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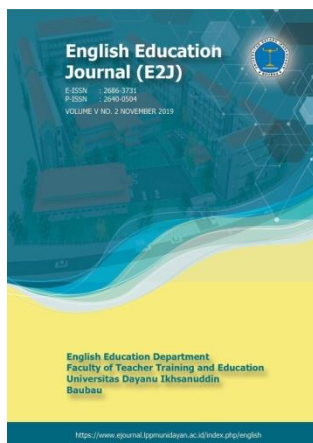
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THE INFLUENCE OF WRITING ANXIETY TOWARD WRITING SELF-EFFICACY ON GRADE EIGHT STUDENTS AT SMP NEGERI 3 BAUBAU

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Abstract

Problem statement of this research was whether there was any significant influence of students' writing anxiety on the writing self-efficacy at SMP Negeri 3 Baubau. Objective of the research was to find out significant influence of writing anxiety toward writing self-efficacy at SMP Negeri 3 Baubau. Data collection in this research used a questionnaire as the instrument, the level of writing anxiety and writing self-efficacy of students. The data obtained were analyzed by descriptive statistical analysis, prerequisite analysis, and inferential statistical analysis. Based on the the research of the study, it was concluded that the significance value was 0.001. Since the obtained value less than 0.05, so (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This means that there is a significant influence of writing anxiety toward writing self-efficacy on grade eight at SMP Negeri 3 Baubau

Keywords: writing anxiety, writing self-efficacy

Abstrak

Rumusan masalah penelitian ini adalah apakah ada pengaruh yang signifikan pada kecemasan menulis dan efikasi diri menulis pada siswa kelas delapan SMP Negeri 3 Baubau. Tujuan penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan pada kecemasan menulis terhadap efikasi diri menulis pada siswa kelas delapan SMP

Negeri 3 Baubau. Pengumpulan data dalam penelitian ini menggunakan angket sebagai instrumen untuk menentukan tingkat kecemasan menulis dan efikasi diri siswa. Data yang diperoleh menggunakan angket dianalisis dengan uji statistik deskriptif, uji prasyarat, dan uji statistik inferensial. Berdasarkan hasil penelitian ini, disampaikan bahwa hasil signifikansi sebesar 0,001. Karena nilainya lebih rendah dari 0,05, maka H_0 ditolak dan H_a di terima. Ini berarti ada pengaruh yang signifikan pada kecemasan menulis terhadap efikasi diri menulis pada siswa kelas delapan SMP Negeri 3 Baubau

Kata kunci: kecemasan menulis, efikasi diri menulis

1. INTRODUCTION

In learning languages, especially English as a second language, there are four skills, writing is one of the important skills to be mastered in acquiring language knowledge after listening, speaking, and reading. By learning and mastering writing skills students can measure their language skills.

Nunan [1] writing can get ideas, and convey the feelings you want to express so that it becomes a sentence or paragraph that can be read by the reader. So with this it is important for students to master writing skills because it can be used as a communication tool to express ideas, or express feelings to others with words then channeled by hand and poured in several media: paper, social media. 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. Writing skills in learning is an important thing it is as said by Tarigan [2] that writing skills function as a means of communication indirectly, not face to face with other people. In writing activities In this case, the author must be skilled at utilizing graphology, language structure and vocabulary. Besides, this writing skill is not will come automatically, but must through a lot of practice.

Miller [3] 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. According to Mayers [4] 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

Writing is considered a complex skill for English second language, where the writer considers writing to be one of the complex skills plus the lack of vocabulary and grammar knowledge in English. In this case, students who study a foreign language as a second language may not have enough language or words at their disposal which creates problems for them in learning English. Although interesting, some people think that writing is a difficult skill. Langan [5] argues that although it is a difficult skill, if you keep practicing, writing will be easy to do and anyone can do it

Many students consider writing to be a difficult skill to master. Younas *et al.*[6] said: lack of motivation, target language ability, and vocabulary can affect a person's psychology such as self-efficacy and anxiety. Self-efficacy is a person's belief in themselves and feeling successful in doing the task. Self-efficacy is one of the constructs of social cognitive theory it is a person's belief in their own ability to successfully perform a task (Maritz & Brown, [7] Self-efficacy is one of them in the case it is their writing self-efficacy.

