

The Relationship between Students' Anxiety and Their Writing Recount Text Ability at the Tenth – Grade Students of SMA MUTIARA 1 JAKARTA in the Academic Year of 2021/2022

Heni Novita Sari¹, Ratih Pratiwi Asri²

^{1,2}Pendidikan Bahasa Inggris, FKIP, Universitas Muhammadiyah Prof. Dr. Hamka

Email : henisalman.17@gmail.com¹, ratihandromeda@gmail.com²

Abstrak

Hubungan Kecemasan Siswa dengan Kemampuan Menulis Teks Recount Siswa Kelas X SMA Mutiara 1 Jakarta Tahun Pelajaran 2021/2022. Makalah, Jakarta, Program Studi Pendidikan Bahasa Inggris, Sekolah Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Prof. DR. Hamka Jakarta 2022. Penelitian ini bertujuan untuk menemukan bukti empiris ada tidaknya hubungan yang signifikan antara kecemasan dengan keterampilan menulis siswa kelas X SMA Mutiara 1 Jakarta tahun ajaran 2021/2022. Penulis menggunakan metode survei kuantitatif dengan teknik korelasional. Populasi dalam penelitian ini adalah siswa kelas X SMA Mutiara 1 Jakarta, dan penulis hanya mengambil 1 kelas IPA (10-1 kelas IPS) yang terdiri dari 40 siswa sebagai sampel penelitian. Instrumen yang digunakan dalam penelitian ini adalah angket kecemasan dan tes keterampilan menulis. Skor kedua variabel dihitung dengan menggunakan rumus Product Moment dari Pearson. Hasil analisis dan perhitungan statistik menunjukkan bahwa $r_{observed}$ adalah 0,85 dan r_{tabel} 0,126 pada taraf signifikan 0,05 dengan derajat kebebasan ($df = n - 2$) sekitar 38. Akibatnya, $r_{observed}$ lebih tinggi dari r_{tabel} . Oleh karena itu, H_0 ditolak dan H_1 diterima. Jadi, H_0 ditolak dan H_1 diterima. Dengan demikian dapat disimpulkan bahwa ada hubungan yang signifikan antara kecemasan dengan keterampilan menulis siswa kelas X SMA Mutiara 1 Jakarta tahun pelajaran 2021/2022.

Kata Kunci : kecemasan, menulis, teks recount, keterampilan menulis.

Abstract

The Relationship between Students' Anxiety and Their Writing Recount Text Ability of the Tenth Grade Students of SMA Mutiara 1 Jakarta in the 2021/2022 Academic Year. A paper, Jakarta, The Study Programme of English Education, The School of Teachers Training and Education, The University of Muhammadiyah Prof. DR. Hamka Jakarta 2022. The objective of the research is to find the empirical evidence of whether or not there is a significant relationship between anxiety and writing skill of the tenth grade students of SMA Mutiara 1 Jakarta in the 2021/2022 academic year. The writer used the quantitative survey method by using correlation technique. The population of this research was the tenth grade students of SMA Mutiara 1 Jakarta, and the writer only took 1 class of natural science (10-1 social class) consisting of 40 students for the sample of the research. The instruments used for this research were the questionnaire of anxiety and the test of writing skill. The scores of the the two variables were calculated by using the formula of Pearson's Product Moment. The finding of the analysis and statistical calculation showed that $r_{observed}$ is 0.85 and r_{table} is 0.126 in the significant level of 0.05 with the degree of freedom ($df = n - 2$) is around 38. As a result, $r_{observed}$ is higher than r_{table} . Therefore, H_0 is rejected and H_1 is accepted. So, H_0 is rejected and H_1 is accepted. Therefore, it can be concluded that there is a significant relationship between anxiety and students' writing skill of the tenth grade students of SMA Mutiara 1 Jakarta in the 2021/2022 academic year.

Keywords : anxiety, writing, recount text, writing skill.

