

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the problem of the study, the objective of the study, hypothesis, the significance of the study, the scope and limitation of the study, and definition of a key term

A. Background of the Study

Interest is a feeling of curiosity, participation, or enthusiasm for a certain topic, activity, or subject matter. According to Yulia (2021), interest is the feeling of liking and attachment to something or an activity without anyone telling. A person may be inspired to spend the time and energy required to learn English by this interest. In addition, Alfiana (2023) stated that students who show interest in an activity are more likely to participate in it, which may lead to their paying attention. The acceptance of new interests and subsequent learning is influenced by an interest in what one has learned. Teachers may be quite helpful in fostering a positive learning environment and stimulating students' interest in helping them solve their writing difficulties. Therefore, interest is curiosity, participation, or enthusiasm for a specific topic or activity. Participating in an activity can help you develop an interest, and that interest affects how you learn and how you accept new interests. It also happens when you learn English.

Learning English as a foreign language is more difficult than learning Indonesian because of differences in its structure, pronunciation, and other aspects. However, all languages require mastery of the same four abilities. The

basic components for mastering language communication are four skills reading, writing, listening, and speaking. From the four fundamental skills, writing is one that students find challenging. The main goal of teaching English is to make sure that students can communicate well both in writing and speaking, which will allow them to become fluent in the language (Aryanika, 2016).

According to Aryanika (2016), writing is the process of creating letters on paper, words, or other appropriate material to record ideas that are expressed and described by words or to convey ideas through visible signs. National Assessment of Educational Progress (2002), writing ability is one of the fundamental needs for improved academic achievement, as well as other writing-related activities. Thus, writing is the creation of letters, words, or other materials to express ideas, and is a fundamental need for improved academic achievement and other writing-related activities.

The following are some other writing issues, according to Gebhard (2000), students with inefficient strategies, bad attitudes towards writing, and poor understanding of teacher responses may struggle with writing classes, leading to decreased interest and decreased practice, resulting in surrender and laziness. Many students struggle with writing, as it requires accurate and varied writing, requiring good vocabulary, grammatical function, and strong word and sentence arrangement to create strong paragraphs and effective written language. Additionally, Mega, (2018) state another factors that influence writing is interest, when a student is interested in a topic or subject matter, they are more likely to engage enthusiastically in writing activities. Fear of making errors in writing is

considered an anxiety pattern, as students experiencing this fear tend to actively avoid engaging in writing activities. Anxiety in students is characterized by their communication challenges, fear of negative social evaluation, and test-related anxiety (Despita, & Pratiwi, I., 2019). This concept is further supported by Cheng (2004) who identifies three distinct types of writing anxiety there are cognitive anxiety, somatic anxiety, and avoidance anxiety. Therefore, addressing the challenges in writing classes becomes crucial to fostering interest and less anxiety in descriptive text and other text types.

In senior high school, several types of text include narrative, descriptive, recount, report, expository, news item, procedure, etc. This study focuses on descriptive text. According to Fathurahmi (2020), descriptive text is a text that has a purpose as an information giver. We can make the descriptive text from many objects. It relates to routines and describes things. Descriptive text is one of the simple various types of text that students are familiar (Putri, V. M., , Laeli, A. F., & Mufaridah, F.,2023). The general structure of a descriptive text consists of identification and description. Descriptive text usually describes an object, event, person, or place and engages all five of the reader's senses to evoke the sights, sounds, smells, tastes, and feel of the text subject. Friedman (2021) states sensory details utilize the five senses sight, touch, sound, taste, and smell to enhance the richness of writing. These details are impactful and memorable, enabling readers to experience the descriptions vividly through seeing, hearing, smelling, tasting, or feeling. Thus, descriptive text is an information-giving type

that relates to routines and describes objects, events, people, or places. It engages all five senses, including sight, sound, smell, taste, and touch.

Comparable with the challenges explained above, based on a preliminary study that the researcher did in SMKN 3 Kediri. It can be concluded that the problem faced by students with low learning interest and writing anxiety is the fear of making mistakes. This fear often results in low writing ability. Students who have writing anxiety tend to lack confidence and worry about negative evaluations, ultimately making it difficult for them to communicate their ideas effectively. This impacts the quality of their writing and their ability to convey thoughts clearly and coherently. Low learning interest also contributes to this problem. Students who are not interested in learning activities, including writing, are usually less motivated to improve their skills. The lack of engagement and motivation in the learning process leads to their inactivity in writing practice, which is crucial for developing good writing ability.

There are several studies related to this research. First, the study was conducted by Ghiffari (2022) which aims to determine the correlation between students' interest in learning English and students' English reading Achievement. Second, the study was conducted by Rahmah (2023) which aims to determine whether there is a correlation between students' interest in learning English and their speaking confidence. Fourth, the study was conducted by Choiriyah (2021) which aims to investigate whether there is a significant correlation or not among students' writing anxiety, self-confidence, and writing achievement at Islamic Senior High School.

