

**THE RELATIONSHIP BETWEEN STUDENTS' EMOTIONAL
STATE AND WRITING COMPETENCE**

A THESIS BY

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English Education Study Program

Department of Language and Arts Education



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

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DECLARATION

I, the undersigned,

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Certify that the thesis entitled "The Relationship between Students' Emotional State and Writing Competence" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Indralaya, July 25th, 2021

The Undersigned,



Marsya Dea Ananda

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DEDICATIONS

To my parents, the biggest reason for me finishing this thesis, who always give their support and stay with me in any conditions.

My lovely brother, Giri, who always become my source of happiness.

For myself who have done great to finish this thesis and stand till the end.

Motto:

“Even though the road is hollow, the end will surely come. So, do not give up and keep walking.”

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Indralaya, July 25th, 2021

The Writer

A handwritten signature in black ink, appearing to read 'Marsya Dea Ananda'. The signature is stylized with a large 'M' and 'A' and a long horizontal stroke at the bottom.

Marsya Dea Ananda

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THE RELATIONSHIP BETWEEN STUDENTS' EMOTIONAL STATE AND WRITING COMPETENCE

ABSTRACT

This study focused on the relationship between students' emotional state and their writing competence. This study aimed to find out whether or not there was a significant relationship/correlation between students' emotional state and writing competence. The population of this study was all students of English education study program of Sriwijaya University. The sample consisted 63 students in the 8th semester. The data of this study were collected by administering a questionnaire of Positive and Negative Affect Schedule (PANAS-SF) to assess the emotional state and writing test to know students' writing competence. Spearman Rank correlation was used to measure the relationship between emotional state and writing competence. The correlation coefficient or r -obtained (-.117) was lower than the r -table (.331). Then, the p -value (.359) was higher than .05. It means that there was no significant relationship between emotional state and writing competence. Therefore, emotional state is not the factor that affects students' writing achievement.

Keywords: Emotional State, Writing Competence

CHAPTER I

INTRODUCTION

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

1.1 Background of the Study

As human being, people must engage with one another in order to give or accept some information. In communicating, a tool is needed to create the fluency of getting information. According to Sapir (1921), language is a strictly non-instinctive method of expressing thoughts, emotions, and wishes through a system of voluntarily generated symbols. Every country in this world has different languages. They create their own language to make it the identity of the country. Therefore, the name of International Language exists for some languages to make people easier to communicate with each other, even though they do not come from the same region. English is one of the examples of international languages which is usually taught to students at school. Moreover, it has four skills that become the main focus when a person starts to learn English. Those are listening, reading, speaking, and writing.

Writing is one of the abilities that must be mastered in English learning. It plays an important role since it becomes an effective intermediary for communication. It is usually used in EFL learning because it gives the freedom for learners to express their ideas through writing. Besides, they can convey their opinions to the sentence structure to make it easier to convey to others. Furthermore, the use of writing is considered more efficient and effective in some ways such as business needs.

However, writing is known as the most difficult skill to do. According to Nunan (2003), even for the native speaker, producing a piece of writing that is descriptive,

fluent, and expanded might be the most daunting job to do with a language. This is due to the emergence of factors such as emotional level that makes it difficult for some students to find coherence, fluency, and ideas that can be developed more widely.

Besides, the emotional level of students during the writing activity presumed as one of the factors that impact students' writing skills. The emotional level that changes at any time is assumed to be able to shape students' writing skills through ideas that they produce during the writing activity itself.

Emotions are particularly treated as episodic 'states' in the sense that exist for a set period time and occur due to a single 'triggering event' that can either be triggered outwardly (a poor grade on an assignment) or driven on the inside (making an association with previous negative experiences). According to Armstrong (2003), despite the vast majority of educational research on psychology, the role of emotions in academics, especially in reading and writing, has been overlooked. The level of students' emotions can modify and influence the quality of thought which is needed in writing. Positive emotions, such as motivation and excitement, have been found to increase the academic performance and learning of students over time, whereas negative emotions such as hatred and dissatisfaction are predominantly damaging (Pekrun, 2006).

After all, writing, as the most difficult skill in learning English, may be affected by emotional level. Writing, according to Herrington and Curtis (2001), had "far less to do with any particular sequence of writing assignments or instructional methods than with how students felt they were expressing themselves and being reacted to like humans." This paper offers a compelling argument for the importance of emotions in responding to writing problems as well as long-term growth and transfer.

Based on the preceding explanation, it can be summarized that students' writing competence may be affected by their emotional state. As a result of this study, the

researcher interested to investigate the relationship between students' emotional level and their writing competence.

1.2 Research Problem

Based on the background of the study, the following question expresses the analysis issue:

- a. Is there any significant relationship between students' emotional state and writing competence?

1.3 Research Objective

In accordance with the problem above, the objective of this study is:

- a. To find out if there is a significant relationship between students' emotional state and writing competence.

1.4 Significance of the Study

It is hoped that by doing this research, the result would be beneficial to English students, teachers, and researchers. For students, this study is expected to be able to know their emotional level may affect the development of their ideas during the writing activity. Moreover, they can improve their writing skill by realizing the role of emotional states toward the production of ideas when they are writing. Afterward, this study is expected that the teachers are able to apply the knowledge to motivate students whether they are in positive or negative emotion to write and adjust the condition of the classroom by choosing the appropriate strategies in order to improve students' writing skill. For the researchers, this study is expected to develop the knowledge and experience in educational research. Furthermore, this study is also expected to help other researchers in composing their further studies.

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