

## **The Impact of Tenth Grade Students' Grammar Mastery and Anxiety on Their English Achievement**

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**Abstract:** The aim in the study is to comprehend and determine how students' anxiety and ability to use grammar influence their English achievement in the X-grade at three schools in the districts of Semendawai Barat and Cempaka, OKU East regency. For this study, ex post facto design was applied. At SMA N 1 Cempaka, SMA N 2 Semendawai West, and SMA N 1 Semendawai West, this research was carried out. The 96 participants from 3 different schools made up the sample. In this study, several data testing methods were employed, including normality tests, multicollinearity tests, heteroscedasticity tests, linearity tests, autocorrelation tests, correlation studies of the r-product moment, simple regression analyses, and double regression analyses. The findings of this study demonstrated that: 1) grammar proficiency significantly influences English success; 2) The achievement of students in English has been considerably impacted by students' worry; and 3) Although only by 10.8%, grammatical proficiency and anxiety together have a considerable impact on English learning outcomes.

**Keywords:** English Achievement, Grammar Mastery, Students' Anxiety

### **A. Introduction**

A topic that is evaluated every semester is English. The teacher evaluates students based on their cognitive, psychomotor, and knowledge abilities. Kemdikbudristek (2022) According to Decree No. 008/H/Kr/2022 of the Head of Standards, Curriculum, and Education Assessment Agency of the Ministry of Education, Culture, Research, and Technology regarding Learning Achievements in Early Childhood Education until High School Education, English achievement in Senior High School in Tenth Grade is based on English proficiency. The study of English aims to improve students' proficiency in the six language abilities of speaking, listening, reading, viewing, writing, and presenting a variety of texts.

Based on the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment (CEFR), the minimum learning objectives for these six English language abilities are level B1. The CEFR level B1 reflects requirements that can be seen in students' ability to maintain a level of interaction and convey the

desired knowledge in a variety of contexts with clear articulation, express the main points to be conveyed in depth, and keep up communication even though there are pauses occasionally. The assessment grid in the CEFR guidebook demonstrates how crucial grammar is to learning English. On the basis of the aforementioned recommendations, it is clear that learning English uses the CEFR as a reference. In order to give schools in this nation, particularly high school class X or what is known as Phase E, a reference for delivering an assessment of English-learning progress. The purpose of an English course is to give students the ability to communicate in English using a variety of multimodal texts (oral, written, visual, and audiovisual), intercultural competence (understanding and appreciating both Indonesian and other cultures' perspectives, practices, and products), self-assurance to express themselves as independent, responsible individuals, and critical and creative skills.

The end goal includes grammar instruction as an extension of what was learned in class. Grammar teaching is included in the final objective as a continuation of the knowledge gained in class. As far as we know, class X students will complete a period in which they use English-language text, writing, and visuals to communicate depending on the situation, purpose, and audience or reader. The Merdeka Curriculum refers to this phase as Phase E. At this stage, a range of texts, including tales, descriptions, instructions, expositions, recounts, reports, and actual texts, serve as the main resource for learning English. In this phase, students use English to convey their desires, thoughts, and experiences on topics that are pertinent to their daily lives or current events, depending on their age. They read books to gain knowledge or to learn something. The development of inference abilities occurred when interpreting information in English. While keeping in mind the goals and desires of the reader, students produce more diverse textual and visual products. Students gain knowledge of the elements employed and the structure of the sentences on the test, such as tenses, clauses and phrases, pronouns, etc., while studying these varied texts. Vocabulary is the language component that kids need and want the most, according to Diana & Mansur (2018), who ranked grammar second. Both oral and written communication require proper grammar.

The ability to communicate both orally and in writing is the aim of language acquisition. In order to communicate correctly both verbally and in writing, grammatical mastery is a must. In the classroom, grammar has reportedly taken on a bit of a catch-all position, according to Crovitz & Devereaux (2019), covering everything from the right way to employ an apostrophe to the guidelines for punctuating compound-complex phrases. The truth is that grammar is but one component of a much larger language system. Here, we'd like to take a time to define a few important terms. We can see that many studies have included grammar proficiency, student anxiety, and English proficiency. English language learners won't be able to express their ideas without learning the words that will do so and

the rules that are used while constructing sentences, claim Widya & Wahyuni (2018), To put words together into phrases, one needs to have a greater understanding of grammar. This is important because poor communication could result in misunderstandings about the intended meaning of a communicated notion.

