



**THE CORRELATION BETWEEN STUDENTS' WRITING ANXIETY
AND THEIR WRITING ABILITY IN ARGUMENTATIVE ESSAY**

THESIS

*Submitted to English Teaching Department of Faculty of
Tarbiyah and Teacher Training of IAIN Batusangkar
to Fulfill One of the Requirements to Obtain
Bachelor Degree in Teaching English*

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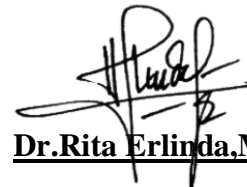
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ACKNOWLEDGMENT



Alhamdulillah *rabbil'alamin*, first and foremost, the writer would like to express her thankfulness to Allah SWT who has blessed her in finishing this thesis entitled: **“THE CORRELATION BETWEEN STUDENTS’ WRITING ANXIETY AND THEIR WRITING ABILITY IN ARGUMENTATIVE ESSAY”**. Then, *Sholawat and Salam* are delivered to the prophet Muhammad SAW who left mankind two heritages; al-Qur’an and sunnah, so that they can learn from both of those to be glorious servant in this world.

This thesis is written as one of the requirements to obtain undergraduate degree (SI) of English Teaching Department of IAIN Batusangkar. The writer realizes that this thesis is still far from perfection, and the completion of this thesis is inseparable from the help of many parties, with all humility and respect, the writer would like to thank all those who have helped her in writing this thesis to the completion. First, she would like to express his special honor to Dr. Rita Erlinda. M.Pd as her advisor who has guides the writer during the process of thesis from the first until right now. Next, she also wants to say thanks to Dr. Suswati Hendriani, M.Pd., M.Pd and Rini Anita, M.Pd as the examiners of this research who have given contribution and suggestion to accomplish this thesis. Then, she also wants to say thanks to the respondent who have been willing and helping her in collecting data.

Moreover, her deepest thanks also go to the Head of English Teaching Department, Silfia Rahmi, M.Pd for facilitating her in research and permissions to conduct this research. She would like to thanks to all of the lecturers of English Teaching Department of IAIN Batusangkar for their help her studying at this Department. Next, she wants to express her massive thanks to Dr. Sirajul Munir, M.Pd as her academic advisor who always gives advice to her during her study. Then, she also thanks to staff of English Teaching Department, Anggi Rahmadika, S.Pd.I who helped administratively during writing this thesis. Next, she also thanks to Dean of Tarbiyah and Teacher Training Faculty, Dr. Adripen, M.Pd who has given assistances to her during academic years. Then, her deepest gratitude is addressed to Rector of IAIN Batusangkar, Dr. Marjoni Imamora, M.Sc who has given chance for her study at IAIN Batusangkar until she got the bachelor degree.

Besides, from the deepest of her heart, the writer would like to express her gratitude to her lovely parents, her King (Bustaman) and her Queen (Nurida Yanti) and her lovely sister (Mustika Okavianti), and her lovely Grandfather and Grandmother (Alm. Rasad, Alm Maryam, Alm. Marelis, and Hasan Basri) and all her families (Eril, Zainal Abidin, Budiman, Bustami, Yanti, Mimi, Nina, Nanda and Ita) and her cousin and nephew (Fedro, Fedri, Fifi, Khaisan, Kheisa, Nayla, Buyung, Rahmi, Bintang, Andes, and Zidan) who have given her support mentality and financially and also pray to her until today. The writer loves them very much. Moreover, she would like to thank to her beloved friends Febri Altri Zaldi, Meta Annisa Rahim, Irma Tikasari, Nurul Fadhilah (Siblings), Yunike Eka Putri, S.Pd, Messy Rahma Yanis, S.Pd, Mitra Asmara Juwita, S.Tr.Kom, who have given her support mentality and her motivated to finish her thesis. At least, she thanks so much to all members TBI' 17 especially for Big Family TBI B who have given the truly deeply love precious memories.

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ABSTRAK

INTAN SEPTIANTAMA, NIM 1730104029, Judul Skripsi: **“THE CORRELATION BETWEEN STUDENTS’ WRITING ANXIETY AND THEIR WRITING ABILITY IN ARGUMENTATIVE ESSAY”**. Program studi *English Teaching Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies (IAIN) Batusangkar.*

Penelitian ini dilatarbelakangi karena belum diketahuinya hubungan antara kecemasan menulis mahasiswa dengan kemampuan menulis *argumentative essay*. Tujuan dari penelitian ini adalah untuk mengungkapkan hubungan antara kecemasan menulis mahasiswa dengan kemampuan menulis *argumentative essay*.

Jenis penelitian ini adalah penelitian kuantitatif yang berbentuk korelasi. Populasi penelitian adalah mahasiswa semester empat yang berjumlah 69 orang Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAIN Batusangkar tahun akademik 2021/2022. Pengambilan sampel dilakukan dengan teknik *proportional stratified random sampling*, diambil 31 orang sebagai sampel penelitian dan 25 orang sebagai *Try Out (TO)*. Selain itu, peneliti juga menggunakan dua buah instrument yaitu angket dan *final test argumentative essay* mahasiswa. Angket tersebut terdiri dari 33 butir pernyataan untuk mengetahui bagaimana kecemasan mahasiswa dalam menulis, sedangkan *final test* diambil nilai akhir ujian semester mahasiswa pada mata kuliah *Argumentative Writing*. Data yang didapat dari kedua instrument tersebut kemudia diuji normalitas dan homogenitasnya terlebih dahulu sebelum dilakukan analisis. Dalam mengolah the data, penulis menggunakan program *computer SPSS versi 22*.

Hasil penelitian menunjukkan tidak adanya hubungan antara kecemasan menulis mahasiswa dan kemampuan menulis *argumentative essay* dimana r-hitung (0.167) lebih kecil dari r-tabel (0.396) dengan tingkat signifikan 5%. Ini menunjukkan bahwa kecemasan menulis tidak memiliki hubungan yang signifikan dengan kemampuan menulis mahasiswa dalam *argumentative essay*.

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CHAPTER I INTRODUCTION

A. Background of the Problem

Writing is an important thing in language skills that must be mastered by students because writing is a productive skill. Students must be able to master writing skills in order to help them in writing, for example in making a thesis that requires writing skills. Students don't have the ability to write, it will be difficult for them to convey information from the writing made so that there will be misunderstandings in interpreting the information.

In writing there are several aspects that must be considered by students, such as: use of punctuation, sentence structure, vocabulary, and paragraph organization. Therefore, writing is one of the most difficult language skills for students to master. According to Richards & Renadya (2002), For language learners, writing is the most difficult skill to master. The challenge is not only in developing and organizing ideas, but also in converting them into a legible text. In writing, language learners should pay attention to their planning and organizational skills, as well as their spelling and punctuation skills. In terms of writing a foreign language, it takes a complex ability to understand the rules that exist in writing a foreign language because the rules for writing a foreign language are more complex than the mother tongue.

This is one of the reasons why writing in a foreign language, in this case writing in English, is one of the most difficult skills for students to master. Not many students like this writing ability, because there are too many aspects and rules that must be mastered by students in terms of writing. Meanwhile, students writing ability is still limited to producing written work in this case writing argumentative essay. Students' writing ability in argumentative essays is considered to be still low, students are required to think critically about the given problem topic. Baker, Breezy, and Angeli in Dela Masita Fitrinada et al (2018)

state that the argumentative essay is a genre of writing that requires students to investigate a topic: collect, generate, and evaluate evidence, and briefly demonstrate the place on a topic. Especially if students' writing ability in argumentative essay has some disturbances and some factors that can make it difficult for students to find ideas in writing.

According to Brown in Maryana (2019), Writing skill is impacted more or less by aspects of learning English, such as personality traits and social-culture factors. Personal factors, these factors come from the student itself which consists of physiological aspects such as (1) the affective domain includes emotions such as self-esteem, anxiety, empathy, and extroversion. (2) Motivation is the most overused catch-all term for characterizing the success or failure of practically any significant effort, encompassing instrumental and integrative orientation, as well as internal and extrinsic motivation. (3) The neurobiology of affect includes neuroanatomy, neurochemistry, and neurophysiology. It has implications for various areas of language acquisition research, including plasticity, affect, memory, and learning. (4) Measuring emotional components has been a difficult subject for many decades.

Social-cultural factors include of social and environmental aspects such as (1) attitudes, which cover all aspects of cognition and affect development in humans. These attitudes shape one's perception of self, others, and the culture in which one lives (2) second culture acquisition means that culture is a deeply ingrained part of our being, but language is the means of communication among members of a culture (3) social Distance means that the concept of social distance emerged as an affective construct to explain the role of culture learning in second language learning (4) culture in the classroom refers to the study of cultural norms in fifty different nations using various conceptual categories such as individualism, power distance, uncertainty avoidance, and masculinity or femininity.

In addition, writing disorders that are often experienced by students when writing are fear and anxiety about the writing they are working on. Usually, students have a fear of a negative assessment given by lecturers and peers, feeling afraid, nervous, panic, inadequate time, little-self-confidences, and less vocabulary. From the phenomena that are often experienced by students, it can be interpreted that students experience writing anxiety.