According to Bandura [8] self-efficacy is the belief in one's ability to organize and manage the situation. According to Bandura [9], self-efficacy is a determinant of how individuals think, behave well, control themselves, and motivate themselves. Self-efficacy is one aspect of self-knowledge or the most influential self-knowledge in life everyday human. This is due to the self-efficacy that is owned by influence the individual in determining the action to be taken to achieve a goal, including estimates of various events to be encountered. Self-efficacy is the belief that one can master the situation and get positive results. A person with self-efficacy believes that they are capable do something to change events around them, whereas someone with low self-efficacy considers himself unable to do everything that exists surrounding. In difficult situations, people with low efficacy tend to

give up easily, while people with high self-efficacy will try harder to overcome the existing challenges.

Bandura [9] 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 [10] 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

Self-efficacy also can affect student's writing skill which is known as writing self-efficacy. Hashemnejad [11] 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. Writing self-efficacy is a belief an assessment of a person's ability to carry out a task successfully, in this case, writing.

Many students have difficulty in writing self-efficacy, some students still lack self-efficacy in writing they are not sure of their writing in English. It could be seen from situation in the classroom, many of them always think about failure, quickly feel a loss of confidence and if they find a task is that quite difficult students tend to avoid writing assignments because they think writing is a difficult task. This is because of low self-efficacy in students, students may feel better about writing when they have high self-confidence. Those who have high confidence in their writing skills are considered people who have high self-efficacy in writing.

According to Bandura [9] the success and failure of a person in carrying out a task depend on the low and high self-efficacy that a person has. Stajkovic & Luthans [12] stated that students who have high self-efficacy in dealing with a task will work with enthusiasm and confidence that the task they are doing will be successful, while students who have

low self-efficacy cannot do their job well and are often considered a failure in doing the task. People who have positive self-efficacy are confident in the effort they are doing and are successful in carrying out their duties and enjoy the process of writing, in contrast to negative self-efficacy, having just heard or been given an assignment, they have complained and tend to avoid the task. So self-efficacy is a person's beliefs and skills that can affect student's writing skill which is known as writing self-efficacy.

According to Zumbrunn et al [13] there are three dimensions differ the self-efficacy of one student to another. They are ideation which dimension relates to writers' beliefs about their abilities to generate ideas conventions which dimension is related to a set of generally accepted standards for expressing ideas in writing in certain languages, and self-regulations which dimension relates to their self-regulation skill to produce good writing and to manage the anxiety and emotions that can accompany the writing.

There are several factors that make writing difficult, one of which is anxiety, anxiety is one of the factors that can hinder the language learning process one of the factors that the students are to afraid to write English because students are afraid to make mistakes when writing, students are afraid negative perceptions in the future such as other students mocking or laughing at him so that higher anxiety arises. According to Paser and Smith [14] anxiety is a situation in which a person feels afraid and tensed about something natural response to the perceived threat. Writing anxiety is the feeling that someone feels when facing a situation or listening to news that causes fear, insecurity, or worry. In their writing class they feel tense, do not enjoy, and cannot write effectively when they get assignments. This can happen because students have a high level of anxiety and lack motivation from inside and outside

Writing anxiety is defined as one of the emotional attitudes of feeling afraid, anxious, and nervous about certain situations, in this case, students cannot express their ideas in writing because they feel fear and tension in the situation. Ordinary writing anxiety can affect student achievement in writing, anxiety

makes students unable to enjoy the writing process because of fear so they write under pressure, and do it less than optimally in writing. Many students in the writing class have just written a few words or sentences and have started to feel anxious about the impact that they are not effective in channeling their ideas.

According Hassan [15] defines writing anxiety as a common thing, this situation is usually felt by individuals. Ordinary writing anxiety can affect student achievement in writing, anxiety makes students unable to enjoy the writing process because of fear so they write under pressure, and do it less than optimally in writing. Therefore their writing results are less effective.

Cheng [16] says that there are three types of writing anxiety which are somatic anxiety, cognitive anxiety, and avoidance behavior. Somatic anxiety is the physiological effect of the anxiety experience, such as nervousness and tension when they are under time constraints. Cognitive anxiety refers to the mental aspect of anxiety experience, including negative expectations for other people's perceptions. Avoidance behavior refers to when students feel anxious and choose to avoid writing

According to preliminary observations and information from the English teacher, the majority of grade eight students at SMP Negeri 3 Baubau found that . students experienced anxiety and self-efficacy in writing English so that they were unable to express ideas and were ineffective in writing, difficult to write and understand English texts, feel worry if they made mistakes in writing, and had lack confidence like there are some students who are not confident to start writing because they are afraid to use the wrong grammar, students feel that they lack words so that they have difficulty developing ideas. From these problems, it can be concluded that students may experience anxiety and have a low self-efficacy in writing English text.

