before the event, the rehearsals began to feel intense and serious. Those three days were spent rehearsing at the event location. We all started stage blocking with our eyes squinted because the sun was blinding. During stage blocking, we pushed ourselves physically and mentally to the limit so that the event would run smoothly on the day.

The day of the event arrived, which was Saturday, November 24, 2025. The event had begun, and we dancers were in our respective positions, waiting for our turn to perform. There were no jokes, only seriousness. The performance went smoothly. That night was the highlight of the event and an experience I will never forget. When else would I have the opportunity to perform in front of a large audience, watched by the Mayor and other officials.

Student 9

My name is Muhammad Daffa Ramadhan. One of the most unforgettable experiences in my life occurred during my 9th-grade year at SMP Negeri 1 Kota Mojokerto. At that time, I was a reserved individual, lacking self-confidence and feeling academically inferior, which led me to isolate myself from the school community.

However, my perspective shifted completely because of a friend. Despite facing challenges with a below-average IQ, he remained consistently positive and confident in navigating his own path. One day, he said to me: 'A person's intelligence does not depend on their IQ, but on what they actually do.'

That simple yet profound statement struck me deeply and forced me to self-reflect. I realized that I could achieve intelligence through my own methods and hard work. From that moment on, I committed myself to consistent study, and Alhamdulillah, I was able to master Science (IPA), a subject I once found difficult.

Student 11

footsteps on the mountain,

That morning, the sun was just beginning to rise, and five of my friends and I gathered at the foot of the mountain. Our daypacks felt heavy, but our spirits were much higher. This was our second climb together, and the excitement and nervousness were clearly visible on everyone's faces. After praying, we began walking along the path, still damp with dew.

As we climbed higher, the trail became steeper and slippery. My breathing became labored, and my feet nearly slipped several times. Despite this, we encouraged each other and made sure no one was left behind. We stopped occasionally to drink water and catch our breath. Along the way, we stood silently, admiring the natural beauty from above. Finally, we reached the mountaintop, where a view made our fatigue seem worthwhile.

From that climb, I learned that every step on the mountain is not only about reaching the summit, but also about perseverance, togetherness, and the courage to face challenges.

Student 8

Back when I was in eighth grade, my school organized a study tour to Yogyakarta. I remember the excitement so clearly. The day before we left, I carefully prepared everything I needed. Finally, the day arrived, and I set off for Jogja with my classmates.

Once we arrived, we visited Malioboro and several beaches (though I've forgotten their names now). While we were at the beach, we actually ran into some foreigners. None of my friends or I were very good at English, so we ended up not talking to them at all!

After that, we headed back to the bus and continued our trip to HeHa Sky View. It was incredibly hot there, and honestly, it didn't feel worth it because the weather just wasn't right for sightseeing. Since we were starving, we moved on to a local restaurant. After finishing our meal, we hopped back on the bus and headed to a souvenir shop, where I bought some bakpia and a few other snacks.

On the way back to Mojokerto, we stopped at a rest area to grab some coffee and hang out. By the time we arrived back at school and I finally got home, I was absolutely exhausted—but it was such a fun experience.

Student 10

Calligraphy Competition in Middle School

One day, I was playing with my friends when a male friend approached me and offered me a calligraphy competition. I accepted, saying I was the only one in my class who could draw well, according to my friend.

The competition coincided with the Prophet Muhammad's birthday celebration. I was in 8th grade at the time. I didn't really want to participate, but my friend insisted, and I was the only one who could draw, so I agreed.

Before the competition, I practiced as hard as I could to achieve a satisfactory result. I was excited, and my mother even bought me crayons.

Then, on the day of the competition, I started drawing and was given three hours by the judges. Three hours later, the competition was over, and the judges announced the winner. I didn't expect to win. I came in third place. Even though I was third, I was still excited, as long as I tried and dared to try.

Student 12

One unforgettable experience in my life was when I joined the Duta Batik competition. The most memorable moment was during the grand final. The stage was outdoor, and it was raining heavily that day. Even though the weather was bad, some of my friends and teachers still came to support me. Seeing them stand in the rain just to watch me made me feel very touched and grateful. When the announcement started, my heart was beating very fast. First, they announced the Top 10 finalists. Unfortunately, my close friend did not pass, even though we had practiced and struggled together. I felt sad for her, but I kept praying for myself. Then, they announced the Top 4, and I was shocked and very happy because my name was called. In the end, I received the title of Wakil Duta Batik. I felt happy, proud, and thankful at the same time. Many people, including my family and friends, congratulated me. This experience was unforgettable because it taught me about hard work, support, and friendship.

