

THE CORRELATION BETWEEN THE ANXIETY OF THE SECOND YEAR STUDENTS OF ENGLISH STUDY PROGRAM AND THEIR ESSAY WRITING ABILITY

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Abstract : *This research is aimed to find out the correlation between the anxiety of the second year students of English Study Program and their essay writing ability. The sample of this research is one of three classes of the second year students of English Study Program that were chosen by using cluster random sampling technique. The number of sample is 38 students. There were two types of data collected in this research: the data of anxiety and the data of essay writing ability. The anxiety data were gained by using adapted questionnaire from Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, Horwitz, and Cope. The data of essay writing ability were gained from essay writing test based on the 2013 curriculum. The results show that the anxiety level of population is categorized into “low” level and their essay writing ability is in “good” level. The result revealed that the contribution of anxiety to students’ essay writing ability is 51 %. In conclusion, there is significant correlation between the anxiety of the second year students of English Study Program and their essay writing ability.*

Key Words: *Correlation, Anxiety, Essay Writing Ability*

KORELASI ANTARA KECEMASAN DARI SISWA TAHUN KEDUA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS DAN KEMAMPUAN MEREKA MENULIS ESAI

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Abstrak: Penelitian ini bertujuan untuk mengetahui korelasi antara kecemasan dari siswa tahun kedua Program Studi Pendidikan Bahasa Inggris dan kemampuan mereka menulis esai. Sampel dari penelitian ini adalah salah satu dari tiga kelas dari siswa tahun kedua Program Studi Pendidikan Bahasa Inggris yang dipilih menggunakan teknik pengambilan acak daerah. Jumlah sampel adalah 38 siswa. Ada dua jenis data yang diambil dalam penelitian ini: data kecemasan dan data kemampuan menulis esai siswa. Data kecemasan diperoleh dengan menggunakan kuisioner yang diadaptasi dari Foreign Language Classroom Anxiety Scale (FLCAS) oleh Horwitz, Horwitz, dan Cope. Data kemampuan menulis esai siswa diperoleh dari tes menulis esai berdasarkan kurikulum 2013. Hasil dari penelitian ini menunjukkan bahwa tingkat kecemasan dari populasi dapat dikategorikan ke dalam tingkat “rendah” dan kemampuan menulis esai mereka berada di tingkat “bagus”. Hasil penelitian menunjukkan bahwa kecemasan memiliki kontribusi sebesar 51% terhadap kemampuan menulis esai siswa. Dapat disimpulkan, terdapat korelasi yang signifikan antara kecemasan dan kemampuan menulis esai dari siswa tahun kedua Program Studi Pendidikan Bahasa Inggris.

Kata Kunci : Korelasi, Kecemasan, Kemampuan Menulis Esai

INTRODUCTION

There are four basic skills in learning a language. It is divided into receptive and productive skills. Writing is one of the productive skills that should be mastered by students in improving their communicative competence in language. In writing, students should be more sensitive with accuracy which refers to how learners use the correct language system. According to Hedge (2005), writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. Writing involves some activities starting from setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, proofreading, then editing. Brown (2007) states that writing is an authentic way of expressing ideas and manifesting thoughts. Based on his explanation, writing is a basic skill to be learned because it contributes to overall language learning. This complex skill is not simply restricted to the learning of linguistic items. Writing is defined as a productive skill in which one expresses the authors' thoughts (Chastain, 1988).

Writing achievement was found to be associated with many factors and one of them is anxiety (Yildirim & Ergene, 2003). Anxiety is described by psychologists as a subjective feeling of tension, apprehension, nervousness, and wrong associated with an arousal of the autonomic nervous system (Bowen 2004: 28). Semiun (2006) states that anxiety is a physical condition that warns a person of a dangerous situation that will be faced. Walter (2005) states that anxiety is defined as a feeling of being very worried about something that may happen or may have happened, so that we think about it all the time or is a feeling of wanting to do something very much, but being very worried that we will not succeed. It is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry (Scovel, 1978). Individuals need to abstain from committing an error, or whatever other activity that may make us look dumb and insignificant. This frequently makes them aversion attempting to make sense of things they don't know about. At the point when uneasiness strikes, individuals feel dangerous.

