

STUDENTS' WRITING ANXIETY AND ITS CORRELATION TO THEIR WRITING ACHIEVEMENT

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ABSTRACT: Writing plays an important role in learning and understanding English. Students consider writing difficult due to writing anxiety and lack of confidence. This study aimed to investigate the correlation between students' writing anxiety and their writing achievement. The sample consisted of thirty-three students from one of the senior high schools in Prabumulih, South Sumatra. A correlational study was used to design the study. A questionnaire and reading comprehension test were the instruments to collect the data. Based on the findings, the majority of the students, specifically 61%, exhibited symptoms of physical anxiety. Additionally, a smaller proportion of students, namely 9%, displayed signs of avoidance anxiety, while cognitive anxiety was reported by 30% of the participants. Researchers found that 5 students (15%) on the critical exposition test were considered average, 3 students (9%) were considered fair, 6 students (18%) were considered poor, and 19 students (58%) were considered inadequate. The study found a significant correlation (sig.2-tailed) of 0.30 between students' writing anxiety and their writing achievement. With coefficients of 0.104, cognitive anxiety emerged as the most common form of writing anxiety among students. This finding indicated that cognitive anxiety was responsible for the greatest contribution to students' writing achievement.

Keywords: *anxiety, achievement, writing*

KECEMASAN MENULIS SISWA DAN HUBUNGANNYA DENGAN PRESTASI MENULIS MEREKA

ABSTRAK: Menulis memegang peranan penting dalam mempelajari dan memahami bahasa Inggris. Siswa menganggap menulis adalah tugas yang sulit dikarenakan kecemasan dan kurang percaya diri mereka. Tujuan penelitian ini adalah untuk menyelidiki korelasi antara kecemasan menulis siswa dan prestasi menulis mereka. Sampel penelitian terdiri dari tiga puluh tiga siswa di salah satu sekolah menengah atas di Prabumulih, Sumatera Selatan. Studi korelasi adalah desain yang digunakan. Kuisisioner dan tes kemampuan membaca adalah instrument yang digunakan untuk mengumpulkan data. Berdasarkan temuan yang diperoleh, 61% siswa menunjukkan gejala kecemasan fisik, 9% siswa menunjukkan gejala kecemasan menghindari, dan kecemasan kognitif dilaporkan oleh 30% peserta. Para peneliti menemukan bahwa 5 siswa (15%) pada tes eksposisi analitis dianggap rata-rata, 3 siswa (9%) dianggap cukup, 6 siswa (18%) dianggap buruk, dan 19 siswa (58%) dianggap tidak memadai. Penelitian ini menemukan korelasi yang signifikan antara kecemasan menulis dan prestasi menulis mereka. Dengan koefisien sebesar 0.104, kecemasan kognitif muncul sebagai bentuk kecemasan menulis yang paling umum di antara siswa. Temuan ini mengindikasikan bahwa kecemasan kognitif mempengaruhi prestasi menulis siswa.

Kata Kunci: *prestasi menulis; kecemasan menulis*

INTRODUCTION

Learning a second language becomes an increasingly important skill for Indonesian students beginning in junior high school and continuing through university, whether for communication or education. According to Klimczak (2014), English is one of the languages that needs to be taught to be able to use it actively for goals such as traveling, working, acquiring information, or having fun. He argues that learning English is necessary to accomplish these goals. In this context, listening and speaking are examples of oral languages, whereas reading and writing are examples of written languages. As a consequence of this, it is essential for students of English all over the world, particularly in Indonesia, to have a firm grasp of these four skills. As they progress in their language learning journey, concentrating on these four skills will provide them with the essential tools to succeed in a more interconnected world. One of the most important skills to be mastered is writing. According to Hassan (2010), as cited in Firtrinada (2018), writing is one of the language abilities that demonstrates how well a learner of a second language can express themselves verbally. Through written communication, English students can demonstrate their understanding of English patterns through their writing abilities. Brown (2007) stated that writing is an authentic way of expressing ideas and manifesting thoughts. Additionally, writing plays an important role in learning and understanding a language, especially in English. Since it is not just a skill to be developed; it is a fundamental part of the language learning process that enhances comprehension, communication, and cultural literacy in English.

