

Chapter One

Introduction

In this chapter, the researcher discusses the introduction of the study. It includes the background of issues that will be investigated and the reason why the researcher choose to conduct this topic. In addition, the researcher also explains the identification of the problems, the limitation of the problem, the research questions, and the objectives of this study. The significance of the study and the outline of the study are also explained in this chapter.

The Background of the Study

Writing is an activity done by students in expressing their ideas. Zhang (2011) mentioned that writing is a cognitive activity such as expressing ideas, elaborating ideas, and organizing the ideas into statements and paragraphs. It means that writing activity is related to activity in explaining writer's ideas in the form of written paper. Meanwhile, Rao (2007) stated that writing forces student to think, create, and summarize new ideas. Besides explaining the ideas, writer also should summarize the ideas in order to make their writing as clear as possible. Thus, writing can be defined as an activity that asks students to express their ideas, summarize it, and write it into organized paper which is readable for readers. For instance is the students' final project. In this project, students have to do a research, and report it in the form of written paper. The other writing tasks that are commonly asked by teachers to students are writing essays, reports, summaries, and reflections.

In Indonesian context, students face difficulties in writing. It happens to Indonesian students because they are not accustomed to writing activities. It can be said that they lack of writing experiences. It is proven by students' insufficient of writing activities such as writing diary, writing letter, writing projects, and writing practice. It makes the students feel that writing is really difficult and this feeling causes them to have negative attitude toward writing even in *Bahasa Indonesia*. It will be more difficult for Indonesian students, if the writing activity is done in foreign language like English. According to Rahmatunisa (2014), Indonesian EFL learners faced some problems in writing, namely linguistic problems such as grammatical structure, formatting words, words classes, error in using words, and the used of article; cognitive problems in relation with organizing paragraph, difficulties in remaining words classes, getting lost the generic structure, making a conclusion, and putting punctuation, and psychology problems such as laziness, egoism, bad mood, and difficulty to start writing. It proved that Indonesian students faced some problems in writing that cause them dislike writing activities.

Based on informal interviews to some students of English Education Department of Universitas Muhammadiyah Yogyakarta and the researcher's experience in making writing compositions, the students often feel nervous, fear, and worried. These feelings are known as anxiety. Horwitz, Horwitz, and Cope (1986) defined that anxiety is "a subjective feeling of tension, apprehension, nervousness, and worried associated with an arousal of the autonomic nervous system" (p. 125). Moreover, Alrabai (2014) defined that anxiety is a phenomenon

which is related to feeling of fear, nervousness, discomfort, and apprehension that is associated to a situation or event. From that definition of anxiety, it shows that anxiety is the result of feelings which rises from personal psychological problems which influence students when writing.

In the informal interview, students said that they faced some issues in writing that provoke them to feel anxious when writing. For instance, the different language system such as grammar especially tenses, the use of linking verb (is, am, are, was, and were), and transition signals. It means that the difference of language system make the different system in writing. Thus, it causes students to get difficulties to use proper grammar such as tenses in writing because students have to write their sentences based on the time. Moreover, the use of linking verbs (is, am, are, was, and were) in writing make students confused. It happens to students because in *Bahasa Indonesia* there is no rule in making sentences shall use linking verb but in English linking verbs are necessary thing when there is no active verb in a sentence. In English, verbs word are needed to make sentences complete. Therefore, students feel fear that if they make a mistake in using grammar, it will change the meaning of their writing. Another problem is about the use of transition signals. Students are confused when choosing appropriate transition signals to connect their sentences.

Besides, students also mention in the informal interview other issues in writing which are faced by students are finding ideas, giving supporting sentence, and choosing proper vocabulary. Students feel anxious when they want to start writing because they have to think of ideas that will be the topic sentences of each

paragraph or be the topic of their paper, and support their ideas by giving supporting sentences or supporting details, and then conclude their writing by adding concluding sentence or concluding paragraph to make their writing clear. In addition, they have to ensure that their writing is coherent, and it should be in cohesion in order to make their writing as readable as possible. Besides, students need to consider the proper vocabulary to present their ideas, but it will be difficult for those who have limited vocabulary.

By looking at the result of those informal interviews and researcher's experiences, there is another problem in writing which is anxiety. The researcher is interested in researching writing anxiety among students English Education Department of Universitas Muhammadiyah Yogyakarta batch 2013.

The Identification of the Problems

Based on the background of the study above, one of the problems in writing is writing anxiety and it has five aspects that can be studied. The first aspect is the level of writing anxiety. Every student may get writing anxiety in different levels. Then, the type of writing anxiety also can be studied. Students with writing anxiety might also have different types of writing anxiety. It can be cognitive anxiety, somatic anxiety, or avoidance behavior. Moreover, the effect of writing anxiety can also be studied. Getting writing anxiety may affect students in positive or negative effect. It might affect on the students' writing performance. The factor causing writing anxiety is also one aspect that can be studied. Students may get writing anxiety because of some factors such as lack of practice, lack of confidence, and linguistic difficulties. To overcome the writing anxiety, there

must be strategies used by students to avoid their own writing anxiety or strategies used by teacher in order to help students in reducing their writing anxiety. These are some topics which can be studied related to writing anxiety.

