

**THE CORRELATION BETWEEN WRITING ATTITUDE AND  
WRITING ACHIEVEMENT OF THE FOURTH SEMESTER  
ENGLISH EDUCATION STUDY PROGRAM STUDENTS AT  
SRIWIJAYA UNIVERSITY**

**A Thesis by**

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**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**PALEMBANG**

**2020**

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## DECLARATION OF PLAGIARIMS

I, the undersigned,

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Certify that thesis entitled "The Correlation Between Writing Attitude and Writing Achievement of Fourth Semester English Education Study Program Students at Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, July 2020

The undersigned,

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## **DEDICATIONS AND MOTTO**

This thesis is dedicated to :

1. Allah SWT, the Almighty God, The Merciful, and The Owner of The Universe
2. My Beloved Parents
3. All of My Brothers
4. Those I love the most that I can't mention one by one.

### **MOTTO**

**~The real successful is when you love what you do.**

**Because love is the powerful of life~**

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Finally, I hope this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Palembang, July 2020

The writer,

Desy Fitri Wulandari

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## **THE CORRELATION BETWEEN WRITING ATTITUDE AND WRITING ACHIEVEMENT OF THE FOURTH SEMESTER ENGLISH EDUCATION STUDY PROGRAM STUDENTS AT SRIWIJAYA UNIVERSITY**

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The way the students feel about writing may affect how well they accomplish the writing assignment. To write well and to achieve the maximum performance in writing, the students need to have positive attitude toward it so that they can find solutions and strategies whenever they face writing problems. This study aimed to find out whether or not there was a significant correlation between students' attitude and writing achievement of the fourth semester English Education Study Program students at Sriwijaya University. There were 75 students participating in the study. A writing attitude questionnaire and the documentation of writing score were used as the instruments to collect the data which were analyzed statistically by using correlation and regression analysis. The result of the Pearson Product-Moment Correlation showed that the significant value (p-value) was 0.000. It showed that there was positive correlation between students' writing attitude and writing achievement, which means that more positive students' writing attitude, will be better their writing achievement and also vice versa.

**Keywords:** *correlation, writing attitude, writing achievement.*

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## CHAPTER I

### INTRODUCTION

This chapter presents: (1) background of the study, (2) problems of the study, (3) objective of the study and (4) significance of the study.

#### 1.1 Background of The Study

There is no denying, the fact that English is one of the most important language and becomes an international language. Inderawati, Pratama and Loeneto (2018) state that English is a bridge of communication in the world and has a big influence on the social life. Almost all countries, including Indonesia has adapted English as a compulsory subject to learn in the school and also university. In Indonesia, the purpose of teaching and learning English as a foreign language (EFL) is to allow the students to master the four language skills, namely reading, listening, speaking, and writing.

There are four skills which have to be learned in studying English, they are reading, listening, speaking, and writing. One of the skills becoming the focus of this thesis, namely writing. Fajri, Inderawati, and Mirizon (2015) highlight that one of the English skills that take an important role in people's life is writing. Writing is the expression of language in the form of letters, symbols and words. Through writing someone can share their feeling, intention, knowledge and convey idea to other people. Carrol (2001:3) defines writing as the powerful communication tools to express or share ideas on thought in the rest of our life. Similarly, writing is a way of communication used by the writer to express, generate, develop and organize the ideas for the readers by using the graphic in a certain language (Inderawati, Pratama & Loeneto, 2018:2).

Writing comes into being as a result of organization of the information to be selected by considering writing purpose, method, subject and limitations through various mental processes such as sorting, classifying, establishing relations, criticizing, estimating, analyzing and synthesizing and then expression of this organized information with letters, syllables, words and sentences. Graham, Hebert, Sandbank, and Harris (2014) state that writing is a preferred tool for students to express what they know in today's classrooms. On the other hand, according to Troia and Graham (2003), writing is one of the most complicated literacy activities for adults and children.

Writing is the hardest part of the four language skills; listening, speaking, reading and writing. Nunan (1999) states that writing is the most difficult skill among the four language skills. Similarly, Richards and Renandya (2002:p.303) mention writing as the most difficult skill for second language learners to master. In Indonesian context where English is taught as a foreign language among other skills, writing becomes the most difficult skill to master (Setyowati & Sukmawan, 2016). It is all because writing is more than just outputting the accurate sentences and paragraphs (Hedge, 2005).

