CHAPTER I

INTRODUCTION

This chapter provides research background, research problems, research objectives, scope and limitation, research significance, and definition of key terms.

1.1 Research Background

Learning English as a foreign language can be a joy or traumatic. If the classroom learning situation is fun, the learners might enjoy the learning process and success in learning the language, but, it can also turn into a traumatic experience if they fail in learning the language. One of reasons why they can fail in learning the foreign language is anxiety. Anxiety and negative emotion might appear and become an obstacle during language learners’ learning as it is proved by numbers of studies (Atay & Kurt as cited in Ho & Lin, 2009). Furthermore, Price (1991) as quoted in Qashoa (2014) claim that the psychological aspects of the learners towards learning language influence the learning process and outcomes. Anxiety in a foreign language learning process is a common thing which is experienced by the students.

There are four language skills in learning English language namely speaking, writing, reading, and listening. Speaking is known as the most provoking skill and it is the only skill that is mainly researched in the last three decades, yet the other anxiety associated with writing, reading, and listening has not been sufficiently investigated (Liu & Ni, 2015), whereas, anxiety in other language skills also can
effect the language learning process on the learners. As English writing has become important in the recent years in Indonesia, the writing skill practice in English subject is expected to be able to help the students sharpen their writing skill. Because when their writing skill is good, they will be easy to be accepted in a company or to be accepted in a scholarship. Hence, the researcher is interested in investigating language writing anxiety in terms of the causing factors and the strategy to reduce it in English Language Education Department students.

In a study conducted by Ho & Lin (2009), the factors that make the students from universities in Southern Taiwan feel anxious in writing are: the time restriction, the teacher’s evaluation, peer competition, writing subject, and required writing format. The finding from Ho & Lin (2009) is in line with Kean, Glynn, and Britton study result (1987, as cited in Liu & Ni, 2015) which found that when there was a time pressure, writing anxiety was more likely to create a negative effect on the quality of the students’ work. As a result, the students cannot perform well in writing their work.

Study subjects from Ho & Lin (2009) are students who have taken Basic and Intermediate Writing courses, and they were studying Advanced Writing while the study is being conducted. After experiencing some of writing subjects in the previous semester in a foreign language classroom situation, they can gradually reduce their writing anxiety on their writing performance. It can be concluded that the students still experience the writing anxiety although they have learned English writing for many years. Those studies mentioned above inspire the researcher to conduct the similar study topic on fifth-semester students who are
taking Writing III subject. The students on fifth-semester have taken Writing I subject in third semester and Writing II subject in fourth semester. They learned to make a simple sentence, a complex sentence, a complex compound sentence in Writing I, while in Writing II they learned how to make an opinion paragraph, descriptive paragraph, and comparison paragraph.

1.2 Research Problems

In order to shape the focus of this current study, the researcher formulates study problems as follow:

1. What are type of writing anxiety of fifth-semester students in English Language Education Department at University of Muhammadiyah Malang?
2. What are the factors that result writing anxiety of the fifth-semester students in English Language Education Department at University of Muhammadiyah Malang?
3. What are the strategy used by fifth-semester students in English Language Education Department at University of Muhammadiyah Malang in reducing writing anxiety?

1.3 Research Objectives

In line with the research problems above, the research objectives are formulated as follow:

1. To find out the type of writing anxiety of fifth-semester students in English Language Education Department at University of Muhammadiyah Malang.
2. To investigate the factors that result writing anxiety of the fifth-semester students in English Language Education Department at University of Muhammadiyah Malang.

3. To find out the strategy in reducing writing anxiety used by the fifth-semester students in English Language Education Department at University of Muhammadiyah Malang.

1.4 Scope And Limitation

The scope of this study is writing anxiety which is experienced by students who are taking Writing III subject in fifth-semester. The study limits on the type of writing anxiety, factors that result writing anxiety as well as the strategy to reduce writing anxiety used by the fifth-semester students of English Language Education Department at University of Muhammadiyah Malang.

1.5 Research Significance

The result of this current study is expected to give significance in both theoretical and practical significance. In theoretical aspect, this study is expected to be used as a reference for upcoming researcher who wants to conduct the similar research. This study is also expected to give significance in practical aspect, especially by the teacher in teaching writing for the students. By knowing the anxiety factors felt by the students in the class, the researcher hopes that the teacher can create a low stress learning situation in teaching and learning process.
1.6 Definition of Key Terms

To avoid misunderstanding on certain terms, the researcher would like to give some definitions of the key terms used in this current study. The definitions of the key terms are mentioned as follow:

1. **Foreign language anxiety** is a form of complex affective variables such as self-perception, beliefs, feelings and behavior that create negative cognition about one's competence and occurs merely in foreign language situation (Aida, 1994; Gardner & MacIntyre, 1994; Horwitz, Horwitz and Cope, 1986; Ortega, 2009; Kondo and Ying-Ling, 2004 as cited in Almas, 2016).

2. **Anxiety** is a negative effect that relates to fear that happens in any situation (Batiha, Noor & Mustaffa, 2014 as cited in Sulastri, 2017)

3. **Writing anxiety** a general avoidance of writing and of situations perceived by the individual to potentially require some amount of writing accompanied by the potential for the evaluation of that writing (Hassan, 2001)