

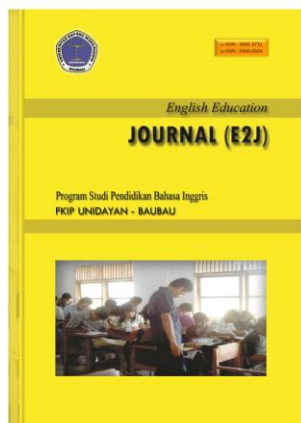
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**THE EFFECT OF WRITING ANXIETY TOWARD
WRITING SELF-EFFICACY ON GRADE EIGHTH
STUDENTS AT SMP NEGERI 7 BAUBAU**

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Abstract

Problem statement of this research was whether there was a significant effect of students' writing anxiety on the writing self-efficacy at SMP Negeri 7 Baubau. Objective of the research was to find out whether there was a significant effect of writing anxiety toward writing self-efficacy at SMP Negeri 7 Baubau. Data collection in this research was carried out using a research instrument in the form of a questionnaire, to determine the effect of writing anxiety on writing self-efficacy in the use of English. The data obtained were analyzed by descriptive statistical analysis, prerequisite analysis, and inferential statistical analysis. Based on the results of the research, it was concluded that there was no significant effect between writing anxiety toward writing self-efficacy. This conclusion is based on statistical analysis. Because F_{count} is 3.112 with a significant value of 0.183. the calculated F_{count} is lower than F_{table} and the significant value is greater than (0.05). This means that the null hypothesis is accepted and the alternative hypothesis is rejected.

Key words: Writing Anxiety, Writing Self-Efficacy

Abstrak

Rumusan masalah dalam penelitian ini adalah apakah ada pengaruh yang signifikan kecemasan menulis siswa terhadap efikasi diri menulis di SMP Negeri 7 Baubau. Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan kecemasan menulis terhadap efikasi diri menulis di SMP Negeri 7 Baubau. Pengumpulan data dalam penelitian ini dilakukan dengan menggunakan instrumen penelitian berupa kuesioner, untuk mengetahui pengaruh kecemasan menulis terhadap efikasi diri menulis dalam penggunaan bahasa Inggris. Data yang diperoleh dianalisis dengan analisis statistik deskriptif, analisis prasyarat, dan analisis statistik inferensial. Berdasarkan hasil penelitian disimpulkan bahwa tidak

ada pengaruh yang signifikan antara kecemasan menulis terhadap efikasi diri menulis. Kesimpulan ini didasarkan pada analisis statistik. Karena F -hitung adalah 3,112 dengan nilai signifikan 0,183. nilai F -hitung lebih kecil dari F tabel dan nilai signifikansi lebih besar dari (0,05). Artinya hipotesis nol diterima dan hipotesis alternatif ditolak.

Kata kunci: Kecemasan menulis, , Efikasi diri dalam menulis

1. Introduction

In the era of rapid technological development, opportunities for international exchanges are increasingly open, and the implementation of free markets requires Indonesia to be competitive in various fields. One of the conditions to achieve this is the ability to speak English, especially to communicate, both orally and in writing. Mastery of English is very important as this language is used by almost all global sources of information in every aspect of life (Durand)[1].

English is considered an important subject for the learning of information and the growth of science, art and culture. One of the subjects being taught from junior high school to university is English. Students from all over the world have been learning English for many years. Students need to practice more four language skills when learning a second language. According to Aydoğan [2], receptive skills include listening and reading, while productive skills include speaking and writing.

Writing is one of the language skills that should be mastered after listening, speaking and reading in learning a language (Wening) [3] Writing is important, because learners' language skills are often measured by their writing performance. For example, generally it is assumed that a person who has a good writing skill automatically she or he has substantial language mastery. According to Nunan [4] writing is the mental work to inventing ideas, thinking how to express them, and organizing them to statements or paragraphs that will be clear to a reader. So, the students need to master writing skill because it can be used as a tool to communicate with others and to express their feelings or ideas through written form. Writing is one activity that the students do most in their study. Through writing assignments, the students can express their ideas,

respond to the other ideas, tell stories, convey information, and they are expected to be able to compose well-organized writing [5].

