UNIVERSITI PUTRA MALAYSIA

ESL PRE-UNIVERSITY LEARNERS' WRITING APPREHENSION LEVELS AND THEIR WRITING QUALITY

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FBMK 2016 66

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By

J.D. KUMUTHINI JAGABALAN

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in
Fulfillment of the Requirements for the Degree of Masters of Arts**

November 2016

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Master of Arts

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Chairman   :   Helen Tan, PhD
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The study examines the relationship between writing apprehension and argumentative writing quality of L2 learners. Literature revealed that there is a need for pre-university institutions to have sufficient research input on writing problems in particular the writing apprehension among their learners.

For this reason, the study investigated the relationship between the overall writing quality scores and the writing apprehension dimensions' scores. The study also investigated the relationship between overall writing apprehension scores and the learners' writing quality subscale scores. Finally, the writing quality of a group of high and low apprehensive writers' argumentative compositions were examined qualitatively.

320 pre-university learners participated in the study and the instruments employed were Second Language Writing Anxiety Inventory (SLWAI), argumentative writing and Analytic Scale of Argumentative Writing (ASAW). These findings were subjected to descriptive and correlation analyses using Statistical Package for Social Science (SPSS). As for the qualitative analysis, a purposive selection of 30 argumentative compositions were selected based on the individuals' writing apprehension scores to determine the differences in the writing quality between the high and low apprehensive writers.

The results indicated that there was a moderate level of writing apprehension among the pre-university learners in argumentative writing. Among the SLWA dimensions, cognitive and somatic anxieties obtained the highest mean score. Besides, the highest mean score was observed in the language conventions and organization dimensions. Additionally, the qualitative research indicated that compositions produced by high and low apprehensive writers differ significantly in structure, language use, and amount of

information conveyed . The low apprehensive writers have better repertoire of vocabulary, grammar and overall language ability than the high apprehensive writers. As seen from the results of the study, writing apprehension did in some ways affect the writing quality of the students. Therefore, it is important that writing instructors are aware of these debilitating factors so that they can empower their students to write successful compositions.

To conclude, the main contribution of this study is the results of the writing apprehension scores on SLWAI to writing task revealed that some moderately-apprehensive learners scored excellent and competent writing scores. This suggests that these learners' in spite of their writing apprehension might possess a sufficient amount of persistence, determination, diligence or other positive characteristics to battle writing apprehension and be successful language learners. Apart from that, this study has utilized analytic scoring using ASAW. The pre-university learners, therefore, can have some useful diagnostic information about the points of strengths and weaknesses in their argumentative writing. This will gradually improve their writing quality in L2 writing. Finally, writers with low apprehension showed fluency in argumentative writing. They wrote with three times more words than the high apprehensive learners in a timed writing task.

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KEBIMBANGAN PENULISAN DAN TAHAP PENULISAN OLEH   PELAJAR PRA-UNIVERSITI

Oleh

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Kajian ini telah menyiasat hubungan di antara keresahan dalam penulisan dan pencapaian pelajar pra-universiti dalam esei perbahasan. Sumber literasi mendedahkan bahawa kajian melibatkan hubungan di antara keresahan penulisan dan pencapaian pelajar pra-universiti adalah terhad.

Kajian kuantitatif dan kualitatif telah digunakan. Kajian kuantitaif telah mengukur skor keseluruhan keresahan penulisan, skor dimensi keresahan dalam penulisan di kalangan pelajar pra-universiti, skor keseluruhan pencapaian pelajar dan pencapaian pelajar dalam setiap subskala penilaian. Secara kualitatif, perbandingan telah dibuat untuk memastikan perbezaan dalam hasil penulisan oleh pelajar yang mempunyai keresahan penulisan tinggi dan rendah. Bagi memenuhi kriteria tersebut, intrumen seperti soalselidik, sebuah esei perbahasan dan skala pengukur pencapaian pelajar telah digunakan utuk pengumpulan data. Kajian ini telah melibatkan 320 pelajar. Data kuantitatif yang diperoleh telah dianalisis dengan menggunakan SPSS versi 21.0 Windows. Manakala, kajian kualitatif pula dijalankan dengan 30 esei yang telah dipilih daripada pelajar yang mempunyai keresahan penulisan rendah dan tinggi.

