

**THE CORRELATIONS AMONG WRITING MOTIVATION,
ANXIETY AND PROFICIENCY**

THESIS



**BY
SISKA
SRN. 1701121158**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
2021 G / 1443 H**

THE CORRELATIONS AMONG WRITING MOTIVATION, ANXIETY AND PROFICIENCY

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of Sarjana in English Language Education



BY
SISKA
SRN. 1701121158

STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2021 G/ 1443 H

ADVISOR APPROVAL

Thesis Title : **THE CORRELATIONS AMONG WRITING
MOTIVATION, ANXIETY AND PROFICIENCY**

Name : Siska

SRN : 1701121158

Faculty : Teacher Training and Education

Department : Language Education

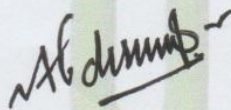
Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for the Thesis Examination/Munaqasyah by the Board Examiners of the faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.


Palangka Raya, September 14th 2021

Advisor I

Advisor II



Dr Abdul Syahid, M.Pd
ORN. 197010041995121000




M. Zaini Miftah, M.Pd
ORN. 197509152009121002

Acknowledged by:

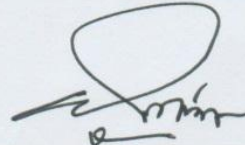
Secretary,

Vice Dean in Academic Affairs

Department of Language Education



Dr. Nurul Wahdah, M.Pd.
ORN. 198003072006042004



Akhmad Ali Mirza, M.Pd.
ORN. 198406222015031003

PERSETUJUAN SKRIPSI

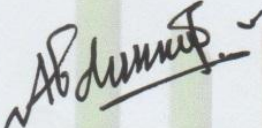
Judul Skripsi : The Correlations Among Writing Motivation, Anxiety and Proficiency
Nama : Siska
NIM : 17011121158
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa
Prodi : Tadris Bahasa Inggris
Jenjang : Strata 1 (S-1)


Setelah diteliti dan diadakan perbaikan seperlunya, dapat disetujui untuk disidangkan oleh Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya

Palangka Raya, 14 September 2021

Advisor I

Advisor II


Dr. Abdul Svahid, M.Pd
NIP. 197010041995121000

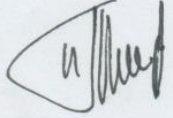

M. Zaini Miftah, M.Pd
NIP. 197509152009121002

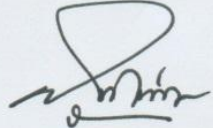
Mengetahui:

Sekretaris,

Wakil Dekan Bidang Akademik

Jurusan Pendidikan Bahasa


Dr. Nurul Wahdah, M.Pd.
NIP. 198003072006042004


Akhmad Ali Mirza, M.Pd.
NIP. 198406222015031003

OFFICIAL NOTE

Palangka Raya, September 14th 2021

Cases : Examination of
Siska's Thesis

To

The Dean of Faculty of Teacher
Training and Education of State
Islamic Institute of Palangka Raya

In-

Palangka Raya

Assalamualaikum Wr. Wb

By reading and analyzing of this thesis, we think the thesis in the name of:

Name : Siska

SRN : 1701121158

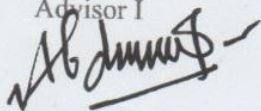
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ANXIETY AND PROFICIENCY

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Thank you for the attention.

Wassalamualaikum Wr. Wb

Advisor I



Dr Abdul Syahid, M. Pd

ORN. 197010041995121000

Advisor II



M. Zaini Miftah, M. Pd

ORN. 197509152009121002

NOTA DINAS

Palangka Raya, September 14th 2021

Hal : Permohonan Ujian Skripsi

Siska

Kepada
Yth. Dekan Fakultas Tarbiyah dan Ilmu
Keguruan Institut Agama Islam Negeri
Palangka Raya
Di-

Palangka Raya

Assalamualaikum Wr. Wb.

Setelah membaca dan menganalisa skripsi ini, kami menyatakan bahwa:

Nama : Siska

NIM : 1701121158

Judul : THE CORRELATIONS AMONG WRITING MOTIVATION,
ANXIETY AND PROFICIENCY

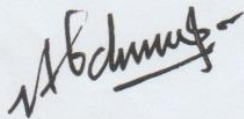
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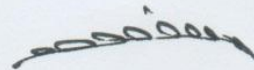
Wassalamu'alaikum Wr.Wb.

Pembimbing I

Pembimbing II



Dr Abdul Syahid, M.Pd
NIP. 197010041995121000



M. Zaini Miftah, M.Pd
NIP. 197509152009121002

THESIS APPROVAL

Thesis Title : **The Correlations among Writing Motivation, Anxiety and Proficiency**

Name : Siska
SRN : 1701121158
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/ *Munaqasyah* on:

Day : Monday

Date : October 18th 2021/ 11 Rabiul Awal 1443 H

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Zaitun Qamariah, M.Pd.
(Chair / Examiner)

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Rahmadi Nirwanto, M.Pd.
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(.....)

Dr. Abdul Syahid, M.Pd.
(Examiner)

(.....)

M. Zaini Miftah, M.Pd.
(Secretary/Examiner)

(.....)

Approved by:
Dean, Faculty of Teaching Training and
Education



Fatmahan
Dr. Hj. Redhatul Jennah, M.Pd
ORN. 196710031993032001

MOTTO AND DEDICATION

“And He found you lost and guided you.”

(Q.S. Ad-Dhuha: 7)

I dedicated this thesis to:

- My beloved parents, my father Rusdi (Alm), and my mother Fatimah (Alm) always inspire, support, love, and pray for my best life.
- My beloved husband, Hendry Wiranata, I enormously thank you for his love, sacrifice, prayer, and all of his support in my life.
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- All my best friends especially Raudah Melawati, Komariah, Ridha Alifa, Normanisa, Mita Astuti, Ayu Rahmadiyah and Khasiatilah.

DECLARATION OF AUTHORSHIP

Herewith, I:

Name : Siska
SRN : 1701121158
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

Declare that:

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2. This thesis is sole work of author and has not written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, September 14th 2021

Yours Faithfull



SISKA
SRN. 1701121158

ABSTRACT

Siska. 2021. *The Correlation among Writing Motivation, Anxiety and Proficiency*. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Dr. Abdul Syahid, M.Pd., (II) M. Zaini Miftah, M.Pd

Key Words: Correlation, Writing Motivation, Writing Anxiety, Writing Proficiency.

Writing cannot be separated from everyday life, both in education and other fields such as communication. Writing motivation and writing anxiety has always been a research topic because it was rare for researchers to combine three variables. The researcher is interested in examining these three variables.

There were three purposes of this study. There were (1) to measure the correlation between the students' writing motivation and writing proficiency, (2) to measure the correlation between the students' writing anxiety and writing proficiency, (3) to measure the correlation between students' writing motivation, writing anxiety and writing proficiency.

The design of the study was quantitative research with a correlation design. The research instruments were questionnaires and writing test. Two types of questionnaires were used. First, about students' writing motivation, the researcher used a questionnaire of the Self-Beliefs, Writing-Beliefs, and Attitude Survey (SWAS) developed by Wright et al. (2019). The second questionnaire to writing anxiety used a second language writing anxiety questionnaire (SLWAI) developed by Cheng (2004). The writing test was an argumentative text. The total sample of the research was 21 students fifth-semester students of the English Department of State Islamic Institute of Palangka Raya in the academic year 2018/2019.

The numerical data were analyzed by Kendall's Correlation Coefficient that showed that: (1) the correlation between writing motivation and writing proficiency was the significant (2-tailed) $0.396 > 0.05$, (2) the correlation between writing anxiety and writing proficiency was the significant (2-tailed) $0.024 < 0.05$, the correlation writing motivation, writing anxiety and writing proficiency was the significant (2-tailed) $.090 > 0.05$. Thus, it sums that there was no correlation between writing motivation and writing proficiency. There was a correlation between writing anxiety and writing proficiency, and there was no correlation between writing motivation, writing anxiety, and writing proficiency.

ABSTRAK

Siska. 2021. *Korelasi antara motivasi menulis, kecemasan dan kemampuan*. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Advisors: (I) Dr. Abdul Syahid, M.Pd., (II) M. Zaini Miftah, M. Pd

Kata Kunci: Korelasi, motivasi menulis, kecemasan menulis dan kemampuan menulis

Menulis tidak dapat dipisahkan dari kehidupan sehari-hari, baik di bidang pendidikan maupun bidang lainnya seperti komunikasi. Menulis motivasi dan menulis kecemasan selalu menjadi topik penelitian karena jarang bagi para peneliti untuk menggabungkan tiga variabel. Peneliti tertarik untuk memeriksa ketiga variabel ini.

Ada tiga tujuan dari penelitian ini. (1) untuk mengukur hubungan antara motivasi menulis mahasiswa dan kemampuan menulis, (2) untuk mengukur hubungan antara kecemasan menulis mahasiswa dan kemampuan menulis, (3) untuk mengukur hubungan antara motivasi menulis mahasiswa, kecemasan menulis dan kemampuan menulis.

Desain penelitian ini adalah penelitian kuantitatif dengan desain korelasi. Instrumen penelitian adalah kuesioner dan tes menulis. Ada dua jenis kuesioner yang digunakan. Pertama, dalam kaitannya motivasi menulis mahasiswa, peneliti menggunakan kuesioner *Self-Beliefs, Writing-Beliefs, and Attitude Survey (SWAS)* yang dikembangkan dari Wright, et al., (2019). Kuesioner kedua untuk kecemasan menulis, peneliti menggunakan kuesioner *Second Language Writing Anxiety Inventory (SLWAI)* yang dikembangkan oleh Cheng, (2004). Tes penulisan adalah teks argumentatif. Total dari sampel penelitian adalah 21 mahasiswa semester lima Pendidikan Bahasa Inggris IAIN Palangka Raya tahun akademik 2018/2019.

Data telah dianalisis dengan menggunakan *Kendall's Correlation Coefficient* yang menunjukkan bahwa: (1) hubungan antara motivasi menulis dan kemampuan menulis yaitu signifikansi (2-tailed) $0.88 > 0.05$, (2) hubungan antara kecemasan menulis dan kemampuan menulis yaitu signifikansi (2-tailed) $0.027 < 0.05$, (3) hubungan antara motivasi menulis, kecemasan menulis dan kemampuan menulis yaitu signifikansi (2-tailed) $.90 > 0.05$. Dengan demikian, itu merangkum bahwa tidak ada hubungan antara motivasi menulis dan kemampuan menulis, ada hubungan antara kecemasan menulis dan kemampuan menulis dan tidak ada hubungan antara motivasi menulis, kecemasan menulis dan kemampuan menulis.

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Palangka Raya, September 14th 2021

The Researcher,

SISKA
NIM 1701121158

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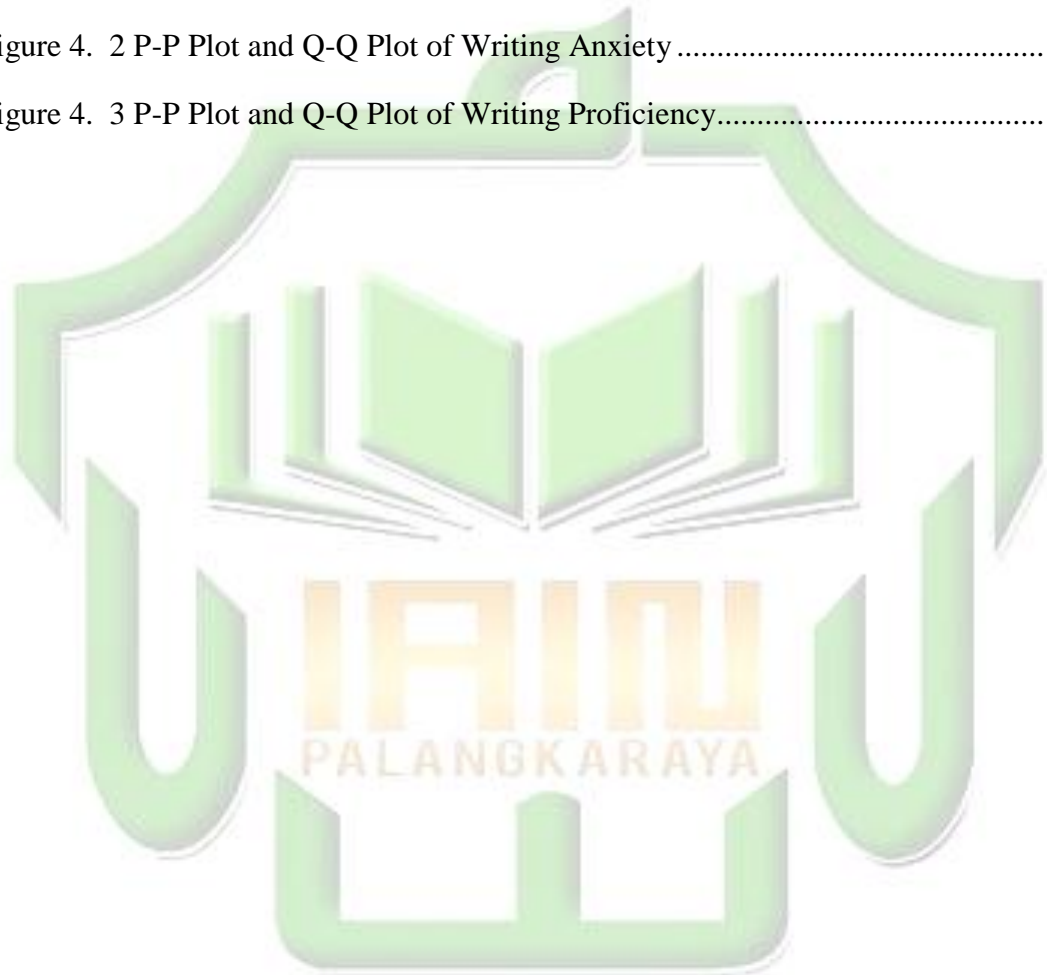
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Appendix 1. The Minimum Sample Size

