

THE CORRELATION BETWEEN WRITING ESSAY ANXIETY AND WRITING ABILITY OF THE THIRD YEAR ENGLISH STUDY PROGRAM STUDENTS OF UNIVERSITAS RIAU

Mutia Ade Pratiwi¹, M.Syarfi², Masyhur³

Email: mutiaade28@gmail.com, m.syarfi@lecturer.unri.ac.id, masyhur@lecturer.unri.ac.id

Phone Number: +62 82362382916

*English Education Study Program
Department of Language and Art Education
Faculty of Teacher Training and Education
Riau University*

Abstract: *This research was aimed to find out the correlation between writing essay anxiety and writing ability of the third year English Study Program Students of Universitas Riau. The population of this research was 113 students which divided into 5A, 5B and 5C class as total number of the third year English Study Program Students of Universitas Riau. The researcher used cluster random sampling to choose the sample and 5C class had been chosen as the sample of the research which was made up of 36 students. The researcher used a questionnaire and a test to collect the data. There were 27 items for questionnaire of writing essay anxiety. The second instrument was a writing test. The researcher prepared 3 topics and students chose one topic and wrote an essay for at least 200 words. The result of writing test was checked by 3 raters. The researcher used SPSS to find out the correlation of the research. The result showed that there is a significant correlation between students' writing anxiety and students' writing ability of the third-year students of English Study Program by number of 0.717 which is between 0.70 and 0.90. According to Sugiyono (2017) it can be concluded that the students' writing essay anxiety and students' writing ability of this research has a strong positive correlation.*

Key Words: *Correlation, Essay, Anxiety*

KORELASI ANTARA KECEMASAN SISWA DALAM MENULIS ESAI DAN KEMAMPUAN MENULIS SISWA TAHUN KETIGA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS UNIVERSITAS RIAU

Mutia Ade Pratiwi¹, M.Syarfi², Masyhur³

Email: mutiaade28@gmail.com, m.syarfi@lecturer.unri.ac.id, masyhur@lecturer.unri.ac.id

Nomor HP: +62 82362382916

Program Studi Pendidikan Bahasa Inggris
Jurusan Pendidikan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Penelitian ini bertujuan untuk mencari tahu korelasi antara kecemasan menulis esai dan kemampuan menulis siswa tahun ketiga Program Studi Pendidikan Bahasa Inggris Universitas Riau. Populasi dari penelitian ini adalah 113 siswa yang terbagi dalam kelas 5A, 5B dan 5C sebagai jumlah total dari siswa tahun ketiga Program Studi Pendidikan Bahasa Inggris Universitas Riau. Peneliti menggunakan *cluster random sampling* untuk memilih sampel dan kelas 5C terpilih menjadi sampel dengan jumlah siswa sebanyak 36 siswa. Peneliti menggunakan kuisioner dan tes untuk mengumpulkan data. Kuisioner yang digunakan terdiri dari 27 pertanyaan. Instrumen kedua yang digunakan adalah tes menulis. Peneliti menyiapkan 3 topik dan siswa memilih satu topik lalu menulis esai minimal 200 kata. Hasil dari tes menulis diperiksa oleh 3 orang penilai. Peneliti menggunakan SPSS untuk mencari korelasi dari penelitian ini. Hasil dari penelitian ini menunjukkan bahwa terdapat korelasi yang signifikan antara kecemasan siswa menulis esai dengan kemampuan menulis siswa tahun ketiga Program Studi Pendidikan Bahasa Inggris di angka 0.717 yang mana angka tersebut berada di antara 0.70 dan 0.90. Menurut Sugiyono (2017) bisa disimpulkan bahwa kecemasan menulis esai dan kemampuan menulis siswa dalam penelitian ini mempunyai korelasi yang positif dan kuat.

Kata Kunci: Korelasi, Esai, Kecemasan

INTRODUCTION

As an instrument of communication, language is used to transfer information, ideas, and feelings from one person to another. Students are expected to be proficient in four skills: speaking, reading, writing, and listening. The students must be able to communicate well in spoken or written English. Writing is a valuable skill that students should develop to improve their language communication skills. The accuracy of their writing, as it relates to how they use the correct linguistic structure, should be given more focus by students. Writing, as defined by Hedge (2005), is the outcome of applying tactics to control the composing process, which entails gradually creating a document. Many students have difficulties in writing nowadays. According to Choudhury (2013), writing is undoubtedly the most challenging language ability for second- and foreign-language learners to master. Writing achievement was found to be connected with various elements, including anxiety, according to Yildirim & Ergene (2003). Writing anxiety is a persistent feeling of not being ready to write or not being good enough to write. According to Hjortshoj (2001), anxiety in writing is a wide variety of apprehensive and pessimistic feelings about writing.

