



The Correlation between Students' Writing Anxiety and Writing Achievement of Students' English Department at Universitas Negeri Padang

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Abstract

Writing anxiety is a problem faced by students in writing class. This anxiety can prevent the students from achieving the best understanding in writing. When a student is experiencing writing anxiety, they will not be able to combine the sentences each other. This will make them get a low result in writing tests. This research aims to see the correlation between writing anxiety and writing achievement of the Paragraph Writing class in the English Department at Universitas Negeri Padang. This study used a descriptive research method. The population of this research was all English college students of the second semester World Health Organization were already learned the Paragraph Writing course in January- June 2020. They were selected because they had taken a course on paragraph writing. The sample was 48 students taken using a cluster random sampling. The information was collected using a questionnaire from Second Language Writing Anxiety Inventory (SLWAI) and a writing test to get the result from the writing achievement, which has been administered twice to get more comprehensive information. The results show that SLWAI and writing test have a correlation with the Pearson Correlation ($r = -.052$) which indicated that whenever students have high writing anxiety so it is possible for them to get the high or low achievement itself. Furthermore, this research related to writing achievement and writing anxiety is suggested to do.

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INTRODUCTION

Foreign language skills, especially English has become an important subject to be mastered by Indonesian students, ranging from junior high school up to university levels, either for communication purposes or for academic purpose. In this

case, listening and speaking are oral languages: reading and writing are written languages. Among those skills, writing is one of the important aspects in English teaching and the learning process. Writing means to express ideas into a written form, and it takes a lot of practice because it cannot be mastered in a short term. According to Longan (2012: 9), “writing is not an automatic process”. Furthermore, writing is not merely expressing ideas but also must comply with the rules, spelling, and vocabulary in order to be understood by readers. So writing can be one of the harder skills to be learned by students.

Moreover, Indonesian students will be easier to write in Bahasa Indonesia rather than in English. It might be because Indonesian students think that English is a difficult language to learn. There are many reasons why writing English is difficult to learn. One of them is according to Elbow (1998) stated that there are many people cannot write. They feel confused when they have to write because they do not know how to get started writing. In addition, the students are also expected to use the grammar and appropriate vocabulary when writing. Then, students also feel low self-confidence and writing anxiety so that is why writing is hard to be mastered by students. Being afraid to make mistakes in English writing is one of the anxiety patterns because the students World Health Organization feel afraid to make mistakes in writing.

Due to the anxiety, the students may have poor result in writing achievement. Writing achievement is a result achieved by the students in the learning process. If the students have writing anxiety, they will not get the best achievement because they may feel anxious, fearful, and uncomfortable throughout the writing English process in classroom. There have been many researchers that have done the analysis toward the writing anxiety and writing achievement, such as, Riffat- un- Nisa Awan et Navy (AL), (2010) discussed an investigation of foreign language classroom anxiety and its relationship with students’ achievement.. Next, Giti Mousapour (2012) talked about the relationship between anxiety and EFL writing. Then, Salam and Dyiar (2014) that talked about writing anxiety as a predictor of writing self-efficacy in English for special education Arab learners. Then, Kirmizi (2015) talked about an investigation of 12 learners’ writing self-efficacy, writing anxiety and it causes at higher education in Turkey. Then in 2016, Hesti Wahyuni discussed about the differences among writing anxiety, gender and writing achievement of English study program students of PGRI University Palembang. Next, Nur Aprilianti (2020) discussed the

relationship between writing anxiety and writing achievement: a case of one Islamic university in Palembang.

Nonetheless, there are enormous differences in the finding of the result from the researcher mentioned above, some of them talked that there is a correlation between writing anxiety and achievement, on the contradictory found that between writing anxiety and achievement is not related. As the differences result in some researchers about whether or not there is a correlation between writing anxiety and achievement, the researcher wants to investigate and expose it, in this study, is there any correlation between writing anxiety and achievement of students English department at Universitas Negeri Padang or not.

METHOD

1. Research Design

This research was conducted using descriptive research. However, the aim of this method is to describe the problem of the study in detail. Based on this, the researcher tried to find out whether the students' writing anxiety influences the students' writing achievement.

