

CHAPTER 1

INTRODUCTION

This chapter discussed the introduction of the study. It included context of the study and the reason why the researcher decided to conduct this topic. In addition, the researcher also explained focus of the study, formulation of research questions, and purpose of the study. The significance of the study, scope and limitation of the study and definition of key terms were also explained in this chapter.

A. Context of the Study

Writing is an activity that help students to express their ideas, summarize them, and write them down on an organized paper that can be read by the reader. Rao (2007) states that writing asks students to think, create, and summarize new ideas. Meanwhile, Zhang (2011) states that writing is a cognitive activity such as expressing ideas, elaborating ideas, and organizing ideas into statements and paragraphs. This can be concluded that writing activities are linked to activities to explain the author's ideas in the form of written works. In addition to explaining the idea, the writer must also summarize the idea so that the writing is as clear as possible. For example, is a student's final project. In this project, students must hold a research and make a report it in the form of a written paper. Other writing tasks commonly asked by teachers to students are writing essays, reports, summaries, and reflections.

This modern era, writing plays an important role in real life. One of the important writing products is scientific writing that can be used as a medium to interact, share experiences, and communicate with each other in the form of personal writing. According to Myles (2002), the ability to write well is not acquired naturally, usually the ability is derived from learning or transmitted culturally as a practice in formal regulations or other

environments. In addition, to make strategies and shortcuts in writing, the writing skill must be leaned and trained by experience. Raimes (1983) said that writing can be defined as a skill that can express ideas, then arranged in words to make sentences or paragraphs using the eyes, brain, and hands. According to Finnochiaro (1974), writing is characterized as written thinking. That is, writing is a way to produce language that comes from our minds. In the process of writing, students should try to develop their ideas and feelings to be produced into good sentences, to inform others.

In Indonesia, students find the big obstacle in writing. This happens to Indonesian students because they have lack experiences in writing process. The students do not know how to compose and develop the sentences. This is evidenced by the lack of students' writing product such as diaries, letters, essay, and report. However, this makes students have negative thinking and negative attitude toward writing. It will be more difficult for Indonesian students if writing activities are carried out in a foreign language such as English. According to Rahmatunisa (2014), Indonesian EFL learners face several problems in writing, namely linguistic problems such as grammatical structure, word formatting, word class, word usage errors, and article usage; cognitive problems related to paragraph organization, difficulty in remaining word classes, loss of generic structure, making inferences, and placing punctuation marks, and psychological problems such as laziness, egoism, bad mood, and difficulty starting to write. This proves that Indonesian students face several problems in writing which cause them not to like writing activities.

In the learning process, anxiety is one of the problems in writing for students. Anxiety can actually hinder and interfere with the learning process. Foreign language anxiety is a special type of anxiety associated with foreign language classes. Hortwiz (1986) states that anxiety in learning a foreign language or a second language is different from other anxiety because language anxiety is a special complex system of beliefs, feelings, self-perceptions and behaviors that usually occur in language classes that

arise because of the complex system of the learning process. So, it must be understood for researchers.

According to research conducted by Bruning (2000), writing anxiety occurs because of the complexity of language in general and the complexity of writing as a skill in particular. Writing anxiety is the result of a lack of knowledge or understanding needed to complete writing assignments and students' belief that writing is a hard work. One of the causes of writing apprehension is because writing requires knowledge of how to produce good writing. In addition to knowing knowledge about writing, practicing writing is also important, how often you practice writing will affect the writing itself. Because the more practice, the easier it will be to write. Based on research on writing anxiety by Alvian and Ouda (2021), the purpose of this study was to determine the level of deep writing anxiety experienced by high school students in learning English as a foreign language. The results showed that the participants had high and moderate writing anxiety. Cognitive anxiety showed the highest results. Meanwhile, avoidance anxiety was reported in the second position of writing anxiety. The lowest score was carried out by somatic anxiety that occurred in the results. They had problems choosing topics to write about, finding useful ideas, time constraints, and lack of effective feedback were the most worrying factors, followed by grammar, brainstorming, idea organization, and topic sentence writing. In addition, Delvi (2019) also conducted research on writing anxiety. This study aims to determine the anxiety of writing foreign languages experienced by Indonesian EFL learners who study at Padang State University. The results showed that the students' writing anxiety level was classified as moderate. In addition, there is no significant relationship between students' writing anxiety level and their academic level which indicates that students with moderate anxiety outnumber students with high and low writing anxiety at all academic levels. In addition, the sources of students' writing anxiety were problems with topic choice, linguistic difficulties, and lack of writing practice. Coping strategies used by students

to overcome writing anxiety were preparation, positive thinking, relaxation, looking for peers, and surrendering (most often to the least).