Secara keseluruhan, para pelajar pra-universiti mempunyai tahap keresahan dan tahap pencapaian sederhana. Kebimbangan kognitif dan somatik memperolehi skor min yang tertinggi. Tambahan pula, skala tatabahasa dan organisasi menunjukkan skor min tertinggi. Seterusnya, dapatan kualitatif menunjukkan perbezaan ketara dalam struktur dan penggunaan bahasa. Pelajar yang mempunyai keresahan penulisan yang rendah menunjukkan tahap kosa kata, tatabahasa dan kemahiran berbahasa yang lebih baik dalam penulisan. Dapatan kajian telah merumuskan bahawa keresahan penulisan memberikan kesan negatif terhadap kemahiran penulisan para pelajar. Oleh itu, adalah penting kepada para pendidik untuk memahami fenomena ini bagi meningkatkan kemahiran penulisan para pelajar.

Sebagai sumbangan, dapatan menunjukkan bahawa pelajar yang menunjukkan keresahan penulisan sederhana telah mendapat markah cemerlang dalam penulisan esei perbahasan. Ini menyatakan bahawa faktor-faktor seperti kerajinan, ketekunan dan berkelakuan positif dapat menangani keresahan penulisan di kalangan pelajar. Selain daripada itu, instrumen penilaian esei yang telah digunakan memberikan informasi penting tentang ciri-ciri penulisan pelajar secara spesifik. Ini akan membantu para pelajar untuk mengatasi kelemahan mereka dalam penulisan karangan perbahasan.

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ACKNOWLEDGEMENTS

I certify that a Thesis Examination Committee has met on 8 November 2016 to conduct the final examination of J.D. Kumuthini a/p Jagabalan on her thesis entitled "ESL Pre-University Learners' Writing Apprehension Levels and their Writing Quality" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Master of Arts.

Members of the Thesis Examination Committee were as follows:

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This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfillment of the requirement for the degree of Master of Arts.The members of the Supervisory Committee were as follows:

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Date:

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Declaration by graduate student

I hereby confirm that:
- this thesis is my original work;
- quotations, illustrations and citations have been duly referenced;
- this thesis has not been submitted previously or concurrently for any other degree at any other institutions;
- intellectual property from the thesis and copyright of thesis are fully-owned by Universiti Putra Malaysia, as according to the Universiti Putra Malaysia (Research) Rules 2012;
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Declaration by Members of Supervisory Committee

This is to confirm that:
- the research conducted and the writing of this thesis was under our supervision;
- supervision responsibilities as stated in the University Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) are adhered to.

Signature:
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LIST OF ABBREVIATIONS

ASAW	Analytic Scale of Argumentative Writing
C	Claim
B	Backing
D	Datum
ESL	English as Second Language
EFL	English as Foreign language
FLCAS	Foreign Language Communicative Anxiety Scale
HA	High Apprehension
LA	Low Apprehension
L1	First Language
L2	Second Language
M	Mean
MUET	Malaysian University English Test
R	Correlation
R	Rebuttal
SD	Standard Deviation
SLWA	Second Language Writing Apprehension
SLWAI	Second Language Writing Apprehension Inventory
W	Warrant
WAT	Writing Apprehension Test

CHAPTER 1

INTRODUCTION

1.1   Background of the study

In the present global economy, a country's favourable outcome determined by the competencies, knowledge and capacity of its residents hence, there is no a better predictor of a country's future than what is presently take effect in its classrooms (Malaysia Education Blueprint 2013-2025, 2012). In addition, Malaysian Blueprint 2013-2025 (2012) outlined that every young resident will be, at minimum, operationally conversant in Bahasa Malaysia (national language of unity) and English (international language of communication). In a rather new endeavour, the Ministry of Education Malaysia, has implemented upholding the Malay language and strengthening the command of the English Language policy (Bernama, 2014). As a result, the Malaysian education system educates the learners to become proficient not only in the national language but also in the English language as a second language.