INTRODUCTION

Language is a conversation tool that is vital for humans in all activities, both oral and written communication. People want the language used to express and demonstrate how they sense. By learning a language, it will be easier for us to understand and also get various types of information from the people who have the different cultural backgrounds. There are many variants of the languages, but there is importantly international language to learn, that is English. English is a global language that has an essential function in everything. Therefore, English is necessarily used as a communication medium, used to stand the challenges of technological, medical, and cultural developments that require us to study English extensively.

Besides the meaning of the English language in terms, there is also information of the English language according to the experts. According to Saville - Troike (2006 : 2-4), English is a foreign language that can be used as an extra language after the mandatory language is owned and mastered by each country. From these definitions, we can conclude that English is a external language that we can use as an additional language when we are in another country. However, in Indonesia, English is a outside language that should be dominated or must learned by students and citizens in Indonesia.

At high schools, English is taught as a combined language ability learned by the students. There are 4 main aspects of language skills : writing, reading, speaking, and listening skills. For the 4 language skills, writing is one of the language abilities that demonstrate how the students perform their written ability in making the story essay or communicate with other parties through a paper medium.

As an English skill, writing has become a vital ability in the future. Writing needs to become familiar to students in everyday life because they write to fulfill many academic responsibilities. Writing exercises can help you improve and develop your grammar skills. In other words, writing is useful for many functions.

Based on the writer's observation in SMA MUTIARA 1 Jakarta, when the English teacher gave the English writing task, many students felt confused, difficult, and scared while writing English text. Therefore, anxiety occurred to the students in learning the overseas languages, especially in learning to write in English. Moreover, according to Hilgard, Atkinson, & Atkinson (1971 cited in Tanveer, 2007 : 3) Anxiety is a psychological construct, normally described by way of psychologist as a nation of apprehension a vague fear is simplest in a round about way associated with an item so the writer think that anxiety will have a lot of effect on students in the class. Therefore, the writer concluded that anxious behavior is negative behavior that must be eliminated in our minds when we want to improve our skills in writing English. This is because anxiety is the negative behavior that each students has and always remember every moment in their minds like feeling nervous and also afraid of writing English text because of the wrong use of the grammar structure, so it can not be eliminated in our minds.

This research is proved by Fahmi Alfiansyah research in 2017. He is a student of the English Education Department of Swadaya Gunung Jati University in Cirebon. His research title on " The Analysis of Students' Anxiety in Learning Writing at the 10th Grade students of vocational high school" It shows that many students felt anxiety when they wanted to write in English task in the class.

Referring to Fahri's research experience in Swadaya Gunung Jati University Cirebon, the students had various anxiety in writing at EFL class. They stated that writing is very hard because it had such a lot of vocabularies that should be remember and several structures must be understood. It can be proved that when students want to write a sentence in a text, they find it difficult to remember and understand. Additionally when they wrote in English, they felt at a loss, nervous, unconfident, and panic because they were afraid of writing mistakes and did not understand writing tasks. Therefore, related to the problem above, the writer assumes that the students' feel anxious and afraid of writing practice in English in front of the class and it will automatically affect their writing English skills in the class.

Therefore, based on the problem above, the writer is interested by accomplishing the studies title on "The Relationship between Students' Anxiety and Their Writing Recount Text - Ability at the 10th - Grade students of SMA Mutiara 1 Jakarta in the Academic Year of 2021/2022."

METHOD

The Method of the Research

Researchers employed a quantitative approach in this investigation. A quantitative research approach uses populations and samples for data collection and analysis. To ascertain the relationship between student anxiety and their ability to compose a recall passage, this study employed a quantitative strategy and correlation research methodology. This study employed correlational analysis to measure and analyze the relationship between class X Social SMA MUTIARA 1 students' writing recall texts and their levels of anxiety. In this study, there were two factors. Writing Recount Text served as the dependent variable while "student anxiety" served as the independent variable. Additionally, this study examined whether there was a link between English students' anxiety and their ability to write recount texts for class.

