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THE EFFECT OF WRITING ANXIETY ON WRITING PROFICIENCY AT UNIVERSITY STUDENTS
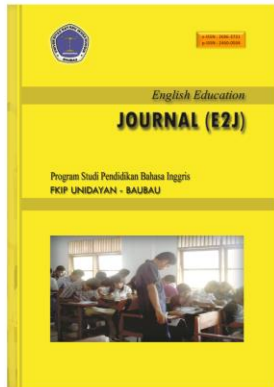
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Abstract
The purpose of this study was to determine the effect of writing anxiety on writing ability among fourth semester students of English Education Study Program of Dayanu Ikhsanuddin University. This study uses a quantitative approach by applying the ex-post facto method of comparative causal design. The population of this study were all fourth semester students of English Education Study Program which amounted to 120 people. The sample of this research was 31 students who were selected using cluster random sampling technique. The research instruments were questionnaires and tests. The results obtained an R value of 0.060 which is classified as a low category. This means that there is a positive and very low relationship between writing anxiety and writing ability. Thus, based on the research findings and data analysis, it can be concluded that there is no significant influence between speaking anxiety and writing ability at Dayanu Ikhsanuddin University.

Keywords*: writing, anxiety, proficiency*

Abstrak
Tujuan penelitian ini adalah untuk mengetahui pengaruh kecemasan menulis terhadap kemampuan menulis pada mahasiswa semester empat Program Studi Pendidikan Bahasa Inggris Universitas Dayanu Ikhsanuddin. Penelitian ini menggunakan pendekatan kuantitatif dengan menerapkan metode eks-pos fakto desain kausal komparatif. Populasi penelitian ini adalah seluruh mahasiswa semester empat Program Studi Pendidikan Bahasa Inggris yang berjumlah 120 orang. Sampel penelitian ini adalah 31 mahasiswa yang dipilih menggunakan teknik cluster random sampling. Instrument penelitian ini adalah angket dan tes. Hasil penelitian memperoleh nilai R sebesar 0,060 yang tergolong kategori rendah. Ini berarti bahwa ada hubungan positif dan sangat

rendah antara kecemasan menulis dan kemampuan menulis. Di samping itu, nilai F_{hitung} sebesar 0,184 dengan nilai signifikan sebesar 0,749. Karena nilai F_{hitung} lebih kecil dari Ftabel (4,17) dan nilai signifikansi lebih besar dari α (0.05), ini berarti hipotesis nol diterima dan hipotesis alternative ditolak. Sehingga, berdasarkan temuan penelitian dan data analysis, dapat disimpulkan bahwa tidak ada pengaruh yang signifikan antara kecemasan berbicara dan kemampuan menulis pada Universitas Dayanu Ikhsanuddin.

Kata kunci*: menulis, kecemasan, kemampuan*

1. INTRODUCTION

In learning the English language, there are four skills should be taught to students. They are speaking, listening, reading and writing. In practice, learning the lessons taught writing after speaking, listening and reading. But this does not state that learning writing is not important. In fact, writing is a very important lesson learning that is why writing is taught after the third important element is taught and writing also is the very difficult subject for the students. It is related to Oshima and Hogue [1] that writing, particularly academic writing is not easy. It takes study and practice to develop this skill. For both native speaker and new learners of English, it is necessary to note that writing is a process, not a "product". It means that a piece of writing, whether it is a composition for your English class or a lab report for your chemistry class is never complete; that is, it is always possible to review and revise, and review and revise again.

Writing is a very essential capability for being mastered by students; writing is also an excellent communication tool. Through writing, each person is able to convey feelings, ideas, and announcements to others. Sharples [2] actually, writing is an opportunity; it allows students to express something about themselves, explore and explain ideas. Student can convey their ideas in their mind by organizing them into a good text so that the others easily know them and they can think critically. Therefore, learning is very significant to improve writing skill in particular learning of English in Indonesia because the writing is a process of transformation of thoughts and ideas into tangible forms of writing. In addition, many people choose writing as a means of effective and efficient communication of information to be conveyed in some ways like posting letters, business letters and important information in a company's product.

Based on the preliminary observation on semester four students at English Education Study Program of Dayanu Ikhsanuddin University, the researchers find that in doing the practice of writing, students are very possible to face the problems such as anxiety. For example, students feel worried whenever the teachers ask them to write and students' mind goes blank when writing under time pressure. This situation causes them not able to express their thoughts and ideas effectively in their writing. Subsequently, it can affect their writing proficiency in class. Moreover, there is an inadequate knowledge about what kind of grammar they should use in writing and cannot choose appropriate vocabulary. Those problems can be main problems with English writing and as the main sources of frustration being unable to express their idea in appropriate and correct English. Furthermore, students have writing anxiety because they do not have writing habit and they are not used to write and also express themselves in writing because in their previous education they were familiar with taking test and answering question based on the paragraph.