This research was not the first study about writing anxiety, but there were differences between this research and the previous researches. This research was conducted in the Islamic Vocational High School (SMK Islam) 1 Durenan. This school used English for specific purposes, so the materials that were taught for students were different than the other high school. In addition, not all of the previous researches explained about causes of writing anxiety and the suitable strategies to overcome this problem. Based on this phenomenon, the researcher wanted to investigate writing anxiety, especially in the causes and types of writing anxiety in EFL students at Islamic Vocational High School (SMK Islam) 1 Durenan. The researcher also wanted to know the appropriate strategy to overcome writing anxiety in EFL students at Islamic Vocational High School (SMK Islam) 1 Durenan.

B. Formulation of Research Questions

Below, some research questions will be discussed:

1. What are the causes of writing anxiety among EFL Learners in Islamic Vocational High School (SMK Islam) 1 Durenan?
2. What are the types of writing anxiety faced by EFL Learners in Islamic Vocational High School (SMK Islam) 1 Durenan?
3. How do the EFL Learners in Islamic Vocational High School (SMK Islam) 1 Durenan overcome their anxiety?

C. Purpose of the Study

Based on those problem statements, the objectives of the study are:

1. To investigate the causes of writing anxiety among EFL Learners in Islamic Vocational High School (SMK Islam) 1 Durenan
2. To investigate the types of writing anxiety that faced by EFL Learners in Islamic Vocational High School (SMK Islam) 1 Durenan

3. To find out the suitable strategies to overcome the writing anxiety among EFL Learners in Islamic Vocational High School (SMK Islam) 1 Durenan

D. Significance of the Study

The result of this study is expected to provide some significance to the following reasons:

1. Theoretically:

The result of this research is expected to give a contribution to make a new theory about writing anxiety in the students' society. In addition, the researcher hopes the result of this research is expected to give a contribution in understanding what are the causes of writing anxiety, types of writing anxiety, and how do the EFL Learners in Islamic Vocational High School (SMK Islam) 1 Durenan overcome their anxiety.

2. Practically:

- a. Student: This can be useful for students to help them find out the causes and types of writing anxiety, besides, it can be used to develop suitable strategies to overcome this problem.
- b. Researcher: The researcher hopes that the results of this study can contribute to opening readers' insights about the phenomena that occur regarding writing anxiety.
- c. Teacher: By using this research, it is hoped that it can help teachers in dealing with student problems regarding the problem of writing anxiety and can increase teacher motivation in teaching.

E. Scope and Limitation of the Study

This study focused on finding the causes, types of writing anxiety, and the strategies to face it. This study limited only for tenth grade students of accounting class in Islamic Vocational High School (SMK Islam) 1 Durenan.

F. Definition of Key Terms

Several terms are used throughout this research:

EFL Learner: in this case, EFL Learner is students from tenth grade of accounting department at Islamic Vocational High School 1 Durenan that do not use English as their first or secondary language.

Vocational School: a type of educational institution that is designed to provide vocational education or technical skills needed to complete specific and specialized jobs. Islamic Vocational High School 1 Durenan is one of the examples that has been chosen as the place to conduct the research.

Writing: a medium of human communication that represents language with written symbols. writing is also a means of translating language into a form that can be understood and read by other humans separated by time and/or space.

Anxiety: a state of nervousness and fear caused by the anticipation of something threatening. This can cause symptoms such as sweating, feeling restless and tense, and having a fast heartbeat. This can be a normal reaction to stress. For example, you may feel anxious when facing a difficult problem at work, before taking an exam, or before making an important decision.

Writing Anxiety: a term for tension, worry, nervousness, and various other negative feelings when given a writing assignment in certain situations. Some people may feel anxious when writing an essay for school, but writing a message on social media about the same topic does not trigger anxiety.