The Correlation between Students' Writing Anxiety and the Use of Writing Assessment Rubrics

by Priyatno Ardi

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Abstract

Writing anxiety may occur if students are expected to write excellently. To assist the students in minimizing their writing anxiety, teachers can introduce rubrics to the students prior to accomplishing writing tasks. The present study intended to investigate the levels of students' second language writing anxiety and students' use of writing assessment rubrics as well as their correlation. This study took place in Critical Reading and Writing classes at Sanata Dharma University, Yogyakarta, Indonesia. Seventy-three students participated in this research. To gather the data, the researchers employed two instruments, namely Second Language Writing Anxiety Inventory (SLWAI) and students' use of writing assessment rubric questionnaire. The data were statistically analysed using SPSS. The results revealed that both students' second language writing anxiety and their use of writing assessment rubrics were at a moderate level. The two variables also showed a negative strong correlation ($r=-0.704$) which indicated that the pre-notification of the use of writing rubrics decreased students' writing anxiety.

Keywords: second language writing anxiety, writing assessment rubrics, critical reading and writing

Introduction

As writing is a productive visual skill that facilitates communication and intellectual growth (Nunan, 2015), students are expected to have a good performance in writing. However, many language learners find that writing is difficult and makes them frustrated (Graham, Harris & Mason, 2005). According to Al-Sawalha, Salem, and Foo (2012), the difficult part of writing lies in the process of generating, organizing, and putting ideas into the written text. Moreover, language learners also need to possess lexical and syntactical competences so that the writing product can satisfy the readers (Bayat, 2014). Writing in a foreign language is even more difficult than writing in the first language (Gilmore, 2009). Foreign language learners found that, among others, grammar and vocabulary become the difficult parts of writing (Pasaribu, 2016).

Given the fact that writing in a foreign language is complex, it can lead to anxiety (Karakaya & Ulper, 2011). Foreign language anxiety, according to Horwitz, Horwitz and Cope (1986), is responsible for students' negative reaction to language learning because the students deal with a foreign language. What makes foreign language anxiety notable from other anxieties is the difference between learners' communication ability in the native language and foreign language. The learners with good language and communication skills in the native language can still experience anxiety when dealing with a foreign language.

Even though writing anxiety is quite particular, only recently is a foreign language learning anxiety associated with writing skills (Atay & Kurt, 2006). Writing anxiety is commonly described as writing apprehension in academic works. Daly and Miller (1975), as cited by Cheng (2002), invented the term "writing apprehension," which describes the type of anxiety that an individual experiences when facing writing tasks. The students who have writing anxiety find every step of the writing process difficult and demanding (Karakaya & Ulper, 2011). As a result, writing anxiety can hinder students' learning process (Chen & Chang, 2004) and affect their writing performance (Cheng, 2002; Daud, Daud, & Kassim, 2005).

Writing anxiety and its effect on students' writing performance have been investigated by several researchers. First, Cheng (2002) investigated the relationship between writing anxiety and various factors, namely gender, grade level, and learners' construct on English students in Taiwan. The study found that gender significantly affected writing anxiety while the grade level did not. The research also revealed that learners' construct, consisting of confidence in English writing, writing motivation, extracurricular effort to learn, and writing achievement, contributed significantly to the writing anxiety. Second, Daud et al. (2005) examined the relationship between students' anxiety and students' writing performance. Writing Apprehension Test (WAT) was used to measure students' anxiety. The researchers found that students with more anxiety performed lower skills than those with less anxiety. The anxiety was mostly caused by students' insufficient writing skills.

Writing anxiety may occur when the teachers expect foreign language students to have a good performance in writing. However, the students sometimes do not know what their teachers want from their writing (Andrade & Du, 2005). One of the strategies that can be used by the teachers is to clarify their expectations on students' writing and explain evaluation criteria prior to giving writing tasks. Sokolik (2003) also argues that the students should understand how their writing will be evaluated. Clear grading methods will receive good responses from the students (Holmes & Smith, 2003). As a result, the students who receive clear information about the evaluation criteria for their writings have better products than those who do not receive them (Cohen, Lotan, Scarloss, Schultz, & Abram, 2002).

To give clear grading criteria for assessing students' writing, the teachers can use a rubric, a scoring grid consisting of explanations of writing elements that will be evaluated, such as grammar, mechanics, content, organization, and creativity (Sokolik, 2003). Introducing a writing rubric is beneficial for the students. First, giving and explaining the grading criteria in the rubric can enhance students' knowledge of writing and help the students to understand how their writing is supposed to be (Andrade, 2001). Second, the rubric can also convey teachers' expectations of their students' writings thoroughly and help the students to complete their tasks (Andrade, 2000; Hall & Salmon, 2003; Whittaker, Salend, & Duhaney, 2001). Third, the rubric describes how a good writing is composed so that the students have clear guidelines when they write.

