

# CHAPTER I

## INTRODUCTION

In this chapter the researcher presents the beginning part of this thesis. It is concerned with background of study, research questions, research objectives, assumptions, hypothesis, significance of research, scope and limitation of research, and definition of key terms.

### A. Background of Study

English as international language has four skills and one of them is writing skill. Writing skill is a skill in which the students are trained on a variety of subjects related to writing. There are several experts who express what really writing is. Nunan stated that writing skill is possess an enormous challenge to produce “a coherent, fluent, extended piece of writing in one’s second language.<sup>1</sup> It can be said that writing skill is not just how to write or manage words, but it is how the student learns to recognize, manage, and overcome the problems that deal with writing itself such as capitalization, punctuation, grammatical form, and also the words that they will use in their writing.

Beside that, Myles also stated that writing skills must be practiced and learned through experience. Writing also involves composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing.<sup>2</sup> This skill is not only enough to be studied, but it requires a lot of practice which means that it requires the ability and creativity to put our thoughts into writing. This written form is actually more difficult than spoken because in spoken the speakers are sufficiently convincing the listeners by voice and expression. If their partners cannot understand, they are able to explain directly to them. However, on the written text, the writers have to form an expression through their writing to inform the readers. It is in line with Ilham’s opinion in her article that writing refers not only to the text in the written form but also in the process of thinking, composing, and encoding language into such text.<sup>3</sup>

---

<sup>1</sup> Nunan, D. *Second Language Teaching and Learning*. (Boston: Heinle & Heinle 1999), 271

<sup>2</sup> Myles. J. Second language writing and research: The writing process and error analysis in student texts. (*The Electronic Journal for English as a Second Language* .2002), 6(2).

<sup>3</sup> Ilham, The Correlation between Grammar and Reading Comprehension and EFL Learners’ Writing Performance. (*Paedagoria*. 2017), 8(2). 7

In addition, contrast to speaking, writing is rather complex since it is less spontaneous and more permanent. It is also obvious that in writing, unlike in conversation, we cannot interact with the listeners and adapt as we do the process of writing. It makes writing less flexible than conversation, and the language used in writing is more standardized.<sup>4</sup> In this case, the understanding of the readers depends on writers' writing because they cannot communicate directly with their readers. It means that they have to minimize ambiguity thing between themselves and the readers by using the clear and understandable sentences. Beside that, according to Cheng writing is an emotional as well as cognitive activity, in which we think and feel at the same time when produce particular writing.<sup>5</sup> This requires that a writer should be creative in making the writing in order the emotions that readers gain fit with what the writer wants in writing.

Talking about writing, there are several things that make the writer less able to convey his ideas and thoughts in written form. Those things are such as topic familiarity of writing, critical thinking and also fear or anxiety of error to present his ideas through written form. Topic familiarity will help the learners to be able to deliver their ideas through writing. It happens because they know what they will write about and manage what they should put in their writing. When the learners are familiar with the topic given by the teachers in their writing class, they are not confused as when they know nothing about the topic. Indah stated that topic familiarity or background knowledge is crucial for effective writing performance and it supports building the context in improving writing performance.<sup>6</sup> In delivering ideas through writing, the topic familiarity plays important rule for the learners. They are able to predict the content structure of their writing and show all their ideas related with the topic that have been given to them. It also helps them to manage the time in finishing their writing. In another sides, the learners can take limited time when they master the topic because they have already manage all the thing that will be discussed in their writing.

Indah also stated that the better comprehension on a topic the better writing produced by the students will be.<sup>7</sup> If the students master well about the topic, it means that they know and understand more about the issue that they will talk in their writing. Then they are able to

---

<sup>4</sup> Nita Maya Valiantien, et all. Igniting Students' Motivation in Writing Through Journal Writing. *Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT)*, 2016. 156

<sup>5</sup> Cheng, Y.-s. Factors Associated with Foreign Language Writing Anxiety. *Foreign Language Annals*, (2002), Vol.35 No.5, 647–656

<sup>6</sup> Indah, Rohmani Nur, Critical Thinking, Writing Performance and Topic Familiarity of Indonesian EFL Learners. *Journal of Language Teaching and Research*, (2017) Vol. 8, No. 2., 229-236

<sup>7</sup> Indah, Rohmani Nur, *Topic Familiarity, Writing Performance and Critical Thinking Skills of English Department Students*. (Disertation, State University of Malang, 2013)

make clear every single thing they stated on it. In this case, their product of writing is appropriate with the request either from their teachers, lectures, or others command. So that is why, topic familiarity influences the learners writing skill because it can decide they can produce the good writing or not.