Writing anxiety is a condition in which a person experiences anxiety and fear of mistakes in the writing process. According to Thompson in Lan et al., (2011) Writing anxiety is the fear of the writing process that exceeds the expected results of writing ability, because it has high expectations of writing results so that students must appear perfect in their writing and can cause students' writing anxiety to increase. While Choi (2013) stated students felt anxious when they expressed their fear of writing English sentences, they had no knowledge or concept of how to begin writing an English essay, their vocabulary was limited, and just a few students enjoyed writing English without assistance or ideas.

In contrast, Erkan & Saban (2011) stated that students who find it difficult to learn to write, experience the same problem in writing, namely fear of making writing mistakes. Fear of making mistakes in writing English is one form of anxiety felt by students because feel afraid to make mistakes in writing and unconsciously students will try to avoid writing activities for fear of making mistakes in writing English. Reviewed from the problems faced by students writing, Cheng (2004) divides writing anxiety into 3 types, namely Somatic Anxiety, Cognitive Anxiety, and Avoidance Anxiety. From each type, it can be determined how the anxiety faced by students when writing.

Cheng in Sadiq (2017) found a negative correlation between foreign language writing anxiety and foreign language writing ability, he believed that writers with higher anxiety levels tended to avoid writing activities. It means that the relationship between writing anxiety and writing ability is significant.

In addition, the researcher also conducted preliminary research on several fourth semester students majoring in English Teaching Department by asking questions such as when taking a writing exam or when the lecturer asked you to write an essay, how did you feel? some of the students that the researcher asked, some said they were normal, afraid, worried, and some said they were confused because they didn't know what to write and the lack of vocabulary in writing so that it could affect the writing produced. Apart from the student's experience, this is also felt by the researcher when taking a writing test and when the lecturer asks to write an essay, in which the researcher feels panic, anxiety and fear of unsatisfactory writing results.

On the other hand, this research has been previously researched by several researchers such as Kurniasih (2017) who conducted research at a Malang university to investigate the relationship between writing anxiety and writing performance using SLWAI, and the results of the study there was a significant the correlation between students writing anxiety and writing performance; therefore the alternative hypothesis is accepted. In addition, Fitrinida (2018) also conducted research at Sriwijaya University to determine the relationship between students' writing anxiety and their writing achievement using SWAI and research results of correlational analysis showed that a fair a negative significant correlation between students' writing anxiety and their writing achievement . It is the same with Rehelmi (2020) who also conducts research at the University of Palembang with the aim of research to investigate the relationship between writing anxiety and writing achievement, and investigated the influence of writing anxiety on the writing achievement of the students and also uses SLWAI with research results The result of the analysis showed that there was a significant correlation between students' writing anxiety and essay writing achievement and there was also a significant influence of writing anxiety on essay writing achievement.

Although research on writing anxiety has been carried out by many other the researchers, the research that will be carried out by the researchers has differences from previous research. This research is viewed from the aspect of students' writing ability in argumentative essays against writing anxiety which in this study emphasizes the students' writing skills themselves. Whereas most of the previous studies looked at the aspect of achievement, writing strategies used it, factors, type, gender and educational level. Therefore, the researchers want to be interested in doing this research because no one has done this research in terms of aspects of students' writing ability.

Based on the explanation above and in terms of previous research, the researcher is interested in conducting a study entitled **“The Correlation between Students’ Writing Anxiety and Their Writing Ability in Argumentative Essay”**.

B. Identification of the Problem

Based on the background of the problem, one of the factors that can affect students' writing ability in argumentative essay is anxiety. Anxiety is defined as the subjective experience of tension, apprehension, uneasiness, and worry linked with autonomic nervous system activation. Anxiety is characterized by feelings of unease, frustration, self-doubt, apprehension, or worry. Anxiety in writing can affect a person's writing ability because, when someone experiences anxiety, he will lose concentration to finish his writing. Horwitz in Sofia (2020) states that students with higher writing anxiety affect the composition of shorter essays, have difficulty concentrating on entering content, have some problems in composing sentences and become forgetful.

In measuring the extent to which students experience anxiety, there are three types of anxiety, namely somatic anxiety, cognitive anxiety, and avoidance anxiety. In addition, to see how the relationship between writing anxiety and students' writing ability, it needs writing test was conducted to determine the

students' writing ability. That way, later it will be seen how the relationship between writing anxiety and students' writing ability will be seen.

C. Limitation and Formulation of the Problem

Based on the identification of the problem above, the researcher limited the problem of the research in knowing the relationship between writing anxiety and students' writing ability in argumentative essays. The researcher limits the research problems of students' anxiety in writing. The problem of this study is formulated in following question: “is there any relationship between students writing anxiety and their writing ability in argumentative essay?”

D. Definition of the Key Term

1. Writing ability is a capability that a person has in the thought process to find ideas or express feelings as outlined in correct writing and in accordance with writing rules that can be measure scoring of writing test that it taken from the results of students' final exam scores in the argumentative essay course.
2. Argumentative Essay is one type of essay that discusses a problem topic accompanied by strong evidence to support an opinion so that it can change a person's mindset towards the problem being discussed. In this case, the researcher uses the final test of students in the argumentative essay subject as initial the data for research.
3. Writing Anxiety is a condition in which a person in experiences writing anxiety and fear of writing what is being done so that it interferes with a person's ability to start, work on and complete writing assignments, and avoid mistakes in the writing process. To determine the students' writing anxiety level using questionnaire.

E. Purpose of the Research

Based on formulation of the problem above, the purpose of this research is to investigate the correlation between students' writing anxiety and their writing ability in argumentative essay fourth-semester students English Teaching Department at IAIN Batusangkar registered 2019/2020 academic years.

F. Significance of the Research

By doing this research, the researcher hopes that this research can give contribution in both theoretically and practically:

1. Theoretically

Theoretically, the result of this research hopefully can enhance the theory about the writing anxiety and students' writing ability in argumentative essay.

2. Practically

Practically, this research will give advantages for students, English lecturer and the reader:

1) For the students

The researcher hopes that this research can inform students that anxiety is an important factor that must be considered in writing.

2) For the English lecturers

The researchers hope to help lecturers in understanding the problems faced by students related to writing anxiety which can be seen from the levels of anxiety experienced by students.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Relevant Theories

1. Writing Ability

a. Definition of Writing Ability

Writing is one of the productive skills needed by foreign language learners. Bailey (2003) states writing is the most complicated and hardest skill to master and has rules, it is more complex and hardest than writing in mother tongues. Ricahrds & Renandya (2002) adds for second language learners, writing is the most difficult skill to master. The challenge is not only in developing and organizing ideas, but also in converting them into a legible writing. Writing necessitates the mastery of a wide range of abilities. Second-language writers must pay attention to their planning and organizational skills, as well as their spelling and punctuation skills.

On the other hand, according to Sari & M.Sabri (2017), writing is a kind of communication that authors use to express and communicate their ideas, feelings such as grief, happiness, aggravation, and rage. Furthermore, Mahmudah (2014) claims that writing is one of the communication abilities that we must intentionally study because no one learns to write naturally. In writing there are many things that must be considered and understood so as to form a word or sentence that can be understood by the reader regarding the intent and purpose of the writing.

Meanwhile, Nunan et al. (2003) argues that writing is the activity of thinking up new ideas, deciding how to convey them in effective writing, and arranging them into paragraphs and sentences. Harris et al. (2014) argues writing is the process of putting thoughts on paper in order to turn them into words and sentences via the use of structure and coherent organization. Whereas, Rahmadani (2014), states writing is a process of

discovering, organizing the ideas, putting them in a paper, evaluating, and revising them.

It can be concluded that writing is a person's ability in the thought process to find an idea or express a feeling which putting in correct writing and in accordance with the rules of writing.

b. Factors of Influencing Writing Ability

According to Nugraha & Noor (2012), various elements might influence a student's ability, including internal factors, which are factors that stem from the student's underlying condition, such as talent, interest, intelligence, attention, motivation, anxiety, and attitude. The external element, on the other hand, is a factor that comes from the outside, such as family, school, friends, and society.

Myles in Gusparia & Gundary (2021) states, students' writing skill is influenced by two aspects: social and cognitive factors. Learner attitudes and motivation are covered by the Social Factor. Teachers should be able to motivate students in their writing assignments and help them establish a positive attitude that will benefit their writing. On other hands, cognitive factors have to do with how students use their words in writing. Writing in a second language is seen to be a difficult task that requires both the capacity to communicate in the second language (learner output) and the ability to construct a text in order to successfully express one's ideas in writing. Almost all students perceive vocabulary and language transfer to be challenging. When teaching writing, the teacher must consider this issue in order to have good writing.

c. Types of Writing

According to Nichol in Pratiwi (2018) writing is divided into four types. There are narrative, descriptive, exposition and argumentation.

1) Narrative

Narrative or expressive writing is a personal or imaginative expression in which the writer produces stories or essays. Poems and short plays are examples of "fun" writing that are frequently utilized for enjoyment, pleasure, and discovery. The narrative is concerned with problematic occurrences that lead to a crisis or turning point in of some problem and the end finds settlement of an issue.

2) Descriptive

The description is the type of textual content that has a social character to explain a specific person, area, or thing. This text is a text that explains the object in specific. The Schematic systems are identity and outline. The aim of descriptive writing is to assist the reader to visualize, in detail, a character, occasion, place, or all of these things at once.

3) Exposition

Expository writing is used to "expose" or explain a topic because it provides knowledge on a person, place, thing, relationship, or idea, it is also known as "information writing." The greatest way to construct an expositor is to use clear arguments, facts and statistical data, and cause and effect linkages.

