

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter several theories through reviewing some literature related to research. This chapter presents the definition of students' interest, writing anxiety, and writing ability

A. Student Interest

This section discusses the definition of interest, indicator of interest, and interest role in learning English.

1. Definition of Interest

According to Zhao (2014), interest is a type of emotional activation state that represents the tendency of an individual to be informed or interested in particular activities. The concept of interest in student activities and learning is complex and multidimensional. It is more than just a passing curiosity or something. A strong motivation that can significantly increase a students' chances of success is an interest in the task at issue. Interest is a key component of learning because, while learning something new cannot be good if someone is not interested in it, learning something new can be expected to have positive effects.

According to Marimba (1992) cited in Ghiffari (2022), interest is a tendency toward anything that brings us happiness. While exploring an interest might be motivated in part by happiness. Interest is a more general term that takes into account a variety of cognitive, affective, and motivational elements that encourage people to interact and learn about different aspects of their

environment. Based on the definition of interest, it can be concluded that interest is an emotion that reflects an individual's interest in specific activities. It is a complex and multidimensional concept that significantly increases a student's chances of success. Interest is a key component of learning, as it brings happiness and encourages interaction and learning about various aspects of their environment.

2. Indicator of Interest

According to Ghiffari (2022), these factors are also included in the questionnaire, they are:

a. Enjoyment

The enjoyment of students can be seen by their enthusiasm for following the lessons, taking notes from the subject, and enjoying the tasks or exercises that their teachers assign in class. The enthusiasm and engagement of students in the learning process can be a strong indicator of their enjoyment and interest in a subject or class.

b. Attention

Students' attention can be seen when students pay attention to the teacher's explanations, ask questions, and explore more resources regarding the lesson's subject. Attention is defined as the concentration or focus of the mind on a particular perception or understanding. It is also recognized as a fundamental cognitive process essential for numerous aspects of human cognition, such as learning, memory, problem-solving, and decision-making.

c. Motivation

Human emotions like motivation drive the processes that initiate, direct, and sustain goal-oriented actions. Motivation is what compels you to take action, such as enrolling in a course or reading a book to acquire new knowledge. It acts as a dynamic force that propels individuals to begin, guide, and maintain actions towards achieving their goals. Motivation can also be defined as a need or desire that prompts a change in ourselves or our surroundings.

d. Needs

Needs are defined as a state or condition when something is wanted and needed. The concept of needs is often discussed in the context of various psychological theories, such as Abraham Maslow's hierarchy of needs, which categorizes needs into a hierarchical structure based on their priority. Understanding and addressing these needs are fundamental in fields like psychology, sociology, and economics, as they play a crucial role in influencing human behavior and decision-making.

e. Desire

Desire refers to the state of mind characterized by feelings of wanting, craving, wishing, or longing. When students are genuinely interested in learning English, their desire to acquire more knowledge about the language naturally intensifies. As a result, they are inclined to seek out various English sources, articles, knowledge, and study materials to satisfy their desire for

learning. This state of desire catalyzes proactive and purposeful learning behaviors, driving individuals to actively engage in the learning process.

3. Interest Role in Learning English

Ghiffari (2022) stated that every student need to genuinely be interested in the content they are studying for learning to take place. Students' motivation and interest can be increased by demonstrating the relevance and practical applications of the material they are studying. A crucial element is also influencing students' propensity to engage and develop an interest in the subject matter. According to Liang Gie cited in Rumazira (2021), when a student is motivated to learn, taking on tasks in the classroom is enjoyable. Enthusiasm for one's work also serves as a motivator for accomplishing various goals at work. It is possible to solve real problems at work or school with a lot of passion and emotion.

According to Mega (2018), interest indeed plays a crucial role in writing. When a student is interested in a topic or subject matter, they are more likely to engage enthusiastically in writing activities. This enthusiasm often translates into a positive attitude toward learning, making the writing process feel less challenging. As a result, students who are genuinely interested in what they are writing about are more likely to produce high-quality work. Therefore, nurturing and fostering students' interests can significantly enhance their writing and overall academic performance. Additionally, according to Usman (2010: 27), interest plays a major role in developing achievement. Student interest is the primary component that defines the degree of student learning

activeness since a person will automatically show active learning when students have an interest in the material being studied.

