CHAPTER I

INTRODUCTION

This chapter discusses the area of the study that will be covered in some headings (1) background of the study, (2) research questions, (3) objectives of the study, (4) significance of the study, (5) scope and limitation of the study, (6) definition of key terms.

A. Background of the study

As a person that lives in an EFL country (e.g. Indonesia), EFL country means people uses English as foreign language in their country. Not even as English as a second language (ESL) in our daily life. Experiencing the self-evaluation that can accompany language learning differently is a common reference. However, for many, learning a language forces a reevaluation of self-perceptions which can be anxiety provoking.

Concerns about the provoking anxiety issue that is faced by second language learners convinced me as the researcher to explore about writing anxiety in EFL (English as Foreign Language) setting of my University, State Islamic University of Sunan Ampel Surabaya. As mentioned before, State Islamic University of Sunan Ampel Surabaya is one of the state university in Surabaya that has a English Teacher and Training Department. In the preliminary research the researcher found that variant problems occured between students. From educational aspects they struggled from write down their ideas in proposal, they can not decide a proper title in proposal, moreover some of them already felt the burden if their proposal can not be accepted as a final thesis in the future.

Writing is considered as an important tool for academic success. This is also one of the important reason why the students of English Teacher Education Department must take the proposal writing class, because in the end of the class they must submit their

proposals. The students in proposal writing class must pass previous writing classes before they can take a writing proposal course. But, in fact even they already experienced some writing classes in previous semester, such as paragraph writing class, argumentative writing class, academic writing class. Yet it does not mean that they already mastered in write a good proposal.

Language learners also face situations that challenge their self-perceptions as they attempt to communicate in a foreign language, further adding to their anxiety.[1] The researcher found it interesting to explore about how human brain works to deal with something invisible like feelings and stress. In daily life, people often use the term "stress" to describe negative situations. This leads many people to believe that all stress is bad, which is not true. In fact, stress is not always a bad thing. Stress is simply the body's response to changes that create taxing demands. Dr. Lazarus (building on Dr. Selye's work) suggested that there is a difference between eustress, which is a term for positive stress, and distress, which refers to negative stress.[2] Both caused and effect from all of those it might be different depend on the people. Because different people will have different reactions to particular situations.

Furthermore, stress are divided into two catagories: Eustress and distress like in previously mentioned. Based on Brock University mental health article about Eustress vs Distress, eustress has a literally meaning as "a good stress" which means it has a benefical sides as motivator to get the job done.[3] Everyone needs a little bit of stress in their life in order to continue to be happy, motivated, challenged and productive.

[1]Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *Modern Language Journal, 70*(2), 125-132.

[2]Mills harry, Ph.D - Natalie Reiss, Ph.D. "The Biology of stress". *Mental help.Net* (https://www.mentalhelp.net/articles/the-biology-of-stress/. Accessed on November, 18. 2015)

[3] MacCullochdebbie, Melodie Shick-Porter. "Eustress vs Distress". *Brocku.ca* (https://brocku.ca/health-services/health-education/stress/eustress-distress.Accessed on November, 18. 2015)

However, when this kind of stress is no longer tolerable or manageable that distress start to comes in.

In the term "A bad stress" or distress is when the good stress becomes too much to bear or cope with. Tension builds, there is no longer any fun in the challenge, there seems to be no relief, no end in sight.Distress or negative stress has some following characteristics such as, causes anxiety or concern, feels unpleasant, decreases performance and it can lead to mental and physical problems.

In psychological aspects the students in proposal writing course battled with many forms of distress. One of them is anxiety, which is can manifest as: self-evaluation, excessive concern about failure, concern about what others think, apprehension and worry, avoidance of the target language, careless errors, and excessive studying.[4]

Anxiety is one of the factors that affect the process of learning. Performing activities that require productive skills can get considerable amount of anxiety[5]. As a productive skill, writing has been viewed as a demanding process. According to the research done by Bruning, writing anxiety occurs because of language complexity in general and complexity of writing as a skill in particular.[6] For language learners, there is a relationship between writing anxiety and writing performance.[7]

[4]Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *Modern Language Journal, 70*(2), 125-132. See also
MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning, 44*(2), 283–305.
[5]Zhang, L. J. (2001). Exploring variability in language anxiety: Two groups of PRC students learning ESL in Singapore. *RELC Journal*, 32:1, 73-91. See also
Hilleson, M. (1996)."I want to talk with them, but I don't want them to hear": An introspective study ofsecond language anxiety in an English-medium classroom. In K. Bailey, & D. Nunan (Eds.), *Voices from the language classroom* (pp. 248-275). Cambridge: Cambridge University Press.

