

# CHAPTER I

## INTRODUCTION

### 1.1. Research Background

One of the important skills is writing. It is also very useful in everyday life especially in the process of English teaching and learning because through writing, students will be able to express their ideas and feelings in writing form. According to **Chicho (2022)**, writing skills are special attitudes that allow writers to put their opinions into words, and by using writing skills as communication; students will interact mentally both with words and messages. Writing is an emotional and cognitive activity, meaning that as we write, we do both think and feel. The writing skills itself are the primary basis and important part of communication and requires consistent practice to become an effective communicator. And writing can also be a form of expression and self-evaluation. Thus, writing skill is crucial for students because if they can't write, they will be considered unable to connect with anybody else.

The most difficult language skill most students find is writing because it has a complex process and writing also plays an important role in learning English as a foreign language (**Karlina & Pancoro, 2018**). According to **Rasuan & Wati (2021)** many students see writing as a barrier to academic success, so they tend to see themselves struggling in coming up with a good text. Students should not only be familiar with English grammar, but they also have to understand how and when to use it. And as a result, this will lead students to writing anxiety. However, writing has consistently been a significant challenge for students in learning English, especially for university students because the level of English in college is much harder than before.

Anxiety is one of the factors that many researchers have identified as potentially affecting the process of learning a language. As cited in **Guo (2022:P2, PG1)**, “Based on a

cognitive story, Spielberg indicates that anxiety is an unpleasant emotional state which features nervousness and upset in the mind". **Sabti, Rashid, Nimehchisale & Darmi (2019)** found that it is believed that anxiety affects students' ability to write. Additionally, anxiety is linked to other factors like self-efficacy, motivation, and attitudes toward writing. Basically, Anxiety is an uncontrollable feeling where a person will feel nervous, afraid, and even loss of self-confidence which is caused by feelings of tension and worried thoughts. The feeling of fear in writing can lead to a serious problem that is writing anxiety or "writer's block" which will affect students' writing performance.

Anxiety is usually associated with the feeling of worrying too much, nervous, and tense. Anxiety generally occurs in stressful situations such as speaking in public or taking a test. And writing anxiety is one of the heated topics in foreign language learning that inspired many scholars to study (**Jawas, 2019**). **Prasetyaningrum; Nazri; Asrobi (2021)** discovered that anxiety has a significant impact on the writing skills of EFL students and may be one of the fundamental impediments in the language process in most cases. The levels of anxiety and their influence on writing can differ significantly among individuals. The most common causes found in writing anxiety are students' lack of confidence and the pressure to be perfect. But the lack of English in an individual is the most common and biggest reason found why students are afraid to do their writing task. Either way, this situation can be a stressful moment for students or it can lead to a lack of interest in writing.

In **Aunurrahman study (2019)**, point out that students should learn to realize how being nervous could help them to excel in their studies, as encouraging anxiety would allow someone to be inspired to reach excellence. By knowing and understanding the types and the factors that affect writing anxiety, students could try to see anxiety not only from its negative effects, but also its positive effects. In this case, this current study will investigate the types and the factors that affect writing anxiety among students at University of Muhammadiyah Malang.

Developing an understanding of the different types of anxiety and the contributing factors can be beneficial for educators and learners in devising strategies to mitigate anxiety and foster a supportive writing environment. With this knowledge, educators can implement techniques such as providing clear instructions, offering constructive feedback, promoting a growth mindset, and creating a safe and inclusive space for writing. Similarly, learners can employ self-regulation techniques, seek support, and adopt positive coping mechanisms to manage their writing anxiety effectively.

Much subsequent research has been conducted about students' writing performance, such as **Wahyuni & Umam (2017)**; **Küçük (2022)**; **Jawas (2019)**; and **Aunurrahman (2019)**. **Wahyuni & Umam (2017)** conducted a research on the dominant type and the main factors that caused writing anxiety among the 4th semester English students of STAN Kediri. The results showed that the dominant type of the writing anxiety that happens among the English students of STAN Kediri is cognitive anxiety. Meanwhile, the main causes of writing anxiety found in this study were linguistic difficulties, fear of teacher's negative comments, insufficient writing practice, and time pressure. In addition, **Aunurrahman (2019)** found that the writing anxiety experienced by the students was mostly because of stress, evaluation, and the product that they produced later. Meanwhile **Küçük (2022)** discovered that writing anxiety can be gender-related. He also found that the factors of writing anxiety were time limitation, the evaluation criteria of educators, peer competition, writing topics, and writing format. Furthermore, **Jawas (2019)** who conducted a study about the factors and the strategies of writing anxiety discovered that there were two of the most common factors of writing anxiety, namely time restricted assignment and in-class assignment. And what sets my research apart from earlier studies is my approach of utilizing mixed methods to get a deeper insight about the factors that impede students in completing their writing assignments.

Based on the researcher' preliminary study, this research was initiated due to the result of preliminary study which revealed that several students in the English Department at UMM experienced anxiety during the teaching and learning activities in the classroom. The problem that most students faced included the pressure to get high grades in written assignments could be overwhelming. This made the students feel pressured and fearful of failure.

## **1.2. Statement of Problems**

Based on the research background above, this research is conducted to provide answers to the following questions:

1. What types of anxiety do the students experience in learning writing at English Department of University of Muhammadiyah Malang?
2. What factors affect students' writing anxiety in learning writing at English Department of University of Muhammadiyah Malang?

## **1.3. Research Purpose**

The purpose of this study is to explore and analyze the types and the factors that affect students' writing anxiety and also to identify the prevalent types of anxiety among UMM students and investigate the specific factors that contribute to those anxieties among students at English Department of University of Muhammadiyah Malang.

## **1.4. The Scope and Limitations**

This study focuses on analyzing and evaluating the types and the factors of writing anxiety that happens among students at English Department of University of Muhammadiyah

Malang who took thesis writing course. The researcher realized that this study only covers writing anxiety among students of the English Department of UMM.

### 1.5 The Significance of the Study

The results of this research are expected to provide new insights for teachers and students about writing anxiety to overcome writing anxiety in the future. Furthermore, the findings presented in this study will provide valuable information for future research exploring about writing anxiety experienced by students.

### 1.6 The Definition of Key-terms

There are several definitions that need to be understood about writing anxiety from several previous researchers, which aim to make it easier for readers to understand the context of writing anxiety, namely:

1. **Writing** is one of the ways to communication through written means, facilitating the exchange of information from one individual to another. In this study, writing is students' ability to express their opinions and ideas through words.
2. In this study, **anxiety** is an uncontrollable feeling where a person will feel nervous, afraid, and even loss of self-confidence which is caused by feelings of tension and worried thoughts.
3. In this study, **writing anxiety** is a feeling of worry that is accompanied by reactions such as excessive sweating, pounding of the heart, and negative expectations as well as maladaptive behaviors by the experience that a student has while performing a particular writing task at a given time and place. (Sabti; Rashid; Nimehchisale & Darmi, 2019).