

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, research problem, the purpose of study, significance of research, scope and limitation and definition of key terms.

A. Background of Study

Nowadays, in modern society, English becomes more important as a means of communication. Thus, it has been taught to the students since they were in elementary school. Students have been introduced to English language in the earlier stages because it is considered that English is an important language in society as part of knowledge and skills which can help in attaining of satisfactory professional life later on.

Studying English as a foreign language needs to be concern on its skills as well as its purpose. John (1986:9) states that we have to know the reason of learning English and what it is for. This will help learner to develop their English better and easier. He also gives a view that there are various skills in the term of language teaching and the mastery of one language. They are listening, speaking, reading and writing. The four skills themselves are described in terms of their direction. Language produced by the learner referred as productive skills (speaking and writing) while language directed to the leaner referred as receptive skill (reading and listening).

According to White and Arndt (1991) in Hammad (2013:1), writing is a thinking process which demand intellectual effort, and it involves generating ideas, planning, goal setting, monitoring, evaluating what is going to be written as well as what has been written, and using language for expressing exact meaning. Another definition about writing comes from Tarigan (1994:3) explain the definition of writing as a skill of language. He said that writing is one of the language skills which is used to communicate indirectly, without having face to face with other people.

Anxiety is a feeling of a general natural, in which one feels fear or loss of self-confidence that are unclear origin and its form (Wiramihardji, 2005). Anxiety is a natural thing that can be experienced by every being. It is already considered as a part of everyday life. Anxiety is a normal reaction; stress is useful to help a person in the face of a difficult situation. People will try to find a solution and a way out when they face with a problem. The effort is due to person concerned wishes to reduce the uncomfortable feelings arising from the anxiety experienced.

Most of student avoid to write because they feel worry about their writing. They are worry about their grammar, and they are worry if their writing will be evaluated. What students feel about writing will affect their writing. Worry feeling is related with writing anxiety or apprehension. Identifying the signs of writing anxiety in a writing process is not easy. However, the writing anxiety can be recognized from writers' behavior that can be associated with anxiety. Besides that, writers who are anxious

during the writing process usually show some symptoms or signs of writing anxiety such as shaking, sweating, trembling and guilty (Cheng, 2004).

Writing anxiety is a result of lacking knowledge or understanding necessary to complete the writing task and the students' belief that writing is hard work (Clark, 2005). One of the reason why writing apprehension occur is that because in writing requires knowledge how to produce a good writing. Besides knowing knowledge about writing but practicing writing will effect to the writing itself.

Starting from the problems arising in English writing anxiety, the researcher wants to conduct a research to five students on 8th semester who took English Department and currently writing a thesis, as subject. They use Javanese language as their daily language and Bahasa Indonesia as the second language. According to them, learning English as a foreign language is difficult. Besides that they also have to study other subject matter in a balanced manner. In the English major, they must take English courses from the first semester. Writing in English is an activity they dislike and they feel inferior about their English writing skills.

There are also other studies that examine the students anxiety in writing conducted by Farika (2019) "Writing Anxiety EFL to Students of Makassar Muhammad University", and Ariyanti (2020) "Students' Anxiety in Writing English Academic Article Thesis", and Nurhalimah (2019) "Writing Anxiety of EFL Students at SMA IT Al-Fityah

Pekanbaru”, and Suriasih (2020) “The Correlation Among The Students’ Writing Motivation, Writing Anxiety and Writing Ability at SMP Ahmad Dahlan Kota Jambi”. Of the four have not been studied in Tulungagung, especially in English Education Department (TBI).

The study is purposed to investigate the anxiety of students in learning English writing at English Department of IAIN Tulungagung. Therefore, this research is conducted entitled: “**Students’ Anxiety in English Writing at English Department of IAIN Tulungagung**”

B. Research Problem

1. What factors cause students feel anxiety in writing English at English Department of IAIN Tulungagung?
2. What strategies are used by students to overcome their anxiety in writing English at English Department of IAIN Tulungagung?

C. The Purpose of Study

1. To know the factors of students feel anxiety in learning writing English at English Department of IAIN Tulungagung.
2. To describe about the strategies are used by students to overcome their anxiety in learning writing English at English Department of IAIN Tulungagung.

D. Significance of Research

By this study, the writer hopefully that it will give contribution for:

1. English Department students of IAIN Tulungagung

For students this study can help to develop student skill and understanding characteristic of student, so that the student can be motivated to study English and make them think that English is very easy subject to learn, it is not difficult but only need more practice. The writer hopes also they can be more active in English class whether they are able to write well or not.

2. Lecturer of IAIN Tulungagung

From this study, educators especially lecturers in IAIN Tulungagung institutions will get useful information about student's anxiety level in English. The information will help them to design effective teaching methods that can help to reduce language anxiety and to create less stressful learning atmosphere. The findings from this research also can be used to help students to find suitable strategies to overcome their anxiety problem.

3. Researcher

The researcher can use the used techniques/media to teach in the future teaching-learning. The study also gives insights to the researcher about what things which have to be considered in every teaching and learning process.

E. Scope and Limitation

In this research, the researcher choose subject research from English 8th semester student studying at IAIN Tulungagung. The research choose five students of 8th semester because they are

currently working on their thesis and often having problems in their English language writing, and also they feel anxious, afraid of being wrong, could not arrange the right sentence. So it is very interesting for researcher to make research from that semester.

F. Definition of Key Terms

To avoid misunderstanding, the writer explains words used in title of this thesis.

1. Anxiety: Anxiety is a feeling a general natural, in which one feels fear or loss of self-confidence that are unclear origin and its form (Wiramihardji,2005)
2. Writing: Writing is one of the language skills which is used to communicate indirectly, without having face to face with other people (Tarigan: 1994:3).
3. Writing Anxiety: Writing anxiety is a result of lacking knowledge or understanding necessary to complete the writing task and the students' belief that writing is hard work (Clark, 2005)