

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language learning requires some skills to be developed by students. There are four basic skills in learning a language. According to Omar (2019), proficiency in a language depends on integrating the four core competencies and each with its own unique characteristics and differences. One of the skills that considered challenging is writing skill (Arfani & Noor, 2018). This skill is considered to be the most challenging skill besides reading, speaking, and listening since writing is most of the complex skill (Suvir, 2020). Hence, students need to consider more about writing. Writing has many processes of thinking. Students need to consider the topic, the language, knowledge and experience, and many more to be trained in written communication (Aladwan, 2021). In order to have good written communication, students must master writing skills (Birhan, 2018). It can be inferred that the ability to write effectively holds significant importance for students.

According to Westwood (2004), writing is characterized as the process of articulating language into written form and organizing it sequentially. Writing skill is a process in which students combine their thoughts, ideas, and feelings into a written language (Birhan, 2021). Moreover, writing is known as the skill to turn complex thoughts in the mind into clear and straightforward ideas to convey a message that is easy to understand and well-organized (Sumarno et

al., 2022). Besides, writing can show students' culture and thoughts when they write something (Karahana, 2021). Thus, it can be concluded that writing not only arranges words to be a paragraph or text but also requires students' ability to pass some processes to make meaningful written communication.

In language learning, students have tried to write since they were in elementary school, even from kindergarten. It means that they have experienced some process in writing. However, it does not mean they can always write well from the experiences. Without proper attention to writing, a language cannot be fully understood. This priorities can make students experience challenges in learning a language, especially in writing task (Sevik, 2020). All of the experiences that students face can affect differently for each student. Karahana (2021) mentions that writing shows students' individual emotions, opinions, and requests. It can be said that writing meets differently to students, and it makes students see the writing process differently as well. The writing process is a unique experience for each student, shaping their perception and offering a different space for self-expression.

Additionally, because of the varied perspectives gained from their experiences, it implies that they also hold different attitudes. Şimşek & Müldür (2020) state that attitude is the outcome of experiences that individuals encounter over time. Şimşek and Müldür also mention that attitudes may not remain constant but can change over time. They argue that attitudes are not always consistent because it reflects the whole individual's experiences. Thus, if a person has different experiences in the future, there is a possibility of

change in their point of view and attitude towards certain things. Moreover, attitudes are the assessments or judgments that individuals make about a subject, idea, or situation (Altunkaya & Topuzkanamış, 2018). Concerning about writing, it can be said that writing attitude refers to how the writer feels and experiences the writing process, which can be positive and negative.

Related to students' experiences with writing, there are some factors that affect their beliefs about writing skills. Erol (2021) views that there are factors that can have an impact on the cognitive and psychomotor of the writing itself. In addition to motivation, self-efficacy, and perception, anxiety stands as one of the contributing factors. Writing anxiety can happen to anyone. Writing anxiety can be described as a worry, stress, or fear that students experience while making written text (Blasco, 2016). Moreover, Karahan (2021) states that writing anxiety arises from students' lack of familiarity with the writing topic, incomplete application of writing rules, and fear of criticism. It is therefore important to address and manage writing anxiety to prevent students from experiencing difficulties in writing.

Nowadays, students might find many difficulties that can affect their attitude toward writing and even make them feel anxious during writing. Suvin (2020) finds out that some students might tend to not understanding the purpose or function of a text. Also, he finds that many students are weak at writing skills, and sometimes they do not have concentration in writing. Additionally, Gökçen (2019) argues that students often perceive writing as a complex task, which contributes to negative attitudes toward writing. Besides, students

usually feel tired of the writing process. Moreover, they are afraid of dislike and reluctance. Since writing involves several things like evaluation, critical thinking, preparation, understanding, and enhancement of their communicative skills, students tend to face difficulties (Suvin, 2020). These difficulties also can lead to anxiety.

Researchers have been studying how writing attitude, anxiety, and performance are related for a long time. In this research, the researcher tries to investigate how writing attitude, anxiety and writing performance are correlated. Many researchers have focused on those three terms. Firstly, Karlina & Pancoro (2018) studied the same thing. The finding showed that writing anxiety can lead to lousy writing performances. Second, Karahan (2021) studied what is the correlation of students' writing attitudes, writing anxiety, and their disposition. They investigated whether there exists a notable difference among these three aspects concerning gender and grade levels. The result showed no correlation between writing anxiety, attitudes, and disposition among secondary students. Third, Setyowati and Sukmawan (2016) studied the correlation between writing attitudes toward students writing performance in Indonesia in the EFL context. In their study, they found that a correlation between students' attitudes toward writing and their writing performance. Students who have a more positive view of writing usually perform better in their writing tasks. They found that students had moderate attitudes and still think writing is difficult. Furthermore, in Balta (2018), students with low anxiety had better writing performance.

According to the information above, it can be said that writing attitude and anxiety have correlation with students writing. Some researchers have conducted studies both about writing anxiety and writing attitude. These studies usually covered writing anxiety and attitude separately. However, it was still needed to seek information about the correlation between writing attitudes and writing anxiety and students' writing performance. Research on the correlation among students' writing attitude, anxiety, and their writing achievement in senior high school has been lacking. Most of them was in the junior high school (Bulut, 2017; Karahan, 2021; Karlina and Pancoro, 2018; Setyowati and Sukmawan, 2016). It means that study in senior high school students is still needed to seek the correlation among writing attitude, anxiety, and writing performance, since senior high school seemed to be a sensitive period for students (Karahan, 2021). Moreover, there was lack of study focusing those three terms in one study. Additionally, some studies still had different results about the correlation between writing attitude, writing anxiety, and writing performances. The present study was conducted in an EFL context in a senior high school in Karangasem Bali. Since there was still a lack of research focusing on those three terms, this study was conducted to investigate if there is a simultaneous correlation of anxiety and attitude with performance.