Anxiety has been a worry for a long time in language educating and applied linguistics. Field (2004), anxiety is one of several affective factors which can influence attention and hence lead to deterioration in language performance. Some laymen in instructing feel that nervousness ought to be forestalled at any expense, yet as indicated by various investigations, for example, Brown (2007) states anxiety as a little stress about a matter or task at hand is going to be facilitative.

Based on the explanation above, the researcher decides to conduct a research entitled "The correlation between the anxiety of the second year students of English Study Program and their essay writing ability." The objectives of this research is to find out the anxiety of the second year students of English Study Program in writing class, discover the essay writing ability of the second year students of English Study Program, and observe whether there is significant correlation between the anxiety of the second year students of English Study Program and their essay writing ability. If the result shows there is significant correlation between two variables, this research will find out the level of correlation between the anxiety of the second year students of English Study Program and their essay writing ability.

RESEARCH METHODOLOGY

Populations of the Research

The populations of this research were the second year students of English Study Program of FKIP Universitas Riau. 38 students were chosen by using cluster random sampling technique.

The Data of Collecting Technique

The data collection was conducted on May 7th, 2019. The anxiety questionnaire was distributed to the sample students to get students' anxiety data. To get the value of students' writing score, a test was administrated. The test was carried out to the students once after the students answering the questionnaires. It was the essay writing test.

The Data Analysis Technique

The data from questionnaire were analyzed to determine the anxiety of the second year students of English Study Program by observing the checked item in the 'Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree' columns. Each option has score based on the Likert Scale Rating below:

Table 1. Likert Score Rating		
Option	Score	
	Favourable	Unfavourable
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

More than half of items from this questionnaire are unfavourable. This following table shows which item from the questionnaire categories as favourable or unfavourable statement.

Table 2. Questionnaire Categories		
Types	Number of Item	Total
Favourable	2, 5, 8, 14, 18, 22, 28	7 items
Unfavourable	1, 3, 4, 6, 7, 9, 10, 11, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30.	23 items

The value was categorized into 5 categories that was adapted based on Arikunto's (1997) students' motivation category. The researcher used this following categories to classify anxiety score.

Table 3. The Classification of Students' Anxiety

Num.	Range Scores	Categories
1	$80 \leq P \leq 100$	Very High
2	$65 \leq P \leq 79.99$	High
3	$55 \leq P \leq 64.99$	Average
4	$40 \leq P \leq 54.99$	Low
5	$0 \leq P \leq 39.99$	Very Low

(Adapted from Arikunto, 1997)

The essay writing ability of the second year students of English Study Program in classroom were obtained by using essay writing test. The students' writing test were being analyzed by three raters, those who validate the writing test, by using the instrument from and Byrne (1988). This following table contains the score of five components in writing according to Byrne (1988) as follows:

Table 4. The Blueprint of the Instruments

No	Components	Very Good (5)	Good (4)	Average (3)	Poor (2)	Very Poor (1)
1.	Organizing idea					
2.	Grammar					
3.	Vocabulary					
4.	Mechanics (Punctuation, Capitalization, Spelling)					
5.	Content					

(Byrne, 1988)

The score then categorized into 5 categories adapted from Harris (1974). The categories are defined as follows:

Table 5. The Classification of Students' Essay Writing Score

Num.	Range Scores	Category
1	81 – 100	Excellent
2	61 – 80	Good
3	41 – 60	Mediocre
4	21 – 40	Poor
5	0 – 20	Very Poor

(Adapted from Harris, 1974)

Since there are three raters, every student has three rater score. Then all of rater score of each student is totalized. Then, the total of rater score from each rater is one students' score, the formula is:

$$RS \text{ (Rater Score)} = \frac{RS\ 1 + RS\ 2 + RS\ 3}{3}$$

Score: The average of total real scores

RS1: Real score from rater 1

RS2: Real score from rater 2

RS3: Real score from rater 3

All of the data above were analyzed by using the formula of correlation product moment to know the correlation between students' anxiety and their essay writing ability: The students' anxiety is X variable and students' essay writing ability is Y variable. The criteria of correlation were determined by applying the interpretation of number correlation as suggested by Sugiyono (2017:193) .

