Efl Students' Writing Apprehension and How It Is Related to Student's Writing Performance

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INFO ARTIKEL	ABSTRAK
	Abstract: Writing is an active and productive skill, students learning to write in English deal with multiple challenges and difficulties. One of the problems that might be appear on students is writing apprehension. According to several research one of the impacts caused by writing apprehension is writing performance. This study examined the level of student's writing apprehension and the degree of relationship between student's writing apprehension and writing performance. The Subjects of this research were 38 students in English Education Department. There were two instruments used: Writing Apprehension Test and Writing Test. **Abstrak:** Menulis merupakan suatu aktivitas yang aktif dan produktif, mahasiswa yang belajar menulis dalam bahasa Inggris akan menghadapi berbagai rintangan dan kesulitan. Salah satu yang akan terjadi adalah kekhawatiran dalam menulis. Menurut beberapa penelitian salah satu dampak yang terjadi karena kekhawatiran tersebut adalah performa menulis seoarang mahasiswa. Penelitian ini menguji tingkat kekhawatiran dalam menulis pada mahasiswa dan tingkat hubungan antara kekhawatiran menulis mahasiswa dan performa. Subjek pada penelitian kali ini adalah 38 mahasiswa jurusan *English Education Department*. Ada tiga instrumen yang digunakan pada penelitian ini, yaitu Tes Kekhawatiran Menulis, dan Tes Menulis.
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There are four major abilities that must be acquired when studying English. These include the following: writing, speaking, listening, and reading. However, writing is the most challenging of those skills. According to (Ghaith, 2002), "writing is a multifaceted process that allows writers to explore concepts and ideas and make them visible and solid." Students must be able to manage their thoughts to build sentences, as well as apply appropriate punctuation, vocabulary, grammar, and spelling. In addition, (Jack C, Richards & Renandya, 2002) stated that the most challenging skill for second language learners to master is writing. The challenge is that when people start writing on paper, they should not only develop and arrange their ideas, but they must also translate their ideas into readable words.

Writing in a foreign language is one of the most difficult aspects of foreign language acquisition. This is rather unsurprising given that, even for those who speak English as their first language, the ability to read and write successfully takes substantial instruction at times. According to (Hyland, 2004), effective communication of ideas and information over the global digital network is crucially dependent on effective writing skills. The problem is that when individuals start writing on paper, they must not only produce and organize their thoughts, but they must also transform those ideas into understandable language. It can be seen as writing a good English would be vital in global digital era for now and future. Here, writing English is more complex and difficult to learn for students. It means they must think and choose the correct vocabularies or diction which is very different from what they have in their own language.

Furthermore, according to (Ni'mah, 2016), when presenting a concept, the writer must take into account at least four structural levels: overall text structure, paragraph structure, sentence structure (syntax), and word structure (spelling). To write an idea down into paragraphs, phrases, words, and letters, it must be stretched downward. Occasionally, writers become disoriented throughout the downward expansion process and lose sight of the high-level relationship they intended to communicate. The difficulties of writing by stating that written outputs are frequently the result of lengthy thinking, drafting, and revising processes that demand specific abilities that not every speaker naturally possesses (Brown, 2001)

(Smalley et al., 2012) claimed that the process of writing is the way writer go about the task of writing. The writing process will involve in a writing activity such as prewriting, drafting, revising, and editing. During the prewriting stage, the writer spends time thinking about their topic and brainstorming ideas. They also spend time focused on and planning the piece of writing,

while in drafting, once you have gathered information and created a rough outline, you are ready to write and adhere to the basic strategy you have mapped out. The following stage is revising, in which the writer revises or alters the content and organization of the paragraph or essay, as well as edits the sentences and words; and the final stage is editing, in which the writer rewrites sentences that are not clear or exact. Then, check the sentences for grammatical and mechanical accuracy.