Even though grading criteria in the rubric prove to give a positive effect on students' writing performance and convey teachers' expectations (Andrade, 2001; Andrade, Du & Wang, 2008; Cohen et al., 2002), the relationship between students' use of writing assessment rubric and their second language writing anxiety is under-researched. It is worth investigating since teachers' pre-notification and clarification of the grading criteria in the writing rubric may reduce students' writing anxiety. Therefore, more research is called for to find out how the use of writing rubrics correlate with students' writing anxiety, which will shed light on the importance of introducing the writing rubrics in a foreign language classroom.

The present study aimed to investigate the levels and relationship between second language writing anxiety and the use of writing assessment rubrics among English Language Education Study Program (ELESP) students in Critical Reading and Writing (CRW) classes of Sanata Dharma University, Yogyakarta, Indonesia. The questions addressed in this research are (1) what are the levels of students' foreign language writing anxiety and their use of writing assessment rubrics in Critical Reading and Writing classes?; and (2) what is the correlation between students' foreign language writing anxiety and their use of writing assessment rubrics in Critical Reading and Writing classes?

Review of Literature

Foreign Language Writing Anxiety

Foreign language writing anxiety happens when students write in a foreign language. Cheng (2004a) states that anxiety can be conceptualized and measured through a multidimensional perspective and it consists of three "relatively independent dimensions" (p. 318). The first dimension is somatic/physiological anxiety, which refers to the physiological effects, such as feeling nervous and tense, having a stomachache, sweating, and pounding of the heart. The second is cognitive anxiety, which is related to someone's mind, such as having a negative expectation, concerning about the performance, and worrying about outcomes. The third is avoidance behavior, which has to do with negative behaviors or reaction to a certain situation, such as procrastinating, withdrawing, or avoiding the situation. Based on the multidimensional concept of anxiety, Cheng (2004a) developed Second Language Writing Apprehension Inventory (SLWAI) to measure students' writing anxiety in second language learning.

As writing anxiety is a multidimensional construct, some causes lead to second language writing anxiety. First, foreign language writing anxiety occurs due to time limitations (Cheng, 2004b; Ho, 2016; Pasaribu, 2016). Writing under time pressure makes the students feel anxious and can cause a decline in their language proficiency. The second cause is the fear of negative evaluation (Cheng, 2002; Cheng, 2004b; Ho, 2016; Lin & Ho, 2009; Pasaribu, 2016). According to Lin and Ho (2009), the students expect a good evaluation for their writing. They are afraid of bad evaluations from their teacher and the possibility that their work will get a bad grade. The third is students' self-expectations and peer expectations of their writing (Cheng, 2004b; Lin & Ho, 2009; Pasaribu, 2016). The students want to satisfy themselves with their work and feel their improvement and get the acknowledgement from others. They often think that their friends are better so that they have to improve and meet other people's expectations. Fourth, a particular topic which is not interesting for the students can become the cause of writing anxiety (Lin & Ho, 2009). Cheng (2004b) explains that the students feel anxious when they are given a topic where they do not have any ideas or knowledge about it so as to make the writing activity uninteresting. Fifth, foreign language writing anxiety can be due to an unfamiliar writing format (Lin & Ho, 2009). If the teacher makes complicated or rigid writing formats, the students will feel anxious about whether they will fulfil the requirements. Sixth, some research reveals that students' confidence in writing determines their writing anxiety (Cheng, 2002; Cheng, 2004b; Ho, 2016; Pasaribu, 2016). Students' confidence contributes more to their anxiety than their writing competence does. The last cause of writing anxiety is insufficient writing skills (Cheng, 2002; Cheng, 2004b; Ho, 2016; Pasaribu, 2016). The students having doubts about their own writing ability tend to feel anxious about the outcomes.

Writing Assessment Rubrics

A writing rubric is an assessment tool describing students' writing ability, ranging from poor to excellent, in a particular writing task, such as writing an essay or a research paper (Andrade, 2000). The purpose of the rubric is to give detailed feedback and evaluation on students' writing product. Since it elaborates elements of writing that will be assessed (Sokolik, 2003), the rubric can also be used in self-assessment, peer-assessment, and teacher assessment. It facilitates the students to put more emphasis on the quality of their works rather than on their grades (Andrade, 2006).

Based on the literature, students' use of the writing assessment rubric can be seen from eight criteria. First, the students should understand all the terms in the rubric because the rubric itself must be concise, avoid using vague or abstract words, and use positive terms (Andrade, 2000; Hall & Salmon, 2003; Montgomery, 2000; Whittaker et al., 2001). The language used in the description should also differentiate each level. Second, the goal of the rubric must be described in the criteria explicitly and clearly (Lee & Lee, 2009; Whittaker et al., 2001). Third, teacher expectations for students' writings should be conveyed thoroughly in the rubric (Andrade, 2000; Andrade & Du, 2005; Hall & Salmon, 2003; Whittaker et al., 2001). Fourth, the students can ask and clarify teachers' expectations before accomplishing the given writing tasks (Hall & Salmon, 2003). Fifth, the students can also keep track on their skills by monitoring which part they keep doing well and which part they lack, then they can keep improving that part (Andrade & Du, 2005). Sixth, by using rubrics, the students will do self-assessment and peer-assessment (Andrade, 2005; Andrade, 2006; Montgomery, 2000; Whittaker et al., 2001). They have to ensure everything in the rubric is covered (Andrade & Du, 2005). Seventh, the students can better understand how to make a good composition and they are reflecting on what they should do to make it (Andrade, 2000; Andrade, 2005; Andrade & Du, 2005; Whittaker et al., 2001). Lastly, the students focus on the aspects that gain a high score on their writings, such as content and organization (Andrade et al., 2008; Andrade & Du, 2005).