4) Argumentation

Argumentation, often known as persuasive writing, tries to persuade and persuade the reader of the writer's point of view on a particular issue. This form of writing could be an assessment of a book, a film, a consumer product, or a contentious issue or problem. The author employs high-level cognitive abilities including analysis and evaluation. Aside from that, the writer can support his point of view using personal experience or emotive appeals.

2. Argumentative Essay

a. Definition of Argumentative Essay

Writing an argumentative essay is different from other essays because it has a generic structure and different language features. The writer must offer a new point of view on the topic once the topic develops from an issue. To put it another way, the writer must provide concepts that support the issue in order for the reader to believe in it. Therefore, argumentative essays are complete essays because they involve all aspects of writing, such as scientific ideas, and rhetorical features.

According to Sari & Kaba (2019), an argumentative essay is a scientific essay that examines a social issue or a contentious subject. While Ramadhan (2019), an argumentative essay is a type of writing in which the writer makes a case for a certain viewpoint and attempts to persuade readers to agree with the writer. To persuade the reader in argumentative essay, the writer must express a strong position with a linked theory to the subject.

The other hand, Aini (2021) defines an argumentative essay as an essay written to convince someone to do or not do something. Meanwhile, Harmer (2004) claims that an argumentative essay is a sort of essay that aims to persuade readers by appealing to their reasoning and emotions. As a result, proof is required in an argumentative essay to support a position on the pro and contra of a topic. So as to be able to convince the reader of the issues discussed. According to Abbas & Herdi (2018), an argumentative essay is a scientific document that includes arguments, explanations, evidence, or justifications to back up the points made.

So it can be concluded that argumentative is one type of essay that discusses a problem topic accompanied by strong evidence to support an opinion so that it can change a person's mindset towards the problem being discussed.

b. Component of Argumentative Essay

Component of argumentative essay according to Hatch in Aini (2021) , a classical description of the structure of argumentative text consists of:

1) In the Introduction

- a) The background is appropriate. This could include a review of the basic fact, a brief history of relevant prior events, or a summary of others' viewpoints.
- b) There must be a thesis statement. This informs the reader of the writer's perspective on the topic as well as his previous growth plans.

2) In the Body Paragraphs

The writer presents his points of discussion. Each point is usually given its own paragraph and evidence to back it up. Most often, the writer starts with his weakest argument and works his way up to his strongest. If all of the writer's views are equally compelling, he establishes a rapport with his audience by covering the most common and least contentious topics first.

3) In the Conclusion

In general terms, the writer restates the primary arguments he has marshaled in support of his thesis. The writer may recap significant themes, reiterate his thesis, underline his presentation's logic, reemphasize why this debate is essential, recommend a plan of action, or push the reader to apply the paper's argument to his or her own life.

c. Criteria of Good Argumentative essay

In argumentative essay, as a writer, we must know what criteria we must have in argumentative essay. Toulmin (1958) in Suhartoyo (2018) argues that there are six elements that must be present in writing an argumentative essay:

1) Claim (C)

The claim is the most important part of an argumentative essay since it reveals the writer's position. It signifies that the writer's perspective has been converted into a statement intended to persuade readers to change their minds about something. In addition, a claim statement should exist in the first paragraph to elicit debate from readers who disagree with the claim.

2) The data (D)

The data is the evidence used to back up the allegation. Toulmin (2003) also argued that the data is a foundation for the assertion. These expressions imply that the assertion cannot persuade the reader on its own, and that the data is required to support the claim. In this regard, the writers should include some evidence to persuade the readers of the validity of the assertion. Facts, figures, and expert testimony make up the evidence. Furthermore, the data may be referred to as evidence or ground, and help the reader evaluate whether or not the assertion is reasonable.

3) Warrants (W)

The component of the argument that connects facts to qualified assertions is called warrant. Toulmin (2003) defines a warrant as a hypothetical statement used to explain an argument by bridging the gap between the claim and the facts. The data for the warrant might come from observation, personal experience, or cultural engagement.

4) Qualifier (Q)

Statements that limit or narrow the scope of a claim are referred to as qualifiers. The function of the qualifier, according to Toulmin (2003), is to specify or simplify the data, warrant, and claim. A qualifier is a term that is used to limit a statement's potency or meaning.

Furthermore, qualifiers should avoid using words that suggest certainty, such as all, every, absolutely, or never, none, no one.

5) Backing

The role of backing almost same with the role of the data and warrant since it tries to defend claim in argument. It means that if a claim is not backed by evidence from another element or data, it is invalid. After then, a warrant is used to link the claim to the data. To put it another way, the warrants require evidence to back up their claims and make them more trustworthy. According to Toulmin (2003), backup is concerned with the data, claim, warrant, and refutation. When the backing justifies the warrant, it provides an explanation to support the warrant's legitimacy. As a result, the evidence should come from an interview, a research, or observation, personal experiences, expert theories, and historical facts.

6) Rebuttal

According to Toulmin (2003) described rebuttal as an exception that is distinct from both the data and warrant, but it is also employed to support the claim in the same way that the data and warrant are. A rebuttal captures the conditions that would be considered merit exceptions. In other words, it encapsulates the reasons why the warrant could not be valid. As a result, if the rebuttal facts are true, we have a rebutting argument, and so a counterargument, for the warrant argument.

d. Assessment of Argumentative Essay

The cumulative score is ranging from 0-100 scoring written text in order to know the students ability in writing. According Hughes in Hasibuan (2020) there are five indicators in scoring written test such as:

1) Content

The students' ability to write thoughts and information in the form of logical sentences determines their content score. The criteria of scoring are as follow:

27-30	Excellent to very good	Substantive knowledge able through production of topic sentences-relevant to assigned topic
22-26	Good to average	Some subject knowledge able in a sufficient range minimal development of topic sentence-mostly pertinent to topic, but lacking detail
17-21	Fair to poor	Limited knowledge of subject-little substance
13-16	Very poor	Doesn't demonstrate topic expertise, isn't substantive, isn't relevant, or isn't sufficient to evaluate

2) Organization

The capacity of students to write ideas and information in a logical arrangement is referred to as organization. The issue is stated clearly, as are the supporting sentences. The criteria of giving the score use the follow:

18-20	Very good	Effective word choice and usage, word from mastery appropriate register, exact word
14-17	Good to average	Limited range, choice usage, but meaning of obscured, frequent errors of words
10-13	Fair to poor	Limited range: choice usage, meaning confused or obscured , frequent errors words
7-9	Very poor	Word from or enough to evaluate , essentially a translation, knowledge of language vocabulary,

3) Vocabulary

Vocabulary refers to a student's ability to express logically using words or idioms. It also relates to the capacity to use synonyms,

prefixes, and suffixes with precision. The criteria of scoring vocabulary used are:

18-20	Very good	Words from mastery have the following characteristics: exact word, effective choice, and usage.
14-17	Good to average	Limited vocabulary, many grammatical faults, and judicious application, yet the meaning of obscured
10-13	Fair to poor	Limited vocabulary: frequent misspellings, improper phrasing, and meaning that is muddled or obscured
7-9	Very poor	Essentially a translation, knowledge of language vocabulary, word from or enough to evaluate

4) Language usage

The criteria of scoring language usage as follow:

22-25	Excellent to very good	Effective complex construction-few errors arguments, words order function, article, pronoun, and preposition.
18-21	Good to average	Construction that is effective but simple- minor issues in complex construction various grammatical, tense, number, word-order, or function problems, articles, pronouns, and prepositions, although meaning is rarely obscured
11-17	Fair to poor	Major issues in simple/complex construction include negotiation, agreement, tense, pronoun, preposition, and fragment faults, as well as delectation, which means confused or obscured. or function, articles, pronouns, prepositions but meaning, seldom obscured
5-10	Very bad	

5) Mechanism

The criteria of scoring mechanism are given below:

05	Excellent to very good	demonstrate mastery of conversation few errors spelling, capitalization writing sentence and punctuation
04	Good to average	occasional errors of spelling, capitalization, writing sentence and punctuation
03	Fair to poor	major errors of spelling, writing sentence-poor hand writing meaning confused or obscured, capitalization and punctuation
02	Very poor	no mastery of convention-dominate by errors of spelling, punctuation and capitalization, paragraph-hand writing illegible or not enough to evaluate

3. Anxiety

a. Definition of Anxiety

Huda (2018) and Scovel in Waseem & Jibeen (2013) , states that anxiety is a feeling and condition to relate the psychological system of someone who experiencing an uncomfortable feeling of nervousness, fear and worry about something that is happening or might happen in future. It means, anxiety is a psychological condition in which people feel worried or afraid of future situations that can affect their current performance. Alrabai (2014) states anxiety is a phenomenon which characterized by a feeling of discomfort, nervousness, vague fear, and apprehension that is not associated to a specific situation or event.

In other hand, Hashempour & Mehrad (2014) states anxiety is expected to consume the necessary resources of working memory, and it can inhibit the students' capability to act well in learning situation. While Spielberg in Král'ová & Sorádová (2015) states anxiety is a subjective feeling such as tension, fear, nervousness, and worry related to the awakening of a

person's nervous system when faced with certain situations or certain objects. In addition, Carlson and Burkist in Susila (2019) define anxiety as a feeling of uneasiness accompanied by physiological symptoms accelerated heart rate, sweaty palms, and stomach tightness.

b. Type of Anxiety

According to Rezaei & Jafari (2014) there are three types of anxiety in psychology, among others:

1) Trait anxiety

Trait anxiety refers to a relatively stable emotional state that an individual experiences more frequently or more intensely than most people on the average and is part of the individual's personality. People with high levels of trait anxiety are typically nervous and they lack emotional stability. An individual with a high level of trait anxiety shows tendencies to become apprehensive across a number of different situations as a result of generally regarding these situations as more threatening than they actually.