Due to the active and creative nature of writing, students learning to write in a foreign language experience a range of challenges and problems. Writing requires cognitive strategies that enable the individual to communicate effectively in the target language, and it is a complicated activity that requires linguistic knowledge, writing rules, vocabulary, and grammar. Strengthened with (Erkan & Saban, 2011; Fathi Huwari & Al-Shboul, 2015) when university students are required to compose pieces of writing in English, they frequently grumble. A condition that may cause individuals to avoid writing-intensive tasks, academic courses and majors, as well as occupations that need writing, and they constantly make unfavourable remarks regarding writing's utility and their perception of this skill (Faigley et al., 2014; Hammann, 2005). 'Writing apprehension' or anxiety is one of the issues that will impair their skill and attitude toward writing. This should be a major concern for educators, lecturers, researchers, and students.

Writing apprehension was once defined as "the general avoidance of writing and situations that individuals perceive to have some degree of writing in connection with the potential of evaluating that writing" (Daly & Miller, 1975; in Ni'mah, 2016). Writing apprehension is associated with a wide range of experiences. To begin, it refers to the writer's resistant behavior in situations where he or she is unable to begin writing or is interrupted throughout the writing process due mostly to writing avoidance. Second, it is used to describe a writer who has a negative mindset toward a particular writing activity or against any writing task. In other words, the writer's avoidance is driven by a negative view. Additionally, it is used to express a general sense of fear or anxiety throughout the writing process, regardless of whether the writer is stuck or not. Additionally, (Alnufaie & Grenfell, 2015) defines writing apprehension as an excessively high amount of anxiety, nervousness, agitation, or stress in a circumstance involving writing approach, regardless of blocking and evaluation. Writing apprehension is synonymous with the anxiety connected with the writing process, which covers both conceptual and physical components of writing. Writing apprehension also encompasses the fear of being evaluated on one's written works (Daly, 1979).

Further, since the 1970s, a significant amount of study has been carried with first language writers to determine the impact of writing apprehension on a variety of learning elements. Daly and Miller initially designed the Writing Apprehension Test (WAT), a self-report measure, to assess writing apprehension in mostly evaluative conditions. The WAT items covered both positive and negative statements regarding writing happiness and confidence, as well as fear and avoidance of writing, and it has been frequently used to examine the relationship between writing apprehension and various measures of writing performance. Writing Apprehension scores range from 26 to 130 and to know about levels of writing apprehension, there are three ranges to determine about levels. First is high Level. This level indicates that learners have a high level of writing apprehension with range 26-78. Next, the unusual or average level, most students in this level do not experience significantly of writing apprehension with range 79-96. It means that they are in middle position or safe zone. Last is low level. In this level, the range is 97-130. A score in this range indicates that students have a low level of writing apprehension.

The impact of writing apprehension does not start with the individual and may be divided into four categories: academic, cognitive, social, and personal. The majority of research has concentrated on the link between writing anxiety and foreign language competence (Fathi Huwari & Al-Shboul, 2015). As evidence, people who are worried about writing feel the urge to count the negative impact of anxiousness by increasing effort in studying. Anxiety or the fear can interfere with an individual's capacity to process extra information in the target language throughout the learning process, and if new words are not stored in the memory, they cannot be processed or even used. Most of the research has concentrated on the link between writing apprehension and foreign language performance.

The considerable body of literature has also been highlighted by (Marshall & Varnon, 2009), who note out that researchers have investigated various aspects of writing apprehension in the educational context. This research revealed a high connection between writing apprehension and variables such as writing performance, self-esteem, self-efficacy, individual experience, attitude and motivation, occupation decisions, and self-competence. According to the findings of those studies, one of the affecting factors is the quality of someone's writing. The influence of writing apprehension on writing performance may serve as a predictor of the composition's quality. Writing apprehension is generally recognized by students, teachers, and academics as a contributing factor to poor writing achievement and performance in all subject areas (Marshall & Varnon, 2009). The large number of studies established the connection between writing apprehension and a variety of variables, indicating that writing apprehension lowers writing performance and competence. As a matter of fact, there is a strong negative relationship between writing apprehension and writing performance in English as a second or foreign language.

Furthermore, some investigations have found a link between writing apprehension and writing performance. (Al-Sawalha et al., 2012), for example, discovered writing-anxiety in Jordanian EFL students and concluded that the effect of writing apprehension can predict the quality of writing performance. Then, based on their research, they observed that students who have a low level of apprehension typically earn better grades in composition classes. And the causes vary from a lack of skill on the part of the learner to fear and anxiety over teachers' judgments. (Kim, 2006) completed a study in Korea to assess the connection

between writing apprehension and English students' writing achievement. According to the findings of that study, Korean college students were extremely worried about their writing in English. One of the most significant components of their writing concern was a negative evaluation of their own writing abilities. It also discovered significant relationships between writing apprehension and final course results.