By writing recall text passages, the researcher used this method to study students in the tenth grade. The researcher then gathered information to assess, characterize, and explain how well they could write retellings and why they had trouble writing them. As a result, this study employed test and questionnaire as its instruments.

The Data of The Research

Two variables provide the data. The tool must analyze the data in order to generate point data, which will be calculated using the Likert scale. The variable X is the sensory domain. As a result, it can produce X-score information. Both positive and negative statements should prompt its implementation. Positive and public scores won't ever be provided. (Tidak Pernah (TP) point 1, rarely (Jarang (JR)) score 2, sometimes (Kadang – Kadang (KD)) score 3, usually score (Sering (SR)), always (Selalu (SL)) score 5 (according to Arikunto, 2013).

Writing proficiency is the variable Y in this psychomotor study, which employs a journaling exam. Students will evaluate the written test because the COVID-19 pandemic is still in effect this season. In order to reduce subjective measurement, students will write a recount paragraph of sentences in the diary passage on a sheet of paper. The writer also serves as the first checker and another tester. The second way of verifying is that the teacher authorizes writing the symbols. skill measures. Grammar 20%, Capitalization 20%, Punctuation 10%, Vocabulary 25% and Word Selection 25%.

The Technique of the Collecting Data

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The Instrument of the Research

To collect data, the writer uses two tools. They were interviewed to assess the students' anxiety levels and a written narrative test to assess the students' writing ability.

1. Questionnaire

To collect sample data in this research, the researcher used a questionnaire. A questionnaire, according to Arikunto (2013), is a set of written questions that are intended to elicit data from respondents about themselves or their knowledge, opinions, etc. The researcher employs questionnaires to gather data or information regarding student replies in accordance with this hypothesis and perceptions. This questionnaire contains a number of items or questions for respondents. The total items from this research questionnaire are 30 question items. The questionnaire in this study is a Likert Type questionnaire which provided the students with five responses option Always (Selalu (SL)), Often (Sering (SR)), Sometimes (Kadang - Kadang (KD)), Seldom (Jarang (JR)), and Never (Tidak Pernah (TP)).

2. Test

To find out how well the students thought and used The researcher tested the target language. "A test is a set of questions and exercises designed to examine the success or aptitude of a person or a group," according to Brown (2001). Test equipment plays an important role in data collection. In this study, the author arranged a test for students to find out the students' scores in English, the writer will use journaling about "Good and bad experiences" according to the opinion of the students. your.

The Technique of The Data Analysis

In techniques of analyzing data, quantitative data was used. It describes and explains that results obtained from quantitative data on students' written test scores were taken as data. First, the researcher collects data from two periods in order to easily generalize them. Next, the writing test data were analyzed using Brown's (2000) writing rubric based on the characteristics of the narrated text and the program. Five aspects are assessed, such as organization (general structure of the narrated text), logical development (content), grammar (language characteristics), punctuation, spelling, style and quality of expression or vocabulary. The data analysis technique used by researcher. Based on this research, there is a Pearson Product Moments correlation formula. As for the steps are :

1. The researcher counting the average of the data variable X and Y using the table.
2. The researcher counting the range (r), the total number of classes (bk), the sum of classes (P), the average, the variance, the standar deviation.
3. After counting, the next step is the researcher making a bar chart, pie chart, and scattered graph.
4. The researcher before using the formula correlation, they used Chi – Square as the first formula to calculate the normality of those variables because the sample of the data were 40 students.
5. The researcher looks for the value of the "r" correlation between variable x and variable y, with the following formula :

$$r = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{(n \sum X^2 - (\sum X)^2)(n \sum Y^2 - (\sum Y)^2)}}$$

* Description :

- rx_y : Pearson correlation coefficient (r)
- n : The number of samples or observations
- x : First variable and Independent Variable
- y : Second variable and Dependent variable.