Writing skill has a complex structure consisting of cognitive, affective and psychomotor dimensions. However, since more cognitive processing is needed in writing skill compared to other language skills, attention is generally drawn to the cognitive aspect of writing (Karakaya & Ulper) [6]. On the other hand, the affective dimension of writing, which directly or indirectly affects both the cognitive and psychomotor dimensions of writing, is also of particular importance (Zabihi) [7]. The affective dimension of writing, which consists of various factors such as motivation, self-efficacy perception and disposition, can affect the writing process in different ways (Cheng) [8].

Self-efficacy is an individual's belief in his or her ability to produce what is expected. People who believe in their abilities will try to keep going until the work is done and results are achieved. According to Bandura (in Hambali, 2015)[9], people with high self-efficacy are more likely to face challenges. Individuals feel confident in accomplishing their goals because they are confident in their abilities.

Compared with people with low self-efficacy, people with high self-efficacy believe they can get things done. According to Bandura (in Suseno, 2012) [10] if the person does not have the power to get things done, then the person will not try to solve them. The point of this sentence is that the individual ignores all tasks that he does not think he is capable of accomplishing. People with low self-efficacy feel like they can't get things done. People with low self-efficacy tend to give up easily and lack self-confidence.

Through self-efficacy students can judge their own ability to execute a certain action especially to achieve the learning outcomes such as writing outcomes. Shah *et al* (2011) [11] believe that individuals who have a positive perception of themselves as good writers tend to like writing activities; they will give more effort during their writing process and increase persistence to produce good writing. On the contrary, those who have negative perceptions or low self-efficacy will feel anxious and try to avoid writing activities, because people who have low self-efficacy tend to have high levels of anxiety, so they have a fear of starting or getting things done.

Anxiety is one of the problems that arises due to the different self-efficacy of each person. Self-efficacy is related to anxiety, and those who feel ineffective in dealing with life's problems become anxious, thinking about how they will respond when challenges arise. People with high anxiety can hinder their own success. Anxiety is an intense, excessive, and persistent worry, and fear concerning everyday situations. Things like a racing heart, shortness of breath, sweating, and feeling weak can happen. Many experts define anxiety as one of them Yusuf [12], suggests that anxiety is neurotic powerlessness, insecurity, immaturity, inability to deal with reality (environment), difficulties, and pressures of everyday life. In this case, anxiety interferes with students writing activity. According to Clark [13], writing anxiety is a result of lacking knowledge or understanding necessary to complete the writing task and the students' belief that writing is hard work.

Writing anxiety is more of a fear of the writing process that outweighs the projected gain from the ability to write (Takahashi) [14]. Writing anxiety is also defined as a label for one or a combination of feelings, beliefs, or behaviors that interfere with a person's ability to start, work on, or finish a given writing task that he or she is intellectually capable of doing (Al-Sawalha and Chow) [15].

Based on preliminary observation and some information from the English teacher, most of the students in grade eight at SMP Negeri 7 Baubau still face the difficulties and problems in English especially in writing. Some students still have low scores in writing activities, especially writing in English and some of the students tend to avoid writing task because they think that writing was a difficult task. They were confused about how to develop their idea in order to make a good content of their writing, they lack of vocabularies and start to panic when they have to write on the whiteboard.

Referring to the description above, the researcher is interested in conducting a study entitled "The Effect of Writing Anxiety toward Writing Self-Efficacy on Grade Eighth Students at SMP Negeri 7 Baubau."

1.1. Definition of Writing

In learning English, there are four skills, namely listening, reading, speaking, and writing.