Table 6. Interpretation of Number Correlation r Product Moment

Magnitude "r" product moment	Interpretations
0,00-0,199	Very low correlation
0,20-0,399	Low correlation
0,40-0,599	Fair correlation
0,60-0,799	Strong correlation
0,80-0,1000	Very strong correlation

(Sugiyono, 2017)

The association between two scores involves positive correlation and negative correlation. When examining a graph, it is important to identify if the point intersect, or move in the same or opposite directions. Regarding the direction off association, Creswell (2012) explains that:

- In a positive correlation (indicated by a “1” correlation coefficient), the points move in the same direction; that is, when X increases, so does Y or, alternatively, if X decreases, so does Y.
- In a negative correlation (indicated by a “-“ correlation coefficient), the points move in the opposited direction; that is when X increases, Y decreases, and when X decreases, Y increases.
- If scores on one variable do not relate in any pattern on the other variable, then no linear association exists.

Research Findings

Based on the results of the questionnaires, the anxiety of the second year students of English Study Program can be described as follows:

Table 7. The Interpretation of the Data of Students' Anxiety

Score	Classification	Frequencies	Percentage
$80 \leq P \leq 100$	Very High	0	0
$65 \leq P \leq 79.99$	High	1	2.6 %
$55 \leq P \leq 64.99$	Average	12	31.6 %
$40 \leq P \leq 54.99$	Low	23	60.5 %
$0 \leq P \leq 39.99$	Very Low	2	5.3 %
TOTAL		38	100%

Table 7 indicates that there were 12 students (31.6%) obtained Average level on anxiety, and one student (2.6%) High anxiety. There are 2 students (5.3%) obtained Very Low anxiety while none of them with Very High anxiety level. But, 23 students (60.5%) obtained Low anxiety. Therefore, it can be concluded the overall students' anxiety is in Low level.

Students' essay writing ability is gained from the results of essay writing test. The results is portrayed as follows:

Table 8. The Interpretation of the Data of Students' Essay Writing Score

Score	Classification	Frequency	Percentage
81 – 100	Excellent	14	36,8 %
61 – 80	Good	24	63,2 %
41 – 60	Mediocre	0	0%
21 – 40	Poor	0	0%
0 - 20	Very Poor	0	0%
TOTAL		38	100%

Table 8 shows the rate percentage of the students score in writing. From 38 students, there are no students in the Mediocre, Poor, and Very Poor category. 14 students are categorized in Excellent category, while the rest about 24 students (63,2%) are Good in essay writing ability. So, it can be determined that overall, the second year students of English Study Program of FKIP Universitas Riau are good in essay writing ability.

The correlational value was determined using Pearson Product Moment formula. The result of the calculation is presented in table below.

Table 9. Correlation Analysis
Correlations

		Anxiety	Writing
Anxiety	Pearson Correlation	1	-.717**
	Sig. (2-tailed)		.000
	N	38	38
Writing	Pearson Correlation	-.717**	1
	Sig. (2-tailed)	.000	
	N	38	38

Based on the table above, the correlation value of anxiety of the second year students of English study program and their essay writing ability is -0.717. In which it can be said the correlation between the two variables is a negative correlation. According to Cresswell (2012) in previous chapter, correlation coefficient indicated by a “-“ symbol means a negative correlation, so the correlation between two variables of this research is a “Negative Correlation”. Based on the interpretation by Sugiyono (2017) which has been mentioned in the previous chapter, if the correlational value is between 0.60 and 0.799, it can be confirmed that the two variables has a “Strong Correlation”.