Students who write in English as a foreign language must possess a strong foundation in both language and writing. They will have flawless writing skills if they have enough knowledge. Since writing is a talent, it is essential that students practice it enough both within and outside of the classroom. As a result, their writing ability will steadily improve. However, due to a number of issues, students continue to have trouble expressing themselves in English. Several research have focused on the causes of writing anxiety. According to Aljafen (2013: 54), a lack of confidence in one's ability to learn English, a teacher's evaluation, and scientific terminology are some causes of writing anxiety. These results reflect earlier research by Latif (in Aljafen, 2013:15), who identified a number of causes of writing anxiety, including low self-esteem in foreign languages, a lack of linguistics expertise, a fear of criticism, and the opinion of others. Based on the explanation above, the writer conducted this research entitled: The Correlation between Writing Essay Anxiety and Writing Ability of The Third Year English Study Program Students of Universitas Riau

RESEARCH METHODOLOGY

The researcher used a methodology known as correlation research in this study. Bivariate correlation was used in this study since correlation research refers to the process of determining the link between two or more variables. There are two types of variables in a bivariate situation: independent variables (free variables) and dependent variables (influenced variable). Arikunto (2010) also defined that the correlation research is a study conducted by researcher to find out the level of correlation between two or more variables, without makes any changes, additions or manipulation of the data.

Correlation is used to determine the link between two variables, according to Setiyadi (2006). Determine the relationship between in this study of writing anxiety as X and writing ability as Y variable.

The Data Analysis Technique

In this research, the researcher used two methods to gain data. The first instrument is questionnaire. The third-year students in the English Study Program at Universitas Riau were given the Cheng (2004) questionnaire to gauge their writing anxiety. There are 27 questions in all in the questionnaire based on three indicators of writing essay anxiety which are Cognitive Anxiety, Avoidance Behaviour Anxiety and Somatic Anxiety

Table 1. The Indicators of Writing Anxiety Questionnaire

No	Indicator	Number of Item
1.	Cognitive Anxiety	1, 3, 5, 8, 10, 16, 17, 21, 24, 25, 26
2.	Avoidance Behaviour Anxiety	4, 6, 12, 14, 19, 22, 27
3.	Somatic Anxiety	2, 7, 9, 11, 13, 15, 18, 20, 23

The second instrument was writing test. In this research, writer used essay as material to obtain student's writing ability. The writer has prepared three different topics. Each student can choose one of the three topics and work individually. Students then wrote an essay based on their chosen topic. The essay must contain at least 200 words.

After the raters evaluate and calculate students' writing score, the researcher classified the result of students writing ability score based on the classification from Purnamasari (2021).

RESULT AND DISCUSSION

The result of this research was described as follows:

Table 2. Classification of Students' Writing Score

Score	Classification	Frequency	Percentage
80 – 100	Excellent	0	0
60 – 79	Good	34	94.4 %
40 – 59	Fair	2	5.6 %
20 – 39	Poor	0	0
0 – 19	Very Poor	0	0
Total		36	100 %

(Adapted from Purnamasari et al., 2021)

Table 2 indicates that none of the students obtained an excellent, poor and very poor classification on students' ability in writing. There are 33 students (94.4%) who obtained good scores from writing test. Then 2 students got a fair score with a

percentage of 5.6%. Therefore, it can be classified that overall the students' writing score of the third year English study program students of Universitas Riau is on good level.

Table 3. Classification of Students' Writing Anxiety

Score	Classification	Frequency	Percentage
80 – 100	Very High	10	27.8%
60 – 79	High	26	72.2 %
40 – 59	Middle	0	0 %
20 – 39	Low	0	0
0 – 19	Very Low	0	0
Total		36	100 %

(Arikunto, 2010)

Based on table 1.3, it can be seen that students' writing anxiety result as 10 students got very high writing anxiety by percentage of 27.8 while the other 26 students were classified as student with high writing anxiety by percentage of 72.2%. None of the students' writing anxiety score was categorized as middle, low or very low writing anxiety.

Table 4. Statistical Score of Students' Writing Anxiety and Students' Writing Score
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Writing Anxiety	36	65	88	92.81	7.585
Writing Ability	36	54	79	70.39	6.290
Valid N (listwise)	36				

The minimum score for students' writing anxiety is 65 and the maximum score for this aspect is 88. The mean of students' writing anxiety is 92.81. According to Arikunto (2010), the mean of students' writing anxiety is classified into very high level of anxiety. The second variable is writing score which has the minimum score of 54 and the maximum score of 79. Students' writing score has 70.39 as its mean. Based on Purnamasari (2021), this score of students' writing mean is categorized as good level in writing.

