



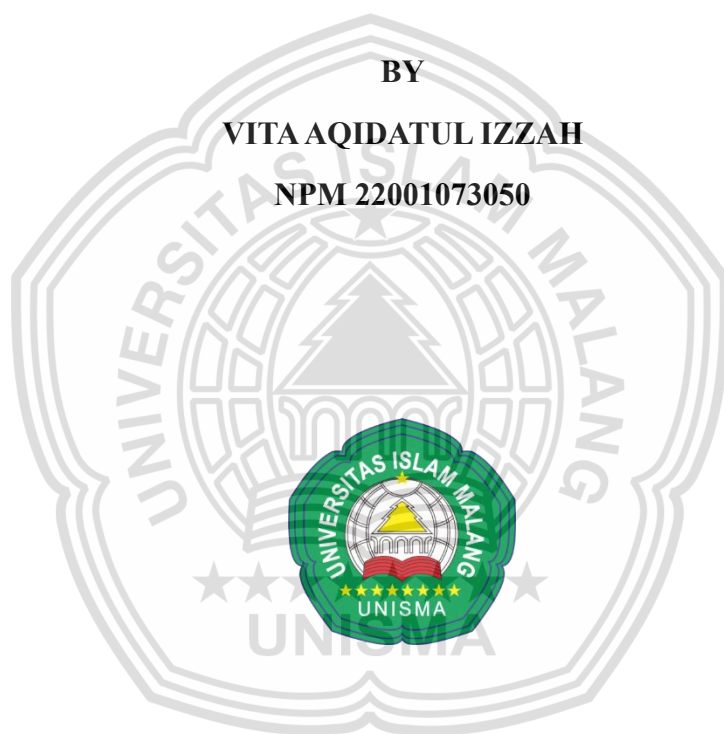
**ANALYZING THE RELATIONSHIP BETWEEN MOTIVATION,  
ANXIETY AND WRITING PERFORMANCE AMONG EFL STUDENTS**

*SKRIPSI*

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**UNIVERSITAS ISLAM MALANG**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**ENGLISH EDUCATION DEPARTMENT**

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**BY**

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## ABSTRAK

Izzah, Vita Aqidatul. 2024. *Menganalisis Hubungan antara Motivasi, Kecemasan, dan Kinerja Menulis di Kalangan Mahasiswa EFL*. Skripsi, Departemen Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Malang. Pembimbing I: Dr. H. Alfian Zuhairi, M.Pd; Pembimbing II: Fitri Awaliyatush Sholihah, S.Pd., M.Pd.

Kata Kunci: Motivasi, kecemasan, kinerja menulis, mahasiswa EFL

Menulis memperkuat pemikiran kritis, keterampilan analitis, dan kemampuan untuk menganalisis informasi secara logis. Menulis dalam bahasa Inggris memberikan akses ke informasi internasional dan peluang untuk kolaborasi budaya, memungkinkan siswa untuk mengekspresikan ide dan argumen mereka secara kreatif dan efektif. Faktor internal dan eksternal sangat penting dalam pengembangan keterampilan menulis. Faktor internal meliputi dimensi afektif, seperti motivasi dan kecemasan, serta dimensi kognitif. Studi ini berfokus pada faktor afektif, yaitu motivasi dan kecemasan, untuk memahami pengaruhnya terhadap keterampilan menulis.

Penelitian ini bertujuan untuk mengeksplorasi hubungan antara motivasi dan kinerja menulis, serta hubungan antara kecemasan dan kinerja menulis di kalangan mahasiswa semester delapan jurusan Pendidikan Bahasa Inggris di Universitas Islam Malang. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional. Partisipan penelitian direkrut menggunakan teknik convenience sampling, dengan jumlah sampel total sebanyak 65 mahasiswa. Data dikumpulkan melalui Academic Writing Motivation Questionnaire (AWMQ) oleh Payne (2012), Second Language Writing Anxiety Inventory (SLWAI) oleh Cheng (2004), dan nilai menulis. Untuk menganalisis data, peneliti menggunakan SPSS versi 25.

Hasil penelitian menunjukkan bahwa motivasi mahasiswa cenderung sedang, dengan skor rata-rata 3.34; tingkat kecemasan rendah, dengan skor rata-rata 49.5; dan kinerja menulis cenderung tinggi, dengan skor rata-rata 83.48. Melalui analisis korelasi, peneliti menemukan korelasi positif antara motivasi dan kinerja menulis, serta korelasi negatif antara kecemasan dan kinerja menulis. Ini menunjukkan bahwa semakin tinggi motivasi dan semakin rendah kecemasan, semakin baik kinerja menulis mahasiswa.