Regardless of the importance of grammar training inside the ESL school room, several elements have impeded the effectiveness of language instructors and college students' achievement in English grammar by Elaldi (2016), a number of those elements are learner-related even as others had been classified as a teacher- or pedagogical-associated. Efforts to enhance college students' achievement within the English language have largely focused on learner-related variables in ESL lecture rooms inclusive of language anxiety (Olagbaju, 2020), cognitive style, and gender (Jamaludin, & Nurdiawati, 2021) to mention but some. The results of these studies, notwithstanding, students' overall performance in the challenge, specifically in public examinations, have no longer progressed appreciably. However, there are unique teacher-related elements along with teaching fashion, difficulty mastery, wondering behavior, coaching qualification, and experience which can predict gaining knowledge of effects in ESL lecture rooms.

In the opinion of Jamaludin & Nurdiawati (2021), pupils' writing and listening comprehension skills will improve the more proficiently they are with grammar. Language anxiety, according to Halgin & Susan (2007), occurs when a learner experiences fear or unease before to beginning a language-learning activity. Anxiety in the classroom can have a negative effect on a student's competence, confidence, communication skills, and exam performance. Lestari, et al (2019) stated that anxiety over learning English can be a challenging process that affects students' academic success. English learning anxiety is one of the elements that might affect students' performance, especially in speaking and writing achievements, because it detects the mental block against and conceptualizes the factors of the students' learning. The lack of grammatical understanding and the level of anxiety seen in the classroom led the authors to conduct research in the field.

### **Grammar Mastery**

In the formal paradigm, a language is viewed as an abstract object (such as a collection of sentences), and grammar is initially conceived as an attempt to characterize this object in terms of formal rules of syntax to be applied independently of the potential meanings and uses of the constructions described. Alternately, according to Dik (1981), grammar is defined as a technique of connecting sound and meaning in terms of an independent set of rules that cannot be reduced to either of them.

### *Concept of Grammar*

Language users have more control over their expression and communication in daily life because to grammar. According to Huddleston & Pullum (2010), "grammar deals with the structure of sentences and smaller units like clauses, phrases, and words." Word mastery aids speakers in more successfully communicating their feelings and objectives. A communication without enough words to express himself may otherwise sound like a disgruntled toddler. However, grammar is extremely important to the correct sentence formation. Grammar is the structure and meaning system of a language because of the characteristics of a language, such as sounds, words, formation, and arrangement of words. According to Harmer (2001), people can change the way words are constructed by using grammar. Every language, like every other language, has its unique grammar. People who speak the same language can communicate because they have an instinctive understanding of its grammar structure, according to Shen (2012), It is shown how crucial grammar is to learning a language.

### *Test of Grammar*

One of the main components of language testing is grammar testing. Because the capacity to use language to express meaning depends on having a basic comprehension of syntax, grammar assessments are crucial components of language programs. This is in line with Madsen (1983) assertion that the goal of grammar exams is to evaluate students' command of topics like syntax inflections. Syntax is the way words fit together in a sentence, taking into account things like word order, the use of the negative, question forms, and connectives. Madsen (1983), suggested two fundamental techniques for judging the grammar proficiency of beginners:

#### Individual Assessment

A test type known as individual testing is created specifically to assess each student orally. These demands may call for straightforward verbal responses or nonverbal acts. Both well-known words and previously taught structures should be covered in this test.

#### Group evaluation

When testing a group of students, the teacher uses guided physical responses to deliver the test to the students. Any new vocabulary words are first explained and illustrated by the teacher. Then, using the teacher's oral instructions, he or she directs the students to sketch something.

