CHAPTER I
INTRODUCTION

This chapter provides an overview of the primary subject matter of this research, explaining the significance and substantiating with theories relevant to the subject, including the background, research questions, research purposes, research significance, research scope, conceptual framework, and previous studies.

A. Background

Writing is widely recognized as an intricate process in terms of execution and instruction. Many studies have examined the facets of lecturers' opinions on teaching writing in diverse settings (Nurhayati & Kurniasih, 2016). Insufficient evidence exists on professional development in higher education. Student academic writing remains a focal point of instruction and learning in higher education. However, it is sometimes overlooked as an integral part of the curriculum. Studies have been conducted to examine certain aspects of the writing support function. However, the perspectives of lecturers on the methods they employ to enhance academic writing in their field have been generally overlooked in the conversation. They employ techniques to cultivate scholarly writing within the field.

Research by Arkoudis & Tran (2010) indicates that academic writing in specific fields is primarily a solitary effort for instructors and their pupils. The study explores how affective strategy, as one of the indirect strategies, is used to build a relaxing environment for EFL students to write. Affective strategies are believed to help students engage in the writing process in terms of quality and volume. Writing is one of the four English skills that students must acquire to succeed in their English studies. According to Hosseini et al. (2013), writing as a craft is intertwined with human life since individuals require it to complete their various transactions. Writing is the most challenging skill for second or foreign-language learners to master. Therefore, a teacher must have a way out of a strategy to help students write class difficulties.

According to Hayes & Flower (1980), as cited in Cer (2019), writing is a difficult activity since it is one of the required abilities to produce the symbols and signs needed to communicate our ideas and feelings. Furthermore, Hadley & Reiken (1993), as cited in Alisha et al. (2019), state that writing involves the skill of creating, which means being able to either narrate or describe information or to convert knowledge into new texts, such as in expository or argumentative writing. The use of learning strategies has received much attention in the last few decades. According to (Chan, 2014), teachers might develop a better understanding of the various aspects involved in learning by studying students' use of strategies during the learning process. Furthermore, August & Pease-Alvarez (1996), as cited in Chan (2014), state that using strategy can motivate students to learn English successfully and efficiently while allowing them to create their methods of learning English.

In general, student writers need to construct their ideas to understand the message conveyed in writing. Furthermore, Taheri et al. (2019), as cited in Kurniawati (2022), state that learning techniques play a crucial part in the academic success of English as a Foreign Language (EFL) or English as a Second Language (ESL) learners. It occurs because the application of learning strategies adds to the successful and effective acquisition of four English abilities. To achieve success, language students must actively participate in their learning activities. Therefore, in order to improve their writing performance and skills, students require additional methods, such as learning strategies.

According to Brown & Lee (2015), teaching strategies are developed to facilitate the implementation of a variety of teaching approaches and procedures. On the other hand, the definition of strategy is stated by Brown & Lee (2015), as cited in Efriyandi (2017), as "particular methods to problems or tasks, operational strategies for accomplishing specific goals, and planned designs for managing and modifying particular information." The aim is to develop more interesting learning environments and apply technology where it makes sense. In other words, learning strategies refer to the methods and approaches employed during the learning

process. Oxford (1992) sees the direction of language learning techniques as being towards the improvement of writing competency.

An affective strategy is a part of an indirect learning strategy, which is one of the strategies used to increase the volume and quality of student writing. According to Beseghi (2022), affective techniques are one of the six categories of language acquisition strategies. Oxford (1990) states tripartite classification into cognitive, metacognitive, and socio-affective strategies. Language learning techniques refer to the particular actions that learners take to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. Oxford (1990) claims that macro-categories are identified into two groups: direct and indirect strategies. O'Malley et al. (1985) categorized language learning techniques into three primary subgroups: metacognitive strategies (planning and evaluating learning), affective strategies (managing emotions and attitudes), and social strategies (learning and collaborating with others).

