The Effect of Multicultural Family Background on EFL Students Risk-Taking in Writing

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Abstract: Many studies on students' risk-taking of monocultural family has been broadly well reported, but the study on students' risk-taking in multicultural family is barely overviwed.*The aim of this study was to find out whether or not there was correlation between students' risk taking and their writing ability. This research was quantitative research. The subjects of this research were 15 students. The writing test and questionnaire test were administrated as the instrument of this research. The result showed that there was a statistically high correlation of the students' risk taking and their writing ability. This suggests that the higher students' risk taking level, the better their writing ability*
Key Word: risk taking, writing ability, multicultural family.

I. Introduction

Many studies on students' risk-taking of monocultural family has been broadly well reported, but the study on students' risk-taking in multicultural family is barely overviwed. To be mention, Zafar and meenakshi (2011) administered their research on a study on the relationship between extroversion-introversion and risk-taking in the context of second language acquisition, the subjects of the research were Indian students' in which we can assume that they come from the monocultural family. Moreover, Bouhenika (2015) conducted a similar study on second year classes in the English department of the University of Constantine 1 (Algerian). Bouhenika, on his research, used a monocultural subject (Algerian) for his subject of research. the both of the previous research use monocultural students as their subject as the research. Culture is seemed as a neccesary part that we need to be considered. Ricard (1989) states that culture is a set of beliefs, attitude, customs, behaviors and social habits of a community. Culture is a glue that binds the community together. vary cultures spread out around the world. Every single country has its own culture. That is to say that different country has different culture. On the other hand, Lado (1957) states that culture is synonymous with the way of the people. in interpretingsomething ,such as gesture, word, manner and etc, people from different country could have different understanding.

Current studies have revealed that multicultural experience can enhance creative performance (for reviews, see Crisp & Turner, 2011; Leung, Maddux, Galinsky, & Chiu, 2008). For example, compared with monocultural individuals, bicultural individuals performed better in multiple creative dimensions, including fluency, flexibility, and novelty (Maddux, Adam, & Galinsky, 2010; Tadmor, Galinsky, & Maddux, 2012). In addition, Maddux and Galinsky (2009) observed that living abroad was positively correlated with creativity and even controlled personality traits. Moreover, students who studied abroad also performed better on creativity tasks (Lee, Therriault, &Linderholm, 2012), and this effect was also replicated in expatriates compared with nonexpatriates (Fee & Gray, 2012). On the other hand, by using experimental manipulation, Leung and Chiu's (2010) research showed that primed individuals with dual cultural icons spontaneously (e.g., Chinese and American pictures, music, and videos) had better creative performances than those primed with single cultural icons or an unprimed group. These results consistently support the idea that multicultural experiences directly influence creative performance. But there is a question, how is the effect off multicultural towards the students writing ability? In this article the researcher tries to find out the answer.

Moreover, it is generally accepted that language is part of culture. Language simultaneously depicts culture and it is also symbolic description of people. in line with, Brown (1999) tells that culture and language are interlocking. They are sophisticatedly interrelated so no one can isolate the two without losing the significance of language or culture to put in a nut shell. Culture and language are in in extricable. Some people describe that language is the reflection of culture in the other words, people can learn culture through its language. Teaching learning in the school is one of the factors that influence students to learn a new language. The acts of teachers affect students' responses and held belief. Brown (2001) states that many instructional contexts around the world do not encourage risk-taking; instead, they encourage correctness, right answers, and withhold "guesses" until one is sure to be correct. Many factors affect the success of language acquisition and

learning. Generally, the factors are grouped into two broad categories; internal and external factors. Internal factors are commonly believed to be factors lying within individuals, meanwhile external factors are those which stood to affect the success of acquisition and learning from outside the individuals. The examples of external factors are teachers, classroom, facilities, curriculum, institution policy, and many other things. On the other hand, examples of internal factors are acculturation, ego, personality, emotion, belief, attitude, and motivation (Dornyei: 1990, Erhman: 1996, Gardner: 1980, MacIntyre and Charos: 1996 in Dehbozorgi: 2012).