However, second language (L2) learning in the classroom has not always been an anxiety-free experience for most learners (Zhang, 2001). This is because, language learning anxiety which is a specific reaction occurs only when a learner takes part in a language learning activity in a language classroom (Horwitz, Horwitz, & Cope, 1986). Moreover, MacIntyre and Gardner (1994) labelled L2 anxiety as "The feeling of tension and apprehension specially associated with second language contexts, including speaking, listening, and writing" (p. 284). Therefore, researchers reported that L2 learners experienced anxiety in all the language skills, namely writing (Atay & Kurt, 2006; Cheng, 2004; Latif, 2007; and Onwuegbuzie, 2000), speaking, (Aida, 1994; Chan, Ain & NurKarimah 2012; Cheng Horwitz, & Schallert, 1999 and Woodrow, 2006) reading, (Grills-Taquechel, 2012; Sellers, 2000; Wu, 2011; and Zhao, 2009) and listening (Elkhafaifi, 2005; Vogely, 1998 & 1999; and Wang, 2010).

Horwitz, Horwitz and Cope (1986) perceived anxiety as a foremost hindrance because the researchers (Foroutan, 2012; Horwitz, 2001 and MacIntyre & Gardner, 1991a) reported that anxious learners were less courageous to be involved in the language learning activities and achieved lower performance than the low anxious learners. Hence, learners who possibly experience language anxiety not only interact ineffectively but, choose to escape from the learning activity in the classroom. As a result, for highly anxious individuals, their interest and achievement in learning a language is affected (Eysenck, 1979). Therefore, language anxiety is not only an additional component that can be neglected in L2 acquisition; rather it is a fundamental emotional construct that is important in affecting L2 learning (Zhang 2001).

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Subsequently, writing is an important assessment in L2 classrooms. However, learning to write involves much apprehension as learning the other skills such as speaking (Tsui, 1996). It has been identified to have negative consequences on writing outcome too (Cheng, 2004; Hassan, 2001; Horwitz, 2001; Foroutan, 2012 and Huwari, 2011). Regardless of the several efforts applied to improve learners' L2 writing, it is still considered as challenging skills to be mastered by most L2 writers at all levels (Atay & Kurt, 2006; Erkan & Saban, 2011; Cheng, 2002; Hassan, 2001; Latif, 2007; Raimes, 2012 and Tsui, 1996).

Cheng, Horwitz, and Schallert (1999) claimed writing apprehension as "Language-skill specific anxiety," which is dissimilar from a general classroom type of anxiety (p. 417). In addition, writing apprehension is a situational-specific anxiety as it is the discomfort feelings writers experience while writing compositions (Latif, 2007). As a result, in this study writing apprehension is viewed as the L2 learner's general predisposition that predicts how they react to the situation in or through which they may be involved in attempting writing tasks or in which their writing may be assessed.

Pre-university level programme can be considered as a degree bridge programme for learners who desire local universities and college admissions to prepare them for tertiary education. Writing is one of the important components tested in pre-university level programme. However, it is regarded as one of the challenging areas of English Language Instruction (Pandian, 2006). Hence, the pre-university learners are generally weak in the skill of writing (Noraina, 2005). When these learners unable to write effortlessly, they feel very frustrated and dissatisfied with their inability (Shaharizam, 2005). As a consequence, the weak performance in writing of these learners has been a concern between the administrators and educators in order to prepare them to become versatile and adaptable learners in the local universities.

Corresponding to the preceding statement, the researchers (Chan, Ain & NurKarimah, 2012; Darmi, 2014; Foroutan, 2012 and Noorzaina, 2009) reported that writing apprehension among university learners in Malaysia is worrying. What is more, the Higher Education Ministry of Malaysia revealed that the level of competency of about 29 per cent of the 132,000 university learners' was either at Band 1 or Band 2 — the lowest in the Malaysian University English Test (MUET). Furthermore, it was also reported that about 43 per cent was at Band 3 (average), 21 per cent at Band 4 (satisfactory), 5 per cent at Band 5 (good) and only the remaining 2 per cent was at Band Six, which is the highest in the test (Atan, 2007). These findings arguably suggest that the English proficiency of Malaysian learners is still low at universities in Malaysia.

Apart from that, composing an argumentative writing is a common writing task in pre-university level institution's summative assessments as well as in MUET assessment. Hence, the academic success of the pre-university learners' in language is highly dependent on their ability in taking a position and providing credible support in their writing (Nimehchisalem, 2010).

