

CHAPTER I

INTRODUCTION

This chapter presents the general outline of the study. It covers the background of the study, the research problem, the significance of the study, the scope of the study, and the definition of the key terms.

A. Background of The Study

Writing is one of the four language skills in learning English. Writing is an important ability to be learned by the students to develop their ability to express their ideas, and establish or maintain social relationship by communicating with others. In the other words, writing ability is an important part of communication. According to Cahyono (2009), through writing, students can convey their messages to the readers in written form. Students also can communicate with others from all over the world in written form. Writing also reinforced the use of sentence's structure and tenses, idiom and vocabulary correctly in order to make the reader get the idea clearly. Good writing ability allows the students to communicate their message or idea to a number of people.

In writing, the idea is delivered by words which are put on paper. Meyers (2005) states writing is a way to produce language that the writers do naturally when they speak. It can be concluded that writing is speaking to others by using paper or digital text. Many students think that writing is difficult to learn, especially writing in foreign language. When students want to write something they should have a lot of information, ideas, and thought in their mind. Not only

think what they have to write, but they also have to concern with the generic structure of the text. It makes the students think that they cannot write a good text.

Langan (2001) argued “writing is a process that involves the pre-writing, revising and editing” (p. 23). Pre writing will help the writer think about and develop a topic and get words on paper. It helps the writer to create materials, and it is a central part of the writing process. Revising means rewriting a paper, building on what has already been done, in order to make it stronger. After the writer revised the writing for content and style, the writer is ready to edit check for and correct errors in grammar, punctuation, and spelling. Thus, those processes will help students to enhance their quality in writing.

There are many factors that may influence the students’ quality of writing such as students’ grammar, vocabulary, ideas, and personality like self-confidence. It has been known that writing is not easy. It is hard enough to develop an idea into a paragraph and follow the rules of the text. When the students perform their writing, the other students will read and give comment. They will get positive or negative comment. As a result, students will feel worried about the negative comment and the score. These factors can cause the students think that they cannot do it. They do not believe in their ability. This personality may be the main problem for the students to start learning English especially writing.

English teachers have applied many techniques and media in teaching writing to make students easy in learning. Unfortunately, although the teachers apply good technique and media, students still get low score. It may happen because the students’ personality. Students’ personality are one of the factors in

increasing students' score. Martinez and Villa (2016) mention "self-confidence is a specific area of psychology related to the language learning process development" (p. 24). Brown (2000) states no successful cognitive and affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself and belief in your own capabilities for that activity. So, we can conclude that how we see our capabilities that we call self-confidence influences our successful in learning such as learning English in school. In other words, self-confidence is a personality that has important role in learning process.

Self-confidence can give breve, enthusiasm, and stimulation to the learners. If the learners have high self-confidence, they will achieve the best performance in writing. Rubio (2007) argued "when there is low self-confidence, on the contrary, learners suffer from uncertainty, insecurity, fear and social distance" (p. 7). Foreign language learners who possess general self-confidence perform well and most likely believe themselves to be capable learners. Learners are less confident because they feel confused when choosing the topic then think about how to develop it. They think of the readers' response about their writing so that it can influence their confidence. From those statements, we can connect self-confidence with students' learning outcome, because we will not succeed in learning if we do not belief in our own capabilities for that activity, and it also influences our psychology such as motivation. If level of self-confidence is low, motivation also can be low. When the students do not learn with high motivation, it is difficult for the students to achieve good score.

Being afraid of making mistake in writing is one of anxiety pattern because the students who feel afraid of making mistakes will try to avoid writing. Brown states that Anxiety is defined as “students’ inability in communication, fear of negative social evaluation, and test anxiety” (Despita & Pratiwi, 2019). It is also strengthened by Cheng (2004 as cited in (Fitrinada, Loeneto, & Fiftinova, 2018)) who states there are 3 types of writing anxiety, those are Cognitive Anxiety, Somatic Anxiety and Avoidance Anxiety.