These four skills are very important in this case, writing really trains students in expressing or channeling ideas, their feelings in writing that are in their minds are poured through their hands. Students can train themselves by using the correct words through writing. In general, it is assumed that someone who has good ability has a good mastery of the language. Miller [16] says that writing can be used as a communication tool with people who cannot be reached or who have never met, which functions as information or things that you want to know. Writing also allows someone to express feelings through writing, by writing can be used as a symbol as an expression that is shaped and can be seen and lasts a long time.

According to Mayers [17] by writing a person can produce language naturally when speaking. Writing is also an act or process of someone doing something, for example writing a cover letter, doing assignments and it is very important in our daily lives, with writing activities also makes a person feel relieved because non-language can express feelings to someone who is intended and can be channeled in several media. Although interesting, some people think that writing is a difficult skill, Langan [18] argues that although it is a difficult skill if you continue to practice, writing will be easy to do and reach practice and anyone can do it.

Hashemnejad *et al.* [19] revealed that students can transmit their knowledge in the target language through writing, in other words by mastering writing, and can develop language skills such as vocabulary and grammar to be able to produce good writing. Writing is one of the language skills, while in doing so students need to collect ideas and then put them into words in writing. By writing, students convey their thoughts and demonstrate their language skills (Wening, 2016).

With writing activities, students show their ability to produce good written works. Every student in language learning does not have the same writing skills, this is several problems that cause low motivation, lack of words can hinder the development of writing skills Basturkmen and Lewis [20]. However, if a person is willing to put a lot of effort into writing, they will have good writing skills even though it takes more effort and time. One of the inhibiting factors is writing anxiety, students' inability writing skills is mostly due to anxiety. According to Langan (2006),

writing is the process of creating something, there are several steps that are quite complicated, but if you want to do and understand it, writing will be very easy to understand.

Based on the explanation above, it can be concluded that writing one of the skills in English is very important to learn, by writing students can channel their ideas into writing, although it is a skill that is not easy but can be learned and students must practice to improve their writing skills so that become better and more confident.

1.2. Definition of Anxiety

According to Schwartz [21], anxiety is a negative emotional state marked by foreboding and somatic signs of tension, such as racing heart, sweating, and often, difficulty breathing. Anxiety is similar to fear but with a less specific focus. Whereas fear is usually a response to some immediate threat, anxiety is characterized by apprehension. About unpredictable dangers that lie in the future.

Yusuf (2009: 43) suggests that anxiety is neurotic powerlessness, insecurity, immaturity, and inability to deal with the demands of reality (environment), difficulties, and pressures of daily life. Strengthened by Kartono [22], anxiety is a form of lack of courage plus worry about things that are not clear. In line with that, Sarwono [23] explains that anxiety is a fear whose object is not clear and the reason is not clear.

The most emphasizing definition of anxiety is also described by Nevedid [24] anxiety is an emotional state characterized by physiological arousal, an unpleasant feeling of tension, and an understanding feeling that something bad will happen. In the line with the previous opinion, Stuart (2006: 144), describes anxiety as an unclear and widespread worry, which is related to feelings of uncertainty and helplessness

Based on some definitions above, the author concluded that anxiety is a natural psychological reaction to our worry or fear about a specific circumstance or something that may occur in the future. It may have a good impact, for example, motivating us to study before an exam. However, it can have a negative effect, such as making you careless and absent-minded when taking an exam. Therefore, it depends on how we handle these emotions and avoid them having a negative impact on our daily lives.

1.3. Definition of Writing Anxiety

According to Takahashi (2009) writing anxiety is more of a fear of the writing process that outweighs the projected gain from the ability to write. In this condition, the students were able to write or finish their writing task, but there were a lot of factors that could affect the student's self confidence or disturb their concentration while writing activities.

