

## **Chapter One**

### **Introduction**

The first chapter of introduction provides several significant points from this study. This chapter explains the background of the study and the reasons as to why the researcher was intrigued in identifying this research topic. In addition, the identification of the problems, the delimitation of the problem, the research questions, and the objectives of this study are also presented in this chapter. Lastly, the significance of the study and the outline of the research will also be provided.

### **The Background of Study**

Writing in the context of English as a Foreign Language (EFL) is a significant skill to acquire considering that English has become the most popular universal language. Recently, writing is no longer an unusual activity for EFL students especially in higher education that requires writing as one of the mandatory activities in students' learning process. Most of the activities in higher education require EFL students to express their knowledge and thoughts through writing. Furthermore, writing for EFL students requires the ability to think of ideas or thoughts in their native language to be translated into English later on. Writing for EFL students also requires creative processes involving language material, experience, knowledge, textual sources, ideas, and imagination (Tok & Kandemir, 2015).

However, although writing skills in EFL are crucial, EFL students still consider writing in English as challenging because most of them do not know how to start

writing while some do not know how to end their writing effectively. Hence, this leads to students possessing negative thoughts, dislike, and avoidance on writing activities. The previous research on writing anxiety for higher education EFL students indicated interesting results that revealed 54% of in-college students showed a high level of writing anxiety, 44% of students showed moderate writing anxiety, and the remaining 2% showed low anxiety (Wahyuni & Umam, 2017). This fact is supported by another study indicating that writing anxiety is spread among students and ranks the highest (Güneyli, 2016). In fact, writing anxiety maintains a close relationship with one's performance and achievement (Ningsih, 2015). Hence, these data indicate that writing anxiety among higher education EFL students require serious attention.

There are various forms of writing and one of them is creative writing. In Indonesia, creative writing is taught through literary writing, such as in a form of short story, poetry, drama, writing of script, web, travel writing, and therapy writing. Avramenko, Davydova, and Burikova (2018) stated that creative writing proved to have its relevance and importance in various academic contexts in English. However, interestingly, creative writing for EFL students is still not widely taught in higher education. This proof was conveyed by Ahmadi, Darni, and Murdiyanto (2019) that implied creative writing as a rare learning material in higher education because lecturers do not necessarily master it and the university does not provide learning slots for creative writing.

Furthermore, various forms of writing can be considered as creative writing because in the writing process, author uses their language, knowledge, textual sources, experiences, personal ideas, and imaginations to bring up something that does not exist before (Tok & Kandemir, 2015). From this assumption, it can be indicated that writing anxiety may occur in creative writing because in general they have similarities in the writing process. Additionally, English writing is considered difficult by students that they tend to avoid it. Similarly, creative writing also has the same assumption results in students' anxiety when producing creative writing.

Several studies related to anxiety on writing and creative writing have already been conducted beforehand. The studies revealed that writing anxiety maintain a close relationship with students' performance and achievement (Ningsih, 2015). Hence, several studies have tried to measure the level of writing anxiety to investigate its relationship with students' achievement. Additionally, several previous studies have been conducted to determine the level of writing anxiety in EFL students where the results showed high level of writing anxiety (Jebreil, Azizifar, Gowhary, & Jamalinesari, 2015); (Wahyuni & Umam, 2017). Other studies have also discussed the causes of writing anxiety of students at higher education (Kusumaningputri, Ningsih, & Wisasongko, 2018); (Daud, Daud, & Kassim, 2016).

However, said several studies were only conducted to find out the level of writing anxiety and its causes and did not try to combine writing anxiety of EFL students and creative writing in higher education; therefore, this study tried to correlate

the two. This study is necessary since anxiety plays a crucial role in writing that may impact students' performance and achievement. Furthermore, based on previous statement that mentioned all writing is creative writing, this implies similarity on the writing process. In addition, creative writing can also prove its relevance and importance in various academic contexts in English.

Based on the background mentioned, it can be concluded that anxiety is related to creative writing for EFL students in higher education. Therefore, the researcher was intrigued to investigate the correlation between second language writing anxiety and creative writing abilities in higher education.

### **Identification of the Problem**

From preliminary informal interview with several EFL students, one of the difficulties found in creative writing was starting to write and finding ideas on what to convey in their writing. Moreover, one student claimed several problems faced by second language (L2) learners in writing. First, students often felt anxious and confused to think about ideas as the topic of their writing. Secondly, students also felt anxious when they had to make a closing sentence to clear up their writing.