Following that, according to a study conducted by (Fajriyah, 2016), students in Indonesia have a high level of writing apprehension when they are required to make an English essays. When students are about to write in English, they experience psychological features and effects such as stress, nervousness, and negative feelings. Students' writing scores and their degree of apprehension were found to have a statistically significant negative relationship. In sum, the lower the writing scores, the higher the amount of writing anxiety, and vice versa.

The correlation between students' writing apprehension and their writing performance has been studied in a number of recent studies. First, in a foreign setting, (Asmari, 2013; Badrasawi et al., 2016; Sarkhoush, 2013) conducted quantitative analyses of the connection and discovered that students with low apprehension performed better than those with high apprehension in writing. It is suggested that teachers should be more conscious of their students' difficulties with writing skills. On the other hand, in an Indonesian scenario, (Ni'mah, 2016) discovered a significant negative relationship between student's writing apprehension and writing performance. Students with high writing apprehension were concerned of making mistakes; because they were not fluent in English, they often translated Bahasa Indonesia into English and were unable to engage into lecturer-provided topics. Meanwhile, (Sundari & Febriyanti, 2017) did a study at the Universitas Indraprasta PGRI, which is located in Jakarta. There were 66 students who answered the survey questions; they were enrolled in a writing course that consisted of three classes. As the result, at the higher education level, the researcher observed that there is no substantial association between writing apprehension and academic writing performance.

Although there were several studies that had been carried out, the present study is worth to be conducted because there are some different points from the previous studies. First, most of previous studies were conducted in foreign countries which have different characteristics of L2 learners, culture and L1 language. Therefore, the present study is conducted in Indonesia. Next, most of the previous research used non-English learners while the sample used in present the research is undergraduate students who take English as their major study. The researcher assumed that the students tend to have a good knowledge and skill in English. Therefore, it is important to know whether they have high or low apprehension because it will affect their writing performance. Lastly, there are various finding about the correlation of writing apprehension toward writing performance, some found a significant correlation, but the others did not, so further research is important to be conducted. Hence, the researcher called to answer the questions: (1) What is the level of writing apprehension experienced by the ELT students? (2) Is there any significant relationship between students' writing apprehension and their writing performance?.

METHODS

To answer those research questions, the present study used a correlational research design because the researcher aims to examine the level of student's writing apprehension and the degree of relationship between student's writing apprehension and writing performance in the form of quantitative data. In this design, the researcher firstly collected the correlation data and then descriptive data to explain and elaborate on the correlation result. There are two variables measure in this study: writing apprehension and student's writing performance. The researcher will employ two sources of data: writing apprehension test and writing test.

This study was carried out in the English Education Department, Faculty of Language and Literature, PGRI Kanjuruhan Malang University. University of PGRI Kanjuruhan Malang, popularly known as Unikama, is one of the top private universities in Malang City. It was the process of merging two institutions, namely IKIP PGRI of Malang and STIBA Kanjuruhan of Malang, which are both part of the same Foundation (YPLP PT-PGRI). Based on Indonesian National Education Ministry regulation number 106/D/O/072001, this foundation changed its name to PPLP PT PGRI, and those two colleges combined to form the University of Kanjuruhan Malang. The University of Kanjuruhan Malang is located at 48 S. Supriadi Street in Malang, East Java.

The Subjects of this research were the fourth semester students in English Education Department, University of Kanjuruhan Malang. The population is 38 students. As the size of the population is manageable size, the researcher will employ total population sampling. This branch of purposive sampling allows the researcher to involve the entire population that has a particular set of characteristics. (Creswell, 2015) states that the advantage of this technique is to obtain the deep and intensive insight about the population interest being utilized. Moreover, in correlational study, the participant must be at least 30 students to give accurate estimate degree of the relationship (Gay & Diehl, 1992). In addition, (Arikunto, 2008) stated that if there are less than 100 students in population, it was better to take all the students as the sample. Thus, the result of the research will be more profound and comprehensive.