Table 10. Regression Equation
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	95.125	2.608		36.474	.000
	Anxiety	-.325	.053	-.717	-6.171	.000

a. Dependent Variable: Writing

As stated in the table above, the significance value is 0.00, in which is less than 0.05. Therefore, it can be concluded that there is a correlation between the two variables.

**Table 11. Determination Coefficient
Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.717 ^a	.514	.501	2.56881

a. Predictors: (Constant), Anxiety

b. Dependent variable: Writing

From the table above, it can be seen that the determination coefficient value (R square) is 0.514. Therefore, it can be concluded that the anxiety, as the independent variable, has 51% contribution in the second year students of English study program essay writing ability.

Discussion

Based on the findings of this study, the interpretations are presented. First, the average score of the students' writing test is 79.24 and it was categorized as "good" which can mean that most of the second year students of English Education Study Program of FKIP Universitas Riau could be said that they were good writers. Nevertheless, most of the participants still experienced anxiety. Based on the result of the questionnaire analysis, only 2 out of 38 students who were to be said showing very low anxiety. As stated by Negari and Rezaabdi (2012), "a little of anxiety is good in order for the writers to be aware and careful". And this "little" amount of anxiety is probably just what the 5.3 percent of the students showed during the writing test.

The rest of the participants, the majority, still have to deal with higher anxiety. The feeling of anxiety might happen because of some factors. According to Rezaei and Jafari (2014) and Zhang (2011), anxiety can occur to students because of insufficient writing practice. However, to this second year students of English Education Study Program Universitas Riau, that may not be the case since they had already completed two writing classes during the second and third semesters, and at that time they had been taking Writing III subject. Writing III is regarded as the "advance" level of writing class in their department that allows them to practice writing longer passages or essays. This study was actually carried out almost at the end of the semester where the students were supposed to have been through essay writing practices for multiple times.

Based on the data calculation and analysis, the correlation value of the students' anxiety and their essay writing ability is 0.717 in a negative mark. According to Sugiyono (2017), the correlational value between 0.60 and 0.799 is categorized as "Strong Correlation". Thus, the correlation of the students' anxiety and writing performance is a strong negative correlation.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on the research findings and interpretations of the data analysis, some conclusions can be drawn. Firstly, the result of data analysis shows that the anxiety of the second year students of English Study Program is in the *low* level with the average score 60.5 %. Based on the data analysis of essay writing ability, it can be concluded that essay writing ability of the second year students of English Study Program is classified to have *good* level with percentage of 63.2%. There is a significant correlation between students' anxiety and writing performance of the second year students of English Education Study Program at Universitas Riau. The correlation is a strong negative correlation, meaning that the higher the students' anxiety level, the lower their writing performance, vice versa. The result of contribution revealed that the contribution of anxiety to students' essay writing ability was 51 %, leaving 49 % of unexplained factors. This is in accordance with Kara (2013) who states that anxiety is one of the factors that affects the process and the outcome of English students' poor performance in writing. Moreover, many factors seem to be the determinant of the students' anxiety. Lack of self-efficacy and the fear of failure seem to be the factors which cause the feeling of anxiety.

Recommendations

The results of this research on anxiety show that 23 students (60.5%) of the second year students of English Study Program are in low level of anxiety. Based on essay writing test, students' essay writing ability from 24 students (63.2%) are categorized as good level in writing. With regards to the findings, three recommendations are offered as follows.

First for English teachers, especially those who teach writing subject in colleges, are recommended to consider students' anxiety in teaching writing. Second, it is hoped that this study give some insight on the relationship between anxiety and writing ability for English college students. Finally for other researchers/readers, this research can inform them that about correlation between anxiety of the second year students of English Study Program and their essay writing ability. Hopefully, they can use the results of this research as a source to find out anxiety in another level of students. In this research, the sample was from university students in Pekanbaru. This research is expected to be developed by other researchers using different samples or locations from the author. Their sample can be senior high school or junior high school students. They can compare their observation with the results of this research.

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