

JORDANIAN PhD STUDENTS' EFL WRITING APPREHENSION

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Abstrak

Kajian mengenai kebimbangan menulis yang dialami oleh pelajar yang bahasa ibundanya bahasa Inggeris telah dijalankan secara meluas. Namun, kajian yang sedemikian dalam kalangan pelajar yang mempelajari bahasa Inggeris sebagai bahasa asing (EFL) masih agak terbatas. Malah, kajian yang meneliti kebimbangan menulis yang dialami oleh pelajar siswazah EFL, khususnya kajian yang melibatkan wacana akademik amat terhad. Oleh itu, kajian ini memberi tumpuan terhadap kebimbangan menulis yang dialami oleh pelajar EFL Jordan semasa menulis tesis PhD di Malaysia. Kajian ini bermatlamat untuk meneroka penyebab kepada kebimbangan menulis, menerangkan kesan kebimbangan menulis dan mengenal pasti strategi yang digunakan oleh pelajar PhD dari Jordan untuk mengurangkan kebimbangan menulis. Dua teori diupayakan dalam kajian ini, iaitu Teori Afektif dan Teori Sosio-kognitif. Tiga teknik pengumpulan data digunakan dalam kajian kes kualitatif ini, iaitu temu bual yang diadakan dengan 21 orang pelajar PhD dari Jordan, temu bual yang dikendalikan dengan sembilan orang penyelia dan analisis sembilan kertas cadangan PhD. Empat tema utama yang berkaitan dengan penyebab kebimbangan menulis diperlihatkan, iaitu kurang pengetahuan tentang struktur bahasa Inggeris, Sikap negatif terhadap penulisan, Pengalaman menulis yang negatif pada masa lampau dan pengetahuan yang terbatas dalam penulisan akademik. Kesan peribadi, kesan sosial dan kesan akademik merupakan tiga tema yang terhasil berhubung dengan kesan kebimbangan menulis. Empat strategi telah diupayakan untuk mengurangkan kebimbangan menulis, iaitu strategi tingkah laku, strategi ulasan pakar dan maklum balas, strategi kognitif dan strategi afektif. Kajian ini menyimpulkan bahawa kebimbangan menulis merupakan fenomena yang lazim dalam kalangan pelajar yang dikaji. Kesemua pelajar mengaku mengalami tahap tertentu dalam kebimbangan menulis mereka sama ada pada tahap rendah, sederhana atau tinggi. Kajian ini menyumbang kepada kosa ilmu berhubung kebimbangan menulis, khususnya penyebab, kesan dan strategi. Kajian turut mengetengahkan faktor dalaman dan faktor luaran yang mempengaruhi kebimbangan menulis.

Kata kunci: Kebimbangan menulis, Bahasa Inggeris sebagai bahasa asing, Teori Afektif, Teori Sosio-kognitif

Abstract

Although studies on writing apprehension on native learners of English have been done extensively, studies on English as a foreign language (EFL) learners are scant. In fact, limited studies have examined writing apprehension experienced by EFL postgraduate learners, in particular written academic discourse. Therefore, the study focused on writing apprehension experienced by Jordanian EFL learners when writing their PhD thesis in Malaysia. The objectives of the study were to explore the causes of writing apprehension, to explain the effects of writing apprehension, and to identify the strategies that the Jordanian PhD students used to reduce writing apprehension. Two theories were used in this study, namely Affective theory and socio-cognitive theory. In this qualitative case study, three techniques of data collection were used: interviewing 21 Jordanian PhD students, interviewing nine supervisors, and also analysing nine PhD proposals. Four main themes emerged pertaining to causes of writing apprehension which are Lack of knowledge in English structure, Negative attitude toward writing, Negative writing experience in the past, and Inadequate knowledge in academic writing. Three main themes which emerged in relation to the effects of writing apprehension were Personal effects, Social effects, and Academic effects. In relation to the strategies employed to reduce writing apprehension, four main strategies were found. They are Behavior strategy, Expert review and feedback strategy, Cognitive strategy, and Affective strategy. The study concluded that writing apprehension was a prevalent phenomenon among the students. All the students admitted experiencing a certain level of writing apprehension either low, moderate or high level. The study contributes to the body of knowledge on writing apprehension related to causes, effects and coping strategies. It highlights internal and external factors which contribute to writing apprehension.

Keywords: Writing apprehension, English as a Foreign Language, Affective Theory, Socio-cognitive Theory

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List of Abbreviations

WA	-----	Writing Apprehension
CA	-----	Communication Apprehension
WAT	-----	Writing Apprehension Test
SLWAT	-----	Second Language Writing Apprehension Test
SLA	-----	Second Language Acquisition
ESL	-----	English as a Second Language
EFL	-----	English as a Foreign Language
L1	-----	First Language
L2	-----	Second Language
NS	-----	Native Speakers
NNS	-----	Non- Native Speakers
UUM	-----	Universiti Utara Malaysia
UUMCAS	-----	UUM College of Arts & Sciences
UUMCOB	-----	UUM College of Business
UUMCOLGIS	-----	UUM College Of Law, Government and International Studies
MoHE	-----	Ministry of Higher Education
DOI	-----	Digital Objective Identifier
MOE	-----	Ministry of Education

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

English is a vital language. It plays an important role in two ways: education and business. Nowadays, most universities in the world use English language as the medium of instruction. Learning English language may help students to perform well in their academic studies (Kirkpatrick, 2011). English language involves four language skills: writing, reading, listening, and speaking. It has been found in many studies that most second language learners believe that writing is one of the most difficult language skills to master (Kurk & Atay, 2007; Latif, 2007; and MacIntyre & Gardner, 1989). In addition, writing is not an easy task to do because it is a sophisticated skill compared with other skills (Abu Shawish & Atea, 2010; Daud, Daud & Abu Kassim, 2005).

English as a Second Language (ESL)/English as a Foreign Language (EFL) learners face problems when writing in English such as writing their ideas clearly, organizing the writing, making grammatical mistakes, and having fear of writing itself. In other words, writing is an activity that needs mental effort to think out, combine and arrange sentences to produce meaningful ideas. It is not a skill to be learned in isolation from the other language skills: listening, speaking and reading (Al-Sobh & Al-Abed Al-Haq, 2012). A person has to go through a few stages before he or she can produce a final piece of writing. According to Hughey, Wormuth, Hartfiel & Jacobs (1983), there are three stages of writing: pre-writing, free-writing, and re-

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