After gained the total score for two variables, which are students' writing anxiety and students' writing ability that were collected, the researcher found out the correlation between both variables. The correlational value was analyzed by using Pearson Product Moment formula. The result is described in the table below.

Table 5. Correlation Analysis

Correlations		Anxiety	Writing
Writing	Pearson Correlation	1	.717**
	Sig. (2-tailed)		.000
	N	36	36
Writing Ability	Pearson Correlation	.717**	1
	Sig. (2-tailed)	.000	
	N	36	36

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows the correlation value between students' writing essay anxiety and students' writing ability of the third year students of English study program and writing ability is 0.717. The table also shows that the correlation between the two variables is a positive correlation. Cresswell (2012) stated that in a positive correlation (indicated by a "1" correlation coefficient), the points move in the same direction. It means that when X increases, Y also increases alternatively, if X decreases, so does Y. It can be concluded that students' writing anxiety increases alongside of students' writing ability and vice versa.

Sugiyono (2017) mentioned that correlation value which is between 0.70 and 0.90 is categorized into as strong correlation. According to table 4.6, the correlation value is 0.717, which is between 0.70 and 0.90 which can be determined that the students' writing anxiety and students' writing ability has a strong correlation'. It can be concluded that the result of correlation value is a strong positive correlation. Table 4.6 also shows that significance value happens to be 0.000 (less than 0.05), proving that there is a significant correlation between the two variables. The researcher discovered a strong connection between students' writing ability and students' writing essay anxiety of the third year students in the English study program of Universitas Riau.

CONCLUSION AND RECOMMENDATIONS

Conclusions

Based on the research findings data analysis, some conclusions can be drawn. First, the result of data analysis showed that students' writing anxiety of the third-year students of English Study Program is in the high level because of the mean of students' writing anxiety is 92.81. According to Arikunto (2010), the mean of students' writing anxiety is classified into very high level of anxiety. Most of participants by number of 26 students (72.2%) of populations are on this classification. Secondly, students' writing ability of the third-year students of English Study Program is on good level since students' writing score has 70.39 as its mean. Based on Purnamasari (2021), this score of students' writing mean is categorized as good level in writing. There are 34 students (94.4%) who got the result for this test are in good classification.

Then, there is a significant correlation between students' writing anxiety and students' writing ability of the third-year students of English Study Program by number of 0.717 which is between 0.70 and 0.90 and it can be determined that the students' writing anxiety and students' writing ability has a strong correlation'. It can be concluded that the result of correlation value is a strong positive correlation. Finally, the level of correlation is a strong positive correlation, meaning that the higher the students' writing anxiety level, their writing ability is higher too. This is related 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. The result of this research also indicates that writing anxiety, as the independent variable, has 51% contribution in the writing ability of the third-year students of English Study Program of Universitas Riau. From that point it can also be concluded that 49% contribution of students' writing ability is gained from other factors.

Recommendations

With regards to the findings, some 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. Hopefully the teacher could make the students less anxious and more confident of their work in learning. Second, it is hoped that this study give some insight on the relationship between students' writing anxiety and students' writing ability for English college students. Finally for other researchers/readers, this research can inform them that about correlation between students' writing anxiety and writing ability of the third year students of English Study Program. 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 from different location from this research.

BIBLIOGRAPHY

- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta
- Cheng, Y., S. (2004). A Measure of Second Language Writing Anxiety: Scale Development and Preliminary Validation. *Journal of Second Language Writing*, 13, 313-15
- Choudhury, A. S. (2013). Of Speaking, Writing, and Developing Writing Skills in English. *Language in India*, 13 (9), 27-32.

- Creswell, J., W. (2012). *Research Design: Pendekatan Kualitatif, Kuantitatif dan Mixed*; Cetakan ke-2, Yogyakarta: Pustaka Pelajar.
- Hedge, T. (2005). *Writing*. Oxford: Oxford University Press Jersey.
- Hjortshøj, K. (2001). *Understanding Writing Blocks*. Oxford: Oxford University Press.
- Kara S. (2013). Writing Anxiety: A Case Study on Students' Reasons for Anxiety in Writing Classes. *Anadolu Journal of Educational Sciences International*. Turkey: Anadolu Üniversitesi.
- Purnamasari et al. (2021). An Analysis of Students' Writing Skill on English Descriptive Text. *English Education: Jurnal Tadris Bahasa Inggris Vol. 14 (1)*, 2021, 101-114
- Setiyadi, A, B. (2006). *Metodologi Penelitian untuk Pengajaran Bahasa Asing, Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: ALFABETA
- Yildirim, I., & Ergene, T. (2003). High Rates of Depressive Symptoms Among Senior High School Students Preparing for National University Entrance Examination in Turkey. *The Journal of School Disaffection*, 4(2), 35-44.