[6]Bruning, R., & Horn, C. (2000). Developing motivation to write. *Educational Psychologist,* 35 (1), 25-37. See also
Schweiker-Marra KE, & Marra WT, 2000. Investigating the effects of prewriting activities on writingperformance and anxiety ofat-risk students.Reading Psychology, 21, 99–114.
[7]Cheng, Y. S. (2002). Factors associated with foreign language writing anxiety. *Foreign Language Annals, 35*(6), 647–656.

The crucial issue to be addressed in writing anxiety is whether anxiety is a cause or a result of poor performance. In order to explain this controversy the deficit model claims that a learner fails to perform well due to insufficiently developed skill. The deficit model is based on the argument that anxious learners display low performance due to deficiency in the acquisition stage, that is, they are deficient; therefore; they are more anxious.[8] The effects of writing anxiety on writing quality seem to center on several variables. Moreover the effect of writing anxiety is most likely to be manifested when the apprehensive writer composes under time pressure. Anxiety's effects in the processing of language are quite pervasive and impinge on language processing at the input, processing, and output stages.[9] In conclusion, teacher also plays an important role and affects students attitudes toward writing.

Some researchers have begun to make distinctions between anxieties produced by the four language skills: speaking[10], listening[11], reading[12], and the focus of this study, writing. But, most studies on writing anxiety have been conducted in the first language[13]. Less is known about writing anxiety levels for second language (L2) learners that actually has an important role for students whom studying writing proposal in foreign language class. Foreign language writers often fear not being able to express themselves clearly in their writing because it is not their first language and tend to worry about how

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[8]Naveh-Benjamin,M. (1991). A comparison of training programs intended for different types of test-anxious students: Further support for an information-processing model. *Journal of Educational Psychology*, 83, 134-139.

[9]Kean, D., Glynn, S. M., Britton, B. K. (1987). Writing persuasive document: The role of students' verbal aptitude and evaluation anxiety. *Journal of Experimental Education*, 55, 95-102.

[10] Mak, B. (2009). An exploration of speaking-in-class anxiety with chines ESL learners. *ScienceDirect*, 202-214.

[11] Kim, E., & Cha, W. (2010). Language learning anxiety, listening anxiety, and listening strategy: A case study of a college-level English listening class. *ALAK 2010 International Conference*.

[12] Bonifacci, P., Candria, L., & Contento, S. (2008). Reading and writing: What is the relationship with anxiety and depression?. *Reading and Writing: An Interdisciplinary Journal, 21*(6), 609-625.

[13] Claypool, S. H. (1980). Teacher writing apprehension: Does it affect writing assignments across curriculum? *See also*

Karakaya, I., & Ülper, H. (2011). Developing a writing anxiety scale and examining writing based on various variables. Educational Sciences: Theory and Practice, 11(2), 703- 707.

others will perceive them after reading their writing.[14] In conclusion, the student must be aware and gain a deeper understanding about writing anxiety and the level of writing anxiety in order to make them easier to deal with their own writing anxiety.

This study is an effort to fill these gaps in the existing literature on anxiety, writing anxiety and writing anxiety general measures. The central purpose of this study is to better understand the overview description about the students' level of writing anxiety in fifth semester at State Islamic University of Sunan Ampel Surabaya which is all of them is non-native English speaking. This kind of study (the students' level of writing anxiety) surprisingly still not much taken by other researchers. Some research that have been conducted related to this issue are a study done by Rachel[15] who analyzed the nature of the relationship that exists between student identity, writing anxiety, and writing performance in non-native English speaking undergraduate students enrolled in an introductory university English writing course.

A study done by Yusuf[16], he attempts to find variant of problems that faced by students in writing research proposal and examine about each elements in research proposal writing. A study done by Supardi[17]. His research is about students' motivation in writing thesis. Thus from the above explanation, researcher would try to know how the percentages of the students' writing anxiety levels and to provide an overview of the factors that causes students writing anxiety in fifth semester of English Education Department at State Islamic university of Sunan Ampel Surabaya.

B. Research Questions

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[14]Pajares, F. & Johnson, M. J. (1994). Confidence and competence in writing: The role of writing self-efficacy, outcome expectance, and apprehension. *Research in the Teaching of English, 28*(3), 313–331.
[15] Rachel, DeDeyn. (2011). Doctoral Thesis: *STUDENT IDENTITY. WRITING ANXIETY AND WRITING PERFORMANCE: A CORRELATIONAL STUDY*. Colorado State University.
[16] Muh Yusuf. (2013). Undergraduate Thesis: *Students problem in writing research proposal (A case study of the fifth semester students of English Education Department state institute for islamic studies sunan ampel Surabaya.* (Surabaya: Perpustakaan IAIN Sunan Ampel Surabaya, 2013)
[17] Supardi,*The English Department Students' Motivation Of Writing Thesis " "* English Department Faculty Of Teacher Training And Education Muhammadiyah University Of Malang, 2006.

Based on the background of the study above, questions of this study are formulated below.

