

CHAPTER I

BACKGROUND

This chapter presented the background, limitation of study, research objective, significant of research, and research hypothesis. The result would be presented below.

A. Background

Currently English was very often used in everyday life, such as at work, social media and at school. Based on Aprilia et al (2015), there are four basic skills that need to be taught by students such as listening skill, reading skill, writing skill and speaking. The learner needs to master all of the skills, especially writing skills. In this study the researcher will take outline of writing interest. Before discussing writing interest, researchers must know what writing is. Based on Olson (2020), writing may be defined as any conventional system of marks or signs that represents the utterances of a language. Writing makes language visible. Whereas speech was ephemeral, writing was concrete and, by comparison, permanent. Both speaking and writing depend upon the underlying structures of language. Before doing and making a good writing, the students needed to gather much information by listening to other people, doing the discussion with other, and reading more books. Writing skill was the last sequence in the process learn a language after listening, speaking, and reading skills. According Isnawati (2017), in Among the four language skills, writing skills are hardest to master. This was because writing skills require mastery of various linguistic elements and outside the language itself into the contents of the essay. Writing skills are not acquired by only learning theory but practice is

also needed. in conclusion writing is one of the four skills that must be mastered, writing was an activity of pouring thoughts or ideas into a paragraph that has a structure.

Many students do not like writing skills. This was evidenced by a statement from a teacher, students are less interested in writing skills because they do not have high motivation in terms of writing. There were two motivational factors in learning English, according to Kartikawati. et al (2020), namely external factors and internal factors. External factors come from outside the learner and internal factors come from within the learner. External factors come from family, school, and society. While internal factors are divided into physical, physiologically depleted. In learning, students must have an interest in the lesson in order to achieve a lesson. The conclusion is that in writing, the teacher must be able to provide high motivation so that a sense of interest in writing grows, because based on observations made by researchers when conducting PPLK the interest in writing in students is very low, different from the interest in speaking English, with researchers wanting to increase interest in writing through text. recount text because the text tells about the past which is easy to understand from within the students.

Interest in writing was a writing activity that arises from within to carry out this writing activity. According to Purnami (2019), interest in writing itself was an effort to increase children's willingness to write. Writing is one of the active activities in language used motor skills and knowledge. The two abilities must be balanced so that what is expected in the end result is that children are able to

express their creativity in written form. In general, the purpose of writing is to influence beliefs readers, provide the planting of understanding in readers, stimulate processing thinking reading, entertaining and pleasing the reader, inform and motivate readers. That matter gives the meaning that writing can grow expertise. Deep expertise read the situation, put it in the form of symbols in the form series of letters or in the form of depictions either in the form of pictures and graphics, so that other people understand what is conveyed.

In learning to write itself has a goal, namely to measure the ability to achieve students' writing achievement. According to Bursetein. at al (2019), writing achievement is a complex set of skills characterized by a socio cognitive writing framework, including knowledge of the writing domain (eg. sentence structure), general cognitive skills (eg, critical thinking) and intra- (eg, interest) and interpersonal subfactors (eg, collaboration). fromthe explanation above researcher can conclude that writing is an important ability that students must have, to measure the achievement of their writing ability.

In making these observations the researcher found that there were internal problems that came from students such as:

1. Low motivation in writing english

As for the characteristics of low motivation according to researchers namely.

- a. Rarely present.
- b. If student are learning, student like to play.
- c. Not paying attention to the teacher when explaining.

- d. Rarely do the task.
 - e. Lazy to study.
2. It was difficult to choose the right words in writing English
- a. It is difficult to distinguish sentences from the simple present tense, past tense and others.
 - b. It is difficult to write and remember grammar in English

External problems that arise from students are:

1. lack of practice

Low interest in writing English for students can occur due to a lack of writing practice such as making stories using simple past rules etc. and there is no feedback on their writing. In this case the achievement of students' writing is relatively low. Then that's what it means. the teacher only gives grades to student assignments without giving corrections to wrong writing.

Several researchers have previously examined the correlation between writing interest and students' writing achievement. The results of the first study show that there is a significant relationship between interest and writing achievement. Kartika. et al (2020), the second study revealed that the results of this study indicated that overall students reported high levels of interest in writing and journal writing classes. There were no differences between male and female students. In their interest in writing class, interest in journal writing, or writing achievement. Chea and Pel (2013), and finally the results of research by Firmani (2009), in the study said the findings of this research is that student interest can affect student learning outcomes. Students who have high interest try to acquire

more knowledge than students who have low interest. They tend to pay more attention to learning. They enjoy and are ready to do any task given by the teacher. They learn English at school and also outside of school. They are motivated to enrich their vocabulary, practice English and do exercises to make them more proficient in using English. Conversely, students with low interest look bored when the lesson is in progress, thus disturbing their friends. In other words, they are looking for attention.

So, from the background above, the researcher was interested to conduct a study to find out whether a correlation between eleventh grade students' writing interest and their achievement in writing recount text at SMK Negeri 3 OKU.

B. Limitation of Study

1. Problem Limitation

From the explanation of the background, it can be concluded that the limitation of the problem in this study was that the researcher would find out whether there was a correlation between students' writing interest and their achievement in writing recount texts at SMK Negeri 3 OKU

2. Problem Formulation

The problem of formulation was there any correlation between eleventh grade students' writing interest and their achievement in writing recount text at SMK negeri 3 OKU

C. Research Objectives

The purpose of this study was to determine whether or not there was a significant correlation between eleventh grade students' interest in writing and their writing achievement.

D. Significant of the Research

This research was expected for 3 (three) groups of people, namely: (1) English teachers, (2) students, (3) other researchers.

1. For English teachers, the findings of this study were expected to increase their responsibility in teaching English especially in writing English for their students.
2. For students, the results of this study was expect to increase their interest in writing
3. For other researchers, the results of this studied were expected to be a basis for consideration and basic information for conducted further research.

E. Research Hypothesis

Based on the theory previously, the writer formulated the hypothesis of this research as follows:

1. Null hypothesis (H_0) = there was no significant correlation between students interest and their achievement writing
2. Alternative Hypothesis (H_a) = there was a significant correlation between students ' interest and their achievement writing

F. Criteria of Hypothesis Test

1. If the significance value $t < 0.05$, then H_a was rejected, meaning that there is a correlation between students' interest in writing and their achievement of writing in writing recount text at eleventh grade SMK NEGERI 3 OKU
2. If the significance value of $0,788 > 0.05$, H_0 was accepted, meaning that there is low correlation between students' interest in writing and the achievement of writing in writing recount text at eleventh grade SMK NEGERI 3 OKU

In this study, the significant value is $0.788 > 0,005$. Its mean the significant value is accepted.