2) State anxiety

State anxiety is experienced by an individual at a particular moment as a reaction to a definite situation. However, there has been a criticism pointed at the ambiguity that the source of apprehension can only be assumed to be given situation because this method does not ask the subject to ascribe his or her emotional state to any cause despite diverse possibilities. For instance, subjects who are expecting some intimidating situations in the near future can be anxious regardless of the provided experimental condition.

3) Situation specific anxiety

Situation specific studies can offer more to the understanding of anxiety because various aspects of the situation can be queried. A key difference

is that subjects are tested for their anxieties in limited circumstances such as taking a test, speaking in public, writing examinations, performing math or participating in a language class. Situation specific constructs can be seen as trait anxiety measures limited to a given context.

c. Symptoms of Anxiety

Tabel 2. 1

Symptoms of Anxiety

Symptoms of Anxiety (Nevid et.al., 2005)	
1) Physical characteristics of anxiety	a) Anxiety, nervousness
	b) Trembling or shaking hands or limbs
	c) Sensation of tight band around the forehead binding
	d) Firmness in the skin pores abdomen or chest
	e) Sweating, sweaty palms
	f) Dizziness or fainting
	g) Mouth or throat feels dry
	h) Hard to talk
	i) Hard to breath and out of breath
	j) Pounding heart or heart beats quickly
	k) Vibrating voice
	l) The fingers or parts of body became cold
	m) Feel weak or insensible
	n) Difficulty in swallowing, throat feels insulted
	o) Stiff neck or back
	p) There are disturbances or nausea, abdominal pain
	q) Chills and heat
r) Frequent urination	
s) The face feels flushed	
2) Behavioral characteristics of anxiety	a) Avoidance behavior
	b) Embedded and dependent behavior
	c) Behavior shake

3) Cognitive characteristics of anxiety	a) Worried about something
	b) Feelings of fear or apprehension be disturbed about something that happened in the future
	c) Feeling of threatened by few people and events or losing attention
	d) Thinking about the end of the world
	e) Thinking about everything cannot handled
	f) Thinking about everything is confusing and it cannot be solved
	g) Fear of losing control
	h) Fear of inability to solve problems
	i) Worried about trivial things
	j) Thinking about the same annoying thing over and over again
	k) Think that should be able to escape from the crowds, it not definitely going to pass out
	l) The mind feels jumbled or confused
	m) It is hard to concentrate or focus the mind

d. Anxiety in Writing

Anxiety in writing means the fear of negative evaluation by the teachers and peers and worry about timed writing even make the students are hard to develop their English writing ability. Writing anxiety, according to Masriani et al (2018) states writing anxiety is an anxious sense generated by the dread of a negative feedback and a lack of enthusiasm in writing because students regard writing as a task rather than a vital talent. While Clark in Nurhalimah (2019) argues writing anxiety is caused by a person's lack of knowledge or comprehension in completing writing projects, and the assumption that writing activities are difficult.

In addition, Takashi in Wahyuni & Umam (2017) states writing anxiety is a fear of the writing process that outweighs the expected benefits of one's writing skills. Besides that, Al-Sawalha & Chow, Thomas (2012)

states writing anxiety is a combination of feelings, beliefs, or behaviors that can interfere with a person's ability to start, do or complete writing assignments that he is intellectually able to do.

So, writing anxiety is a condition where a person in writing experiences anxiety and fear of writing what is being done so that it interferes with a person's ability to start, work on and completed writing assignments, and avoidance mistakes in the writing process.

1) Type of Writing Anxiety

There are three type of writing anxiety based on Cheng (2004) such as cognitive anxiety, somatic anxiety and avoidance anxiety.

a) Cognitive anxiety

Base on Cheng (2004), cognitive anxiety refers to the mental part of anxiety, such as a negative expectations, performance concerns, and concern about others' perceptions. For example, teachers set high expectations and students must achieve high standards from teachers. This can affect students' writing because they will focus more on the expectations of others than on their own writing.

b) Somatic anxiety

The psychological effect of experience anxiety, such as anxiousness and tension, is referred to as somatic anxiety. When students are under time constraints and have come up with no ideas, they can become apprehensive and tense. For example, students may be instructed to write something on one page and complete it in 10 minutes in class. They may not be frightened at first, but they will be when they have not finished and some of their peers have completed their writing. On the other hand, when students are required to write in English, it causes them to feel blank and anxious.

c) Avoidance anxiety

Anxiety that causes students to avoid writing is known as avoidance anxiety. This is a behavior-related element of anxiety. For example, students may fail to attend writing class or complete their writing assignment because students will avoid of writing, this is the most dangerous sort of writing anxiety. In writing class, they will do nothing. Students are unable to receive any feedback on their papers.

2) Causes of Writing Anxiety

There are two roots that cause students to feel anxiety in writing. The first is from the students itself, such as lack of topical knowledge, low self-confidence, language difficulties, insufficient writing, and technique lack of experience or insufficient writing practice. The second is from environment, such as fear of a negative evaluation, time pressure, pressure for perfect work, and high frequency of writing assignment.

Causes of writing anxiety from the students itself:

a) Low of self confidence

The students' response to the writing task is heavily influenced by their self-confidence. Students with strong writing ability will experience worry if they fear they will perform poorly. (Hassan, 2001) Even if students with a high level second-language writing ability believe they are incapable of writing something that is orderly, they cannot avoid writing anxiety.(Cheng ,2004)

b) Insufficient writing technique

Writing ability demonstrates that students have an excellent comprehension of the writing process as well as good skill development. (Hassan, 2001) Writing anxiety affects students who have inadequate skill development and a lack of awareness of the

writing process, implying that the nervous students are not skilled writers.

c) Language difficulties

When foreign language learners compose compositions in English, they frequently encounter language difficulties because of the difficulty in conveying ideas through accurate. Furthermore, the students' vocabulary is still limited, making it difficult for them to present their work in English (Zhang, 2011).

d) Lack of topical knowledge

Students may suffer anxiety as a result of their lack of current information. For example, if a lecturer instructs students to write an essay about politics despite their lack of expertise about politics, they will be apprehensive and hesitant to write down their thoughts. They must consider something unusual and tough for them. As a result, a lack of knowledge has a significant impact on the occurrence of writing anxiety among students.

e) Insufficient writing practice

One of the reasons students are nervous when writing English compositions is that they haven't had enough practice expressing themselves in English. Students who rarely practice when writing will focus excessively on the forms they write rather than the content of the essay. The more attention paid to the form, the more writing apprehension will emerge. Writing practice is critical for improving writing ability; students who practice writing frequently will be better writers.

Causes of writing anxiety from environment:

a) Fear of a negative evaluation and fear of test

Most students will be nervous when their writing is examined, and fear of test because writing tests are viewed as productive

activities that are heavily influenced by time constraints (Zhang, 2011) . When students' writing isn't up to par with their teachers' expectations, they will become nervous, and as a result, their teacher will give them a low grade.

b) Time pressure

Rezaei & Jafari (2014) one of the biggest causes of writing is time pressure. For students, writing in English takes longer than writing in their mother tongue or first language. They will need more time to plan, write, and rewrite in order to ensure that their English writing is as good as their native language. When students are forced to write under time constraints, they will become anxious because they will be unable to focus on their writing and will instead focus on the time constraints.

c) Pressure for perfect work

Anxiety might arise when students are under pressure to produce faultless work. They believe that the ideal writing project is one that requires more effort and has a higher standard. This self-imposed pressure to produce excellent work causes pupils to experience writing anxiety and make them unwilling to write. They must meet a high standard of writing, which causes writing anxiety in the students.

d) High frequency of assignment

The high frequency of tasks is another underlying cause of writing anxiety. According to Rezaei & Jafari (2014) One of the causes of writing anxiety is a high frequency of assignments. However, the percentages of respondents in the study who identified it as a source of writing anxiety are small, and it becomes the least popular item.

B. Review of Relevant Studies

There are some research finding related with “The Correlation between writing anxiety and student’ writing ability in Argumentative essay”. The details are explained as follows:

First, the research by Kurniasih (2017), the title is Writing Anxiety in Relation to High Performing Students’ English Compositions. This study attempts to investigate the correlation between writing anxiety and writing performance. This study was correlation research. The population of this study was 52 participant first year students in Faculty of Teacher Training and Education, University of Islam Malang. The data collection used second language anxiety inventory (SLWAI). The result of this study, there was significant correlation between students writing anxiety and writing performance; therefore the alternative hypothesis is accepted. The similarity between the previous research and this research are related to anxiety in students writing and research design use correlation. The differences between previous research and this research are population, technique sampling, data collection and place.