Writing anxiety may inhibit one's skills; however, it cannot be separated from writing activities in the world of education. In the writing process, arising anxiety may also hinder author's opinion that they wish to express through writing by solely focusing on the anxiety itself. Dacwag (2014) implied that one of the effects of writing

anxiety is hindering one's learning and impacting their attitudes and perceptions about writing.

Therefore, this problem needs to be further recognized because Indonesia still lacks the view of creative writing anxiety resulting in no learning material specifically addresses creative writing in English learning. In short, this study is expected to investigate students' level of anxiety in creative writing and whether there is involvement between the two.

### **Delimitation of the Problem**

This research focusses on the level of anxiety in second language writing especially on creative writing such as poetry, writing song, drama script. Creative writing is often found in the teaching and learning process of English and there are various obstacles faced by students when they must hone their writing skills. One English Language Education Department (ELED) provides courses that focus on literary appreciation requiring students to hone their skills in creative writing. Due to the limited time and research feasibility, several limitations were applied for this research. First, the correlation between the level of anxiety in creative writing only focused on the descriptive analysis; does not analyze the type, cause or the like further. Second, the investigation only focused on the ability of creative writing on English as a Foreign Language (EFL) students in higher education based on the Literary Appreciation course. Lastly, the participants of the study were the second-year students from ELED at one of the Islamic private universities in Yogyakarta.

### **Research Questions**

There are three research questions formulated under this study. The research questions are presented as follows:

1. How is EFL students' second language writing anxiety in university context?
2. How is EFL students' creative writing ability in university context?
3. Is there a correlation between EFL students' language writing anxiety and creative writing ability in university context?

### **Objectives of the Study**

Based on the research questions, the purposes of this study are:

1. To know the level of EFL students' second language writing anxiety in university context.
2. To know the EFL students' creative writing ability in university context.
3. To find out the correlation between EFL students' language writing anxiety and creative writing ability in university context.

### **Significances of the Study**

The results of this study are expected to provide benefits and impact for teachers, students, and future researchers. They are as follows:

**For teachers.** This research is useful for teachers as a reference to understand the writing anxiety faced by students; thus, teachers can evaluate what should be

improved and maintained students' ideas to reduce students' anxiety in creative writing.

**For students.** This study provides information to students related to the anxiety in creative writing. In addition, it is important for students to realize that anxiety can occur during creative writing; thus, students should be aware of their involvement when participating in creative writing in the future. Besides, this research can be useful for students to evaluate their creative writing.

**For future researchers.** This study is beneficial for future researches that aim to examine similar field from different perspectives and goals. Moreover, this research can become a reference for other researchers to gain more knowledge and information regarding the correlation between EFL students' language writing anxiety and creative writing ability.

### **The Organization of the Chapter**

This research consists of five chapters. The first chapter is an introduction which consists of six parts containing the background of the research which explains the reasons of choosing this topic, the identification of problems in the form of problems regarding creative writing anxiety, the delimitation of research that describes the focus of the research, the research questions, the objectives of the research, and the significances of this study which explains the benefits of research for the people associated with this study. Finally, the organization of the research which features the parts of each chapter is also described in this chapter.

Chapter two contains literature review. The first part describes several theories related to the research topic. The second part describes a review of studies related to research that has been carried out by several experts related to current research topics. Last but not least, a conceptual framework that briefly describes the problem will be presented in a form of a chart to ease readers to understand the study.

Chapter three is the methodology that describes how this research was conducted. The first part of this chapter explains the research design applied in this study. The second part, which is the research setting, explains the place and time of the research. The third part of the chapter describes the participants and sample consisting explanations of the selected people as the respondents.

The chapter four is research result which was analysed using description correlation analysis. The first part of this chapter presents the results of the analysed data by providing numerical data in a table and explaining it with word descriptions. The second part discusses the results of the data which were related to several previous studies with similar topics. The result showed a significance correlation between second language writing anxiety and creative writing ability.

Finally, chapter five consists of the conclusions and suggestions or recommendations. The first part of this chapter is the conclusion that contains the researcher's review showing the reasons as to why and how this research was conducted. Afterwards, the second part is suggestion that consists of several



suggestions for people who hold an interest in the world of education, such as teachers, students, and other researchers who plan to investigate similar topics.