STUDENTS' WRITING ANXIETY AND ITS CORRELATION WITH WRITING PERFORMANCE

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Abstract: The present study was aimed at investigating the correlation between students' writing anxiety and their writing achievement. Eighty five EFL students of English Education Study Program of FKIP at Sriwijaya University in academic year 2016/2017 were selected by using purposive sampling. The study used a quantitative research method of correlational design. The data were collected by distributing writing anxiety questionnaire and a writing test which were analyzed statistically. The results of correlational analysis showed that a fair negative significant correlation between students' writing anxiety and their writing achievement with r obtained = -.545 and p-value -.000. Another finding from this study showed that a significant correlation between each aspect of writing anxiety to writing achievement (somatic anxiety was -.000, avoidance behaviour was -.000, and cognitive anxiey was -.000). Lastly, the contribution of writing anxiety on students' writing achievement was .297, and it indicated that students' writing anxiety gave significant effect in the level of 29.7% toward writing achievement.

Keywords: *Anxiety, Writing Anxiety, writing ahievement, Correlation.*

Hassan (2010) states that writing is one of the language skills which reveals how second language students show their verbal competence. Writing performance of English students can reflect their knowledge in Englih patterns through the written converse they present. Writing takes a main role in language acquisition since it is the foundation for students to develop their language skill. Furthermore, for Indonesian EFL learners, writing is quite crucial to be used in order they can prove their ability to write their idea, knowledge, information and feeling. Therefore, writing ability in university level is something students need to master as it helps university students to survive in academic life besides giving important benefits for developing their quality as learners. Furthermore, according to Kementrian Pendidikan dan Kebudayaan No. 125 in 2012, it is expected that undergraduate students should write a paper which is published in academic journal in order to finish the study in a particular major. Bjork and Raisanen (1997) state,

We highlight the importance of writing in all university curricula not only because of its immediate practical application, i.e. as an isolated capability, but because we believe that, seen from a broader perspective, writing is a thinking tool. It is a tool for language development, for critical thinking and extension for learning in all disciplines (p.8).

Generally, in academic life, there are certain types of assigned writing tasks which are commonly done by college students in most of their courses. In line with this, the success in college depends in the ability to organize and write proficiently. Moreover, the common types of writing assignment in college are essay examination and book review. Due to its various types, essay is frequently written for many purposes, and it even becomes the common type of question given in the exams. Those types of essays are cause and effect, comparison or contrast, and argumentative essay (Oshima & Hogue, 2006). The last type (argumentative essay) is mostly chosen by instructors to ask the college students to argue the evidence of particular issue of some materials. Baker, Breezy, and Angeli (2013) state that argumentative essay is a genre of writing that requires the students to investigate a topic: collect, generate, and evaluate evidence, and demonstrate a place on a topic in a brief manner. Therefore, the researcher believes that argumentative essay is widely used in academic life as the measurement of students' critical thinking, decisions making, and demonstrating evidences.

Writing ability determines success in college education, but in fact college students enter university with poor writing skills. Based on a data in English Department of Languages and Art Faculty, Universitas Negeri Medan, the students' writing skills are relative low and they do not meet the target by the curriculum (Dirgeyasa, 2016). In line with that, the result of a study conducted by Wigati in 2014, the fourth semester students of English Education Study Program in University at Karawang are at the basic level of language proficiency in English writing, it showed that most of students lack of vocabulary and capability in operating the English grammar. On the other hand, the findings of a study conducted by Rahmatunisa (2014) indicated that EFL learners in University at Kuningan faced three main problems in writing, those are linguistics problems, cognitive problems, and psychological problems. Furthermore, Many students have limited preparataion for the writing assignments at the university level and are less persistent in pursuing their achievements (Kruse, 2003). In addition to those overwhelming facts, Indonesia is only placed on the 57th of SCImago Journal and Country Rank (2007) with 32.355 published academic journals which are very low if compared to Malaysia with 153.378 (35th rank) published academic journals respectively.

Moreover, based on a preliminary interview with 20 students from the sixth semester of English Education Study Program of Faculty of Teacher Training and Education at Sriwijaya University in academic year 2017/2018, it was found that the students' have difficulties in English

writing. It shows that most of students still struggle in English writing, and they had some similiar problems in English writing, the problems are: finding the idea to write, paraphrasing the thesis statement, quoting the thesis statement in direct and indirect forms, and the lack of knowledge and vocabulary related to the essay topic.