Methodology

Setting and Participants

The study was conducted in the English Language Education Study Program (ELESP) of Sanata Dharma University, Yogyakarta, Indonesia, in the even semester of 2018/2019 academic year. Seventy-three English-major students enrolled in Critical Reading and Writing (CRW) classes participated in this study. Critical Reading and Writing was a compulsory 4-credit hour course offered to the second year students. The course aims to equip the students with critical thinking skills. The students were expected to develop critical reading skills on a variety of educational and social issues and write responsive, analytical, and argumentative essays in response to the issues. Prior to taking the course, the students had learned the basic and minimal requirements of writing as well as how to make a good paragraph and organize their ideas in the previous semesters. The course assessments included writing academic essays. As one of formative assessments of the course, the students were individually assigned to write an argumentative essay within two hours. Prior to writing essays, writing assessment rubrics were introduced by the lecturers. One example of the writing rubrics is in Appendix C.

Research Instruments

To measure students' writing anxiety, the researchers used Second Language Writing Anxiety Inventory (SLWAI) developed by Cheng (2004a), focusing on three dimensions, namely somatic or physiological anxiety, cognitive anxiety, and avoidance behavior. SLWAI consists of 22 items: seven statements indicating somatic anxiety, eight statements indicating cognitive anxiety, and seven statements indicating avoidance behavior. The students were asked to give their level of agreement on a 5-point Likert scale ranging from "strongly disagree" to "strongly agree." SLWAI total scores ranged from 22 points to 110 points. Table 1 illustrates the item distribution of SLWAI.

Table 1. Items Distribution of SLWAI

Components	Number of Items	Total
Somatic/Physiological Anxiety	1,2,3,4,5,6,7	7
Cognitive Anxiety	8,9,10,11,12,13,14,15	8
Avoidance Behaviour	16,17,18,19,20,21,22	7

Students' use of writing assessment rubrics was measured using students' use of writing assessment rubric questionnaire, which was developed based on eight aspects previously discussed in the theoretical framework (see also Andrade, 2000; Montgomery, 2000; Hall & Salmon, 2003; Whittaker et al., 2001; Lee & Lee, 2009; Andrade & Du, 2005; Andrade et al., 2008). The questionnaire was a 15-item measure, which was based on a 5-point Likert scale, with total scores ranging from 15 points to 75 points. The item distributions of the questionnaire are presented in Table 2.

Table 2. Items Distribution of the Questionnaire

Components	Items	Total
The terms in the rubrics	1	1
The goals in the rubrics	2,3	2
The teachers' expectations of the assignments	4	1
Clarifying the rubrics	5,6	2
Using the rubrics to improve themselves	7,8,9	3
Self-assessment and peer-assessment	10,11	2
Knowing what good writing is	12,13	2
Important aspects of the writing	14,15	2

The validity of the instruments was measured using Pearson product-moment coefficient. The instruments are considered valid if there is a correlation coefficient and its significance is less than 0.05 (Ary, Jacobs, & Sorensen, 2010). The results, as shown in Table 3, indicated that 4 items of Second Language Writing Anxiety Inventory (SLWAI) were invalid and 1 item of students' use of writing assessment rubric questionnaire was invalid.

Table 3. Validity Results of the Questionnaires

Components		Number of Items	
		Valid	Invalid
Second Language Writing Anxiety Inventory	Somatic/Physiological Anxiety	1,2,3,4,5, 6,7	-
	Cognitive Anxiety	8,9,10,11,	-

		12,13,14, 15	
	Avoidance Behavior	17,19,22	16,18, 20,21
Students' Use of writing assessment rubrics questionnaire	The terms in the rubrics	1	-
	The goals in the rubrics	2	3
	The teachers' expectations of the assignments	4	-
	Clarifying the rubrics	5,6	-
	Using the rubrics to improve themselves	7,8,9	-
	Self-assessment and peer-assessment	10,11	-
	Knowing what good writing is	12,13	-
	Important aspects of the writing	14,15	-
Total		32	5

Based on the reliability test, the Cronbach's alpha coefficient of Second Language Writing Anxiety Inventory was 0.725 while the coefficient of students' use of writing assessment rubrics questionnaire was 0.675. Hence, both of the instruments were reliable since their reliability coefficients were higher than 0.6 (Creswell, 2012).

Data Collection and Analysis

The English version of the questionnaires was distributed to 73 students. The students were allocated 20 minutes to complete the questionnaires. After the data were gathered, the researchers used SPSS software to analyze the data. To examine students' levels of writing anxiety and their use of writing assessment rubrics, descriptive statistics were employed. The mean, score, and standard deviation were calculated to determine students' levels of writing anxiety and use of writing assessment rubrics. The calculated scores were categorized into three levels, namely low, moderate, and high levels. The low-class upper limit was calculated by reducing the mean by one standard deviation. The high class lower limit was calculated by adding the mean with one standard deviation, while the moderate class was the gap between the low class and the high class.