Indonesian students will find Bahasa Indonesia easier to write than English. This may be because Indonesian students think English is hard. English writing instruction is difficult for several reasons. Khoii (2011) states that writing is difficult for all students, but -it is especially difficult for second-language learners because their English teachers expect them to write in fluent and appropriate English. Because they do not understand how to begin writing, this has led them confused. Students should also utilize proper grammar and terminology when writing. Writing is difficult for students due to writing anxiety and lack of confidence. This can lead to frustration and avoidance of writing tasks, ultimately hindering their academic progress and expression of ideas. One anxiety pattern is fear of making English writing blunders because kids are terrified of writing. Anxiety about learning English can complicate academic success. Additionally, English learning anxiety can make students uncomfortable learning English, which might hinder their approach. For a very long time, anxiety has been a concern in applied linguistics and language teaching, especially in writing. According to Andrade (2005), writing anxiety can arise when teachers expect foreign language students to perform well in writing. However, it is not always clear to students what their teachers expect from their writing. Before giving students writing assignments, teachers might employ the method of outlining their expectations for their work and outlining the evaluation criteria. As a result, writing anxiety made students feel afraid to write English.

One of the individual differences that has been recognized as having the potential to adversely affect the outcome of a learning experience is apprehension around the act of writing, for instance. According to Horwitz (1986) reported that the correlation of negative versus positive can generate facilitating versus debilitating role of English learning anxiety. English learning anxiety can be a complicated process which influences the students' academic achievements. In addition, Lestari et al (2019) assumed that one of factors can effect for the students' achievement especially in speaking and writing achievements is English learning anxiety because it recognizes as the mental block

against and conceives the factors of the students' learning. They found that the level of writing anxiety experienced by L1 learners has a detrimental impact on the quality of their written output.

Previous scholars have conducted various investigations that are related to the current work of the author of this article. To begin, a study that was carried out by Kafryawan (2021). He revealed that there was a substantial association between the levels of anxiety experienced by EFL students and their ability to produce high-quality written English work. Secondly, according to a study that was carried out by Wahyuni (2022), the vast majority of students suffer from substantial levels of anxiety when it comes to writing. In conclusion, Hartono (2012) reports that he discovered a weakly negative link between students' levels of anxiety and students' levels of achievement. Based on the description above, writing is an element of English that students must learn. Students must feel confident and capable when writing a task, essay, or something in English. They also had good writing skills at the end of the lesson. Therefore, the researchers were interested in conducting the research entitled "Students' Writing Anxiety and its Correlation to their Writing Achievement".

METHODOLOGY

This study employed a correlational research design to discover the correlation between variables. There were 33 students from one of the senior high schools in Prabumulih, South Sumatra became the sample of the study and were chosen by purposive sampling to ensure that the sample meets specific criteria. The research can yield insights that are both meaningful and applicable to the challenges faced by English language learners in this particular context. Two types of instruments were utilized for data collection: the Students' Writing Anxiety Questionnaire (SLWAI) and a writing test. Subsequently, the data underwent examination through the utilization of descriptive statistics, correlation analysis, and regression analysis in cases where a substantial correlation between two variables was seen.

FINDINGS AND DISCUSSION

1. The Result of Students Writing Anxiety

According to descriptive statistics for general application, the lowest score was 61.00 and the highest score was 87.00. Table 7 shows that physical anxiety was the most influential subscale, with a mean score of 27.81. The avoidance anxiety scale varied from 20.00 to 28.00, averaging 27.81. Cognitive anxiety scores ranged from 20.00 to 29.00, averaging 25.30. Refer to Table 1.