### **Concept of Anxiety**

According Fitriati & Jannah (2016), English learning anxiety is a personal trait that plays a significant role in impeding foreign language acquisition, particularly in the areas of speaking and writing. Anxiety over learning English can have both beneficial and harmful effects. It can have a substantial impact on the students' accomplishment and lead to unpleasant behavior when speaking English if the students are feeling anxious because they are afraid of making mistakes, bashful, nothing to do, or losing their thoughts in Sayuri (2016). Anxiety over learning English is a result of institutional inequalities, poor performance, and interpersonal interactions in the classroom. Numerous studies have identified methods for lowering English learning anxiety. In order to reduce English learning anxiety, Albarai separated treatment into three categories: cognitive, emotive, and behavioral. 1) cognitive refers to how to modify students' own cognitive evaluations. The instructor can design some efficient cooperative learning strategies. Role-playing, for instance, or playing language games with a focus on problem-solving; 2) affective is concerned with minimizing the impacts of English learning anxiety and includes therapy. For instance, relaxation, memory tricks, biofeedback, support networks, etc; and 3) behavioral anxiety refers to anxiety that develops as a result of students' performance, particularly in speaking and writing. For instance, teaching speaking in a virtual environment and practicing pronunciation on a computer.

### **Concept of English Achievement**

Firmander, et al (2014). stated that achievement is defined as the degree to which a student has acquired the knowledge, skills, and experience necessary to meet the curriculum's stated learning objectives. Achievement indicators are determined by standardizing values from each institution and adjusting the proficiency levels of students in all academic disciplines during testing and evaluation. Writing and speaking accomplishments are indications of what children learn in their speaking of learning because they are the outcomes of their performance in writing and speaking. The accomplishments are created in the grade based on the teachers' grades.

One of the foreign languages taught in Indonesia is English. It has been taught to students since elementary school. These days, even toddlers are taught about it. Our curriculum continues to use the European Framework of Reference for Languages (CEFR) for English instruction. The Common European Framework of Reference (CEFR) is a reference system for languages that includes concerns related to language education, learning, and assessment. Teachers in Indonesia utilize final exams as a technique to gauge their students' success in studying English and their level of comprehension.

## **B. Methods**

The study adopted the survey research design of correlational type as it determined the relationships between the independent variables (grammar mastery and students' anxiety) and dependent variable (English achievement). The population of the study comprised the Tenth Grade in Three High Schools in Districts of *Semendawai Barat* and *Cempaka*. The study adopted a convenience random sampling procedure to select the students from those three schools. A total of 96 students were randomly selected from the three schools to participate in the study.

### **Try-out Instruments**

#### Validity

Fraenkel et al (2012), stated that validity is a standard or basic measure of the appropriateness, usefulness, importance, and correctness of the specific inferences made by the author. Validity of the questionnaires and grammar tests will be investigated in this study; however, the validity of the student final exam scores from semester two will no longer be studied.

#### Reliability

According to Ghozali (2018) the reliability test is a tool used to assess a questionnaire that serves as an indicator of a variable or set of constructs.

### **Research Instruments**

Three research instruments were used in the collection of data for this study and these are Grammar Test, Anxiety Questionnaire and Students' Achievement Test in Final Semester. These instruments are briefly described hereinafter.

#### Grammar Test

The written test was designed by the researcher. The Grammar test is 20 -item multiple-choice questions on different aspects of English grammar such as parts of speech: Pronoun, Noun, Adjective, Simple Present Tense, Simple Past Tense, Verbs, Adverb, Preposition, and Conjunction. It was administered as a test, supervised by the research assistants, and written under standard test procedures for 45 minutes. For reliability, the instrument was administered to 30 Grade 10 students that were not part of the study. Using test retest, a coefficient of 0.85 was obtained.

### Anxiety Questionnaire

The instrument was designed by the Horwitz to evaluate students' anxiety in senior high school. It contained 20 items which covered the four indicators investigated in this study: 8 items were assigned to Communication Anxiety, 9 items were assigned to Fear of Negative Evaluation, 5 items were assigned to Test Anxiety, and 11 items were assigned to Anxiety of English classes. This questionnaire was administered to 96 students of the selected high schools for this study. The instrument used Likert Scale. The instrument was scored using a rating scale range of 5-1 with the items as Strong Agreement (5), Agree (4), Undecided (3), Disagree (2), and Strong Disagreement (1). The reliability of the questionnaire was determined using Cronbach Alpha with a coefficient of 0.81.