Khoii (2011, p.494) states "Learning to write is difficult especially for foreign language learners because their English teachers usually ask them to produce fluent, accurate and appropriate written English." The Students' difficulties in writing can affect their writing performance. Students' Writing performance can show that how excellent or poor the ability of learners in writing. Hartono (2012) asserts

> Writing performance of English learners can reflect their knowledge in English language patterns through the written discourse they present. However, due to some designs, writing, especially in any other language rather than the first language is not always easy for foreign language learners. Thus, there are several Indonesian students fail to perform their best in writing and can not achieve good mark in writing (p.106).

According to Erkan and Saban (2011), students who find it difficult to learn writing, share the same problems in writing, i.e. afraid to make writing error. Being afraid to make mistakes in English writing is one of anxiety patterns because the students who feel afraid to make mistakes in writing unconsciously will try to avoid writing because they feel afraid to make mistakes in English writing, this is

also strengthened by Cheng (2004) who states there are 3 types of writing anxiety and one of them is Avoidance Anxiety which refers to "the actions or behaviour to avoid something or someone who feels anxious toward something." According to Worde (2003), both of foreign language and second language learners experience anxiety.

Moreover, the preliminary interview was also conducted in order to see whether the students feel anxious or not in English writing. The results showed that 18 from 20 (90%) students feel anxious in English writing. Kara (2013) states that anxiety is one of the factors that affects the process and the result of English learners' poor performance in English writing. This statement is also supported by Horwitz, Horwitz and Cope (1986) who state "Reseachers studying writing in a native language have found that learners with higher levels of English writing anxiety write shorter compositions than the learners whose levels of writing anxiety are lower." Similarly, according to Liu and Ni (2015), writing anxiety has negative effect on students' action in writing a foreign language. The effects of writing anxiety can likely weaken the learners' ability and confidence about their writing achievement.

Some researchers have previously explored about these two variables; writing anxiety and writing achievement, but it is still debatable and there are some inconsistencies found upon the results. Hartono (2011) conducted a study to find out the correlation between students' level of anxiety and students' achievement in writing class. The subjects in his study were 53 students of English Department, in the Faculty of Letters,

Soegijapranata Catholic University in Semarang. The result of his study showed that there was no significant relationship between students' level of anxiety and their writing achievement, but Cocuk, Yanpar-Yelken, and Ozer (2016) conducted a study to find out the relationship between writing anxiety and writing disposition among secondary school students. The participants of their study were 707 students from grade five through eight. The result of their study showed that there was statistically significant relationship between writing anxiety and writing disposition.

Based on the explanation above, this study aims at investigating whether there is a significant correlation between students' writing anxiety and their writing achievement.

METHODOLOGY

This research was a correlational study which was used to measure and describe the correlation between English writing anxiety and writing achievement of sixth semester students of English Education Study Program of FKIP in Sriwijaya University. There were two variables in this study. The independent variable was EFL' learners' writing anxiety while the dependent variable was English writing achievement. Moreover, this study described whether or not there was a significant correlation between English writing anxiety and writing achievement of sixth semester students of English Education Study Program of FKIP in Sriwijaya University. In addition, if there was a significant correlation between each aspect of writing anxiety (somatic anxiety, cognitive anxiety, and avoidance bahaviour anxiety) to writing achievement, this study would also find out and describe the contribution

of students' writing anxiety to their writing achievement. The population of this study was the sixth semester students of English Education Study Program of FKIP in Sriwijaya University in academic year 2017/2018.

The sample in this study was 85 sixth semester students of English Education Study Program of FKIP in Sriwijaya University that was selected by using purposive sampling which was selected based on characteristics of the objective of the study that they have taken writing I, writing II, and writing III.

The data used in this study was a quantitative data which was collected by giving students' writing test to measure their English writing achievement and distributing them writing anxiety scale questionnaire to find out their self-report of writing anxiety. In order to classify samples' writing achievement, each student was asked to write an argumentative essay consisting 3 paragraphs. The students were asked to choose one of three topics, they were "Is it appropriate for the students to take part-time jobs?" , "Should parents keep their children away from gadgets?" , "Is it good to stand up for what is right even if you stand alone?". The students were given 50 minutes to finish the writing test. The writing test was made by the researcher and had been validated by two validators who were English lecturers in UIN Raden Fatah Palembang.

Moreover, Second Language Writing Anxiety Inventory (SLWAI) developed by Cheng in 2004 was used in this study, the questionnaire had been tried out to 30 sixth semester students of UIN Raden Fatah Palembang with validity (>.40) and reliability (0.85) based on the

calculation by using the SPSS 22 version. The questionnaire consisted of 20 items with five answer choices. Each item of the questionnaire has likert scale; strongly agree (5), agree (4), Neutral (3), disagree (2), and strongly disagree (1) to examine the students' self-report toward the frequency of their writing anxiety. The results of students' writing test were checked by two raters by using Argumentative essay rubric rubric that consisted of five assessments such as Introduction & conclusion, main points, organization, works cited, and mechanics. Moreover, the writing test which was validated by two validators with reliability (.63) which was done based on the calculation by using the SPSS 22 version.

