# CHAPTER I

# INTRODUCTION

This chapter discusses about the Background of the Study, Reasons for Choosing the Topic, Statement of the Problems, Objectives of the Study, Hypotheses of the Study, Limitation of the Study, Significances of the Study, Definition of the Key Term, and Organization of the Study.

## 1.1    Background of the Study

As a human, we cannot be separated from communication with others. Humans need to communicate with others by using a language. Further, language is an ability to communicate with another person not only in spoken form but also in written form (Eddy, 2011). In this period, people do not only master one language, people should master more than one language. It is because English has become a global language (Crystal, 2003).

Crystal, (2003) also stated that English is for international science, advertising, commerce, transmitting technology, and diplomacy. It means that English has additionally turned into the most widely used language between speakers who talk dialect that cannot be understood. According to Lester et. al. (2009), in this era of globalization, nation creates a utility for a global language and there is no language better than English. Furthermore, English should be the second language which is mastered in Indonesia.

In Indonesia, English has been taught in every levels school. It is because learning it gives some benefits to everyone who realizes the importance of

English. Because of it, it becomes an obligation material in Indonesian schools. There are four basic skills of teaching English, they are speaking, reading, listening, and writing.

One of the basic skills is writing. According to Fareed, Ashraf, & Bilal (2016), writing is an ability to express our emotion or feelings by using sign and symbol which have meanings. While according to Yastibas (2015), writing is one of the basic skills that gives special intention in English language teaching. It means that every people should have a good writing ability actually college students because in university, they have to make a paper or final project to their graduation requirements. Therefore, they must know the step of writing proses. According to Brown (2004), writing proses consists of how to use punctuation, spelling, and also how to make sentences into good paragraphs.

Writing well is an important skill because writing is a primary basis upon which somebody works, learning or study, intellect will be judge in college, in the work place, and in the community (Hasan & Qashoa, 2014). Because, it expresses feeling and emotion. It also improves ability to pose worthwhile questions and stimulate thought beyond first impressions.

Aware of the essential of writing, students should master the writing skill. According to Fareed et. al. (2016), writing skill is a complex and purposeful act of communication that is accomplished in a variety of environments, language resources, and under various constraints of time. However, sometimes students are confused to begin their writing because writing is more difficult than the other

skill such as reading, speaking, and listening (Nunan, 2003). In this case, writing needs more effort and carefulness.

There are some factors that provide big influences in writing performance. According to Fareed, Ashraf, & Bilal (2016), writing performance factors have been identified in literature, these are associated with the motivation of students who are generally confused about the purpose of their writing, inconsistent feedback from teachers, self-confident, and students' anxiety.

According to Erkan and Saban (2011), students who find some difficulties in writing show the same problem in writing process. For example, students are afraid to make mistakes in writing. Being afraid to make writing error is one of anxiety patterns because in that situation they will try to avoid writing

Zhang (2011) divides three categories of anxiety; trait anxiety, state anxiety and situation-specific anxiety. Trait anxiety refers to personality characteristic; state anxiety is a response to an anxiety stimulus in the form of negative stimulus; and situation-specific anxiety is a stress condition to the multi-aspect nature of several anxieties.

Mostly anxiety is found to have negative aspect on learning, but there is also anxiety which is considered as a positive aspect on learning. According to Azizifar (2015), there are two aspects of anxiety, they are debilitative anxiety and facilitative anxiety. Debilitative anxiety has been strongly supported by many researchers because both of their study results were negative anxiety. While facilitative anxiety has been supported also by some researchers such as Azizifar (2015), Gusooly (2015), and Gursoy & Arman (2016). They have suggested that

language anxiety is useful and sometimes useful in some ways for learners. Azizifar (2015) stated that stress situations are usually called pressure. Despite some learners dislike and are not comfortable with under pressure learning, they believe that sometimes pressure is good for learners' learning process.

According to Kara (2013), anxiety is one of the factors that affect both the process and the result of the writing performance. This is also strengthened by Horwitz, Horwitz and cope (1986) as cited by Zhang (2011), mention that students who have higher level of writing anxiety, write shorter English compositions than the students who have lower level of writing anxiety. According to Blasco (2016), writing anxiety is one of some emotional factors: the emotional conflict between personality elements and emotion. While according to Hasan & Qashoa (2014), writing anxiety is hesitate and diffuse concerns, which concern feelings anxious and unsure.

According to Cheng (2004), as cited by Zhang (2011), writing anxiety is divided into three categories of anxiety, they are somatic anxiety, cognitive anxiety, and avoidance behavior. Somatic anxiety refers to someone's perception or perspective of the physiological effect of the anxiety experience, for example: nervousness. Cognitive anxiety refers to the cognitive aspect of anxiety experience, such as negative expectations, obsession with a good performance and concern about others' perceptions. Avoidance behavior refers to the behavioral aspect of the anxiety experience, including prevention or avoidance of writing.

Zhang (2011) found that the negative relationship between writing anxiety and the writing performance is especially influenced by the cognitive anxiety rather than somatic anxiety or avoidance behavior.