Berdasarkan temuan penelitian ini, disarankan untuk menggunakan faktor-faktor yang mempengaruhi kinerja menulis mahasiswa secara lebih menyeluruh, dengan mempertimbangkan faktor afektif lainnya seperti efikasi diri, kepribadian, sikap, dan jenis kelamin. Kemudian, partisipan dari berbagai tingkat semester, universitas lain, dan tingkat sekolah yang berbeda juga perlu dipertimbangkan untuk memberikan pemahaman yang lebih menyeluruh tentang motivasi dan kecemasan dalam kinerja menulis di kalangan mahasiswa EFL. Selain itu, pendekatan kualitatif seperti wawancara atau diskusi kelompok terfokus (FGD) dengan kuesioner dapat dikombinasikan untuk mendapatkan wawasan yang lebih mendalam tentang pengalaman dan persepsi mahasiswa.



## ABSTRACT

**Izzah**, Vita Aqidatul. 2024. *Analyzing the Relationship between Motivation, Anxiety and Writing Performances among EFL Students*. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Dr. H. Alfian Zuhairi, M.Pd; Advisor II: Fitri Awaliyatush Sholihah, S.Pd., M.Pd.

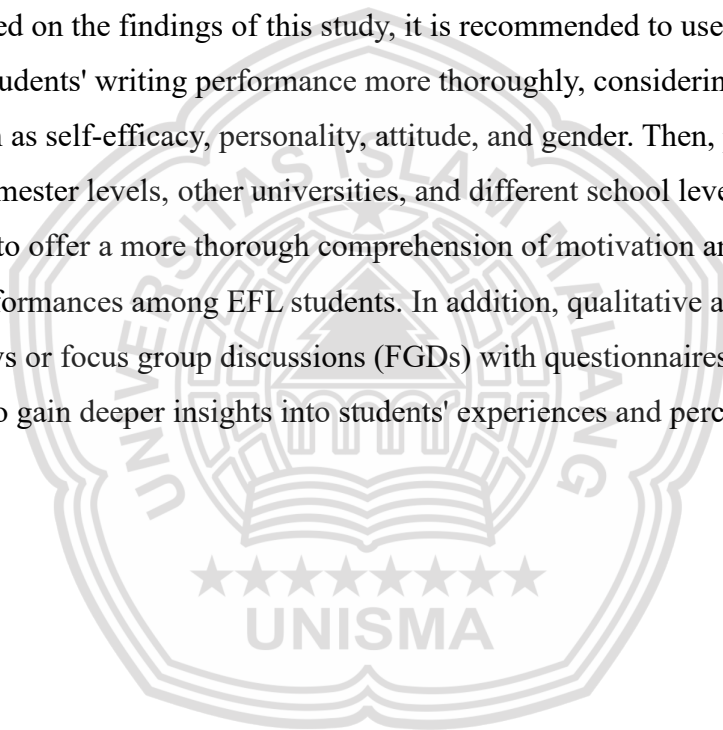
**Key Words:** Motivation, anxiety, writing performances, EFL students

Writing strengthens critical thinking, analytical skills, and the ability to analyze logical information. Writing in English provides access to international information and opportunities for cultural collaboration, allowing students to express ideas and arguments creatively and effectively. Internal and external factors are essential in the development of writing skills. Internal factors include affective dimensions, such as motivation and anxiety, as well as cognitive dimensions. This study focuses on affective factors, namely motivation and anxiety, to understand their influence on writing skills.

This study aims to explore the relationship between motivation and writing performance, as well as the relationship between anxiety and writing performance among eighth-semester English students at the University of Islam Malang. This study used a quantitative approach with a correlational design. Research participants were recruited using convenience sampling, with a total sample size of 65 students. Data were collected through the Academic Writing Motivation Questionnaire (AWMQ) by Payne (2012), the Second Language Writing Anxiety Inventory (SLWAI) by Cheng (2004), and writing score. To analyze the data, the researcher used SPSS version 25.

The results showed that students' motivation tended to be moderate, with a mean score of 3.34; anxiety levels were low, with a mean score of 49.5; and writing performance also tended to be high, with a mean score of 83.48. Using correlation analysis, the researcher found a positive correlation between motivation and writing performance and a negative correlation between anxiety and writing performance. This indicates that the higher the motivation and the lower the anxiety, the better the students' writing performance tends to be.

Based on the findings of this study, it is recommended to use factors that influence students' writing performance more thoroughly, considering other affective factors such as self-efficacy, personality, attitude, and gender. Then, participants from different semester levels, other universities, and different school levels should be considered to offer a more thorough comprehension of motivation and anxiety in writing performances among EFL students. In addition, qualitative approaches such as interviews or focus group discussions (FGDs) with questionnaires can be combined to gain deeper insights into students' experiences and perceptions.