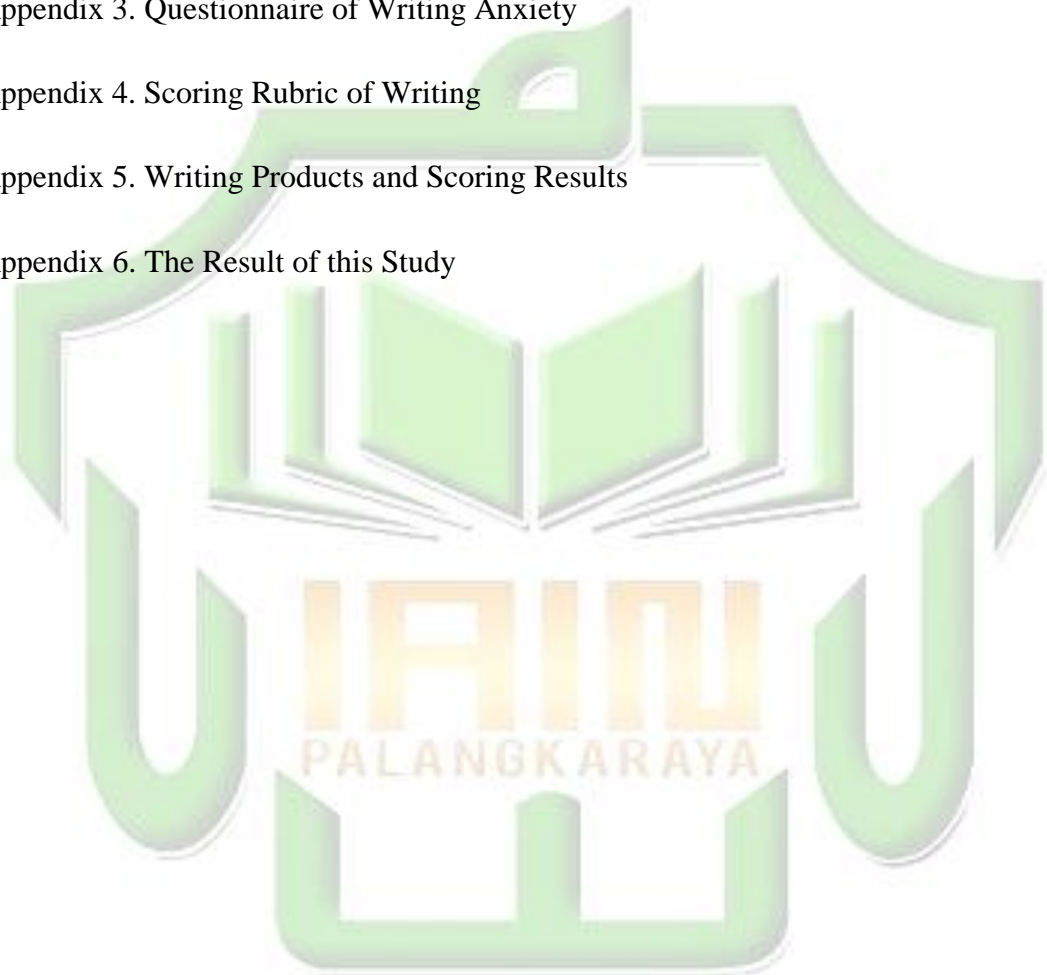
Appendix 2. Questionnaire of Writing Motivation

Appendix 3. Questionnaire of Writing Anxiety

Appendix 4. Scoring Rubric of Writing

Appendix 5. Writing Products and Scoring Results

Appendix 6. The Result of this Study

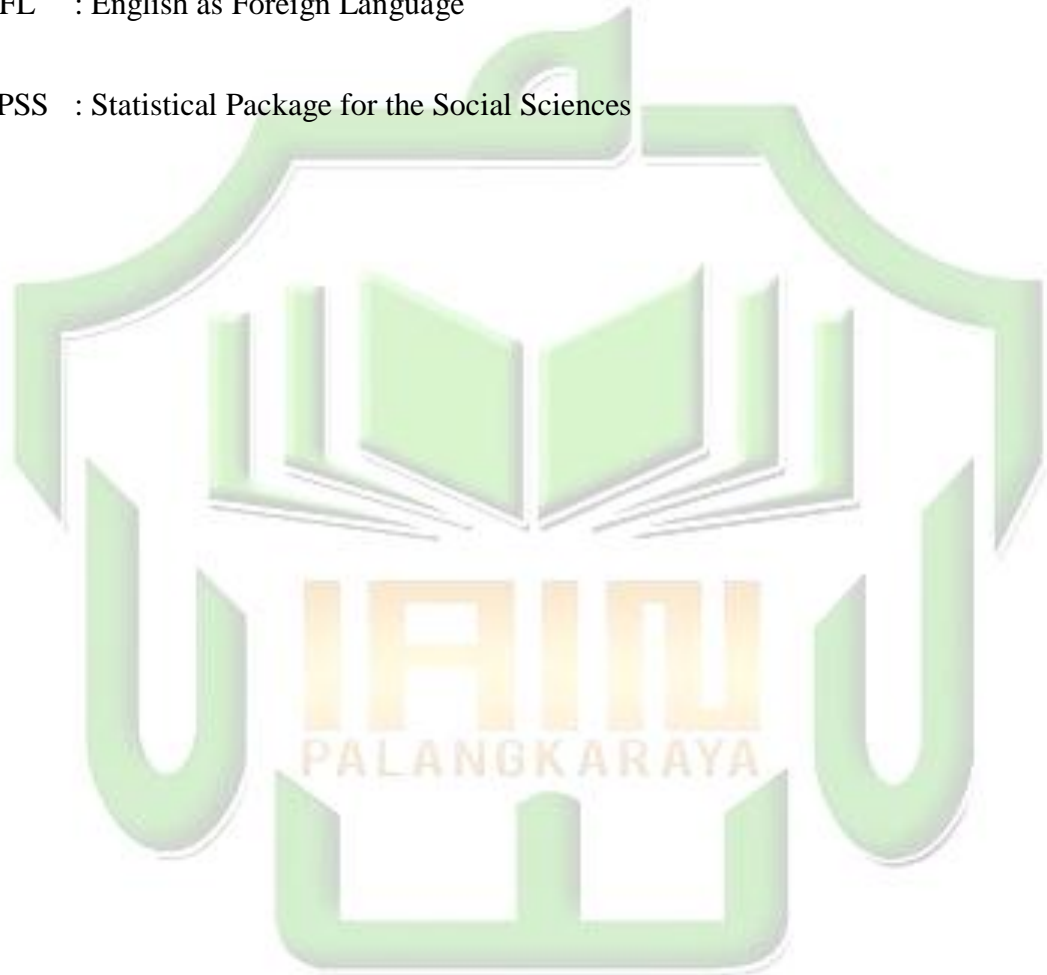


LIST OF ABBREVIATIONS

IAIN : Institut Agama Islam Negeri

EFL : English as Foreign Language

SPSS : Statistical Package for the Social Sciences



CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of the most critical skills for EFL students. Good writing ability is very influential in some aspects for students. Writing is very important for helping a person express himself easily in language skills (Balci, 2017). Wright et al. (2019) stated that writing supports conveying information to other parties. Writing in a foreign language is an important language skill to acquire the importance of communication in the globalization era (Wahyuni and Umam, 2017). Writing is the abilities and affective factors that help individuals communicate, think critically and make choices through the writing process about messages (Wright et al., 2019). When people have been able to go through all the writing process well, then it can be said that they have excellent writing proficiency.

Writing proficiency affects the quality of work and the understanding of professionalism, among others. Writing proficiency is described as students who can pour ideas, control emotions and attitudes, and behaviors when they complete or produce good and appropriate writing that they expect (Goldburg, 2013). Writing proficiency includes all abilities and skills relevant to the expression of ideas via a written word.

Several factors influence the writing proficiency that students have, such as writing motivation and writing anxiety. Writers differ in terms of cognitive and linguistic talents, age, gender, amount of registering interest, self-efficacy, anxiety, and other factors (Al-Saadi, 2020). Cahyono and Rahayu (2020) motivation has been seen as a factor influencing performance in second language learning. They found that students who want to be good at writing must consistently increase their motivation to participate in writing courses and focus on their tasks. According to (Liu 2020; Yu et al., 2019; Nasihah and Cahyono, 2017), motivation affects students' final grades in a learning experience. Nasihah and Cahyono (2017) found there was a significant relationship between motivation and writing proficiency. Motivation is a topic of particular significance to students of English as a foreign language (EFL). So, motivation is a factor that makes students more excited and excited in learning something, such as learning in writing. Students will get good results in learning if they are highly motivated. Writing motivation is the variety of reasons a student chooses to engage in or avoid writing tasks (Wright et al., 2019). Four factors influence writing motivation. They are beliefs about the self as a writer (self-concept and self-efficacy), thoughts about writing, and writing attitude (Wright et al., 2019). In addition to writing motivation, several other factors can affect student outcomes or achievements in the writing course. One of them is writing anxiety.

Anxiety in the foreign language is a feeling of tension and apprehension directly linked to language skills, like speaking, listening, writing, and learning

(Wahyuni and Umam, 2017). Fear of negative input from teachers, low self-confidence, and weak linguistic skills are the critical causes of writing anxiety (Rezaei and Jafari, 2014). Writing anxiety is one of the factors that cause low results or achievements obtained by students in the writing course. Writing anxiety is that students feel afraid and nervous and do not believe in their ability to write lessons. In two institutes of higher education in Shiraz, Iran, high level of writing with cognitive anxiety because of low self-confidence and poor linguistic knowledge, and fear of teachers' negative feedback (Rezaei and Jafari, 2014).

Writing motivation and writing anxiety are two things that can affect students' success in learning to write. Then, they are also able to influence students' writing proficiency. Various studies have been conducted to examine the relationship between the two. They only reviewed two factors and focused on students' motivation. The researcher will focus on writing motivation. However, it is rare for research to explore all three aspects, writing motivation, writing anxiety, and writing proficiency. So, the writer decided to investigate those three factors. Therefore, the writer will examine the relationship between writing motivation, writing anxiety, and writing proficiency.

B. Research Problems

The problems of this study are:

1. Do the higher writing motivation students have, the better they write in English?
2. Do the lower writing anxiety students have, the better they write in English?
3. Do the higher writing motivation and the lower level of writing anxiety students have, the better they write in English?

C. Objectives of the Study

Related to the formulation of the problems, objectives of the study are:

1. To measure the correlation between the students' writing motivation and writing proficiency.
2. To measure the correlation between the students' writing anxiety and writing proficiency.
3. To measure the correlation between students' writing motivation, writing anxiety and writing proficiency.

D. Hypotheses of the Study

The hypotheses are formulated as follows:

1. The higher writing motivation the students have, the better students' writing proficiency.

2. The higher the writing anxiety the students have, the worse students' writing proficiency.
3. The higher writing motivation and the lower level of writing anxiety students have, the better students' writing proficiency.