B. Writing

This section discusses the definition of writing, writing ability, aspect of writing, the process of writing, the purpose of writing, and genre of writing.

1. Definition of Writing

For most people, writing is one of the English language skills that is too hard to learn. Writing requires more thought and effort than other skills while learning a new language. According to Harmer (2004), writing is an ability that needs to be learned, in contrast to speaking, which children can pick up naturally through exposure to the language. Underscores the idea that writing is a skill that requires explicit instruction and learning. Ur (1996) says that writing is a key ability that enables people to successfully deliver a message to the reader by using words to express their thoughts and ideas. According to Aryanika (2016), the majority of students find it difficult to express their ideas, passions, experiences, and emotions in writing, which is a reality of the teaching and learning process. The act of writing is the production of letters on stone, paper, words, or other appropriate material for recording and expressing ideas through the use of words, or to share ideas through visual signals. Based on some definitions by the experts above, writing is a skill that requires explicit instruction and learning, unlike speaking, which children naturally learn through language exposure. It enables people to express thoughts and ideas using words. However, many students struggle with writing, a reality of

teaching and learning. Writing involves producing letters on paper or other materials.

2. Writing Ability

A student's writing proficiency is typically evaluated through assessments administered by teachers. It is commonly observed that individuals with adept writing abilities also demonstrate strong critical thinking skills. This connection stems from the fact that effective writing often entails coherent expression of ideas, logical organization of thoughts, and the capacity to analyze and evaluate information critically (Hayati, 2020). Writing ability involves practice to write and convey information effectively. When writing, individuals have more time to think and carefully craft their ideas compared to oral or speaking activities. Additionally, writing can foster creativity and allow individuals to express their thoughts and ideas in unique and innovative ways. According to Hayes & Flower (1981), writing ability is the ability to write texts that are effective, cohesive, and fit the purpose of the writing. This ability includes mastery of sentence structure, grammar, writing mechanics, and vocabulary. In contrast, writing achievement refers to a person's degree of success in reaching particular writing objectives. A grading rubric or academic standards are two examples of the criteria that are used to measure this achievement.

Additionally, National Assessment of Educational Progress (2002) stated writing ability is required for enhanced academic performance and other writing-related activities. It involves more than just writing words on a page.

But it also involves planning ideas, doing research, and rationally presenting arguments. Based on the definition of writing ability, it can be concluded that writing ability is a crucial skill for students, requiring effective communication and critical thinking. It allows for more time for thought and creativity, making it a fundamental need for improved academic achievement.

3. Aspect of Writing

According to Gower (1995:113) cited in Khalishah (2021), writing involves many different aspects. It is useful to look at them under these headings:

a) Handwriting

Concerning oneself with handwriting might seem odd in an era where so much communication occurs via email or word-processing tools. Even for the most computer-savvy people, there are still lots of situations where writing by hand is necessary. Candidates for many language tests still use pens and pencils, and most of us write by hand on notes, postcards, memos, notebooks, and other documents.

b) Spelling

For English language learners, spelling can be difficult as there is not always a direct connection between the pronunciation of a word and spelling. A single sound can have multiple spelling variations, while the same spelling can have multiple sound variations.

c) Punctuation.

English capitalization rules involve deciding when to use uppercase letters, like at the beginning of a sentence or for proper nouns and punctuation rules

are not universal and may need to be taught. Punctuation, on the other hand, is like the traffic signals of language—guiding the flow with commas, periods, question marks, and more.

d) Sentence Constructions

Sentences are constructed grammatically correctly with the appropriate word order. It is like witnessing a well-choreographed performance. Every word has its role and they come together seamlessly to convey thoughts, ideas, and stories.

e) Organizing a Text and Paragraphing

When beginning a new paragraph, it is breaking the content up into paragraphs. It also involves arranging the paragraphs to convey a tale, make a logical argument, etc.