## CHAPTER I INTRODUCTION

In this introduction section, the author discusses the background of the study, which includes the context and reasons why this research topic is relevant at this time. The author also details the research question and objectives of the study. In addition, the author outlines the significance of the theoretical and practical research and discusses the definition of key terms that were utilized in this study, which are described in several separate points.

### 1.1 Background of the Study

As a world language, English has become prevalent and widely used in the contemporary world. English takes root through daily interactions and is not only widespread through formal communication. Listening, speaking, reading, writing, and grammar are competencies that English learners need to acquire. According to Harmer (2004), writing can trigger language development and encourage students to focus on the accurate use of language; when writing, students can have time to think more and even access dictionaries or other references to help their writing process. Therefore, writing is a valuable communication skill that allows one to convey thoughts or ideas.

Furthermore, writing performance significantly influences second language learners' (L2) communication ability. This ability is certainly of great concern, as



in a study conducted by Bhowmik (2021), which revealed that the acquisition of the English language differs substantially between English as a Second Language (ESL) and English for Foreign Language (EFL). Several factors, such as unique student needs, institutional mandates, or curricular goals, make this different. Therefore, designing effective teaching would be an appropriate strategy for any learning, especially English.

Furthermore, writing in English is one of the most significant and vital things for pupils. The ability to write in English will provide access to international information and open opportunities for cultural collaboration. Then, the students will be able to effectively and creatively express their ideas as well as their arguments in a clear and appropriate manner. Writing is a process that develops analytical abilities, logical information analysis, and critical thinking. In addition, communicating effectively through writing is a critical component of the academic and professional development of students. Hence, the ability to write is a valuable asset.

In addition, several aspects, including internal and external factors, can be essential in developing writing skills. These internal factors include affective and cognitive dimensions, crucial in shaping one's writing skills. Affective factors, such as motivation, interest, and attitude toward writing, significantly impact how effectively one can express themselves through writing. On the other hand, these cognitive factors consist of critical thinking skills, grammar, vocabulary, sentence structure, and knowledge about a topic; this is consistent with research by Toba et



al. (2019), which found that the ability to write aspects influences writing ability; substance, structure, word choice, language rules, and technical accuracy.

However, specific individuals encounter challenges in writing stemming from various factors, including limited writing practice, aversion to the writing process, writing anxiety, negative perceptions about writing, low motivation for writing, insufficient time to write, and inadequacies in the writing instruction provided by their lecturers.

In addition, motivation is also one of the factors that have a substantial effect on students' writing ability. According to Bernaus and Gardner (2009), motivation is an internal state that prompts individuals to engage in specific activities to accomplish goals that are actualized in behavior to obtain a target. There are two functions of motivation in learning: integrative motivation (communicating with the language-speaking community) and instrumental motivation (gaining practical benefits). Motivation, which falls under the category of affective factors along with self-confidence, anxiety, and interest, forms the psychological aspects that influence the learning process of writing. This concept aligns with the results of research undertaken by Kurniasih et al. (2022), who concluded that affective factors, particularly motivation, can contribute considerably to students' writing performance. Their writing performances were not influenced by affective factors such as anxiety, self-efficacy, or attitude. So, high motivation is the primary driver to overcome various challenges, as well as increase students' perseverance to improve their writing performances for the better.

As discussed earlier, anxiety is an additional affective factor that can influence the writing performances. This anxiety includes a sense of discomfort and doubt, as well as a lack of confidence that arises when facing a writing task. According to a study conducted by Syarifudin (2020), which explains that cognitive anxiety is the most dominant type of anxiety faced by students, while somatic anxiety is the second, and avoidance behavior is the third. Furthermore, research conducted by Hartono and Maharani (2020), revealed that cognitive anxiety is the most prevalent kind of anxiety and can affect success in foreign language learning. Lastly, a study conducted by Kurniasih et al. (2020), stated that the writing process method improves students' writing quality and reduce their anxiety.

Actually, there have been several studies that discuss anxiety and motivation with students' writing performances in the EFL context. However, there are still gaps in understanding the precise nature and strength of these relationships, particularly students in the English education department of the University of Islam Malang who are in the eighth semester. As a result, the purpose of this study is to address the gap by carrying out a correlational analysis to systematically examine the relationship between motivation and writing performances, as well as anxiety and students' writing performances. Using statistical analysis, the researcher seeks to identify and measure the strength of this correlation as well as present a concrete understanding of the relationship.