Table 1. Descriptive Statistic

	N	Minimum	Maximum	Mean
Somatic Anxiety	33	19	32	27.81
Avoidance Anxiety		20	28	25.18
Cognitive Anxiety		20	29	25.30
Overall Types of Writing Anxiety		61	87	78.30

The results of a questionnaire were developed to evaluate the levels of stress that students experienced as a result of writing about a range of different parameters. The comprehensive results of the calculation are presented in Table 2.

Table 2. Distribution of each type of student's Writing Anxiety

No	Category	Frequency	Percentages
1	Somatic Anxiety	20	61%
2	Avoidance Anxiety	3	9%
3	Cognitive Anxiety	10	30%
Total		33	100%

According to an examination of the data, out of a total of 33 students, 10 of them (30%) experienced cognitive anxiety, 3 of them (9%) had avoidance anxiety, and 20 of them (61%) had physical anxiety.

2. The Result of Students' Writing Achievement

The results of statistical analysis of students' writing achievement are shown in Table 3.

Table 3. Descriptive Statistics

Writing Achievement	N	Minimum	Maximum	Mean
	33	23.00	69.00	39.54

The results showed that the minimum score was 23 and the maximum score was 69, with 39.54 as the mean score. The researchers tried to make sense of the results of the analytical explanation test that the students took by using descriptive analysis. The results of the analytical exposition test were based on the writing achievement category. Table 4 shows all the calculations that were done.

Table 4. Distribution of Students' Writing Achievement

No	Number of Students	Percentage	Category
1	0	0%	Excellent
2	0	0%	Very Good
3	0	0%	Good
4	5	15%	Average
5	3	9%	Fair
6	6	18%	Poor
7	1	58%	Inadequate
Total	33	100%	

According to the study on students' writing achievement, none of the students (0%) achieved an excellent, very good, or good level, 5 students (15%) achieved an average level, 3 students (9%) achieved a fair level, 6 students (18%) achieved a poor level, and 19 students (58%) achieved an inadequate level.

3. The Correlation between Students' Writing Anxiety and Their Writing Achievement

This section examines descriptive data on student writing anxiety and performance. The results, calculated using the Pearson Product Moment Association

Coefficient, demonstrated a statistically significant correlation between students' levels of writing anxiety and their actual performance on writing assignments. Table 5 below displays the results of Pearson Product Moment Coefficient values.

Table 5. Correlation of Writing Anxiety and Students' Writing Achievement

		Students' Writing Anxiety	N
Somatic Anxiety	Pearson Correlation	-.211	33
	Sig. (2-tailed)	.239	
Avoidance Anxiety	Pearson Correlation	-.197	
	Sig. (2-tailed)	.273	
Cognitive Anxiety	Pearson Correlation	-.378	
	Sig. (2-tailed)	.030	

The previous investigation revealed that the p-value for somatic symptoms was 0.239, while the p-value for avoidance symptoms was 0.273, and the p-value for cognitive symptoms was 0.030. The type of writing anxiety that had significant negative connections to the students' writing achievement, according to these results, was Cognitive Anxiety with a p-value of 0.030 because the p-value was lower than 0.05.

4. Regression Analysis

It was vital to do additional research because there was a significant correlation between the cognitive writing anxiety of students and the writing achievement of the same students. This was so that it could be determined which elements led to writing achievement and how cognitive writing anxiety affected it. Please refer to Table 6.

Table 6. Students' Cognitive Writing Anxiety Contribution on Their Writing Achievement

			Model Summary			
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.323 ^a	.104	.075	13.92681		
a. Predictors: (Constant), Cognitive Anxiety						
ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	699.548	1	699.548	3.607	.067 ^b
	Residual	6012.634	31	193.956		
	Total	6712.182	32			

The result showed a p-value of 0.030 for cognitive writing anxiety, which may be found in the table that was just presented. It is possible to conclude that there was a substantial inverse association between the level of cognitive writing anxiety that students had and the amount of writing achievement they had. In addition, the R-square was calculated so that we could determine the extent to which students' levels of writing anxiety influenced their overall writing performance. The outcome of the investigation

showed that the value of the R-square was 104. This indicated that the student's cognitive and 89.6% were caused by other factors that influenced students' writing achievement.