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According to Zhu (2001), most participants perceived argumentative assignment as a challenging and even stressful task because it involves several cognitive processes such as stating a claim, providing data to support that claim, acknowledging the possible counter-arguments and offering rebuttals (Toulmin, 2003). In addition, some tertiary level learners indicated that the anxiety level was high when they were working on the argumentative writing (Zhu, 2001). When these learners were unable to master these skills, they viewed writing as a complicated and unfruitful activity (Cheng, 2004). Such daunting challenge could be a reason for the apprehensive writers to give up writing at the pre-university level.

All in all, writing apprehension could be employed as an important predictor to decide the success rate of acquiring competency of L2 learners at any level and at any period of time. Therefore, there is a need for research regarding the issue of writing apprehension interference in argumentative writing consisting of well-designed educational methods to enable practicing instructors to improve results for their learners at the pre-university level before they enter universities.

1.2 Problem Statement

English language helps learners to set up a balance between the national and international requirements and challenges manifested through linguistic educational policies (Gill & Kirkpatrick, 2013). Therefore, to uplift Malaysia in the international arena, effective learning of the English language is absolutely crucial and anxiety should not be a hindrance in the learning of the language. As such, the issue of Second Language Writing Apprehension (SLWA) is worth being explored in depth for its potential negative effects in argumentative writing.

Argumentative writing was regarded for that purpose because previous studies had mainly correlated writing apprehension with gender, race, MUET results and academic performance of Malaysian L2 learners (Abdullah & Abdul Rahman, 2006; Foroutan, 2012; Min, 2014 and Noorzaina, 2009). Thus, the present study correlated ESL learners' writing apprehension levels with writing quality of argumentative compositions. Moreover, a review of literature discovered that a relatively limited number of studies were carried out to study writing apprehension levels of the tertiary learners in Malaysia (Abdullah & Abdul Rahman, 2006; Chan, Ain & NurKarimah, 2012; Darmi, 2014; Latif, 2007; Majid 2012; Min 2014; Noorzaina, 2009 and Wong, 2012). Therefore, there is a need to conduct studies to determine the writing apprehension levels and the writing quality in the pre-university context.

Apart from that, compared to similar studies conducted in other L2 contexts (Abdullah & Abdul Rahman, 2006; Atay & Kurt, 2006; Foroutan, 2012; Latif, 2007; Min, 2014 and Noorzaina, 2009), the present study was unique in investigating the writing quality of different stakeholders who are the high and low-apprehensive learners. Furthermore, to the researcher's best knowledge there was no correlation study undertaken using a combined design of quantitative and qualitative method to examine the relationship

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between the writing apprehension and the writing quality of argumentative composition using Writing Apprehension Inventory (SLWAI), argumentative task and Analytic Scale of Argumentative Writing (ASAW).

To conclude, the correlation studies on argumentative writing difficulties and writing apprehension among pre-university learners' are scarce, resulting in a dearth of insights about the challenges that Malaysian pre-university learners' face with argumentative writing tasks. As a result, the variables in the writing assessment scale used in this present study have the potential to bring a new insight to L2 writing apprehension literature particularly writing anxiety among pre-university learners.

1.3   Objectives of the study

This study aims to identify the different levels of writing apprehension in relation to writing apprehension dimensions such as cognitive anxiety, avoidance behaviour and somatic anxiety among L2 learners. Moreover, the study further examines the overall writing performance of the L2 learners' in argumentative writing and determines the relationship between the different dimensions of writing apprehension and the L2 learners' writing quality. Besides, the overall writing performance of the L2 learners' is also compared with writing apprehension scores to see if there is any significant difference between the different dimensions of writing quality and writing apprehension. Finally, to the differences in the writing quality between the high and low apprehensive L2 learners are also compared and contrasted.

1.4   Research Question

In view of the above objectives, the following research questions were formulated to guide the study:

RQ 1: What is the overall writing apprehension level of the L2 learners?

RQ 2: Is there any significant difference between writing apprehension mean score   and the test value?

RQ 3: What is the level of writing apprehension dimensions of L2 learners?

RQ 4: What is the overall writing quality of the L2 learners?

RQ 5: Is there any significant difference between writing quality mean score and the test value?

RQ 6: To what extent are the three dimensions (somatic anxiety, cognitive anxiety and avoidance behaviour) of the writing apprehension related to the L2 learners' writing quality?

RQ 7: To what extent do the sub scales (content, organisation, vocabulary, language conventions and overall effectiveness) of writing quality correlated with writing apprehension?