As stated before that the topic familiarity influences the student's writing achievement because their familiarity to the topic given will help them easily in delivering their ideas. Besides, they will understand to what they deliver. However, the topic familiarity is not enough for the students in increasing their writing achievement. They also need critical thinking to the topic given by the teacher. By this condition, they will be able to show a lot of ideas in their writing and they will be more focus on their ideas they shown. Then those ideas they share will be understandable easily by the reader and all the sentences or the ideas connect each other which complete of meaning.

Linda stated that critical thinking incorporates how learners develop and apply thought to understand how thinking can be improved.<sup>8</sup> In this case, the learners are able to present their thought or idea and then develop it to be good and correct information which can be delivered for everyone else. In this thinking process, the students are able to understand how their thought improved in facing the problem. In term of writing, when their thought is improved, they will be able to choose the appropriate concept to the problem or the topic of the writing. After that, they will think intens more about the ideas they will put on the the concept related with the problem they have. They will analyze those ideas whether they can decide the problem solving or not in their writing topic. Then, by having good critical thinking they will have ability in decision making to choose their best ideas. That is why, having good critical thinking is really important to be had by every learners. It will improve the quality of their writing in which it also influence their writing achievement.

Actually not only topic familiarity and critical thinking which affect the learners' writing achievement, but also another part that is writing anxiety. According to Kara, anxiety is one of the factors that affects the process and the result of English learners' performance in English writing.<sup>9</sup> In other words, anxiety is the students' internal problem that influence their self-confident in producing writing. Anxiety or feeling afraid of having mistake will disturb the learners in their process of writing. This condition shows that they are not sure with their own writing so it give big effect to their writing result. This statement is supported by Liu and

---

<sup>8</sup> Murawski, Linda M. Critical Thinking in the Classroom... and Beyond. (*Journal of Higher Education*, 2014) Vol. 10. Issue.1. pp.25-30

<sup>9</sup> Kara, S. Writing anxiety: a case study on students' reasons for anxiety in writing classes. (*Anoda Journal of Educational Sciences International*, 2013) Vol.3 No.1. 104-105 in Della and Bambang Article

Ni; they stated that writing anxiety has negative effect on students' action in writing a foreign language. The effects of writing anxiety can likely weaken the learners' ability and confidence about their writing achievement.<sup>10</sup> Writing anxiety makes the learners less ability and concentration related with their writing. This feeling also disturbs them to produce a gorgeous writing because it influences their confidence too. Therefore, the students who have writing anxiety will tend to produce minimal writing.

Although the students know more about the topic of writing and supported by their grammar mastery, but when they feel anxiety or have less confident, those two important point cannot help them in increasing their writing. The anxiety does affect writing achievement, such as learners will never be brave to show their thoughts in term of written text. The same research was ever conducted by Fatmawati in term of correlation between students' anxiety, grammar mastery, and writing skill in which this research conducted in State Islamic Junior High School 2 Surakarta. This research showed that there is positive correlation among those variables. It means that the students' anxiety and grammar mastery correlate and contribute to the students' writing skill.<sup>11</sup>

From those explanations above, the researcher intend to conduct the research entitled "*A Path Analysis on the Topic Familiarity, Students' Critical Thinking, Writing Anxiety and Their Writing Achievement of Undergraduate Students of IAIN MADURA*" in order to know the correlation and the contribution among the topic familiarity, critical thinking, writing anxiety and their writing achievement in Undergraduate writing class of IAIN Madura.

## **B. Research Questions**

Research question or we can call it as research problems are the educational issues, controversies, or concerns that guide the need for conducting a study.<sup>12</sup> It is some question form related with the object that will be investigated. The research questions of this study are:

1. Is there any significant direct contribution of topic familiarity toward the students' writing achievement of Undergraduate students of IAIN Madura?
2. Is there any significant direct contribution of topic familiarity toward the students' critical thinking of Undergraduate students of IAIN Madura?

---

<sup>10</sup> Liu, M., & Ni, H. Chinese university efl learners' foreign language writing anxiety: pattern, effect and causes. (*English Language Teaching Journal*, 2015) Vol.8 No.3. 46-58

<sup>11</sup> Fatmawati, Evi Kudriyah, *Correlation Between Students' Anxiety, Grammar Mastery, and Writing Skill of Seventh Grade Students of Mts Negeri 2 Surakarta*, (Thesis, 2017)

<sup>12</sup>John W.Creswell, *Educational Research :Planning, Conducting, and Evaluating Quantitative And Qualitative Research*, (Boston: Pearson Education, 2012), page. 59.