E. Assumptions

The researcher assumed that:

1. There is a correlation between students' writing motivation and writing proficiency.
2. There is a correlation between students' writing anxiety and writing proficiency.
3. There is a correlation between students' writing motivation, writing anxiety and writing proficiency.

F. Scope and Limitation

The writer will use a correlational design to measure the correlations between writing motivation, writing anxiety, and writing proficiency in this study. This study does not explain the causal effect of all variables. The research study scope will be from Indonesian higher education colleges. In addition, for taking the data in this research will be done online because of the outbreak of the pandemic Covid-19.

G. Significance of the Study

The result of the study is expected to contribute to the teaching and learning process of writing in English Education or English Learning. Significances of the study are divided into two categories, theoretical and practical significances.

1. Theoretical

Theoretical, this study to give a contribution to support learning writing in English and to more know about the correlations between writing motivation, writing anxiety, and writing proficiency. When they know the relationship, then they will increase the motivation in learning to have better writing proficiency. Then, writing anxiety causes students' writing achievement to be worse, so they will try to eliminate anxiety when they are writing.

2. Practical

In this study, the writer expects that the research has some significance in both practices. For English lecturers, it is helpful to know how important it encourages the students to have higher motivation in learning writing. This study can provide important information to teachers and students on how to improve the quality of learning outcomes in the field of writing. For students, the results of this study could help the students to know how important students' writing motivation is to improve their writing proficiency. They also will see that writing anxiety makes lower their achievement. For other researchers, this research can

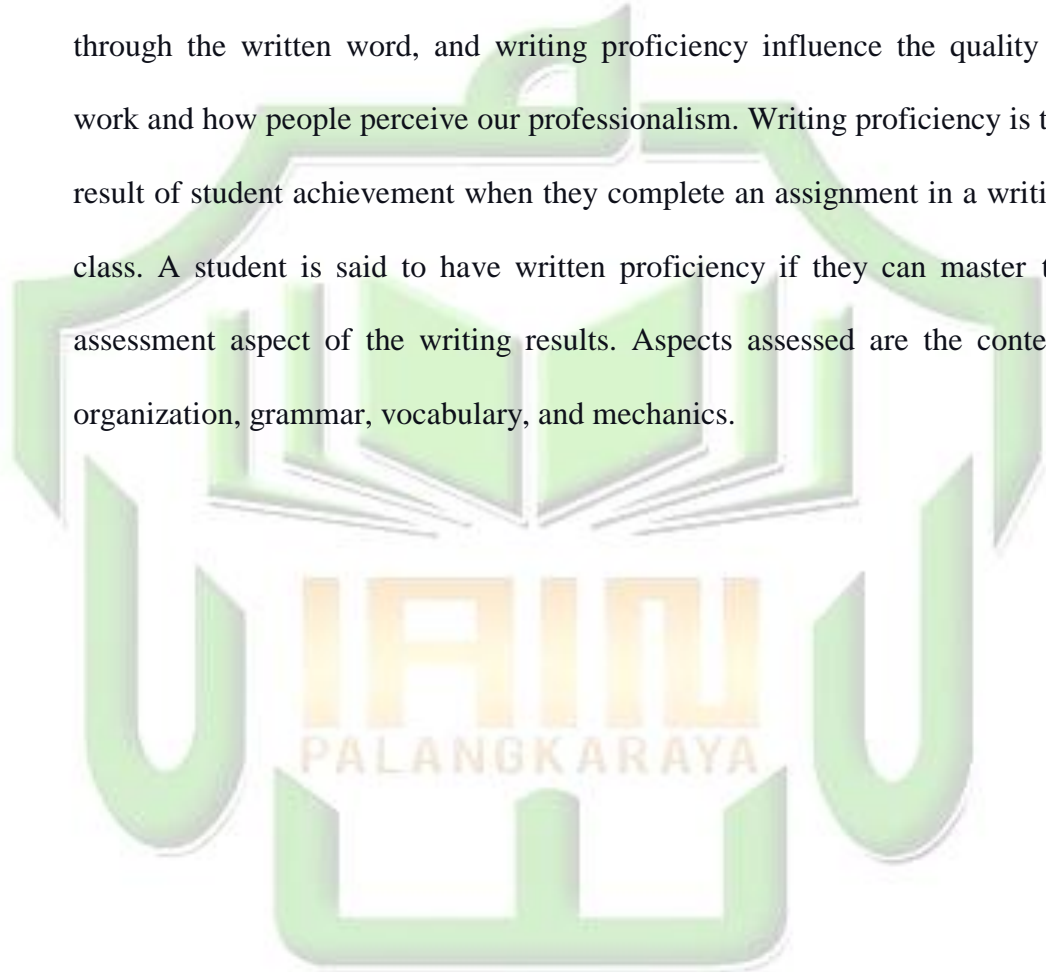
be helpful for all researchers in the world as their reference to conduct further research and explore more on various topics in writing.

H. Definitions of Key Term

1. Correlational design is Correlational design is the relationship the degree to which two variables or more are correlated more precisely is to be calculated. Correlational research is one of the descriptive research designs used to measure the correlations between two or more continuous variables (Latief, 2012, p. 111.). In the study, correlation means there is a correlation between students' motivation, writing anxiety, and writing proficiency.
2. Writing motivation is more excited to study and follow their learning about writing from their teachers or anything. Four factors influence students' writing motivation. They beliefs about as a writer, self-concept, self-efficacy, beliefs about writing and attitudes towards writing. Motivation improves students' writing skills because they believe they can complete tasks in writing learning.
3. Writing anxiety is the Writing anxiety is the students in writing class feel nervous, anxious, and afraid to make mistakes. Writing anxiety is one of the factors that cause students to have difficulty in writing learning. There are three subscales in writing anxiety: cognitive anxiety, somatic anxiety, and

avoidance behavior. Writing anxiety will affect the skills or abilities of students in the writing course.

4. Writing proficiency is knowledge and skills related to communicating ideas through the written word, and writing proficiency influence the quality of work and how people perceive our professionalism. Writing proficiency is the result of student achievement when they complete an assignment in a writing class. A student is said to have written proficiency if they can master the assessment aspect of the writing results. Aspects assessed are the content, organization, grammar, vocabulary, and mechanics.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer discusses related studies, writing motivation, writing process, definition of writing anxiety and writing proficiency.

A. Related Studies

There were some related studies related to writing motivation, writing anxiety, and writing proficiency. First, Liu (2020) investigated the impact of extrinsic motivation, intrinsic motivation, and social self-efficacy on English competition participation intentions of pre-college learners. This study provided pre-college students with a community-based English reading contest to improve their English learning motivations and proposed a research model based on extrinsic motivation, intrinsic motivation, and social effectiveness to predict the purpose of learner participation in future contests. This study showed that while the pre-test score of vocational students was slightly lower than that of high school students before entering the competition, there were substantial differences between vocational and high school students' English learning outcomes after the contest. The study also found that students at high school had the greater intrinsic motivation and opportunity to participate.

Second, Sabti et al. (2019) investigated the impact of writing anxiety, writing achievement motivation, and writing self-efficacy on writing

performance. According to the findings of this study, the higher the degree of writing anxiety, the poorer the writing performance, but the higher the level of writing self-efficacy and writing accomplishment motivation, the better the writing performance. Writing self-efficacy and writing anxiety, writing anxiety, and writing accomplishment motivation were found to be adversely correlated, but writing self-efficacy and writing achievement motivation were found to be significantly and positively correlated.

Third, Cahyono and Rahayu (2020) explored English as a Foreign Language (EFL) students' motivation in writing, writing proficiency, and gender. They found that there was a high correlation between the motivation of the EFL students in writing and their writing skills. It was also found that there were major gaps in motivation in writing and the writing skills of female and male students. This study indicated that EFL students with a higher degree of written encouragement would have better writing skills. The research also found that female students outperformed male students in terms of both writing inspiration and writing skills.

Next, Rezaei and Jafari (2014) conducted a study investigating the levels, types, and causes of writing anxiety among Iranian EFL students: A mixed-method design. The instruments used Second language writing anxiety inventory (SLWAI) by Cheng (2004) and the Cause of writing Anxiety Inventory (CWAI) developed by themselves based on observation and

previous researches. The results of the mixed-method study show that there is a high level of anxiety among Iranian EFL students with cognitive anxiety as the dominant type. Meanwhile, fear of negative teacher feedback, low self-confidence, and poor linguistic skills are the leading causes of anxiety in writing.

Lastly, Nasihah and Cahyono (2017) investigated Indonesian EFL students' language learning strategies, motivation, and writing achievement. They found a significant correlation between motivation and writing achievement, and there was a substantial correlation between LLSs, motivation, and writing achievement. This means that motivation and LLSs can make EFL students successful in writing courses.

Based on the five previous studies, it can be concluded that several aspects distinguish the previous research from this research. The difference is that the variables of previous research are not the same as this research. Previous study only examined one and two variables, such as students' motivation and achievement, then only examined anxiety in writing. Then, in previous research, they found students' motivation, while the researchers chose to be more specific, namely writing motivation. In this study, the authors examined three combined variables from previous researchers. They were namely writing motivation, writing anxiety, and writing proficiency.

Previous research also has similarities with this study. Based on the explanation in the previous paragraph, we can see that the previous study and this study wanted to know the influence of students' motivation, writing anxiety in students' achievement in the writing class. The other similarity is the instruments of this study also use the Second language writing anxiety inventory (SLWAI) by Cheng (2004).

B. Writing Motivation

To understand motivation, we should know the definition and types of motivation. There are some definitions related to motivation from many kinds of literature. According to Dornyei and Ushioda (2011), The word motivation derives from the Latin verb *movere*, which means "to move," making people move in making decisions, acting, and trying to get things done. Motivation is the power that helps individuals achieve their goals from the beginning to the completion of a plan (Wilby, 2020).

Based on the above description, it can be inferred that students' motivation is felt by a person who inspires them to do something or accomplish specific objectives. Motivation is also an essential aspect of doing something, and this urges students to make a lot of effort in whatever task they do. Academic motivation has been a significant factor in student success in school environments. In general, these studies have shown that academic motivation

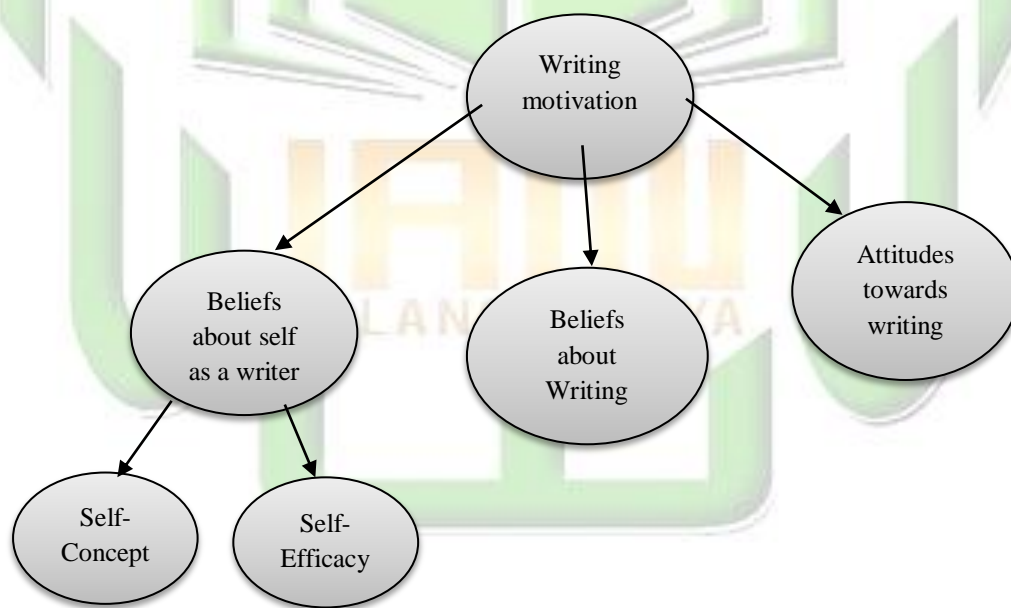
profiles are also linked to and how well they perform academically (Xie et al., 2020).

There are two types of motivation: intrinsic motivation and extrinsic motivation (Tsao et al., 2017). According to Ryan and Deci (2000). Intrinsic motivation is defined as doing an activity based on one's own will, feeling happy and feeling challenged, while encouragement, pressure, or appreciation is not an intrinsic motivation factor. Intrinsic motivation is defined as doing an activity based on one's own will, feeling happy and challenged, while encouragement, pressure, or appreciation is not intrinsic motivation. According to Liu (2020, p. 2.), Intrinsic motivation is measuring the level internal, such as interest, enjoyment, and self-challenges. Intrinsic motivation is the inner feelings of the people to do activities.

