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**THE CORRELATIONS AMONG WRITING ATTITUDE,
EMOTIONAL INTELLIGENCE, AND WRITING
PERFORMANCE OF ENGLISH EDUCATION STUDENTS OF
PRIVATE UNIVERSITIES IN PALEMBANG**

A THESIS

by

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THIS THESIS IS DEDICATED TO:

- My beloved parents especially my mother Nurmawati, S.Pd, my Father Drs. Syamsul Bahri, M.Si and my mother Rosida, my father Drs. AmZurahman. Thank you so much for all your prayers, support, and advice.
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MOTTO:

My Goal is to Progress

Not

Try to Impress

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Finally, it is expected that this thesis can give a contribution to the teaching and learning process, education field, and the development of science, and art

Palembang, July 2021

The writer,

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**The Correlations among Writing Attitude, Emotional Intelligence, and Writing
Performance of English Education Students' of Private Universities in
Palembang**

ABSTRACT

This study aimed to find out whether or not there was a significant correlation between (1) students' writing attitude and their writing performance, (2) students' emotional intelligence and their writing performance, (3) students' writing attitude and their emotional intelligence, and (4) the predictor variables (writing attitude and emotional intelligence) and the criterion variable (writing performance). In this study, 121 students of the English Education Study Programs of Tridinanti, PGRI, and Muhammadiyah Universities in Palembang who took and passed the writing subject in the academic year 2019-2020 were taken as the sample by means of total purposive sampling. The data were collected through the use of Writing Attitude Questionnaire, Emotional Intelligence Questionnaire and a Writing Test using Analytical Exposition. The data were analyzed by using the Pearson Product Moment correlation coefficient and regression analysis. The results showed that there were significant correlations in a row of the writing attitude and writing performance, emotional intelligence and writing performance, writing attitude and emotional intelligence, and predictor variables (writing attitude and emotional intelligence) and the criterion variable (writing performance).

Keywords: *Writing Attitude, Emotional Intelligence, Writing Performance*

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CHAPTER I

INTRODUCTION

This chapter presents: the background, problem, objectives, and significance of the study.

1.1 Background of the Study

Mastery in writing is an important element to English as Foreign Language (EFL) student in Indonesia for written communication and academic writing purpose, such as; essays, letters, journals, article, theses, etc. It asserted that writing has a vital role in language production that used for global mediation of knowledge (Fareed, Ashraf, & Bilal, 2016). Moreover, Brown (2004) states that business transaction, record, legal documented, politically, and military agreement were in the written form made by a specialist. He claims that today the writing ability has to be indispensable in the global literate community.

In Indonesia context where English is taught as a foreign language, writing becomes the most difficult skill to master (Setyowati&Sukmawan, 2016). Some studies had conducted to investigate the Indonesian EFL students' problems in writing. Zuana(2020) investigated students have difficulties in writing the analytical exposition text. Engladesta (2020) point out that third year students of English department of Bung Hatta University, they still got difficulties to wrote an analytical exposition text because of having less vocabulary, less understanding in the used of grammar and the used of mechanic. In addition, Fajri, Inderawati, and Mirizon (2015) share the similar findings that students still face some difficulties when they had to produce a text. The problems are caused by lack of grammar, vocabulary and grammatical pattern of a certain text. Because of its complexity, many EFL students have a negative attitude toward writing because they view it as "difficult and stressful" (Setyowati&Sukmawan, 2016). In short, the finding of

these studies claimed that the Indonesian EFL students' analytical exposition ability showed unsatisfied writing performance.

As reported by several studies, writing attitude is proved to be an essential factor which significantly correlates with the students' writing performance. According to Mckenna, Kear and Ellsworth (1995) attitude may influence academic achievement including writing ability through its impact on factors such as cognitive engagement. For example, students with a more favorable attitude are likely to write more often and expend greater effort when composing than those with less favorable attitude, leading to individual differences in writing achievement. It supported by Inderawati and Fifinova (2018), positive attitudes will occur when the students spend more effort to learn the language. 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. Besides, Berninger and Fan (2007) consider a writing attitude as one of the motivating factors and describe it as a process which includes an effective writing tendency.

Another factor which influences the students' writing performance is Emotional-Intelligence (EI). It refers the ability to monitor one's own and others' feeling and emotion, and as one of the indicator of students' success in learning. EQ experts Bar-On and Parker (2000) defined emotional intelligence as people's intelligence which give significant effect to their ability in dealing with demands and pressures consisting of a complex cluster of correlated emotional, individual

and social competence. Emotional intelligence is considered as an important matter because it gives strong impact on one's action. Therefore, many institutions suggest Emotional intelligence to be included in teaching. Jossey-Bass. Jahandar (2012) believes that emotional intelligence can be cultivated as people grow. It can be enhanced through learning (Turner, 2011).

As Emotional Intelligence believed to be a good predictor of learning success, it is also expected to be able to influence students' success in writing. Several Studies conducted in the past have shown a good relationship between EI and Writing performance. The first result was reported by Shao, Yu, and Ji (2012). They found students in the experimental group scored significantly higher than those in the control group and there was a relatively strong positive relationship between EI and writing achievement. Therefore, they concluded that knowing EI of the students could enhance the students writing performance. In line with that, Ghasemi, Behjat and Kargar (2013) found that the connection between the EI and writing achievement is straight. It was caused by teaching learners how to write, argue and defend points. They became motivated to use information contained in emotion to make effective decisions.