Writing, although more complicated than the other skill, is one of the main skills students start learning as a communication medium the moment they step into school. Many problems, related to the mastery and development of writing skill are faced by the students. Writing anxiety is considered as one of these problems. Topuzkanamis [3] defined writing anxiety is as the worry a person feels toward a task of qualified writing. Writing anxiety has a significant negative affect on students' performance when practicing a foreign language. Students with a high level of anxiety can choose not to write and feel distressed when they are compelled to write. The pressure that comes from anxiety affects students' in writing.

Referring to the description above, this research is conducted with the objective is to find out the effect of writing anxiety toward writing proficiency on semester four students at English Education Study Program of Dayanu Iksanuddin University. Writing anxiety in this research is focused on three types of anxiety; those are somatic anxiety, cognitive anxiety, and avoidance anxiety. While, writing proficiency is limited to five components of writing; those are content, organization, vocabulary, grammar, and mechanics.

2. METHODS

This research used a quantitavive aptoachh with applying *ex post facto* method of causal comparative research. *Ex post facto* was a research method which referred to the treatment or manipulation of independent variable that had happened before, so that the researcher did not have to do the treatment anymore, but just observed the effect to the depent variable [4]. While in causal comparative the researcher attempted to determine the cause, or reason, for existing differences in the behavior or status of group of individuals [5]. In this case, this research found out the effect of writing anxiety toward writing proficiency on semester four students at English Education Study Program of Dayanu Ikhsanuddin University. The variable in this research consisted of independent variable which was symbolized by X and dependent variable which was symbolized by Y, in which the independent variable was writing anxiety and the dependent variable was writing proficiency.

Population in this research was all semester four students at English Education Study Program of Dayanu Ikhsanuddin University. In taking the sample of this research, the researcher used cluster random sampling. By cluster random sampling, the researcher can select a spesific number of school and test all the students in those selected school, i.e a geographically close cluster are sampled [6]. While, random sampling is the process of the selecting a sample in such a way that individuals in the defined population have an equal and indenpendent change of selection for the sample [5]. So, cluster random sampling is the sampling technique for comprehesive data

source that all members in a cluster have the same opportunities to be selected as sampled. So of three classes of the population, the researcher randomly select them, and one class will be taken as the sample that consisted of the 31 students.

Instruments in this research used questionnaire and test. The questionnaire aimed to determine the effect of writing anxiety toward writing proficiency. It was adopted from Second Language Writing Anxiety Inventory (SLWAI) from Cheng [7] to find out the writing anxiety. The total number of the questionnaire was 22 items. The test was used to find out students' writing proficiency of descriptive text. They were asked to write a descriptive text in 90 minutes. The data obtained were then analyzed using Statistical Product and Service Solutions (SPSS) version 21.0 to obtain the descriptive and inferential statistics result. The descriptive statistics was used to obtain data about mean, median, mode, variance, standard deviation, minimum, and maximum score. The inferential statistics was used to know whether there was an influence of teaching style on students' English proficiency. In this research, the inferential statistics applied was regression analysis.

3. RESULT AND DISCUSSION
3.1. Writing Proficiency

Writing proficiency test is administered to the students to find out the data about their writing proficiency for descriptive text. The result of the test is presented in table 1 as follows:

Table 1. Description of Writing Proficiency

No	Items	Score
1	Mean	56.25
2	Median	52.00
3	Mode	48.00
4	Variance	219.66
5	Standard Deviation	14.82
6	Minimum Score	36.00
7	Maximum Score	96.00

Of the table above, it can be explained that mean score is 56.25, median is 52.00, mode is 48.00, variance is 219.66, standard deviation is 14.82, minimum score is 36.00, and maximum score is 96.00. Besides the table above, the data are then distributed to the

scoring category to know the students' English proficiency category as presented in the following table:

Table 2. Writing Proficiency Category

No	Category	Range	Freq.	%
1	Excellent	80 – 100	4	12.90
2	Good	65 – 79	2	6.45
3	Average	50 – 64	13	41.93
4	Poor	40 – 49	11	35.48
5	Very Poor	0 – 39	1	3.22
	Total		31	100

Based on the table above, it can be described that there is 1 student or 3.22% is in very poor category, 11 students or 35.48% are in poor category, 13 students or 41.93% are in average category, 2 students or 6.45% are in good category, and 4 students or 12.90% are in excellent category. The category in the table above indicates that the students' writing proficiency is average category, since the most students' answers are in that category.