2. Population and Sample

a. Population

The population of this research was all of paragraph writing classes students on January-June 2020. There were 8 classes in total which consist of 243students.

No	Class	Total
1	K1-19	28
2	K2-19	32
3	K3-19	32
4	K4-19	31
5	K5-19	32
6	NK1-19	25
7	NK2-19	30
8	NK3-19	33
Total		243

b) Sample

From total 8 classes of paragraph writing class, the researcher randomly took 20% from the total of the population. So, the amount sample is 20% of 243 students which is 48 students. Each class was taken by 6 students to be sampled.

The researcher used simple random sampling because every individual in the population had the same probability of being selected.

3. Instrumentation

In this research, the researcher used the instrument as a tool to collect the data. The instruments are made based on the syllabus and the standard of competencies and the basic competencies of the Paragraph Writing class in January-June 2020. In this research, the researcher used a questionnaire and writing test.

a. Validity

The item of the questionnaire and test instrument was consulted with an advisor and then it is validated by an English lecturer, Dr. Rusdi Noor Rosa, S.S.,M.Hum.

So, in administering the test, the validity of the content could be seen by using the syllabus of the Paragraph Writing subject. It was consulted with English Department Lecturer who is teaching a Paragraph Writing class in January-June 2020.

Table 4.1 RPS Paragraph Writing January-June 2020

Week	Lesson Learning Outcome	Indicators	Learning Materials
4-5	Students are able to write	Students' ability to compose Descriptive	1. Definition of Descriptive

	Descriptive paragraphs	paragraphs correctly, including: 1. Topic Sentence 2. Supporting sentences 3. Concluding sentence	paragraphs 2. Purpose of Descriptive paragraphs 3. Characteristics of Descriptive paragraphs
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b. Reliability

Reliability is functioned to see whether the score reliable or not. In this research, the reliability of the writing test measured by inter-rater reliability. According to Creswell (2015:161), inter-rater reliability is a procedure used when making observations of behavior. The purpose of researcher for using inter-rater reliability was to see the consistency of the result from writing test and questionnaires.

From the test, it involves observations made by two raters, the first rater is the researcher and the second-rater is English Department lecturer who is an expert in writing. Thus, the raters in this research also learned and discussed the scoring rubric before assessing the test. Then, to calculate the score, as a proposed by Arikunto (2006), the researcher used a formula:

$$Kk = \frac{N1+N2}{2}$$

Kk = score
N1 = score of rater 1
N2 = score of rater 2

Form the questionnaire used Cronbach’s Alpha Standardized through SPSS 25.0. The scale is (Arikunto, 2007):

Table 4.2 Reliability Range

Cronbach’s Alpha Score	Level of Reliability
0,0-0,20	Not reliable
0,21-0,40	Low
0,41-0,60	Moderate
0,61-0,80	High
0,81-100	Very high

The reliability of the SLWAI (Second Language Writing Anxiety Inventory) is state in the tables below:

Table 4.3 Reliability Statistics of SLWAI

Cronbach’s Alpha	N of items
0.90	22

After the calculating by using SPSS 25.0, it was found that the questionnaire was highly reliable because the reliability is 0.90 with 22 items of question.

4. Techniques of Data Collection

The techniques for collecting the data in this research considered the purpose of the research.

- a) The researcher contacts the entire chairman in each class who already learned paragraph writing in January-June 2020 in the English Department of UNP, in order to ask their permission for conducting the research.
- b) Then, asked them to write a descriptive text and answer the questionnaire.
- c) The sample wrote descriptive text in at least 250-300 words.
- d) Then, the researcher collected the writing descriptive text and the questionnaire.
- e) After that the researcher analyzed the data whether writing anxiety influence someone's writing achievement.

5. Techniques of Data Analysis

To analyze the data from the questionnaire and writing test, the researcher used Inferential Analysis. In the process, the researcher used SPSS (statistical Package for the Social Science) to process and analyzed the data.

RESULT AND DISCUSSION

Research Finding

The findings stated in this research are from the questionnaire and the writing test . In order to find the relation between writing anxiety and writing achievement, the research must clearly group the results from SLWAI and writing test first.