According to Nasihah & Cahyono (2017), extrinsic motivation stems from the expectation of external rewards such as appreciation, prizes, awards, and evaluation. Extrinsic-motivated students perform things because of specific incentives or escape punishment. Extrinsic motivation is calculated by external degrees, such as prizes, grants, college applications, and future careers (Liu, 2020). Ryan and Deci (2000) stated that extrinsic motivation was a building that leads to an action to achieve a particular outcome. Students, for example, might remind themselves of the necessity of attaining good scores in classes to sustain their studying efforts (Teng et al., 2019).

When motivation is strong, students have faith in the performance of their tasks. When motivation is poor, children may fail to complete or avoid tasks (Wright et al., 2020). Nasihah and Cahyono (2017) stated that students who want to be good at writing must consistently increase their motivation to participate in writing courses and to focus on the tasks provided in the courses. Motivation has a positive impact on students' writing (Yu, at al., 2020). Writing motivation was made up of a multitude of factors (Wright et al., 2020). Three specific components: self-beliefs as a writer, self-concept, self-efficacy, and writing attitudes.

Figure 2. 1 Proposed Model of Writing Motivation (Source: Wright et al., 2019)



According to Wright et al. (2019), writing motivation is the variety of reasons a student chooses to engage in or avoid writing tasks. Self-belief about as a writer is the students' beliefs about themselves as a writer and their writing

abilities, self-concept is the students' composite view of themselves as a writer (e.g., they see themselves as a good writer). Self-efficacy is the students' view of their writing skills (e.g., they believe they have the skills to overcome challenging tasks). Beliefs about writing are the value students place on writing and becoming a skilled writer. Writing attitudes is a student's relatively stable pre-disposition towards writing (Wright et al., 2019).

Suristina and Dedi (2017) stated that writers should build their motivation and inner confidence to become successful writers. Based on the previous definitions, writing motivation is when students have more positive energy, a high and passionate interest in writing, and completing all their assignments related to writing classes. Writing motivation is one of the factors that can make students have exemplary achievements in writing learning.

C. Writing Process

Harmer (2004) mentioned that writing was an ability, unlike speaking, that children can naturally develop by introducing the language to them, which involves some learning. Writing is a process of thinking in which writers sort out their ideas and then put them into written words. In the thought process that often takes a long time, writers are asked to examine their knowledge, experiences, or memories to find and then decide the subject to be published (Brown, 2001). Writing is heavily reliant on cognitive processes and linguistics and content knowledge (Bai and Wang, 2020). The writing process is a whole series of

activities of a person to express an idea or opinion in a paper. The process of writing greatly affects the results of a paper. If the writing process passed by a writer goes smoothly, then the writing will be better.

Writing is an activity that is complicated since it requires multiple skills, such as deciding what to write, determining the best way to express it, and determining how to put thoughts on paper as a text that is understandable for readers to read. It takes time, therefore, to become a professional researcher (Brown, 2001). The fact that writing skills give people a lot of advantages suggests that having strong writing skills can give them many advantages; in addition to being able to engage in today's information community, authors can express themselves well by writing, they will express their ideas, their emotions, their feelings, and their feelings. Experiences and, at the same time, let others know.

Harmer (2004) states that there are four steps of writing. They are planning, drafting, editing, and final version (draft). Some items should be included in planning. We attempt to draft their thoughts fluently during the prewriting stage while keeping their goals and audience in mind (Arici and Kaldirim, 2017). They include the intent, the audience, and the content structure (the series of the evidence, ideas, or arguments in question includes) their writing. The drafting process refers to the first draft version of the researchers in which the writer has articulated what they intended in a text, but some changes might still be needed. The editing process is concerned with the activity of reflecting and revising what

has been done. The writer has already written. The writer can achieve it. Read or represent the appropriateness or reflection of their writing. The editing phases can also be performed by other readers who are often called upon by editors to help make suggestions, feedback, and corrections to their writing. The final version is the final product of writing to be preceded by a few. Processes from preparing to editing. It is also the draft that is ready to be submitted to the intended audience.

D. Writing Anxiety

Anxiety is feeling discomfort, nervousness, and worry when doing something in a writing course. Anxiety is a feeling of worry because it feels like it will get bad results when doing something. Anxiety is about oneself, the values, emotions or sense and actions resulting from a common essence of the language learning process (Horwitz, Horwitz, & Cope 1986). Anxiety is defined as having cognitive components of worry and anxiousness and being similar to performance worries such as communication apprehension, test anxiety, and fear of poor evaluation (Torres and Turner, 2016). Writing anxiety is defined as a situational aspect, which refers to the feelings of worry accompanied by reactions such as excessive sweating, pounding of the heart, and negative expectations, as well as maladaptive behaviours that learner experiences while performing a specific writing task at a given time and place (Sabti, et al., 2019). This anxiety is seen in the behaviour they display when they write, in the attitude they express about the results of their writing (Faigley et al., 2014). Nervousness would harm student

activities (Gallego, 2020). Anxiety in the foreign language is a feeling of tension and apprehension directly linked to language skills, like speaking, listening, writing, and learning (Wahyuni & Umam, 2017).

Writing anxiety is characterized as the display of 'tension, concerned thoughts, and physical changes such as raised blood pressure' when confronted with a writing activity (Huerta et al., 2017). Conclusion: there is so much writing anxiety that students feel afraid, nervous and do not believe in their ability to do the task of writing lessons. Writing anxiety causes students to not understand how to do tasks, and they think that writing is a challenging job. Anxiety affects the results of their achievements at the end of the learning of writing.

According to Wahyuni and Umam (2017), writing is an enjoyable practice for sure students. They see it as an enjoyable exercise when they put their thoughts or ideas on paper. For those students who have trouble putting their thoughts into written words, writing will be a very unpleasant and even a terrifying experience any time they face a written assignment. When students find difficulty in writing, difficulty finding ideas, do not understand grammar, and can't decipher the concept is called writing anxiety.

According to Cheng (2004), writing anxiety is classified into cognitive fear, somatic anxiety, and avoidance anxiety. Cognitive anxiety refers to the mental component of anxiety experience, including negative perceptions, concern for success, and respect for the interpretation of others. Somatic anxiety refers to

one's understanding of the psychological symptoms of anxiety, such as nervousness and stress. Avoiding fear is a form of anxiety where students avoid writing.

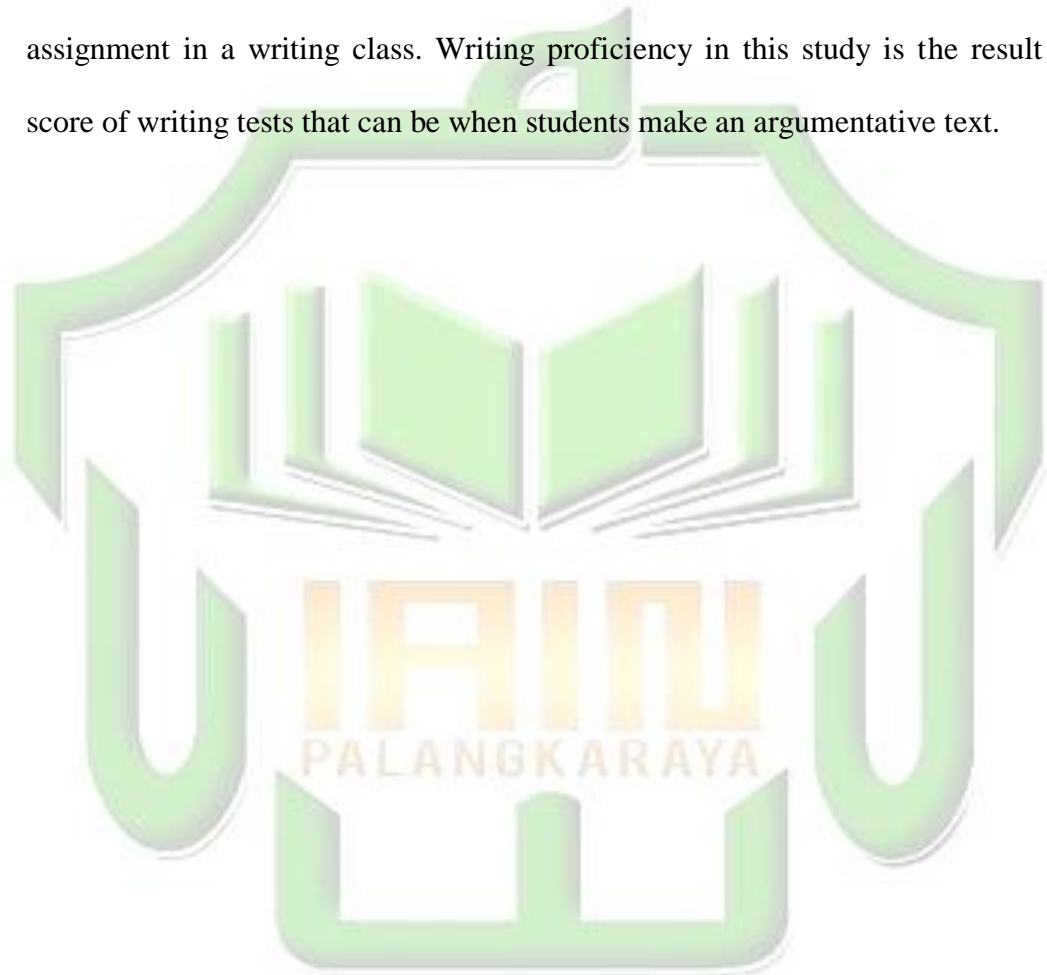
Based on the definition above, writing anxiety is when students feel afraid, nervous, and do not believe in their ability to write lessons. Students' failure in learning is caused by their focus on frustration and anxiety that comes from themselves, teachers, or their abilities in education (Finn, 2018). Writing anxiety causes students not to understand how to do tasks, and they believe that writing is a tough job. Stress affects the results of their achievements at the end of the learning of writing.

E. Writing Proficiency

Proficiency or skill that can be possessed when a person practices and learns over and over again. Writing proficiency was described as thoughts, feelings, beliefs, values, attitudes, actions, or behaviours ESL students were consciously aware of and attentive to, their self-esteem as second-language writers, and their expected performance during the semester (Goldburg, 2013).

Writing proficiency is operationalized as expert assessments of timed writing quality based on an analytic scoring rubric. Writing proficiency development is defined as significant, positive changes in writing scores over time (Yoon, 2018). Writing proficiency is mainly recognized as one of the most crucial aspects of language proficiency for successful academic achievement

(Nasihah and Cahyono, 2017). Writing proficiency includes all abilities and skills relevant to the expression of ideas via a written word. Writing proficiency affects the quality of work and the understanding of professionalism, among others. Writing proficiency is the result of student achievement when they complete an assignment in a writing class. Writing proficiency in this study is the result or score of writing tests that can be when students make an argumentative text.



CHAPTER III

RESEARCH METHOD

In this chapter, the writer will explain research design, population and sample, data collection, research design, instrument validity, reliability, data collection procedure and data analysis.

A. Research Design

Based on the purpose of this study and the research problem, the study's design was quantitative research with a correlation design. Latief (2012) states that correlational research is a descriptive research design used to measure the correlation between two or more continuous variables. This study focused on three variables, i.e., writing motivation, writing anxiety, and writing proficiency. The writer chose this design because the correlational design was intended to measure the correlation between the variables. The correlational design will reveal the results of high or low calculations and whether or not there is a relationship between several variables.

B. Population and Sample

1. Population

The population in the study was of fifth-semester students of the English Department of State Islamic Institute of Palangka Raya who took Argumentative writing. The total population was 103 students. They were classified into three classes:

Table 3. 1 the Students' 5th Semester

NO	5 th semester Classes of English Department	Students	Gender	
			Male	Female
1	Class A	31 students	5	26
2	Class B	36 Students	12	24
3	Class C	36 Students	12	24
	Total	103 students		

Source: English Department of State Islamic Institute of Palangka Raya

2. Sample

In addition, the writer was determined the minimum sample size by using G*Power 3.1.9.7 software (look at appendix A). The size of the sample shall be determined to achieve a certain degree of strength. The power of a test is the possibility that a single test will have an impact if one in the population does exist. (Field, 2017). The total of sample size was 21.

Based on the result of the sample size, researcher used stratified random sampling as sampling technique in this research. In a basic random sampling procedure, the sample was randomly selected from the population. In this technique, each member of the population has an equal probability of being chosen to become member members of the sample (Latief, 2012; Ary, 2014).