On the other hand, attitude becomes one of the important things influencing writing achievement. To write well and to achieve the maximum performance in writing, one needs to have the positive attitude toward it. Fakeye (2010) believes that attitude is one of the most important factors that affect learning writing in foreign language. Because of that, it is extremely important for the teacher to help the students have positive attitude toward their learning. There are some factors that influence attitude toward writing, namely former writing experiences, self-perceptions of one's ability, and the writer's sex (Krawczyk, 2005). He further states that writing attitude can affect the students' writing performance in return. The students who have positive attitudes towards writing will have motivation to be successful in writing in the foreign language like English. Karahan (2007) postulated that when students have positive attitudes towards a language, they gain positive orientations towards that language and increase their achievement or proficiency. In other words, the student who has a positive attitude towards writing can be a better writer than those who have negative attitude.

In relation to writing attitude and writing achievement, Hashemian and Heidari (2013) found out that the more the students have positive attitude toward writing, the more they are successful in their academic writing. They also found out that the students who have negative attitude toward writing tend to fail in their academic writing performance. Motivation and attitude in learning English is closely related. Hii (2011) conducted a study to find out the relationship between attitude and motivation toward learning English. Similarly, McLeod (1991) states that there are some affective states that might affect the writing process, which include anxiety, attitude, beliefs, emotion, feelings, and motivation. Emotion and attitude are different affective states although particular type of attitude may cause emotional and physical response. For example, students' negative attitude toward writing may cause their bad emotion, such as anger and nervousness signed by perspiration.

There are many factors affecting the individual's writing achievement. They can be cognitive, affective or physical factors. The most important affective factors affecting writing achievement is their attitude. Plotnik's report (as cited in Bulut, 2017) state that attitude involves an assessment of an object, person or event on a continuum extending from negative to positive and makes us prone to behaving in a certain way in the face of that object, person or event. Göçer's report (as cited in Bulut, 2017) points out that the interests, desires and attitudes of each individual are not the same for the writing skills which are very important in the communication and social life of individuals and stresses that one of the factors that affect the written expression achievement of individuals and cause them to move away from writing is their attitude towards writing. Akaydın & Kurnaz's report (as cited in Bulut, 2017) emphasized variables such as education, family environment, and personal characteristics are influential in the emergence of different attitudes towards writing. Graham, Berninger, and Fan (2007) define the writing attitude as an effective regulation that causes the author to feel happy or unhappy during the writing activity. According to Graham et al. (2007), students' writing attitudes affect their writing achievement.

In line with the statement above, there were some related study which are considered closely related to this research. The study by Setyowati and Qibtiyah (2017) entitled The Eight Graders Writing Attitude toward EFL Writing in Indonesian Context. In this study the writers highlight that to write well and to achieve the maximum performance in writing, the students need to have positive attitude toward it, so that they can find strategies and solutions whenever they face writing problems. The purpose of the study was to describe the students' writing attitude toward writing in English, and to find out their opinion/perspective and feeling toward writing. The research finding had shown that the Eighth Grade Students' writing attitude toward writing in English was positive and in moderate/medium level (82.12%). The students were sufficiently confident about their writing and viewed writing as an enjoyable experience and fun activity. Even though the students' attitude fall in the moderate/medium category, they confessed that they had problems in writing, such as the psychological problem and linguistics problem.

Based on the background of the problems above, the writer was interested in conducting a research on The Correlation Between Writing Attitude and Writing Achievement of Fourth Semester English Education Study Program Students at Sriwijaya University. The writer chose this sample because they had already taken writing course in the previous semester.

## **1.2. PROBLEM OF THE STUDY**

Based on the background study above, the writer formulated of the problem into the question:

1. Is there any significant correlation between writing attitude and writing achievement?

## **1.3. OBJECTIVE OF THE STUDY**

The objective study was aimed at :

1. Finding out whether or not there is significant correlation between students' attitude towards writing achievement in fourth semester English Education study program at Sriwijaya University.

## **1. 4. SIGNIFICANCE OF THE STUDY**

This research gives some useful information for the teachers, the students, and also for the further researchers. The significance of the research are mentioned below:

For English teachers, the writer expects the teachers to know the correlation between students' writing attitude and writing achievement, so that the teachers can discover the problem of the students and also the strategy to teach writing for them.

For English students, the writer expects the students to know their attitude toward writing and its effect on their writing achievement, so that they can reflect their attitude toward writing to achieve the better writing. This research also can motivate them more to improve their writing skills.

For the further researchers, the writer expects this research can give some contribution for people who are interested in a research with the similar topic. This research can give the researcher informations and references about the facts, the benefits, correlation and the impact of writing attitude toward students' writing achievement.



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