Cognitive anxiety refers to the cognitive aspect of anxiety experience, including negative expectations, preoccupation, with performance and concern about others’ perception. Somatic anxiety refers to one’s perception of the psychological effects of the anxiety experience, such as nervous and tension. Avoidance anxiety is a type of anxiety where the students avoid writing.

Takahashi argues that writing anxiety is more of a fear of the writing process that outweighs the projected gain from the ability to write (as cited in (Wahyuni & Umam, 2017)). Writing anxiety is also defined as a label of one of the combinations of feelings, beliefs, or behaviors that interfere with a person’s ability to start work on or finish a given writing task that he or she is intellectually capable of doing. Al-Sawalha and Chow (2012 as cited in (Wahyuni & Umam, 2017)). Writing can be an enjoyable activity if the students can put their thought or idea on a paper, but when the students are stuck and they cannot continue their idea, they will feel uncomfortable and lazy to write.

Finally, based on the reasons above the researcher would like to conduct the research about ***Correlation among Students' Writing Anxiety, Self-Confidence and Writing Achievement at Islamic Senior High School.***

B. The Research Problem

Based on the background above, the research problem of the study can be formulated as follows

1. Is there any significant correlation between students' writing anxiety and writing achievement at Islamic Senior High School?
2. Is there any significant correlation between students' writing anxiety and self-confidence at Islamic Senior High School?
3. Is there any significant correlation between self-confidence and writing achievement at Islamic Senior High School?
4. Is there any significant correlation among students' writing anxiety, self-confidence and writing achievement at Islamic Senior High School?

C. The Research Objective

In line with the problem above, the objective of the research is to find out whether students' writing anxiety, self-confidence and students' writing achievement have significant correlation or not at the second grade of MAN 3 Kediri.

D. The Research Hypothesis

The hypotheses of this research are:

- Null Hypothesis (H_0)
 1. There is no significant correlation between students' writing anxiety and writing achievement at Islamic Senior High School.
 2. There is no significant correlation between students' writing anxiety and self-confidence at Islamic Senior High School.
 3. There is no significant correlation between self-confidence and writing achievement at Islamic Senior High School.
 4. There is no significant correlation among students' writing anxiety, self-confidence and writing achievement at Islamic Senior High School.
- The alternative Hypothesis (H_a)
 1. There is significant correlation between students' writing anxiety and writing achievement at Islamic Senior High School.
 2. There is significant correlation between students' writing anxiety and self-confidence at Islamic Senior High School.
 3. There is significant correlation between self-confidence and writing achievement at Islamic Senior High School.
 4. There is significant correlation among students' writing anxiety, self-confidence and writing achievement at Islamic Senior High School.

E. The Scope and Limitation of The Study

This research focuses on one of four English skills that is writing. This study was limited at correlation among students' writing anxiety, self-confidence and writing achievement of second grade students at MAN 3 Kediri.

F. The Significant of The Study

The results of this study are supposed to be useful for both theoretically and practically. Theoretically, the result of this research hopefully can be useful as the reference for other researcher to go to the further investigation and additional information about students' writing anxiety, self-confidence and writing theory.

Practically, the finding of this research is expected to be useful for teachers to know the students' personality especially self-confidence level. So that, the teachers can encourage the students to improve their self-confidence. For students to believe in their own personality that they are capable in creating good writing and increase their self-confidence.

G. The Definition of The Key Terms

In order to make better understanding, the keywords that are used in the research are defined as follow:

1. Writing is ability to express the ideas, and establish or maintain social relationship by communicating with others in written form. Writing also reinforced the use of sentence's structure and tenses, idiom and vocabulary correctly in order to make the reader get the idea clearly.
2. Anxiety is the actions or behavior to avoid something or someone who feels anxious toward something.

3. Self-confidence is a specific area of psychology related to the language learning process development. Self-confidence can influence the activity in learning writing.
4. Correlation means statistical description for determining relationship between two or more variables. In this research, the first variable is the students' writing anxiety (independent variable), the second variable is self-confidence (independent variable) and the third variable is the students' writing achievement (dependent variable)