Beseghi (2022) states that affective strategies are the techniques and approaches that focus on the emotional and motivational aspects of learning a foreign language. Referring to Oxford (1990), as cited in Beseghi (2022), affective strategies are aimed at three factors: lowering your anxiety (utilizing humour, melodies, and tranquillity), encouraging yourself (engaging in self-reward, affirming optimistic beliefs, and making calculated decisions despite the apprehension of potential failure), taking your emotional temperature (writing a diary, sharing emotion with others).

This study argues for the necessity of clearly establishing the link between instructing educators in writing and enhancing their ability to instruct their students in writing class. The issues lecturers face in assisting their students with the writing process revolve around the fundamental areas of assessment and learning. The emotional factors associated with writing difficulties significantly influence both the process and outcome (Bruning & Horn, 2000). McLeod (1991) examined several practical definitions of the affective domain and the writing process;

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numerous definitions focused on the connection between emotions and writing, with the goal of enhancing learners' self-assurance in their writing skills.

It encompasses a variety of instructional methods that have proven effective in enhancing students' self-assurance and proficiency in writing. In order to achieve success in writing, students must demonstrate dedication and active involvement, as well as invest the required time, effort, and emotional commitment. Furthermore, the researcher intends to investigate the affective strategies used by English Education lectures to enhance their students' writing abilities. Unconsciously, Indonesian students who are learning English as a foreign language encounter certain challenges in acquiring proficiency in the English language Alisha et al. (2019). Typically, learners encounter difficulties when attempting to form a sentence, paragraph, or text Kurniawati (2022). Put in other words, some issues may arise when producing text; students who rarely write in English frequently encounter difficulty when their lecturers ask them to write down their ideas, thoughts, or experiences. Thus, problems with text writing are common among writers and foreign language learners. It is supported by Apsari (2017), as cited in Alisha et al. (2019), which states that writing plays a crucial role in both professional and personal spheres as it allows people to assess their cognitive capabilities based on the content and style of written communication.

To teach writing, a teacher could use a variety of tactics. Further, research by Park (1997) found that students' learning strategies contribute significantly to improving their English skills. Tan et al. (2017) stated that although high and low students utilize different tactics, they all agree that strategies improve their writing abilities. Therefore, learning a language necessitates a method that is acceptable to learners in order to achieve their objectives. Based on the researchers above, strategies helped language learners improve their language abilities, particularly in writing. Unconsciously, the utilization of learning methodologies enhances the acquisition of all four English language abilities in a proficient and efficient manner. In order to achieve success, language students should actively engage in

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their learning activities Kurniawati (2022). The writer needs to implement certain strategies to facilitate and organize their learning.

There are four types of research that are pertinent to the current research. The first research is *Emotions and Foreign Language Learning In Online Classrooms: Affective Strategy Applications* by Beseghi (2022). This research discusses aspects of students' emotions and foreign language learning during the learning transition period in online classes. The second research is *The Students' Perception Towards Peer Feedback As Social-Affective Strategy In Writing Recount Text Skill* by Kurniawati (2022). This research was conducted to discuss the influence of writing strategies in reducing anxiety levels and writing problems at senior high schools in Gresik. The third research is *Supporting Lecturers in the Disciplines in the Affective Academic Writing Process* by Donnelly (2014). This study was conducted to evaluate the experiences of lecturers in their own affective writing process using reflective critical incident analysis to provide positive models for students. Affective states such as a sense of classroom community, self-efficacy, and writing anxiety influence writing behaviour and performance. The last research is *The Impact of writing anxiety, writing achievement motivation, and writing self-efficacy on writing performance: A Correlational Study of Iraqi tertiary EFL Learners* by Sabti et al. (2019). This study was conducted to evaluate individual differences in writing anxiety, writing self-efficacy, and achievement motivation of Iraqi EFL learners in the Iraqi EFL context using a quantitative approach to find out Iraqi EFL learners' writing self-efficacy and writing anxiety.