In determining whether there is a significant correlation or not between student's writing anxiety and their writing achievement, Pearson Product Moment from SPSS version 22 was conducted in this study. Next, regression analysis was applied to find out the contribution of writing anxiety to writing achievement.

FINDINGS
Normality of the Data
One Sample Kolmogorov-Smirnov Z test was used in this study by the decision if the p-value is higher than 0.05 in order to check the normality of the data. The result of the normality test of the data showed that the p-values were 0.002 for the questionnaire and 0.000 for writing test. Since the p-values of the data were lower than 0.05, then the data set did not have normal distribution, but Gani and Amalia (2015) classify that if the data do not have normal distribution, central limit theorem can be used. Based on central limit theorem, if the participants of the research above 30 participants, data research has been considered as normal distribution. Furthermore, the two data sets have normal distribution

Results of Writing Anxiety Questionnaire
English writing anxiety questionnaire which was done by the students has three aspects of writing anxiety. The aspects were somatic anxiety, avoidance behaviour, and cognitive anxiety. The students' score of each aspect of writing anxiety was explained on table 1, 2 , and 3. Moreover, the result of students' writing anxiety questionnaire (Somatic anxiety) can be seen in the following table

Table 1
Students' Somatic Anxiety

Statement	SA	A	N	D	SD
1. I feel my heart pounding when I write English compositions under time constraint.	32.9%	35.3%	22.4%	9.4%	-
2. My mind often goes blank when I start to work on an English composition.	18.8%	36.5%	24.7%	20%	-
3. I tremble or perspire when I write English compositions under time pressure.	27.1%	37.6%	21.2%	14.1%	-

4. My thoughts become jumbled when I write English compositions under time constraint.	21.2%	47.1%	22.4%	9.3%	-
5. I often feel panic when I write English compositions under time constraint.	22.4%	57.6%	12.9%	7.1%	-
6. I freeze up when unexpectedly asked to write English compositions.	16.5%	40%	25.9%	17.6%	-
7. I usually feel my whole body rigid and tense when I write English compositions.	14.1%	22.4%	32.9%	30.6%	-

The results of writing somatic anxiety showed that 61,35% students experienced somatic anxiety, 23,2% students slightly experienced somatic anxiety, and 15,45% students did not experience somatic anxiety. Second, the result of students' avoidance behaviour anxiety can be seen in the following table.

Table 2
Students' Avoidance Behaviour Anxiety

8. I often choose to write down my thoughts in English.	9.4%	14.2%	12.9%	52.9%	10.6%
9. I usually do my best to avoid writing English compositions.	15.3%	32.9%	28.2%	21.2%	2.4%
10. I do my best to avoid situations in which I have to write in English.	12.9%	32.9%	29.4%	20%	4.8%
11. Unless I have no choice, I would use English to write compositions.	7.1%	42.4%	35.3%	11.7%	3.5%
12. I would do my best to excuse myself if asked to write English compositions.	9.4%	55.3%	15.3%	18.8%	1.2%
13. I usually seek every possible chance to write English compositions outside of class.	11.8%	12.9%	23.5%	47.1%	4.7%
14. Whenever possible, I would use English to write English compositions.	12.9%	17.6%	10.6%	55.4%	3.5%

The result of avoidance anxiety showed that 40,97% students experienced avoidance anxiety, 22,17% students slightly experienced anxiety, and 36.81 students did not experience anxiety. Third, the results of cognitive anxiety questionnaire can be seen in the following table

Table 3
Students' Cognitive Anxiety

15. While writing English compositions, I feel worried and uneasy if I know they will be evaluated.	16.5%	40%	28.2%	15.3%	-
16. I don't worry that my English compositions are a lot worse than others'.	12.9%	36.5%	29.4%	17.7%	3.5%
17. If my English composition is to be evaluated, I would worry about getting a very poor grade.	12.9%	51.8%	22.4%	11.7%	1.2%
18. I'm afraid that the other students would deride my English composition if they read it.	20%	29.4%	25.9%	23.5%	1.2%
19. I'm afraid of my English composition being chosen as a sample for discussion in class.	21.2%	34.1%	23.5%	21.2%	-
20. Iam not afraid at all that my English compositions would be rated as very poor.	18.8%	35.3%	21.2%	15.3%	9.4%

