

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the formulation of research questions, the purpose of the study, the significance of the study, the scope and limitation of the study, and the definition of key terms.

A. Background of The Research

Almost of students might get difficult when they face writing subjects because they have lack of vocabulary or they become anxious to share their idea in English. It becomes a common problem for students when they want to write English. They often avoid writing because they feel worried about their writing like their grammar, vocabulary, and they are worried it will be evaluated. According to Jordan (1997), writing is often confusing with the process of putting words down on paper in the same structure as an outline prepared with appropriate style and vocabulary the major ideas are arranged in some often on the correction of mechanical and grammatical errors. However, for some students' writing is so confusing, or their minds blank when writing anxiety arises and that will affect their writing.

Therefore, based on the researcher's experience, writing is one of the difficult English skills that students felt because English is a foreign language for Indonesian learners. The basic point that makes writing difficult is the use of language aspect or ability in writing likes punctuation, spelling, grammatical,

vocabulary and so on. The factor that make students become anxious when writing English that the students are too afraid because they are afraid of making mistake, misspelling words, error in sentence arrangement and pressure from others students or their teacher, that will make students' anxiety become higher.

Anxiety is a normal thing that can be experienced by everyone in this world and is already considered a part of everyday life. Anxiety comes in many different forms such as panic attacks, phobia, social anxiety, and situations in which people feel vulnerable (Albadri, 2019). When people start anxiety they will be thinking and will try to find the best solution and an exit when they face a problem or a difficult situation. This effort is conduct by someone to reduce the uncomfortable feelings that arise from the anxiety because it is a very natural thing for humans to reduce the anxiety they experience to become more comfortable and confident again.

Anxiety in writing language can be called foreign language anxiety writing Anxiety in language can be called a foreign language writing anxiety because foreign language writing anxiety is a subjective feeling of fear, nervousness, and which is associated with the awakening of the automatic nervous system that is specifically related to skills, including speaking, writing, reading, and listening that can affect student achievement in learning (Cope et al., 1986). It is considered a specific form of anxiety because writing anxiety is limited to specific language learning situations (Horwitz et al., 1986). Writing anxiety is the condition of feeling uneasy about writing (Wahyuni, 2017). Writing anxiety simply means that a writer is experiencing negative feelings about a given writing task (MacIntyre and Gardner, 1994). Some of the

statement above points out something important about this condition that has been afflicting writers everywhere for centuries: writing anxiety is often more about the audience or purpose for a given writing task than it is about the more act of writing itself. Students who have concerns such as the lack of possibility to write in English, will be panic when they asked to write in English, low self-esteem, do not know how to start writing, and fear of writing assignments (Abrar Ajmal & Humaira Irfan, 2020; Horwitz et al., 1986; Tosun, 2018; Yosintha, 2020). If students show such behavior, it is concluded that students experience writing anxiety. Writing anxiety shows a big role for students in having a negative influence on writing progress and writing acquisition.

There are 2 kinds of productive skills (speaking and writing) in learning English. They are also known as active skills. Speaking and writing are called productive skills because students' use language to produce a message through speech or written text. Writing is included as one of two productive skills in which the students are expected to produce language themselves to ensure their communicative competence (Harmer, 2007: 265). It is a means writer can communicate with readers indirectly and this communication helps people share ideas, giving their opinions, and sometimes a writer writes a secret message for readers who are away in the future. Writing itself is a combination of process and product (Sokolik, 2003). This is the reason, writing is included in productive skills because written products are often the result of thinking, drafting, and revising procedures that are a lot of processes that require specialized skills.

In learning English, students may also use some strategies to achieve the desired goals. This strategy aims to make it easier for students if later there is a problem that arises so that students know how to solve the problem they are facing it. Then, the second language learning strategy can be defined as specific actions used by students to make learning easier, faster, more enjoyable, more independent, more effective, and more transferable to new situations (Oxford, 1998:8). But not all strategies are effective against everyone. The writing anxiety faced by each person is different and of course, the way to deal with it is also different that is what makes the strategy vary with the same goal.

Overcoming writing anxiety is not easy because each individual must have different methods or strategies. In the strategy, it certainly suits them but may not suit us. Because the anxiety or problems that each person experiences are also different so there is no absolute strategy to really overcome it. Writing anxiety can be experienced by anyone not limited by age, education, profession, or even an experienced writer. And students in Indonesia have a fairly high number of writing anxiety so it's not surprising that they look panicked when faced with a situation where they are required to write. This is one of the reasons researcher took up the study. If students lack mastery of writing skill they are likely to avoid something related to writing. Because they don't want to experience writing anxiety and don't want to overcome the anxiety they experience. In dealing with anxiety in writing students can use several strategies such as inviting our classmates to do cooperation or asking for help from family or someone who is more concerned in the field of writing so that students will be motivated because students are no longer confused about the ideas that will

be poured into they writing. Having a variety of writing strategies and skill can help students complete their writing tasks successfully, (Hammad, 2013). So, the writer divides the existing tasks into parts and do them gradually so that the tasks are not too heavy in the end.

Based on the explanation above, it is necessary to know various writing strategies used by the student to reduce their writing anxiety, especially Indonesian students who learn English as a foreign language. The researcher chooses fifth-semester English education department students at UIN Sayyid Ali Rahmatullah Tulungagung. Because fifth-semester students in the English education department who have experienced writing anxiety when taking writing classes are certain to have experience and strategies in overcoming or reducing writing anxiety. By knowing the strategies used by students, further action to make the student have better writing skills can be determined. In addition, the strategies can help students in reducing their anxiety in writing, here the researcher wants to know their strategies how to reduce their anxiety

B. Statement of Research Problems

Based on the background of the study that had been explained, the research question can be formulated as:

1. What are the factors that influence anxiety in writing encountered by students?
2. How are the strategies implemented by the students to reduce their anxiety?

C. Objective of the Research Problems

Based on the statement of the research problem, the purpose of this study is:

1. To investigate the factors that can cause the students' writing anxiety.
2. To investigate the strategies implemented by the students to reduce their anxiety

D. Significance of the Research

This research will contribute to:

1. Students

Students can identify the anxiety they are experiencing, then students can find out strategies to reduce writing anxiety that are suitable for them to use so that they can introspect themselves, overcome their anxiety and develop their writing skills. After they know the strategies and ways to reduce their anxiety in writing, the writer hopes that they can be more active in English class and dare to speak English.

2. The Next Researchers

There are some things related to students' writing anxiety, and the strategies used by students to reduce the writing anxiety they experienced that can be researched by other researchers. Therefore, the researcher hopes that this can be a reference for other researchers who have similar topics.

E. Scope and Limitation of the Research

The scope of this research is on college students who have experienced writing anxiety, the researcher is focused on the strategies to reduce writing

anxiety that are used by colleges student in universities. And the limitation of this research is the fifth-semester students in the English Department of UIN Sayyid Ali Rahmatullah Tulungagung.

F. Definition of Key Terms

1. **Strategy** is a long-term plan to achieve objectives (Sanjaya, 2006:126)
2. **Writing anxiety** is also defined as a label for one or a combination of feelings, beliefs, or behaviors that interfere with a person's ability to start, work on, or finish a given writing task that he or she is intellectually capable of doing (Al-Sawalha and Chow, 2012:6-14).