Furthermore, (Singh, 2006) stated that research data can be obtained by administering questionnaires, test, personal observation, interview and many other techniques. In this study, the researcher used Writing Apprehension Test (WAT) to obtain student's writing apprehension score. The questionnaire will be distributed to 38 students in English Education Department. The

writing apprehension score will be used to predict the outcome (criterion) and classifying student's level of writing apprehension. Students' writing performance will be obtained through a writing test. The researcher will ask the students to write an argumentative essay.

However, in analysing the data, there are several steps that should be done by the researcher. First, the researcher gave the writing apprehension test to the students and obtained the data needed. Then, the researcher categorized the students into some categories which is low, middle, or high level of writing apprehension to see the level of writing apprehension that is experienced by the students. Second, the researcher held a writing test to determine students' writing performance through composing an argumentative essay. Then, to determine the consistency of writing test score, the researcher applied inter-rater reliability. The ratters are the researcher and a student majoring Graduate Program in English Language Education at State University of Malang. They used a scoring rubric as the guideline.

Finally, the data obtained from student's writing apprehension test and their writing performance will be used in statistical method to analyse the relationship between two variables. In this study the researcher applied Pearson's Correlation formula for the original score of student's writing apprehension test and for the category of writing apprehension test the researcher used Spearman Correlation formula. Next, the researcher inputted the sets of data collection in SPSS and let the program analyse the correlation between the two variables. When the result of the computation has already obtained, the researcher will further interpret the result by using the categorization of correlation coefficient.

FINDINGS
The Result of Writing Apprehension Test

This section of this finding attempts to answer the first question of the research which is to reveal the level of writing apprehension experienced by subject of the research. On 11th of May 2021 the researcher distributed the questionnaire to the research subject and told them about the objective of the research and the result of the questionnaire do not affect their learning achievement.

After they finished completing the questionnaire, the researcher collected the answer and computed the answer of each student to get their writing apprehension score and then group them into low, average, and high level of writing apprehension. The result of the questionnaire revealed that some students (34%) experienced high level of writing apprehension with the score ranging from 26-78. Then, more than a half of the students (58%) were enrolled an average writing apprehension with the score ranging is 79-96. Lastly, the students with the score 97-130 (8%) experienced a low writing apprehension. In sum, the number of students with average writing apprehension category is the biggest group in this research, followed by students who has high apprehension and the last is students with low writing apprehension.

The Correlation Between Student's Writing Apprehension and Writing performance

The student's writing apprehension was measured by employing questionnaire adapted from (Daly & Miller, 1975). In the beginning of the research there are 26 items of questionnaire which were given to the students as a try out. The result showed that 26 items are valid and reliable because the Cronbach's Alpha coefficient equals to 0.919 has passed the 0.60 cut of score. The researcher also held the writing test on 15th May 2021. This writing test is given to the students to write an essay. Based on their course outline the research subject will be required to write an argumentative essay and should be finished in sixty minutes. Before, the researcher has already tested the instrument through the try out and the result revealed that the writing test is reliable. It is reliable because the value of Cronbach's Alpha 0.970 has been passed the 0.60 cut of score.

To measure the correlation between student's writing apprehension between student's writing performance, the researcher used Pearson correlation for the origin score of writing apprehension test. Besides, the researcher also used Spearman correlation to see the correlation from the category of writing apprehension test. The result of the statistical computation is presented in the table 1.

Table 1. Pearson Correlation

		Student's Writing Performance	Wat Score
Student's Writing Performance	Pearson correlation	1	-.403[*]
	Sig. (2-tailed)		.012
	N	38	38
WAT Score	Pearson correlation	-.403[*]	1
	Sig. (2-tailed)	.012	
	N	38	38

*. Correlation is significant at the 0.05 level (2-tailed).

Table 2. Correlation between Student's Writing Apprehension and Their Performance with Pearson Correlation

• Variable	Pearson Correlation	
	r •	Sig.
Wat Score And Student's Writing Performance	-0,403	0,012

Based on the Table 2, the result showed that the Pearson correlation coefficient is -0,403 and the significant is 0,012. The value of -0,403 means that the correlation of student's writing apprehension and student's writing performance is negative and has average strength (Sugiyono, 2017). Meanwhile, the value of significant 0,0012 < 5% means that it has a significant correlation. Moreover, the researcher used spearman correlation to calculate the correlation in category side of writing apprehension test. The result of computation is explained in the following table 3.