The results of preliminary observation show that writing is widely recognized as a complicated and complex process, and this requires the use of strategies in teaching writing classes. Learners often encounter difficulties when attempting to build a sentence, paragraph, or text, and writing can provide challenges for EFL students who have less expertise in English. Affective strategies, as one of the indirect strategies, are used to build a calming environment for EFL students to write. It is believed that it can help students engage in the writing process, write better in terms of quality, and more in terms of their writing volume. Nevertheless,

this recent research differs from previous research. This research investigates English lecturers' strategies in teaching writing at the English Education Department UIN Sunan Gunung Djati Bandung.

B. Research Questions

From the description above, this research is intended to answer the two following questions:

1. How is an affective strategy applied to create a relaxed EFL writing class by the lectures experience at the English Education Department?
2. Which aspects of EFL students' writing do lecturers feel have developed after using affective strategies?

C. Research Purposes

From the research questions above, this study is aimed at obtaining the two following purposes:

1. To figure the use of affective strategies in creating a relaxed EFL writing class by the lectures experience at the English Education Department.
2. To find out the aspects of EFL students' writing develop after using the affective strategy.

D. Research Significances

This research is expected to be a source of information about using affective strategy theory to help students create a relaxed classroom environment and atmosphere in an EFL writing class. Theoretically, this study is also expected to provide an understanding of learning alternatives using strategies in teaching and learning activities in class and their effects on students and teachers, especially for students in EFL writing classes.

Practically, this research can help lecturers improve and provide variety in teaching skills, mainly to make the learning experience more meaningful. Thus, a teacher can stimulate using affective strategies to write easily to students who have

difficulty writing in class. And the use of affective strategies can help solve student difficulties.

In addition, this study can help students deal with anxiety and fear of failure during the writing process in an EFL class. And help teachers know the learning strategies they use to create a relaxed writing class atmosphere.

E. Research Limitation

This study aims to investigate the mechanism of writing learning strategies used by English Education Lecturers at UIN Sunan Gunung Djati Bandung to improve the writing skills of their students. To distinguish the study, strategies are defined depending on the classification given by Oxford's theory (1996), namely memory strategies, strategic cognitive, strategic expenditure, strategic metacognitive, affective strategies, and social strategies. The findings of this study are only objective for the research subjects, but these findings can be valuable materials for future investigations and educational purposes.

F. Conceptual Framework

Writing, as one of the language skills, arises from the significant impact that language has on human existence. Among the other skills, writing is considered an essential skill for human beings as it is closely intertwined with everyday existence and plays a key function in the development and expression of language. Nurwanda (2019) defined writing is the process of telling and expressing thoughts, feelings, and ideas in writing, whether the writing is intended for oneself or another. According to Alisha et al. (2019), as cited in Apsari (2017), writing is a complex process activity as it encompasses the ability to generate the necessary symbols and signs to articulate our feelings and ideas. Nevertheless, learners often encounter difficulties when attempting to build a sentence, paragraph, or text. Writing can provide challenges for students who have less expertise in English. When teachers assign tasks that require students to express their ideas, thoughts, or experiences in writing, these students often encounter difficulty Alisha et al (2019).

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In other words, Indonesian students who are learning English as a foreign language encounter certain challenges in acquiring proficiency in the English language. According to Hadley (1993), as cited in Alisha et al. (2019), writing is a complex process that requires a variety of cognitive and metacognitive tasks, such as brainstorming, planning, outlining, organizing, drafting, and revising. Writing becomes challenging for students of English as a foreign language. According to Sabti et al. (2019), as cited in Kurniawati (2022), during the writing process, students are required to engage in pre-writing, outlining, drafting, editing, and revising. Furthermore, the intricacies of writing frequently give rise to difficulties for students, including a lack of motivation to complete writing duties and a disregard for the quality of their writing.