1. Questionnaire (SLWAI)

The questionnaire is used to know the level of writing anxiety of the students. From the questionnaire used in this research, the results are stated in the table below:

Descriptive Statics:

Table 5 Descriptive Statistic of SLWAI

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
SLWAI	48	52	90	3279	68.31	9.596
Valid N (listwise)	48					

Table 5 is description of data analyzed of SLWAI questionnaire. It states mean (m=68.31) and standard deviation (std. deviation=9.596) which proof that the students have the high writing anxiety in studying at writing class. The data got from the questionnaire show the range of the students of paragraph writing class are in middle to high of anxiety writing with 18 students in the middle level, 30 students in the high level of writing anxiety.

2. Writing Test

Table 6 Descriptive Statistic of Writing Test

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation

WT	48	50	87	3544	73.83	6.366
Valid N (listwise)	48					

Table 7 Range of Students' Writing Test

No	Score	Total students
1	20-40	-
2	41-60	1
3	61-80	42
4	81-100	5
Total		48

Table 6 and 7 indicate that writing students have varied scores in their writing test. This finding is one of the key points in searching correlation between writing anxiety and writing achievement.

3. The Correlation between Writing Anxiety and Writing Achievement in Paragraph Writing Classes

For getting the correlation between writing anxiety and writing achievement, the researcher has done the analyzed correlation between Second Language Writing Anxiety Inventory (SLWAI) and writing test.

Table 8 Correlation between SLWAI and Writing Test
Correlations

		LISTENING MOTIVATION	LISTENING ANXIETY
SLWAI	Pearson Correlation	1	-.052
	Sig. (2-tailed)		.723
	N	48	48
WT	Pearson Correlation	-.052	1
	Sig. (2-tailed)	.723	
	N	48	48

Table 8 shows that SLWAI and WT have no correlation with the Pearson Correlation ($r = -.052$) which indicates that whenever students have a high writing anxiety so it is possible for them to get the high or low achievement itself.

Discussion

This study was conducted to 2019 Paragraph writing class students of English Department at Padang State University University. Through the questionnaire (Second Language Writing Anxiety Inventory Questionnaire) it was found that the majority of the students have a high writing anxiety range 18 of the total 48 sample were in middle anxiety tingkat the rest 30 of the students are in the high level of anxiety. While through the informasi from writing test, the students in Paragraph Writing class have varied score with the minimum score 50 and maximum score 87.

A careful analysis of statistics that has been done with SPSS shows that Second Language Writing Anxiety Inventory (SLWAI) have no correlation with writing achievement from the writing test in Paragraph Writing class. This indicates the high writing anxiety occurred into students itself the probably high or low the writing achievement they have.

There have been many previous researchers, which about writing anxiety and writing achievement which show the different result (Yunita Sinaga, 2018) in their research entitled “The relationship between writing anxiety and writing achievement” found out there was no correlation between writing anxiety and writing achievement. The calculation of

Pearson Product Moment showed that r value between variable X (anxiety) and Y (achievement) was $-0,368$ which fell on the position of low relationship (value between $0,20$ and $0,39$). This meant that between variable of X had low relationship to variable Y. Next, (Dela masita et, Navy (AL). 2018) in his research World Health Organization investigate on the students writing anxiety and its correlation with writing performance got negative significant correlation between students’ writing anxiety and their writing achievement with r obtained $-0,545$ and p -value $< 0,000$. However, Rehelmi (2020) in their research “The relationship between writing anxiety and writing achievement: a case of on Islamic university in Palembang” found a different result from the studies that have been discussed earlier. The result shows a significant correlation between students’ writing anxiety and essay writing achievement with r - obtained $0,276$ which was higher than r - table $0,194$. Besides, there was also a significant influence of writing anxiety on essay writing achievement with $7,6\%$.

CONCLUSION

Based on the result obtained above, it can be concluded that writing anxiety and writing achievement is having no correlation in paragraph writing class which means that when the students have a high writing anxiety level do not close the probability they have a low writing achievement can be a high writing achievement they have. In other word, writing achievement they have is not correlation with writing anxiety they have.

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