4. Process of Writing

According to Harmer J. (2004), the process of writing following steps that are:

1) Planning

Writers should take into consideration a few items during the planning phase. They are the purpose of writing, audience, and content structure (or sequence of the facts, ideas, or arguments included) of their writing.

2) Drafting

While the writer has brought their ideas to life in this initial draft, which is called the "drafting phase," additional changes might still be necessary. The key to writing well is to avoid word choice. You should refrain from

allowing your work to become too rigidly structured too quickly, as this will prevent further editing.

3) Editing

The process of reviewing and editing written work is included in the editing phase. It can be carried out by the writer by reading or reflecting on how they have used the concepts, details, and grammatical structures they have included in their work.

4) Final Version

The final version is the result of all writing efforts, from conception to editing. The author concludes that to generate the ideas required for the writing process, one must know various aspects of writing to produce an acceptable piece of writing.

5. Purpose of Writing

Writing has a purpose and it is created for a specific audience. The purposes of the writing are based on Pratama (2012):

1) Writing to inform the reader

Writing will provide the reader with some knowledge to help them learn. The data must be supplied accurately, completely, and with clarity. When writers write, they typically clarify the facts and concentrate on the topic at hand. When writing, you are not just putting words on paper but you are crafting a vessel that transports your reader to a destination of understanding. It is a bit like being both the architect and the guide of a grand intellectual journey.

2) Writing to persuade

The purpose of persuasive writing is persuading readers of the writer's viewpoint. The readers that the author wishes to affect are the main focus of this work. A persuasive writing has the ability to persuade a reader to adopt a different viewpoint or to alter their thinking. In order to persuade your readers, you must include evidence in addition to your perspective when writing.

3) Writing to entertain reader

Writing with the intention of entertaining readers is when one uses storyline or emotional appeal to create strong feelings in the reader. Something serious, even depressing, but also humorous, may entertain the writer. To entertain the readers, they must also be imaginative or creative in their writing.

6. Genre of Writing

Gerot, L & P. Wignell. (1995) explain that genre is text types that come from the spoken and written use of language to achieve a purpose and are culturally specific. Before beginning to write, students who employ a genre-based writing technique read particular works within the genre in which they intend to write. According to Pratama (2012, p. 18), writing genres include narrative, descriptive, recount, and exposition. Each of those genres of writing has a certain purpose.

a. Narrative.

A narrative is an item of writing that tells a story while educating or entertaining the reader or listener. Narratives have a structure, with a beginning, middle, and end. They often feature characters, settings, and a plot.

b. Descriptive

According to Khalishah (2021), the goal of descriptive writing is to aid the reader in comprehending a subject, event, location, or all of those things concurrently and in great detail. The features of things, people, and animals are the subject of descriptive writing.

c. Recount

Texts that replay an experience, tale, or other. Recount texts can be written in the past perfect or simple past tenses. The text describes a previous experience. Adverbs of time, such as when, one day, once upon a time, last vacation, after, before, and other, are used in recount texts.

d. Exposition

Exposition writing is a type of instructive writing where ideas and facts are clarified or explained. The purpose of exposition is to convey to the reader the writer's understanding of the object's meaning or significance. A strong exposition is both educational and engaging; writing should be specific and concrete to catch readers' interest.

C. Descriptive Text

This section discusses the definition of descriptive text, generic structure, language feature, purpose of descriptive text.