Al-Sawalha & Chow (2012) stated that writing anxiety also defines as a label for one or a combination of feelings, beliefs, or behaviors that interfere with a person's ability to start, work on, or finish a given writing task that he or she is intellectually capable of doing. Writing was an enjoyable activities for some students, and they see it as enjoyable exercise when they put their thoughts or ideas on paper. For those students who has difficulties putting their thoughts into written words, the writing activity will be a very uncomfortable, and even fearful experienced each time they face a written task. When students find difficulties in writing, they might have faced writing anxiety. In other side, writing anxiety was a result of lacking knowledge or understanding necessary to complete the writing task and the students' belief that writing is hard work (Clark, 2005). One of the reason why writing apprehension occur was that because in writing requires knowledge how to produced a good writing. Beside knowing knowledge about writing but practicing writing was also important, how often practicing writing would effect to the writing itself. Because the more practice in writing, the easier writing would be.

In short, writing anxiety was psychological predisposition faced by an individual in the course of a writing task due to tendencies of overwhelming fear arising from a combination of feelings, beliefs, and behaviors affecting the individual's ability to write in the writing process as compared to the projected gain from the ability to write.

According to Cheng (2004) Writing anxiety is divided into three types, namely:

1. Cognitive Anxiety
Cognitive anxiety refers to the cognitive aspect of anxiety experience, including negative expectations, preoccupation with performance and concern about others' perception. How the students make their writing can be highly influenced by

expectation from other students or teacher. For instance, the teacher gives high expectation and The students have to achieve the high standard from the teacher. It can affect the students' writing because they will more focus on others' expectation rather than their own writing. It means cognitive anxiety was a type of writing anxiety that discussed about negative expectation of the students toward their writing performed and also fear to the other concern.

2. Somatic Anxiety

Somatic anxiety refers to one's perception of the psychological effects of the anxiety experience, such as nervous and tension. Sometimes students are feeling nervous in high tension when they are under time constrain and they have not found any idea. For instance, the students are asked to write something in one page and they have to finish it in class in 10 minutes. Maybe they are not feeling nervous in the beginning but they will feel nervous when have not finished and some of their friends have finished their writing. In somatic anxiety the students were felt nervous and tension while they given writing task under time constrain.

3. Avoidance Anxiety

Avoidance anxiety is a type of anxiety where the students avoid writing. This is behavior aspect of the anxiety experience. For instance, the students do not come to the writing class or do not do their writing task. This is the most dangerous type of writing anxiety because the students will avoid writing. They will not do anything in writing class. The students cannot get any result on their writing (Cheng, 2004).

1.4. Self-Efficacy

Self-efficacy is defined as 'people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances. It is concerned not with the skills one has but with judgments of what one can do with whatever skills one possesses' (Bandura in Van dr Bijl & Shortidge-Gaggett, 2001). This description shows that people's self-efficacy is not of a general nature, but related to specific situations (Van dr Bijl & Shortidge-Gaggett, 2001). Individuals can judge themselves to be very competent in a specific field

and less competent in another field. For instance, a person can be convinced that he/she is able to run ten kilometers, but be quite certain not to be able to run a marathon. Contrary to self-efficacy these are personal characteristics of individuals which have a certain, stable influence on people's behavior.

Research has shown that self-efficacy has a strong relation to many aspects of achievement, especially in learning language. Language learners who feel anxious usually need motivation more than learners who already have their confidence. But it is impossible if they have it from other people all the time. They need to build or create it inside, so they can motivate and affect themselves to be confident and brave to say something in any situation without waiting for someone.

The basic premise underlying self-efficacy theory according to Bandura (in Van dr Bijl & Shortidge-Gaggett, 2001) is that the expectation of personal mastery (efficacy expectations or self-efficacy) and success (outcome expectations) determines whether an individual will engage in particular behavior. Together with the characteristics of a person, the behavior of the person and the outcomes of the behavior, these two kinds of expectations: efficacy expectations and outcome expectations. An outcome expectation is a person's belief about the outcomes that result from a given behavior. These outcomes can take the form of physical, social or self evaluative effects. An efficacy expectation, or self-efficacy, concerns the confidence in one's capability to produce the behavior. People are motivated to perform behaviors they believe will produce desired outcomes. However, outcome expectations are highly dependent on efficacy expectations (self-efficacy), and therefore self-efficacy predicts performance much better than expected outcomes (Bandura, in Van dr Bijl & Shortidge-Gaggett, 2001).