From the result of the previous study there are similarities and differences. The previous study discussed the same topic, which is student interest in learning English. The research design used by previous study studies is correlation research. The researcher finds the gap in the correlation among students' interest, writing anxiety, and writing ability in descriptive text has not been investigated. However, the main objective of this study to find out whether or not there is a significant correlation among students' interest, writing anxiety, and writing ability by focusing on writing descriptive text at SMKN 3 Kediri. Based on the background above, this study aims to know the correlation among students' interest, writing anxiety, and writing ability by having the title "The correlation among students' interest, writing anxiety, and writing ability at SMKN 3 Kediri"

B. The Problem of The Study

According to the background of the study, the problem of this study can be formulated as follows:

1. Is there any correlation between students' interest and writing ability at SMKN 3 Kediri?
2. Is there any correlation between writing anxiety and writing ability at SMKN 3 Kediri?
3. Is there any correlation between students' interest and writing anxiety at SMKN 3 Kediri?
4. Is there any correlation among students' interest and writing anxiety with writing ability at SMKN 3 Kediri?

C. Objective of The Study

Based on the statement of the problem above, the main objective of this study is to find out:

1. The researcher wants to know the significant correlation between students' interest and writing ability at SMKN 3 Kediri.
2. The researcher wants to know the significant correlation between writing anxiety and writing ability at SMKN 3 Kediri.
3. The researcher wants to know the significant correlation between students' interest and writing anxiety at SMKN 3 Kediri.
4. The researcher wants to know the significant correlation between students' interest and writing anxiety with writing ability at SMKN 3 Kediri.

D. Hypothesis

Based on the objective of the research, this research intends to investigate the significant correlation among students' interest, writing anxiety, and writing ability at SMKN 3 Kediri. Thus, the researcher builds the hypothesis to make the purpose of this research clear. Here, the researcher has eight hypothesis, they are Alternative hypothesis (H_a) and Null hypothesis (H_0):

H_{01} : There is no significant correlation between students' interest and writing ability at SMKN 3 Kediri.

H_{a1} : There is a significant correlation between students' interest and writing ability at SMKN 3 Kediri.

H_{02} : There is no significant correlation between writing anxiety and writing ability at SMKN 3 Kediri.

Ha₂: There is a significant correlation between writing anxiety and writing ability at SMKN 3 Kediri.

H₀₃: There is no significant correlation between students' interest and writing anxiety at SMKN 3 Kediri

Ha₃: There is a significant correlation between students' interest and writing anxiety at SMKN 3 Kediri.

H₀₄: There is no significant correlation among students' interest and writing anxiety with writing ability at SMKN 3 Kediri.

Ha₄: There is a significant correlation among students' interest and writing anxiety with writing ability at SMKN 3 Kediri.

E. Significance of The Study

The researcher has some expectations of this research, the researcher expects this research can be done by the researcher assisted by an English teacher and the student at SMKN 3 Kediri. There is expectation for:

1. Theoretical Significance

This research is conducted to support the existing theory related to student interest, writing anxiety, and writing ability in learning English.

2. Practical Significance

a. For Student

This study can help students by giving information about their interest in learning English, writing anxiety, and writing ability. When students understand the connection among writing ability, writing anxiety, and their interests, they may be more motivated to learn the language.

b. For Teacher

From the results of this research, it is hoped that teachers can understand well what are the disadvantages and the advantages of the two variables in their contribution to help students comprehend in writing ability. Additionally, it will also give them ideas on how to get students interested in their lessons and classes.

c. For Further Researcher

The researcher hopes that this study can enhance our understanding of the correlation among students' interest, writing anxiety, and writing ability in learning English. It is hoped that future research can conduct research on the correlation among students' interest, writing anxiety, and writing ability, not only writing ability but also reading, speaking or listening. Future research can use the results of this study as a reference.

F. The Scope and Limitation of Study

In this research, the researcher only focuses on the correlation among students' interest, writing anxiety, and writing ability. The limitation is students' writing ability in descriptive text and the level of students is 10 grades of senior high school.

G. The Definition of the Key Terms

1. Student Interest

Student interest is a feeling of curiosity, participation, or enthusiasm student for a certain topic, activity, or subject matter.

2. Anxiety

Anxiety is characterized by communication challenges, fear of negative social evaluation, and test-related anxiety

3. Writing Anxiety

Writing anxiety is a sense of unease often experienced by learners and it typically arises from their lack of motivation to write.

4. Writing Ability

Writing ability is the act of producing letters to convey thoughts, ideas, information, or messages.

5. Descriptive Text

Descriptive text is a text that has a purpose to inform and describe a specific subject, item, person, place, or thing. Its general structure consists of identification and description. Using sensory five details in writing can help create vivid and immersive descriptions.