CHAPTER I

INTRODUCTION

This chapter presents the general issues related to the study. This includes the background of the study, research questions, purposes of the study, significance of the study, the scope of the study, and definition of key terms.

A. Background of the Study

In higher education, writing a thesis is one of the key requirements for students to get a degree. A thesis is written by students in university and it is supported by some theories, data, empirical facts, observation in the laboratory, and the study of literature to their research. Thesis writing is a branch of academic writing. Based on the type of writing performance, it is included in extensive writing. Extensive writing implies successful management of all the process and strategies of writing for all proposed, up to the length of an essay and term paper, a major research project report or even a thesis. Therefore, students in writing a thesis should have mastered all about basic of writing for example grammar, vocabulary, etc.

Additionally, writing a thesis is not easy. As mentioned above, writing a thesis is included as macro skill. In thesis writing, students have to think, change and make ideas, how well it relates to the next sentence or not. The process of writing in English can be divided into three stages: pre-writing,

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¹ H. Douglas Brown. Language assessment principle and classroom practices (U.S: Longman, 2004), 231.

free-writing, and re-writing.² However, Zamel describes the process of writing as exploratory and generative which the writers discover and generate ideas as they attempt to approximate meaning. The process of writing involves sub-processes of planning, collecting the data, drafting, revising, rewriting and editing. In writing a thesis should consider some components of writing.³ According to Raimes, he categorizes the components of writing as content, organization, grammar, syntax, mechanics, word choice, the targeted audience and the writer's process. Then, writing is such a complex skill even for native speakers.⁴

Although writing a thesis has complex component, students of English Education Department of UIN Sunan Ampel who writing a thesis are generally demanded by their selves to accomplish writing a thesis in certain time to take examination eventually. Before writing the thesis, they must propose research title then doing proposal examination. Due to the fact, it will make students feeling stressed, confused and worried. The reason of choosing the thesis writing in this research is, due to the students usually meet and consult their thesis to lecturers or advisors. Thus, when the lecturers evaluate their writing, they may reach for apprehension. In writing, this condition is normally called writing apprehension.

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² J. B. Hughey, et.al. "Teaching ESL composition: Principles and techniques" (Rowley, Massachusetts: Newbury House, 1983),

³ V. Zamel. "The composing processes of advanced ESL students: Six case studies." *TESOL Quarterly*. 17(2), 1983,165-187

A. Raimes, "Techniques in Teaching Writing". TESOL Quarterly. 36, 1984, 535-538

⁵ Interview with ten students of English Department on January 2nd, 2016

The term of apprehension is coined by Daly and Miller which is referred to writing-specific anxiety. The phenomenon of writing apprehension is similar to anxiety, blocking, and fear. However, concerning writing, the common word used is apprehension or anxiety. The researcher gives definition differently about the word apprehension and anxiety. According to the literature, the definition given by Daly and Miller regarding writing apprehension is "A Subject-specific situation and individual difference associated with a person's tendencies to approach or avoid situation perceived to potentially require writing accompanied by some amount of perceived evaluation". Then, writing anxiety is more of a fear of the writing process that outweighs the projected gain from the ability to write.

The phenomenon of writing apprehension is also related to the development of writing skills, syntactic level, and the formal level. Students who have a high level of apprehension tend to have language less vocabulary compared to the students who have low levels of apprehension.⁸ For instance, they use less variation of vocabularies in their writing. They make fewer statements and use fewer words in general.⁹

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⁶ J. A., Daly - M. D. Miller, "The empirical development of an instrument of writing apprehension". *Research in the Teaching of English*.9, 1975, 242-249

⁷ A. Takahashi. "Self-perception of English Ability: Is it related to proficiency and/or class performance?". *Niigata Studies in Foreign Languages and Cultures*. 14, 2009,39-48

⁸ Virginia. Book, "Some effects of apprehension on writing performance". (Paper presented at the Annual Meeting of the American Business Communication Association, San Diego, December 28-30, 1976). (ERIC Document Reproduction Service No. ED 132 595)

⁹ Smith, Michael W, Smith, Michael W. "*Reducing Writing Apprehension*". (ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill)

Based on the phenomenon of writing apprehension above, the researcher believes that ESL and EFL students have experienced about writing apprehension. Similarly, it is also experienced by students in English Education. Hettich El stated that writing apprehension has been a critical problem for both native and non-native writer's language learning. ¹⁰ Thus, the researcher views that students of English Department of UIN Sunan Ampel who are doing on thesis writing have experienced writing apprehension based on the preliminary study before doing the research. Some students who are doing writing thesis feel apprehensive when they meet to lecturers or consult their thesis writing based on the interview with twenty students of English Education Department. ¹¹ As we know before, to get a degree, students are required to conduct research and write a thesis. Hence, the ability to write English properly is also concerned by students when their thesis will be evaluated by advisor or examiner in an examination. In this study, the researcher wants to discuss apprehensive students in doing thesis writing.

