CHAPTER I
INTRODUCTION

This chapter describes a brief explanation of the introduction to the area of this study. It includes background of the study, reasons for choosing the topic, problems of the study, aims of the study, scope of the study, and significance of the study.

A. Background of the Study

Learning English as a foreign language, students often find obstacles that influence their language performance. The obstacles seem should be overcome in order to achieve the target of language. Kara (2013) states that anxiety is one of the factors that affects the process of learning. There are many researcher who investigated the anxiety in learning language. They found that anxiety can affect many aspects of foreign language learning. As Horwitz et.al. (1986) claimed anxious students tend to have difficulty in grasping the content of a foreign language message. Besides, Daly and Miller (1975) stated that students with high anxiety of writing would fear evaluation of their writing and get bad score on it. Those findings likely show that both oral and written communication could affect the students’ anxiety.

As anxiety can have profound effects on the aspects of foreign language learning, it is acutely needed to identify those students who are particularly anxious in foreign language class. Research findings conducted by Daly and McCroskey (1975) have indicated that the highly anxiety
students tend to avoid any occupations that they perceive to require high communication (Daly and Miller, 1975). This case surely need to be overcome to achieve the target language in learning. Writing, as a productive skill, encourages the writer to conduct some stages. It is started from generating and organizing of ideas until interpreting these ideas into readable text. Accordingly, as it is proven by many researchers, students are very possible to be worried whenever the teacher reads and evaluates their writing, their mind goes blank when they write under time pressure, and the lack of grammar accuracy and vocabulary as well as not knowing how to organize their writing cause student fail in writing compositions. This conditions completely bother the anxiety students.

Anxiety in foreign language learning occurs because of many factors. Teacher likely has to know the factors of anxiety that students have in the class. Horwitz et. al (1986) stated that there are three components of foreign language anxiety such as communication apprehension, test anxiety and fear of negative evaluation. While Young (1991) as cited in (Karakaya & Ulper, 2011) mentioned classroom, teacher, exam, and personality traits as the factors lead the students to anxiety. Those factors may influence the higher anxiety in their behaviours, attitudes, and written work.

In English Education Department of a private university in Purwokerto, writing courses are compulsory for the students. The courses are spread from the first semester to the sixth semester. In these courses, the students learn how to write sentences, paragraphs, until essays effectively in
English. It is possible for the students to experience anxiety in writing. Moreover, the previous study mostly has focused on students’ writing performance rather than their writing anxiety. Hence, the researcher seems to be a need for research on writing anxiety. The present study investigates the presence of anxiety in writing among the students and if they experience, the type as well as the reasons will be elaborated.

B. Reasons for Choosing the Topic

There are some reasons why “A Survey Study of Students’ Anxiety in Writing” is chosen as the topic of this study. They are as follows:

1. Writing skill encourages students to pass through several writing process starting with generating the ideas to interpreting those ideas into readable text.
2. Overcoming writing anxiety is essential because students with high anxiety in writing will influence their writing performance.
3. The research of students’ writing performance is quite excessive compared to their writing anxiety.

C. Problems of the Study

Based on the above background, the problems of this study are:

1. Do students experience anxiety in their writing?
2. What types of writing anxiety do students experience?
3. Why do students get anxiety in writing?
D. **Aims of the Study**

Based on the problems, this study is aimed at investigating the presence of students’ anxiety in writing and finding out the types and the reasons of getting anxiety in writing.

E. **Scope of the Study**

This study focuses on investigating anxiety among second semester students of English Education Department in one of private university in Purwokerto. The beginner students are very possible to experience anxiety in writing. According to Kara (2013), students who rarely wrote in the previous experience and did not have writing habit likely caused anxiety in writing. It is related with the fact that some even all of the beginner level students in Indonesia seldom write a composition in English. It was also proven that teaching learning activity in Senior High School are integrated process, allowing to integrate two skills or more (Panjaitan, 2010). For instance in teaching writing, teacher gives a sample of text, then the students are asked to read the text and after that they start to write by themselves a composition that they had read based on the sample. They tend not to use their own idea. That activity showed that students lack of practice in writing compositions.

F. **Significance of the Study**

The researcher hopes that this study will give the contributions as follows:
1. For the readers

This study concerned with many problems related to anxiety that affect writing ability among the students. Therefore, the result of this study is useful to give information about writing anxiety in order to raise their writing performance.

2. For the lectures

This study hopefully gives information about the sources of writing anxiety that probably impact students’ writing performance and overcomes the students’ anxiety in writing in order to make a writing class less stressful.

3. For Other Researchers

The researcher hopes that this study can inspire other researchers to conduct further research about students’ anxiety in writing to enrich the existing study.