The choice to conduct a study in the English as a Foreign Language (EFL) context is motivated by Gökçen (2019) who argues that students often perceive writing as a complex activity, leading to negative attitudes towards writing. Park (2022) adds by highlighting that many students commonly experience

feelings of being stuck or frightened when having writing tasks. These emotional responses can trigger strong emotions and cognitive barriers to writing performance (Tunagür, 2021). Given this understanding, the study wants to explore the correlation among students' writing attitude, writing anxiety, and writing performance. Furthermore, the focus on senior high school students, specifically eleventh graders is because the research in this area is often concentrated at junior high school and university levels. Besides, eleventh-grade students are in the middle because they have already completed one year of senior high school and will graduate the following year. Therefore, it would be interesting to conduct the research for those in grade 11. The selection of SMA N 2 Amlapura as the setting of the study is informed by considerations of practicality and accessibility, ensuring the possibility of data collection in this context. While investigating the correlation between writing attitude, anxiety, and performance, it's essential to note that finding a correlation does not necessarily mean that one factor directly causes another. Instead, it indicates that there may be some correlation or association between these variables. The aim of this correlation study is to understand how writing attitude, writing anxiety might be interconnected each other in some way to writing performance. Therefore, while exploring these correlations, it's important to find out the degree of correlation and the contribution of writing anxiety or writing attitude to writing performance.

1.2 Problem Identification

The complex correlation between writing anxiety, writing attitude, and writing performance presented a critical area for investigation. Writing is a complex process that involves both cognitive and emotional dimensions. Students use critical thinking to organize ideas and choose words when writing. Besides, they also include their feelings, experiences, and perspectives into writing. Furthermore, writing is considered the most intricate skill in language acquisition due to the multitude of processes involved before generating a final output. It involves some stages that students have to pass. Thus, the difficulty in finishing a writing task may be correlated with their writing attitude and writing anxiety.

There is still lack research in understanding students' writing attitude, anxiety, and their writing performance in the context of senior high school. Existing studies mainly focus on university (Aloairdhi, 2019; Arindra & Ardi, 2020; Ariyanti, 2017; Aunurrahman, 2019; Erol, 2021b; Jawas, 2019; Kurniasih et al., 2022; Liu & Ni, 2015; Rezaei & Jafari, 2014) and junior high school level (Balta, 2018b; Bulut, 2017b; Karahan, 2021; Karlina & Pancoro, 2018; Ocak & Hocaoglu, 2023; Setyowati & Sukmawan, 2016; Ubbes et al., 2018). Therefore, there is a need for studies that investigate how high school students' writing attitude, writing anxiety, and their writing performance are connected. It is because some experts mention that several writing difficulties appear in the teaching and learning processes during senior high school period.

This might be because this is a crucial time when students are really getting into learning language.

Furthermore, different studies yield diverse results regarding the relationship between writing attitude, writing anxiety, and writing performance. Some studies suggest that there is no correlation between writing anxiety or writing attitude and writing performance (Choi, 2013; Karahan, 2021; Sundari & Febriyanti, 2017). Meanwhile, some studies stated that writing attitude and writing anxiety are some factors that influence writing performance, which means they are all correlated (Baştuğ, 2015; Bulut, 2017b; Graham et al., 2007; Setyowati & Sukmawan, 2016; Şimşek & Müldür, 2020). The differences in these findings emphasize the need for more exploration to understand better the correlations among these factors.

1.3 Statement of the Problems

The present research studied the three variables: writing anxiety and writing attitude and writing performance of senior high school. Therefore, the research problems of this study were:

1. Is there any significant correlation between writing attitude and the students' writing performance in senior high school students?
2. Is there any significant correlation between writing anxiety and the students' writing performance in senior high school students?
3. Is there any significant simultaneous correlation between writing attitude and writing anxiety with the students' writing performance in senior high school students?

1.4 Purpose of the Study

The objective of the study can be outlined as follows:

1. General Objective:

The aim of the study is to investigate the correlation among students' writing attitude, writing anxiety, and their performance in high school students in an English as a Foreign Language (EFL) setting.

2. Specific Objective:

- a. To investigate the correlation between writing attitude and the students' writing performance in senior high school students.
- b. To investigate the correlation between writing anxiety and the students' writing performance in senior high school students.
- c. To investigate the simultaneous correlation between writing attitude, writing anxiety, and the students' writing performance in senior high school students.
- d. To investigate the degree of correlation between writing attitude, writing anxiety and writing performance.
- e. To investigate the contribution of writing attitude, writing anxiety to writing performance.

1.5 Significance of the Study

The importance of this study can be examined from both theoretical and practical perspectives, which are outlined as follows:

1. Theoretical Significance

This research aims to contribute to the ongoing discourse surrounding the nature and progression of writing proficiency, with a primary emphasis on investigating the correlation between writing anxiety, writing attitude, and the writing performance of eleventh-grade students. It is hoped that this study will offer valuable insights into the current body of literature concerning the correlation of writing attitude, writing anxiety, and writing performance.

2. Practical Significance

a. For students and teachers

This study offers practical insights for both teachers and students. Teachers can enhance writing instruction by understanding how writing attitude and anxiety correlate with student performance. They can make their teaching approaches to foster positive attitudes, reduce anxiety, and provide individualized support. Students gain self-awareness and coping strategies to manage writing stress. By creating a supportive environment and embracing a growth mindset, students can collaborate with peers and thrive in their writing activity.

b. For other researchers

The study presents an opportunity to delve into the complex dynamics of writing attitude, anxiety, and performance with fresh perspectives and innovative methodologies. By building upon this research, future studies can further elucidate the relationships between these variables across diverse contexts and populations.