UNIVERSITI TEKNOLOGI MARA

WRITING APPREHENSION, SELF-EFFICACY TOWARDS WRITING AND ATTITUDES TOWARDS WRITING IN AN ESL CLASSROOM

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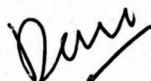
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ABSTRACT

This study is a quantitative study on writing apprehension, self-efficacy towards writing, and attitude towards writing in an ESL classroom among TESL undergraduate students of UiTM Shah Alam, Selangor, Malaysia. The purpose of this study is aimed at exploring the factors that instigate and aggravate TESL undergraduate students' writing apprehension, distinguishing the degree of students' self-efficacy towards writing, identifying students' attitudes towards writing in an ESL classroom, investigating the significant difference among writing apprehension, self-efficacy in writing, and attitudes towards writing with demographic information. Moreover, this study is also aimed at examining the significant relationship between writing apprehension and self-efficacy and writing apprehension and attitudes towards writing. The respondents for this correlational design study were 158 TESL undergraduate students of UiTM Shah Alam. The results of this study showed that majority of these students responded positively to the questionnaire in regards to writing apprehension, self-efficacy towards writing and attitudes towards writing among TESL undergraduate students. It was discovered that these students have low writing apprehension and high self-efficacy and showed positive attitudes towards writing in an ESL classroom. The relationship between writing apprehension and self-efficacy towards writing managed to obtain a negative weak correlation and the relationship between writing apprehension and attitudes towards writing also showed negative weak correlation. Suggestions to help students improve included providing extra feedback on students' papers, facilitating discussion on the challenges of writing, tutoring, and mentoring students who need additional writing support, enhancing reading activities as it helps in writing competence, journal writing and one-to-one meetings between lecturers and students where it help students express their feelings on the challenges they face with a particular writing task. It is hoped that the study will contribute to the improvement of L2 writing among ESL learners especially those who major in English. Further enhancement of L2 writing could benefit the students, lecturers, as well as other stakeholders in the field.

ABSTRAK

Kajian ini merupakan kajian kuantitatif mengenai kebimbangan menulis, keberkesanan diri kearah penulisan, dan sikap terhadap penulisan dalam kelas ESL dikalangan pelajar Sarjana Muda TESL UiTM Shah Alam, Selangor, Malaysia.Tujuan kajian ini adalah bertujuan untuk meninjau faktor-faktor yang menghasut dan memburukkan mahasiswa TESL kebimbangan bertulis, membezakan tahap pelajar keberkesanan diri kearah penulisan, mengenalpasti sikap pelajar terhadap penulisan dalam kelas ESL, menyiasat perbezaan yang signifikan di antara kebimbangan menulis, *self-efficacy* bertulis dan sikap terhadap bertulis dengan maklumat demografi. Selain itu, kajian ini juga bertujuan untuk memeriksa hubungan yang signifikan antara penulisan dan keberkesanan diri dan menulis dan sikap terhadap menulis. Responden bagi kajian yang berbentuk korelasi ini melibatkan 158 pelajar TESL Sarjana Muda UiTM Shah Alam. Keputusan kajian ini menunjukkan bahawa majoriti pelajar bertindak balas secara positif terhadap soal selidik dalam hal kebimbangan menulis, keberkesanan diri kearah penulisan dan sikap terhadap penulisan dikalangan pelajar Sarjana Muda TESL. Keputusan kajian ini telah mendapati bahawa pelajar-pelajar mempunyai kebimbangan mentulis yang rendah dan keberkesanan diri yang tinggi dan menunjukkan sikap positif terhadap peulisan dalam kelas ESL. Manakala, hubungan antara kebimbangan menulis dan keberkesanan diri kearah penulisan berjaya mendapati korelasi yang lemah negatif hubungan antara kebimbangan menulis dan sikap terhadap penulisan juga menunjukkan korelasi yang lemah negatif. Cadangan untuk membantu pelajar memperbaiki penulisan mereka termasuklah menyediakan maklumbalas tambahan terhadap kertas pelajar, memudahkan perbincangan mengenai cabaran bertulis, tunjuk ajar dan bimbingan pelajar yang memerlukan sokongan bertulis tambahan, meningkatkan aktiviti membaca kerana aktiviti membaca membantu dalam kecekapan menulis, penulisan jurnal dan pertemuan satu-ke-satu antara pensyarah dan pelajar di mana pertemuan itu membantu pelajar meluahkan perasaan mereka mengenai cabaran yang mereka hadapi dengan tugas bertulis tertentu. Adalah diharapkan kajian ini akan menyumbang kepada peningkatan bertulis L2 dikalangan pelajar ESL terutama mereka yang terlibat dalam bidang Bahasa Inggeris. Oleh itu, dengan meningkatkan lagi penulisan L2 boleh memberi manfaat kepada pelajar, pensyarah, dan juga pihak berkepentingan yang lain di dalam bidang ini.

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