Student 13

On January 1st, right on New Year's, my friend Ica and I planned to go on holiday to Puncak (Trawas), there we left the house at 1 pm, but in the middle of the road we changed our minds and moved to Batu. And at 3 pm we just arrived at Batu Square, we took a short break and then looked for food, after that we walked around the Square, and before we knew it, it was 6 am, we were still in the square and finally decided to go home, on the way home we were confused about which way to go because if we went through Cangar it would be night and we were scared, but we were also running out of time. Finally we were running out of time. Finally we went through Cangar. In the middle of the road, it was raining and we didn't bring raincoats, so we continued walking while it was raining. And on the road, it turned out to be foggy and there was no one on the road, there were even accidents and finally we decided to keep going regardless and we went home safely.

Student 15

One of the most unforgettable experiences in my life happened when I climbed a mountain for the first time. At that time, my friends and I decided to hike a mountain that was known for its challenging trail. At first, I felt very excited, but also nervous because I had never gone hiking before. The journey started early in the morning. The air was very cold, and thick fog covered the forest. As we continued walking, I began to feel exhausted. My legs felt heavy, my breathing became difficult, and I even thought about giving up. However, the encouragement from my friends helped me regain my spirit. We supported each other and promised to reach the summit together. When the sun began to rise, the scenery around us slowly changed. Golden sunlight shone through the trees, and the fog gradually disappeared. When we finally reached the top, all the tiredness disappeared instantly. I saw a breathtaking view that I had never seen before. At that moment, I felt proud of myself for overcoming my limits. This experience taught me the true meaning of perseverance, teamwork, and courage to try something new. Until now, that moment remains in my memory as a truly unforgettable experience in my life.

Student 17

One of the experiences that I will never forget was when I was in 8th grade at Muhammadiyah Middle School in Mojokerto. At that time there was a city-wide MSQ competition event, at that time I was a person who didn't like and wasn't interested in taking part in competitions and other events, but because there were very few students at my school, I was finally appointed to take part in the competition along with 4 of my other friends, at first I refused but because of pressure from my teacher and my friends, I was finally forced to take part. The next day, my friends and I prepared for the competition. We were divided into two teams. One person took part in the MTQ competition, and I and two other people took part in the MTQ competition in the MSQ branch. Day by day we were forced to train hard from morning till night we trained non-stop, even when I was sleeping I was still training in my dreams. until finally the long-awaited day arrived. I felt nervous seeing the performances of other schools which were so good, but my mentor advised me that effort will never betray the results, finally we went forward and performed with confidence. After everything was finished, the winner was finally announced. Initially, we thought that we wouldn't be able to get into the top five, but we were wrong. It turned out that we were in fourth place. We were very happy when we found out.

Student 14

Boarding school was an unforgettable, exciting experience. Every morning began with the sound of the alarm and the shouts of our seniors waking the students before dawn. With our eyes still heavy, we hurried to the mosque to avoid being late for prayer. Afterward, the day was filled with school, Quranic study, and various other activities at the boarding school. Although tiring, the atmosphere of togetherness made everything feel lighter. During breaks, we often joked around in our rooms, shared stories, and encouraged each other when homesickness suddenly struck. The fun of boarding school was also full of drama. One day, my friends and I were punished for being late for prayer. We were punished by standing for a long time memorizing the Koran. Our legs ached, but we forced ourselves to speak fluently. There were also instances of sneaking out after school only to return home briefly. It felt fun, but filled with fear. Added to that, room raids resulted in the confiscation of several cell phones from our most secret hiding places. Although often punished, it was precisely from there that beautiful memories were formed. We learned responsibility, looked after each other, and laughed together after all the troubles were over. Boarding school wasn't just about rules and discipline, but also about friendship, simplicity, and togetherness. All the tiredness, naughtiness, and punishments finally became an exciting story that is always remembered and missed.

Student 16

On January 1st, right on New Year's, my friend Naila and I planned to go on holiday to Puncak (Trawas), there we left the house at 1 pm, but in the middle of the road we changed our minds and moved to Batu. And at 3 pm we just arrived at Batu Square, we took a short break and then looked for food, after that we walked around the Square, and before we knew it, it was 6 am, we were still in the square and finally decided to go home, on the way home we were confused about which way to go because if we went through Cangar it would be night and we were scared, but we were also running out of time. Finally we decided to go through Cangar. In the middle of the road we got caught in the rain and we didn't bring raincoats, so we continued walking in the rain. And in the middle of the road it turned out the road was foggy and there was no one on the road and there were even accidents and finally we decided to keep going regardless and we went home safely.