Learning techniques play a crucial part in the academic success of English as a Foreign Language (EFL) or English as a Second Language (ESL) learners. As Taheri & Mashhadi Heidar (2019), as cited in Kurniawati (2022), stated, utilizing learning methodologies enhances the acquisition of all four English language skills in a proficient and efficient manner. In order to achieve success, language students should actively engage in their learning activities.

Language learning strategies exhibit significant diversity and can be classified into discrete categories. O'Malley et al. (1985) described language learning strategies more comprehensively. The methods are categorized into three primary categories: cognitive (employing a specific method for a given task, such as repetition, reasoning, and analysis) metacognitive (pertaining to the process of learning). For instance, the cognitive aspects of a task involve organizing, planning, and monitoring, while the socio-affective aspects involve interacting with oneself and others, such as cooperating with peers and requesting clarification.

There are numerous learning strategies that students can employ when writing in order to enhance their writing abilities. One of them is the affective strategy. The affective strategy is an indirect component of the language learning strategy (LLS). According to Mandasari & Oktaviani (2018), as cited in Zakaria et al. (2019), the affective method is the most effective strategy for motivating students to acquire a

second language. Students will be able to engage with their emotions and reduce the challenges they confront by motivating themselves.

Oxford defined the method as having control over one's self-esteem in order to foster positive values in language acquisition. It is one of the characteristics of a good language learner, and students can use positive influences to improve their language skills (Lavasani & Faryadres, 2011). Rossiter (2003) stated an affective technique assists students in managing language learning by enabling them to connect the learning environment with their individual learning strengths. Social or affective methods refer to the techniques employed by learners to acquire knowledge through engaging with their peers and seeking clarification from the teacher, with the aim of comprehending complex subjects or alleviating anxiety (Serri et al. 2012).

Affective methods in learning pertain to the utilization of techniques that address emotions, attitudes, motivation, and values, which exert a substantial influence on learners and the process of language acquisition. These tactics aid learners in regulating their emotional state, motivation, and attitudes to optimize their learning experience and results. Affective techniques refer to indirect approaches in language acquisition that centre around the management of emotions, attitudes, and motivation in order to enhance the learning process. The strategies encompass reducing anxiety, fostering self-motivation, and assessing one's emotional (Rossiter, 2003).

Affective methods encompass learning techniques that specifically target the management and mastery of emotions, encompassing both negative and positive states (Penuelas, 2012). There is a growing recognition among educators and mental health experts of the significant role that public schools have in promoting a positive self-concept and self-esteem in kids (Williamson, 1974). By fostering a favourable emotional atmosphere, instructors can improve students' learning experiences and results. In summary, affective strategies are essential in the educational context for enhancing students' learning experiences. They help regulate emotions, foster a

supportive learning environment, and promote a positive self-concept and self-esteem among students.
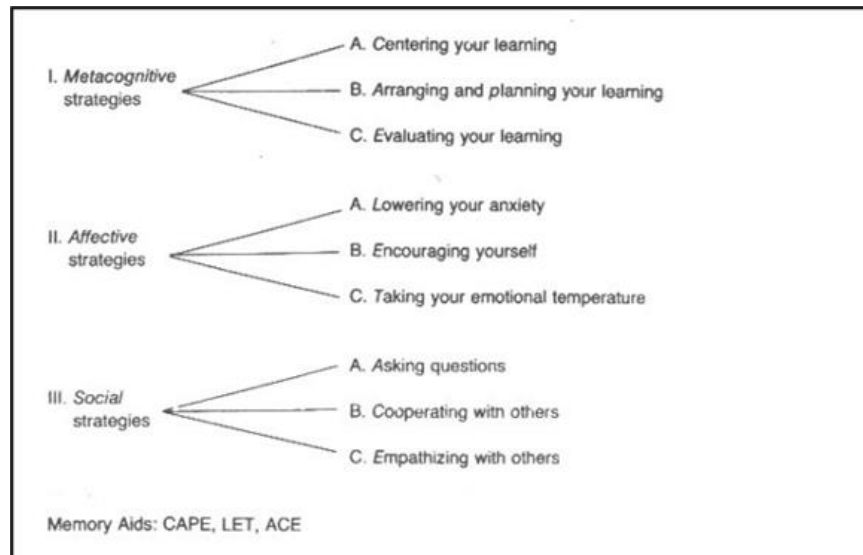