To examine the correlation coefficient (r), the researchers employed the product-moment formula. The researchers used SPSS software to analyze the data. The relationship between the variables was categorized based on the Pearson correlation coefficient (r). The researcher classified the correlation coefficient (r) strength based on Hinkle, Wiersma, and Jurs (2003).

Results and Discussion

This part presents the results and discussion which are based on students' responses to Second Language Writing Anxiety Inventory (SLWAI) and students' use of writing assessment rubric questionnaire.
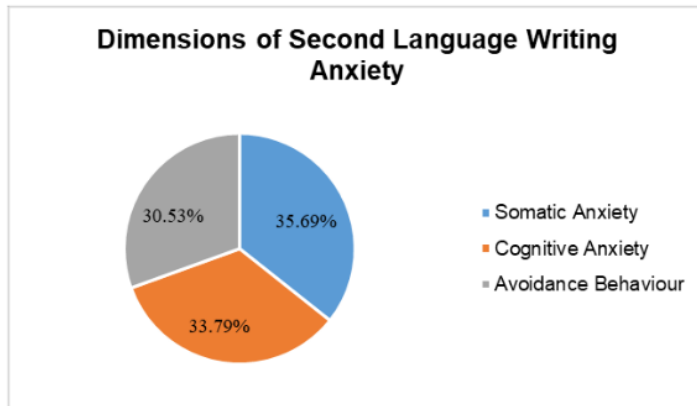
Students' Level of Second Language Writing Anxiety

Students' level of second language writing anxiety was measured using Second Language Writing Anxiety Inventory (SLWAI) with a score range of 18 to 90. A total score of 63 to 90 indicates a high level of anxiety; a total score of 50 to 62 implies a moderate level of anxiety; and a total score of 18-49 indicates a low level of anxiety.
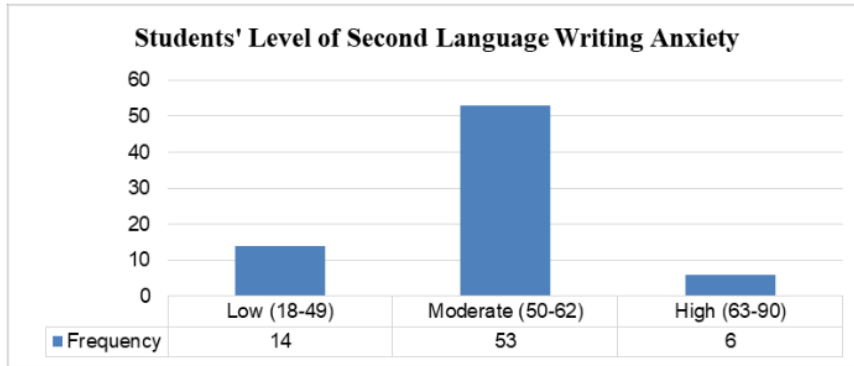
Figure 1. Students' Level of Second Language Writing Anxiety

Figure 1 depicts students' level of second language writing anxiety (n=73, SD=6.66, Mean=56.27). The central tendency of students' level of second language writing anxiety was represented by the mean (56.27), mode (56) and median (56). The results show that the majority of the students had a moderate level of second language writing anxiety. There were 53 (72.6%) students in the moderate level, 6 (8.22%) students in the high level, and 14 (19.18%) students in the low level.

Figure 2. Dimensions of Second Language Writing Anxiety

The results of three dimensions of second language writing anxiety experienced by the students are presented in Figure 2. It shows that somatic anxiety (35.69%) was the most common dimension of anxiety experienced by the students, followed by cognitive anxiety (33.79%) and avoidance behavior (30.53%). This was different from Cheng's (2004a) findings, which revealed that the negative correlation between test anxiety and writing performance was due to cognitive anxiety rather than somatic anxiety and avoidance behavior. According to Cheng (2004a), somatic anxiety included feeling nervous and tense,

going blank, having jumbling thoughts, trembling, feeling panic, freezing up, and pounding of the heart. Somatic anxiety was experienced when the students physiologically felt bad. In Critical Reading and Writing classes, as part of course assessments, the students were required to write essays within two hours. Their being nervous was expressed in various ways, such as upset stomachs and pounding of the heart. Among those, the students mostly found their hearts pounding faster. They started to tremble, go blank, feel panic, freeze up, and feel tense. This somatic anxiety was even worse when they could not double check their work. They only focused on finishing their writing during the provided time. As a result, the students could not do their best in writing their essays (Lin & Ho, 2009). Students' English proficiency even declined; they tended to use simple and misspelled words (Cheng, 2004b).

