

CHAPTER I

INTRODUCTION

This chapter provides a brief description of the whole content of the research that includes background of the study, research questions, objective of the research, scope and limitation of the research, and definition of the keyterms.

1.1 Background of the Study

It is widely known that the significance of English as an international language and its widespread use among foreign language speakers. Dewi (2015) and Mukminin et al (2015) have asserted that English serves as a means of communication for individuals from diverse cultural, ethnic, and social backgrounds. Their research findings emphasize that English is no longer limited to native speakers but is also used by non-native speakers worldwide. Additionally, English is commonly employed as a language of instruction. Despite having English instruction for many years, many learners are unable to communicate in the target language. According to Koilara et al (2020), English being a foreign language in Indonesia has presented numerous challenges in the teaching and learning process within schools. The acquisition of English involves various components, including grammar and vocabulary. As a subject in schools, English encompasses four fundamental language skills: reading, writing, speaking, and listening.

In current EFL (English as a Foreign Language) research, considerable attention has been given to understanding the influence of psychological factors on learners' success or lack thereof. One prominent area of study within psychological factors is affective factors, which encompasses various emotional and attitudinal aspects of language learning. Anxiety is identified as one of the sub-categories under affective factors (Salehi and Marefat, 2014). Anxiety has emerged as a significant challenge for language learners, and its impact on foreign language learning has garnered growing concern (Oteir and Al-Otaibi, 2019). Anxiety is a condition experienced by everyone because it is a part of

living conditions. Anxiety is a source of motivation to develop person's ability to be better if anxiety is still in normal conditions. However, Hayat (2017) stated that anxiety that has exceeded normal limits or is called neuronal anxiety can disrupt self stability and life balance. He also added that anxiety experienced by a person will cause personal imbalances, such as feeling tense, restless, and nervous. People who feel anxious will feel trapped and cannot be free, so to get a sense of freedom, they must be free from anxiety.

Anxiety is also often experienced by students. They face many fears in the learning process, especially in developing their writing skills. This kind of anxiety is known as writing anxiety. According to Wahyuni and Umam (2017), writing is considered a difficult activity, even frightening for students who have difficulty putting their ideas through written words. They will feel fear and difficulty every time they face writing task. In term of Indonesian learners, they are still reluctant to write in English. This case is not caused by their incompetence, but because of the students' anxiety itself.

Solutions are needed to help students overcome their anxiety, one of which is through a good teaching strategy. According to Mustika and Wardah (2021), designing good strategies will be one of the important ways to achieve teaching goals in schools, especially to help students' learning process by overcoming their anxiety. Teaching strategies play a crucial role in the instructional process, as they involve the selection and implementation of various approaches to deliver learning content to students within a specific learning environment. These strategies encompass the design, variety, and arrangement of activities aimed at facilitating the acquisition of learning skills (Colombo, 2012).

Mustika and Wardah (2021) stated that the teaching strategies is closely related to the learning objectives. The behavior and competencies expected from students during and after the class serve as a guide for determining the appropriate strategies that will lead to the achievement of these goals. The selection of teaching strategies is based on their perceived

suitability and effectiveness in promoting learning outcomes and developing students' abilities. It is crucial for teachers to have a comprehensive understanding of the learning objectives and the desired student competencies in order to facilitate the selection of appropriate teaching strategies. By having a clear grasp of these aspects, teachers can align their chosen strategies with the intended learning outcomes.

In addition, they stated that to understanding the learning objectives and student competencies, teachers should also possess knowledge about the characteristics of the teaching strategies they plan to employ (Mustika and Wardah 2021). They also stated that it includes familiarity with the specific features, strengths, and limitations of each strategy. By being aware of these aspects, teachers can make informed decisions regarding the most suitable strategies for their instructional context. Furthermore, teachers need to consider the impact of the chosen teaching strategies on student abilities and overall learning outcomes. This requires an awareness of how each strategy can enhance specific skills, engage students, and facilitate effective learning experiences. By comprehending the potential effects of a strategy on student learning, teachers can make strategic choices that maximize the desired learning outcomes.

There are several previous studies that become the background of this research. The first research was conducted by Salehi and Marefat (2014) with a quantitative correlational design. In this study, the primary objective was to examine the impact of foreign language anxiety and test anxiety on the performance of foreign language tests. Additionally, the researchers aimed to explore any potential relationship between foreign language anxiety and test anxiety. The study involved the participation of 200 English as a foreign language students at the pre-intermediate (Pre 1) level. To assess the relationship between anxiety and test performance, the researchers likely administered measures or surveys to gauge foreign language anxiety and test anxiety levels among the participants. Test performance may have been evaluated through examinations or other

assessments specifically designed for this study. The findings of the study, as indicated by the correlation analyses, demonstrated a strong positive relationship between foreign language anxiety and test anxiety. This suggests that individuals experiencing higher levels of foreign language anxiety are also likely to experience higher levels of test anxiety. The results highlight the interconnection between these two forms of anxiety and their potential influence on foreign language test performance. The research sheds light on the psychological factors that can impact language learning and assessment outcomes. By identifying the relationship between foreign language anxiety, test anxiety, and test performance, the study contributes to the understanding of how anxiety levels can affect students' abilities to perform in foreign language tests.