RQ 8: Does writing apprehension scores contribute to any significant differences in pre-university learners' argumentative writing quality?

RQ 9: How is the writing quality different between the high and low apprehensive L2 learners?

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1.5   Research Hypotheses

The following non directional null hypotheses were drawn up as possible answers to
the objectives and research questions presented.

1.   There is no significant difference between writing apprehension mean score
        and the test value.
2.   There is no significant difference between writing quality mean score and the
        test value.
3.   There is no difference in the different three dimensions of writing
        apprehension, in related to their writing quality.
4.   There is no difference in the different five sub scales of writing quality, in
        related to the learners' writing apprehension.

1.6   Significance of the study

This study is a vital endeavour in enhancing the understanding of the level of SLWA
experienced by the pre-university learners and its association with writing quality.
Learners, practitioners and policy makers may benefit from this study.

Writing apprehension is a debilitating factor (Cheng, 2004) that hinders pre-university
learners from showing their full potential in argumentative writing. Although some
educators at the pre-university level acknowledge the need to make the writing as
enjoyable and anxiety-free as possible, they are reluctant to find ways to attain such a
goal hence, being unable to respond to the learning needs of individual learners (Riasati,
2011). Thus, the researcher found a need to measure the learners' apprehension and
writing quality levels to give an insight to the educators to treat the problem from
constantly not remaining among the pre-university learners. This study may encourage
the educators to identify the teaching strategies to create a more conducive and relaxing
ambience in the L2 classrooms to minimize the apprehension of writing.

Writing is an imperative component tested in Malaysian University English Test
(MUET). The findings of the present study may become a platform for instructors to
develop a better understanding about SLWA. Most L2 learners often lack of necessary
skills to meet the demands of academic literacy when they enter university (Nambiar
2007). Therefore, the findings of the first and forth research questions provide tertiary
level educators with adequate knowledge on the type of future tertiary level learners
they are to deal with. It also gives insights into how instructors can build up suitable
interventions to decrease writing apprehension and promote autonomy among L2
learners. It may guide the instructors to be aware of their learners' psychological and
physiological demands through the process of teaching and learning. Subsequently,
answering the rest of the research questions provide insight into how far L2 learners'
writing quality can possibly be affected by writing apprehension. Such knowledge and
understanding are needed, particularly at pre-university level where written tests are
often administered in testing learners' proficiency in language classrooms. Apart from
that, the empirical evidence measuring the relationship between SLWA and writing

quality is important to avoid misleading assumptions among language learners. Some educators may relate the learners' language competency and writing ability with Sijil Pelajaran Malaysia (SPM) English at the pre-university level therefore, these findings are helpful in approving or disapproving their assumptions.

The findings of the last research question would help to identify those areas that need reinforcement to develop writing quality of the ESL learners. The material planners and curriculum designers can incorporate components that focus on argumentative writing to comprehend the difficulties learners' experience when they write. Such stakeholders can then use suitable methods to develop learners' competence in argumentative writing. Besides, it helps the pre-university learners' to overcome certain challenges in argumentative writing.

As a final remark, this study is important as it presents a platform for the researchers interested in this study of ESL writing to follow in the hope of improving the teaching and learning of writing. By designing and administering a treatment to the apprehensive writers, the researcher, practitioners and the policy makers may be able to help the high apprehensive writers to become more successful than they would be without any help. It may also guide the learners to learn and write argumentative compositions effectively. Moreover this may assist instructors, syllabus designers, curriculum designers and text book writers to design and develop more relevant and research based materials.

1.7   Operational definitions of terms

This study has used a variety of terms related to the research scope. This section presents a brief definition and explanation of the terms.

1.7.1   ESL Writing

English as a second language is the study of English by speakers with different native languages. A piece of writing can be considered as ESL writing when a text is written by ESL writers. English in Malaysia is considered as a second language and therefore, in this study ESL learners are referred Malaysian learners contributed in this study.

1.7.2 Anxiety and Apprehension

Anxiety is a broad term related to learning a second language, which depends on one's feeling of self-efficacy and appraisals related to their potential and innate superficial threats in certain situations, whereas apprehension is a language-skill-specific anxiety. In this study, language anxiety and writing apprehension are described as the feelings of worry and stress specifically related with L2 writing contexts. Hence, writing apprehension has been used interchangeably with writing anxiety in this study.