3. Is there any significant direct contribution of writing anxiety toward the students' critical thinking of Undergraduate students of IAIN Madura?
4. Is there any significant direct contribution of writing anxiety toward the students' writing achievement of Undergraduate students of IAIN Madura?
5. Is there any significant direct contribution of critical thinking toward the students' writing achievement of Undergraduate students of IAIN Madura?
6. Is there any significant indirect contribution of topic familiarity toward the students' writing achievement mediated by critical thinking of Undergraduate students of IAIN Madura?
7. Is there any significant indirect contribution of the students' writing anxiety toward their writing achievement mediated by critical thinking of Undergraduate students of IAIN Madura?

### **C. Research Objective**

A research objective is a statement of intent used in quantitative research that specifies goals that the investigator plans to achieve in a study.<sup>13</sup> It is the goals of the research in which it is able to answer the research questions. The following are the objective of this study:

1. To investigate whether there is any significant direct contribution of topic familiarity toward the students' writing achievement of Undergraduate students of IAIN Madura
2. To investigate whether there is any significant direct contribution of topic familiarity toward the students' critical thinking of Undergraduate students of IAIN Madura
3. To investigate whether there is any significant direct contribution of the students' writing anxiety toward their critical thinking of Undergraduate students of IAIN Madura
4. To investigate whether there is any significant direct contribution of the students' writing anxiety toward their writing achievement of Undergraduate students of IAIN Madura
5. To investigate whether there is any significant direct contribution of the students' critical thinking toward their writing achievement of Undergraduate students of IAIN Madura
6. To investigate whether there is any significant indirect contribution of topic familiarity toward the students' writing achievement mediated by critical thinking of Undergraduate students of IAIN Madura

---

<sup>13</sup> Ibid. 111.

7. To investigate whether there is any significant indirect contribution of the students' writing anxiety toward their writing achievement mediated by critical thinking of Undergraduate students of IAIN Madura

#### **D. Assumptions**

Assumption is the researcher's belief that the relationship between two variables exist and can be discovered.<sup>14</sup>

1. There is significant direct contribution of topic familiarity toward the students' writing achievement of Undergraduate students of IAIN Madura
2. There is significant direct contribution of topic familiarity toward the students' critical thinking of Undergraduate students of IAIN Madura
3. There is significant direct contribution of writing anxiety toward the students' critical thinking of Undergraduate students of IAIN Madura
4. There is significant direct contribution of writing anxiety toward the students' writing achievement of Undergraduate students of IAIN Madura
5. There is significant direct contribution of critical thinking toward the students' writing achievement of Undergraduate students of IAIN Madura
6. There is significant indirect contribution of topic familiarity toward the students' writing achievement mediated by critical thinking of Undergraduate students of IAIN Madura
7. There is significant indirect contribution of the students' writing anxiety toward their writing achievement mediated by critical thinking of Undergraduate students of IAIN Madura

#### **E. Hypothesis**

Hypothesis is the researcher's prediction.<sup>15</sup> In this case, there are some hypothesis as following:

1. H<sub>a1</sub> (Alternative Hypothesis): There is significant direct contribution of topic familiarity toward the students' writing achievement of Undergraduate students of IAIN Madura  
H<sub>01</sub> (Null Hypothesis): There is no significant direct contribution of topic familiarity toward the students' writing achievement of Undergraduate students of IAIN Madura

---

<sup>14</sup> Adnan Latief. *Research Method on Language Learning An Introduction*. (Malang : UM Press, 2019), page. 54.

<sup>15</sup> Ibid.