Based on the explanation above, writing anxiety can provide big influence to students' writing performance. Therefore, in this research the writer is interested to conduct a study on the correlation between students' writing anxiety and their writing performance.

**1.2     Reasons for Choosing the Topic**

Related to the explanation above, the writer has chosen the topic entitled "The Correlation between Students' Writing Anxiety and Their Writing Performance of the Second Semesters of English Education Students of Sultan Agung Islamic University" based on the following reasons:

1. Students usually take too much time to express their ideas or feelings and get confused to begin their writing.

2. Writing anxiety is one of the factors that providing big influences in students' writing performance.

3. Students' writing performance must be good despite having several influence factors.

**1.3     Statement of the Problems**

Related to the research background of the study above, the problem of the research was formulated as follows: Is there any significant correlation between writing anxiety and the writing performance of the second semester students of

English education department of Sultan Agung Islamic University in the academic year 2018/2019?

**1.4    Objectives of the Study**

The objectives of the study is to investigate whether there is a correlation between writing anxiety and the writing performance of the second semester students of English Education department of Sultan Agung Islamic University in the academic year 2018/2019.

**1.5    Hypotheses of the Study**

According to Beins (2013), hypothesis can be classified in term of how they are stated or divided. In this study, the writer used two hypotheses. The hypotheses are:

1. Null Hypothesis (H0): There is no significant correlation between students' writing anxiety and their writing performance of the second semester students of English Education department of Sultan Agung Islamic University in the academic year 2018/2019.

2. Alternative Hypothesis (H1): There is a significant correlation between students' writing anxiety and their writing performance of the second semester students of English Education department of Sultan Agung Islamic University in the academic year 2018/2019.

**1.6    Limitation of the Study**

The study focused on finding out the correlation between students' writing anxiety and their writing performance. The aim of this study was to investigate

whether students' writing anxiety gives significant impact to their writing performance or not. Then, the writing performance is defined as an outcome of students' writing process. The writing anxiety in this case refers to the students' feeling of anxiousness while they are writing. This study applied for the second semester students of English Education Department of Sultan Agung Islamic University in the academic year 2018/2019.

## 1.7    Significance of the Study

The result of the study is expected to be useful for all sides involved:

1.  Pedagogical Significance

For the students, hopefully the result of the study can motivate students to overcome their writing anxiety after knowing the correlation between writing anxiety and the writing performance.

For teachers, by knowing the result of the study, hopefully it can influence the teachers to understand how to overcome students' writing anxiety and patiently guide the students in writing.

2.  Practical Significance

For the students, the result of the study is expected to be able to overcome their writing anxiety to develop their writing performance in the highest outcomes.

For teachers, the result of the study can be important information, so that they can overcome the students' writing anxiety.

For other researchers, this study may provide more information about writing anxiety as one of their references with the similar topic.

**1.8    Definition of the Key Term**

The operational definitions were formulated in order to get the exact achievement of this study, as follows:

1. Anxiety

According to Zhang (2011), anxiety as a subjective feeling of fear of what will happen, concern and worry related to nervousness. While according to Karatas et. al. (2016), anxiety as a state of fear caused by the experience of something threatening which is anxiety has been considered as the most important affective subject in language learning achievement. It means that anxiety is defined as the awareness of pressure.

2. Writing Anxiety

According to Azizifar (2015), writing anxiety is defined as a general prevention of writing behavior and it is also defined as a situation where the learners have a big potential require of writing with the potential to evaluate their writing. It means that writing anxiety is the way that some learners feel nervous about writing and even only write a few paragraphs.

3. Writing Performance

According to Aydin (2016), writing performance is an outcome from the process of writing something. Aydin (2016) also stated that a good writing performance depends on their writing ability and how far they overcome the writing anxiety.

**1.9    Organization of the Study**

Systematically, this final project is arranged into five chapters as follows:

Chapter I is introduction. This chapter discusses about the Background of the Study, Reason for Choosing the Topic, Statement of the Problems, Objectives of the Study, Hypotheses, Limitation of the Study, Significance of the Study, Definition of Key Term, and Organization of the Study.

Chapter II is review of related literature. It discusses about Foreign and Second Language Learning, Factors Influencing Success or Failure of Foreign Language Learning, Individual Differences in Language Learning, Anxiety in Language Learning, the Mastery of English Writing Skill, Personality Factors in English Writing Mastery, and Review of Previous Studies.

Chapter III is research method. It consists of the Research Design, the Subject of the Study, the Variables of the Study, the Instruments of the Study, Data Normality, Homogeneity and Linearity, the Technique of Collecting Data, and the Techniques of Analyzing Data.

Chapter IV deals with analysis and interpretation of the data. This chapter consists of the Profile of English Education Department of Sultan Agung Islamic University, the Description of Respondents, the Instruments Analysis, the Analysis of Data Collection, and the Correlation Analysis and Discussion.

Chapter V contains conclusion and suggestions which are derived from the research finding and the data discussion in the previous chapter. The first section is the conclusions of the research finding and the second is the suggestions.