Cognitive anxiety, like having a negative expectation concerning the performance and worrying a lot (Cheng, 2004a), was in the second rank. It was highly dominated by students' worrying over their grade and evaluation. Since students' essays were scored and the scores consequently contributed to their final grade, the students were afraid of getting a low score. A low grade would affect their Grade Point Average (GPA) greatly since it was a 4-credit course. Since the students expected a good evaluation for their writing (Lin and Ho, 2009), they were worried whenever they found a mistake in their writing. They were also afraid if their writing was criticized due to their mistakes since they believed that a good writing should be error-free (Cheng, 2004b).

The third rank was avoidance behavior, which includes procrastinating, withdrawing, or avoiding writing English composition (Cheng, 2004a). Based on the results, some students tended to avoid writing essays. They felt anxious because they were not accustomed to writing English essays. Even though they had learned writing skills in the previous semesters, it was their first experience to write essays. As a result, they sometimes did not put forth the effort to do so. Nevertheless, the course provided the students with skills and knowledge about essay writing, which would be useful later when they have to write an academic paper in the following semester.

Students' Level of Using Writing Assessment Rubrics

To gauge students' level of using writing assessment rubrics, the researchers employed students' use of writing assessment rubric questionnaire, which had a score range of 14 to 70. A total score of 55 to 70 implies a high level; 46 to 54 indicates a moderate level; and 14 to 46 shows a low level.
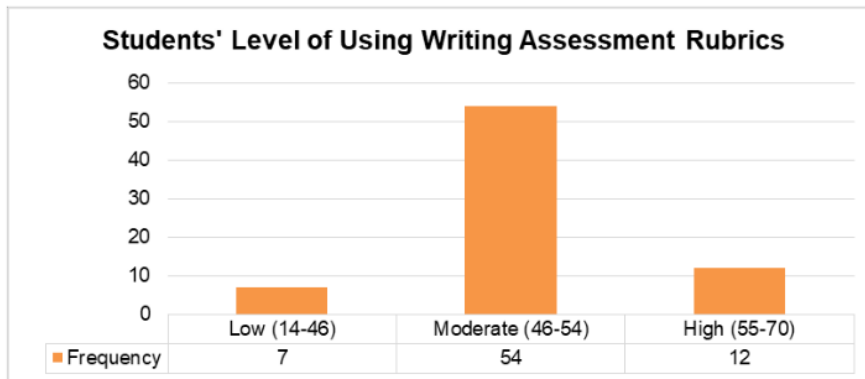
Students' Level of Using Writing Assessment Rubrics

Frequency	Low (14-46)	Moderate (46-54)	High (55-70)
	7	54	12

Figure 3. Students' Level of Using Writing Assessment Rubrics

Figure 3 shows students' level of using writing assessment rubrics (n=73, SD=4.21, Mn=50.70). Its central tendency was represented by the mean (50.70), mode (50) and median (50). The findings suggest that the majority of the students had a moderate level of using writing assessment rubrics. There were 54 (73.97%) students in the moderate level, 12 (16.44%) students in the high level, and 7 (9.59%) students in the low level.
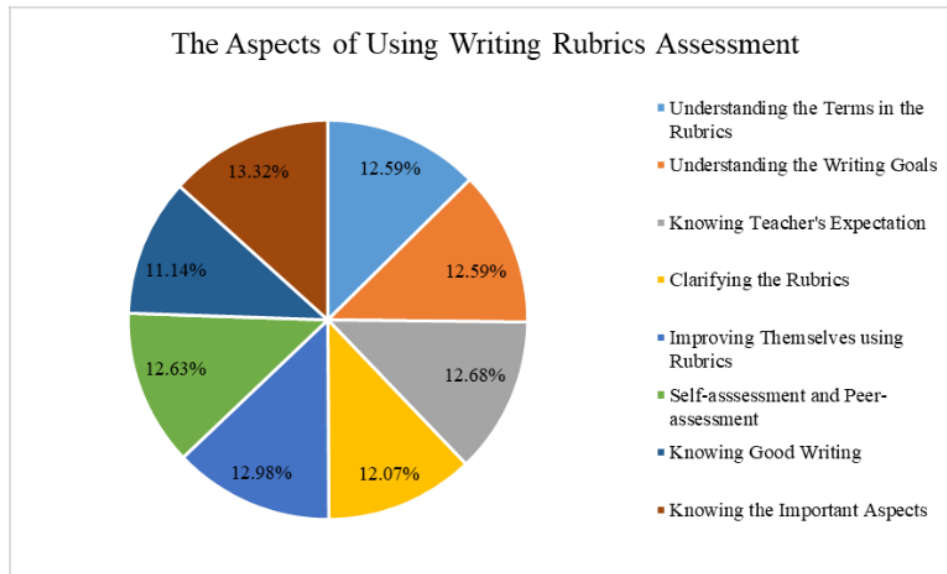

The Aspects of Using Writing Rubrics Assessment

- Understanding the Terms in the Rubrics
- Understanding the Writing Goals
- Knowing Teacher's Expectation
- Clarifying the Rubrics
- Improving Themselves using Rubrics
- Self-asssessment and Peer-assessment
- Knowing Good Writing
- Knowing the Important Aspects