1. Definition of Descriptive Text

Etymologically, the descriptive text comes from the word "to describe". To give an object a visual appearance, description includes drawing, illustrating, or representing people, places, or objects. Written texts known as descriptive texts are intended to give readers a clear and detailed picture or description of a specific topic, thing, person, location, occasion, or idea. These texts utilize language and imagery to create a rich and detailed depiction, allowing readers to form a clear mental image or understanding of the subject matter. The primary goal of descriptive texts is to convey comprehensive information and offer readers a complete picture of the topic being discussed (Brown & Yule, 1983). According to Fathurahmi (2020), descriptive text is a text that aims to provide information. Many objects, including things, people, animals, and so on, can be used to create descriptive texts. Descriptive text 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). For students, descriptive text is a friendly introduction to the world of writing. It does not require complex analysis or a deep dive into analysis. Instead, it is about honing observation and expression skills. Based on the definition of descriptive text, it can be concluded that descriptive text is a simple introduction to writing for students, focusing on observation and expression skills created from various objects, such as animals or familiar people, and relates to routines.

2. Generic Structure

The generic structure of a descriptive text consists of identification and description:

a) Identification

Purnamasari, D., Hidayat, D. N., & Kurniawati, L. (2021) state that identifying includes describing the topic's general description as well as the unique qualities of the people, locations, or objects being discussed. The subject can be recognized by the students.

b) Description

The description includes an example of the physical characteristics, a purpose statement, an explanation of the persons involved, an explanation of the features and how they are used, an explanation of some interesting facts, and a description of the properties.

3. Language Feature

Language Features of Descriptive Text Kemendikbud (2013) stated the language features of descriptive text are:

- a. Simple present tense is used. In a descriptive paragraph, this idea will be the key linguistic element. To write well, especially when composing descriptive texts, students should become proficient in the use of the simple present tense.
- b. Using nouns that are associated with persons, places, or renowned historical structures.

- c. Use adverbs that relate to individuals, places, and notable historical structures.
- d. Spelling and writing in an organized and unambiguous manner.
- e. When students are requested to show their work, using utterances, emphasizing words, and using tone.
- f. Students are required to write three paragraphs of descriptive text about a place to participate in this study.

4. Purpose of Descriptive Text

The descriptive text aims to create vivid and detailed images in the reader's mind by using sensory details, vivid language, and precise imagery. Whether it's describing a person, place, thing, or event, the goal is to paint a clear and evocative picture that engages the reader's senses and emotions (Rahmadiyah 2020). Descriptive writing has the power to evoke specific emotions, create a certain atmosphere, and convey a particular mood. It allows authors to shape the reader's perception of a subject, making them feel connected to it or react in a specific way. Descriptive text serves as a powerful tool to influence and shape the audience's understanding and response. It's about more than just providing information; it's about creating an immersive experience for the reader. The most crucial thing when it comes to writing is to assess students. This is significant because the goal of assessment is to identify pupils' areas of weakness and provide strategies for improving those areas.

D. Writing Assessment

The most crucial thing when it comes to writing is to assess students. This is significant because the goal of assessment is to identify pupils' areas of weakness and provide strategies for improving those areas. According to Brown (2007), the analytical assessment rubric for writing descriptive texts is as follows table 2.1.

Table 2. 1
The Scoring Rubric of Writing Test

Aspect	Score	Weight	Description
Content (C) 30% - Topic - Details	4	30x	The topic is complete and clear and the details are relating to the topic
	3		The topic is complete and clear but the details almost relating to the topic
	2		The topic is complete and clear but the details not relating to the topic
	1		The topic not clear and the details are not relating to the topic
Organization (O) 20% - Identification - Description	4	20x	Identification is complete and description are arranged with proper connectives
	3		Identification is almost complete and description are arranged with almost proper connectives
	2		Identification is not complete and description are arranged with few misuses of connectives
	1		Identification is not complete and description are arranged with misuse of connectives
Grammar (G) 20% - Simple Present Tense - Agreement	4	20x	Very few grammatical and agreement inaccuracies
	3		Very few grammatical and agreement inaccuracies but not effect on meaning
	2		Few grammatical and agreement inaccuracies but not effect on meaning
	1		Frequent grammatical and agreement inaccuracies
Vocabulary (V)	4	15x	Effective choice of word and word form

15%	3		Few misuses of vocabulary, word form, but not change the meaning
	2		Limited range confusing words and word form
	1		Very poor knowledge of words, word forms, and not understandable
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	15x	It uses correct spelling, punctuation, and capitalization
	3		It has occasional errors of spelling, punctuation, and capitalization
	2		It has frequent errors of spelling, punctuation, and capitalization
	1		It is dominated by errors of spelling, punctuation, and capitalization

$$\text{Score: } \frac{30(C)+20(O)+20(G)+15(V)+15(M)}{40} \times 10$$

E. Writing Anxiety

This section discusses the definition of anxiety, writing anxiety, and types of writing anxiety.