The steps that the researcher took to obtain a sample by stratified random sampling were as follows:

1. The description of the population.
2. The list included all members of the population.
3. Wrote down the number of each student.
4. Took numbers randomly to get 21 student names.

In this study, the researcher took 7 students from class A, 7 students from class B, and 7 students from class C.

Table 3. 2 Sample of Research

No	Class	Number of Students
1.	A	7 students
2.	B	7 students
3.	C	7 students
	Total	21 students

C. Research Instruments

The instruments used were questionnaires and test to measure the students' motivation, writing anxiety, and writing proficiency. To measure writing motivation and writing anxiety, a questionnaire was used. To measure students' writing proficiency, a writing test was used.

1. Questionnaires

There were two types of questionnaires used in this study. The first questionnaire was used to measure students' writing motivation and the second one was the questionnaire used to measure students' writing anxiety. Questionnaires were all written tools that provided respondents with a collection of questions or responses either by writing their replies or by selecting from existing answers. (Brown, 2001; Dornyei and Taguchi, 2010).

Concerning students' writing motivation, the researcher used a questionnaire developed by Wright et al. (2019). It was about 30 questionnaires of *the Self-Beliefs, Writing-Beliefs, and Attitudes Survey (SWAS)*. In this study, the researcher adopted questionnaires from other researchers. That's because the questionnaire follows the instrument required in this study. The result of data wants to look for in this study can be obtained using questionnaires adopted from other researchers.

Table 3. 3 Four Factors of the Self-Beliefs, Writing-Beliefs, and Attitude Survey (SWAS)

	No of items	Items
SWAS	30	
Self-Concept	8	2,5,6,8,12,14,21,30
Self-Efficacy	6	10,11,15,16,20,27
Beliefs about Writing	7	7,9,18,19,22,23,26
Attitudes towards Writing	9	1,3,4,13,17,24,25,28,29

(Source: Wright et al., 2019)

The SWAS is a tool that can use to measure students' writing motivation (Wright et al., 2019). The scale ranges from "very different from me" to "a lot like me," and they are coded as (Very different from me= 1, a little different from me=2, a little like me=3, a lot like me=4). The questionnaire can be seen in Appendix B.

The second questionnaire to Writing anxiety, the researcher used a questionnaire was adopted from Cheng (2004).

Table 3. 4 Three factors of Second Language Writing Anxiety Inventory (SLWAI)

	No of items	Items
SLWAI	22	
Cognitive Anxiety	8	1,3,7,9,14,17,20,21
Somatic Anxiety	7	2,6,8,11,13,15,19
Avoidance behaviour	7	4,5,10,12,16,18,22

(Source: Cheng, 2004)

The questionnaire was about 22 questionnaires Second Language Writing Anxiety Inventory (SLWAI). The questionnaire followed a Likert type. The scale ranges from “Strongly Disagree” to “Strongly Agree,” and they are coded as (Strongly Disagree= 1, Disagree=2, neutral=3, Agree=4, Strongly Agree=5). The questionnaire can be seen in Appendix C. The questionnaires have been translated by translators and tested by the researcher so that the sample can understand the research instrument well. In this study, the researcher adopted questionnaires from other researchers. That's because the questionnaire follows the instrument required in this study. The result of data wants to look for in this study can be obtained using questionnaires adopted from other researchers.

2. Writing Test

Writing test was used by researcher to find out students' writing proficiency. The writing test was an argumentative text. The students wrote an argumentative text. The theme was online learning during the covid-19 Pandemic. Students did this task through online classes. Researcher sent google form link as place to write an argumentative text. After that, researcher and the lecturer checked their work based on scoring rubric adopted from Sabti et al., (2019). The scoring rubric can be seen in appendix D. There were several aspects that assessed from their work. They were content, organization, grammar, vocabulary, and mechanics. The prompt of the writing test can be seen in Table 3.5.

Table 3. 5 The Prompt of Writing Test

The Prompt of Writing Test
Topic: Online learning during the Covid-19 Pandemic
Some experts and educators believe that it is effective to adopt or implement online learning at colleges or universities during the Covid-19 Pandemic. Others disagree with online learning because it has some weaknesses.
Question (stand taking): To what extend do you agree or disagree on this topic?
Instruction: Write an argumentative essay with sufficient and relevant evidence. The length of your essay should be between 350 and 400 words.

Organize your essay into:

(1) introduction paragraph: background information + thesis statement

(2) three body paragraphs:

- body paragraph 1: counterargument + evidence + refutation + evidence,
- body paragraph 2: counterargument + evidence + refutation + evidence,
- body paragraph 3: counterargument + evidence + refutation + evidence and

(3) conclusion paragraph: restatement or rephrasing of your introduction paragraph.

a. Instrument Validity

The results of the study can be said to be correct if the result is valid. The accuracy of the evaluation is called validity, and the proof to justify the correctness of the assessment is considered proof of validity (Latief, 2012). Wright et al. (2019) state that SWAS is a valid measure of students' writing motivation. SWAS has also been used in other research, with 1000 students as participants (Wright et al., 2020)

Cheng has studied the SLWAI (2004) questionnaire, namely a measure of second language writing anxiety: Scale development and preliminary validation. The results of this study were the full scale, and individual subscales of the SLWAI had good reliability and adequate

validity. Then, SLWAI has also been used by Rezaei and Jafari (2014) as instruments in their research. The study results have provided evidence that SLWAI is valid and can be used for further research.

b. Instrument Reliability

A good research instrument is not only the right one and according to the research, but also reliable to be calculated. The reliability of the scales was tested using Cronbach's alpha (α); individual items were analyzed using the difficulty item (item means) and the discrimination item (point-biserial correlation) parameters. The reliability of SWAS (α) = 0.936 to 0.943 (Wright et al., 2019). This result shows that the SWAS provides accurate scores for the different variables and the student motivation for writing (Wright et al., 2019). The reliability SLWAI (α)= 0.89 (Cheng, 2004).

D. Data Collection Procedures

To collect the data in this research, the researcher gave questionnaires and writing test. The researcher did some procedures to collect the data. The data want to look for in this study were writing motivation, writing anxiety, and students' writing proficiency.

1. Questionnaire for Writing Motivation

The questionnaire used in this study was a questionnaire adopted from Wright et al. (2019). So, for collecting the data, the first stage that the researcher did requested a permit to research the English education study program. The researcher asked the participants to be study subjects. The researcher would then plan the tools (questionnaire of writing motivation). The next step was to provide the researcher with an overview of the purpose of the study and the questionnaire response method to be distributed by the researcher through share the link <https://bit.ly/384EO5Y> the link of SLWAI. The researcher distributed the link by using the WhatsApp group. The researcher assigned the questionnaire to the sample class. After that, the participants answered the questionnaire of writing motivation on the google form. The researcher gave the participants time to answer the questionnaire. The researcher gave time to complete the questionnaire to anticipate the obstacles that occur in online classes. Such as not opening class groups and disruption of the internet system owned by students. After all the participants answered the questionnaire, the researcher collected the data from March to April 2021. It was almost a month to collect the data. It was because some participants took a long time to complete the questionnaire. After the questionnaire was completed, the data were analyzed using Kendall's Correlation Coefficient to measure correlations between students' motivation and writing proficiency, to measure correlations between writing anxiety and

writing proficiency. The data was analyzed using formula multiple correlations to measure correlations between writing motivation, writing anxiety, and writing proficiency. The next step was to explain the result of analyzing data. In the last one, the researcher concluded from the results of the data.

2. Questionnaire for Writing Anxiety

The questionnaire used in this study was a questionnaire adopted from Cheng (2004). So, for collecting the data, the first stage that the researcher did was to request a permit to research the English education study program. The researcher asked the participants to be study subjects. The researcher would then plan the tools (questionnaire of writing anxiety). The next step was to provide the researcher with an overview of the purpose of the study and the questionnaire response method to be distributed by the researcher through share the link <https://bit.ly/383MNjz> the link of SWAS. The researcher assigned the questionnaire to the sample class. The researcher distributed the link by using the WhatsApp group. The participants answered the questionnaire on the google form. The researcher gave the participants time to answer the questionnaire. The researcher gave time to complete the questionnaire to anticipate the obstacles that occur in online classes. Such as not opening class groups

and disruption of the internet system owned by students. After all the participants answered the questionnaire, the researcher collected the data from March to April 2021. It was almost a month to collect the data. It was because some participants took a long time to complete the questionnaire. After the questionnaire was completed, the data were analyzed using Kendall's Correlation Coefficient to measure correlations between students' motivation and writing proficiency, to measure correlations between writing anxiety and writing proficiency. The data was analyzed using formula multiple correlations to measure correlations between writing motivation, writing anxiety, and writing proficiency. The next step was to explain the result of analyzing data. In the last one, the researcher concluded from the results of the data.

3. Writing Test

To collect the writing test data, the researcher's first stage was to request a permit to research the English education study program. After that, the researcher asked the participants to be a research subject. The researcher provided an overview of the study's intent and, to obtain students writing scores, the researcher collaborated with the lecturer. The test used for the writing test was the researcher asking students to create an argumentative text with the theme of online learning during the covid-19 Pandemic. The grid and instructions of the writing test can be seen in appendix E. The test did in an online writing class, and the researcher sent

a link to <https://bit.ly/305RPb2> as a place for them to complete the task. The researcher distributed the link by using the WhatsApp group. They gave any time to complete the text. The researcher collected the data from March to April 2021. It was almost a month to collect the data. It was because some participants took a long time to complete the writing test. Upon completion, the researcher cooperated with the lecturer to examine their work based on the writing scoring rubric.

The rubric that the researcher used here was adopted from Sabti et al. (2019). There were some aspects of the scoring rubric for the writing test, such as content, organization, grammar, vocabulary, and mechanics. Each has four rating levels of excellent to very good, good to average, fair to poor, and very poor. Based on the explanation above, the scoring rubric helped the researcher and lecturer to give evaluations and scores for the students. The researcher used the analytical score for writing evaluation since the analytical score would be analyzed or scaled for content, organization, grammar, vocabulary, and writing mechanics.

E. Data Analysis Procedures

In this study, to analyze the data, the researcher first collected all the data (data of writing motivation, writing anxiety, and writing scores). After that, the researcher used Kendall's Correlation Coefficient test to find out and analyze the correlation between writing motivation, writing anxiety, and student's writing

proficiency. It was investigated by using SPSS 24 program. Formulation of Kendall's Correlation Coefficient and formula multiple correlations. Before conducting a correlation analysis of variables, the researcher conducted an assumption test. The assumption test used was normality test and linearity test. If the data obtained from these research instruments was invalid, the researcher used a nonparametric statistics test. The researcher completed the data analysis, and some tests should be done before testing the hypotheses: normality and linearity test.

- Normality Test

It is used to know if the data are regular and if the normal distribution of all classes is analysed. The author used the SPSS software in this analysis to assess normality with Kolmogorov Smirnov's definition level $\alpha=5\%$. The asymptotic significance estimation results are higher than $\alpha > (5\%)$ such that the distribution data were normal. On the opposite, if the asymptotic value is less than $\alpha < (5\%)$, the results did not mean that the distribution was normal.

- Linearity Test

It is used to determine whether or not the factors are linearly correlated. The linearity test is typically used for a correlation analysis. It is evaluated using the SPSS software (linearity test) with a significance level of 0.05. Variables are linearly correlated if the probability result of the equation is > 0.05 .

- Testing Hypotheses

Correlations demonstrate the association between paired ratings. The correlation shows whether the relationship between the paired score and the frequency of the relationship is positive or negative. In addition to looking at correlation by visual methods, the author will determine a correlation coefficient that reflects a correlation using the Pearson Product Moment Correlation Coefficient. In this research, the author used the Pearson Product Moment test to find a correlation between writing motivation, writing anxiety and writing proficiency. It is evaluated using the SPSS software.

1. Data Analysis of the Writing Motivation and Writing Anxiety

The first step taken by the researcher was to collect the results from SWAS and SLWAI questionnaires. After that, the researcher collected SWAS and SLWAI questionnaires scores. Then, arranged the obtained score into the distribution of frequency of the score table. The next was measuring the normality and linearity. Analyzed the data by using Kendall's Correlation Coefficient to answer the problem of the study. In addition, apply to the SPSS program. The researcher Interpreted the result of analyzing data. Next, made the discussion to clarify the research finding. After that, the researcher gave a conclusion.

2. Data Analysis of the Writing Test

The first step that the researcher did was to collect the results of the writing test from students. After that, the researcher collected the scores of the writing test. Then, arranged the obtained score into the distribution of frequency of the score table. The next was measuring the normality and linearity. Analyzed the data by using Pearson Product Moment to answer the problem of the study. In addition, the researcher applied to the SPSS program. Interpreted the result of analyzing data. Next, made the discussion to clarify the research finding. After that, the researcher gave a conclusion.