Figure 4. Aspects of Using Writing Assessment Rubrics

The findings reveal that the students made use of writing assessment rubrics when they wrote essays in Critical Reading and Writing classes. Figure 4 shows that all aspects of using writing assessment rubrics were proportionally distributed. The first and second important aspects of using the writing assessment rubric were respectively knowing the mostly-weighted aspects in their writing and analyzing the strengths and the weaknesses of their writing. The students paid more attention to these aspects as the main focus. The students, who had been attending writing classes since their first semester, realized that the rubrics outlined the weights of important aspects of writing. As the course aimed to assist the students to express their ideas and critical opinions on a particular topic and to arrange as well organize them into a good argumentative essay, those aspects became the main focus in the rubrics. Realizing those important points, the students continued consulting with the given rubrics. As a result, the students could identify their strengths and weaknesses. The awareness of their strengths and weaknesses encourages the students to further develop their writing quality (Andrade, 2000; Andrade, 2006; Hall & Salmon, 2003). By using the rubrics, the students could also keep the track on which part they continued doing well and which part they lacked and improve the part they lacked (Andrade & Du, 2005).

The third aspect of using rubrics, namely knowing teacher's expectations, was taken into consideration by the students. The students realized that their teachers had the expectations for their writings. Thus, they used the rubrics to understand the expectations described in the scores of each component in the rubric. Since the level of Critical Reading and Writing was higher than other writing classes, the lecturers set a high standard for

students' writing. The fourth aspect was doing self-assessment and peer-assessment. As the students were accustomed to doing peer-assessment and self-assessment, the rubrics facilitated them to do so (Andrade, 2005; Andrade, 2006; Montgomery, 2000; Whittaker et al., 2001). As a result, the rubrics can be used optimally to enhance students' awareness and self-regulation (Andrade, 2006; Lee & Lee, 2009).

After the teachers gave the rubrics to the students, the students tried to understand the terms in the rubrics and the goals of writing. Although the students were familiar with writing rubrics, they found some terms new and particular. Some teachers also added specific components in the rubrics. Since the rubrics were short and understandable, the rubrics were easy to be understood by the students. The goals of the writing were also described in the criteria clearly so that the students could easily understand them. Without clear goals stated in the rubric, the students did not have the motivation to complete their writing. In fulfilling the next aspect, i.e. clarifying the rubrics, the students could ask the teachers to clarify their expectations before doing the tasks (Salmon & Hall, 2003). This was important to clarify the difficult terms in the rubrics and teacher' expectations. However, some of the students did not dare to ask their teachers and kept quiet even though they did not understand some terms in the rubrics.

Lastly, using the rubrics, the students were expected to know how good writing was composed. Andrade (2005) argues that by knowing how good writing was composed, the students could give more of their effort rather and reflect on what they should do to make a good composition. However, because this aspect held the lowest score, it could be said that most of the students did not try to portray good writing through the important aspects in the rubrics. This might happen because when the teachers developed the rubrics they did not involve the students. Andrade et al. (2008) and Sokolik (2003) argued that the teachers could involve the students in the process of developing the rubrics. After the rubrics were designed, it was better to let the students interpret the descriptions (Whittaker et al., 2001). If the interpretation was correct, the rubrics were good. Furthermore, students' involvement and suggestions in making and listing the criteria might result in an additional important criterion.

Students' Second Language Writing Anxiety and their Use of Writing Assessment Rubrics

The correlation between students' second language writing anxiety and their use of writing assessment rubrics was measured using SPSS. Figure 5 visualizes the results of the correlation between the variables. According to Ary, Jacobs, and Sorensen (2010), the dots plotted within the graph showed the negative correlation between the two variables as the dots moved from the upper left to the lower right. Thus, the two variables had a high negative correlation.
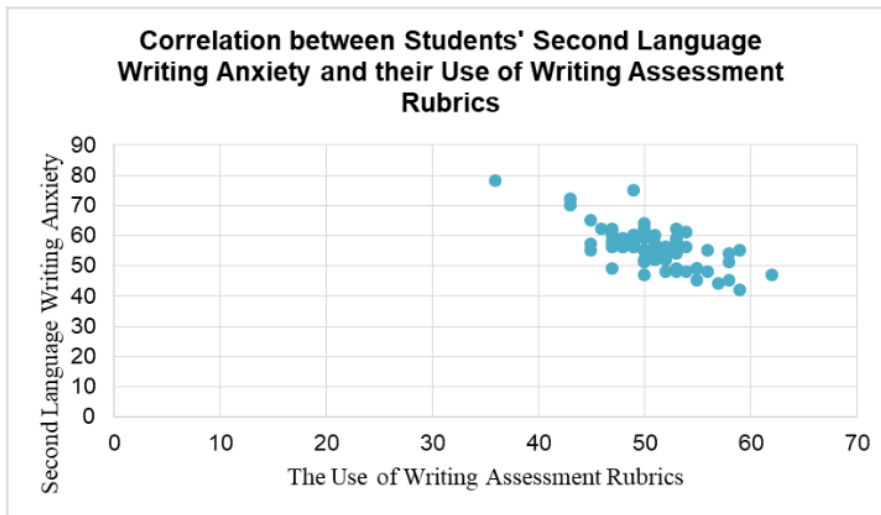
Figure 5 Students' Second Language Writing Anxiety and their Use of Writing Assessment Rubrics

