The Correlation between Audience Awareness Prediction and Writing Achievement of the Sixth Semester of English Education Study Program

A Thesis
by
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FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSTAS SRIWIJAYA
INDRALAYA
2020

THE CORRELATION BETWEEN AUDIENCE AWARENESS

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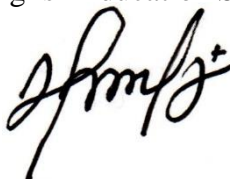**INDRALAYA**

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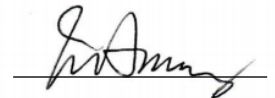
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DEDICATION

This thesis is dedicated to my beloved parents, Suwito and Roliyah who always encourage me to finish this study. Thank you for your support, prayer, patience, and everything. My sister Widya Wahyuningtias, S.E., my brother-in-law Alpi Nurohim, A.Md., and my brother Gunawan Permadi, thank you for keep me strong and tough. No words can describe how you all mean a lot to me and thank you for loving me unconditionally. I love you so much.

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-There is no cure for the laziest-

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Indralaya,   July 2020
The writer,

Tri Wulan Indra Sari

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Abstract: Audience awareness in writing is an important aspect that has to be considered to make the difference between of the beginner and expert writer. The writer should consider who will be the reader, the knowledge or information that should be shared and decide what should be expressed. The article showed the correlation between audience awareness prediction and writing achievement. The audience awareness is the predictor variable and writing achievement is criterion variable. Total sampling technique was used in this study to get the sample. There were 68 students of sixth semester students of Palembang and Inderalaya campuses of Sriwijaya University. The data were analyzed by using Pearson Product Moment Correlation coefficient on SPSS 24 version. The result of the study showed that there was no correlation between audience awareness prediction and writing achievement because the significant (2-tailed) value is 0.208 and it was higher than 0.05. So, it means there was no correlation between the audience awareness prediction and writing achievement Therefore, audience awareness prediction did not significantly influence writing achievement.

Keywords: Writing Achievement, Audience Awareness, Prediction

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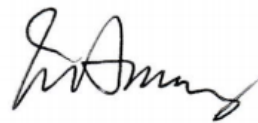
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CHAPTER I

This chapter presents (1) the background, (2) the problem of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background of Study

English is a language that many countries use as a second language. And English is one of languages that cannot be separated in the globalization era. School, technology, and MEA (*Masyarakat Ekonomi ASEAN*) use English as the object of material, language code, and communication. In MEA (*Masyarakat Ekonomi ASEAN*) era, English is really needed and people should be able to communicate with it. People should be able to master the English language to compete the international market. In Indonesia, English is a foreign language and learnt from elementary school to university level. But In curriculum 2013, English is not taught in elementary school so the students learn the language in junior high school and senior high school. In university, English is taught around 2 credit semesters in every faculty.

English has four skills that students should master, they are reading, listening, writing, and speaking. In the beginner level, students start to learn about the vocabulary, and in the middle level, they know and learn about the vocabulary, speaking, and grammar. Although the learners start to study English from the basic, the performances of the learners are not good enough. The fact showed that Indonesia is still in the 39th of 80 countries in the world with the 52,15 points and 10th of 20 countries in Asia rank with 52,15 points based on data found by Education First-English Proficiency Index EF EPI (2017). It is below downward from Singapore and Malaysia that have higher score than Indonesia.

Writing is not the easiest skill as thought. According to Rass (2001) writing is a difficult skill because the writer must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling and mechanics such as capitalization. Oshima and Houge (2006) added that "writing is a process of creating, organizing, writing and polishing". McKay and Rosenthal (1980) also state that "writing involves several skills: knowledge of grammatical structures,

knowledge of rhetorical patterns, and ability to analyse and organize information, and sense of appropriateness".

Prediction is the action of predicting something (Hornby, 2000). It means students do the action to predict when they want to write. In this study, audience awareness prediction is the students predict who will be their audience when the students do the writing. There is an issue of audience that should be concerned in writing. Audience is the person or persons who may or may not read what you have written after you are through with it (Corder, 1979). Taking the audience into account is not an easy task to perform. The writer should consider who will be the reader, the knowledge or information that would be shared, and decide what should be expressed. Miller (2005, p.2) says as readers, they are constantly acquiring new information, much of which they may never use, although some of it will help them to write. Park (1982, p.249) also adds the audience whom the writer must accommodate; the other toward the text itself and the audience implied there, a set of suggested or evoked attitudes, interests, reactions, conditions of knowledge which may or may not fit with the qualities of actual readers or listeners. Then it is possible when a certain stage of cognitive development is achieved. On the other hand, taking the audience into account and writing the text according to their characteristic are only possible when the lower level tasks of writing become automatic and the writer is no longer absorbed them. At this point, the writer is free to pay attention to other aspect of task without overloading cognitive process. The lower-level standard is implicated in generating text and writes it down on paper, naturally.

Audience awareness in writing is an important feature that has to be considered when we want to distinguish novice from expert writing (Carvalho, 2002). The writer cannot be reckless about it, where the audience is very influential for each writing that will be created. According to Cayer and Sacks (1979, p.123) writing development implies the progressive adaption of mode which calls for increased, explicit information directed to unfamiliar and often totally unknown reader with whom he may share knowledge. Kroll (1981) also adds, considers the

acquisition of audience awareness as a major step in writing development, as it means that writers understand that writing and speaking are different realities and that difference has to be reflected in the texts they produce. The predicting audience awareness is students' predict when their work will be read by lecturer or general people. The expert writers produce text taking their target as well as their audience into consideration, the new learner writes tend to produce their ideas on the topic. As a new learner or a new writer the existence of audience is necessary and should be considered, because the audience will give the value and feedback to the writing. Elbow (1987, p.51) says that "… that we are liable to neglect audience because we write in solitude; that young people often need more practice in taking into account points of view different from their own; and that students often have an impoverished sense of writing as communication because they have only written in a school setting to teacher". He also claimed that "some part in these arguments for audience awareness-which now seem to be getting out of hand". It means that some of students did not pay attention of who will be the readers. Sometimes they get a trouble to determine the readers or the audiences.

In this study, the writer believes that predicting audience awareness is necessary in writing. It is believed that students of sixth semester students of EESP (English Education Study Program) FKIP (*Fakultas Keguruan dan Ilmu Pendidikan)* Universitas Sriwijaya are good in writing. To prove the statement, the writer creates this study to see whether or not there is a significant correlation between the predicting audience awareness and writing achievement of the sixth semester students of English Education Study Program Universitas Sriwijaya.

1.2 The Problem of the Study

The problem of the study is formulated in the following question "is there any significant correlation between the audience awareness prediction and writing achievement of the sixth Semester students of English Education Study Program?"

1.3 The Objective of the Study

The objective of this research is to find out whether or not there is a significant correlation between audience awareness prediction and writing achievement of the sixth semester students of English Education Study Program.

1.4   The Significance of Study

It is hoped that the result of this study can give a benefit for students, teachers, and next researcher. Giving contribution to English teachers and lecturer about the important of audience awareness prediction, so the teachers or lecturers can give more attention and motivation to the students in order to make a good writing base on who will read their writing.

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