Table 3. Spearman Correlation

		Student's Writing Performance	Wat Score
Student's Writing Performance	Correlation coefficient	1000	-.341[*]
	Sig. (2-tailed)	.	.036
	N	38	38
WAT Score	Correlation coefficient	-.341[*]	1000
	Sig. (2-tailed)	.036	.
	N	38	38

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4. Correlation between Student's Writing Apprehension and Their Performance with Spearman Correlation

Variable	Spearman Correlation	
	r	Sig.
WAT Score And Student's Writing Performance	-0,341	0,036

Meanwhile in Spearman correlation, the result showed that correlation coefficient is -0,341 and the significant is 0,036. The value of -0,341 means that in the category side of correlation of student's writing apprehension and student's writing performance has a negative correlation and a low strength (Sugiyono, 2017). Furthermore, the value of significant 0,036 < 5% means that we support the Ha and we reject the Ho. In sum, in the category side of correlation between student's writing apprehension and student's writing performance has a significant correlation.

DISCUSSION
The Result of Writing Apprehension Test

In this subsection, the discussion to answer the first research question in this research is presented. First, on 11th of May 2021 the researcher distributed the questionnaire to the research subject and told them about the objective of the research and the result of the questionnaire do not affect their learning achievement. There are 38 participants who took part in this research and answer the writing apprehension test questionnaire. The result revealed that some students (34%) experienced high level of writing apprehension. Then, more than a half of the students (58%) were enrolled an average writing apprehension. Lastly, the rest of the students (8%) experienced a low writing apprehension. In sum, the number of students with average writing apprehension category is the biggest group in this research, followed by students who has high apprehension and the last is students with low writing apprehension.

Most participants have an average experience with writing apprehension. This means that most of them do not have a significant amount of writing apprehension experience. However, thirteen respondents indicated having a high level of writing apprehension. The higher their apprehension about writing, the more intense their anxiety. They are apprehensive about writing and concern about being evaluated. According to various studies, writing apprehension is strongly related to aspects such as writing performance, self-esteem, self-efficacy, individual experience, attitude and motivation, occupational choices, and self-competence. Those who have a high level of writing apprehension are less likely to enrol in a course that includes writing exercises. Writing apprehension's effect on writing performance can be used to predict writing quality. Writing apprehension is widely acknowledged by the lecturer, students and researcher as a contributing factor to poor writing skills and performance (Fathi Huwari & Al-Shboul, 2015).

Writing apprehension is negatively associated with writing performance, which might impede students' English learning in the classroom, and it is also negatively associated with proficiency that comes from the students' thoughts. Writing apprehension has a clear impact on writing performance. Furthermore, writing apprehension has an effect on self-esteem. Self-esteem is defined as an individual's assessment of his own worth in interactions with others. When learners are confident in their first language but lack proficiency in the target language, self-esteem will become a target. Students with high self-esteem may deal with anxiety better than those with low self-esteem, and as a result, they may do much better (Hassan, 2001).

Moreover, (Fathi Huwari & Al-Shboul, 2015) said that writing apprehension influenced students' belief in their ability to attain a goal, commonly known as self-efficacy. Writing apprehension is partly caused by a lack of self-efficacy, and if low self-efficacy beliefs are a cause of variables such as writing apprehension, approaches aimed at improving writing by reducing the apprehension may be beneficial to the extent that they enhance students' confidence in their writing ability.

Additionally, (Reeves, 2000) divides teachers into two types based on their approach to teaching and learning. First, those who accept students who perform poorly but do nothing to improve their abilities, and second to those who encourage students to improve their writing abilities, believing that positive feedback and positive writing experiences will contribute in the student's writing development. According to (Marzano, 2007), the teachers' responsibility is to ensure that their instruction is appropriate for their students, that it is planned systematically, and that it is exciting. In other words, students require something to assist them in presenting their ideas in order to develop their writing skills.