Second, the research by Masriani et.al (2018), the title is Writing Anxiety and Writing Strategies Used by English Department Students of Universitas Negeri Padang. This study investigated the levels and types of writing anxiety and writing strategies used by 3rd year English department students of Universitas Negeri Padang. This study was descriptive research of quantitative method. The population of this research was the 3rd year students of English Department of Universitas Negeri Padang. This research used proportionate stratified random sampling technique in selecting the sample. The researcher used two instruments, the first instrument was second language anxiety inventory (SLWAI) and the second instrument was Writing Strategy Scale. The study found that the 3rd year students of Universitas Negeri Padang experienced moderate level of writing anxiety with cognitive anxiety as the main type. The similarities between the previous research and this research are same use

quantitative method and technique sampling use proportionate stratified random sampling. The differences between the previous research and this research are population, data collection and place.

Third, the research by Fitrinada et.al (2018), the title is Students' writing anxiety and its correlation with writing performance. The present study was aimed at investigating the correlation between students' writing anxiety and their writing achievement. The study was correlation research of quantitative method. The population is eighty five EFL students of English Education Study Program of FKIP at Sriwijaya University in academic year 2016/2017. The data collection used second language anxiety inventory (SLWAI). The results of correlational analysis showed that a fair a negative significant correlation between students' writing anxiety and their writing achievement. The similarities between the previous research and this research are used correlation research of quantitative method. The differences between the previous research and this research are population, technique sampling, data collection and place.

Fourth, the research by Aytaç and Demirçivi (2020), the title is Personal factors predicting EFL Learners' writing anxiety the present study investigated the relationship between writing anxiety with gender, writing self-efficacy and writing achievement, since this issue is quite common in foreign language classrooms and usually has a negative effect on students' writing performance. The study was correlation research. The participants were 21 intermediate level students at a state university in Turkey. The data collection used second language anxiety inventory (SLWAI). The finding this research, there is no relationship between students' gender and their writing anxiety level, students' writing achievement and writing self-efficacy have an effect on their writing anxiety level. The similarities between the previous research and this research are used correlation design. The differences between the previous research and this research are population, country, data collection and place.

Fifth, the research by Rehelmi (2020), the title is the relationship between writing anxiety and writing achievement: a case of one Islamic university in Palembang. This study investigated the relationship between writing anxiety and writing achievement, as well as the impact of writing anxiety on writing achievement among students at an Islamic university in Palembang's English department. The research was a quantitative correlation study. The population of this study was all the active students of English department at one Islamic university in Palembang. The data collection used second language anxiety inventory (SLWAI). The analysis revealed a substantial relationship between students' writing anxiety and essay writing achievement, with r -obtained (.276) being greater than the r -table (.194). There was also a substantial impact of writing anxiety on essay writing achievement with 76%. The similarities between the previous research and this research are used correlation research of quantitative method. The differences between the previous research and this research are population, technique sampling, data collection and place.

Sixth, the research by Kusumanigputri et.al (2018), the title is Second language writing anxiety of Indonesian EFL students. This research aims at profiling student writers' types of anxiety and their causes. This study was used a mixed-method research. Population of this study is 44 Indonesian English Foreign Language (EFL) student writers over 131 students from one of universities in eastern part of Java. The data collection used second language anxiety inventory (SLWAI). The findings show that cognitive anxiety is found to be the most experienced type of writing anxiety among both students' levels. The similarities between the previous research and this research are related anxiety in students writing. The differences between the previous research and this research are used mixed-method, the data collection.

Seventh, the research by liestyana et.al (2019), the title is Types and levels of writing anxiety among Indonesian secondary school and university students. The aim this study to investigate the types and levels of EFL students'

writing Anxiety. This study was survey design research of quantitative method. The population is 62 middle school students, 64 high school students, and 93 university students. The data collection used second language anxiety inventory (SLWAI). This study shows specific results in addressing students' level of anxiety based on educational level. The similarities between the previous research and this research are used quantitative method. The differences between the previous research and this research are research design used survey, data collection and population

Eight, the research by Mulyono et.al (2020), the title is Indonesian students' anxiety to write in English as a foreign language across gender and educational levels. The purpose of this study was to see how much anxiety Indonesian EFL students have when writing English as a foreign language. This was a quantitative research study using a survey design. The population is 221 foreign language (FL) students from three levels of educations, i.e. lower-secondary school, upper-secondary school and university. The data collection used second language anxiety inventory (SLWAI). The findings shows that all students in FL learning experienced writing anxiety, with many of them having a moderate level of anxiety. The similarities between the previous research and this research are used quantitative method. The differences between the previous research and this research are used survey, population and data collection.

Ninth, the research by Jawas (2019), the title is Writing Anxiety among Indonesian EFL Students: Factors and Strategies. The purpose of this study was to find out what factors contribute to EFL students' writing anxiety and what ways they use to deal with it when writing essays. Quantitative descriptive research is a type of research. The participants in this study were 80 university students from four different Essay Writing classes in the English Department. The questionnaire was divided into two sections: the first was constructed on five categories: prompt leading questions, essay writing process, type of essay assignment, and classroom atmosphere. The second section was constructed in an

open-ended. The findings of this study are expected to highlight elements that contribute to Indonesian students' writing anxiety when writing essays. The similarities between the previous research and this research are used quantitative method. The differences between the previous research and this research are the data collection.

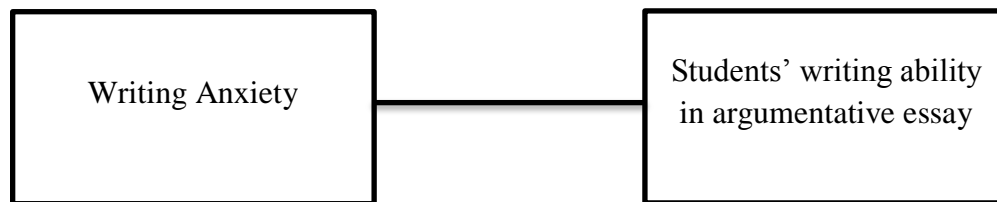
Tenth, the research by Syarifudin (2020), the title is Survey on EFL Students' Writing Anxiety: Level, Types, and Causes. The purpose of this study is to investigate the writing anxiety of EFL students. This was a mixed-methods study. The research participants were second semester English Education Study Program students at State Islamic University, Mataram, who took an essay writing class. There were a total of 28 students, 16 females and 12 males. The second language anxiety inventory (SLWAI) and the Causes of Writing Anxiety Inventory (CWAI) were used to collect data. The findings showed that Students have a high level of anxiety ($M=65.86, >65$). The most frequent type of anxiety was Cognitive Anxiety, which had the highest mean score of all the anxiety categories at 23.9. Furthermore, linguistic issues (82%) were the most common causes of students' writing concern, followed by a lack of topical knowledge (68%) and insufficient writing skill (60%). The similarities between the previous research and this research are used quantitative method. The differences between the previous research and this research are the data collection, population, research design used mixed-method while this research used correlation design.

C. Conceptual Framework

In this research, the researcher focuses on the correlation between writing anxiety and students' writing ability in argumentative essay. In order to know writing anxiety, the researcher will use questionnaire. Furthermore, to know the students' writing ability, the researcher will use exam score of writing ability in argumentative essay. The researcher want to find whether students writing anxiety correlation with students' writing ability in argumentative essay. It is

conducted on the fourth-semester student English Teaching Department of IAIN Batusangkar in 2019/2020 academic year.

Conceptual framework of this research can be described in the diagram below:



D. Scientific Hypothesis

Based on the previous research found that there was significant correlation between students writing anxiety and writing performance and writing achievement.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was quantitative research. It is a correlation design. According to Gay & E.Mills (2019), correlation research describes in quantitative term the degree to which two variables are related which has a purpose to determine the relationship to make a prediction. This research was designed to describe the correlation between writing anxiety and students' writing ability in argumentative essay. The design of this research could be drawn as follow:



X : Students' Writing Anxiety

Y : Their Writing Ability in Argumentative essay

———— : Correlation

B. Population and Sample of the research

1. Population

The population is a total subject that is used as participants in research. The population in this research was the fourth-semester students of English Teaching Department at IAIN Batusangkar registered in 2019/2020 academic year. The total population is 69 students that are divided into 3 classes, namely A, B, and C.

According to Gay & E.Mills (2019) population is the group which is the group of interest to the research, or the group to which like to result of the study to generalize. The population number can be seen in the following table:

Table 3. 1
Population of the Research

No	Class	Number of Students
1.	Class A	30
2.	Class B	19
3.	Class C	20
Total		69

2. Sample

The sample is part of population that the researcher used to be the subject of the research. According to Gay & E.Mills (2019), sampling is the process of selecting a number of individual for a study in such a way that the individuals represents the large group able of population from it was selecting. The purpose of sampling is to gain information about population by using the sample. There are some methods for sampling, such as simple random, stratified random, cluster random, and systematic sampling.

In this research, the researcher used a proportional stratified random sampling technique. According to Gay & E.Mills (2019), the technique of selecting a sample in such a way that identifiable subgroups in the population are represented in the sample in the same proportion as they exist in the population is known as proportionate stratified random sampling. Gay & E.Mills (2019) sates that for correlation studies a minimally acceptable sample size is generally 30 participants.

