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Articles

Writing apprehension and writing skills on English department students: A correlational design

Geminastiti Sakkir [a*], Nurul Fadhilah Suardi [a], Syarifuddin Dollah [a], Jamaluddin Ahmad [b]

[a] English Department, Graduate Program, Universitas Negeri Makassar, Makassar, 90221, Indonesia
[b] Universitas Muhammadiyah Sidenreng Rappang, Sidenreng Rappang, 91651, Indonesia

Article Information	Abstract
	Using two different types of instruments—a questionnaire to determine students' writing apprehension and a writing test using descriptive texts to decide students' writing skills—this study investigated the correlation between writing apprehension and students' writing skills. This study used quantitative correlational research, and the English department served as the study's target population. Additionally, the researchers employed cluster sampling and correlational design, which can choose a representative sample and represent the population. To conduct the analysis, the researchers chose one class as a sample, and thirty-five students from the third semester were chosen as the sample. According to the researchers, writing apprehension and students' writing skills were shown to be negatively correlated, who concluded that the correlation between the two was $r = -0.642$. The inverse correlation indicates that students did not perform as good as on writing tests the more frequently they worry about writing. Additionally, it can be inferred that there is a strong correlation between students' writing skills and their level of writing apprehension. Future researchers can focus on strategies for reducing fear of writing or what methods and teaching are proper to reduce students' high levels of fear.

1. Introduction

In Indonesia, the use of English in daily life is increasing. Humans require a language to communicate with others. Additionally, language is the ability to communicate with another person both orally and in writing. English is for international science, advertising, commerce, broadcast engineering, and diplomacy. It means that English has also become the most widely spoken language among speakers who speak a dialect that cannot be understood. According to Castillo (2009), nowadays, the nation creates utility for a global language, and there is no better language than English. Also, English should be the second language spoken in Indonesia.

Writing involves punctuation, spelling, and paragraphing. Writing is a difficult and purposeful communication done in various locations, linguistic resources, and time restrictions. Writing is more challenging than reading, speaking, and listening. Therefore, students are often unsure how to begin (Nunan, 2003). Writing requires more effort and care. Daly and Miller (1975) are the ones who first used the term "apprehension" and distinguished between apprehension and anxiety. Apprehension is a dispositional feeling, while anxiety is situational. When it comes to writing, all students experience writing apprehension. Fear of writing is to be one of the students' writing problems. This worry shows up as apprehension about whether the writing is worth seeing, as well as apprehension about whether the writing would be laughed at, ridiculed, or thought of as bad writing.

The phenomenon of writing apprehension is related to the development of writing skills. Writing skills are part of English that students must own. Students with a high level of apprehension tend to have fewer words in their vocabulary

* Corresponding author.
Email: geminastitisakkir@unm.ac.id

compared to those with low levels of apprehension. For instance, they use fewer varieties of vocabulary in their writing, make fewer statements and use fewer words in general.

Tan (2014) stated that the correlational research method to ascertain correlations between two or more variables. Correlation is a statistical tool for measuring and analyzing the degree of association between two variables. The sign of the correlation coefficient (positive or negative) determines the direction of the correlation (Zou et al., 2003).

Daly and Miller (1975) made up the term apprehension and characterized it as the tendency to avoid writing when writing assignments are expected and to feel worried when examined by a teacher. The concept of "Writing Apprehension" incorporates apprehension and is related to the idea that some people find writing more natural and enjoyable, whereas others struggle with it and do not love it. Larson (1985) claims that writing apprehension may be related to activating specific emotions, particularly when written products are to be evaluated. In addition, Daly and Wilson (1983) found a correlation between writing apprehension and academic achievement, career choice, self-esteem, and personality factors. In Alnufaie and Grenfell (2013), Daly and Miller categorize the perceptions and emotions of writers into two basic categories: dispositional feelings and situational sentiments.