IAIN
PALANGKARAYA

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the writer explains the result of data collections and data analyses to answer the research problem. There are data presentation, normality testing, linearity testing, research finding, and discussion.

A. Data Presentation

In this study, the researcher used a quantitative design to collect data from students and find the results of research problems. There are two steps to collect the data, by questionnaire and a writing test. There are two types of questionnaires used in this study. The first questionnaire was used to measure students' writing motivation. The second questionnaire was used to measure students' writing anxiety. In relation to students' writing motivation, the researcher used Self-Beliefs, Writing-Beliefs, and Attitudes Survey (SWAS) developed from Wright et al. (2019). The second questionnaire to writing anxiety, the researcher used Second Language Writing Anxiety (SLWAI) written by Cheng (2004).

For students' writing test, the test was an argumentative text. The writing test was given to get the score of students' writing proficiency. To take students' scores in writing test, the researcher made cooperation with the English lecturer as a second-rater.

1. Data Analysis Obtained from Questionnaire from Students' Writing Motivation

The 30 items of *the Self-Beliefs, Writing-Beliefs, and Attitudes Survey* (SWAS) used to examine the students' writing motivation. The SWAS have 4 points Likert scale where 1 indicated "different from me" and 4 "a lot like me" with a statement. The result of writing motivation is shown below in Table 4.1.

Table 4. 1 The Result of Students' Writing Motivation

No	Code	Writing Motivation(X_1)
1	S-01	112
2	S-02	76
3	S-03	104
4	S-04	111
5	S-05	54
6	S-06	75
7	S-07	67
8	S-08	62
9	S-09	83
10	S-10	87
11	S-11	60
12	S-12	79
13	S-13	74

14	S-14	85
15	S-15	88
16	S-16	89
17	S-17	104
18	S-18	83
19	S-19	98
20	S-20	78
21	S-21	80
Total		1749
Lowest Score		54
Highest Score		112
Mean		83,29
Standard deviation		16,004

The descriptive analysis of the SWAS is shown above in Table 4.1. The highest score was 112, while the lowest score was 54. The mean writing motivation score was 83,29, and the standard deviation was 16,004.

2. Data Analysis Obtained from Questionnaire for Students' Writing Anxiety

The 22 items of *Second Language Writing Anxiety Inventory (SLWAI)* used to examine the students' writing anxiety. The SLWAI have 5 points Likert-Scale, where 1 indicated "Strongly Disagree" and 5 indicated

“strongly agree” with a statement. The result of students’ writing anxiety is shown be in Table 4.2.

Table 4. 2 The Result of Writing Anxiety

No	Code	Writing Anxiety (X ₂)
1	S-01	72
2	S-02	74
3	S-03	60
4	S-04	58
5	S-05	54
6	S-06	64
7	S-07	67
8	S-08	68
9	S-09	55
10	S-10	88
11	S-11	46
12	S-12	69
13	S-13	92
14	S-14	92
15	S-15	92
16	S-16	46
17	S-17	46
18	S-18	46
19	S-19	69
20	S-20	69
21	S-21	69
Total		1396

Lowest Score	46
Highest score	92
Mean	66.48
Standard Deviation	15.194

The descriptive analysis of the Second Language Writing Anxiety Inventory scale is shown above in Table 4.2. The highest score was 92, while the lowest score was 46. The mean writing anxiety score was 66.48, and the standard deviation was 15.194.

3. Data analysis obtained Writing Test

In the writing test, the researcher asked students to make an argumentative text. Students did this test through an online class. The researcher sent a google form link as a place to write an argumentative text. The writing test was given to get students' writing proficiency. The researcher made cooperation with the English lecturer as a second-rater. The result of the writing test is shown in Table 4.3.

Table 4. 3 The Result of Writing Score

No	Code	Rater-1	Rater-2	The Result
1	S-01	80	90	85
2	S-02	37	39	38
3	S-03	34	45	39.5
4	S-04	81	83	82

5	S-05	67	77	72
6	S-06	82	67	74.5
7	S-07	80	85	82.5
8	S-08	73	80	76.5
9	S-09	78	71	74.5
10	S-10	76	86	81
11	S-11	36	36	36
12	S-12	79	85	82
13	S-13	82	81	81.5
14	S-14	52	64	58
15	S-15	81	88	84.5
16	S-16	36	40	38
17	S-17	34	45	39.5
18	S-18	61	45	53
19	S-19	85	85	85
20	S-20	41	48	44.5
21	S-21	69	63	66
Total		1403	1344	776
Lowest Score				36
Highest score				85
Mean				65.40
Standard Deviation				18.9272

The descriptive analysis of the writing test is shown above in Table 4.3. The highest score was 85, while the lowest score was 36. The mean writing score was 65.40, and the standard deviation was 18.9272.

4. Normality Test

One-sample Kolmogorov-Smirnov test was used to see the normality of the instruments. The result of writing motivation, writing anxiety, and writing proficiency normality is shown in Table 4.4.

Table 4. 4 Normality Test of Students' Writing Motivation, Writing Anxiety and Proficiency

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
writing test	.208	21	.018	.825	21	.002
motivation	.122	21	.200*	.967	21	.664
anxiety	.148	21	.200*	.909	21	.053

The students' writing motivation, $D(21) = .12$, $p = .20$, was normally distributed however, the students' writing anxiety, $D(21) = .15$, $p = .20$, was normally distributed and the score of writing proficiency, $D(21) = .20$, $p = .018$. Then, the normality was consulted with the table of Kolmogorov-Smirnov and Shapiro-Wilk with a level significance of 5% (.05). The asymptotic significance of the Writing test = .018, then it could be concluded that the data distribution was not normal. To strengthen the

evidence that the data above can be seen from the P-P Plot and Q-Q Plot.

The P-P Plot and Q-Q Plot are shown in the figures below.

Figure 4. 1 P-P Plot and Q-Q Plot of Writing Motivation

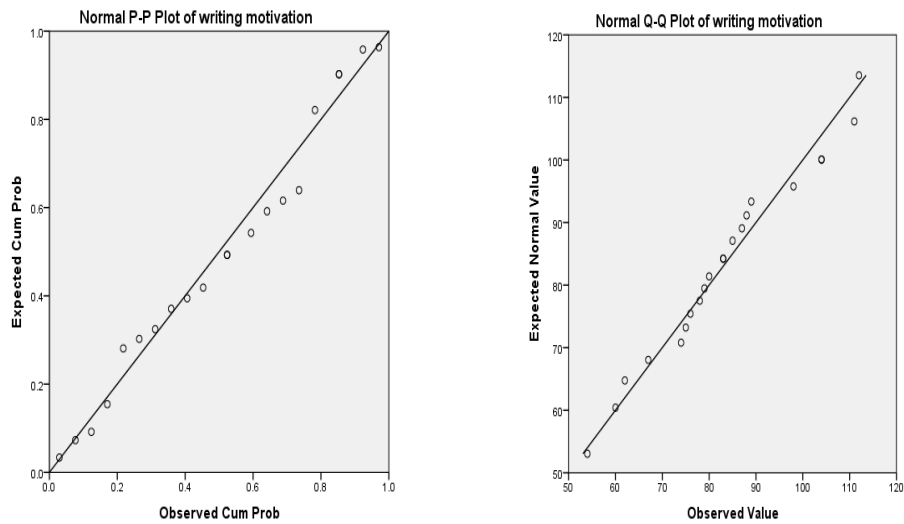


Figure 4. 2 P-P Plot and Q-Q Plot of Writing Anxiety

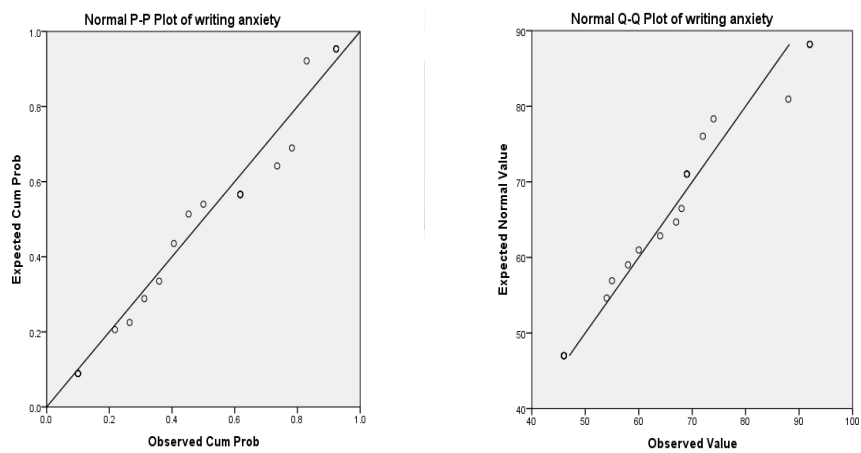
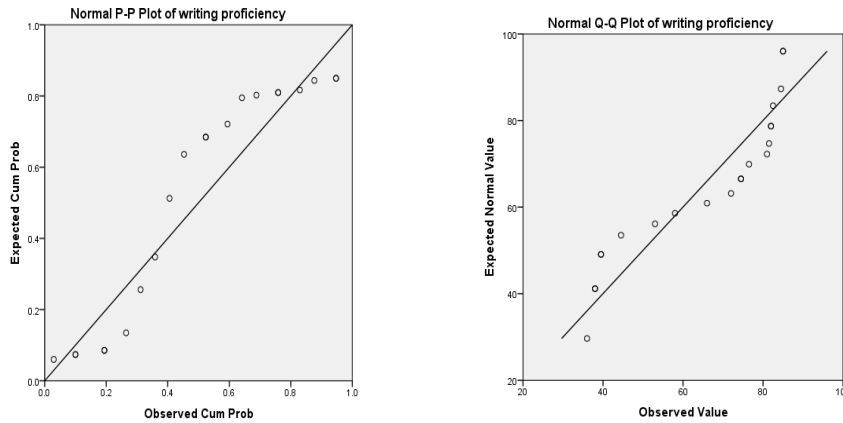


Figure 4. 3 P-P Plot and Q-Q Plot of Writing Proficiency



5. Linearity Test

a. Linearity Test Writing Motivation (SWAS) and Writing Proficiency

The display of linearity test between writing motivation (SWAS) and writing proficiency is shown in table 4.5 below:

Table 4. 5 Linearity Test of Students' Writing Motivation (SWAS) and Writing Proficiency

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
writin	Between	(Combined)	6933.685	18	385.205	3.333	.256
g test	Groups	Linearity	8.331	1	8.331	.072	.813
*		Deviation from	6925.354	17	407.374	3.525	.243
motiva		Linearity					
tion	Within Groups		231.125	2	115.563		
	Total		7164.810	20			

From Table 4.7 above, the linearity test was received. If the deviation from Linearity Sig. higher than .05, then the two variables are linear. The result showed that the deviation from linearity between writing motivation (SWAS) and writing proficiency was .243. It could be concluded that $.243 > .05$ so, writing motivation and writing proficiency were linear.

b. Linearity Test of Writing Anxiety (SLWAI) and Writing Proficiency

The display of linearity test between writing anxiety (SLWAI) and writing proficiency is shown in table 4.6 below:

Table 4. 6 Linearity Test of Writing Anxiety (SLWAI) and Writing Proficiency

		ANOVA Table				
		Sum of	Mean			
		Squares	Square	F	Sig.	
writing test * anxiety	Between (Combined)	5531.26	12	460.93	2.25	.127
	Groups	8		9	7	
	Linearity	1671.95	1	1671.9	8.18	.021
		1		51	8	
	Deviation from Linearity	3859.31	11	350.84	1.71	.226
	6		7	8		
	Within Groups	1633.54	8	204.19		
		2		3		
	Total	7164.81	20			
		0				

From Table 4.7 above, the linearity test was received. If the deviation from Linearity Sig. higher than .05, then the two variables are linear. The result showed that the deviation from linearity between writing anxiety (SLWAI) and writing proficiency was .226. It could conclude that $.226 > .05$ so, writing motivation and writing proficiency were linear.

B. Research Finding

SPSS program was used to examine the correlation between writing motivation and writing proficiency, writing anxiety and writing proficiency, writing motivation, writing anxiety, and writing proficiency.

1. The Correlation Between Students' Writing Motivation and Writing Proficiency

This Passage answered the first research question, "Do the higher writing motivation students have, the better they write in English?". Kendall's Tau (non-parametric) was used to examine the correlation between students' writing motivation and writing proficiency because the data of Writing proficiency was not a normal distribution. The result is shown in Table 4. 7.