The researcher divided the students into three levels of ability namely high, average, and low ability students. This classification is based on their final examination in argumentative essay. According to Sudijono (2005), the criteria to classify them are as follow:

—————→	High
M + 1 SD	
—————→	Average
M – 1 SD	
—————→	Low

The standard deviation and mean that acquired for each class were:

Table 3. 2
Mean, Standard Deviation and Classification of Each Class

Class	Mean	SD	Classification		
			High	Average	Low
TBI A	71.8	5.938	>77.73	77.73- 65.86	<65.86
TBI B	73.3	5.341	>78.64	78.64- 67.91	<67.95
TBI C	72.1	4.744	>76.84	76.84- 67.35	<67.35

Based on formulation above, the researcher got 18 students as high group, 36 students as average group and 15 students as low group. Then, the researcher will take 45% of the population as sample. It consisted of 31 students as sample and 25 students as try out respondent. The description of distributing sample of this research can be seen in the table below:

Table 3. 3
Distribution of Sample

Class	Population			Sample 45% Population			Technique of Sample
	H	A	L	H	A	L	
TBI A	5	17	8	2	8	4	Proportional Stratified Random
TBI B	3	11	5	1	5	2	

TBI C	10	9	1	5	4	0	Sampling
	18	43	8	8	17	6	
Total	69			31			

Total Sample : 31 Students

Try out : 25 Students

C. Research Instrument

There are two instruments used in this research. They are questionnaire to measure students' writing anxiety and test argumentative essay to take score students writing ability.

1. Questionnaire

Questionnaire is used to measure students' writing anxiety. According to Sugiyono (2018), a questionnaire is a data collection method in which respondents are given a set of questions or written statements to answer.. In addition to Arikunto (2014), a questionnaire is a collection of research questions that are delivered to respondents in order to obtain responses to the questions and information that the researcher requires. The main purpose of questionnaire is to get information which relevant to the research purpose. The questionnaire will construct by the researcher herself in Indonesia Language to make it easier for the respondent to comprehend the item well. To construct the questionnaire, the research used the steps as follow:

- a. Identifying variable of the problem
- b. Elaborated variable into sub variable
- c. Make the questionnaire and arranged the questionnaire
- d. Distributed the questionnaire

The questionnaire contained positive and negative statements. The questionnaire consisted of 34 items and follows a Likert-type 5-choice response namely: strongly agree or *sangat setuju* (SS), agree or *setuju* (S),

undecided or *ragu-ragu* (R), disagree or *tidak setuju* (TS) and strongly disagree or *sangat tidak setuju* (STS). (See Appendix 2)

Table 3. 4
The Scores for Categories of Statement

Categories	Statement	
	Positive	Negative
<i>Sangat Setuju</i>	5	1
<i>Setuju</i>	4	2
<i>Ragu-Ragu</i>	3	3
<i>Tidak Setuju</i>	2	4
<i>Sangat Tidak Setuju</i>	1	5

Table 3. 5
Example of the Questionnaire

NO	Pernyataan	Jawaban				
		SS	S	R	TS	STS
1.	Saat menulis <i>Argumentative Essay</i> , saya tidak merasa gugup sama sekali.					

The researcher distributed the try out questionnaire (See Appendix 3), the students' of try out questionnaire were interpreted into tabulation table (See Appendix 4) and the correlation for every item was calculated by using SPSS 22 to see validity and reliability the items. (See Appendix 5).

a. Validity

According to Gay & E.Mills (2019), validity is the degree to which a test measure what it is supposed to measure and consequently, permits appropriate interpretation of scores. Validity is the most important factor to consider while creating and evaluating tests.

The researcher was analyzed the items by SPSS 22 to get coefficient correlation of each item.

- 1) Prepare the tabulation questionnaire data that it want to test in the Excel documentation file
- 2) Click the data view and enter the questionnaire score data
- 3) Select the analysis menu then select the correlated sub menu bivariate
- 4) Then a new box appears from the “bivariate correlation” dialog box, enter all variable into the variable box then select pearson in the “significant test” select too tailed.
Select the significant correlation sign then click ok
- 5) Then the output will come out.

After finding the coefficient correlation, the researcher compared with the r-table (r), formula to know the r-table is:

$$DF= N-2$$

Where: N= number of cases

Based on the formula above, it was found degree of freedom was (Df=25-2). The r-table was 0,396 on the level significance 5%. If coefficient correlation was higher than the r-table, it means that items were valid and if coefficient correlation was lower than the r-table, it means that were not valid. The result showed that there were 29 valid, 4 items were revised, and 1 items discarded (*See Appendix 6*).

b. Reliability

According to Gay & E.Mills (2019) states reliability is the degree to which a test consistently measures whatever it is measuring. The consistency of the scoring product is described by reliability. The term "reliable" refers to establishing a relationship between scores obtained by administering the same test to the same group on different occasions.

To measure the reliability of the questionnaire, the researcher used SPSS 22.

- 1) Prepare the data that will be measured in the form of tabulation
- 2) Click variable view and then replace the name of variable being in item (X1–last)
- 3) Click the data view and then insert the tabulation of respondent answer based on the item column that is available
- 4) Click analyze then click scale and then last click reliability
- 5) After appear the box of reliability analyzes and then insert all variables to the item box, and then choose alpha as the model
- 6) Click statistic and then will appear the box of reliability analysis statistic, then “descriptive for” click scale and then continue
- 7) And then will appear the output of the reliability.

Table 3. 6
Reliability Statistics

Cronbach's Alpha	Number of items
.944	34

Based on the Cronbach's Alpha reliabilities, it has been gotten that the reliability of the questionnaire was 0,944. Whereas, the score of the r-table was 0,396 in significance levels 5%. The score had been gotten through calculating the degree of freedom of the data (Df).

2. Writing Ability Test

Students' writing ability was taken from the document of argumentative essay score in the final examination. Document that the researcher used valid, because the test was constructed by the lecturer of argumentative writing subject and the tested material has been learned by the

students. To get the data about writing ability, the researcher took the data from the lecturer of argumentative writing subject. (*See Appendix 11*)

D. **Technique the Data Collection**

To collect the data the researcher distribute questionnaire to the students. The researcher contacts them via *whatsapp*, via chat and then researcher explained instruction for filling out the questionnaire. Researcher also distributed the questionnaire via *whatsapp* and the students fill questionnaire in google form.

The researcher used *sangat setuju* (SS), *setuju* (S), *ragu-ragu* (R), *tidak setuju* (TS) and *sangat tidak setuju* (STS). The questionnaire contained positive and negative statements. Each of statement had five alternative answers. After gave questionnaire for the students, the researcher get recapitulation of respondents answer in google form (see appendix 9).

E. **Research Procedure**

This research was conducted by several steps:

1. **Preparation**

- a. Finding research problem that the writer interested in
- b. Collecting the sources and references related to research problem
- c. Writing research proposal
- d. Consulting with advisor
- e. Revising the proposal
- f. Preparing questionnaire and writing test
- g. Having done the seminar proposal
- h. Revising proposal after doing seminar

2. **Whiles- Operation**

- a. Distributing the try-out the respondent
- b. Analyzing the data of the try-out respondent
- c. Concluding the validity and reliability of the try out questionnaire

- d. Distributing the questionnaire to the respondent

3. Post- Operation

- a. Analyzing the data
- b. Interpreting the data
- c. Discussing research finding
- d. Conclusion and suggestion

F. Technique of the Data Analysis

In the data analysis the researcher used descriptive and inferential statistics. It could be seen in following part.

1. Descriptive Statistics

This statistics was applied to both writing anxiety and students' writing ability in order to see the tendency and variability of the data. Descriptive analysis was arranged based on mean score (M) and standards Deviation (SD) Score. In this analysis, the researcher used program called SPSS 22 to see the tendency of the data. (*See Appendix 13*)

There were several steps done by researcher:

- a. Prepare the data of students' writing anxiety and students' writing ability in argumentative essay that want to measure in Microsoft Excel
- b. Copy both of the data to variable view
- c. Choose scale to measure both of data
- d. Choose analyze then descriptive statistic, frequencies
- e. Copy the item of students' writing anxiety and students' writing ability in argumentative essay to Colum Variables
- f. Click Colum Statistic was appear the Colum frequencies statistic
- g. Then choose, mean, standard deviation, sum, maximum, and minimum
- h. Choose Continue and OK

2. Inferential of Statistics

Inferential statistics of correlation used to see the correlation between writing anxiety and students' writing ability in Argumentative essay. Inferential statistics used to make inference about parameters.

a. Testing Normality

Normality distribution means each variable of two sets of number was normally distributed. Examine the descriptive statistics for each score of the data check the normality assumption by using SPSS 22 the computer program descriptive statistics. If the significance score is bigger than standard significance score (0.5), the distribution of the data is normal. It means that the data is normal.

The researcher used SPSS 22 to find out Result of Testing Normality of Students' Writing Anxiety and Their Writing Ability in Argumentative Essay. (*See Appendix 14*) There were several steps done by researcher.

- 1) Prepare the data of students' writing anxiety and their writing ability in argumentative essay
- 2) Copy both of the data in Data View
- 3) Choose Scale of measure both of the data in data view
- 4) Choose nonparametric test, legacy dialog, one sample KS (Kolmogorov-Smirnov test)
- 5) Copy both of item students' writing anxiety and their writing ability Colum variables, Continue, OK
- 6) The output of Result Testing Normality One-Sample Kolmogorov-Smirnov Test was appear

b. Testing Homogeneity

This test is used to see whether the sample that the researcher taken from the population had the same characteristics or not. The testing homogeneity used one way ANOVA in SPSS 22. If the significance score

is bigger than standard significance score 0.05, the distribution of the data is homogeny.