From that theory it can be concluded that self-efficacy is not actually measuring skill level, but it is measuring the level of an individual confidence has in executing a particular task, such as vocabulary strategy.

1.5. Writing Self-Efficacy

Self-efficacy is related to academic and language skills, especially in writing, writing is considered a fairly difficult skill, many problems

experienced by students are difficulties in writing, some students feel better at writing if someone has a high level of confidence and is strong in their abilities otherwise if they have low self-confidence their writing skills are not good, in this case, the teacher plays an important role in encouraging student motivation to increase student efficacy.

Writing self-efficacy is a belief in skills and abilities in completing a task in this case writing, Hashemnejad (2014) explains writing self-efficacy, namely students' confidence in their ability to perform in writing English assignments, in this case, students are confident in what they display in writing succeed.

Bandura (1997) also explains that there are two categories of self-efficacy, namely high self-efficacy, and low self-efficacy, people who have high confidence and motivation have high self-efficacy and in carrying out certain tasks they feel confident of success even with difficult tasks. They believe that their skills will be better at carrying out tasks, and people who have low self-confidence have low self-efficacy. Bandura (1994) said that if someone believes in doing the task but does not do it, they think they will not succeed, and also emphasizes that people who have high confidence and good skills but have low self-efficacy can also cause anxiety and even depression if they do it they failed. Therefore, self-efficacy is about one's self-confidence in writing.

Based on the explanation above, writing self-efficacy is about a person's belief in their skills in carrying out writing assignments, they feel capable and successful in the task, and the belief that success in carrying out tasks is caused by self-efficacy. There are two categories of writing self-efficacy, namely high self-efficacy, and low self-efficacy, someone with high self-efficacy can carry out tasks well, on the other hand, someone with low self-efficacy cannot carry out their duties properly, in other words, high and low efficacy in influencing abilities language in this case writing.

2. Methods

This research used a quantitative approach with the application of the ex-post-facto method. The ex-post facto approach, according to Sappaile [25] research that conducts events after they have occurred and then returns to examine the variables that produced the incident. Sugiyono [26] also explained, that the ex post facto method was research conducted to examine the event that

has happened and then trace back to know the factors that can cause the incident. This research aimed to find out if there is any significant effect of writing anxiety on writing motivation on SMP Negeri 7 Baubau.

The variable in this study consisted of two variables, namely the independent variable (X) and the dependent variable (Y). The independent variable in this research was writing anxiety and the dependent variable in this research was writing self-efficacy. In this research, the researcher took students in the eighth grade of SMP Negeri 7 Baubau, totalling 84 students. The sample of this research used simple random sampling. The total sample in this research is 56 students. The data analysis used in this research is descriptive statistics, prerequisite analysis and inferential statistics. The score of these data was calculated by the SPSS program 21.0.

The instrument of this research is a questionnaire. There are two questionnaire used in this research. It was Second Language Writiyng Anxiety Scale by Cheng [27] and writing motivation questionnaire by Payne [28].

3. Findings

In the findings of this research, two kinds of data analysis were presented. These are descriptive statistics, prerequisite analysis, and inferential statistics. Descriptive statistics display the mean, median, mode, standard deviation, variance, minimum and maximum score of writing anxiety and writing motivation. While inferential statistics present the testing of the hypothesis.

