

THE CORRELATION BETWEEN STUDENTS' WRITING ANXIETY AND WRITING PERFORMANCE OF SECOND SEMESTER IN UNIVERSITY OF ISLAM MALANG

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Abstract

In writing English, most English students have writing problems such as unclear content, inappropriate organization, and composition of sentences and language use. In this study, the researcher discussed one of the problems that were about anxiety. It was aimed to investigate the correlation between students' writing anxiety and writing performance. Thirty English students from the second semester at the University of Islam Malang in the academic year 2018/2019 participated in this correlational study. The researcher used random sampling to get the data and also writing anxiety questionnaires from Second Language Writing Anxiety Inventory (SLWAI) developed by Cheng (2004). The data were collected by distributing writing anxiety questionnaire and a writing test about descriptive text which was analyzed statistically used SPSS V. 20. The finding of the study showed that Pearson correlation (r) which represents the correlation between writing anxiety and writing performance is lower at .109 and the correlation of the two variables is not significant. It is known that from 30 participants ($N=30$). Afterward, the level of significance is at .566 which means the p -value is higher than 0.05. The result indicates that anxiety and the students' writing performance do not correlate significantly. This may be caused by the time pressure of writing test. Factually, the students were instructed to write an outline before exam day, then they were given three hours to make into a descriptive paragraph. So, it was much influenced by the correlation between students' writing anxiety and writing performance. It can be claimed that students' writing anxiety does not influence students' writing performance.

Key words: Writing Anxiety, Writing Performance, Correlation

INTRODUCTION

Based on the Oxford Dictionary, writing is a produce something in written form that makes someone can read or use it in their life. Writing skill is one of the important things in learning activities because it helps people to send their idea, opinion, and message based on their mind. In short, writing activity is transferring ideas into written form.

In English learning classroom, many students still have some problems in writing English. Most of English students have writings' problem when they master the writing skill. Usually, the problems of writing such are unclear content, inappropriate organization, and composition of sentences and language used in writing composition. In this study, the researcher discusses one major problem in writing as called writing anxiety.

Anxiety is a feeling where someone feels doubtful about their skill. Some definitions related to students' anxiety and their writing skill. Horwitz (1986:125) showed that anxiety was explained by psychologists as an individual feeling of nervousness, tension, fearful, and mistake related to the autonomic nervous system. Students' feeling very strongly influences the sentences production in writing activity. If the students feel anxious when they write a sentence in English, they cannot improve their writing skill well. Basco (2016, as cited in Woodrow, 2018) stated that writing anxiety is one of the emotional factor.

Choi (2013) stated that students feel anxious when they showed their shyness in writing English sentences, they had no idea or concept to begin to write an English essay, the vocabulary was a little and a few of students like writing English without help or suggestions. The term writing anxiety refers to an intrinsic tendency to anxiety that arises once a topic comes across tasks that entail an editorial element. The literature reports that writing anxiety largely affects students' writing performances in a negative way. The problems of writing anxiety such as feeling afraid, nervous, panic, inadequate time, little-self confidences, less of vocabulary, and a little do their exercises.

Teaching of Writing II in Unisma focuses on descriptive paragraph organization, logical division of ideas, and process paragraphs. This materials that students learn and practice based on Introduction to Academic Writing book written by Alice Oshima and Ann Hogue. The learning objective is to producing well-organized paragraphs and essays. Aside from those objectives, students' pshychological aspect need to be taken into account.

Therefore, the research aims to examine the correlation between students' writing anxiety and writing performance.

LITERATURE REVIEW

Writing anxiety could be a term for the strain, worry, nervousness, and a wide variety of other negative feelings. Writing anxiety can occur when the students were faced with the pressures of getting the good achievement at college or university. Writing anxiety is taken into account as a challenge for increasing the performance of the students in learning English process.

Cheng (2004, as cited in Sadiq 2017:2) found a negative correlation between FL writing anxiety and FL writing performance and he believed that writers with a higher level of anxiety tend to keep away from taking writing courses. It means that the correlation between writing anxiety and writing skill was not significant because he taught that courses made students understand and they were not feeling anxious about the skill.

Horwitz (1986) stated that students with the higher writing anxiety write shorter compositions of essay, have difficulty concentrating to input the content, they have some problems discriminating the sounds of word and structure of sentences and become forgetful. It means that students' anxiety influenced in writing English composition.

In line with those all explanation above, this research is interested in carrying out research on student's anxiety in learning writing under the title "The Correlation between Students' Writing Anxiety and Writing Performance"

RESEARCH METHODOLOGY

In this quantitative research, the researcher used correlation design as the research design. Correlation design used for prediction the research to know the correlation between two those are students' writing anxiety and writing performance. In this research, there is no treatment. To analyze the data of this research, the researcher used Pearson Product Moment Correlation (SPSS version 20).

The population of this research was some students of the second semester in the English department, Faculty of Teacher Training and Education, University of Islam Malang. The data were collected from the second semester used random sampling data. The researcher selected the students from the second semester as a sample. The participants consisted of 30 students.

The research instrument was the Second Language Writing Anxiety Inventory (SLWAI) questionnaire that was contained 22-item statements. The form of this questionnaire developed by Cheng (2004) that concern about the anxiety of student writers while writing in English. This is perceived which consist of three independent components of cognition, physical, and also behavior. So, it consists of three categories there are: somatic anxiety is about negative feelings such as tension and nerves, and then cognitive anxiety is about negative expectation such as preoccupation with the performance, and the last avoidance anxiety is about avoidance of behavior. The reason for selecting this matter of writing anxiety because it was proved highly reliable and valid through the correlation and factor analysis (Cheng, 2004).