The researcher used SPSS 22 to find out Result Testing Homogeneity of students' writing anxiety and their writing ability in argumentative essay. (*See Appendix 15*) There were several steps done by researcher:

- 1) Prepare the data of students' writing anxiety and their writing ability in argumentative essay
- 2) Copy both of the data in Data View
- 3) Choose Analyze, compare means, one way anova
- 4) Copy students' writing ability in argumentative essay to dependent variables and students' writing anxiety to Colum factor
- 5) Choose Colum option, Homogeneity of variance test, continue, OK
- 6) The output Testing Homogeneity of students writing anxiety and their writing ability in argumentative essay was appear

3. Correlation Analysis

To measure the strength of the correlation between writing anxiety and students' writing ability in argumentative essay, the data consist of two types: writing anxiety (X) and students' writing ability in argumentative essay (Y). The researcher used the program computer SPSS.

Then, the researcher compared r calculated with category of "Y" Product moment as suggested by Sudijono (2005)

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{xy} = Coefficient correlation

N = Number of Students

$\sum X$ = Sum of score distribution on X

- $\sum Y$ = Sum of score distribution on Y
 $\sum XY$ = Sum of the multiple score of X and Y
 $\sum X^2$ = Sum of the squared the X score
 $\sum Y^2$ = Sum of the squared the Y score

For more explanation, see the following table. There were several steps in SPSS done by researcher.

- a. Prepare the data of students writing anxiety and their writing ability in argumentative essay
- b. Choose Analyze, correlate, the bivariate
- c. Copy item students writing anxiety and their writing ability in argumentative essay to Colum variable
- d. Checklist (\surd) Pearson Correlation, test of significance two tailed, flag significance correlation then OK
- e. Then the output correlation of students' writing anxiety and their writing ability in argumentative essay was appear

G. Hypothesis Testing

To know whether there is significant between X and Y or not, it can be seen by testing hypothesis. To testing hypothesis, the researcher used criteria below:

$$H_0 = r_{xy} \leq r_t$$

$$H_a = r_{xy} > r_t$$

r_{xy} : r hitung

r_t : the r table

- H_0 : there is no significant correlation between writing anxiety and students' writing ability in argumentative essay.
- H_a : there is a significant correlation between writing anxiety and students' writing ability in argumentative essay

According to Gay & E.Mills (2019) the result is a correlation coefficient (r_{xy}) Indicates the size and direction of a relationship. A correlation coefficient is a decimal number ranging from -1.00 to +1.00. A coefficient near +1.00 has a high size and have positive direction. It means that student with high scores on the variable are likely to have high scores on the other variable and vice versa. The levels of correlation can be seen in the table bellows:

Table 3. 7
The Interpretation of Correlation Index Number “r” Product Moment (Rxy)

“r” Product Moment	Interpretation
0.00 – 0.20	Between X and Y very low correlation, can be regarded no correlation
0.20 – 0.40	Between X and Y have low correlation
0.40 – 0.70	Between X and Y have sufficient correlation
0.70 – 0.90	Between X and Y have high correlation
0.90 – 1.00	Between X and Y have very high correlation

Furthermore, the coefficients near 0.00, the variables are not related. It means that students' score on variable provide on indication of what their scores on the other variable. In addition, a coefficient near -1.00 has a high size and negative direction. It means that students with high scores in one variable are likely to have low on scores on the other variables.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. The Data Description

This chapter discusses about the description of writing anxiety (variable X) that has been taken from questionnaire and students' writing ability in argumentative essay (variable Y). The number of sample was 31 respondents of the fourth-semester students of English Department at IAIN Batusangkar in 2019/2020 academic year. The researcher analyzed the questionnaire that has been collected from all of samples. Then the researcher analyzed degree of correlation between writing anxiety and students' writing ability score in argumentative essay.

Based on the data that was collected, the result of writing anxiety (X) was x 144 for the highest score and the lowest score was 46, then from the data of students' writing ability in argumentative essay, it was known that the highest score was 87 and the lowest score was 65. To make a clearer explanation, the score of writing anxiety and students' writing ability in argumentative essay were arranged as follow:

Table 4. 1
The Data Distribution of Writing Anxiety (X) and Students' Writing Ability in Argumentative essay (Y)

R/N	X	Y		R/N	X	Y
1.	128	66		17.	85	67
2.	144	77		18.	68	85
3.	77	78		19.	107	76
4.	74	83		20.	89	70
5.	94	76		21.	107	72
6.	93	81		22.	73	75

7.	76	80
8.	121	66
9.	108	87
10.	107	79
11.	119	75
12.	96	65
13.	102	71
14.	77	72
15.	46	67
16.	72	81

23.	88	74
24.	112	70
25.	119	76
26.	101	66
27.	94	84
28.	114	65
29.	60	76
30.	90	66
31.	82	68

The data were analyzed by using descriptive statistics and inferential statistics by using computer program's called SPSS 22.

2. The Data of Description Statistics

After getting the data of writing anxiety and students' writing ability in argumentative essay, the data was described by measuring the central tendency and variability of the data. The result of descriptive statistics information of both variables can be seen in the table below:

Table 4. 2
Statistical Result of the Description of Writing Anxiety and Students' Writing Ability in Argumentative essay

	Writing Anxiety	Writing Ability
N Valid	31	31
Missing	0	0
Mean	94.2903	74.0000
Median	94.0000	75.0000
Mode	107.00	66.00 ^a
Std. Deviation	21.48052	6.51665
Variance	461.413	42.467

Minimum	46.00	65.00
Maximum	144.00	87.00
Sum	2923.00	2294.00

a. Multiple modes exist. The smallest the value is shown

From the table above it was found mean for writing anxiety was 94.29 and writing ability in argumentative essay was 73.70, the standard deviation for writing anxiety was 21.481 and writing ability in argumentative essay was 6.469, the minimum score for writing anxiety was 46, and writing ability in argumentative essay was 65, the maximum score for writing anxiety was 144 and writing ability in argumentative essay was 87.

3. The Data Description of Writing Anxiety

The total items of writing anxiety questionnaire were 33 items. The questionnaire was constructed in two ways, the positive statements and negative statements by using Likert Scale. For positive statements, the scores were 5 for *Sangat Setuju* (SS), 4 for *Setuju* (S), 3 for *Ragu-Ragu* (RR), 2 for *Tidak Setuju* (TS), and 1 for *Sangat Tidak Setuju* (TST). For negative statements, the score were 1 for *Sangat Setuju* (SS), 2 for *Setuju* (S), 3 for *Ragu-Ragu* (RR), 4 for *Tidak Setuju* (TS) and 5 for *Sangat Tidak Setuju* (STS).

Based on the data collection, it was found that the highest score of writing anxiety was 144 and the lowest score was 46. Then, the mean score was (M) 94.28 and standard deviation (SD) was 21.481. The score of writing anxiety can be shown in the following table:

Table 4. 3
The data Distribution of Writing Anxiety

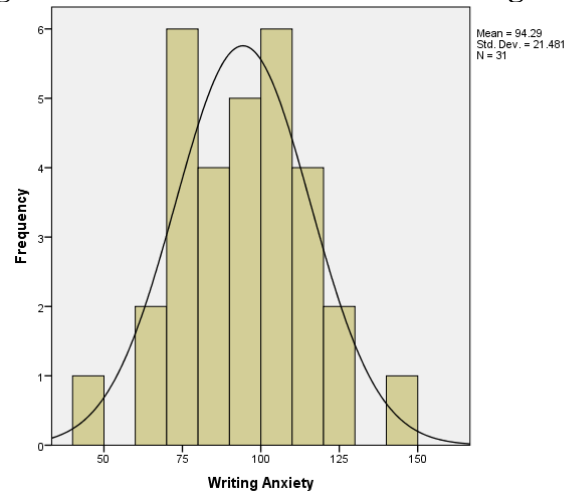
R/N	Writing Anxiety	R/N	Writing Anxiety
1.	128	17.	85
2.	144	18.	68
3.	77	19.	107
4.	74	20.	89
5.	94	21.	107
6.	93	22.	73
7.	76	23.	88
8.	121	24.	112
9.	108	25.	119
10.	107	26.	101
11.	119	27.	94
12.	96	28.	114
13.	102	29.	60
14.	77	30.	90
15.	46	31.	82
16.	72		

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Writing Anxiety	31	46	144	2923	94.29	21.481
Valid N (listwise)	31					

From the score of writing anxiety, it can be stated that the highest score was 144 and the lowest score was 46. To give a clearer explanation about the score of writing anxiety, it can be seen in the histogram below:

Figure 4. 1
The Histogram The data Distribution of Writing Anxiety



From the curve above, it can describe that the highest score for writing anxiety was 144 and the lowest score was 46. The mean score of the data was 94.29, the median score was 107, and the standard deviation score was 21.481.

Table 4. 4
The Frequency The data Distribution of Writing Anxiety

No	Interval Class	Absolute Frequency	Relative Frequency	Category
1.	≥ 124	2	6%	High
2.	61-123	27	87%	Average
3.	≤ 60	2	6%	Low
Total		31	100%	

Based on the description above, it can be seen that from 31 students, there were 2 (6%) students have high writing anxiety, 27 (87%) students have average writing anxiety, and 2 (6%) students have low writing anxiety.

4. The Data Description of Students' Writing Ability in Argumentative Essay

The data were taken from the final result of the fourth-semester of English students of IAIN Batusangkar in 2019/2020 Academic Year. To get the data the researcher cooperates with the lecturer Argumentative essay Subject.