The Limitation of the Problems

Based on the background of study and the identification of the problems above, writing anxiety exists at EED of UMY and it has five aspects that can be studied. However, the researcher decides to research only three aspects due to the limitation of time and the intension to have focus and deeper analysis. This study focuses on measuring the level of writing anxiety, identifying the type of writing anxiety. Also, this study is going to explore the factors causing writing anxiety faced by students of EED of UMY batch 2013.

The Research Questions

Based on the background above, the researcher has three research questions in this study. The questions are as follows:

1. What are the levels of writing anxiety faced by students of English Education Department of Universitas Muhammadiyah Yogyakarta batch 2013?
2. What are the types of writing anxiety faced by students English Education Department of Universitas Muhammadiyah Yogyakarta batch 2013?
3. What are factors that cause writing anxiety among students of English Education Department of Universitas Muhammadiyah Yogyakarta batch 2013?

The Purposes of the Study

Regarding the research questions above, the purposes which want to be achieved by the researcher in this study are:

1. To know the levels of writing anxiety faced by students of English Education Department of Universitas Muhammadiyah Yogyakarta batch 2013.
2. To know the types of writing anxiety faced by students of English Education Department of Universitas Muhammadiyah Yogyakarta batch 2013.
3. To find out the factors that cause writing anxiety among the students of English Education Department of Universitas Muhammadiyah Yogyakarta batch 2013.

The Significances of the Study

By looking at the result of this study, the researcher expects that a lot of people can get useful information from this study. Especially, it can give information for people who are stakeholders in education such as students, and teachers. Besides that, hopefully the researcher also gets more information about writing.

For students. By reading the results of this study, students will know the types of anxiety and factors which cause writing anxiety. After knowing these things, students are able to evaluate their own writing anxiety and identify which factors cause their writing anxiety. So, they might be able to discover the proper strategy to overcome their writing anxiety by themselves.

For teachers. This study can inform teachers about students' level of writing anxiety, the types of writing anxiety, and also the factors which cause writing anxiety among students. By knowing this information, the teacher could find out proper strategies in order to help students to decrease or minimize their anxiety and to improve their writing ability.

For other researchers. Hopefully, this study can be a beneficial source for other researchers who are curious about writing anxiety. this study can be used as a reference of their study and also this study can be used to compare or to support the results of their study in discussion part. Besides, this study can be used to be information to get new ideas for other researchers. By reading the result of this study, other researchers can explore other factors that cause writing anxiety. In addition, other researcher can discover the strategies to reduce writing anxiety. Moreover, the other researchers can also explore other issues in writing or the other aspects in writing anxiety.

The Outline of the Study

Chapter one is introduction; this chapter consists of seven parts. The first part is the background of the study which defines the reasons why the researcher chooses this topic. The second is the identification of the problems which cover the issues around writing anxiety. The third is the limitation of the problems; this part defines the focuses of this study. The fourth is the research questions. The fifth is the purposes of this study. The sixth is the significances of this study which explain the benefits of this study for people who are related to the topic of

this study. The last is the outline of this study which presents the parts of each chapter.

Chapter two is literature review; this chapter consists of three parts. The main part of this chapter is the literature review which explains some theories related to the study. The second part is review of related studies which explain some studies which have been done by some experts or researchers that are related to the topic of the current study. The third part is the conceptual framework which defines the problem succinctly. The researcher also provides a chart to make it easy for the reader to understand the study.

Chapter three is methodology; this chapter consists of four parts. The first part is the research design; here the researcher defines the research design that will be used in this study. The second part is research setting, in which the researcher explains where and when the research will be conducted. The third is participant and sample, the researcher defined people who will become the respondents of this study. The fourth part is data collection method; the researcher explains how to collect the data of the study. The fifth part is data analysis; in this part the researcher defines how the researcher analyzes the data of this study.

Chapter four is results and discussions; this chapter presents two parts. The first part is the results; in this section the researcher shows the results of data analysis by giving numerical data within in tables and explaining the numerical data with some word description. Furthermore, in discussions section, the researcher defines the results of the data and relates them to the some previous research with the same topic.

Chapter five is conclusion and suggestion; this chapter presents two parts. The first part is conclusion. The researcher reviews why the researcher conducts this study and how the researcher did this study. The second part is suggestion. The researcher proposed some suggestion for people who in education like students and teachers and also the other researchers who has interested in studying the same topic.