Chapter One

Introduction

This chapter explains about the background of the research, identification of the problem, delimitation of the research, research question, the objective of the research, the significance of the research, and organization of the research.

Background of Research

In this modern era, one of the most important activities when learning English, especially in student life, is writing. As argued by Jabali (2018), Writing is something that most students fear. Most students are nervous when requested to write, especially in a foreign language. Anxiety has been identified as the most significant challenge for EFL students. It is also proven by the high demand for English writing skills and abilities to help EFL university students succeed in their writing (Shang, 2013). English language proficiency has become an essential subject for Indonesian students to master, both for communication and academic reasons. Academic writing is an essential aspect of creating products that can be used as a medium for people to interact, share experiences, and communicate with one another in written form.

Writing is the most complex and difficult skill to master, and as a rule, it is more complex and difficult than writing in one's native language. According to Salaxiddinovna (2022) some students underestimate the importance of having excellent writing skills even though this writing ability means pouring ideas into a written form of communication so it requires a lot of practice and experience because it cannot be mastered in a short time. There are some reasons why writing

English is difficult to learn. There are many people who are unable to write. They are perplexed when they are required to compose because they do not know where to begin. In addition, students are required to use proper grammar and vocabulary when writing. Then, students experience poor self-esteem and writing anxiety, making writing difficult for them to master. One of the anxiety patterns in writing is the fear of making errors when writing in English.

The importance of research on this topic has attracted the attention of several experts. The first research, by Rezaei and Jafari (2014) examined 120 EFL students from two separate universities in Shiraz, Iran, were evaluated. The findings revealed that the cause of students' writing anxiety is a lack of student's ability to develop ideas when writing. Linguistic knowledge is insufficient (such as fear of making grammar mistakes, a lack of vocabulary, and spelling mistakes in writing), and feeling inferior because teachers expect good writing results. When students with high levels of anxiety are requested to write in class, they will feel uneasy. When students with high levels of anxiety are requested to write in class, they will feel uneasy. They will be anxious and judge themselves as having such low English writing ability as they receive more negative evaluations from the instructor (Shang, 2013).

The second research from Wahyuni and Umam (2017) in writing class, Indonesian EFL college students encountered high anxiety of the cognitive variety. As a result, students will experience high anxiety when their work is corrected and analyzed by the instructor due to a lack of vocabulary, disruption of L1 to L2, and psychology. It is because they are concerned that their writing will

be incorrect when they submit it to the instructor for correction. It is different when they write in a free manner. They will feel liberated when they write something because the instructor will not correct it. As a result, they are not concerned when they compose freely.

At a Private University in Yogyakarta, especially for English Language Education Department, most students from the first-semester academic year 2021/2022 still have many obstacles in their writing. Similarly, Ismiati and Erlin (2019) found that the writing ability of many students in all classes was at a moderate level, meaning that students' writing was not academically constructed or correct. In this institution,

Academic writing class is offered as a skill-based compulsory subject that aims to improve students' ability to write academic texts. This course weights of 4 credits, and it is offered to the first semester English Language Education Department students. In this course, students can write paragraphs and essays in English properly and correctly. In addition, it is also integrated with learning the other three skills (reading, speaking, and listening). With this limited time, students must know everything that has been taught by the lecturer and will be evaluated in the final exam. Based on the researcher experience, many of the student's academic writing results were still unsatisfactory. There were still many grammatical errors, inappropriate use of words, inability to explore ideas in written form, and also poor content.

Writing skill is a very important skill for English Foreign Learners (EFL) in English Language Education Department. Ismiati and Erlin (2020) found that

higher education frequently requires the capacity to write in English. University students are expected to have a strong command of the English language in order to complete academic writing assignments and readily participate in written communications. The skill of writing is used in almost all learning processes. However, many students struggle with their writing anxiety. In Private University in Yogyakarta, especially in the first semester some students still have problems with academic writing anxiety. The focus of this research discusses academic writing. For this reason, this study aims to determine the factors that influence EFL students' academic writing anxiety and the strategies to reduce EFL students' academic writing anxiety.