1. Descriptive Statistic

a. Writing Anxiety Questionnaire

The questionnaire was distributed to 56 students to find out their perceptions of writing anxiety. The questionnaire consists of 3 categories which consist of 22 items statements. The explanation of writing anxiety statics analysis was as follows:

Table 1: Descriptive Statistics of Writing Anxiety

No	Items	Score
1	Mean	3.37
2	Median	3.31
3	Mode	3.18
4	Variance	0.19
5	Std. Deviation	0.43

6	Minimum	2.50
7	Maximum	4.23

From the table above, it could be explained that the mean score is 3.37, the median is 3.31, the mode is 3.18, the variance is 0.19, the standard deviation is 0.43, the minimum score is 2.50, and the maximum score is 4.23. Based on the scoring category guidelines presented in previous chapter, the mean score implies that the students' writing anxiety was in the moderate anxiety category.

The score distribution of writing anxiety is presented in the category based on the criteria provided in previous chapter. The frequency of each category of students' writing anxiety is displayed on the following table:

Table 2: Criteria of Writing Anxiety

No	Criteria	Scoring Range	Frequency	Percentage
1	Very Low Anxiety	1.0 – 1.8	0	0.0
2	Low Anxiety	1.9 – 2.6	2	3.6
3	Moderate Anxiety	2.7 – 3.4	30	53.3
4	High Anxiety	3.5 – 4.2	24	43.1
5	Very High Anxiety	4.3 – 5.0	0	0.0
Total			56	100

From the table above, it can be seen that 0 student or 0% in the very low anxiety category, 2 students or 3.6% are in low anxiety category, 30 students or 53.3% are in moderate anxiety category, 24 students or 43.1% are in high anxiety category, and 0 students or 0% are in the very high anxiety .Based on the results of the table above, the average value shows that students' writing anxiety is in the moderate category.

b. Writing Self-Efficacy Questionnaire

The questionnaire distributes to 56 students to determine their perceptions of writing self-efficacy. The questionnaire consists of 3 categories consisting of 16 statement items. The

results of the statistical analysis of writing self-efficacy can see in the following table 3.

Table 3: Descriptive Statistics of Writing Self-efficacy

No	Items	Score
1	Mean	3.60
2	Median	3.53
3	Mode	3.25
4	Variance	0.19
5	Std. Deviation	0.44
6	Minimum	2.94
7	Maximum	4.44

From the table above, it could be explained that the mean score is 3.60, the median is 3.53, the mode is 3.25, the variance is 0.19, the Standard deviation is 0.44, the minimum is 2.94, and the maximum score is 4.44. Based on the scoring category guidelines presented in previous chapter, the mean score implies that the students' writing self-efficacy is in the high category.

The score distribution of students' writing self-efficacy scores is then presented in the value category mean variable. The respective categories are shown in the following table 4.

Table 4: Criteria of Writing Self-Efficacy

No	Criteria	Scoring Range	Frequency	Percentage
1	Very Low Self-Efficacy	1.0 – 1.8	0	0,0
2	Low Self-Efficacy	1.9 – 2.6	0	0,0
3	Moderate Self-Efficacy	2.7 – 3.4	22	39.1
4	High Self-Efficacy	3.5 – 4.2	28	50.1
5	Very High Self-Efficacy	4.3 – 5.0	6	10.8
Total			56	100

From the table above, it can be seen that 0 student or 0% is in the very low anxiety category, 0 students or 0% are in a low category,

22 students or 49,1% are in the medium category, 28 students or 50,1% are in the high category and 6 students or 10,8% are in the very high category. Based on the results of the table above, the average value indicates that the students' writing self-efficacy is in the high self-efficacy category.