Figure 1.1 Diagram of indirect strategies (Source: Oxford, 1990a)

In addition to the classification by O'Malley et al. (1985), as cited in Oxford (1990), language learning strategies are classified into two main groups: direct strategies and indirect strategies. Each group are divided into three subcategories, namely metacognitive strategies, affective strategies, and social strategies, which are included under the category of indirect strategies. Cognitive techniques, compensatory methods, and memory strategies are all examples of direct strategies.
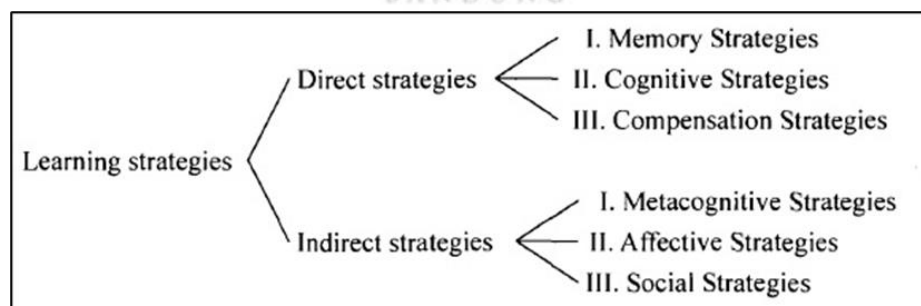

Figure 1.2 Diagram of learning strategy (Source: Oxford, 1990b)

It has been contended that language learners have at their disposal a multitude of diverse tactics that can be employed:

a. Affective strategies

The technique referred to as affective is characterized by the following actions: reducing anxiety, fostering self-encouragement, and assessing emotional state. The research conducted by Dreyer et al. (2018) & Ehrman & Oxford (1990) among South African EFL learners and by Ehrman & Oxford (1990) among native English speakers learning foreign languages found a significant correlation between affective strategies, such as recognizing one's mood and anxiety level, discussing emotions, providing rewards for good performance, and utilizing deep breathing or positive self-talk, and L2 proficiency.

The use of strategies can enhance a calming environment by promoting a positive emotional climate, educators can enhance students' learning experiences and outcomes. This is classified in the category of reducing anxiety in language learning rules, which states that students often experience anxiety when using a new language; thus, reducing learner anxiety is important to help learners learn more effectively.

b. Social strategies

The aforementioned activities represent the final categories, namely inquiring, collaborating, and demonstrating empathy towards others. A study conducted by Hsiao (2004) found a substantial correlation between social techniques and second language (L2) proficiency. This finding was supported by the studies conducted by the South African EFL and Anderson (2004), which focused on native-English-speaking foreign language learners.

c. Metacognitive strategies

The following acts exemplify metacognitive strategies: focusing on the learning process, organizing and strategizing the learning, and assessing the learning. Purpura (1997), as reported in Anderson (2004), discovered that metacognitive strategies exert a substantial, favourable, and direct influence on the utilization of cognitive strategies. This finding provides compelling evidence that metacognitive strategy employment possesses an executive role in the accomplishment of tasks.

d. Cognitive Strategies

Cognitive strategies involve the execution of several actions, including Engaging in deliberate practice, employing methods for receiving and transmitting messages, evaluating and reasoning, and constructing a framework for input and output. The correlation between cognitive methods and EFL study was statistically significant, as shown by Ku (1995) in Taiwan, Oxford in Turkey, and Park (1997) in Korea.