Risk taking is an internal property of every learner. Basically, risk-taking behavior refers to a "developmental trait that consists of moving toward something without thinking of the consequences" (Alshalabi, 2003, p. 22). Risk taking is seen as a good student's quality most of language teachers favour in classroom, and it is greatly assumed that it is associated with language learning success (Skehan, 1989). As far as language learning is concerned, Ely (1986) has argued that language class risk taking is more profoundly referred to as a learner's tendency to use the second language in classroom. It is also claimed that risk taking appears in situations where students face challenging tasks, and the possibility of failure is very expected (Nunan, 1992). In the language classroom, most of the risk takers are talkative, impulsive, and adventurous; tend to guess, imagine, and even fail. Thus, Hurd and Murphy (2005) argue that:

"Taking risks in language learning means being prepared to have a go at saying or writing something even if you are not exactly sure how to do it, without worrying that you might get wrong" (p.56).

Many studies are carried out to find the relationship of risk taking with second language proficiency; Rastegar (2002) attempted to prove the relationship between the self-esteem, extroversion, and risk taking of Iranian TEFL students and proficiency in English. He found that risk taking has non-significant correlation with second language proficiency (in Chitsaz&Sahragard, 2007). Ely (1986) investigated the impact of language class discomfort, risk taking, and sociability on 2LL to come up with these outcomes: language class discomfort negatively predicted risk taking and sociability. Risk taking positively predicted participation which positively predicted oral correctness. Thanks to such results, risk taking is always regarded as a crucial affective predictor of second language proficiency. It pushes learners to get involved in activities, practice more, cooperate with peers, learn by correcting mistakes and reinforcing knowledge and consequently achieves foreign language proficiency (Brown, 1994).

This part of affective domain is built in the individuals as they grow. Society certainly takes part in the making up of the individual itself. Not only society,but parents, family, friends, environment are also some other considering factors which constitute personality and attitude of language learners. It is because learners stand in the ramification of society's norms and values,thus in some extend their belief toward what learning is and how they act to learning are different from places to places.

Furthermore, Morris (1979) assumed that risk taking has some relation with adventuresomeness: spontaneity and flexibility in social behaviour, contrasted with social inhibition and restraint (Ely, 1986). In other words, risk taking is seen as the tendency to engage in behaviours that can be harmful, dangerous, frightening, with a large room for pain, criticism, embarrassment and even loss; yet, at the same time it provides the opportunity for positive outcomes to appear.

Moreover, risk-taking is seemed to have relation with the anxiety. On the study of anxiety done in Turkey, Cubukcu (2007) found that there are some main sources of anxiety in foreign language classes like presenting before class, making mistakes, losing faces, inability to express oneself, fear of failure, fear of living up to the standards, and teachers. Some situations listed are where risk-taking property could not be facilitated. Anxiety and risk taking are two factors that seem to be connected to each other in a way that anxiety provoking situations feed risk taking property to live or to die.

Ely (1986) for instance, assumed that high risk-taking will yield positive results in second language learning. Also, Evensen and Bednar's study (as cited in Jonassen &Grabowsky, 1993) showed that high risk-takers reported greater perceived depth of communication. Ely (1986) believes that language class risk-taking involves a tolerance of possible incorrectness while using the language. Reiss (1985), after measuring tolerance of ambiguity with three situation-specific items, found a positive relationship between tolerance of ambiguity and university foreign language students' ratings of themselves as language learners.

By all means, regarding to the previous researches, researcher put some interest in conducting the research of students' risk-taking who lived in a more than one culture in their family. So that, the objective of this research is to explore students' risk-taking in multicultural family and the realtion with their writing ability.

II. Material And Methods

This research was quantitative research in which it was applied to see students' risk-taking in multicultural family. The writer used Ex-post facto design since the researcher gave no treatment but collect the data. The target population of this research were the students of the Lampung University. This research was conducted to the students from multicultural family where there will be 15 students. It meant that the family member were coming from different culture. For example, the father is batakese and the mother is javanese. The

researcher used morethan one family due to see a significant factor that utmost appear in multicultural family regarding to the students' risk-taking.