Correlation Between Student's Writing Apprehension and Student's Writing Performance

Based on the data analysis performed with SPSS, the researcher discovered that the alternative hypothesis is accepted. Writing apprehension was found to have a significant negative correlation with student writing performance, according to the findings. The findings indicated that writing apprehension influences fourth semester students at the University of PGRI Kanjuruhan Malang's English Education Department's writing performance.

This finding was also consistent with the result from the previous research investigating the relationship between student's writing apprehension and their writing performance by several researchers both from overseas and domestic (Asmari, 2013; Badrasawi et al., 2016; Kim, 2006; Ni'mah, 2016). Therefore, writing apprehension has an impact toward writing performance in the way of writing process and while they are writing.

The findings revealed that the most of high achievers tend to be less apprehensive and vice versa. As reported by (Liu & Jackson, 2008) language apprehension has a negative correlation with risk-taking in the language classroom. It indicated that when students have high writing apprehension during the writing class, they will not be able to write a good composition then those who are low in writing apprehension. Moreover, when they got apprehensive, they tend to get discouraged and neglect the writing assignment. Consequently, they will have a lower writing performance.

In this research, researcher tried to find the correlation between student's writing apprehension and their writing performance through Pearson correlation and Spearman correlation. First, the computation used Pearson correlation for the origin score of writing apprehension test. The correlation coefficient was -0,403 it means that the correlation of student's writing apprehension and student's writing performance is negative and has average strength. It can be concluded that the apprehension can be a factor which affects the writing performance, and their correlation was sufficiently average to be used as the basis of the prediction for the students' writing performance. Moreover, the significant is 0,012 and the value of significant 0,0012 was below 5% means that we support the hypothesis alternative, and we reject the null hypothesis. In sum, from the origin score of the students', the correlation between student's writing apprehension and student's writing performance is significant. So that, writing apprehension does influence the student's writing performance.

Next, the researcher also used Spearman correlation, the result showed that the Pearson correlation coefficient is -0,341. That value means that in the category side of correlation of student's writing apprehension and student's writing performance has a negative correlation and can be categorized as low strength. We can say that in the category side writing apprehension can be a factor that could affects the writing performance, but their correlation was not sufficiently strong to be used as the basis of the prediction for the students' writing performance.

Besides, the value of significant 0,036 was below 5% This implies that the null hypothesis of this study was rejected, whereas the alternative hypothesis was accepted. In sum, in the category side of correlation between student's writing apprehension and student's writing performance has a significant correlation. Then, the writing apprehension does influence the student's writing performance.

For some students, learning a new language may be a terrifying experience because the apprehension and pressure on students that causes anxiety in the language classroom forces them to adapt (Conway, 2007). Not only that language may be fearful for the students, but the nature of language classroom itself may contribute to the occurrence of anxiety in students' selves. (Maetar, 2011) stated that foreign language classroom is highly anxiety-provoking because of its evaluative nature where the students are evaluated by their lecturers, peers, and students' itself. The evaluative nature is also strengthened by high expectation on student's performance and achievement, additionally the students are an English background learner.

CONCLUSION

This present research is attempted to know the level of writing apprehension experienced by the ELT students and how it is related to student's writing performance. Based on the research findings and discussion some conclusions will be presented as follows. First, the result of writing apprehension test revealed that the number of students with average writing apprehension category is the biggest group in this research, followed by students who has high apprehension and the last is students with low writing apprehension. Second, to measure the correlation between student's writing apprehension between student's writing performance, the researcher used Pearson correlation for the origin score of writing apprehension test and Spearman correlation to see the correlation in term of category of writing apprehension test. The Pearson correlation computation result showed that the correlation of student's writing apprehension and student's writing performance is negative and has average strength. Meanwhile, the value of significant showed that the correlation between student's writing apprehension and student's writing performance is significant. We support the hypothesis alternative and reject the null hypothesis. In sum, from the origin score of the students', the correlation between student's writing apprehension and student's writing performance does influence the student's writing performance. Then, the result from Spearman correlation coefficient is negative and have a low strength. Furthermore, in term of category side, the correlation between student's writing apprehension and student's writing performance has a significant correlation. Hence, from those computations it suggests that the lower the students' writing apprehension, the better their writing performance. It also described that the students with high writing apprehension performed worse than the low writing apprehension ones.

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