1. Anxiety

According to Spencer et al (2003) cited in Choiriyah (2021), anxiety is defined by the presence of thoughts, emotions, and behaviors that arise when an individual perceives a substantial threat, even in situations where others do not recognize any imminent danger. This emotional and psychological response to perceived threats can encompass a range of cognitive, emotional, and behavioral reactions that are unique to the individual experiencing anxiety. According to Gkonoun (2011) cited in Choiriyah (2021), learners of second or foreign languages commonly encounter anxiety due to the ongoing process of refining and perfecting their language skills. This anxiety stems from the learners' desire to use

the language effectively, despite not yet having achieved complete mastery. The continuous effort to improve language proficiency contributes to feelings of uneasiness and apprehension among language learners. Thus, anxiety is a response to perceived threats, involving thoughts, emotions, and behaviors. Learners of second or foreign languages often experience anxiety due to their continuous effort to improve their language skills, causing feelings of uneasiness and apprehension, even when others do not recognize the danger.

2. Writing Anxiety

Writing anxiety is a sense of unease often experienced by learners and it typically arises from their lack of motivation to write. This lack of motivation is rooted in the perception of writing as a mere task rather than an essential skill that needs to be developed. The anxiety emerges as learners struggle to find enthusiasm for writing due to the prevailing view that it is an obligatory assignment rather than a vital ability (Masriani, Mukhaiyar, & Wahyuni, 2018). Students who intentionally avoid writing assignments are said to exhibit an anxiety pattern related to their anxiety of making mistakes in their writing. Students who suffer from anxiety often struggle with communication, fear of being judged negatively by others, and worry related to exams (Despita & Pratiwi, 2019). According to McClelland (1985), anxiety in moderation may increase the motivation for performance. When writing causes students little anxiety, it could inspire them to overcome obstacles and advance their abilities.

Additionally, Choiriyah (2021) states that students who have anxiety find it difficult to enjoy the writing process. This difficulty often translates into writing

under pressure, diminishing their ability to showcase their best work. Consequently, the writing products generated by anxious writers may not meet the expected standards, reflecting the impact of anxiety on their overall writing performance. Students with low levels of anxiety wrote better quality compositions of articles than students with high anxiety levels. According to Daly and Wilson (1975), writing anxiety is a specific individual difference related to situations and subjects, characterized by a person's inclination to either approach or avoid scenarios perceived to potentially demand writing, along with a certain degree of anticipated evaluation. Thus, writing anxiety is a personal preference for avoiding writing situations and evaluating their work. It can hinder enjoyment of the writing process, leading to underperformance. Students with low anxiety tend to produce better quality articles.

According to Lazarus (1984), as anxiety can affect individual performance in the short term, individuals often develop adaptive strategies to cope with anxiety. It means that anxiety can affect individuals' performance in the short term, especially when they face challenging tasks or situations such as writing. When individuals have writing anxiety, they may feel depressed, anxious, or afraid of making mistakes, which can inhibit the creative thinking process and reduce productivity.