For the data collection instruments, the researcher used questionnaire and writing test in order to get specific data information. The questionnaire was used in order to see the students risk-taking towards learning English. The questionnaire contained with some questions. The students only need to answer the question nominally (1-4). The number 1 stood for strongly disagree. The number 2 stood for disagree. The number 3 stood for agree. While 4 stood for strongly agree.

Participants of the research
The research population covered all students in the second semester University of Lampung which consisted of three classes. Each class had 15-20 students. From this population. The sample was chosen using purposive sampling.

Instruments of the research
The researchers used two instruments;

- Risk-taking questionnaire (20 questions) in Indonesian Language

No.	Statements	Score			
		1	2	3	4
		STS	TS	S	SS
1	Saya tidak ragu memberikan respon menggunakan bahasa inggris.				
2	Saya berusaha mengandalkan kemampuan saya sendiri untuk menebak jawaban yang paling besar kemungkinan benarnya				
3	Dalam diskusi kelompok, saya tetap akan memberi pendapat meski ketika ide baru saya ditertawakan				
4	Saya tidak merasa ragu untuk bertanya apabila saya menemui kesulitan				
5	Saya tidak pernah merasa frustasi dalam belajar bahasa Inggris meskipun sering berbuat kesalahan				
6	Saya menggunakan bahasa Indonesia untuk mengungkapkan difficult words untuk menghindari kesalahan				
7	Saya merasa lebih tertantang apabila berbahasa Inggris dengan teman atau guru yang berlatar belakangbahasa Inggris				
8	Saya menggunakan kalimat sederhana untuk menghindari kesalahan meskipun akan mendapat nilai yang tidak maksimal				
9	Saya penasaran untuk membaca artikelberbahasaInggrismeskitidakseluruhnyatahuisinya				
10	Saya percayadiriapabilaberbicarabahasaInggrislangsungdengan native speaker				
11	Saya tetap berusahaberbahasaInggrisdengan orang yang menggunakankalimat yang kompleks meski saya membuat kesalahan				
12	Saya lebihsukaberbicarabahasaInggrisdengan orang yang kemampuannyalebihbaikdaripadasaya				
13	Saya tetap percayadiribilakarangansayaditempel di madding meski jikaadakesalahan dan akandiketahuibanyak orang				
14	Jikasayamengajarisesuatu dan salah makasayatidakakanMembetulkannya				
15	Saya tidakpernahmerasaputusasabelajarbahasaInggrismeskipuntelahmembuatbanyakkesalahan				
16	Saya tetap siapmenyatakanpendapatsayadalambahasaInggris meski materinya belum disiapkanterlebihdahulu				
17	Dalammelakukankegiatan writing, sayatidakperlumembuat outline apasaja yang akansayaungkapkan				
18	Saya menggunakankosakatabarudalambahasaInggrissecaraberulang-ulang.				
19	Saya akanmengambilsetiapkesempatanuntukpengalamanpengalamanbaru agar kemampuanbahasaInggrissayasenantiasaberkembang				
20	Setiapmenemuikosa kata baru, sayaakanmelatihuntukmengucapkannyaterlebihdahulusebelummenggunakannyasaatkegiatan writing				

- Writing test
The researcher grading was based on the writing scoring rubrics

Writing Rubric

Content	
Rating	**States to Explanation the Score**
4	Content or ideas are filled up by several supporting ideas.
3	Some contents or ideas are often filled up by few supporting ideas.
2	Content or ideas are barely filled up by several supporting ideas.
1	Content or ideas are not filled up by supporting idea.

Organization	
Rating	**States to Explanation the Score**
4	The ideas are organized correctly and connected into each other ideas with the supporting ideas.
3	The ideas are organized correctly but sometimes connected by the supporting ideas.
2	The ideas are often organized correctly and sometimes connected by the supporting ideas.
1	The ideas are not organized correctly. Sometimes the jumping ideas are happened.

Vocabulary	
Rating	**States to Explanation the Score**
4	The use of idiom and effective vocabulary are used.
3	The idiom and expression are often used in the text.
2	The idiom and expression are often used but the meaning is not coherent.
1	Essentially word-to-word translation, sounds like native language.