6. The last, researcher making the curve normality analysis and the curve of correlation analysis.

FINDING AND DISCUSSION

After the data have been analyzed, the results are normal and linear. Therefore, it can be continued to be analyzed into the research hypothesis is by using. Correlation Product Moment (r_{text}).

1. Correlation analysis

To address the hypothesis between students' anxiety and their written test, the author used Pearson's product-time correlation. The Pearson Product Moments Correlation formula is :

Table The Data of The Students' Anxiety and Their Writing Test

Students	X	Y	XY	X ²	Y ²
1	65	20	1300	4225	400
2	65	23	1495	4225	529
3	69	25	1725	4761	625
4	76	25	1900	5776	625
5	77	27	2079	5929	729
6	78	28	2184	6084	784
7	78	28	2184	6084	784
8	79	28	2212	6241	784
9	80	29	2320	6400	841
10	82	29	2378	6724	841
11	82	29	2378	6724	841
12	82	29	2378	6724	841
13	83	29	2407	6889	841
14	86	30	2580	7396	900
15	86	34	2924	7396	1156
16	86	38	3268	7396	1444
17	86	38	3268	7396	1444
18	88	38	3344	7744	1444
19	89	41	3649	7921	1681
20	89	41	3649	7921	1681
21	90	43	3870	8100	1849
22	91	46	4186	8281	2116
23	91	46	4186	8281	2116
24	91	47	4277	8281	2209
25	91	49	4459	8281	2401
26	93	50	4650	8649	2500
27	94	51	4794	8836	2601
28	94	55	5170	8836	3025
29	96	55	5280	9216	3025
30	97	56	5432	9409	3136
31	97	57	5529	9409	3249
32	97	61	5917	9409	3721
33	98	61	5978	9604	3721
34	98	62	6076	9604	3844
35	101	64	6464	10201	4096
36	102	66	6732	10404	4356
37	102	76	7752	10404	5776
38	102	76	7752	10404	5776
39	103	79	8137	10609	6241
40	110	82	9020	12100	6724
Σ	3544	1791	165283	318274	91697

The tables show that the number of samples ($\sum n$) is 40. The total score for variable X ($\sum X$) is 3544 ; the sum of the squares of the variable X ($\sum X^2$) is 318274 . The total score of the variable Y ($\sum Y$) is 1791. The sum of the squares of the variable Y ($\sum Y^2$) is 91697 and the sum of the squares of the variable XY ($\sum XY$) is the year 165283. The calculation to get the result about the Pearson's Product Moment Correlation as follows :

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

$$r_{xy} = \frac{40 \cdot 165283 - (3544)(1791)}{\sqrt{(40 \cdot 318274 - (3544)^2)(40 \cdot 91697 - (1791)^2)}}$$