2. H<sub>a2</sub> (Alternative Hypothesis): There is significant direct contribution of topic familiarity toward the students' critical thinking of Undergraduate students of IAIN Madura  
H<sub>02</sub> (Null Hypothesis): There is no significant direct contribution of topic familiarity toward the students' critical thinking of Undergraduate students of IAIN Madura
3. H<sub>a3</sub> (Alternative Hypothesis): There is significant direct contribution of writing anxiety toward the students' critical thinking of Undergraduate students of IAIN Madura  
H<sub>03</sub> (Null Hypothesis): There is no significant direct contribution of writing anxiety toward the students' critical thinking of Undergraduate students of IAIN Madura
4. H<sub>a4</sub> (Alternative Hypothesis): There is significant direct contribution of writing anxiety toward the students' writing achievement of Undergraduate students of IAIN Madura  
H<sub>04</sub> (Alternative Hypothesis): There is no significant direct contribution of writing anxiety toward the students' writing achievement of Undergraduate students of IAIN Madura
5. H<sub>a4</sub> (Alternative Hypothesis): There is significant direct contribution of critical thinking toward the students' writing achievement of Undergraduate students of IAIN Madura  
H<sub>04</sub> (Alternative Hypothesis): There is no significant direct contribution of critical thinking toward the students' writing achievement of Undergraduate students of IAIN Madura
6. H<sub>a4</sub> (Alternative Hypothesis): There is significant indirect contribution of topic familiarity toward the students' writing achievement mediated by critical thinking of Undergraduate students of IAIN Madura  
H<sub>04</sub> (Alternative Hypothesis): There is no significant indirect contribution of topic familiarity toward the students' writing achievement mediated by critical thinking of Undergraduate students of IAIN Madura
7. H<sub>a4</sub> (Alternative Hypothesis): There is significant indirect contribution of the students' writing anxiety toward their writing achievement mediated by critical thinking of Undergraduate students of IAIN Madura  
H<sub>04</sub> (Alternative Hypothesis): There is no significant indirect contribution of the students' writing anxiety toward their writing achievement mediated by critical thinking of Undergraduate students of IAIN Madura

## **F. Significance of the Research**

Talking about significance of the study, this study has two kinds of significance of study. They are theoretical significance and practical significance. The following is the explanation of those significant of study:

### **1. Theoretical significance**

Theoretically, the researcher hopes that this study will enrich the sciences by supporting knowledge information about the influences and the contribution among the topic familiarity, critical thinking, writing anxiety and writing achievement. Beside that, it is also hoped to promote sciences that has been already existed.

### **2. Practical significance**

#### **a. Students**

By knowing the result of this study, the students will know some factors that may influence their English writing achievement. Then it will be their self reflection in their studying. So, when they feel their writing bad or they get low score in writing class, they can check their familiarity of the topic, critical thinking, and writing anxiety to make sure that there is no problem among them that can effect their writing achievement.

#### **b. Teachers/Lectures**

This study will be useful for the educational developer, as like teachers or lectures. By viewing the results of this study, the teachers can apply the findings of the study or apply them directly to the teaching activity in the classroom to increase their students' writing achievement.

#### **c. Further Researchers**

This study is also useful for the further researchers that interested in this field. They can use this study to be their guidance related with correlation and contribution among topic familiarity, critical thinking, writing anxiety, and their writing achievement. In other words, they can use this study to be their previous study or they can find the gap of this study to be continued.



## **G. Scope and Limitation of Research**

The scope of this research focuses on investigating the path analysis of the topic familiarity of writing, the students' critical thinking, writing anxiety, and their writing achievement. Limitation are potential weaknesses or problems with the study identified by the researcher.<sup>16</sup> The limitation of this research is limited on the fourth semester students of undergraduate students of IAIN Madura.

## **H. Definition of Key Terms**

In this study there are four variables and the following are the definition of key terms to make the readers in line with the researcher.

### **1. Topic Familiarity**

Topic familiarity is the students real world experience and expectation that they have about the topic. The students are familiar with the exist writing topic or they know more and ever experience the topic. they can recall their past memory in their mind related with the topic itself.

### **2. Critical Thinking**

Critical thinking is ability to thinking fast, sistematic and logic in understanding concept and belief in deciding an action to solve the problem. It is about the students' ability to think of the problem critically and try to find some of problem solving to solve the problem they have. The students have to have critical thinking to solve the writing topic and make it good writing work.

### **3. Writing Anxiety**

Writing anxiety is the students' afraid feeling of making mistakes in writing. The feeling is not only about the afraid feeling, but also feeling of tension, apprehension, and nervousness. Every student can have this kind of feeling if they think about their learning, such as when they are asked to give participation in the learning process.

### **4. Writing Achievement**

Writing achievement is the students' competence in term of writing. It is the students' achievement in trying to put down their thoughts or ideas into word by word and then connect them to be good sentences in which those sentences formulated to be paragraphs. Writing achievement is very important to be had by the students to increase their English score.

---

<sup>16</sup> Ibid. John W.Creswell, *Educational Research :Planning, Conducting, and Evaluating Quantitative And Qualitative Research*. 199.