To give a clearer explanation about students' writing ability in argumentative essay, the scores of the data were arranged in the form of the data distribution in the table:

Table 4. 5
The Score of Students' Writing Ability in Argumentative essay

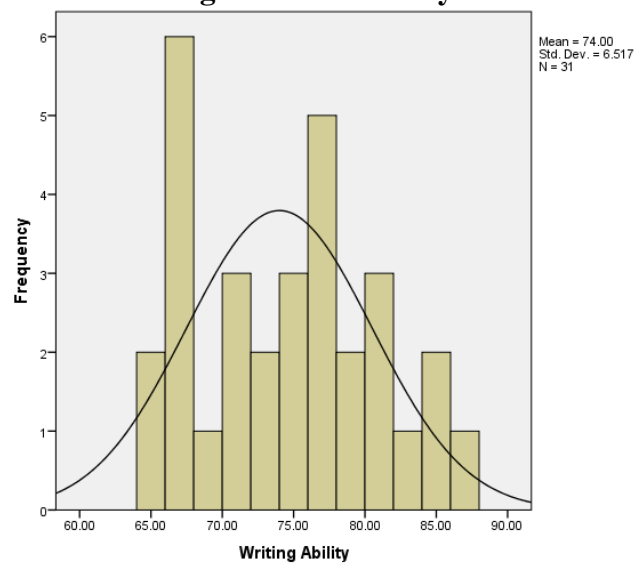
R/N	Score	R/N	Score
1.	66	17.	67
2.	77	18.	85
3.	78	19.	76
4.	83	20.	70
5.	76	21.	72
6.	81	22.	75
7.	80	23.	74
8.	66	24.	70
9.	87	25.	76
10.	79	26.	66
11.	75	27.	84
12.	65	28.	65
13.	71	29.	76
14.	72	30.	66
15.	67	31.	68
16.	81		

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean
writing ability	31	65	87	2285	73.70
Valid N (listwise)	31				

From the score of writing ability in argumentative essay, it can be stated that the highest score was 87 and the lowest score was 65. To give a clearer explanation about the score of students' writing ability in argumentative essay, it can be seen in the histogram below:

Figure 4. 2
The Histogram the Data Distribution of Students' Writing Ability in Argumentative Essay



From the curve above, it can be described that the highest score of writing ability was 87 and the lowest score was 65. The mean score of the data was 74.00, the median score was 75.00, the standard deviation score was 6.517.

Table 4. 6
The Frequency the Data Distribution of Students' Writing Ability in
Argumentative Essay

No	Interval Class	Absolute Frequency	Relative Frequency	Category
1	≥ 83	4	13%	High
2	68-82	19	61%	Avarage
3	≤ 67	8	26%	Low
Total		31	100%	

Based on the description above, it can be seen that from 31 students, there were 4 (13%) students have a high score, 19 (61%) students who had average score and 8 (26%) students who had a low score.

B. Inferential Statistics

In analyzing the data, the researcher used a computer program called Computer SPSS version 22. The process of inferential statistics included testing normality and homogeneity. Testing normality was done to see whether the data was normal or not. Next, testing homogeneity was done to know whether the data was homogeneity or not.

1. Testing Normality

The result of testing normality was obtained by using the aid of a nonparametric test form Computer Program Computer SPSS version 22. If the significant score of two variables were higher than 0.05 as the standard significance, it means both of the data were normal. The result showed that the data distribution is normal because the Sig X (0.331) and Y (0.283) were higher than 0.05. The summary for the result of testing normality of writing anxiety and students' writing ability in argumentative essay was presented in the table below:

Table 4. 7
Result of Testing Normality
One-Sample Kolmogorov-Smirnov Test

		Writing Anxiety	Writing Ability
N		31	31
Uniform Parameters ^{a,b}	Minimum	46.00	65.00
	Maximum	144.00	87.00
Most Extreme Differences	Absolute	.170	.177
	Positive	.170	.177
	negative	-.169	-.032
Kolmogorov-Smirnov Z		.948	.988
Asymp. Sig. (2-tailed)		.331	.283

a. Test distribution is Uniform.

b. Calculated from the data.

2. Testing Homogeneity

To know whether the data were homogenous or not, the researcher analyzed the data by using Computer SPSS version 22. The result showed that both variables are homogenous because the significance the value of X and Y was 0.607 which is higher than 0.05 as the standard significance. The detailed information can be seen in the following tables:

Table 4. 8
Result of Testing Homogeneity
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.793	7	12	.607

Based on the table above, it could be seen that the significance score was higher than the standard significance score ($0.607 > 0.05$). Then, it could be concluded that the data was homogeneity.

3. Correlation Analysis

In order to find out the correlation between writing anxiety and students' writing ability in argumentative essay, the researcher analyzed it by using Computer SPSS version 22. After getting the data on writing anxiety and students' writing ability in argumentative essay, the researcher found that the coefficient of correlation between variables (r_{xy}) was 0.167. It can be explained from the following table:

Table 4. 9
Result of r Calculated to Find the Correlation between Writing Anxiety and Students' Writing Ability in Argumentative Essay
Correlations

		Writing Anxiety	Writing Ability
Writing Anxiety	Pearson Correlation	1	-.167
	Sig. (2-tailed)		.369
	N	31	31
Writing Ability	Pearson Correlation	-.167	1
	Sig. (2-tailed)	.369	
	N	31	31

Then the interpretation of the data can be seen in the following table as quoted by Sudijono (2005) as follow:

Table 4. 10
Category of "r" Product Moment Interpretation

"r" Product Moment	Interpretation
0.00 – 0.20	Between X and Y very low correlation, can be regarded no correlation
0.20 – 0.40	Between X and Y have low correlation
0.40 – 0.70	Between X and Y have sufficient

	correlation
0.70 – 0.90	Between X and Y have high correlation
0.90 – 1.00	Between X and Y have very high correlation

Based on the category, it can be said that there is a negative correlation between writing anxiety and students' writing ability in argumentative essay because the significant correlation of -0.167 has a negative sign. The sign means that writing anxiety has a very low correlation, can be regarded as having no correlation to students' writing ability in argumentative essay at the level of correlation (0.00 – 0.20). Then, the researcher compared r calculated and the r -table. To find the r -table of this research, the researcher has to find the degree of freedom (df) = $N-2$ ($31-2$) = 29. It can be stated that the r table was 0.355 at the level of significant 5%. It can be concluded that the hypothesis (H_0) was accepted because r -calculated (0.167) was lower than the r -table (0.355)

C. Discussion

Based on the analysis above, this research shows that the alternative hypothesis (H_0) was accepted. It means that there is no correlation between writing anxiety and students' writing ability in argumentative essay. It can be proven from the data analysis by using the "r" product moment formula Computer SPSS version 22. The result shows that the calculated correlation coefficient (r_{xy}) was -0.167 which has a negative sign, which means "r_{xy}" has a negative direction. Next, "r_{xy}" (-0.167) with degree of freedom (df) = $N-2$ ($31-2$) = 29. It can be stated that the r -table was 0.396 at the level significant 5%. It can be concluded that H_0 was accepted because r -calculated (-0.167) was lower than the value of the r -table (0.355).

This research was found that writing anxiety is no significant correlation toward students' writing ability in argumentative essay. Meanwhile, the research finding by Kurniasih (2017), the title is Writing Anxiety in Relation to High Performing Students' English Compositions found that there was significant correlation between students writing anxiety and writing performance. The research finding by Rehelmi (2020), the title is the relationship between writing anxiety and writing achievement: a case of one Islamic university in Palembang also found that there was a significant correlation between students' writing anxiety and essay writing achievement.

It is not appropriate with the theory of writing anxiety and writing ability which states that writing anxiety affects writing ability. Rehelmi (2020) and Kara (2013) states anxiety is one of the factors that can affect the process and results of students' writing. It means that students who have high anxiety will affect the writing process and students' writing ability by getting poor results. But, inappropriate to the theory above, the results of this study state that there is a low relationship between writing anxiety and writing ability, one of the causes is online learning. The level of student anxiety during online learning tends to be low compared to anxiety during face-to-face learning. It can also affect the writing ability of students. In addition, other factors can also affect students' writing ability such as student perception, motivation, self-confidence, learning styles, knowledge, etc.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this research, the researcher concluded that there was no correlation between writing anxiety and students' writing ability in argumentative essay. It was indicated through the correlation analysis that had done by statistical called Computer SPSS version 22, where r-calculated was - 0.167, the calculated approaches 0.20. It means that the value of r-calculated was lower than 0.20. In other words, there was has very low correlation, which can be regarded as no correlation to students' writing ability in argumentative essay. It can be concluded that there was no correlation between writing anxiety and students' writing ability in argumentative essay.

B. Suggestion

Based on the conclusion of the research, the researcher would like to give some suggestion as follow:

1. Students

The researcher would like to suggest to the students, especially English Teaching Department Students who have high writing anxiety, to be more confident in their writing ability. The students' is who have writing anxiety, can do simple things to reduce anxiety such as positive thinking, being confident, believing in their abilities, and motivating themselves. So, doing things like that can reduce anxiety when writing.

2. The Lecturer

For lecturers, researchers hope that from this research lecturers can consider factors that can affect students' writing ability in argumentative essay.

3. **Next the researcher**

It is a suggestion to the next the researcher to conduct the research related anxiety in specification such as listening anxiety and test or exam anxiety. The next the researcher also can conduct the research in different levels such as in Senior High School Students.

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