The results of writing cognitive anxiety showed that 54,9% students experienced cognitive anxiety, 25,1% students slightly experienced cognitive anxiety, and 20% students did not experienced cognitive anxiety. There were 2 items which students mostly agreed, for examples item number 15 which states "While writing English compositions, I feel worried and uneasy if i know they will be evaluated." Moreover, there were 64.7% students agreed with item number 17 which states "If my English composition is to be evaluated, I would worry about getting a very poor grade". Based on the result of each aspect writing anxiety questionnaire, somatic anxiety had the highest score given by the students, the second one was cognitive anxiety and the third one was avoidance behaviour anxiety. It can be said that most of sixth semester students of English education study program of FKIP at Sriwijaya University were anxious in English writing.

Students' Writing Achievement

The results of writing achievement test are shown in Table 4 below.

Table 4
Results of Writing Performance

Score Interval	Category	N	% of total N
86-100	Very Good	0	0%
71-85	Good	4	4,71%
56-70	Moderate	35	41,18%
41-55	Low	24	28,24%
0-40	Failed	22	25,88%

The table above shows that 22 out of 85 students (25,88%) had failed in English writing achievement. Meanwhile, 24 students were on low predicate in writing achievement. Moreover, 35 students were on moderate predicate in writing achievement. Besides, 4 students were on good predicate in writing achievement. None of them was in very good category in English writing achievement. Moreover, the means score of students' writing achievement was 51 which was in low category and It can be said that the sixth semester students of English Education Study Program of FKIP Sriwjaya University could not be considered that they were good writers.

Correlation between Students' Writing Anxiety and Their Writing Performance

The significant correlation between writing anxiety and writing achievement of English education study program students of sriwijaya university can be seen on table 5 below

Table 5
The correlation between students' writing anxiety and their writing performance

Variables		R (Pearson Correlation)	P (sig 2- tailed) P <0.05)
Writing Anxiety	Writing Achievement	-.545**	.000

The result of Pearson Product moment correlation coefficient test showed that the correlation coefficient was -.545 and p-value was .000. It means that there was a fair negative correlation between writing anxiety and writing achievement which means if writing anxiety was higher, the writing achievement would be lower and if writing anxiety was lower, the writing achievement would be higher. The correlation was a significant correlation because the p-value (.000) was lower than 0.05. therefore, there was a fair negative significant correlation between writing anxiety and writing achievement.

Correlation between each aspect of Writing Anxiety and Writing Performance

The significant correlation between each aspect of writing anxiety and writing achievement of English Education Study Program Students of Sriwijaya University can be seen on table 6 below.

Table 6
Correlation between each aspect of writing anxiety and writing performance

Anxiety's Aspects		R (Pearson Correlation)	P (Sig 2- tailed) P < 0.05
Somatic Anxiety	Writing Achievement	-.481	.000
Avoidance Behaviour	Writing Achievement	-.430	.000
Cognitive Anxiety	Writing Achievement	-.540	.000

The results of correlation analysis showed that there was a fair negative significant correlationn between somatic anxiety and writing achievement because the p-value (.000) was lower than 0.05. Moreover, there was a fair negative significant correlation between avoidance behaviour and writing achievement because the p-value (.000) was lower than 0.05. Furthermore, there was a fair negative significant correlation between cognitive anxiety and writing achievement because the p-value (.000) was lower than 0.05.

Contribution of Writing Anxiety and Writing Performance

The contribution of writing anxiety and writing achievement of English Education Study Program Students of Sriwijaya University can be seen on the table 7 below.

Table 7
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.545[a]	.297	.288	12.242	.297	35.016	1	83	.000

a. Predictors: (Constant), Writing Anxiety

Based on Table 7 above, it was found that R square was .297 (sig F=0.000). It indicated that the predictor variables (writing anxiety) explained 29,7 % of the variability in students' writing achievement.

Contribution of Each Aspect of Writing Anxiety to Writing Performance

The contribution of each aspect of writing anxiety to writing achievement of English Education Study Program Students of Sriwijaya University can be seen on the following tables; tabel 8 for somatic anxiety, table 9 for avoidance behaviour anxiety, and table 10 for cognitive anxiety.

Table 8
Result of regression analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	Sig. F Change
1	.481ᵃ	.232	.222	12.795	.232	25.028	.000

a. Predictors: (Constant), Somatic Anxiety

Based on Table 8 above, it was found that R square was .232 (sig F=0.000). It indicated that the predictor variables (somatic anxiety) explained 23,2 % of the variability in students' writing achievement.