Student 18

Walking through the high school gates for the first time should have been a celebration of victory. Instead, for me, that day felt like a defeat. My steps were heavy as I passed the school sign that was never on my dream list. The failure to get into my primary choice school made me feel small-hearted, as if my future had dimmed before it even began. My initial weeks were spent in forced acceptance, viewing every corner of this school as a stark reminder of my failure. However, fate has a unique way of healing wounds. In the school I initially dismissed, I found an incredibly supportive environment. Teachers saw potential in me when I couldn't see it myself, and friends with extraordinary fighting spirit slowly brought down the apathetic walls I had built. The major turning point came when I decided to be active in the Scout organization. There, the disappointment slowly transformed into positive energy. I learned about discipline and leadership that forged my character into something tougher. Now, in 2026, I realize that this school was exactly the place I needed to grow. This experience taught me the true meaning of genuine acceptance; that success is not always about getting what we want, but about shining wherever we stand.

Student 19

2019 was a year I will never forget. I graduated with top marks. I was so happy because my months of hard work were worth it. My parents were also proud of my accomplishments, seeing my process and struggle to achieve the best marks, even though I never expected to graduate with the best marks. For me, my parents' prayers have a huge impact on the process we go through. At that time, I only hoped to graduate and never thought about it further. Before graduation, there were two stages of exams that participants had to go through. The first stage was with examiners who were still familiar with us, and the second stage was with examiners from other regions we didn't know. The scores taken were the scores from the second stage. At that time, I got a score of 99 on the first stage, and a score of 100 on the second stage.

Student 21

Last year, I had an unforgettable experience. At the end of February, the 11th grade class of MA participated in a program called "Mubaligh Hijrah," commonly abbreviated as MH. This program has been running for a long time, dating back to the previous class, becoming a school tradition.

The "Mubaligh Hijrah" program aims to improve students' social skills and participate in sharing religious knowledge and spreading kindness to the surrounding community for two weeks. We were divided into several small groups, then deployed to designated rural areas. Before being deployed to the community, we trained for a month in simulations of teaching kindergarten (TPA), elementary school (SD), and junior high school (SMP), as well as in community etiquette when delivering religious knowledge.

Arriving in early February, my group and I found the MH location in Panjatan, Kulon Progo, Yogyakarta. Because we found a lowland area, it was quite cool, especially since it was the rainy season.

That was my first and last experience during MA. I truly learned a lot from there. During MH, I got used to cooking heavy meals, participating in youth activities at the mosque, and more. The community was truly welcoming. I found joy in teaching there and also learned new things from the community during my time there.

Student 23

I went on a study tour in 8th grade to Yogyakarta with my classmates. I had eight friends in the same circle, and I was always with them throughout my time in Yogyakarta. We departed from SMPN 2 Kota Mojokerto at 10:00 PM with great enthusiasm. We arrived at our first destination, breakfast at Dapur Si Mbok, around 2:00 AM. Since it was still early, we all rested there first, then had breakfast around 7:00 AM. After breakfast, we continued our journey to Malioboro and Taman Pintar. There, we were given a school assignment to explore both places. Afterward, we went to a souvenir center to buy souvenirs for our families back home. Our final destination was the Merapi Lava Tour. I had a blast there. My friends and I rode in jeeps, waded through puddles, laughed together, and met many new people. It was an experience I will never forget. Even though we're now in different schools, those memories make me so happy to have been with them.

Student 20

An experience I will never forget was the moment I met someone who became incredibly precious to me.

At that time, I was extremely tired of many things. I felt bored with a life that seemed flat and repetitive. Then, I met them—someone who came unexpectedly and brought so many new colors into my life.

They introduced me to things I had never tried before, taught me many lessons, and without realizing it, made me feel alive again. Perhaps I cannot mention their name here, but the memories will always stay with me. During that time, I felt truly happy—their presence brought novelty and a sense of joy into my life.

Until one day, I had to let them go so they could grow and become better. I felt that, unintentionally, I was holding them back from their journey. Since then, I can only watch their path from afar, no longer walking beside them.

May good things always surround them, because I know they are a very kind and gentle soul.

What makes this experience so hard to forget is the realization that many things come and go—and not everything is meant to last forever.

Student 22

First Paskibra Competition

My first experience joining a Paskibra competition was an unforgettable moment. At first, I felt nervous and unsure because it was my first time participating in a big competition as part of a team. The training sessions were quite intense and exhausting, including marching drills, teamwork, and strict discipline. However, those practices taught me the true meaning of hard work and responsibility.

On the competition day, the atmosphere was very tense. My heart was beating fast as I entered the field and saw many teams from different schools. Even though I was still nervous, I tried to stay focused and trusted the training we had gone through. During the performance, I felt proud because I was able to carry out my role well with my team.

Although we did not win first place, the experience gave me many valuable lessons. I learned about teamwork, discipline, and self-confidence. This first Paskibra competition motivated me to keep improving and achieve better results in the future.