Language Use	
Rating	**States to Explanation the Score**
4	Effective language and fluently the story written. Grammar and punctuation are clearly defined. Complex sentence are often written.
3	Effective and fluent writing. Few problem are ocurred on the grammar and punctuation. Sometimes complex sentence are written.
2	Several problems are ocurred on grammar and punctuation. The sentences are written in simple form.
1	The grammar and punctuation problems are often happened. The sentences are in simple form where usually not coherent.

Mechanics	
Rating	**States to Explanation the Score**
4	Spelling, punctuation, sentence agreements are perfectly written.
3	Few problems in Spelling, punctuation, sentence agreements.
2	Spelling, punctuation, sentence agreement problems are often occured.
1	Spelling, punctuation, sentence agreement problems are occured.

Researcher uses inter-rater to score the students' work in order to have a good realibility.

Research procedures
Data Analysis Procedures
The method used in this research is quantitative research method with correlational design. The Null hypothesis was "there is no correlation between Risk-taking and Writing Ability".
1. Analysis the result of writing test
2. Analysis of Risk-Taking questionnaires
Analysis of correlation between writing ability and risk –taking using Pearson Product Moment through some steps in SPSS19.

III. Result
In this research, the researchers applied writing test and gave a risk-taking questionnaire. The writing test was applied in order to gather the data of writing. While, questionnaire was given in order to determine students' level of risk-taking.
1. Writing Test
The researcher conducted the writing test to the fifteen students writtenly by using instruction. Scoring rubric was used in order to score the students writing test. The test was done in one day, so that the students did not have time to prepare. It was 15 minutes given to do the writing test..
From fifteen students in that class, 26,66% (4 students) gained > 80 on writing test; 33.33% (5 students) got 71-80, 33.3% (5 students) got 61-70, and only 10% (1 students) out of them reached < 60.
2. Risk taking questionnaire
The questionnaire consisted of 20 items which provide four aspects of risk-taking. Those four aspects are:
- A lack of hesitancy
- Willingness to use linguistic elements
- Tolerance of possible incorrectness
- Inclination to rehearse a new element

Table 1. Result of The Students' Risk-Taking Questionnaire
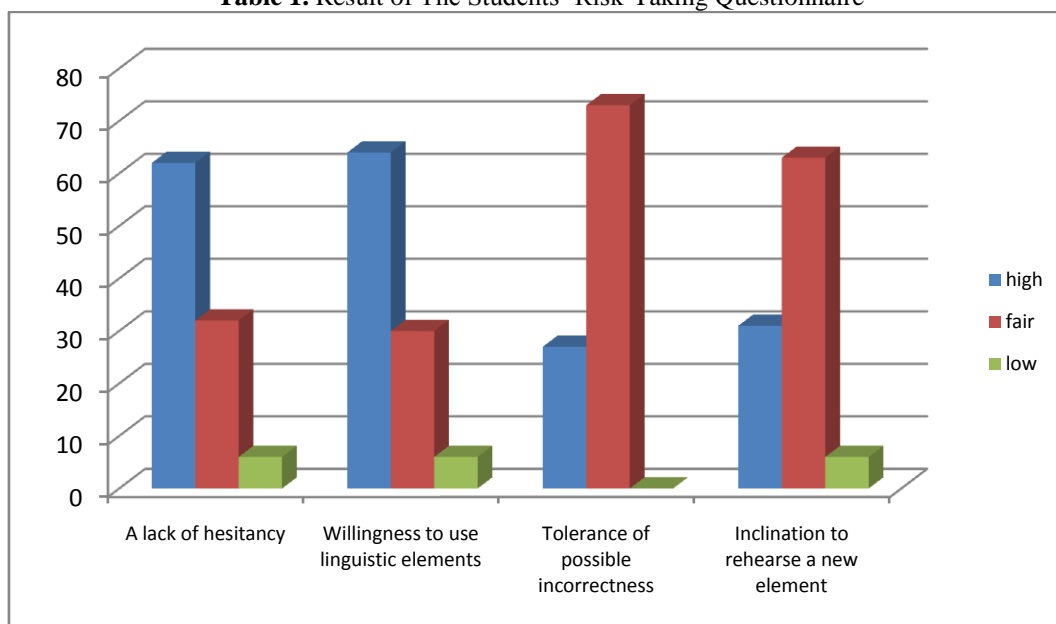
We can see there that all of the four aspects, only few students who showed a low level of risk-taking; even, there is no students who were low on tolerance of incorrectness. It means that all of them had feeling that doing incorrectness is not always a problem so that they feel that others can tolerate it.