Table 9
Result of regression analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	Sig. F Change
1	.430ᵃ	.185	.175	13.177	.185	18.869	.000

a. Predictors: (Constant), Avoidance Behaviour

Based on Table 9 above, it was found that R square was .185 (sig F=0.000). It indicated that the predictor variables (Avoidance Behaviour) explained 18,5 % of the variability in students' writing achievement.

Table 10
Result of regression analysis
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	Sig. F Change
1	.540ᵃ	.291	.283	12.290	.291	34.089	.000

a. Predictors: (Constant), Cognitive Anxiety

As shown in Table 10, the R square was .291 (sig F=0.000). It indicated that the predictor variables (Cognitive Anxiety) explained 29,1 % of the variability in students' writing achievement

DISCUSSION

Based on the findings of this study, the interpretations were presented. First, the result of students' means score in writing test was 51, and it was categorized as "low" which revealed that most of sixth semester students of English Education Study Program of FKIP Sriwjaya University could not be considered that they were good writers. According to Erkan and Saban (2011), students who find it difficult to learn writing, share the same problems in writing, i.e. afraid to make writing error. Being afraid to make mistakes in English writing is one of anxiety patterns because the students who feel afraid to make mistakes in writing unconsciously will try to avoid writing because they feel afraid to make mistakes in English writing, this is also strengthened by Cheng (2004) who states there are 3 types of writing anxiety and one of them is Avoidance Anxiety which refers to "the actions or behaviour to avoid something or someone who feels anxious toward something."

Second, according to writing anxiety questionnaire which was used in this study has three aspects, namely cognitive anxiety, somatic anxiety, and avoidance anxiety. Based on the results of students's score of each aspect in writing anxiety questionnaire showed that most of the students experienced somatic anxiety. Somatic anxiety is the physiological element, which related to autonomic arousals, negative symptoms such as feelings of nervous, high blood pressure, dry throat, muscular tension, rapid heart rate, sweaty palms and butterflies in stomach (Parnabas, Mahamood, & Parnabas, 2013). There were 2 items which students mostly agreed, for example 68.3% students agreed with item number 4 which states "My thoughts become jumbled whhen I

write English composition under time constraint". After that, 80% students agreed with item number 5 which states "I often feel panic when I write English composition under time constraint." Moreover, cognitive anxiety aspect was the second aspect of writing anxiety questionnaire which mostly chosen by students after somatic anxiety. . There were 2 items which students mostly agreed, for examples item number 15 which states "While writing English compositions, I feel worried and uneasy if i know they will be evaluated." Moreover, there were 64.7% students agreed with item number 17 which states "If my English composition is to be evaluated, I would worry about getting a very poor grade" .. Furthermore, avoidance anxiety is the third aspect of writing anxiety questionnaire which mostly chosen by the students. Avoidance behaviour anxiety is the actions or behaviour to avoid something or someone who feels anxious toward something (Cheng, 2004). There were 2 items which students mostly chose, for examples 63.5% students disagreed with item number 8 which states "I often choose to write down my thoughts in English." Moreover there were 64.7% students agreed with item number 12 which states "I would do my best to excuse myself if asked to write English composition." Third, the result of the correlation analysis was conducted to see the correlation between writing anxiety to writing achievement and also the correlation between each aspect of writing anxiety to writing achievement. It showed that there was a fair negative significant correlationn between writing anxiety and writing achievement, a fair negative significant correlationn between

somatic anxiety and writing achievement, a fair negative significant correlation between avoidance behaviour anxiety and writing achievement, and a fair negative significant correlation between cognitive anxiety and writing achievement.

Fourth, the result of contribution revealed that the contribution of writing anxiety to writing achievement was 29.7 %. Therefore, the contribution of writing anxiety toward writing achievement was 29.7 %, leaving 71.2 % of unexplained factors. This is line with Kara (2013) who states that anxiety is one of the factors that affects the process and the result of English learners' poor performance in writing. In addition, the contribution of each aspect of writing anxiety to writing achievement were

CONCLUSION

Based on the findings and interpretations of the study, five things are drawn. Firstly, there is a significant correlation between students' English writing anxiety and writing achievement of the sixth semester students of English Education Study Program Sriwijaya University. Secondly, there was a significant correlation between students' somatic anxiety and writing achievement. Thirdly, there was a significant correlation between students' avoidance anxiety and writing achievement. Fourthly, there was a significant correlation between between students' cognitive behaviour axiety and writing achievement. the lastt one, there was a contribution of writing anxiety and writing achievement.

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