Identification of The Problems

The problem taken for this study is based on the researcher's experience when taking writing classes in the first year of study. When taking academic writing courses, the researcher felt anxious and lack of self-confidence. This happens because the researcher is afraid to make writing errors that are not in accordance with applicable regulations which deal with how to make a good writing.

In addition, in the experience of taking an academic writing course, the researcher saw several classmates who felt anxious when they had to write English, for example, without observable behaviors, there appeared to be statements from classmates that they had said they were nervous when they were going to write, were confused about how to start writing, and they often absent from class on regularly. So many of them do not achieve their learning targets.

Therefore, this issue needs to be explored more deeply because writing skill is one of the important skills for ELED students. Students may feel more confident if they can write English fluently. In this study, the researcher investigates several factors that cause students' writing anxiety and their strategies to reduce them.

Delimitation of the problem

Based on the problems in the previous section, this research delimits the research focus. There are two focuses of this research, namely the factors that influence students' academic writing anxiety and the student's strategies to reduce academic writing anxiety. Secondly, the research place is also delimited, taking place only at ELED of private university in Yogyakarta. Thirdly, the researcher also delimits the participants in that only six participants will be recruited for this research. Finally, the only research method which is used in this study is qualitative method.

Research Questions

Based on the background above, the researcher formulates two research question:

1. What are the factors that influence EFL students' academic writing anxiety?

2. What are the EFL students' strategies to reduce their academic writing anxiety?

The Objectives of The Research

Based on the research questions, the objectives of the research are:

1. This study aims to determine the factors causing EFL students' academic writing anxiety.

2. This study aims to determine strategies that are used by the EFL students to reduce their academic writing anxiety.

The Significance of The Research

The findings of the research are expected to provide benefits and knowledge for students, teachers, and future researchers.

Student. This study will be used to determine how the factors influence students writing anxiety and the student's strategies to overcome writing anxiety. Students can use this research as a solution if they want to know why writing anxiety can be had on themselves.

Teacher. The findings of this study may be useful for teachers in improving their teaching perspective especially in dealing with writing anxiety in the student. Therefore, teachers can use this study as a reference to find out effective EFL teaching for students who have writing anxiety problems.

Future Researchers. The findings of this study can be useful for other researchers who are interested in exploring similar issues from different perspectives. This research can be a reference for other researchers.

Organization of The Chapter

This research consists of five chapters. The first describes the background of the research, identification of the research, delimitation of the research, research questions, the objectives of the research, and the significance of the research.

Chapter two is a literature review. This provides a definition of writing, definition of academic writing, the importance of academic writing, definition of anxiety, definition of writing anxiety, types of writing anxiety, the factors that influence students writing anxiety, and the student's strategies to reduce writing anxiety.

Chapter three is the methodology. This chapter describes how the research will be carried out by the researcher. The researcher chose to employ a qualitative descriptive technique to obtain clearer and more focused results. The participants of this study were six ELED students at a private university in Yogyakarta. The participants were students who experienced academic writing anxiety in a class that had used interviews as a data collection technique.

Chapter four contains findings and discussion of the data that have been gathered. The results of this study indicate that the factors causing students' writing anxiety are lack of inspiration, lack of vocabulary, lack of self-confidence, lack of grammar, lack of interest, pressure of perfect work, fear of making mistake, fear of negative evaluation, and pressure of time. In addition, regarding the second research question, the data revealed the strategies used by students to reduce writing anxiety such as seeking for help, having positive thinking, reading a lot of books, having enough rest, increasing vocabulary mastery, using grammar checking application, and trying to relax.

Chapter five contains the conclusion and recommendation. The conclusion will reveal all the results of the research such as describes a summary of the background of this research, research objectives, research methodology, and

research findings. In the recommendation the researcher elaborates on all elements

that are involved, which are given to teachers, students, and other researchers.