### English Achievement

In order to learn about students' English achievement and to analyze their test results, the writer requested the English teacher's final exam results from the second semester. The students' final exam score will be used to calculate their level of English proficiency. According to Abdullah (2014), the following table compares English achievement to grade marks based on rubric scores:

**Table 1 Rubric Score of Achievement**

No	Score	Category
1	81-100	Excellent
2	61-80	Good
3	41-60	Mediocre
4	21-40	Poor
5	0-20	Very Poor

### Classic Assumption Test

Classic hypothesis testing is a prerequisite for trying out using more than one linear regression methods. The classical assumption check guarantees that the information to be analyzed is generally distributed (normality check), and the model does not include multicollinearity and heteroscedasticity, linearity and autocorrelation. According to Alita et al (2021), this check is completed on scaled or serialized records and simplest on the usage of the more than one Linear Regression technique.

### Normality

The statistics normality test is crucial in the use of the normality check to test whether the dependent and impartial variables are usually allotted. The check effects have generally distributed statistics, or the regression model is near normal.

### Multicollinearity

This take a look at is accomplished to peer whether there may be a linear relationship among one unbiased variable and different independent variables. assume there may be a relationship/excessive correlation among the unbiased variables. if so, the connection among the independent and established variables will make it hard to differentiate the effect of each.

### Heteroscedasticity

This heteroscedasticity speculation test is needed to decide whether or not the absolute residual values of all regression version observations are the same. these observations qualify that the residuals from one commentary to some other have the equal variance.

### Linearity

In more than one linear regression, the linearity of the version is a should assumption. Linearity assessments are used to check whether or not the linear specs in the version are suited.

### Autocorrelation

The autocorrelation test aims to test whether, in a linear regression model, there is a correlation between interferences in the period  $t$  and interference errors in the  $t-1$  period.

### Procedures for Data Analysis

Data collected were analyzed using descriptive statistics of mean and standard deviation. Also, the Linear Simple Regression Analysis and Linear Multiple Regression Analysis were used to find out the combined and relative contributions of the independent variables on the dependent variables. All the results were interpreted at  $p < 0.5$ .

**C. Results and Discussion**

**Table 2**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1065.880	1	1065.880	5.633	.020 <sup>b</sup>
	Residual	17788.110	94	189.235		
	Total	18853.990	95			

a. Dependent Variable: English Achievement

b. Predictors: (Constant), Grammar Test

**Table 3**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24.440	7.180		3.404	.001
	Students' Anxiety	.245	.109	.225	2.235	.028

a. Dependent Variable: English Achievement

**Table 4**

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig. F Change
1	.225 <sup>a</sup>	.050	.040	13.80046	.050	4.996	1	94	.028

a. Predictors: (Constant), Students' Anxiety

**Table 5**

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig. F Change
1	.329 <sup>a</sup>	.108	.089	13.44585	.108	5.643	2	93	.005

a. Predictors: (Constant), Students' Anxiety, Grammar Test

*Research Question One*, is there any significant influence of grammar mastery toward the tenth-grade students' English Achievement in the districts of Semendawai Barat and Cempaka?

Table 2, the constants and coefficients of linear regression equations are obtained from column B, so that the regressive equation:  $Y = 30.473 + 0.271X$ . From the results of the analysis obtained  $t_{hit} = 2.373$  and  $p\text{-value} = 0.020 < 0.05$  or  $H_0$  rejected. Thus "Grammar mastery has a positive impact on English achievement."

In table 3 The significance test of the regression line equation is obtained from the regression line, that is,  $F_{hit} = 5.633$ , with  $p\text{-value} = 0.020 < 0.05$ , or  $H_0$  rejected. Thus, the regression of Y above X is significant.

Table 4 showed Model Summary, we see in the first row that the correlation coefficient ( $r_{xy}$ ) is 0.238 and the  $F_{hit}$  ( $F_{change}$ ) is 5.633, with a  $p\text{-value}$  of  $0.020 < 0.05$ . Thus, the correlation coefficient between X and Y is significant. The determination coefficient of the table is  $R^2 = 0.057$ , which means that 5.7% of the variation in English achievement can be influenced by the variable Grammar Mastery.

This is supported by Cetinkaya & Tilfarlioglu (2020), entitled "Three Factors Affecting Language Learning: Grammar Learning Strategies, Self-Efficacy, and Learner Autonomy". The research study detected a significant association between academic accomplishment and efficient grammar learning strategies ( $r = .185$ ,  $p > .01$ ). This suggests that the more grammar learning resources children use, the better academic success they experience.