2. Prerequisite Analysis

The prerequisite analysis is carried out before testing the hypothesis. If each variable meets the analysis prerequisite, then the test can proceed. In this prerequisite analysis, the test includes the normality and linearity test.

a. Normality Testing

Normality testing is an attempt to determine whether the variable data approaches the normal distribution population or not. The normality testing was carried out by the One-Sample Kolmogorov Smirnov method. The results of normality testing were presented as follows:

Table 5: Normality Testing Statistical Analysis

	Unstandardized Residual
N	56
Kolmogorov-Smirnov Z	0.877
Asymp. Sig. (2-tailed)	0.425

Based on the table of normality testing results above, the Kolmogorov-Smirnov Z result is 0.877. The Asymp. Sig. (2-tailed) is 0.425. Because of the value of Asymp. Sig. is greater than α ($0.425 > 0.05$). It means that H_0 is accepted H_1 is rejected. It could be concluded that the data is normally distributed.

b. Linearity Testing

Linearity testing is used to determine whether two variables have a linear relationship if the sign on the line deviation for linearity was more than 0.05 or by comparing the calculated F score listed in the ANOVA table from the SPSS application's output with the F table. The results of linearity testing are presented as follows:

Table 6: Linearity Testing Statistical Analysis

			Sum of Squares	df	Mean Square	F	Sig.
Writing Self-Efficacy* Writing Anxiety	Between Groups	(Combined)	4.347	26	0.167	0.751	0.768
		Linearity	0.589	1	0.589	2.644	0.115
		Deviation from Linearity	3.759	25	0.150	0.675	0.839
Within Groups			6.458	29	0.223		
Total			10.806	55			

Based on the table of analysis results above, the value of sig. deviation from linearity is 0.839 because the value of sig. deviation from linearity is greater than α ($0.839 > 0.05$), which means that the correlation of the independent variable toward the dependent variable is linear. Because the data above is normality and linearity distributed, then the inferential statistics use the parametric of simple linear regression analysis.

3. Inferential Statistics

The inferential statistics presented the data as the results of hypothesis testing using SPSS version 21 by using the analysis of simple linear regression. It is used to prove whether the hypothesis was rejected or accepted. The result of statistics analysis contains a Model Summary table as presented as follows:

Table 7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.233 ^a	0.054	0.037	0.43497

The model summary of the table above, shows that the value of R is 0.233, where R is the symbol of correlation. Based on the correlation level table presented, the score is very low. This means that there is a positive and very low correlation of writing anxiety toward students' writing self-efficacy. In addition, R Square is also

obtained which is 0.054. This score indicates that the effect of writing anxiety toward students' writing self-efficacy is 5.8% and the remaining 94.2% is determined by other factors not observed in this research

Table 8: ANOVA Table

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	0.589	1	0.589	3.112	0.083 ^b
1 Residual	10.217	54	0.189		
Total	10.806	55			

a. Dependent Variable: Writing Self-Efficacy

b. Predictors: (Constant), Writing Anxiety

Based In the ANOVA table above, it explains that the value of Fcounts is 3.112 with a significance value is 0.183. The value of Fcounts is then compared with the value of Ftable at a significance level is 0.05 or 5% and the value of Ftable is 3.112. Because the value of Ftable is higher than Fcounts (3.11 > .197), it means that there is no effect of writing anxiety and writing self-efficacy on students. In addition, the significance value is greater than α (0.05), so it can conclude that the effect is not significant. So, the regression formula cannot useto predict the effect of writing anxiety on writing self-efficacy. The results of the coefficients table 10, presenting as below:

Table 9. Coefficients Table

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.812	0.453		6.204	0.000
	Writing Anxiety	-.234	0.133	-.233	-1.764	0.083

a. Dependent Variable: Writing Self-Efficacy

Based on the table coefficient above, it obtains that the value of writing self-efficacy (a) is 2.812; the value of students' writing anxiety (b) is -0.234. Therefore, it is obtained the regression formula is $Y = 2.812 - 0.234 X$. This formula indicates that the value of writing self-efficacy without the influence of writing anxiety is 2.812. While every increase 1 point in students' writing anxiety, it decreases 0.234 points in writing self-efficacy of students.

4. Discussions

Based on the finding above, it obtained the mean score of writing anxiety is 3.37. Based on the mean score above it can be concluded that writing anxiety on eighth grade students at SMP Negeri 7 Baubau is in high anxiety level. Besides that the mean score of writing self-efficacy is 3.60 which can be concluded that writing self-efficacy on eighth grade students at SMP Negeri 7 Baubau is in high self-efficacy level.