Student 24

When I was 13 years old, I had an experience that I remember very well until now, namely the first time I set foot on a mountain, the first time I knew what nature, mountains and climbing were, there I was introduced by my brother what climbing was, what mountains were and what nature was, my experience was very memorable until now, where there was joy, sadness, and tiredness mixed together, on the mountain I also knew what the closeness of climbers was, the warmth when lighting a campfire and when camping together at night. From that climb, I felt how much fun it was to laugh that night, how much fun it was to cook at night and in the morning, and how tiring it was to summit the mountain. But all that exhaustion and sadness were offset by the beautiful scenery, the cool air, and even the calm atmosphere that day. After the first time I climbed, that's where I started to make it a hobby until now, which was initially just for fun until it continued and became addicted because it was so exciting, on the other hand I also have both parents who are nature lovers and like climbing, so they are parents as well as a support system, climbing partners for me, I have climbed many mountains, from the short ones to the high ones above sea level, it is indeed very tiring but it all pays off with the views and the feeling of excitement when climbing, that experience is very valuable for me.

Student 25

One of the most unforgettable experiences of my life happened one afternoon after school. I had just left the school gate, still wearing my uniform, when I noticed something strange. Through my motorcycle mirror, I saw two unfamiliar people on another motorcycle following me closely. My heart started racing when I realized they were debt collectors looking for someone, and I had accidentally become part of the situation. I tried to stay calm while slowly increasing my speed, choosing busier streets so I wouldn't be alone. At every intersection, fear mixed with silent prayers as I hoped to reach home safely. The afternoon wind felt tense, carrying my anxiety with every breath. The chase felt endless, even though it lasted only a few minutes. Finally, they stopped following me. When I arrived home, my legs were shaking, but I was grateful to be safe. That experience taught me the importance of staying alert and calm in difficult situations.

Student 27

When I was still in Junior High School, I entered the National Ramadhan edition of the vlog competition "A day in My Life" held by Erlangga Books.

Initially, I just made a vlog about my daily activities during Ramadhan, from sahur (pre-dawn meal), school, to breaking the fast with my family. However, I tried to present it creatively, honestly, and engagingly to distinguish myself from the other participants. The process of creating the vlog wasn't easy, but I enjoyed it as a valuable experience.

A few weeks later, the competition announcement was made. I was truly surprised and happy when my name announced as the National winner. I felt incredibly proud to bring home such a great achievement thanks to my own hard work and creativity. Friends, teachers, and family also congratulated me, making the moment even more special.

This experience taught me that confidence and dedication in my work can bring extraordinary results.

Student 29

Exploring Yogyakarta Together as a Family

An unforgettable experience in my life was a trip with my family to Yogyakarta during last year's school holidays. We left by car early in the morning, feeling very excited because we had been planning this trip for a long time. During the journey, we chatted, laughed, and listened to music, making the trip enjoyable and relaxing. Upon arrival in Yogyakarta, we visited several famous sites together. In the evening, we strolled along Malioboro Street and enjoyed the bustling atmosphere. I bought souvenirs for my relatives back home and tried traditional foods like gudeg for the first time. It was sweet and unique, and I absolutely loved it.

The next day, we went to Prambanan Temple. Seeing the temple in person left me in awe of its massive size and beautiful design. We took many photos and learned a little about its history.

Although the trip was tiring, it was very meaningful for me. Spending time with my family made me realize the importance of togetherness. This trip taught me to be grateful for simple moments and created memories that I will always remember and cherish with happiness and warmth in my heart, wherever I go in the future always.

Student 26

My journey is about perseverance cultivated since childhood. Growing up with great curiosity, I dedicated my time to learning science autodidactically despite limitations. Through long struggle and thousands of hours of practice questions, I finally succeeded in breaking through the limits of my abilities by becoming a finalist in the National Science Olympiad (OSN). This achievement is proof that dedication never betrays results. However, for me, knowledge will only be meaningful if it is useful for others. This is what encouraged me to enter the world of volunteerism. Through social activities, I learned to understand the reality of society and the importance of real action in creating change. This experience shaped my character into an adaptive and empathetic person. The synergy between academic achievement and social contribution brought me to the biggest turning point, being selected as an Indonesian Delegate in the Sustainable Development Goals (SDGs) forum together with representatives from 15 other countries. In this international forum, I bring the voices of Indonesian youth to design sustainable solutions to global issues. From a child dreaming in the corner of the classroom, I have now stepped on the world stage, proving that hard work and caring can open the door to meaningful global change.

Student 28

broken bones

One day, on Thursday, I was fasting on Monday–Thursday. After the Asr prayer, my friends and I took some rambutan from the yard of the mosque to break our fast. When I climbed the rambutan tree, I was picking the ripe fruits. I didn't realize that there was a branch that had already become weak. I stepped on it and fell.

When I fell, I had already surrendered myself because the tree was very tall, even higher than the mosque. Instinctively, I used my hands to support my body. As a result, both of my arms were broken. I was in shock because I never imagined something like this would happen.

I was immediately taken to the hospital to get treatment. At the hospital, I didn't get a room and medical care right away. Fortunately, one of my ustadz's relatives worked there, helped me, and finally I got a room and proper treatment.