3. Types of Writing Anxiety

According to Cheng (2004), as cited in Wahyuni & Umam, (2017), the three types of writing anxiety are as follows:

a. Cognitive Anxiety

The mental components of anxiety, such as performance obsession, negative expectations, and concerns about how other people will respond to one's behaviour. Students' approach to writing can be heavily influenced by expectations from peers or teachers, impacting their mindset and performance. For example, if a teacher sets high expectations, students may feel the pressure to meet those elevated standards in their writing.

b. Somatic Anxiety

Somatic anxiety is the term used to describe how someone perceives the psychological after effects of experiencing anxiety, such as pressure and anxiety. Sometimes, when they are pressed for time and are at a loss for ideas, kids experience intense anxiety. For example, the students are given a page to write on and have ten minutes in class to complete it.

c. Avoidance Anxiety

Avoidance anxiety is a form of anxiety where students actively avoid engaging in writing tasks. This aspect focuses on the behavioral manifestations of anxiety. For instance, students might avoid attending writing classes or neglect their writing assignments as a way to cope with their anxiety. This type of writing anxiety is particularly concerning as it involves a direct avoidance of writing activities, which can significantly hinder a students' progress in developing writing skills.

F. Previous Study

First, the study was conducted by Ghiffari, (2022) who aims to determine the correlation between students' interest in learning English and students' English reading achievement. The participants of this study are one class that consists of 32 students. The result shows that there is correlation between students' interest in learning English and students' English reading Achievement.

Second, the study was conducted by Choiriyah, (2021) which aim to investigated whether there is significant correlation or not among students' writing anxiety, self-confidence and writing achievement at Islamic Senior High School. The sample of this study was taken from second grade students of Islamic Senior High School 3 Kediri. The total number of the sample was 120 students. The result showed that the significant value of the variables was different and higher than 0.05. The significant value of students' writing anxiety and writing achievement was 0.807.

Third, the study was conducted by Rahmah (2023) who aims to determine whether there is a correlation between students' interest in learning English and their speaking confidence. This study uses non-random sampling or purposive sampling, with 67 respondents. The result of the research showed that positive correlation between students' interest in learning English and their speaking confidence. The correlation of this study is positive correlation, the meaning is the higher their interest in learning English the higher their confidence when speaking. The lower the students' interest in learning English, the lower their speaking confidence.

Fourth, the study was conducted by Fahdin (2022), who aims to determine the correlation among students' motivation, writing anxiety, and their writing achievement. Data were collected by using questionnaire and writing test. This research found that the correlation between writing motivation and writing achievement was 0.579, with a significance value of $0.001 < 0.05$, it means the significance value is smaller than 0.05 then H_0 is rejected and H_a is accepted. The correlation shows positive relationship which means that the variables have a positive correlation between writing motivation and writing achievement with interpretation: moderate relationship. Then, the result of the correlation between writing anxiety and writing achievement was -0.570, with a significance value of $0.001 < 0.05$, it means the significance value is smaller than 0.05 then H_0 is rejected and H_a is accepted. The correlation shows negative relationship which means that the variables have a negative correlation between writing anxiety and writing achievement with interpretation: moderate relationship. Furthermore, the result of the correlation among writing motivation, writing anxiety, and writing achievement $r = 0.673$ with a significance value of $0.000 < 0.05$, it means the significance value is smaller than 0.05 then H_0 is rejected and H_a is accepted.

Fifth, the study was conducted by Mega (2018), who aims to determine the relationship between mastery of English vocabulary, and interest in English language and writing ability. The population of this study was all students who participated in the TOEFL Class Programme, with 30 students randomly taken as the research sample. students randomly as the research sample. The final result of this study. This research shows that there is a positive relationship between

English vocabulary mastery, and English language interest in English to the English Writing Ability, both partially and continuously. and continuity.

It can be identified that some similarities and differences were obtained by this researcher. Two previous studies discussed the same topic with this study, that is student interest in learning English. The previous study uses various skills, it is reading, and speaking, while the present study will use writing ability. The research design used by previous studies was also various. Five previous studies used correlation research. Moreover, the texts used by previous studies were also various like narrative text, and recount text, while the present study will use descriptive text. Thus, the researcher finds the gap in the correlation among student interest, writing anxiety, and writing ability has not been investigated. However, the main objective of this study is to find out whether or not there is a significant correlation among student interest, writing anxiety, and writing ability by focusing on writing descriptive text at SMKN 3 Kediri.