Table 4. 7 The Correlation between Students' Writing Motivation and Writing Proficiency

Correlations			writing motivation	writing proficiency	
Kendall's tau_b	writing motivation	Correlation Coefficient	1.000	.136	
		Sig. (2-tailed)	.	.396	
		N	21	21	
		Bootstrapped Bias	.000	.000	
		Std. Error	.000	.208	
	writing proficiency	writing motivation	95% Confidence Interval Lower	1.000	-.293
			Upper	1.000	.514
			Correlation Coefficient	.136	1.000
			Sig. (2-tailed)	.396	.
			N	21	21
writing proficiency	writing proficiency	Bootstrapped Bias	.000	.000	
		Std. Error	.208	.000	
		95% Confidence Interval Lower	-.293	1.000	
		Upper	.514	1.000	

c. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

The correlation between students' writing motivation and writing proficiency is shown in Table 4.7. The result of correlation between students' writing motivation and writing proficiency $r = .136$, $[-0.293, 0.514]$, $p = .396$. This significance value tells us that the probability of getting a correlation coefficient was at least this big in a sample of 21

people. The significance value was upper the standard criterion of 0.05, indicating a ‘statistically not significant’ relationship.

2. The Correlation Between Students’ Writing Anxiety and Writing Proficiency

This Passage answered the second research question, “Do the lower writing anxiety students have, the better they write in English?”. Kendall’s Tau (non-parametric) was used to examine the correlation between students’ writing anxiety and writing proficiency because the data of Writing proficiency was not a normal distribution. The result is shown in Table 4. 8.

Table 4. 8 The Correlation between Students’ Writing Anxiety and Writing Proficiency

		Correlations			
			writing anxiety	writing proficiency	
Kendall's tau_b	writing anxiety	Correlation Coefficient	1.000	.370*	
		Sig. (2-tailed)	.	.024	
		N	21	21	
		Bootstrap ^c Bias	.000	.002	
		Std. Error	.000	.157	
		95% Confidence Interval	Lower	1.000	.063
		Upper	1.000	.672	
writing proficiency		Correlation Coefficient	.370*	1.000	
		Sig. (2-tailed)	.024	.	
		N	21	21	
		Bootstrap ^c Bias	.002	.000	

strap ^c	Std. Error		.157		.000
	95%	Lo	.063		1.000
	Confidence	we			
	Interval	r			
		Up	.672		1.000
		per			

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

c. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

The correlation between students' writing anxiety and writing proficiency is shown in Table 4.9. The result of correlation between students' writing anxiety and writing proficiency $r = .370$, $[0.063, 0.672]$, $p = .024$. This significance value tells us that the probability of getting a correlation coefficient was at least this big in a sample of 21 people. The significance value was less than the standard criterion of 0.05, indicating a 'statistically significant' relationship.

3. The Correlations among Students' Writing Motivation, Writing Anxiety and Writing Proficiency

This passage answered the last research question in this study "Do the higher writing motivation and the lower level of writing anxiety students have, the better they write in English?". The correlations of students writing motivation, writing anxiety, and writing proficiency are shown in table 4.9.

Table 4. 9 The Correlations of Writing Motivation, Writing Anxiety, and Writing Proficiency

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1678.621	2	839.310	2.754	.090 ^b
	Residual	5486.189	18	304.788		
	Total	7164.810	20			

a. Dependent Variable: writing test
b. Predictors: (Constant), anxiety, motivation

R has a value of .484 ($R = .484$). This value is the correlation of writing motivation, writing anxiety, and students' writing proficiency. The value of R^2 is .234, which means that writing motivation and writing anxiety expenditure can account for 1,59 % of the variation in students' writing proficiency. The value of the F-statistic is 2.754, and its associated significance value of $p > 0.05$. Therefore, it can conclude that there were no significant correlations between writing motivation, writing anxiety, and writing proficiency.

C. Discussion

This study examined the correlation between the students' writing motivation and writing proficiency, the correlation between the students' writing motivation and students' writing proficiency, and the correlation between the students' writing motivation, writing anxiety and writing proficiency. To measure writing motivation, writing anxiety, and writing proficiency, the instruments used questionnaires and test. To measure students' writing motivation and students' writing anxiety, a questionnaire was used. While to measure students' writing proficiency, the test was employed. The analysis of the data was carried out by using SPSS program version 24.

There were two types of questionnaires used in this study. The first questionnaire was used to measure students' writing motivation and the second one was the questionnaire used to measure students' writing anxiety. In this study, the researcher adopted questionnaires from other researchers. That's because the questionnaire follows the instrument required in this study. The result of data wants to look for in this study can be obtained using questionnaires adopted from other researchers. Concerning students' writing motivation, the researcher used a questionnaire developed by Wright et al., (2019). The second questionnaire to writing anxiety, the researcher used a questionnaire was adopted from Cheng (2004).

Based on the calculation of normality and linearity used SPSS program version 24, the result showed that the data distribution was not normal, and the variables have a linear association. Then, it can be concluded that the study can be analyzed using nonparametric statistics with multiple correlations. The discussion of every variable is explained below.

The first result was a correlation between writing motivation and writing proficiency. Based on the calculation result using SPSS 24, it was shown that there was no significant correlation between students' writing motivation and writing proficiency. The significance value between students' writing motivation and writing proficiency was 0.396. This value indicates that it was upper than 0.05 ($0.396 > 0.05$). It means that the students' writing motivation has not significantly influenced writing motivation.

In contrast with this study, there were previous studies shown different results. Cahyono and Rahayu (2020) explored English as a Foreign Language (EFL) students' motivation in writing, writing proficiency, and gender. The purpose of this study was to see if there was a link between EFL students' motivation to write and their writing ability. It involved 55 students enrolled in an Essay Writing course at an Indonesian university's English Department. There are both males and females among the students enrolled in the department. Female students, on the other hand, frequently outnumbered male students, implying the influence of gender or social role, with women being

regarded to have a higher role in the field of education than males. As a result, in addition to examining motivation in writing, this study looked into the writing proficiency of students of different genders. The Essay Writing course is a four-credit course that runs for 16 weeks and meets twice a week. Its goal is to assist students in writing exemplification, comparison and contrast, classification, process analysis, and cause-and-effect essays, among other sorts of development essays. Each form of development should result in one essay from the pupils. The course used process writing in its instruction, with five to six sessions for each type of development. The students came from two classes: Class A had 28 students and Class B had 27.

They found that there was a high correlation between the motivation of the EFL students in writing and their writing skills. It was also found that there were major gaps in motivation in writing and the writing skills of female and male students. This study indicated that EFL students with a higher degree of written encouragement would have better writing skills. The research also found that female students outperformed male students in terms of both writing inspiration and writing skills.

Cahyono and Rahayu (2020) conducted a positive correlation between EFL students' motivation in writing and their writing proficiency. Students tend to be more successful in writing proficiency a higher level of writing proficiency if they have high writing motivation, meaning that if students

want to have high writing proficiency, they must continue to cultivate writing motivation (Cahyono and Rahayu, 2020). The result of Cahyono and Rahayu, (2020) corresponds to the opinion that motivation is one of the critical factors determining the success of language learning skills (Brown, 2001; Ryan and Deci,2000). When students are motivated, they have faith in their ability to complete their responsibilities. Children who lack motivation may fail to complete or avoid tasks (Wright et al., 2020). According to Nasihah and Cahyono (2017), students who wish to improve their writing skills must continually boost their willingness to attend writing classes and focus on the assignments assigned. Students' writing improves when they are motivated (Yu, at al., 2020). A variety of reasons contributed to my writing inspiration (Wright et al., 2020).

Nasihah and Cahyono (2017) investigated Indonesian EFL students' language learning strategies, motivation, and writing achievement. The goal of this study was to determine the relationship between LLSs, motivation, and writing achievement. It comprised 100 eleventh-grade students from a senior high school in Malang, Indonesia, which is in the province of East Java. The pupils were chosen from a total of 290 students using nonproportional stratified random sampling. Students from a variety of programs were represented, including Natural Science, Social Science, Language, and Islamic Studies. Questionnaires and a writing test were used to collect data. The pupils

were given two types of questionnaires to fill out. The first was a questionnaire called the Strategy Inventory for Language Learning (SILL), which was used to determine the students' LLSs. Oxford (1990: 293-297) developed the SILL questionnaire, which was used in this study without modification. Memory techniques, cognitive strategies, compensatory methods, metacognitive strategies, emotional strategies, and social strategies are among the 50 things covered.

They found a significant correlation between motivation and writing achievement, and there was a substantial correlation between LLSs, motivation, and writing achievement. This means that motivation and LLSs can make EFL students successful in writing courses. Nasihah and Cahyono, (2017) result that there was a significant correlation between motivation and writing achievement. The findings also revealed positive points on their significant correlation score, indicating that the more motivated students were, the higher their achievement writing (Nasihah and Cahyono, 2017). It means that writing motivation influences writing proficiency.

According to Suristina and Dedi (2017), writers should build their motivation and inner confidence to become successful writers. Writing motivation, according to Wright et al. (2019), is the diversity of reasons why a student decides to engage in or avoid writing responsibilities. Self-concept is the students' composite vision of themselves as a writer, while self-belief is the

students' belief about themselves as a writer and their writing ability (e.g., they see themselves as a good writer). The students' perception of their writing abilities is called self-efficacy (e.g., they believe they have the skills to overcome challenging tasks). The value students place on writing and being a proficient writer is defined by their writing beliefs. A student's writing attitudes are their relatively steady views about writing (Wright et al., 2019).

Sabti et al., (2019) the result showed a significant correlation between writing achievement motivation and writing performance; participants have higher writing achievement motivation, so the better their writing performance. As a result, the interrelationships between writing anxiety, writing achievement motivation, and writing self-efficacy are investigated in this study. The factors of writing anxiety, writing achievement motivation, and writing self efficacy are measured using five Likert-type scale questionnaires, including Cheng's Second Language Writing Anxiety Inventory (SLWAI), Bottomley et al Writer .'s Self-Perception Scale (WSPS), and Elliot and Church's Achievement Goal Questionnaire (AGQ).

According to Sabti, et al., (2019) the participants in their study were 100 Iraqi freshmen (first-year university students) majoring in English language from a variety of colleges, including the College of Education, the College of Arts, and the College of Education for Women. They were mostly intermediate-level Baghdad University EFL students who were chosen based

on a centralized test administered to pre-university students prior to their admission to tertiary level. The overall number of intermediate level English language major students at Baghdad University was roughly 160.

There was a result of a previous study similar to this study. Wilby, 2020 showed that there was no correlation between writing motivation and essay scores. In this study, there was no correlation between students' writing motivation and writing proficiency. The current study was conducted at a UK institution during a four-week pre-session EAP course. The course's major goal is to prepare international students for their future degree studies, as well as to assist them in adjusting to their new learning environment.

The course was required for overseas students with conditional offers who do not meet their degree program's English language entry criterion. The programme was full-time, with 15 hours of class time each week and further 15–20 hours of individual study. Academic reading and writing (ARW), listening reading and discussion (LRD), and oral presentations are the three modules that make up the programme.

ARW modules make up the majority of classroom instruction because reading and writing are considered the most crucial abilities in university studies and are also the most difficult for overseas students to master. The study included a total of 64 students. Table 1 displays the demographics of the study participants, revealing that the majority of the participants were female postgraduate students. The participants were all from mainland China and had never studied in the United Kingdom before.

It can all be caused by students not knowing that motivation in writing can improve their writing proficiency. According to Wilby, 2020 there was no significant relationship between writing motivation and essay scores because students are unaware of motivation and self-regulation while writing. Motivation to write has an essential role in the achievement of students learning. Students' abilities will not be maximized when students do not cultivate motivation in themselves in learning activities. When motivation is strong, students have faith in the performance of their tasks; when motivation is poor, students may fail to complete or avoid tasks (Wright et al., 2020).

Liu, 2020 showed that students with higher extrinsic motivation in writing have a higher participation rate in future writing. Liu (2020) looked at the effects of extrinsic motivation, intrinsic motivation, and social self-efficacy on pre-college students' intentions to participate in English

competitions. This study used a community-based English reading contest to help pre-college students improve their English learning motivations, and it proposed a research model based on extrinsic motivation, intrinsic motivation, and social effectiveness to predict the purpose of learner participation in future contests. While vocational students' pre-test scores were marginally lower than high school students' before entering the competition, there were significant disparities in English learning outcomes between vocational and high school students following the competition. The study also discovered that high school pupils were more intrinsically motivated and had more opportunities to participate.