While lying in the hospital room, I deeply regretted my actions. Just because of some rambutan, my arms ended up broken. That night, at around 11 p.m., I had surgery. The surgery finished around dawn, but I was still unconscious because of the IV and anesthesia. I finally woke up at 11 a.m. and realized that my arms had been operated on and supported with metal pins.

After three days in the hospital, I was allowed to go home.

The End.

Student 30

An unforgettable experience for me was, when I was in 11th grade, there was an Aksumdahasa (Youth Pledge and Language Month) at school. A Saman dance competition was held for the whole class, my class had 1 team filled with 10 people.

As time went by, we won 1st place in the competition, we were very happy, we waited for the prize for months. However, there was one unexpected thing. On Tuesday, November 25, 2025, our friend named Firda was called by God first. Firda had an accident that morning, when she was leaving for school, we did not expect Firda to leave us so quickly. We didn't even have time to take a photo together, holding the champion certificate, the certificate that Firda had been waiting for. Missing her, it's clear, Firda's calm, beautiful face and warm smile that we miss so much, Firda's laughter that still echoed in the classroom, Firda's voice that we miss. We remember Firda's photo in class so that Firda can follow the lessons like us too.

Student 31

The most unforgettable experience of my life occurred the first time I went camping with my school friends. We set off full of enthusiasm, despite the unfriendly weather. The journey to the campsite was long, but filled with laughter and stories that made my fatigue melt away. The first night was the most memorable. Heavy rain and strong winds caused several tents to nearly collapse. We helped each other secure the tents and comforted each other. In the dark and cold, we sat in a circle, sharing simple meals and humorous stories to keep the atmosphere warm. The next morning, we watched the sunrise over a beautiful natural landscape, as if redeeming all the fatigue of the previous night. From that experience, I learned the meaning of togetherness, cooperation, and gratitude. Despite its challenges, these memories always bring a smile to my face every time I recall them, because it was not only enjoyable but also shaped my maturity and courage.

Student 33

Volly

Volleyball has given me one of the most memorable experiences in my life. I first learned how to play volleyball when I was in junior high school. At that time, I joined the school volleyball club because I was curious and wanted to try something new. At first, it was not easy. I often missed the ball and felt embarrassed in front of my teammates. However, my coach and friends always encouraged me to keep practicing and never give up. One unforgettable experience happened during a local school tournament. Our team had trained hard for weeks, practicing serves, passes, and teamwork. When the match day finally arrived, I felt very nervous, but also excited. The sound of the whistle and the cheers from the audience made my heart beat faster. During the match, I managed to receive a difficult serve and set the ball perfectly for my teammate, who then scored an important point. That moment gave me great confidence. Although we did not win the tournament, I felt proud of our performance. Through volleyball, I learned the importance of teamwork, discipline, and self-confidence. This experience taught me that effort and determination are more valuable than victory itself, and it will always remain a special memory for me.

Student 35

my past experience, so I have a lot of experience. From sales experience, learning to be a motorbike mechanic.

So, I have gone through all of those two experiences and pursued them, but what I like most is selling, whether it's selling on the marketplace or directly.

So, from those two experiences, I gained a deeper understanding of the automotive/engineering world. I went from being unable to sell, to being unable to attract customers, or even generate revenue from those sales.

Everything has its pros and cons, so I can learn if there are financial downsides or if the sales results are not the same as the calculations, I will evaluate and learn again. From My evaluation also teaches me and from those mistakes I can do better. At the end of junior high school, I was able to master automotive skills. Every time I got home from school and on holidays, I had to go to the repair shop and from the repair shop I learned a lot and did evaluations. at this point i can master my sales skills (which i love) from my parents' capital and now I can turn that money into my own sales money. There are many things I learned from these experiences and both experiences were equally productive and I like and am proud to have had these experiences.

Student 32

When I was little, my family and I went to the zoo. We met many animals and took photos with them, like tigers and birds. We had a great time there. We discovered many things at the zoo. We didn't just see the animals; we also played in the play area. There were lots of exciting rides to try, like spinning tops, adrenaline rides, and more. I loved playing with my family. We also saw many hilarious animal shows. We saw a dolphin show, a parrot show, and a small animal show. There were so many cute and active animals there. We were so excited to be wandering around the zoo that I almost didn't realize it was getting late. Dad bought us ice cream and some food, and we ate on the benches in the zoo's cafeteria. That simple moment sitting with my dad, mom, and siblings while sharing stories about our favorite animals became a cherished memory. It turns out that the zoo isn't just about seeing wild animals, but about the irreplaceable warmth of family. That experience remains etched in my memory as one of the best days of my life.