5. Discussion

To enhance the usefulness of this research, interpretations were developed based on the findings obtained from the data analyses. The students indicated that writing anxiety affects the quality of the writing that students produce. The data from the questionnaire was used to assess the outcomes of the writing anxiety questionnaire from the students. The final findings also demonstrated a substantial connection between students' levels of writing anxiety and the quality of their written work overall.

Based on the findings, the level of writing anxiety that was experienced by the students is the single most important element that determines how well they write. The students' writing was difficult to read and understand. When writing something, for instance, they might not have known how to start or where to begin. This study focused on the writing abilities of pupils as well as their levels of writing anxiety.

Cheng (2004) stated that the expression of cognitive anxiety could take place mentally or through a specific thought process. He calls this type of worry "cognitive." According to Larson (2009), some of the mental symptoms associated with cognitive anxiety include panic episodes, impatience, restlessness, a lack of focus, impaired speech and writing, fear, and immobility. In addition, somatic anxiety, which is often referred to as somatization, is the bodily manifestation of anxiety. According to Larson (2009), Somatic anxiety can cause dizziness, faintness, sweating, shaking, neck stiffness, stomach or chest pain, nausea, shortness of breath, diarrhea, frequent urination, palpitations, hyperventilation, and insomnia. Lastly, avoidance behavior was an expression of an altered attitude (Cheng, 2004). This was found to be the case while feeling apprehensive.

About the earlier findings by Rasuan, et al. (2021), the researchers all concluded that Cognitive anxiety becomes the most prominent facet of the writing anxiety that students experience. According to the findings of his investigation, the percentage of students suffering from cognitive anxiety was found to be 66% overall.

The findings of the study led the researchers to the conclusion that students who struggle with cognitive anxiety have feelings of worry and anxiety when they believe that their English composition is much poorer than that of other people, and they also experience feelings of worry and anxiety when they believe that their composition would receive a low score if it were reviewed. They are concerned that others will have a poor opinion of them. According to Cheng (2004), cognitive anxiety is a kind of writing anxiety that focuses on students' negative expectations of the appearance of their work in addition to worrying about other things.

According to the findings, 21 students (or 61% of the total) exhibited symptoms of physical anxiety, 3 students (or 9% of the total) exhibited symptoms of avoidance anxiety, and 10 students (or 30% of the total) exhibited symptoms of cognitive worry. According to this, the majority of the students suffered from some form of somatic anxiety.

Despite this, the findings of this study were relatively comparable to the findings of Kafryawan (2015), in terms of the primary cause of anxiety when writing. According to the findings of his investigation, students who had writing anxiety had three primary reasons for feeling this way such as a lack of practice writing, language difficulties, and bad writing skills.

In conclusion, the majority of the students exhibited significant levels of worry regarding their writing, with cognitive anxiety being the form of anxiety that was most widespread among the students. In addition, the findings of this study were successful in detecting a correlation between the level of writing anxiety experienced by students and the amount of writing achievement they attained.

CONCLUSION

Several conclusions are presented following the study's conduct in two variables (students' writing anxiety and achievement) and analysis of the data findings such as there was a significant correlation between students' writing anxiety and their writing achievement. Then, cognitive distress significantly affected student writing performance in this study. The findings show that students' levels of writing anxiety had a substantial effect on their writing achievement. The most common form of writing anxiety at the time was cognitive anxiety. Negative anticipating and worrying about other people's opinions were hallmarks of cognitive anxiety. Students' writing achievement was influenced by several factors.

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