The evaluation of a study by Denu et al. (2022), titled "Effects of Contextualized Grammar Instruction on Students' Paragraph Writing Achievement and Their Perception Towards the Instruction: Grade 11 in Getema High School in East Wollega Zone in Focus" supports the findings of this study as well. In that study, contextualized grammar instruction intervention was found to be related to students' paragraph writing achievement and their perception of the instruction.

*Research Question Two*, Is there any significant influence of students' anxiety toward the tenth-grade students' English Achievement in the districts of Semendawai Barat and Cempaka?

The results from table 5 show that there was a positive significant relationship between students' anxiety and their English achievement in three High Schools (significant value =  $0.028 < 0.05$ ). Therefore, this means that students' anxiety

contributed their English achievement in High schools in Districts of Semendawai Barat and Cempaka.

The result corroborates the findings of other studies, conducted by Ali & Anwar (2021), the major goal of this research is to look at the elements that influence students' anxiety when learning a language at Erbil's private universities. Students that have low anxiety can product good scores in English final exam. The result also supports the findings of the study "Students' Learning Anxiety" by Siregar & Perwana (2020). It was discovered that the amount of students' anxiety regarding their studying was high. They conducted a quantitative study by distributing a questionnaire to 74 students. Their findings demonstrate that pupils consistently experience anxiety during the learning process. The results showed that the eighth-grade students at SMPN 2 Padangsidempuan belonged to the category of people who are very anxious. The acquisition score of the pupils served as evidence, showing that the mean score was 130,45, the highest score was 159, and the lowest score was 98. One could get the conclusion that the majority of students fell into the category of being very anxious.

The results of this study differ from a survey conducted by Ali & Fei (2017), where the results found a negative correlation between language anxiety and academic achievement, which means that students with a high level of FL anxiety tend to yield lower grades and vice versa.

*Research Question Three*, is there any significant influence of students' grammar mastery and anxiety toward English Achievement of the tenth-grade students in the districts of Semendawai Barat and Cempaka?

The result from Table 5 reveals students' Grammar mastery and their anxiety significantly predicted their English achievement ( $R = 0.329$ ;  $R \text{ square} = 0.108$ ;  $\text{Sig. value} = 0.05$ ); this implies that about 10.8% of the grammar score and students' anxiety influenced the English. Therefore, the result showed that English grammar, students' anxiety and their English achievement in High schools of *Semendawai Barat* and *Cempaka* Districts is significantly.

This results also supported by the research by Jamaludin & Nurdiawati (2021), pupils' writing and listening comprehension skills will improve the more proficiently they are with grammar. Ahmed, et al., (2017), also found that English learning anxiety can influence to the students' failure in using grammar. According Amiri & Puteh (2018), reported that the students' negative attitudes played the significant role for the students' speaking achievement.

#### **D. Conclusion**

The study examined the influence between students' grammar mastery and anxiety towards their achievement in English in High schools of *Semendawai Barat* and *Cempaka*. Three research instruments were used, and the samples is 96 from Grade 10 students from three schools in *Semendawai Barat* and *Cempaka*. the results showed that the independent variables significantly predicted and contributed relatively and jointly to students' achievement in English subjects. Based on the findings of this study, more attention should be given to teacher-related variables in second language classrooms. There is a need for language teachers to have a good grasp of the subject matter and be able to effectively engage with the students through quality interaction, questioning, and communication skills. Based on the findings of this study, the following recommendations were made: 1) Even though grammar knowledge only makes a little contribution to students' English ability, students should concentrate on language structures since grammar is one of several language components that interact with other components. Participating in oral and written sentence-combining exercises will help students gain a better understanding of how sentence structure, usage, and punctuation impact meaning. Students should study grammar more and write more often to improve their writing and exam grammar; and 2) Teachers should engage children in enjoyable activities in the classroom to lower anxiety levels. Teachers should also be able to encourage pupils and offer them support so they can overcome their nervousness about learning English. The students are more interested in and confident in their capacity to finish English assignments as a result of their belief in their capacity to learn.

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