Student 34

Lessons from Malang

Participating in the Madrasah Creative Competition (MCC) in Malang was a memorable experience, although the results were mixed. For an entire month, my team and I dominated the school field. We practiced disciplinedly every day until late at night, from matching messy PBB steps and memorizing complex gymnastics to shouting cheers. Exhaustion and hoarse voices became our daily reality. We truly held high hopes for this competition. On the big day, we performed with all our might. It felt like a month's worth of stored energy exploded in front of the judges. Our movements were unified and our cheers passionate. However, luck was only partially on our side. When the announcement came, our score wasn't enough to win the PBB trophy the category we were most confident in. Disappointment was inevitable, even though we managed to secure second place in women's gymnastics. It was tough seeing such hard work yield less than optimal results. Yet, once my emotions calmed, I realized this experience wasn't in vain. The failure actually united us, turning our past disagreements into solid teamwork. We learned to accept reality and appreciate every drop of sweat. Despite the tears, our struggle in Malang remains a story I will never forget.

Student 36

Childhood

My childhood was filled with simple moments that I will never forget. One of my most memorable experiences happened when I was about eight years old. At that time, I lived in a small neighborhood where many children played together every afternoon. After school, we would gather in front of my house and play traditional games, ride bicycles, or run around until sunset.

One day, my friends and I decided to build a small treehouse behind my house. We used old wooden boards, nails, and ropes that we found around the area. Even though the treehouse was not strong or neat, we were very proud of it. We spent the whole day working together, laughing, and sharing ideas. When it was finally finished, we climbed up and sat there while talking about our dreams and plans.

That day taught me the importance of friendship and teamwork. We did not need expensive toys to be happy; we only needed imagination and togetherness. Although time has passed and we have grown up, the memories of my childhood remain special in my heart. It was a time full of joy, innocence, and unforgettable experiences that shaped who I am today.

Student 37

In a small village on the edge of the forest, there lived a boy named Nafis. Nafis was a cheerful and curious child. One day, Nafis decided to explore the forest behind his house. He packed food and water and set out early in the morning. While walking, Nafis discovered a path he had never seen before. The path led Nafis to a beautiful field filled with colorful wildflowers. Nafis was overjoyed and decided to play in the field. He ran around and played hide-and-seek among the flowers. After a few hours, Nafis decided to return home. He followed the same path, but soon found himself lost. Nafis panicked, but he didn't give up. He kept walking and eventually found his way back home. Nafis returned safely, but he was very tired.

Student 39

Beyond The Word Friend A Home To Return To
I've had a best friend since childhood. We grew up together, going through so many things without realizing how fast time was passing. From simple moments to bigger problems, we faced almost everything side by side. There is one experience I will never forget when they were at the most exhausting point in their life. They didn't say much, but I knew something heavy was weighing on them. I chose not to push or ask too many questions. I simply sat beside them, keeping them company in silence.
I remember that day clearly. Not because of the place or anything extraordinary that happened, but because it was the moment. I truly understood what it means to be a friend. It's not about giving solutions, but about being present. About staying, without judging, listening without demanding explanations.
Since then, I've realized that our friendship is more than just a habit formed by growing up together. They are a part of my life someone I may not always thank out loud, but someone I always keep in my prayers.
That experience taught me one thing a true friend isn't only the one who laughs with you, but the one who stays when your world feels like it's falling apart. And as long as I'm here, I want to be a home for them just as they have always been a home for me.

Student 41

In September 2025, I had an unforgettable experience when I participated in Giat Prestasi Penegak Jawa Timur 2025. The event was held on 11-14 September 2025 at Coban Rondo Campsite, Malang. It was a prestigious scouting competition organized by the East Java Scout Council (DKD Jawa Timur). Hundreds of participants from 38 regencies and cities across East Java joined the event. Seeing so many talented scouts made me feel nervous but also very excited.
Before the competition, my team with different people from different schools in Mojokerto city and I prepared seriously. We practiced scouting skills almost every day after school. We learned pioneering, teamwork, problem solving, and also prepared our project for the competition category. Sometimes the training was tiring, especially when we had to practice under the hot sun, but we kept motivating each other. We remembered the spirit of the theme, "Jawi Wetan Manunggal," which means unity and cooperation.
When we arrived at Bumi Perkemahan Coban Rondo, the atmosphere was amazing. The air was cool and fresh because the campsite was surrounded by trees and mountains. We set up our tents, organized our equipment, and met participants from other regions. Even though we were competitors, we shared stories, exchanged badges, and helped each other. I felt the true spirit of scouting friendship.
After several days of activities, the closing ceremony finally came. We gathered with all contingents to hear the results. Whether we won or not, I felt proud because I had tried my best. I learned discipline, responsibility, and confidence. I also gained many new friends from different cities in East Java.
Participating in Giat Prestasi Penegak Jawa Timur 2025 taught me that scouting is not only about competition but also about character building. The memories of camping, teamwork, and friendship will always stay in my heart. It truly became one of the most unforgettable experiences in my life.

