

CHAPTER I

INTRODUCTION

This chapter discusses the introduction of this study, such as background of the study, problem statement, objective of study, hypothesis, significance, scope and limitations, and definition of key terms.

1.1 Background of Study

Successful in language learning relies at least on materials, approaches, analyses of linguistics and so on especially on activities inside the classrooms, which refers to personal's factors like confidence, anxiety, challenges, enthusiasm in taking chance, learning styles, self-efficacy, and motivation (Stevick 1980 in Arnold 2014). Hibatullah (2019) found that main thing that could guide EFL students in learning English language when they familiar to use it in society, more exposure for the students are needed. The crucial things of language is communication, it can be built in the class when arrange the syllabus, but sometimes it is hard for the students to develop the skill (Arnold, 2014).

Communication is divided into two in general, verbal and non-verbal. Non-verbal communication is like gesture, shaking head meanwhile verbal communication is like writing and speaking. In English, one of basic skills is writing. Writing is a skill that has purpose to make students able to convey their ideas, emotions, awareness on any topics in an effective ways (Beyreli & Ari, 2009). Writing is believed as the most hard and complicated to master, and it is more complicated when writing in other

language (Bailey 2003 cited in Wahyuni & Umam 2017). One of struggles that faced by students in writing skill is lack of language proficiency level which they have no idea to arrange many text styles (Nugroho & Ena, 2021). Some students need effort to finish writing process. There are many aspects that affect learning successfulness its can come from internal aspects like gender, motivation, students' interest, learning style, anxiety, self-efficacy, so on, and external aspects like teacher, friends, environment, and so on. Among the aspects that mentioned before, the researcher tend to focus on internal aspects, specifically on motivation and anxiety.

Many research showed that motivation affects learning achievement. With high motivation, students will require to face their anxieties (Suardana & Simarmata, 2013). Motivation is important for students in learning a language. According to McDonough (1981) motivation is extremely connected to the personal needs for achieving their goals of language learning. Dornyei (1998) claimed that one of the keys that affects successful in language learning is motivation. Motivation in language learning is the association of learner's effort, attitudes, and desire to gain in mastering target language.

Relates with the explanation above, motivation is crucial in writing, which when students get motivate to write even though they struggle with grammar, punctuation, they will finish what they begin. One of factors that influence writing achievement is low motivation, the situation that can be seen in the class like students feel sleepy, lazy to think, did not pay

attention to the teacher, talking with other students, then the students' writing achievement are low because they do not have motivation to write in English.

As written before, student's anxiety also affects learning process. Two biggest reasons that make student afraid to making mistake and prefer to avoid it were anxiety and unwillingness (Dil 2019 cited in Afriansyah 2018). The student who knows their English skill is poor more feel anxiety and unwillingness to try to use the target language both in active and passive ways than they who categorize above the poor. Students that have writing anxiety in high level are demoralize easily while writing process and they produce low quality of article (Cheng 2004 as cited in Hartono & Maharani 2020).

Other research in writing anxiety area shows result students that have low level of anxiety wrote better quality of article than students who have high anxiety level (Hassan, 2001). The study shows that there is significant relationship between each aspects of students' English writing anxiety and their writing achievement (Fitrinada et al., 2018).

The difference with previous research is the research location, this research studied in Indonesia, especially at IAIN Kediri not many research about these variables of writing anxiety and writing motivation about correlation of those variables to writing achievement in Indonesia that used English as foreign language.

Based on those background and previous studies, the researcher assumes that student will not learning writing effectively if they do not have motivation to do and if they are not beliefs in their selves, so researcher attempts to study The Correlation among Students' Writing Motivation, Their Writing Anxiety, and Their Writing Achievement to prove the theory. By researching and focusing to factors that expected give influence in improving students' writing achievement like writing motivation and writing anxiety. In the future it can be considered to focus on these factors or not to improve students' writing skill. This research tends to discuss about the factors that expected affect writing achievement that applied to English department students that society always have expectation they have good ability in English language.

1.2 The Problem of Study

Based on the background of study, the researcher found and formulated the problem as follows:

1. Is there any significant correlation between students' writing motivation and their writing achievement?
2. Is there any significant correlation between students' writing anxiety and their writing achievement?
3. Is there any significant correlation among students' motivation, writing anxiety, and their writing achievement?

1.3 The objective of study

Based on the research problems, the purpose of the research is aimed to find out:

1. Whether there is significant correlation or not between writing motivation and writing achievement?
2. Whether there is significant correlation or not between students' writing anxiety and their writing achievement?
3. Whether there is significant correlation or not among students' motivation, writing anxiety, and their writing achievement?

1.4 The Hypothesis of Study

This research conducts to find the correlation between students' writing motivation on their writing achievement. Thus, the research hypothesis can be formulated as follows;

Hypothesis 1:

Ho: There is no significant correlation between students' writing motivation and their writing achievement

Ha: There is significant correlation between students' writing motivation and their writing achievement

Hypothesis 2:

Ho: There is no significant correlation between students' writing anxiety and their writing achievement

Ha: There is significant correlation between students' writing anxiety and their writing achievement

Hypothesis 3:

Ho: There is no significant correlation among students' writing motivation, writing anxiety, and their writing achievement

Ha: There is significant correlation among students' writing motivation, writing anxiety, and their writing achievement

1.5 The Significance of Study

It is important to study students' writing motivation and their writing anxiety toward writing achievement since many teachers do not consider the aspects that could influence learning achievement especially on writing. Language learning especially in country that uses English as foreign language could cause anxiety that affect learning achievement.

The results of this study expected could support English teachers to develop the material that can consider make students motivated in learning process and know more about students' anxiety and to find the solutions to boost their learning result. It is also expected to be correction for teacher's performance, whether they are in line with the expectations or if need changes.

1.6 The Scope and Limitation of the Study

This research is conducted for EFL students and teacher especially in writing class. This research focused on identifying the correlation between

writing motivation and writing anxieties toward writing achievement. This study was limited on two aspects that might influence students' writing achievement. There are writing motivation and writing anxiety, whereas there are many other aspects that might affect writing achievement like unwillingness, classroom management, teacher strategies, and so on. Besides this study focused on two possible factors that could influence Indonesian students' development of writing achievement and skill.

1.7 Definition of Key Terms

Definition of the terms used in this study will be explained shortly to avoid misinterpreting of the terms, the following definitions are:

1.7.1 Writing Motivation

Writing motivation is desire, encouragement that can come from inside and outside to achieve successful in writing.

1.7.2 Writing Anxiety

Writing anxiety is one of challenge in writing where someone difficult to write because of the feelings of not good enough, afraid of making mistakes, and so on when they write that make they do not believe to success in writing.

1.7.3 Writing Achievement

Writing achievement is about producing written text based on what they have learnt. It is result of writing subject that can be used to assess the ability of students.