

**THE RELATIONSHIP BETWEEN STUDENTS' ANXIETY AND THEIR  
RECOUNT WRITING SKILL AT THE EIGHTH GRADE OF 210  
JUNIOR HIGH SCHOOL JAKARTA ON THE SECOND SEMESTER IN  
THE 2019/2020 ACADEMIC YEAR**

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## VALIDATION SHEET

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This paper has been presented, examined, and revised based on the advisor and examiners suggestions.

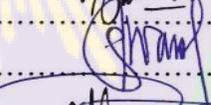
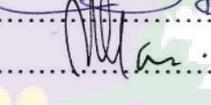
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## ABSTRACT

**Novia Syafitri:** 1601055017. “The Relationship between Students’ Anxiety and their Recount Writing Skill at the Eighth Grade of 210 Junior High School Jakarta on the Second Semester in the 2019/2020 Academic Year.” A paper. Jakarta: The Study Program of English Education, The Faculty of Teacher Training and Education, The University of Muhammadiyah Prof. Dr. Hamka, 2020.

This study is concerned to find out the empirical evidence whether or not there is any relationship between students’ anxiety and their recount writing skill at the eighth grade of 210 Junior High School Jakarta on the second semester in the 2019/2020 academic year. The study used quantitative method and the questionnaire and test were used as the instruments. The samples of the study were the eighth grade that consists of 36 students. To obtain the data of students’ anxiety, the writer used the questionnaire consisting of 16 valid items and 6 drop items. To obtain the data of writing skill, the writer used the writing test.

The data were analyzed pre-requisite analysis and used normality and linearity test. It was found that both data (X and Y) have been normally distributed and linear. The result of data analysis showed that  $r_{observed} = 0,488$  and  $r_{table} = 0,320$  in significant 0,05 with  $n = 36$ . It showed that  $r_o = 0,488$  was higher than  $r_{table} = 0,320$ . It means that  $H_o$  was rejected and  $H_i$  was accepted or there is a relationship between students’ anxiety and their recount writing skill on the eighth grade of 210 Junior High School Jakarta in the 2019/2020 academic year.

**Keywords:** Relationship, Students’ Anxiety, and Writing Skill.

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# CHAPTER I

## INTRODUCTION

### A. The Background of the Problem

Generally by gaining language skills through an organized relationship: the first is listening, then speaking, reading and finally writing. Writing is one of language skills that should be mastered besides other language skills. It is a productive language skill. By writing, people are able to convey an information. Therefore, among other language skills, writing can be said to be the most complicated language skills. Because writing is not just copying words or sentences, it has to express ideas or thoughts and develop an ideas in an ordered framework of writing. Writing remains one of the most important skills learners need to learn in the second language.

The competence of writing in foreign language especially English, is crucial for secondary school students who want to pursue their studies at university level. Writing is needed by students when they do the English test. Those factors as some reasons why writing skill should be taught in the English class of secondary school. In the learning process, writing is conveying ideas, messages or information in written form. It is also required and studied at school. Yi (2009) stated that writing is the ability to initiate and evolve ideas and then use certain revising and editing practices to developed them to maturity in a given context. In that context the reader may understand the information conveyed by the writer.

In addition, Albrechtsen (2008: 5) also claimed that writing is usually the last of the skills gained and is perceived by learners and teachers to be the most difficult of language use.

Most of students feel more difficult when write in a foreign language, even the simplest one. Sometimes, students cannot develop their thoughts into writing, because confused in grammar structure and do not have a lot of vocabulary so students feel it is difficult thing. Although English has been taught for approximately six years at primary school in Indonesia, but the students have still difficulties in writing the English text. Students typically study numerous texts at school, such as; descriptive text, narrative text, recount text, etc. In this research the writer focuses on the recount text. Recount text is a text which tells the reader about experiences or activities in the past.

In learning process, especially in writing the psychological factors can be felt by students such as; anxiety, self-confidence, and motivation. The students become worry, nervous, and afraid in writing. Such situation describes that students may have an anxiety. According to Advanced American English Longman, 2005 cited in Negari (2012) anxiety is defined as a feeling of being very worried about something that may happen or have happened. Anxiety often occurs in students learning foreign languages, such as writing anxiety. Topuzkanamis, 2015 cited in Cocuk (2016) defined writing anxiety as the worry a person feels toward a task of qualified writing. Thus, it will give some difficulties in English lesson, especially in writing. It is able to said that anxiety

may has negative affect to foreign language learning and might develop negative behaviors such as, being passive students, prefer to sit at the last row or skip the class. Students were afraid and shy to practice with English language, moreover to practice it in front of the class.

In writer's observation at 210 Jakarta Junior High School on the first semester in 2018/2019 Academic Year, the most problem appear in learning writing is about anxiety like the difficulties to write. For example, when the teacher told the students to write in front of class. Some of the students thought that the classmates would laugh if students make a mistake in writing and it make the students become worry, nervous, afraid and lack of confidence. It is regarded not as something interesting in its own right. On the other side, in writing process, students often find it hard even to write in native language. It happens because the students sometimes get stuck to develop the topic in their writing and lack of willingness to write. On the contrary, students are unable to write well if less grammar competence and vocabulary mastery.

The writer sees, based on the description above that there are two roots that cause students to feel anxiety in writing. First, students' unwillingness to write because less grammar structure and do not have a lot of vocabulary to develop an idea. Second, students lack of confidence to writing because the classmates will laugh if make a mistakes. It makes students to write passively.

Based on the description above, the writer conducted an investigation on the relationship between students' anxiety and recount writing skill. Based on the description above, the writer is intended to research about:

“The Relationship between students' anxiety and their recount writing skill at the eighth grade of 210 Junior High School Jakarta on the second semester in 2019/2020 Academic Year”

### **B. The Identification of the Problems**

Based on the background of the study above, the writer found some problem which are developed into the following statements:

1. Students have difficulty in writing skill.
2. The most problem in writing is anxiety.
3. Students feel anxiety in writing, because get stuck to develop the topic, unwillingness to write as less grammar structure and do not have a lot of vocabulary.

### **C. The Limitation of the Problem**

Based on the problem on identification the problem above the writer focuses on whether there is a significant relationship between students' anxiety and their recount writing skill at 210 Junior High School Jakarta in 2019/2020 Academic Year

#### D. The Question of the Study

Based on background, the identification of the problem, the scope or limitation the writer formulated the problem whether “Is there any significant relationship between students’ anxiety and their recount writing skill at the eighth grade of 210 Junior High School Jakarta in 2019/2020 Academic Year?”

#### E. The Significance of the Study

The result of this research can provide the information for the writers, the next researchers, school and English education. **For the writer**, this research provides and increasing the writer’s knowledge, especially in the field of educational research, is that of English language teaching and learning research. **For the next researchers**, this study will provide information and become a reference for the next researchers. **For English education**, in order to improve quality, this research will provide input for the study program. **For the school**, this research will give a contribution for 210 Junior High School Jakarta and also help teaching and learning process especially in English lesson.

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