Student 43

An unforgettable experience for me was the JUMBARA PMR provincial-level event in Gresik Regency. Before the event began, we as participants were selected to determine whether we would qualify for the event. After the test, I passed. When the announcement came out, I was very happy. After that, before leaving for Gresik, we trained for almost a month. During this routine training, I met many friends from various schools and got to know the good facilitators. Day after day, we practiced regularly. Then came the day when we left for the event. There we camped and learned many things. Besides learning many things, I also met many friends from various regions, not only from Mojokerto City. Starting from Gresik Regency, Madiun City, Malang City, and others. There we camped for six days. It was an experience I will never forget. Because I put in so much effort, from preparing for the test, practicing, and during the activities there. On the last day, I felt very sad. The event, which is held every five years, had ended. We had to return to our respective homes and say goodbye to our other friends. We might meet again someday, but the Jumbara days can never be repeated.

Student 38

On my first day at a new school, I felt very nervous. I did not know anyone, and everything looked unfamiliar to me. I was afraid that I would be alone and have no friends.
While I was sitting quietly in the classroom, a student came and sat next to me. He smiled and introduced himself. His name was Alvin. He asked my name and started talking to me about simple things, such as our favorite subjects and hobbies. His friendliness made me feel more comfortable and less nervous.
During the break time, we spent time together and shared our food. He also helped me find some classrooms that I could not locate. Since that day, we became close friends and always supported each other at school.
My first friend at school taught me that a small act of kindness can make a big difference. Because of him, my first days at school became an unforgettable experience.

Student 40

In September 2025, I had an unforgettable experience when I participated in Giat Prestasi Penegak Jawa Timur 2025. The event was held on 11-14 September 2025 at Coban Rondo Campsite, Malang. It was a prestigious scouting competition organized by the East Java Scout Council (DKD Jawa Timur). Hundreds of participants from 38 regencies and cities across East Java joined the event. Seeing so many talented scouts made me feel nervous but also very excited.
Before the competition, my team with different people from different schools in Mojokerto city and I prepared seriously. We practiced scouting skills almost every day after school. We learned pioneering, teamwork, problem solving, and also prepared our project for the competition category. Sometimes the training was tiring, especially when we had to practice under the hot sun, but we kept motivating each other. We remembered the spirit of the theme, "Jawi Wetan Manunggal," which means unity and cooperation.
When we arrived at Bumi Perkemahan Coban Rondo, the atmosphere was amazing. The air was cool and fresh because the campsite was surrounded by trees and mountains. We set up our tents, organized our equipment, and met participants from other regions. Even though we were competitors, we shared stories, exchanged badges, and helped each other. I felt the true spirit of scouting friendship.
After several days of activities, the closing ceremony finally came. We gathered with all contingents to hear the results. Whether we won or not, I felt proud because I had tried my best. I learned discipline, responsibility, and confidence. I also gained many new friends from different cities in East Java.
Participating in Giat Prestasi Penegak Jawa Timur 2025 taught me that scouting is not only about competition but also about character building. The memories of camping, teamwork, and friendship will always stay in my heart. It truly became one of the most unforgettable experiences in my life.

Student 42

Lessons from
My experience Winning First Runner-Up in the Biology Olympiad ITS 2025
In 2025, I had an unforgettable experience by participating in the Biology Olympiad held by the Institut Teknologi Sepuluh Nopember (ITS). This competition was one of the most challenging academic events I had ever joined, bringing together talented students from various regions with strong abilities in biology. The journey began with months of preparation. I studied various biology topics such as cell biology, genetics, ecology, and physiology. There were times when I felt tired and doubtful, but my passion for biology and my desire to give my best kept me motivated. I also practiced solving Olympiad-level questions to sharpen my analytical and critical thinking skills. On the day of the competition, I felt nervous but excited. The questions were difficult and required deep understanding and careful analysis. I tried to stay calm and focused, answering each question with confidence. The atmosphere was competitive yet inspiring, as I met many smart and enthusiastic participants. When the announcement day arrived, I was both anxious and hopeful. I was very grateful and proud when I was announced as the First Runner-Up (Juara Harapan 1). Although it was not the main champion, this achievement meant a lot to me because it reflected my hard work and perseverance. This experience taught me that success is not only about winning first place, but also about learning, growing, and never giving up. The Biology Olympiad ITS 2025 became a valuable milestone in my academic journey and motivated me to continue pursuing excellence in science.