3.2. Writing Anxiety

Writing anxiety is obtained by distributing questionnaire to the students. It uses Likert scale with five optional answers from strongly disagree to strongly agree. The result of the questionnaire is presented in the following table:

Table 3. Description of Writing Anxiety

No	Items	Score
1	Mean	56.25
2	Median	63.00
3	Mode	62.00
4	Variance	112.31
5	Standard Deviation	10.59
6	Minimum Score	33.00
7	Maximum Score	81.00

Of the table above, it can be explained that mean score is 56.25, media is 63.00, mode is 62.00, variance is 112.31, standard deviation is 10.59, minimum score is 33.00, and maximum score is 81.00. Besides the table above, the data are then distributed to the scoring category to know the students' writing anxiety category as presented in the following table:

Table 4. Writing Anxiety Category

No	Category	Range	Freq.	%
1	High	80.68 - 110	1	3.23
2	Moderate	51.34 – 80.67	28	90.32
3	Low	22 - 51.33	2	6.45
	Total		31	100

Based on the table above, it can be described that there are 2 students or 6.45% is in low category, 28 students or 90.32% are in moderate category, and 1 student or 3.23% are in good category. Based on the table above, it can be known that the students' writing anxiety is in moderate category, since the most students' answers are in the category.

3.3. Inferential Statistics

The inferential statistics is presented the data as the result of hypothesis testing using SPSS version 21.0 by using the analysis of simple linear regression. It is used to prove whether the hypothesis is rejected or accepted. The result of statistics analysis contains Model Summary and ANOVA table as presented as follows:

Table 5. Correlational Test Result

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,060[a]	,004	-,031	15,04747

Of the Model Summary table above, it can be explained that the score of R was 0.060, which is R is the symbol of correlation. The score obtained in this testing indicates that is the level of correlation is very low. It means there is a positive and very low correlation of writing anxiety on writing proficiency. Besides, it is also obtained R Square that is 0.004. This score indicated that the contribution of writing anxiety toward students' writing proficiency is 0.4% and the rest is determined by another factor that is not observed in this research.

Based on the finding above, it is obtained the score of students' correlations between writing anxiety toward writing proficiency that is 0.060. This score indicates that there is not a positive and significant correlation

between students' writing anxiety toward writing proficiency. Besides, there is also obtained the score of contribution of writing anxiety toward writing proficiency, that is 0.004. This means that writing anxiety has contribution as many as 0.4% toward students' writing proficiency. While the rest is influenced by other factors like, students' ability in writing, method in learning, facilities in learning, media, and the likes which are not observed in this research.

MacIntyre and Gardener's [8] investigation into the effects of anxiety on cognitive processing offers a convincing explanation of the Yerkes-Dodson law. They find that anxiety affects the processing of language across all stages: the input stage, the processing stage, and the output stage. Anxiety at the input stage indicates that learners experience some sort of fear when they are confronted for the first time with a new word, phrase, or sentence in the foreign language. In other words, the level of anxiety at this stage influences negatively the learner's ability to receive, to concentrate, and to encode external stimuli. High levels of anxiety at the input stage may make those learners unsure of themselves, which makes them feel in need to listen for the same item in the foreign language more than one time and they may have to reread in the foreign language on several occasions to compensate for missing or inadequate input.

At processing stage, anxiety reflects the apprehension the learners experience when cognitive actions are performed on the external stimuli. That is when learners are trying to organize and store the input. What happens at this stage is that anxiety may lessen the efficiency with which memory processes are manipulated to achieve the task. Furthermore, high levels of processing anxiety may diminish the learner's ability to understand messages or to learn new vocabulary items in the foreign language.

Anxiety at the output stage, the final step of learning, involves the worry experienced when learners are required to demonstrate their ability to produce previously learned material. It is assumed that output anxiety interferes with the processing of previous learning, and hence high level of anxiety at this stage might inhibit the learner's ability to speak or write in the foreign language. To sum up, anxiety works to make a barrier which impedes the flow into and out of the part of the brain responsible for language learning. We know that we know the word, but are surprised that we failed to recall it at the vital moment. The feeling of anxiety and sense of failure which follow can be debilitating for the nervous learner.

Moreover, another factor that contributes to create some level of anxiety in the foreign language classroom is error correction. Von Worde [9] proposes the effect of anxiety is the learners become frustrated when the teacher would correct the error before they had time to completely formulate a response. Because anxious language learners expend cognitive resources worrying and self-evaluating, it is likely that their cognitive loads are much heavier than those of relaxed students. This means that anxious students may be paying attention to their apprehension, rather than linguistic input; attempting to simultaneously process both linguistic input and anxious thoughts; and producing poorer output due to the reduced amount of input processed.

4. CONCLUSION

The research finally concludes that the correlation between writing anxiety and writing performance on the English Major students at Dayanu Ikhsanuddin University is in low level. It is based on the score of correlation after being analyzed which obtained the score of correlation of 0.060. In addition, the contribution of writing anxiety on writing performance is 0.004 or 0.4% which indicates that writing anxiety contributes only 0.04% on the students' writing performance.

Regarding to the research findings and the conclusions, some suggestions are proposed as follows. Writing will be more interesting and easier to learn if the students are involved actively in teaching and learning process. Teacher should consider and provide various aspect related teaching and learning process such as appropriate media, method, and interesting material to help the students actively involved in teaching and learning process. Because, when students actively

involved in the teaching and learning process, they will gain more confidence about their skill.

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