1. What are the students' writing anxiety levels in proposal writing course at English Education Department?

2. What are the major factors which cause students'writing anxiety in proposal writing course at English Education Department?

C. Objectives of the study

According to the questions mentioned above, the objectives of this study are as follows.

1. To describe students'writing anxiety levels in proposal writing course at English Education Department.

2. To describe some major factors that cause students'writing anxiety in proposal writing course at English Education Department.

D. Significance of the study

This study will be advantageous for the student, teacher and educational practitioners and researches.

1. *For the student :*

   a. To provide an overview about anxiety in writing proposal as a second language learner.

   b. To make a contributions writing anxiety test for students to be aware about their writing anxiety level.

2. *For the teacher:*

   a. To givea deeper information and knowledge about major factors that caused students anxiety in the process of proposal writing course at State Islamic university of sunan ampel Surabaya

b. To make the proposal writing class less stressful by knowing students'writing anxiety level in their class, and students' honest responses, teacherscan analyze it to make the solvency.

3. *For educational practitioners and researchers:*

a. Hopefully this research can be a reference to other researcher about students' factors of writing anxiety as second language learner and students' anxiety levels especially on writing skill (proposal writing academic course).

E. Scope and Limitation of the Study

a. Scope of the study\

The scope of this studyis writing anxiety. In this research, the researcher will focus on some major factors of students' writing anxiety and students's wrting anxiety levels deal with demands in create a proposal on this subject. students on proposal writing course, considering that they have to submit proposal writing in the end of the course. Despite of any lack of ability in writing skill that may caused or even increase their anxiety.

b. Limitation of the study

The limitation of this studyon students proposal writing course in fifth semester at English Teacher Education Department, State Islamic University of Sunan Ampel Surabaya during the academic period year 2015-2016. There are 7 classes in proposal writing course; A, B, C, D, and E with three different lecturers. But, the researcher will only focus on one class that is C class lectured by the lecturer.

F. Definition of Key Terms

To avoid misunderstanding and gain the same perception, the researcher provides the following key terms.

1. Anxiety: According to Borhuis, Anxiety is acculturation is a stressful process. In addition to the psychological distress that can be caused by the intergroup tensions and discrimination described in the interactive acculturation model.[18] While Cheng stated that, anxiety "is not a unitary, unidimensional phenomenon but involves various response dimensions".[19] In addition, Crosta stated anxiety is a general term for several disorders that cause nervousness, fear, apprehension, and worrying.[20] In this research, anxiety means the student's anxiety feeling that may occour during writing proposal.

2. Anxiety level: According to Morsy's Medical Dictionary, anxiety level describe as the severity of manifested apprehension, tension, or uneasiness rising from an unidentifiable source.[21] While in this research, anxiety level means an overview ranges about students' writing anxiety.

3.Writing: As mention in Oxford dictionary, writing is the activity or skill.[22] Meanwhile, writing in this research means as part of an important skill for fifth semester students in English education department at Islamic university of sunan ampel Surabaya for their academic success in conducted their proposal.

4. Writing course: A writing course is more than simply a course that assigns considerable writing. It is instead a course in which students are provided with explicit opportunities, though targeted instruction, to improve their writing.[23] In this

[18]Bourhis, R. Y., Moise, L. C., Perreault S., & Senecal, S. (1997). Towards an interactive acculturation model: A social psychological approach. *International Journal of Psychology, 32*(6), 369-386.

[19]Cheng, Y.S. (2004). A measure of second language writing anxiety: Scale development and preliminary validation. *Journal of Second Language Writing, 13*(4)*,* p.318.

[20]Crosta peter. (2015). Anxiety: Causes, Symptoms and Treatment. *http://www.medicalnewstoday.com/info/anxiety/.* Accessed on November 20th 2015)

[21]anxiety level. (n.d.) *Mosby's Medical Dictionary, 8th edition.* (2009)(*http://medical-dictionary.thefreedictionary.com/anxiety+level.*Accessed on September 21st 2015)

[22]*Writing, (http://www.oxforddictionaries.com/definition/english/writing.* Accessed on November 20th 2015)

[23]*Writing course, (http://undergrad.umn.edu/cwb/definition.html.* Accessed on September 21st 2015)

research, proposal writing course is the final stage of sequel writing course in Islamic University of Sunan Ampel Surabaya or recently proposal writing course named as academic writing course. In this course students have to submit a proposal as final assignment in the end of course.

Writing is a demanding activity especially for learners of a second or foreign language and yet it is a skill that they have to master in order to do well in content courses like academic writing course. Studies have shown that studentswriting performance is related to anxiety. This study investigates to find the major factors that caused students's anxiety during the performance in academic writing course, and describes anxiety levels of students in academic writing course. Pedagogical implications for teachers to recognize the existence of students' writing anxiety are presented so as to make a writing class less stressful.