e. Compensation Strategies

The activities are classified as compensating techniques, namely clever guessing and overcoming restrictions in speaking and writing. Nevertheless, Oxford (1990) argues that compensating methods, regardless of their purpose in language use, also contribute to language learning.

f. Memory Strategies

The learners utilize many memory strategies, including forming mental associations, employing visual and auditory stimuli, engaging in a thorough review, and taking action. Research has demonstrated a connection between memory methods and proficiency in learning a second language. This connection has been observed in a course specifically focused on memorizing a high amount of Kanji characters Matsui et al., (2008), as well as in second language courses meant for native English speakers learning foreign languages (Sarani & Kafipour, 2008)

Furthermore, Mystkowska-Wiertelak (2016) also classified affective methods as encompassing techniques that involve stimulating positive feelings, beliefs, and attitudes, fostering and sustaining motivation. These strategies encompass a wide range of tactics that assist learners in addressing personal challenges and barriers. Therefore, in this case, the researcher took the subcategory of affective strategies, which are included in the category of indirect strategies as strategies that can help students reduce anxiety so that they can create a calming classroom atmosphere with the hope of helping students overcome personal challenges and obstacles.

G. Previous Researches

There are some previous studies regarding affective strategies that can build a relaxed environment in writing. First, Sönmez (2019) aims to find out the use of effectiveness functionality of strategies in writing a story and how to evaluate stories based on the use of affective strategies in Turkish prospective teacher participants. This research uses a mixed research design that uses qualitative and quantitative data collection processes simultaneously. The research results showed that the story-writing training provided according to cognitive and metacognitive or affective strategies supported the participants' story-writing skills. The effectiveness and functionality of the strategies were assessed by reviewing the stories written at the end of the training using a specially developed rubric.

Second, research by Bielak (2018) focused on investigating the effects of strategy instruction (SI) aimed at reducing anxiety on affective strategy use, as well as language and test anxiety levels. This study used participants from English departments at a small university in Poland. This research uses a quasi-experimental research procedure design extending over one year. The research results show that affective strategy instruction (SI) leads to increased utilization of affective strategies, as well as a broader range of methods overall, particularly in the context of the specific language exam.

Third, the study by Martínez Pérez (2023) identified the use of affective learning to develop writing skills in second-grade students' second language development by paying attention to the socio-emotional side. This research uses a qualitative method with the use of teacher data collection instruments assisted by various techniques developed during learning. The participants of this study were a group of second-year students from 66 technical secondary schools. The results showed that students experienced delays that arose in the face of a global pandemic that did not allow their progress in a second language, and students were affected emotionally and academically.

Last, Daneshfard & Saadat (2023), which focused on the effectiveness of teaching integrated writing (IW) strategies to EFL learners as well as changes in writing self-efficacy, anxiety, and motivation, were examined. To gain a deep

understanding of a problem. The researcher took a participant sample of 30 English Literature students studying in an EFL context participating in an IW course, and their performance before and after teaching was compared using a rubric. This research uses a convergent mixed methods design. The instrument used was an interview to find themes regarding effectiveness. The results of quantitative data analysis using the paired sample t-test and the Wilcoxon Signed Rank test show an increase in IW abilities and students' use of strategies, especially in the use of resources. Qualitative data also revealed that students found the teaching and strategies to be effective. However, although students' self-efficacy increased and their anxiety was largely reduced by learning, their motivation remained statistically stable.

Based on the previous research, this study is simply different from the previous one since it aims to determine the lecture's strategy for building a relaxed writing environment. This research utilizes a qualitative research design, using interviews and questionnaires. It consists of several open-ended questions to interview the participants. The participants are lecturers who taught writing courses at UIN Sunan Gunung Djati Bandung. There are several questions for lecturers regarding perceptions of the use of strategies in teaching writing courses. This research focuses on lecturers' strategies in teaching writing courses to create a relaxed environment, which contrasts with the previous research.