1.7.3 Level of Anxiety

Scovel (1991) recognized anxiety level as one of the affective variables apart from the learner personality type and motivation. They make an impression on language learning which is unrelated to cognitive process (Scovel, 1991). Wong (2012) mentioned that high anxiety is a form of disruption or self-related cognition, such as worry over the opinion of others, excessive self-evaluation and potential failure. In this study, level of anxiety is perceived as an affective variable in the form of distraction within the process of language learning.

1.7.4 Writing apprehension

Writing apprehension is the pessimistic feelings about writing. Someone with high writing apprehension may pose awful feelings towards writing and struggle to write effectively. In this study, writing apprehension is measured by Cheng's (2004) Second Language Writing Apprehension Inventory (SLWAI). The statements in the SLWAI probe a number of anxiety-related aspects. In this study, writing apprehension refers to the L2 learners' general tendencies to avoid writing in the classroom and associate negative feelings with writing, such as nervousness, fear of negative evaluation, etc.

1.7.5 Argumentative Writing

According to Wingate (2012), argumentation includes presentation of a topic of its pro and or con, and justification of support for one. Moreover, it needs an appropriate style of writing, which requires the writer's language competency to link the logical ideas coherently and cohesively (Wingate, 2012). Furthermore, Nimehchisalem (2010) stated that the argumentative writing uses an apt style to discover certain sensible thoughts that are arranged rationally with the aid of the learners' language, world and strategic competency. In this study, argumentative writing is defined as the writers' ability to ascertain a position on an issue in a concise manner and persuades the readers to adopt new beliefs.

1.7.6   Writing Quality

Writing quality is a distinction (competent, good, low or high intermediate, limited and poor) of how an individual successfully performed writing comprehension with the best existing language instruction. It refers to the learners' ability to write argumentative compositions of different lengths and also demonstrate attention to criteria of writing such as content, logic, mechanics, style, vocabulary, grammar and rhetorical aspects (topic, cohesion, organization, unity and appropriateness to readers. Grading is applied to indicate student's writing quality. In this case an Analytic Scale of Argumentative Writing (ASAW) developed by Nimehchisalem (2010) to assess argumentative essays at tertiary level is used to indicate the learners' writing quality. Five sub scales (Content, Organisation, Vocabulary, Language Conventions and Overall Effectiveness) were used in this study to determine the writing quality of argumentative essays.

1.7.7   Content

In this study, content composes the claims that the writer makes, the data that the writer uses to support of those claims and the warrants that the writer uses to link the data to the claims. The writer may also provide further support to back the warrants to anticipated objections through rebuttals.

1.7.8   Organisation

Organisation is the way in which ideas are arranged in an essay (Nimehchisalem, 2010). In this study, organisation composes an introduction, narration and division, continued with proof and refutation and a conclusion. It also encompasses cohesion that ties the sentences together and coherence that creates a logical link between the ideas mentioned by the writer and the real world.

1.7.9   Vocabulary

In this study, vocabulary is the use of collocations, phrases, simple and complex technical words, figure of speech or idioms. It composes the use of a variety of dictions to avoid repetition, such as synonyms and antonyms.

1.7.10   Language Conventions

Language Conventions means the grammatical and mechanical accuracy expected of any text that follows the rules of standard language. Operationally, it is the writer's control over the syntactic, orthographical, meaning and function accuracy in an essay.

1.7.11   Overall Effectiveness

In this study, overall effectiveness refers to the writer's overall ability to present and justify arguments effectively through a correct, clear, appropriate and ornate style while covering the task.

1.7.12   Correlation Analysis

Correlation analysis is to examine, evaluate assess strength or the weaknesses of relation between variables. According to George and Mallery (2010), a positive correlation can be found where the high values of one variable are linked with the high values of the other variable(s). Meanwhile, a negative correlation implies association of high values of one with the low values of the other(s). In this study correlation analysis is performed to decide if there is any relationship between the writing apprehension and the writing quality scores.

1.8 Summary

This chapter commences the subject matter and the problem being studied, and indicated its importance and validity. Next, research objectives, research questions, hypotheses tested and attained were outlined. Furthermore, this chapter explained of the operational definition of terms and the significance of the study.

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