Several studies have researched related to writing apprehension, such as journal article written by Al-Sawalha, Musa Abdulla Salem, and Chow, Thomas Voon Foo entitled "The Effects of Writing Apprehension in English on the Writing Process of Jordanian EFL Students at Yarmouk University". Focus of that study has a similarity for this study about writing apprehension. However, the purpose of this journal is to investigate the effects of writing

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¹⁰ Al-Ahmad S. "The impact of collaborative learning on L1 and L2 college students' apprehension about and attitudes toward writing". (Unpublished Ph.D. dissertation: Indiana University of Pennsylvania, 2003),

¹¹ Interview with the eighth semester students of English Education Department

with apprehension on the writing process of Jordanian EFL students at Yarmouk University in Jordan. It shows that it differs with this present study. This study focused on the causes of writing apprehension.

Then a study conducting by Ariani Rosyadi entitled "Dialogue Journaling: Enhancing Students' Writing Viewed from Writing Apprehension". That study is aimed to identify the effect of the teaching methods and writing apprehension on students' writing skills. Having different objective with Ariani's study, this research wants to know the level of apprehension and the causes of apprehension in writing thesis writing.

In this study, the researcher took English Teacher Education Department of UIN Sunan Ampel Surabaya as the location of research because the use of English for the thesis in that department. The research conducted in eighth-semester students who are doing thesis writing in academic year 2015/2016. From this investigation, the researcher expects that this gives a description about the level of writing apprehension for students. The lecturers and advisors can get information so that they can give some suggestion or feedback on students' writing and this research can contribute to lecturer in creating method to reduce writing apprehension also for teaching to students who have low, unusual or average and high writing apprehension.

After knowing this phenomenon, the researcher wants to know about the level of writing apprehension that experienced by students who are doing thesis writing in English Teacher Education Department. The researcher not only to know the level but also to describe the causes of writing apprehension writing based on the students' perspective.

B. Research Questions

Based on the background above, there are two kinds of statement problems which the researcher wants to answer. They are:

- 1. What are the levels of writing apprehension among students in doing their thesis writing?
- 2. What are the causes of writing apprehension among students in doing their thesis writing?

C. Objectives of the study

- 1. To investigate the levels of writing apprehension among students in doing their thesis writing.
- 2. To describe the causes of writing apprehension among students in doing their thesis writing.

D. Significance of the study

The significance of this study for:

1. The Department

It is expected that the result of this research provides benefits for English Teacher Education Department to add literature especially about writing apprehension.

2. English lecturer

It is expected that the result of this research provides information for lecturers about the level of writing apprehension experienced by students and some causes of writing apprehension. Then lecturers can give feedback on writing the thesis and can provide some strategies to handle or reduce writing apprehension not only in thesis writing but also other assignments such as essay, writing, or argumentative writing.

3. For further researcher

It is expected that the result of this research can be used as literature in doing similar research in the same field in the future.

E. Scope and Limitation

The scope and limit of this study are:

- 1. The scope of this study about writing apprehension. In this study, the researcher investigated the level of writing apprehension that experienced by students. The researcher used writing apprehension test (WAT) based on Dally and Miller. Then, the research focused on describing what the causes of writing apprehension that experienced by students.
- The limitation of the study is writing apprehension in eighth-semester students who are doing thesis writing at English Teacher Education Department of UIN Sunan Ampel in the academic year of 2015/2016.

F. Definition of Key Terms

- 1. Writing: a form of communication to deliver through or to express feeling through written form. 12 Thus, it can be concluded that writing is a person's ability to communicate information and ideas to someone, public, government, etc. In this research, the researcher limits to thesis writing. Thesis means paper, document, or report of research that submitted by students as a requirement to get a degree. This study observed eighth-semester students who are doing thesis writing in academic year 2015/2016.
- 2. Apprehension: a fear that something bad or unpleasant is going to happen or a feeling of being worried about the future. 13 Fear or anxiety about writing called writing apprehension. In this study, the research focuses on to apprehension in writing aspect. Daly and Miller give definition about writing apprehension. Writing apprehension is "subject-specific situation and individual difference associated with a person's tendencies to approach or avoid situation perceived to potentially require writing accompanied by some amount of perceived evaluation". 14 In this research, writing apprehension defined as a feeling of students to approach or avoid a situation in requiring English writing and feeling fear

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¹² J. Harmer. "The Practice of English Language Teaching third edition" (London:Longman, 2001), 79

¹³Merriam - Webster. "definition of Apprehension" *Learner's Dictionary*, (http://www.learnersdictionary.com/definition/apprehension, accessed on Mei 31, 2016)

¹⁴ J. A. Daly,& M. D. Miller. "The empirical development of an instrument of writing apprehension". *Research in the Teaching of English*. 9, 1975, 242-249

when their product of English writing which their thesis is evaluated by lecturer or advisor.

3. Cause: Something or someone that produce an effect, result, or condition. In another definition is something or someone that makes something happened or exist. ¹⁵ In this study, the researcher gives definition which a cause means thing that cause writing apprehension appear among students in doing thesis writing.

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¹⁵Merriam – Webster." Definition of Cause" *An Encyclopedia Britannica company*, (http://www.merriam-webster.com/dictionary/cause, accessed on Mei 31, 2016)