In the research conducted by Zheng and Cheng (2018), a mixed-method approach was utilized to investigate the relationship between cognitive test anxiety and language achievement. The study aimed to examine whether cognitive test anxiety had a significant impact on students' language performance. The findings of the study indicated that cognitive test anxiety played a significant negative role in predicting language achievement. This suggests that students experiencing higher levels of cognitive test anxiety tended to have lower language performance. It implies that anxiety, specifically related to tests, can hinder language learning and achievement outcomes. The study found that most students did not perceive themselves as highly anxious in their university settings, including both classrooms and testing situations. However, they did express anxiety specifically towards English speaking skills in the classroom. This highlights the specificity of anxiety and how it can manifest in different language learning contexts.

The third research was conducted by Zemni and Alrefaee (2020). This study investigated the sources of reading anxiety among undergraduate female EFL students in KSA. The study compared the sources of reading anxiety between EFL students in the English Department and EFL students who study French as a foreign language.

Also, the study compared between the students in terms of year of study (level 1, level 2, level 3, and level 4). The findings of the study showed that text sources, such as unknown vocabulary and unfamiliar pronunciation, contributed more to reading anxiety than the personal sources of reading anxiety.

The fourth study was conducted by Sabti et al (2019) This study aimed to examine individual differences in Iraqi EFL learners' writing anxiety, writing self-efficacy, and writing achievement motivation in the Iraqi EFL context. A quantitative approach, specifically the correlational design, was employed to examine the abovementioned relationships. The sample of the study comprised 100 Iraqi undergraduate students majoring in English language from two Iraqi public universities. The findings of this study discovered that the higher the writing anxiety level, the poorer the writing performance, whereas the higher the writing self-efficacy and writing achievement motivation level, the better the writing performance. The findings of this study also indicated that both writing self-efficacy and writing anxiety, and writing anxiety and writing achievement motivation were negatively correlated, whereas writing self-efficacy and writing achievement motivation were significantly and positively correlated.

Another study was conducted by Indriyaty (2016). This study investigated students anxiety in speaking English in one Hotel and Tourism College in Bandung. This study examined types of anxiety, and source anxiety. This study was implementing characteristic of a case study. The data were obtained through observation of class interaction and interview. The study revealed two findings related to research questions. First, two types of anxiety were evidenced, for examples are trait anxiety and state or situational anxiety. Second, the students' anxiety in English speaking class was derived from three main sources of anxiety, for examples are communication apprehension, test anxiety and fear of negative evaluation. Moreover, as the interview data revealed, lack of vocabularies and lack of preparation have also contributed to students' anxiety in speaking.

Based on the five previous studies, it can be concluded that anxiety can affect students' learning abilities in English as a Foreign Language, either in speaking, reading, or in taking the EFL class test. However, this study aims to investigate the anxiety that affects the writing skills of 10th grade students of SMAN 1 Prambon, especially in writing narrative texts. This study uses a qualitative method with case studies to find out the level and type of anxiety experienced by students in writing narrative texts, as well as to find the solutions to overcome their anxiety.

1.2 Research Questions

1. What are the levels of students' writing anxiety in SMAN 1 Prambon?
2. What are the teacher's strategies to help the students to overcome their writing anxiety in SMAN 1 Prambon?

1.3 Objectives of the Research

Related to the research questions, it can be concluded that the objectives of the research are:

1. To find out the levels of students' writing anxiety in SMAN 1 Prambon.
2. To find out teacher's strategies to help the students to overcome their writing anxiety in SMAN 1 Prambon.

1.4 Scope and Limitation of the Research

This study focuses on the level of writing anxiety experienced by students when they write narrative text, and the teacher's strategies to help them overcome their writing anxiety. This research will be conducted on 10th grade students of SMA Negeri 1 Prambon Nganjuk.

1.5 Definition of Keyterms

1. Anxiety

Anxiety is a feeling of uncertainty, feeling worried about events that are not necessarily happening and it is experienced by someone who affects their emotions and the way they think when faced with situations that make them afraid.

2. Writing Skill

Writing is a productive skill to convey ideas, thoughts, and knowledge to others with the aim of informing, convincing and entertaining people.

3. Writing Anxiety

Writing anxiety is a feeling of fear, restless, and worry about events that are not happened yet and it can affect a person's writing ability.

4. Teaching Strategy

Teaching strategy is the approach chosen to provide learning materials to students in a particular learning environment which includes the design, variation and arrangement of activities that can convey learning skills to students.