Based on the statistical calculation, it was found that students' second language writing anxiety and their use of writing assessment rubrics had a strong significant negative relationship (df=71, r=-0.704, p<.05). The Pearson Product-moment formula was used to calculate its coefficient so as to determine the strength of the correlation. The Pearson coefficient (r) was -0.704. This means that the scores of students' anxiety decreased since the students knew the rubrics beforehand. However, it is worth noting that the relationship between variables did not indicate a cause and effect relationship. A correlation of -0.704 meant that the two variables had 0.704^2 or ±49.5 percent of their variance in common with each other. In other words, the amount of the students' foreign language writing anxiety would be associated with 49.5 percent of the variance in their use of writing assessment rubrics. Meanwhile, the other 50.5 percent of the variance was associated with other unknown factors.

The results of this study suggest that the pre-notification of the use of the rubrics has a negative connection to the writing anxiety. The lecturers of Critical Reading and Writing classes introduced writing assessment rubrics earlier, which minimized students' writing anxiety. In addition to minimizing students' writing anxiety, the grading criteria in rubrics could also enhance students' writing performance and convey teachers' expectations (Andrade, 2001; Andrade et al., 2008; Cohen et al., 2002). Andrade (2000), Hall and Salmon (2003) and Whittaker et al. (2001) believed teachers' expectations of their students' writings could be conveyed through the rubrics. Based on the results, the aspects of writing assessment rubrics in the questionnaire obtaining higher scores had to do with teacher's expectations, namely identifying the important elements in their writing, improving and analyzing by themselves using the rubrics, and understanding teachers' expectations. Since the students in Critical Reading and Writing classes had taken several writing classes before, they understood those aspects and did not have much anxiety in their mind. As a result, the students who did self-assessment or peer-assessment on their essays using the rubrics before submitting their writing had less anxiety. Since writing essays was more difficult than any writing tasks they had experienced before, the students were more cautious and they needed to do self-assessment or peer-assessment.

Based on the findings, the majority of the students in Critical Reading and Writing classes understood teachers' expectations stated in the rubric, which resulted in a moderate level of anxiety. Meanwhile, some of the students who had a high level of anxiety could not understand their teacher's expectations in the rubrics. The students might not read the rubrics thoroughly. They thought that they met teacher's expectations, but they did not. In addition, the fear of negative evaluation which could also trigger anxiety came from the lack of understanding of teacher's expectations. The students who knew important aspects in their essays were not afraid of getting a poor grade. They did not have a high level of writing anxiety and they submitted their essays confidently without worrying too much. On the other hand, the students who expected a good evaluation for their writing were afraid if they could not meet teacher's expectations and the possibility that their work would get a bad grade or be considered as one of the worst (Lin & Ho, 2009).

Conclusion

This paper reports a study on the levels and relationship between second language writing anxiety and the use of the writing assessment rubrics. Two major conclusions were drawn from the findings and discussion. First, students' second language writing anxiety and their use of writing assessment rubrics were mostly at a moderate level. Second, students' second language writing anxiety correlated with their use of writing assessment rubrics. The correlation was a strong negative correlation with r= -0.704, meaning that when the students knew that their writing was to be assessed with the rubric they would use the writing assessment rubrics optimally and had low anxiety. On the other hand, the students who used no rubrics had high anxiety.

Pedagogical Implications

In the following, three pedagogical implications of using rubrics are presented. First, teachers need to find or develop writing rubrics that are appropriate for the students. To do so, they may involve the students in preparing the rubrics so that the students can use them optimally. As Andrade (2006) suggests that teachers include sophisticated criteria in the rubrics, the joint construction of the rubrics provide the students with a clear idea of what good writing is and how it is composed in advance. Second, teachers should encourage the students to use the rubrics for self-assessment and peer-assessment. The use of rubrics in self-assessment and peer-assessment activities would facilitate the students to exercise self-regulation (Andrade, 2006) and improve their writing (Bram, 2018). Lastly, teachers need to conduct trainings on how to use writing assessment rubrics properly. Without any training, the students will be confused about how to use the writing rubrics optimally.

Recommendations

As this study only investigates the relationship between students' second language writing anxiety and the use of writing assessment rubrics, future researchers are encouraged to study further the cause and effect of the two variables. A qualitative study is also needed to gain a deeper understanding of this issue. Future studies may investigate further factors affecting the two variables and how the use of writing assessment rubrics lessens students' second language writing anxiety.

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Appendix A
Students' Use of writing assessment rubrics questionnaire

Writing Assessment Rubrics Questionnaire is designed to assess the students' use of writing assessment rubrics. By using the rubrics, the students should know all the terms used in the rubrics, the goals of writing, and teachers' expectations, ask and clarify the teachers' expectations, keep track on their skills, do self-assessment and peer-assessment, know how to make good writing and not deliberating what should they do to make it, focus on the aspects that hold a high points on their writings (Andrade, 2000; Andrade, 2008; Andrade & Du, 2005; Hall & Salmon, 2003; Lee & Lee, 2009; Montgomery, 2000; Whittaker et al., 2001). The following statements are to identify your use of writing assessment rubrics in your Critical Reading and Writing classes.