This study aims to determine the effect of students' writing anxiety and students writing self-efficacy. In conducting the research, the researcher gives a test in the form of a research questionnaire. There are two research questionnaires distributed, namely the students' writing anxiety questionnaire and the students' writing self-efficacy questionnaire. Based on the findings above, the student's correlation score between writing anxiety and writing self-efficacy is 0.233. This score indicates that there is a positive and very low correlation of writing anxiety in their writing self-efficacy. In addition, it is also obtained that the contribution of writing anxiety scores to write self-efficacy is 0.54. This means that students' writing anxiety in learning English contributes 4.4% to students' writing self-efficacy. While the remaining 94.2% is influenced by other factors not observed in this research.

Based on the findings above, the Fcounts value is 3.112 which is lower than the Ftable (4.02 > 3.112) which means there is no significant correlation of students' writing anxiety and writing self-efficacy. In addition, the significance value is 0.083 which is higher than (0.05). This shows that there is no significant correlation of writing anxiety toward writing self-efficacy on grade eighth students at SMP Negeri 7 Baubau.

The results of the data analysis above show that the correlation of students' writing anxiety toward writing self-efficacy is very low. This is supported by the existing phenomenon,

that many students who have moderate anxiety are often less interested in writing English sentences as when asked to make English sentences they tend to avoid writing, especially within the specified time limit. This phenomenon sometimes occurs when they try to make sentences in English but are unable to control their nervousness so they think not to create more difficult situations for themselves. Writing anxiety is a negative feeling of anxiety that interferes with some part of the writing process (Rankin-Brown, 2006). Topuzkanamis (2015) defines writing anxiety as the concern that a person feels about a quality writing task. In a learning environment, the learner's second language, attitudes, and behavior are considered when discussing writing anxiety and its types. Writing Anxiety shows a large role in giving a negative influence on students' writing progress and writing achievement (Ningsih, 2015). Jafari and Rezaei (2014) say that writing anxiety is 'very situation-specific, seems self-limiting, relatively visible, and more importantly, seems relatively easy to overcome with rational instruction'. Writing anxiety, as general subject and situation anxiety, is defined as a general avoidance of writing behaviors and situations that are considered to potentially require little writing accompanied by a potential evaluation of the writing (Zhang, 2011).

Writing ability is a person's ability to express ideas, feelings, or things to others using written language. It's not easy to convince yourself of your abilities. The high view of students on their abilities tends to make students try their luck. As a result, students can continue to improve their abilities.

The results of this study are not in line with research conducted by Respati and Prastomo (2008), where there is a significant relationship between self-efficacy and foreign language anxiety, namely the higher a person's self-efficacy, the lower his foreign language anxiety. rejected. According to Azwar (in Rohma, 2013), other than normative items, it is possible due to inappropriate operations. In the research, the researcher adopts the measuring instrument developed by Horwitz, the measuring instrument used by the researcher is likely to be biased, such to environmental, situational, and cultural factors.

5. Conclusions

Based on the findings of the research and the data analysis, this research concludes that there is no significant effect of writing anxiety toward writing self-efficacy on grade eighth students at SMP Negeri 7 Baubau. The conclusion of this research shows that the mean score of students' writing anxiety is in the moderate category and the mean score of students' writing self-efficacy is in the high category. The effect of students' writing anxiety toward writing self-efficacy is very low. It is found from the score of R in the table of model summary which scores 0.233. The result of the ANOVA table finds that the significant score is 0.083. Because the significance score is higher than α (0.05), it means the null hypothesis is accepted and the alternative hypothesis is rejected. In other words, there is no significant effect of writing anxiety toward writing self-efficacy. So, it can be concluded that there is a very low effect but not significant of writing anxiety toward writing self-efficacy on grade eighth students at SMP Negeri 7 Baubau.

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