From some of the explanations above, it can be concluded that several factors cause the first result of this study has no significant correlation between students' writing motivation and writing proficiency. One of them is that students not be motivated in writing. Students consider the writing test given by the researcher to be a task. They don't foster a sense of motivation in writing.

The second result was a correlation between writing anxiety and writing proficiency. Based on the calculation result using SPSS 24, it was shown that there was a significant correlation between writing anxiety and writing

proficiency. The significance value between writing anxiety and writing proficiency was 0.024. This value was less than 0.05 ($0.024 < 0.05$). In other related studies, Rezaei and Jafari (2014) conducted a study investigating the levels, types, and causes of writing anxiety among Iranian EFL students: A mixed-method design. The instruments used Second language writing anxiety inventory (SLWAI) by Cheng (2004) and the Cause of writing Anxiety Inventory (CWAI) developed by themselves based on observation and previous researches. The results of the mixed-method study show that there is a high level of anxiety among Iranian EFL students with cognitive anxiety as the dominant type. Meanwhile, fear of negative teacher feedback, low self-confidence, and poor linguistic skills are the leading causes of anxiety in writing.

Rezaei et al., (2014) found high students' writing anxiety when they did writing assignments. It means that there is a relationship between writing anxiety and writing ability; in other words, if the anxiety of writing is high, then the student's writing ability is lower (Rezaei et al., 2014). Rezaei et al., 2014 found that Iranian EFL students had significant writing anxiety levels, primarily cognitive, as evidenced by a preoccupation with performance and high expectations, and was caused by fear of negative feedback from teachers and low self-confidence weak linguistic competence. Based on availability sampling, three groups of students (72 females and 48 males) majoring in

English from six full classes (Advanced Writing) in the English departments of two institutions were selected and consented to participate in the current study. The participants were between the ages of 20 and 32, with a mean age of 22. In this investigation, two questionnaires were used. The first was Cheng's Second Language Writing Anxiety Inventory (SLWAI), a 22-item questionnaire about the anxiety experienced by student writers when writing in English. A demographic component was also included in the questionnaire. It is made up of three subscales: Somatic anxiety (as expressed in unpleasant feelings like tension), Cognitive anxiety (as reflected in negative expectations, preoccupation with performance), and Avoidance behaviour (as reflected in avoidance in writing). The acquired data was evaluated utilizing both qualitative and quantitative data analysis methodologies in this study. The responses to surveys 1 and 2 were analyzed descriptively (frequency and mean) using SPSS based on the number of students who chose each item to determine the amount, types, and causes of writing anxiety experienced by Iranian student writers. The interview was also used to help triangulate the data and learn more about the students' experiences with writing anxiety.

Writing is a fun activity for some students, and they can be unburdened when creating a piece of writing. For some students who have difficulty interpreting their thoughts into writing, writing will be an unpleasant activity. Anxiety is defined as having cognitive components of

worry and anxiousness and being similar to performance worries such as communication apprehension, test anxiety, and fear of poor evaluation (Torres and Turner, 2016). Writing anxiety is that students feel afraid, nervous, and do not believe in their ability to write. Writing anxiety is defined as a situational aspect, which refers to the feelings of worry accompanied by reactions such as excessive sweating, pounding of the heart, and negative expectations, as well as maladaptive behaviours that learner experiences while performing a specific writing task at a given time and place (Sabti, et al., 2019).

According to Cheng (2004), writing anxiety is classified into cognitive fear, somatic anxiety, and avoidance anxiety. Cognitive anxiety refers to the mental component of anxiety experience, including negative perceptions, concern for success, and respect for the interpretation of others. Somatic anxiety refers to one's understanding of the psychological symptoms of anxiety, such as nervousness and stress. Avoiding fear is a form of anxiety where students avoid writing.

Sabti et al., (2019) found a significant difference between writing anxiety and writing performance; according to the findings of this study, Iraqi EFL undergraduate students showed a high level of writing anxiety, which could lead to poor writing performance. The second result of this study found there was a significant correlation between writing anxiety and proficiency.

These results indicate that writing anxiety is a factor that can affect writing proficiency. Writers differ in cognitive and linguistic talents, age, gender, amount of writing interest, self-efficacy, anxiety, and other factors (Al-Saadi, 2020). Students with high anxiety in writing avoid approaching a writing task because they see it as a threat rather than a challenge and are unwilling to put in more effort to improve their writing performance (Sabti, et al., 2019).

Sabti et al. (2019) investigated the impact of writing anxiety, writing achievement motivation, and writing self-efficacy on writing performance. According to the findings of this study, the higher the degree of writing anxiety, the poorer the writing performance, but the higher the level of writing self-efficacy and writing accomplishment motivation, the better the writing performance. Writing self-efficacy and writing anxiety, writing anxiety, and writing accomplishment motivation were found to be adversely correlated, but writing self-efficacy and writing achievement motivation were found to be significantly and positively correlated.

The last result was a correlation between writing motivation, writing anxiety, and writing proficiency. Based on the calculation result using SPSS 24 is shown that there was no significant correlation. The significance value was .090. Moreover, there was no previous study that explained these three

variables because there was no research conducted about these three variables before specifically.

Several factors caused the results of this study to be different from previous studies. One of them is the shortcomings that researchers have in researching this topic. An example of the weaknesses of this study is the lack of concentration level in assessing writing tests conducted by students. Then the distance of answering time between questionnaires and writing tests was quite long. This can cause students not to match the results of the questionnaires with the development of the writing test. Then, researchers communicated less with students. It was demonstrated by a misunderstanding of the instruction given by the researcher to the student. Some students make the text not fit the theme that the researcher has determined. It all happened because the researchers gave less explanation to students.

Then another factor is that students have a lot of activities. So they had difficulty taking the time to answer instruments in this study. Such lack of time can cause them to rush in answering instruments. However, students have done their job quite well. Then the other shortcoming is the lack of communication between the first appraiser and the second appraiser. The assessors are less communicating about the provision of grades from writing tests that have been done by students. There are some pretty different values.

We recommend that the assessors give value to be done together. So that discussions can be conducted about the results of writing tests.

Several factors caused the results of this study was not significant. First, the instruments were not valid or reliable. Second, the sample size was not sufficient. Next, the research design was not appropriate. Then, there was no significant correlation impact. In this study the first instruments were valid and reliable. The first instruments were already an article journal to study the validation the first instrument (questionnaires).

The results of the study can be said to be correct if the result is valid. The accuracy of the evaluation is called validity, and the proof to justify the correctness of the assessment is considered proof of validity (Latief, 2012). Wright et al. (2019) state that SWAS is a valid measure of students' writing motivation. SWAS has also been used in other research, with 1000 students as participants (Wright et al., 2020).

Cheng has studied the SLWAI (2004) questionnaire, namely a measure of second language writing anxiety: Scale development and preliminary validation. The results of this study were the full scale, and individual subscales of the SLWAI had good reliability and adequate validity. Then, SLWAI has also been used by Rezaei and Jafari (2014) as instruments

in their research. The study results have provided evidence that SLWAI was valid and can be used for further research.

The sample size in this study was sufficient. The researcher used G*power to measure the sample size in this study. The size of the sample shall be determined to achieve a certain degree of strength. The power of a test is the possibility that a single test will have an impact if one in the population does exist. (Field, 2017). The number of samples in this study was sufficiently qualified so that the results of the study are significant. So sample size in this study was sufficient. However, it would be better to sample size in the study more than the sample size of this study. Like the sample size in the previous study more than this study. Previous research has shown that there was a significant relationship between variables.

The research design in this study was appropriate. The researcher used correlational design because to measure the relationship between variables. Latief (2012) states that correlational research is a descriptive research design used to measure the correlation between two or more continuous variables. This study focused on three variables, i.e., writing motivation, writing anxiety, and writing proficiency. The writer chose this design because the correlational design was intended to measure the correlation between the variables. The

correlational design will reveal the results of high or low calculations and whether or not there is a relationship between several variables.

The last factor caused the result was no significant, namely there was no correlation impact. The result of this study there was no significant correlation between writing motivation and writing proficiency. There was no significant correlation among writing motivation, anxiety and proficiency. Researcher believes, the last factor caused the result was no significant.

There were several limitations that existed for this study. First, the researcher used correlational design to measure the correlations among writing motivation, writing anxiety and writing proficiency. The students answered the questionnaires and the students did a writing test on the google form. To collect the data in this research, the researcher gave questionnaires and writing test. The researcher did some procedures to collect the data. The data want to look for in this study were writing motivation, writing anxiety, and students' writing proficiency.

After the questionnaire was completed, the data were analyzed using Kendall's Correlation Coefficient to measure correlations between students' motivation and writing proficiency, to measure correlations between writing anxiety and writing proficiency. The data was analyzed using formula multiple correlations to measure correlations between writing motivation,

writing anxiety, and writing proficiency. The next step was to explain the result of analyzing data. In the last one, the researcher concluded from the results of the data. To collect the writing test data, the researcher's first stage was to request a permit to research the English education study program. After that, the researcher asked the participants to be a research subject. The researcher provided an overview of the study's intent and, to obtain students writing scores, the researcher collaborated with the lecturer.

The researcher used Kendall's Correlation Coefficient test to find out and analyze the correlation between writing motivation, writing anxiety, and student's writing proficiency. It was investigated by using SPSS 24 program. Formulation of Kendall's Correlation Coefficient and formula multiple correlations. Before conducting a correlation analysis of variables, the researcher conducted an assumption test. The assumption test used was normality test and linearity test. If the data obtained from these research instruments was invalid, the researcher used a nonparametric statistics test. The researcher completed the data analysis, and some tests should be done before testing the hypotheses: normality and linearity test.

As mentioned in the previous paragraph, the results of this study were that there was no significant correlation between students' writing motivation and writing proficiency, there was a significant correlation between students' writing anxiety and writing proficiency, and there was no significant correlation between students' writing motivation, writing anxiety and proficiency.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists conclusion and suggestions. In this chapter, the researcher showed the conclusion of this study and suggestions.

A. Conclusion

This study aimed to measure the correlation between the students' writing motivation, writing anxiety, and writing proficiency. It seems rare to find research that combines all three variables (writing motivation, writing anxiety, and writing proficiency). Therefore, this study can be of little help to provide insight into the relationship between writing motivation, writing anxiety, and writing proficiency. The following conclusions were drawn based on the limitations of this study.

Based on the research questions, several things can be concluded in this study. There were three results of this study. First, there was no significant correlation between writing motivation and writing proficiency. Second, there was a significant correlation between writing anxiety and writing proficiency. The last result, there was no significant correlation between writing motivation, writing anxiety, and writing proficiency. It means that writing motivation at fifth-semester students in the academic year 2018/2019 of IAIN Palangka Raya has not significantly influenced their writing proficiency. Then, writing anxiety at fifth-semester students in the

academic year 2018/2019 of IAIN Palangka Raya has significantly influenced their writing proficiency.

The results already found in this study are expected to help better understand the correlations of these three variables. Overall, the results of this study can be utilized in writing courses where writing proficiency is essential in English education.

B. Suggestion

Based on the result of the study, the researcher gave some suggestions for the students, teachers/lecturers, and future researcher as follow:

1. For the students

Students should know what factors cause them to be motivated to do tasks in writing classes. Then students should see if they have anxiety when writing. It is done because it can help to improve the ability to write. The students should have the motivation to study English because it can make you enjoy your research. Always try to write and practice English consistently because it can help you to handle the anxiety. So, it can help you to improve your writing proficiency.

2. For the teacher/lecturer

Teachers or lecturers should provide support to students so that they have good motivation in writing. Provide exciting learning and keep them motivated to write better. To overcome anxiety in writing, teachers or lecturers should give positive comments and train students periodically to be used to writing. Furthermore, teachers or lecturers notice the or absence of a relationship between writing motivation, writing anxiety, and writing proficiency. It's all done so that teachers or lecturers know what makes students have good proficiency or not in writing courses.

3. For the future researchers

For future researchers, you can apply the current study to students with varying levels of English ability. They could include additional variables, such as students' learning styles, in their investigation of students' writing anxiety or writing motivation, as well as teaching and learning strategies to reduce or eliminate students' writing anxiety and writing motivation. Another suggestion is that future researchers should pay attention to the readiness and seriousness of participants to be sampled in research. That's because it can affect the study results so that the study results are more accurate and follow the results desired by the researcher. Then, for future researchers should examine psychological aspects that can affect writing

proficiency, such as motivation and anxiety. So that the results of the research in this study can be supported by the results of future researchers' research.



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