1=Strongly Disagree; 2=Disagree; 3= Unsure; 4=Agree; 5=Strongly Agree

No	Statement	1	2	3	4	5
1	I understand all the terms stated in the rubrics.					
2	I understand all the goals of writing stated in the rubrics					
3	I work on writing without thinking about the objectives.					
4	From the rubrics, I can describe the teachers' expectations of my work.					
5	I will not hesitate to ask the teacher if I don't understand the rubrics.					
6	If I don't understand the rubrics, I will keep quiet and forget about it.					
7	Using rubrics, I can monitor my ability in writing.					
8	Using rubrics, I can identify the part of my writing I should improve.					
9	Using rubrics, I can identify the part of my writing that I have done well.					
10	I use the rubrics to do self-assessment and/or peer-assessment on my writing.					
11	I make sure my writing covers everything that will be assessed in the rubrics before I submit it.					
12	From the rubrics, I have an idea about what good writing is.					
13	I am confused about what I should do to make good writing.					
14	From the rubrics, I can identify the aspects that are important in my writing.					
15	I put more effort into the aspects that have higher points in the rubrics.					

Appendix B

Second Language Writing Anxiety Inventory

Second language writing anxiety Questionnaire is designed to assess students' writing anxiety in the second language environment. *Anxiety* is a multidimensional concept that can be measured through three response dimensions, namely somatic/physiological anxiety, cognitive anxiety, and avoidance behavior *(Cheng, 2004a).* The following statements are to identify your writing anxiety in your Critical Reading and Writing classes.

1=Strongly Disagree; 2=Disagree; 3= Unsure; 4=Agree; 5=Strongly Agree

No	Statements	1	2	3	4	5
1	I feel my heart beating fast when I write English compositions under the time pressure.					
2	My mind often goes blank when I start to work on English composition.					
3	I tremble or feel nervous when I write English compositions under a time constraint.					
4	My thoughts are in a mess when I write English compositions under the time constraint.					
5	I often feel panic when I write English compositions under a time constraint.					
6	I freeze up when unexpectedly asked to write English compositions.					
7	I usually feel my whole body rigid and tense when I write English compositions.					
8	While writing in English, I'm not nervous at all.					
9	While writing English compositions, I feel worried and uneasy if I know they will be evaluated.					
10	I don't worry that my English compositions are a lot worse than others'.					
11	If my English composition is to be evaluated, I would worry about getting a very poor grade.					
12	I'm afraid that the other students would ridicule my English compositions if they read it.					
13	I don't worry at all about what other people would think of my English compositions.					
14	I'm afraid of my English composition being chosen as a sample for discussion in class.					
15	I'm not afraid at all that my English compositions would be rated as very poor.					
16	I often choose to write down my thoughts in English.					
17	I usually do my best to avoid writing English compositions.					
18	I do my best to avoid situations in which I have to write in English.					
19	Unless I have no choice, I would not use English to write compositions.					

No	Statements	1	2	3	4	5
20	I would do my best to excuse myself if I was asked ③ write English compositions.					
21	I usually seek every possible chance to write English compositions outside of class.					
22	Whenever possible, I would use English to write compositions.					

Appendix C

Argumentative Essay Rubric

Elements of Scoring	Max Score
Essay Organization: The essay has an introduction, a body, and a conclusion.	5
Introduction:	
The Introduction lays out general description of the problem discussed in the essay.	5
The Introduction narrows the topic (General to Specific).	5
The introduction states the other side point of view on the topic discussed.	5
The Introduction ends with a clear thesis statement which states the position of the writer.	10
Body:	
The Supporting paragraphs begins with a clear topic sentence which state an argument	5
The arguments were elaborated by extending the discussion.	5
The arguments in the body paragraph are relevant and well elaborated	5
The supporting ideas of arguments were taken from external sources (e.g. Journals, E-books, Books, Article).	6
A variety of transitions (transition word, transition phrase, or transition sentence) are used to link paragraphs which help the logical progression of ideas/arguments.	5
Conclusion:	
The conclusion begins with a conclusion signal.	3
The conclusion summarizes/paraphrases/restate the thesis statement and the arguments.	5
In the conclusion paragraph, the writer gives suggestion/ prediction/recommendation/quotation which persuade the reader.	5
Sentence Construction	
A variation of sentence style is used. (complex & compound sentences)	4
The sentence problem is well avoided (Choppy, run on)	4
Coherence: The explanation in the essay follows the thesis statement and all arguments stated support the thesis as the main stand of the writer. The writer used strong and expressive sentences.	5
Readings & Research	
The essay reflects that the author had identified relevant articles or journals.	5
The sources are integrated in the explanation.	5
In-text Citation	
External ideas used in the essay are properly cited.	5
Appropriate method in writing the reference list is used.	3
Total	100

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