## 1.2 Research Questions

The study identifies several questions, focusing on the relationship between motivation and anxiety in EFL students' writing performances. This research focuses on answering the two questions below:

1. Is there any relationship between motivation and writing performance among EFL students?
2. Is there any relationship between anxiety and writing performance among EFL students?

## 1.3 Objectives of the Study

Based on the research question above, this study has the following research objectives:

1. To measure the relationship between motivation and writing performance among EFL students.
2. To examine the potential relationship anxiety with writing performance among EFL students.

## 1.4 Significances of the Study

The findings of this study are expected to have theoretical and practical importance for future English language learning.

### a. Theoretical

The results of this study are expected to enrich and deepen the understanding of how motivation and anxiety relate to writing performance in

the context of English as a Foreign Language (EFL) learning. It may help the development of more specific and language-learning-oriented theories of motivation and anxiety.

b. Practical

1. The teachers

The findings of this study reveal the relationship between motivation and anxiety in students' writing ability. If there is a significant relationship, teachers have the potential to develop strategies addressing students' motivation and anxiety during writing learning.

2. The researcher

The results of this study can make a significant contribution to enhancing researchers' understanding of the correlation between motivation and anxiety with writing performance, particularly in English as a foreign language (EFL) student. It is suggested that future researchers explore other affective factors to explore more deeply what factors can affect students' writing performances especially in the EFL context.

### 1.5 Scope and Limitation

a. Scope

This study investigates the relationship between motivation and writing performance, as well as anxiety and writing performance among EFL (English as a Foreign Language) students among 8th-semester students in the English department at the University of Islam Malang. The research involves

65 participants selected through convenience sampling. It utilizes quantitative methods to gather data by employing a modified Academic Writing Motivation Questionnaire, the Second Language Writing Anxiety Inventory (SLWAI), and writing score. The analysis includes descriptive statistics to categorize motivation levels, anxiety, and writing performance, as well as correlation analysis to examine the relationship between these variables.

b. Limitation

While this study aims to investigate the relationship between motivation, anxiety, and writing performance among 8th-semester students in the English department at the University of Islam Malang, several limitations should be considered.

1. Sample Size: This study's findings are limited to 65 8th-semester students from a specific department at one university, which may affect generalizability. ★★★★★★
2. Contextual Specificity: Findings are specific to the context of EFL students at the University of Islam Malang and may not be universally applicable to all EFL learners.

### 1.6 Definition of Key Terms

To have a common understanding of the concept of this study, the terms used in this study are clarified as follows:

a. Students Motivation

Student motivation is an internal or external state that encourages students to take an active role in their education. Motivation includes: The drive to achieve academic goals, interest in a particular subject and the desire for high achievement.

b. Students Anxiety

Student anxiety is a state of feeling worried, uneasy, or uncomfortable, which can arise when students face assignments or exams and can be significantly related to the phenomenon of writing anxiety. In this study, writing anxiety is not only an emotional response to a writing task that can affect students' writing performances but also includes their behavioral responses.

c. Writing Performances

Writing performance refers to students' ability to express thoughts effectively and their knowledge of various aspects such as vocabulary, composition, grammar, and the coherence of their writing. This reflective practice helps students identify their strengths and areas for improvement, promoting a deeper understanding of their writing abilities and enhancing their overall academic writing skills.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This section discusses the conclusions and suggestions from this research, provides an in-depth analysis of the findings and their implications, and provides applicable recommendations for future research.

#### 5.1 Conclusion

Motivation and anxiety are often discussed in the English learning process. This study aims to answer two questions concerning the relationship between motivation and writing performance and the relationship between writing anxiety and writing performance. The analysis revealed that writing motivation and anxiety correlate equally with writing performance. So, with higher motivation and lower anxiety, students' writing performances will increase.

Furthermore, as mentioned earlier, the lack of population representation is also a weakness in this study, which could be due to various factors, including accessibility of participants, motivation to participate, or specific demographic characteristics that may be more or less likely to participate. This lack of representation can impact the generalizability of the study's findings, making it challenging to draw broader conclusions about the entire population.



## 5.2 Suggestions

For future research, it is recommended to consider other affective factors such as self-efficacy, personality, attitude, and gender to gain a more comprehensive understanding of the factors that may influence students' writing performance. In addition, participants from different semester levels, other universities, and different school levels should be considered to offer a more thorough comprehension of motivation and anxiety in writing performances among EFL students.

A further suggestion is combining qualitative research approaches such as interviews or focus group discussions (FGDs) with questionnaires that can provide deeper insights into the experiences, perceptions, and factors influencing students' writing performances. This method enables more detailed analysis and comprehensive knowledge of the subject, which may be challenging to obtain if only using questionnaires.

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