

CHAPTER I

INTRODUCTION

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

A. Background of Study

Languages is a part of culture, a part of human behavior, and it is an acquired vocal system for communicating meaning. English has a very potential position in communication among people. The use of English is widely considered as an urgent need. English is used as an international language. English has the largest number of users over the world (Roadman, 1983, p. 24).

Allah SWT creates different tribes, nations and languages in the world in order that people are able to know each other by using various languages as the tool of communication, one of them is English. It is related to the Holy Quran Surah Al Hujarat verse 13.

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ

عِنْدَ اللَّهِ أَتَقْوَاهُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

Based on surah Al Hujarat above, Allah SWT has ordered us to learn and explore about language. By learning various language, we can learn and interact with another people in different tribes and nations. One of the languages that common use to communicate is English. English is an international language that used by people as an *Lingua Franca*.

In learning English, there are four skills must be developed and mastered by the students. They are listening, speaking, reading, and writing. Every skill interdependence with each other because it is basically a single unit. The four language skills are divided into two groups ; passive and active as stated by Harmer that listening and reading skills are called passive skills of language (receptive skills), while speaking and writing skills are called active skills of language (productive skills) (Harmer, 2001, p. 54).

Writing is a productive skill which needs competence in other macroskills, namely listening, reading, and speaking. Silva (1993) had stated already that writing in a second language is definitely different in various aspects from writing in the first language. Thus, it is a demanding tasks especially to second language learners due to the undeniably difficult pre-requisites to satisfy before being able to master writing.

Writing is one of language abilities that has process to express ideas, feelings and arguments in form of words in sentences. The skill is used for communication from one to another by writing. Writing is central to our personal experience and social identity and we are often

evaluated by our control of it. Writing is used as an aide-memoire or practice tool to help students practice and work with language they have been studying.

Writing in the English language is the ultimate goal of language study, because it uses all the skills of listening, speaking and reading the text, use of vocabulary, idioms, and grammar (phonology and syntax), to express ideas, messages and feelings (Daly and Miller, 1975, p. 242).

Learning with the curriculum, students learn about text or academic writing like : cause effect writing, essay writing, comparison contrast writing, etc (Holaday, 1981, p. 21). In this study, the researcher focused Essay writing as a subject that had been took by the students. Although writing in Essay writing subject has complex component, students of English Education Department of UIN Antasari who took Essay writing subject are generally demanded by their selves to accomplish a good essay. Before writing an essay, they must have an idea to be written as an essay. Due to the fact, it will make students feeling stressed, confused and worried. The reason of choosing the writing apprehension in this reseacrh is due to the students write and submit their writing (work). Thus, when the lecturer evaluate their writing, they may reach for apprehension. In writing, this condition is called writing apprehension.

The term of apprehension is coined by(Daly and Miller, 1975, p.245) 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 (Daly and Miller, 1975, p. 244). 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" (Daly, 1979, p.34). Then, writing anxiety is more of a fear of the writing process that outweighs the projected gain from the ability to write (Takashi, 2009, p. 48).

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. For instance, they use less variation of vocabularies in their writing. They make fewer statements and use fewer words in general (Smith, 2002, p.12).

Several studies have researched related to writing apprehension, such as journal article written by (Sawalha, Salem, and Chow, 2012, p.6-14). Focused on that study has a similarity for this study about writing apprehension. However, the purpose of this journal is to investigate the

effects of writing with apprehension on the writing process of Jordanian EFL students at Yarmouk University in Jordan.

Then, a study conducting by (Rosyadi, 2015, p.10) also included. That study is aimed to indentify the effects of the teachig methods and writing apprehension on students' writing skills. Different from objective by Ariani's study, in this study, the researcher wants to know the level of apprehension and the cause of apperehension in writing an essay writing.

In this study, the researcher took English Education Department of UIN Antasari Banjarmasin as the location of research. The research conducted in fifth-semester students who are taking essay writing subject in academic year 2018/2019. From this investigation, the researcher expects that this gives a description about the level of writing apprehension for students. The lecturers can get information so that they can give some suggestion or feedback on students' writing. After knowing this phenomenon, the researcher wants to know about the level of writing apprehension that experience by students who are taking essay writing in English Education Department. The researcher not only wants to know the level but also to describe the causes of writing apprehension based on the students' perspective.

Based on the explanation above, the researcher is interested in conducting a research about "An Analysis of Writing Apprehension of the Fifth Semester Students at English Department UIN Antasari Banjarmasin". By conducting this research, the researcher expects the

result can be considered to provide alternative techniques in teaching learning English in fun way if the result shows positive thing.

B. Research Question

Based on the background above, there are two kinds of statements problems which the researcher wants to answer, they are:

1. How is the level of writing apprehension of the fifth semester English Department UIN Antasari Banjarmasin?
2. What are the causes of writing apprehension of the fifth semester English Department UIN Antasari Banjarmasin?

C. Objectives of Study

1. To describe the levels of writing apprehension of the fifth semester students of English Department UIN Antasari Banjarmasin.
2. To find out the causes of writing apprehension of the fifth semester students of English Department UIN Antasari Banjarmasin

D. Significant of Study

1. The Department

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

2. English Lecturer

It is expected that the result of this research provides information for lecturers about level of writing apprehension experienced by students and some causes of writing apprehension. The 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. Key Term Definitions

1. Writing : A form of communication to deliver through or to express feeling through written form (Harmer, 2001, p. 56). 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 essay writing. This means, it is a compulsory subject in English Department UIN Antasari Banjarmasin academic year 2018/2019.
2. Apprehension : A fear that something bad or unpleasant is going to happen or a feeling of being worried about the future. Fear or anxiety about writing called writing apprehension. In this study, the research focuses on to apprehension in academic 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" (Daly and Faigley, 1991, p.17). In this research, writing

apprehension defined as a feeling of students to approach or avoid a situation in requiring English writing and feeling fear when their product of English writing which their academic writing is being evaluated by lecturer.