A study was done by Salem and Al Dyar [17] at intermediate school students in the state of Kuwait. This research aims to find out the correlation or relationship between students' writing anxiety and their writing self-efficacy in English for special education Arab learners of English. The results of the

study showed that there is a positive relationship between students' writing anxiety and writing self-efficacy for students.

Considering that the issue of the influence between writing anxiety and writing self-efficacy is worth discussing, the researcher is interested in conducting research entitled " The Influence of Writing Anxiety toward Writing Self-Efficacy on Grade Eight Student at SMP Negeri 3 Baubau."

2. RESEARCH METHODS

This research used a quantitative approach by applying the ex post facto method. Sugiyono [18] 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. The research aims to find out the significant influence of writing anxiety toward writing self-efficacy on grade eight students at SMP Negeri 3 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 3 Baubau which consists of 8 classes with 237 students. The sample of this research used cluster random sampling. The total sample in this research is 56 students.

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 [16] and writing self-efficacy questionnaire by Questionnaire by Zumbrunn, *et al* [13].

2. 2. Technique of Data Collection

For data collection, the researcher would use the questionnaire as an instrument method, The researcher informs the English teacher that the researcher would be researched by handing out two questionnaires to the student. After that, the researcher explains what the questionnaire is about and how to fill or answer the questionnaire first to the students. Finally researcher gives the students times to completed the questionnaire.

2.3. Technique of Data Analysis

The data analysis used in this research is descriptive statistics needed to show general trends (mean, mode, and median) and the distribution of scores (variance, standard deviation, and range). Besides that, descriptive statistics are also used to display the minimum and maximum scores. Prerequisite analysis to determine whether the data was feasible or not to be analyzed using statistical techniques, and inferential statistics is a technique of statistic used to analyze simple data and the result applied to the population. In this prerequisite analysis, the test includes a normality test and linearity test.

This type of statistic is appropriate used if the sample is taken from the obvious population and the technique of determining the sample from the population is randomly selected. The score of these data calculates by using the SPSS program 21.0.

3. FINDING AND DISCUSSION

3.1 Finding

In the findings of this research, there are three kinds of data analysis that are presented. They are descriptive statistics, prerequisite analysis and inferential statistics. The descriptive statistics display the mean, median, mode, standard deviation, variance, minimum and maximum score of reading anxiety and reading strategies. The prerequisite analysis will display the normality and linearity testing, while the inferential statistics will display the testing of hypothesis.

1. Descriptive Statistic

a. Writing Anxiety Questionnaire

The questionnaire have been 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 the writing anxiety statics analysis was as follows:

Table1. Descriptive Statistics of Writing Anxiety

No	Items	Score
1	Mean	2.83
2	Median	2.93
3	Mode	2.95

4	Variance	0.16
5	Std. Deviation	0.40
6	Minimum	1.91
7	Maximum	3.77

From the table above, it could be explained that the mean score is 2.83, the median is 2.93, the mode is 2.95, the variance is 0.16, the standard deviation is 0.40, the minimum score is 1.91, and the maximum score is 3.77. 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' reading anxiety is displayed on the following table:

Table 2. Criteria of Writing Anxiety

No	Criteria	Scoring Range	Frequence	Percentage
1	Very Low Anxiety	1.0 - 1.8	0	0.0
2	Low Anxiety	1.9 - 2.6	19	34.1
3	Moderate Anxiety	2.7 - 3.4	35	62.3
4	High Anxiety	3.5 - 4.2	2	3.6
5	Veri High Anxiety	4.3 - 5.0	0	0.0
Total			56	100

Based on the table above, it could be described that there are 0 student or 0% in the very low anxiety category, 19 students or 34.1% are in in low anxiety category, 35 students or 62.3% are in moderate anxiety category, 2 students or 3.6% are in high anxiety category, and 0 student or 0% are in the very high anxiety. Based on the table above, it could be concluded that writing anxiety students' is moderate anxiety.

b. Writing Self-Efficacy

The questionnaire is distributed to 56 students to find out their perceptions of writing self-efficacy. The questionnaire consists of 3 categories of Self-efficacy which consist of 16 statements. The explanation of their writing self-efficacy statics analysis was as follows:

Table 3. Criteria of Writing Self-Efficacy

No	Items	Score
1	Mean	3.56
2	Median	3.56
3	Mode	3.50
4	Variance	0.31
5	Std. deviation	0.55
6	Minimum	1.94
7	Maximum	4.63

From the table above, it could be explained that mean score was 3.56 median was 3.56, mode was 3.50 the variance was 0.31, standard deviation was 0.55, minimum score was 1.94 and maximum score was 4.63. Based on the scoring category guidelines presented in previous chapter, the mean score implies that the students' writing self-efficacy is high.

