**CHAPTER I  
INTRODUCTION**

This introductory chapter discusses the background of the study, the reasons for choosing the topic, the research questions, the study's objective, the study's significance, and the critical term of definition.

* 1. **Background of The Study**

English is the only foreign language taught as an essential subject in Indonesian school curricula. In learning English, students must master and develop at least four skills; speaking, reading, listening, and writing. The four skills are separated into two groups; listening and reading skills are called passive skills of languages (respective skills), meanwhile speaking and writing skills are called active skills of languages (productive skills) (Harmer, 2004). However, the researcher was just concerned with writing skills.

According to Oz (2006, p. 251) cited in Asmaril (2013), writing is one of the language skills that expresses thoughts, feelings, wishes, and arguments in written form and then requires skill rather than knowledge. Meanwhile, Muhammad Fareed (2016) stated that writing is the ability to use signs and symbols that have meaning to express our emotions or feelings. Nevertheless, before the students write, they must have an idea, primarily when writing in a foreign language. It is not only in creating and forming ideas but also in translating these ideas into readable texts (Mirza, 2016 ). To write excellently in a foreign language, students must know grammar, vocabulary, linguistics, and others to build a paragraph.

Moreover, Al\_Sawalha (2012), Renandya (2002), and Huwari (2016), pointed out that writing is the most difficult one. So, Students can experience stress and fear. This condition was called writing apprehension.

Daly and Miller derived the term writing apprehension (1975), as cited in Kostić-Bobanović et al. (2016), which referred to the circumstances and individual differences in several subjects related to the tendency to approach or avoid situations that are considered to have the potential to result in writing. Writing apprehension reflects that writers or students avoid situations when they ask to write or when their writings will be evaluated. Besides, writing apprehension was similar to anxiety, block, and fear.

Qadir S M (2021) used writing apprehension to refer to someone's bad feelings and fears that cause some parts of the writing process to be distorted and to discover how writers have a writing fear problem when working on assignments. Some students find writing fun; they enjoy the activity of putting their ideas or thoughts on paper. Nevertheless, on the other hand, writing will be a challenging experience, even frightening for students who struggle to put their thoughts into written form every time they face a written assignment. Moreover, the student apprehensive about writing was mainly influenced by their negative impressions of writing as a challenging task (Muslim, 2020 ).

Pratiwi's (2021) study found that most EFL students at Universitas Internasional Batam have high writing apprehension. Likewise, Wahyuni & Umam (2017) said Indonesian learners still worry and fear writing in English. That happens because they are not competent enough yet and because the students are apprehensive, blocked, and can compose English writing.

Similarly, according to Al Sahwa et al. (2012), in their study “The Effects of Writing Apprehension in English on the Writing Process of Jordanian EFL Students at Yarmouk University," the results showed that Third-year Jordanian English language and literature majors at Yarmouk University exhibit high writing apprehension. Therefore, the researcher is interested in determining the level of writing apprehension and the factors that cause writing apprehension among undergraduate EFL learners.

* 1. **Reason for Choosing the Topic**

Based on the background above, writing is the most difficult of the four English skills, and some research has found that most EFL learners have a high apprehension, so the researcher of this study is interested in investigating "Writing Apprehension among Undergraduate EFL Learners."

* 1. **The Research Questions**

It is evident from the initial background research that the majority of learners were obstacles in writing. To clarify, the research questions for this study are as follows:

**1.3.1** What are the levels of writing apprehension among undergraduate EFL learners?

**1.3.2** What factors cause writing apprehension among undergraduate EFL learners' perspectives?

**1.4 The Research Objective**

Based on the formulation above, the objectives of this study are:

**1.4.1** To determine the level of writing apprehension among undergraduate EFL Learners.

**1.4.2** To determine factors that cause writing apprehension among EFL learners' perspectives.

**1.5 The Scope of The Study**

This study dominated writing apprehension among undergraduate EFL learners. Focusing on the effectiveness of writing apprehension using the English language includes a rich vocabulary command of various sentence structures, clarity of thinking, and active writing.

This research was conducted at one of the colleges in Garut. It took twenty-eight English Foreign learners as participants to gain data on EFL learners' writing apprehension.

**1.6 The Significance of The Study**

This research is expected to have the following contributions;

1. Theoretically, this study is expected to add to the existing literature source and give information about increasing writing apprehension in the undergraduate EFL classroom.
2. Practically, it is expected to contribute to and clear understanding of teacher development in the student activities in writing skills.

**1.7 Research Methodology**

Regarding the research questions, this study used a small-scale mixed methods study because, according to Creswell (2012), mixed method research uses quantitative descriptive and qualitative research and methods for collecting and analyzing data to understand a research problem.

* 1. **The Definitions of Term**

The terms are necessary to be defined as follows;

1. According to Pratama (2012), writing expresses the author's thoughts to organize ideas into language that conveys them effectively. In academics, writing is the skill we have at the school level based on the 2013 curricula. Besides, writing must be mastered in English.
2. Apprehension: feeling worried, fearful, and anxious about something terrible that will happen in the future. Writing apprehension is described as a person's capacity to compose under various forms of pressure. Based on the circumstances, the average level may underperform or worry less about writing (Kostić-Bobanović, 2016). Writing apprehension affects the learners while learning and teaching the writing process.