The option for each item of questionnaire was 1 for strongly disagree, 2 for disagree, 3 for uncertain, 4 for agree, and 5 for strongly agree, for negative statements (number of 1,4,17,18, and 22) the point was 5 for strongly disagree, 4 for disagree, 3 for uncertain, 2 for agree, and 1 for strongly agree. The items across three subcategories are as follows: Cognitive Anxiety (number of 1,3,7,9,14,17,20, and 21), Somatic Anxiety (number 2,6,8,11,13,15, and

19), and Avoidance Behavior (number of 4,5,10,12,16,18,22). The significant of the Inventory was 0.89 which was within an acceptable range of reliability. To establish the most variety of writing anxiety, the frequency of the things associated with every subcategory of the SLWAI questionnaire such as somatic anxiety, cognitive anxiety, and avoidance behavior. The researcher used a scoring rubric to knowing the students' writing achievement. The scoring rubric adapted from Brown.

There are some procedure in conducting this research, those are; First, the students' writing anxiety was identify used writing anxiety questionnaires, the researcher distribute questionnaire of students' writing anxiety which was already made by Cheng (2004), the aims to know students' writing anxiety of the second semester of University of Islam Malang. Second, the researcher give writing test for the students to write descriptive text to get the score in their writing class. The score used to identify how the level of their writing achievement. Writing score and listed the score from the highest to the lowest score to know and check whether there is a correlation between students' writing anxiety questionnaire and the document score. The researcher calculates it using The Statistical Package for the Social Sciences Programs (SPSS) version 20.

FINDINGS AND DISCUSSION

Here the researcher divided the variables into two subs those are writing anxiety (X) and writing performance (Y). The descriptive statistics would be explained below:

Table 4.1 The Descriptive Statistic of Writing Anxiety and Writing Performance

	Mean	Std. Deviation	N
Writing Anxiety	61.50	8.212	30
Writing Performance	76.60	10.779	30

In term of the correlation between writing anxiety and writing performance, it is known that from 30 participants (N=30). The mean score of writing anxiety is 61.50, followed with 8.212 for the standard deviation. Writing anxiety seem to have a higher mean score that writing performance as it only obtained mean 76.60, while in term of standard deviation is 10.779.

Table 4.2 The Correlation Between Students' Anxiety and Writing Performance

		Anxiety	Writing
Writing Anxiety	Pearson Correlation	1	.109
	Sig. (2-tailed)		.566
	N	30	30
Writing Performance	Pearson Correlation	.109	1
	Sig. (2-tailed)	.566	
	N	30	30

Table 4.2 clearly shows that the level of significance is .566 which means p-value is higher than 0.05. So, there was no correlation. To summarize, the result indicates anxiety and the students' writing performance does not correlate significantly. It can be claimed that students' writing anxiety does not influence students' writing performance.

After analyzing the data, the researcher showed the data to establish the hypothesis of whether the hypothesis is accepted or rejected. Based on the result of table 4.2, the p-value is .566 which means it is higher than 0.05. Then, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that there is no significant correlation between students' writing anxiety and writing performance of the second semester in the English Department at the University of Islam Malang. In short, this study shows that the correlation between students' writing anxiety does not influence the students' writing performance.

Regarding the research problem in this study, the finding shows that there is a very low correlation between students' writing anxiety and writing performance in which the Pearson correlation (r) is .109. It means that the Pearson correlation (r) is positive rejected because students' writing anxiety does not influence their writing performance. The lower or higher students' writing performance cannot depend on their anxiety.

The result of the present study is different from the previous study conducted by Kurniasih (2017), Dela & Bambang (2017) and Emrah (2018). The finding of the studies by all of the them had a significant correlation between anxiety and writing performance. Their previous studies showed that the students' writing anxiety gave a significant effect on students' writing achievement or writing performance. When students feel high anxiety, they will get the lower achievement. From the three previous studies found that anxiety is a significant correlation between two variables; however, the present study found the opposite finding.

In this study, the alternative hypothesis is rejected and it can be caused by some other cases such as lecturer's instructions, the lecturer was checked the outline of descriptive

sentences with some notes before the examination day, and when the students were in out of the class, they had many times to finished this outline without time allotment. So, the cases were effected the reliability of the writing test. The differences of this present study with the previous study were about the instruments which translate into Indonesian language.

To sum up, the findings of the study have pedagogical implication. For the lecturer, when the students produce a descriptive paragraph, they just need a short time. So, the time allotment from the lecturers' instructions which given to students should not be too long. For the students, they must change their bad feeling into positive thinking. When the students have positive thinking, it makes students more focus on mastering their writing English skill.

CONCLUSION AND SUGGESTION

Referring to the data from the previous chapter showed that there is no significant correlation between students' anxiety and their writing performance. Besides that, the hypothesis of this research is rejected at .109. It occurred because some aspects that influenced the result became positive rejected. In fact, anxiety is not the only one major of the problem case for mastering writing performance. And the other aspects were made this research rejected such as the leacturer's instruction and time allotment. Anxiety is a feeling where someone feels doubtful about their skill and sometimes it changes every time. In this research, anxiety does not affect the writing performance.

Reflect to the findings, there are some suggestion for the teachers, the students and the further researcher. For the teachers keep the best treatment to make the students' achievement better than before. Think and know more about the students' feeling when they take a writing practice or in writing class because this feeling can influence improving writing performance. For the students, they should be an active student and have the best feeling in their learning writing process. When they do it perfectly, they receive all of the writing material without any bad feeling. The students are also must know more about their belief and awareness.

The last is for further researcher add more participants, It expected can improve the analysis of the result. About the questionnaires of this study is better when the further researcher check the reliability of the questionnaires firstly. And to make this study better, the further researcher can add more the test of writings to investigating the correlation of writing anxiety and writing performance.

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