Dispositional feelings are consistent feelings, such as attitudes related to a writer's avoidance, which stems from the writer's negative attitude, causing the writer to feel blocked or otherwise distressed while writing. Moreover, situational feelings refer to like a feeling of discomfort while writing. Daly and Miller in Alnufaie and Grenfell (2013) distinguished between apprehension and anxiety, and he thought apprehension was a dispositional feeling and anxiety was a situational feeling.

Some experts variously state the definitions of writing. Writing is the consecutive expression of new ideas or the transmission of new information, according to Rivers (2018). Additionally, Brown (2001) asserted that writing is a thought form that can be planned and given with unlimited revisions before it is published. Writing is a two-step process: the first is determining the meaning, and the second is expressing it in words.

According to Sakkir et al (2016), writing transforms orally spoken messages into written language. It requires an active process of organizing, formulating, and developing the thoughts on the paper so that the reader may understand the writer's message. Writing also demands proper and precise grammar, spelling, punctuation, capitalization, and vocabulary. In their written work, the students can integrate important supporting sentences into the body of their writing. With this skill, students can correctly enhance their grammar, including using tenses, adjectives, articles, and noun phrases. Writing talent consists of acquired and applied abilities based on one's knowledge, as suggested by the preceding definition. This skill is efficiently employed when writing.

Sundari and Febriyanti (2017) said there is no significant relationship between writing apprehension and students' writing performance. However, Ni'mah, Kadarisman, and Suryati (2017) reported a negative correlation between writing attitude and writing apprehension in writing performance. Another research discussed writing apprehension and writing skills but used a quasi-experimental method conducted by Davis, Fisher, and Forde (2009); in the research, it was found that there is no significant difference between writing apprehension and students writing skills utilizing teaching with the technology approach.

Considering the problems above, this study aims to determine the level of student's writing apprehension, students' writing skills, and the correlation between writing apprehension and writing skill of the English department students at one of the Islamic universities in South Sulawesi, Indonesia. A research question guides the study; "Is there any correlation between writing apprehension and writing skill of the English department students?".

2. Method

2.1. Research Design

The design of this research is a correlation research method which was correlation design (Tan, 2014). The researchers want to find the correlation between the predictor and criterion variable. The predictor variable is students' writing apprehension, and the criterion variable is students' writing skills. This research involved two variables: a predictor variable and a criteria variable. The predictor variable is students' dread, apprehension, and prevention of academic and professional writing. Student's writing skills are the criteria variable, and writing competence is the student's capacity to compose descriptive texts. The students of the English Education Study Program in one of the Islamic universities in South Sulawesi, Indonesia, are the population in this research. There are four classes in the English study program year intake 2022. Each class consists of thirty-five students, a total population of 140 students. The researchers took a sample with a cluster random sampling technique. The total sample was thirty-five students in the third semester as a sample for the research.

2.2. Research Instrument and Technique of Data Collection

In this research, the researchers used an instrument to collect the data. In this research, the researcher used a questionnaire and writing test. In this study, the researchers distributed a written test to the respondents by writing descriptive text. The researchers used Brown and Abeywickrama (2010) scoring rubric of writing to get data on students' writing skills. The writing apprehension test was distributed to the students. Twenty-six items, each with a Likert-type self-report scale and a range of five responses, from (1) strongly agree to (5) strongly disagree.

2.3. Data Analysis

Next, the data were analyzed to discover if there was a significant correlation between students' writing apprehension and writing skills. Based on the scoring system, the researchers computed the students' writing apprehension

questionnaire and the writing test collected by the raters. The researchers subsequently employed descriptive analysis. After completing the descriptive analysis, the researchers employed statistical analysis. The researchers used SPSS 25 to analyze the data and calculate the correlation to determine the connection between the two variables. Tan (2014)'s table was used to answer the research question regarding the difference between students' writing apprehension and writing skills. The researchers determined the product-moment scale discussion table as follows:

Table 1. Discussion Correlation

Correlation value (r)	Discussion
0.0-0.2	Extremely low correlation
0.2-0.4	Low correlation
0.4-0.6	Moderate correlation
0.6-0.8	Enough Correlation
0.8-1.0	High correlation

This formula yields the correlation coefficient (r) between two variables. Through the Discussion table, the researchers determined the significance of the correlation between writing apprehension and students' writing skills. Ha: p 0.05 is the primary hypothesis. If t sig is less than 0.05, the hypothesis is accepted. It indicates a correlation between writing apprehension and students' writing skills. Ho: p > 0.05 is the second proposed hypothesis. If t sig. is more than 0.05, the hypothesis is accepted. This indicates no association between writing apprehension and the student's writing skills.

3. Findings

3.1. Results from the Normality test

This test was performed to see whether the data had a normal distribution. The researchers utilized SPSS 25 for Windows for this study's normalcy test. If the significance value is larger than 0.05, the data are regularly distributed according to the indicator test for normality. If the significance value was less than 0.05, then the data were not normally distributed. According to Table 2, With the Kolmogorov-Smirnov Normality Test, the Asymp. Sig. (2-tailed) of the data, distribution was normally distributed (0,200 > 0,05).

Table 2. One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		
Unstandardized Residual		
n		35
Normal Parameter a, b	Mean	.000
	Std. Deviation	4.312
Most Extreme Differences	Absolute	.107
	Positive	.107
	Negative	-.083
Test Statistic		.107
Asymp. Sig. (2-tailed)		.200c,d

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

3.2. Linearity Test

A linearity test is utilized to determine the linearity of the data, i.e., whether or not two or more examined variables have a linear correlation. Typically, this is a precondition for correlation or linear regression analysis. If the deviation for linearity is greater than 0.05, then the correlation between the two variables is linear; if it is less than 0.05, the correlation is not linear. The SPSS version 25 was used to conduct this linearity test. Linearity students' writing apprehension and students' writing skills in Table 3, the linearity test between writing apprehension and writing skill presented.

The linearity test was obtained from Table 3 below. The two variables are linear whenever the departure from Linearity Sig. is more than 0.05. The study revealed that the variation in linearity between writing apprehension and writing proficiency was 0.078. It was possible to establish that writing apprehension and talent were linear, given that 0.078 was greater than 0.05.

Table 3. Linearity test of students' writing apprehension and students' writing skill

				Sum of Squares	df	Mean Square	F	Sig.
Writing Skill* Writing Apprehension	Between Groups	(Combined)		841.102	16	52.569	4.017	.003
		Linearity		444.423	1	444.423	33.957	.000
		Deviation from Linearity		396.679	15	26.445	2.021	.078
	Within Groups			235.583	18	13.088		
	Total			1076.686	34			

3.3. Correlation Test Analysis

The Pearson correlation product moment was used to determine the correlation between the students' writing apprehension and writing skills. Writing apprehension served as the predictor variable (X), and writing skill as the criterion variable (Y). According to Table 4, which is based on the output table, there are 35 samples, N = 35 and N = 35, with a significance level of 5% in the distribution of the product moment table, which equals 0.334. The Pearson correlation between students' writing apprehension and students' writing skill variables is -0.642. According to the criterion above, the significant number of 0.0000.05 indicates a significant association between the two variables.

Table 4. Correlation between writing apprehension and writing skills

Correlations			
		Writing Aprehension	Writing Skill
Writing Aprehension	Pearson Correlation	1	-.658**
	Sig. (2-tailed)		.000
	N	35	35
Writing Skill	Pearson Correlation	-.658**	1
	Sig. (2-tailed)	.000	
	N	35	35

**. Correlation is significant at the 0.01 level (2-tailed).

As a result, it was decided to accept the alternative hypothesis (Ha), which claimed that writing apprehension and students' writing abilities were related. The correlation is inversely proportionate since the direction of the correlation coefficient number is negative. A negative link suggests that students will score worse on writing competence the more frequently they experience writing apprehension during learning.