After conducting the two kind of data collecting technique (writing test and questionnaire of risk-taking), in order to see the correlation between students level of risk-taking and their witing ability the, researcher continued the calculation by using Pearson Product Moment.

Table 2. The Correlations of the Students' Risk-taking and Their Writing Achievement

		Risk taking	Writing
Risk taking	Pearson correaltion	1	,520**
	Sig. (2-tailed)		,000
	N	15	15
Writing	Pearson correlation	,520**	1
	Sig. (2-tailed)	,000	
	N	15	15

IV. Discussion

The purpose of the research is to find out whether or not there is correlation between students' writing ability and their level of risk taking. The students' writing score and their level of risk taking were correlated by using Pearson Product Moment.From the result of the data analysis, the result showed that the sig. 2-tailed both risk-taking and writing are 0.000 lower than the level of significant (0.05). By this calculation, Null hypothesis (Ho: there is no correlationbetween Students'level of risk-taking and their writing ability) is rejected. Then, based on Cohen (1988:79-81), if the Pearson correlation is among 0.50-1.0, we can say that the correlation between those two variables is large.

The purpose of the research is to find out whether or not there is correlation between students' writing ability and their level of risk taking. The students' writing score and their level of risk taking were correlated by using Pearson Product Moment. From the result of the Pearson Product Moment, it showed that the sig. 2-tailed both risk-taking and writing are 0.000 lower than the level of significant (0.05) where the null hypothesis (H0) is there is no correlation between students' writing ability and their level of risk taking. By all means, the null hypothesis is rejected.

Moreover, the pearson correlation is 0,520. Based on Cohen (1988:79-81), if the Pearson correlation is among 0.50-1.0, it means that there is correlation between the two variables. Since the pearson correlation gained is 0,520, we can conclude that the correlation is large.

This result is also inline with the research conducted by Argawati and Suryani (2018). In their researcher it is found that the students with high level of risk taking will create more opportunity to improve themselves on building sentences and increase their confidence on saying the words into sentences. So that, they also will have a high confidence when they are doing their writing.

From those four aspects, a lack of hesitancy and willingness to use linguistic elements are the aspects that have higher level than others. The subject of this research are the students that is coming from the multicultural family. From the data gained, their family background seem to influence their level of risk taking. Since they are coming from the multicultural family which means that in their daily life, they use more than one language. So that, they will have a braveness in using the language both oral and written form.

Moreover, their ability in mastering more than one language makes them usual in a new linguistics elements like trying a new form of language. The students from the multicultural family is also a multilingual individu. They master more than 2 language. First language can be from their mother, the second language can be from their father. The two language mentioned before is the traditional language. For example, the mother is from Java, it is of course their mother will intensively use javanese language. While, their father is from Lampung, their father also will use Lampungese language. And the other language is the language they are using which is Indonesia. Furthermore, since they are the students of English department, they learn english and use english in their class. This is the foreign langauge that they learn.

Futhermore, they also has a quite good result on their level of risk taking especially on aspect "Tolerance of possible incorrectness". It was also influence their writing ability in which they felt so confident when they were doing their writing. It makes them to be more confident in elaborating their idea into sentence. It triggers them to be braver to write. On th other this also gives them a bad effect on writing. It makes them making such a silly mistake on grammar. Yet, it does not really a matter, since the researcher gives them additional time to recheck their grammar.

V. Conclusion

Drawing the analysis of the findings and discussion, we can conclude that there is a high correlation between students writing ability and their level of risk taking. Especially for the students of multicultural family, in their daily life, they use more than one language. So that, they will have a braveness in using the language both oral and written form. By all means, the students writing ability and their level of risk taking is highly correlated. The higher students' risk taking level, the better their writing ability. Their level of risk taking, especially for aspects "a lack of hesitancy" and "willingness to use linguistic elements", makes them brave to elaborate their idea while doing their writing. They also feel comfort when they write down their idea. They do not feel hesitate in doing the writing.

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