# ABSTRACT

The aims of this research was to find out the correlation between student' writing anxiety and students' writing achievement by using two kinds of instrument such as questionnaire of students' writing anxiety and analytical exposition writing test of writing achievement. The type of this research used quantitative research with a correlation design. The target of population of this research was the eleventh grade of SMAN 6 Prabumulih with the total number of students was 273. Besides, the purposive sampling technique was used to choose students from existing population. Thus, the researcher took one class as a sample to analyze. The sample was XI MIPA 1 class which consisted of 33 students. From the result of questionnaire, the researcher found that from 33 students at XI MIPA 1 class of SMAN 6 Prabumulih, there were 20 students (61%) who had somatic anxiety, 3 students (9%) had avoidance anxiety, and 10 students (30%) had cognitive anxiety. The other side of analytical exposition test, the researcher found that from 33 students at XI MIPA 1 class of 1 class of SMAN 6 Prabumulih, 5 students (15%) were classified as average, 3 students (9%) were classified as fair, 6 students (18%) were classified as poor, and 19 students (58%) were classified as inadequate. The correlation between students' writing anxiety and their writing achievement with the significant level (sig.2-tailed) was (0.30) which indicated that the correlation between students' cognitive anxiety and their writing achievement was significant. This means that sig.(2-tailed) <0.05, it can be conclude that ($H\alpha_1$) was accepted and ($H_{01}$) was rejected. The dominant type of writing anxiety was cognitive anxiety with the coefficients (0.104) it means that cognitive anxiety gave the contribution with the value (10.4%) to students' writing achievement. It can be concluded that ($H\alpha_2$) was accepted and ($H_{02}$) was rejected.

**Keywords:** Analytical exposition, writing achievement, writing anxiety.