The score distribution of students' writing self-efficacy is then present in the category based on the criteria provided in previous chapter. The frequency of each category of students' writing self-efficacy was displayed in the following table:

Table 4. Criteria of Writing Self-Efficacy

No	Criteria	Scoring Range	Frequency	Percentage
1	Very Low	1.0 - 1.8	0	0.0
2	Low	1.9 - 2.6	3	5.4
3	Moderate	2.7 - 3.4	16	31.9
4	High	3.5 - 4.2	28	51.9
5	Very High	4.3 - 5.0	6	10.8
Total			56	100

Based on the table above, it can be described that there is 0 students or 0% very low category, 3 students or 5.4% in the low category, 16 students or 31.9% in the moderate category, 28 students or 51.9% in the high category, and 6 students or 10.8% very high category. Based on the table above, it can be concluded that the students' writing self-efficacy is high because most 28 students show the high 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 test and linearity test.

a. Normality Testing

Normality testing would be used to know that the data of this research had normal or no distribution. The normality test was used to determine whether the dependent variable, independent or both were normally distributed, and close to normal. According to Sugiyono and Susanto [19] the implementation of the normality test can use the Kolmogorov-Smirnov test, with the applicable criteria, namely if the significant result is > 0.05 , which means the residuals are normally distributed.

Table 5. Normality Testing Statistical Analysis

		Unstandardized Residual
N		56
Normal Parameters ^{a,b}	Mean	0.0000000
	Std. Deviation	0.49956084
Most Extreme Differences	Absolute	0.077
	Positive	0.047
	Negative	-0.077
Kolmogorov-Smirnov Z		0.576
Asymp. Sig. (2-tailed)		0.894

Based on the table above, the value of Kolmogorov-Smirnov Z is 0.576. The Asymp sig (2-tailed) is 0.894. Because the value of Asymp sig was greater than α ($0.894 > 0.05$). It means that the data is normality distribution.

b. Linearity Testing

According to Sugiyono and Susanto [19] linearity can be used to determine whether the dependent variable and the independent variable have a linear relationship or not significantly. The linearity test can be done through a test of linearity. The applicable criterion is if the significant value of linearity is greater than and equals 0.05, it can be interpreted that there is a linear relationship between the independent variable and the dependent variable.

Table 6. Linearity Testing Stastical Analysis

		Sum of Squares	df	Mean Square	F	Sig.
Writing Self efficacy on *Writing Anxiety	Between Groups	(Combined)	9.726	25	0.389	1.594
		Linearity	3.321	1	3.321	13.604
		Deviation from Linearity	6.405	24	0.267	1.094
	Within Groups	7.321	30	0.244		
	Total	17.047	55			

Table 8. ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Regression	Linearity	3.321	1	3.321	13.064	0.001
	Deviation from Linearity	6.405	24	0.267		
	Total	17.047	55			
	Residual	13.726	54	0.254		

a. Dependent Variable: Writing Self-efficacy
 b. Predictors: (Constant), Writing Anxiety

Based on the table above, the value of sig deviation from linearity is 0.404 because sig deviation from linearity is greater than α ($0.404 > 0.05$). This means that the correlation between the independent variable toward the dependent variable is linear. Because the data above is normality and linearity distribution, then inferential statistics will use the parametric of simple linear regression analysis

2. Inferential Statistic

Sugiyono [20] explained that inferential statistic is a technique of statistic used to analyze simple data and the result applied to the population. This type of statistic is appropriate used if the sample is taken from the obvious population and the technique of determining the sample from the population is randomly selected.

Table 7. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.441 ^a	0.195	0.180	0.50417

In the Model Summary table above, it could explain that the score of R was 0.441, which is R is the symbol of correlation. Based on the table of correlation levels present in the previous chapter, the score is moderate. It means there was a positive and moderate correlation between writing anxiety toward writing self-efficacy. Besides, it also obtain R Square that is 0.195. This score indicates that the influence of writing anxiety on writing self-efficacy is 19.5% and 80.5% of the rest is determine by another factor that is not observe in this research.