3.4. Regression Analysis

The researchers first calculated the correlation analysis, and then they looked at the regression analysis. Regression analysis was used to determine how much students' writing apprehension was reduced by their writing skills as shown in Table 5 below.

Table 5. Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.642a	.413	.395	4.377

a. Predictors: (Constant), Writing Apprehension
b. Dependent Variable: Writing Skill

The value displayed in the R Square column is 0.413 (0.413 100), or 41.3%. It suggests that students' writing apprehension reduced their writing skills by as much as 41.3%, with the remainder being influenced by factors not addressed in this study. Using product-moment correlation to evaluate Karl Pearson determined that the Pearson correlation value was -0.658 with an error probability of 0.000. If p is 0.05, then the hypothesis is confirmed. Alternatively, if p>0.05, the hypothesis is rejected. (0.000 0.05) The probability value is less than 0.05. It shows a correlation between students' writing apprehension and their writing skills.

4. Concluding Remarks

This research establishes the correlation between students' writing apprehension and writing abilities. In the study, the researchers delivered two tests: a questionnaire measuring students' writing apprehension and a descriptive text writing test measuring students' writing skill. A correlation study was performed to validate the hypothesis regarding the correlation between students' writing apprehension and writing skills. According to Tan (2014), correlational research establishes correlations between two or more variables. A negative or inverse correlation is a correlation between two variables traveling oppositely. If variables X and Y have a negative correlation when X increases in value and Y decrease in value, the variables travel in opposite directions. The correlation coefficient, which assesses the strength of the correlation between two variables, quantifies the degree to which one influences the other.

Likewise, in the research conducted by Ni'mah et al. (2017), which correlated writing attitudes and writing apprehension in writing performance, there was a negative correlation between writing apprehension and students' writing performance. The closer the correlation coefficient approaches the value, the stronger the negative association between two variables (-1). According to the findings of this investigation, the correlation coefficient is r = -0.642. The correlation between students' writing apprehension and writing skills is moderately strong. Thus, the more frequently students experience writing apprehension during studying, the worse their writing scores. However, this is inversely proportional to Sundari and Febriyanti (2017) research that says there is no significant relationship between writing apprehension and students' writing performance.

This research is an extension of the study on writing apprehension and writing skills experiment with teaching utilizing technology that has been conducted by Davis, Fisher, and Forde (2009). The research found that there is no significant difference between writing apprehension and students writing skills with teaching utilizing technology, and this might happen due to writing apprehension being closely related to writing skills, and the results of this study proved this.

Calculations reveal that students' writing apprehension diminishes their writing skills by 41.3%. This reduction is modest, but students can significantly improve their writing skills by the end of the third semester if they continue to learn how to write assignments properly and relax and practice in their spare time. Naturally, students receive attention from instructors and parents. According to the findings of this study, the association between writing apprehension and students' writing abilities is r = -0.642, which is statistically significant. This indicates 0.0000.05. Therefore, the Alternative Hypothesis (Ha) is adopted, stating that there is a correlation between writing apprehension and students' writing skills. The (-) sign in the table denotes a negative link between students' writing apprehension and their writing abilities. Students involved in the study demonstrate a negative link between their writing apprehension and writing skills.

The indication (-) in the table indicated a negative link between the students' writing apprehension and writing skills. A negative link indicates that the more frequently students experience apprehension during learning, the worse their writing test scores. Writing apprehension was characterized by Daly and Miller (1975) as the tendency to avoid writing when writing assignments are necessary and to feel uneasy

when examined by a teacher. Based on the premise, researchers discovered that writing skills is related.

This research has scope and limitations; researchers only focus on the correlation between writing apprehension and writing skills. So further researchers interested in writing apprehension may focus on another variable. Future researchers can focus on strategies for reducing fear of writing or what methods and teaching are proper to reduce students' high levels of fear. The researchers hope that the research result can be an additional reference to the following research, especially in students' writing apprehension and writing skills.

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