Appendix 10 TTR Preview

The screenshot shows the AntConc application window. At the top, there is a menu bar with 'File', 'Edit', 'Settings', and 'Help'. Below the menu is a toolbar with icons for file operations. The main interface is divided into several sections:

- Target Corpus:** Shows the current file being analyzed: 'Name: temp', 'Files: 29', and 'Tokens: 6253'. A list of files is shown below, with 'Xi-F1_02.txt' selected and highlighted in blue.
- Search Query:** Displays the search criteria: 'Words', 'Case', 'Regex', 'Htt Location', and 'Adv Search'. The 'Words' checkbox is checked. There are 'Start' and 'Adv Search' buttons.
- File Hits:** Shows 'File Hits: 0' and 'File Tokens: 176'. Below this, the search results for 'Xi-F1_02.txt' are displayed as a list of text lines. The first line is highlighted in blue.
- Progress Bar:** Located at the bottom right, it shows a green bar at 100% completion.
- Footer:** Displays the time taken for the search: 'Time taken (creating file results): 0.0623 sec'.

The search results for 'Xi-F1_02.txt' are as follows:

```

Xi-F1_01.txt
Xi-F1_02.txt
Xi-F1_03.txt
Xi-F1_04.txt
Xi-F1_05.txt
Xi-F1_06.txt
Xi-F1_08.txt
Xi-F1_09.txt
Xi-F1_10.txt
Xi-F1_11.txt
Xi-F1_12.txt
Xi-F1_13.txt
Xi-F1_14.txt
Xi-F1_15.txt
Xi-F1_16.txt
Xi-F1_17.txt
Xi-F1_18.txt
Xi-F1_19.txt
Xi-F1_20.txt
Xi-F1_21.txt
Xi-F1_22.txt
Xi-F1_23.txt
Xi-F1_24.txt
Xi-F1_26.txt
Xi-F1_28.txt
Xi-F1_29.txt
Xi-F1_30.txt
Xi-F1_31.txt
Xi-F1_32.txt
  
```

The highlighted text in the search results is:

```

Last year, I participated in an online Indonesian language competition, and the results were also announced online.
  
```

Below the search results, there is a text area containing the following text:

```

At the time, I felt very nervous because it was my first time participating in a competition. After completing the exam, I felt a little relieved, even though the results weren't out yet. A few days later, the results came out. I didn't have high hopes, and sure enough, when I saw the results, my name was in the top 200.
At that point, my hopes were dashed, and I considered giving up. But two days after the results came out, I reconsidered that yesterday was just the beginning, not the end. So I tried again, even though the results were the same as the first. I continued participating, and the results remained the same. After that, I stopped participating again, afraid that the results would be the same.
But it wasn't a complete failure, because I still wanted to keep trying again and again, striving for the best possible result. Until finally, I received a certificate.
  
```

Appendix 11 Result of Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Lexical	Between	(Combined)	148609.112	32	4644.035	.708	.781
Diversity	Groups	Linearity	1790.054	1	1790.054	.273	.613
* Writing		Deviation	146819.058	31	4736.099	.722	.767
Anxiety		from					
		Linearity					
Within Groups			65587.167	10	6558.717		
Total			214196.279	42			

Appendix 12 Result of Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Writing Anxiety	.105	43	.200*	.976	43	.512
Lexical Diversity	.114	43	.186	.956	43	.101

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Appendix 13 Result of Correlation Test

Correlations

		Writing Anxiety	Lexical Diversity
Writing Anxiety	Pearson Correlation	1	.091
	Sig. (2-tailed)		.560
	N	43	43
Lexical Diversity	Pearson Correlation	.091	1
	Sig. (2-tailed)	.560	
	N	43	43

Appendix 14 Result of Hypothesis Test

		Coefficients^a				
		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
Model		B	Std. Error	Beta		
1	(Constant)	604.345	54.300		11.130	.000
	Writing Anxiety	.509	.866	.091	.588	.560

a. Dependent Variable: Lexical Diversity

Appendix 15 Documentation



Appendix 16 Curriculum Vitae

CURRICULUM VITAE

Nama Lengkap : Salwa Habibah Bilqis
Tempat, Tanggal Lahir : Mojokerto, 10 Juli 2003
Jenis Kelamin : Perempuan
Agama : Islam
Fakultas : Ilmu Tarbiyah dan Keguruan
Jurusan : Tadris Bahasa Inggris
Perguruan Tinggi : Universitas Islam Negeri Maulana Malik Ibrahim
Alamat Rumah : Dsn. Dlanggu, RT.01/RW.02, Ds. Dlanggu,
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No.Hp/Telepon : 081330111244
Alamat E-mail : salwahabibah19@gmail.com
Nama Wali : Jakfar Sodik



Riwayat Pendidikan

1. RA Darussalam 2008-2010
2. MI Miftahul Huda 2010-2016
3. SMPN 1 Puri Mojokerto 2016-2019
4. SMAN 1 Puri Mojokerto 2019-2022
5. UIN Maulana Malik Ibrahim Malang 2022-2026

Malang, 4 April 2026
Mahasiswa,

Salwa Habibah Bilqis
NIM. 220107110046