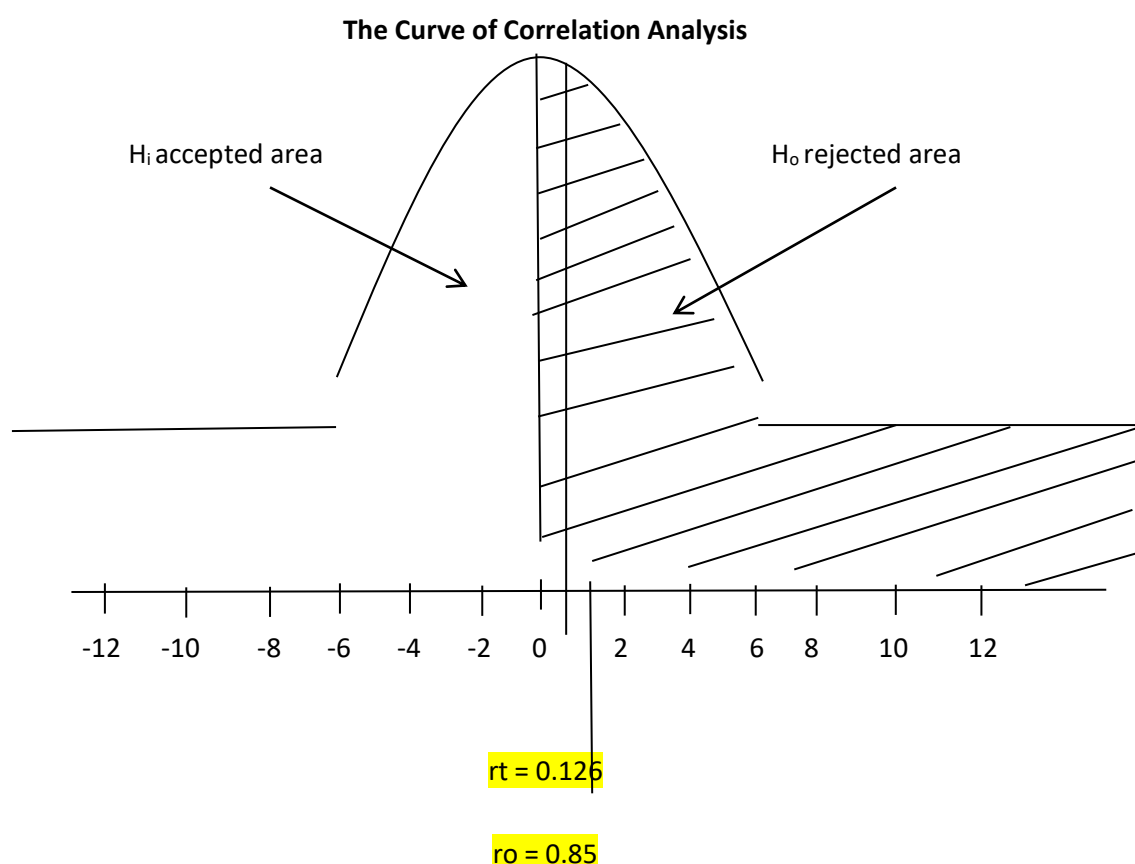
$$r_{xy} = \frac{253.892.160 - 6.347.304}{\sqrt{(12.730.960 - 1.0129833911)(3.667.880 - 8.40833981)}}$$

$$r_{xy} = \frac{247.544.856}{\sqrt{(-1.011710310)(-837.166.101)}}$$

$$r_{xy} = \frac{247.544.856}{\sqrt{8.4696957617}}$$

$$r_{xy} = \frac{247.544.856}{291.027.417}$$

$$r_{xy} = 0.85 \text{ (} r_o \text{)}$$



From the correlation analysis above, r_o is 0.85 and r_{table} is 0.126 in the level significance $P = 0.05$ with $df = 40$. The result is $r_o > r_{table}$ and it means that H_o is rejected, and H_i is accepted.

1. r_o is 0.85 it means that ρ_{xy} is higher than zero point ($\rho_{xy} > 0$).
2. In addition, there is a relationship between students' anxiety and their writing skills.

CONCLUSION

Primarily based on the research effects and dialogue within the previous chapter, the look at involves the subsequent conclusions :

Writing is one of the abilities that exist in the people within the shape of a procedure or an activity of expressing thoughts, ideas, or mind which may be in the writer by writing on a sheet of paper and compiling words that randomly in the writing into sentences and paragraphs. The writer chooses writing recount text through diary as a writing test of the writer studies because it can help the writer

to understand what is the problem that the students have in writing English text on the piece of paper. Based on the explanation and the correlation analysis, it showed that observed is around 0.85 and r table is around 0.126 in the significant level of 0.55 with $df = 40 - 2 = 38$. In other words, observed is higher than r table ($r_o > r_t$). As the result, H_0 is rejected and H_a is accepted. It showed that there is relationship between anxiety and the writing skill.

Therefore, H_0 is rejected and H_a accepted. It can be concluded that there is a significant relationship between students' anxiety and students' writing skill of the tenth grade students of SMA Mutiara 1 Jakarta in the 2022/2023 academic year.

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