Based on the table of Anova above that, can explain that the score of Fcount was 13.064 with a significance score is 0.001. The score of Fcount is then compared to the score of (Ftable) at a significance level of 0.05 or 5%. Since the score of (Ftable) was lower than Fcount ($4.02 < 13.064$), it means that there is an influence of writing anxiety toward writing self-efficacy. Besides, the significance value was lower than α (0.05), so the regression formula can be use to predict the influence of writing anxiety toward writing self-efficacy. The result of the coefficients table is present as follows :

Table 9. Coefficients Table

Model		Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
		B	Std. Error			
1	(Constant)	5.273	0.477		11.044	0.000
	Writing anxiety	-0.602	0.167	-0.441	3.614	0.001

a. Dependent Variable : Writing Self-Efficacy

Based on the table coefficient, it obtains that the score of writing self-efficacy (a) is 5.273, and the score of students writing anxiety (b) is -0.602. Therefore, it is obtaining the regression formula is $Y = 5.273 - 0.602 X$. This formula indicate that a score of writing anxiety without the influence of students writing self-efficacy is 5.273. While every increase 1 point in students writing anxiety, it will decrease 0.602 points in writing self-efficacy.

3.2 Discussion

Based on the result of the research in grade eight at SMP Negeri 3 Baubau the study aims to determine the influence of students' writing anxiety and student writing self-efficacy. It is obtained that the mean score of writing anxiety is 2.85, based on mean score above it can be concluded that that writing

anxiety on grade eight students at SMP Negeri 3 Baubau is in medium anxiety level and the mean score of writing self-efficacy is 3.56 can be concluded that writing self-efficacy on grade eight at SMP Negeri 3 Baubau is in high self-efficacy level.

In this study, writing anxiety consist of three category namely cognitive anxiety, somatic anxiety, and avoidance anxiety. Based on data analysis, the average value of cognitive anxiety is 2.85, the average value of somatic anxiety is 2.80, while the average value of avoidance is 2.85. Based on these results, it can be concluded that the most common writing anxiety occurs in students at SMP Negeri 3 Baubau are cognitive anxiety and avoidance anxiety with an average value of 2.85.

It can be concluded that in the category of writing anxiety obtain the score of the students' the influence of writing anxiety toward writing self-efficacy is 0.441. This rating shows that there is a positive and moderate influence between writing anxiety toward writing self-efficacy. Besides, there is additionally receive the rating of the contribution of writing anxiety in students' writing self-efficacy is 0.195. This means that the students writing anxiety in learning English contributes as much as 19.5% toward writing self-efficacy while 80.5% the rest is influenced by another factor that is not observed in this research.

Then based on the result in the finding of the ANOVA table, it is obtaining the score of F_{count} is 13.064 since this score is higher than F_{table} (13.064 > 4.02), which means the score significance is 0.001 which is lower than α (0.05). So it can state that there is any significant the influence between writing anxiety toward writing self-efficacy in grade eighth at SMP Negeri 3 Baubau in the academic year of 2021/2022.

The result above is supported by Salem and Al Dyar [17] at intermediate school students in the state Kuwait. This research aims to find out the correlation or relationship between students' writing anxiety and their writing self-efficacy in English for special education Arab learners of English. The results of the study showed that there is a positive relationship between students' writing anxiety and writing self-efficacy for students.

Based on the above phenomenon, it shows that the influence between writing anxiety and writing self-efficacy is moderate, and there is any significant influence of the variables on grade eight at SMP Negeri 3 Baubau.

3. CONCLUSION AND SUGGESTION

Based on the findings of the research and the data analysis, this research concludes that the category of writing anxiety is moderate level with a mean 2.85 and the category of writing self-efficacy is high level with a mean score 3.56, it is obtained from the score of R in the table of modal summary which score is 0.441 and can be seen from the ANOVA table in the previous chapter that the significance score is 0.001.

This conclusion is based on the result of statistical analysis which finds that the score of F_{count} is 13.064 with a significance value is 0.001 and F_{table} 4.02 (13.064 > 4.02) the score of significance is lower than α (0.001 < 0.05), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means can be concluded there is any significant influence between writing anxiety toward writing self-efficacy on grade eight students at SMP Negeri 3 Baubau.

It is suggested that writing is one of the important components in English lessons besides listening, reading, and speaking, in this research entitled writing anxiety toward writing self-efficacy on grade eight at SMP Negeri 3 Baubau showing positive and moderate results, teachers need to know and understand the types of writing anxiety and self-efficacy experienced by students where the teacher plays an important role in the process of learning English in the classroom, where the teacher need be aware to students, creating a fun learning atmosphere. This plays a role in the process of growing self-efficacy for students to decrease their anxiety in writing so that they can enjoy the writing process and be more confident

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