Based on the informal interview with the undergraduate EFL students of Tridinanti, PGRI and Muhammadiyah Universities who having taken all the writing courses, some of them were satisfied with their current writing performance especially in analytical exposition. They were confuse to write them opinion or arguments and constructing an idea. It supported by Janiarti (2015), an analytical exposition text is difficult because in this text the students are intended to write their arguments in order to persuade the reader. The students who can not stringing words will hate writing lesson and impact their score in writing. Futhermore, some students boring with writing materials, it supported by Inderawati (2020) teaching materials used by the lecturer were only material compiled from the internet. It means that, the material was not vary. In this globalization era, teacher can use social networking to make variations in learning writing because the use of social networking is really important at this time

(Inderawati, 2018). Social media has become a new tool for teaching and learning activities in the 21st century (Inderawati, Petrus, & Jaya, 2019). In relation to the students' writing performance, some of the lecturers used student-centered approach while the others used teacher-centered approach and did not use any activities related to students' emotional intelligences and attitude. As a result, most of the students never identified their intelligence profile since they did not know what emotional intelligences were.

Another research from Adegboyega (2019) found there was a significant positive correlation between emotional intelligence and attitude of Nigerian undergraduates student. Students with high emotional intelligence tend to have positive attitude. This means that, the increase in emotional intelligence level will positively disposed students attitude toward writing. Furthermore, Adegboyega (2016) found that relationship between emotional intelligence and attitude to brokerage firms' performance in Tehran Stock Exchange was significant. Those with low emotional intelligence are usually rigid, inflexible, need rules and structure to feel secure. Thus, people with strong emotional intelligence do have a positive and balanced attitudinal view of situations while those with a weak emotional intelligence tend to have a negative and biased attitudinal view of situations (National Centre for Clinical Infant Programs, 2013).

This situation is supported by Wulandari, Inderawati, and Hayati (2020) who examined the paragraph writing of undergraduate EFL students of Sriwijaya University. they revealed that there was positive correlation between students' writing attitude and writing achievement. Hidayati (2018) who investigated her study in Muhammadiyah university Palembang also found the major of the students were categorized into moderate level of having attitude toward writing. It means that there was significant influence between attitude toward writing. In terms of emotional intelligences and writing performance, Kusdina (2017) found that there was a significant correlation between the types of emotional intelligences to their writing performance. However, Sadeghi and Farzizadeh (2013) indicated that the components of emotional intelligences did not have a

significant relationship with the writing ability of the participants. Furthermore, (Ebrahimi, Khoshsima & Behtash 2018) found writing students' emotions and frequent use of emotional words in writing assignments via consciousness-raising upon their feelings can help them know their feelings and it consequently increases their EQ. In short, the finding of these studies claimed that writing attitude and emotional intelligence could affect writing performance success.

In this study, the writer will use sixth semester students as sample because they have taken all of the writing subjects assigned therefore it is safe to assume that they have already mastered the writing skill needed for university level.

Besides, the writer is interested to conduct this study in private universities in Palembang namely Tridinanti, PGRI, and Muhammadiyah since there are very little study on writing and emotional intelligence conducted in those universities. Moreover, from the mini research prior to this research conducted by the writer there, the writer found out that some of the English study program students in Tridinanti, PGRI, and Muhammadiyah university found writing activity as a challenging subject. They are also not familiar with writing attitude and emotional intelligence. Accordingly, they never identify their intelligence profile and writing attitude. Taking into consideration of these findings, the writer would like to conduct a study entitled the correlation among writing attitude, emotional intelligence, and writing performance of English education study program students of private universities in Palembang.

1.2. Research Problems

Based on the background, the research problems are formulated in the following questions:

1. Is there any significant correlation between students' writing attitude and their writing performance of English Education study program students of Tridinanti, PGRI and Muhammadiyah Universities Palembang?

2. Is there any significant correlation between students' emotional intelligence and their writing performance of English Education study program students of Tridianti, PGRI and Muhammadiyah Universities Palembang?
3. Is there any significant correlation between the predictor variables (writing attitude and emotional intelligence) and the criterion variable (writing performance) of English Education Study Program students of Tridianti, PGRI and Muhammadiyah Universities Palembang?

1.3. Research Objectives

In accordance with the problems above, the objectives of this study are:

1. To find out if there is a correlation between students' writing attitude and their writing performance.
2. To find out if there is a correlation between students' emotional intelligence and their writing performance.
3. To find out if there is a correlation between the predictor variables (writing attitude and emotional intelligence) and the criterion variable (writing performance).

1.4. Significance of the study

It is hoped that this study will give some information to the development of language teaching and learning, especially understanding the emotional intelligence related to the students' writing attitude and writing performance. To be successful, EFL learners need to be capable of finding a context in which their potential strengths come to the fore and their weaknesses are diminished. Therefore, the study hopefully can be beneficial for lecturers, especially those who teach writing courses, and parents to know the concept of emotions intelligence as one factor that can influence the students' success or failure in their study. Knowing about how their intelligence act, the students themselves would also know how to improve themselves most efficiently through using different

types of intelligence. They can also create their ways to find strategies in learning English skills, especially writing attitude, their emotional intelligence and enhancing their writing performance.

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