

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter writer presents about (1) Definition of anxiety, review of language learning anxiety, type of anxiety (2) definition of writing, kinds of writing (3) the types of writing anxiety (4) causes of writing anxiety (5) review of the previous study.

A. The Review of Anxiety

1. Definition of Anxiety

Anxiety is a negative way to present human feelings. When we are negative we feel nervous, worried, and fearful. We struggle, tremble, perspire and our hearts beats quickly. In general, anxiety can be a complex concept dependent upon not only on one's feelings of self- efficacy but also appraisals concerning the potential and perceived threats inherent in certain situations (Tobias, 1986). In simple words, anxiety is usually associated with unpleasant feelings and is similar to fear (Lader 1975). However, a small amount of anxiety can be accepted as natural According to Nicaise (1993), being anxious for a certain amount of time positive effect on students to prepare them for the test and enhance their learning performance, but it does not work for the students who have high test-anxiety.

Based on the explanation above it can be concluded anxiety is a subjective feeling of tension, apprehension, nervousness, and worry

accompanied by sympathetic nervous system arousal.

2. Review of Language Learning Anxiety

Language learning anxiety is specific anxiety reaction that occurs only when a language learner is thinking about language learning, participation in a language class, or studying a language (Horwitz, 1986). Therefore, Language leaning anxiety can be concluded as a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system in studying a language. Anxiety, in its debilitating and facilitating form, serves simultaneously to motivate and to warn the learner Liauw (2012) stated there are 2 factors that affect language anxiety which are:

a. Psycholinguistics

Communication in second language or foreign language requires second/foreign language learning. However, the complexities or difficulties involved in the process of learning a second/foreign language may also cause language anxiety for EFL/ESL learner. In their attempt to create and convey this oral message, an insufficient command of linguistic knowledge enhances the possibilities of making mistakes, which leads to negative evaluation and hence anxiety.

b. Socio-Cultural Factors

Language anxiety stems primarily from social and

communicative aspects of language learning and therefore can be considered as one of the socio anxieties.

Based on the explanation above, the researcher can conclude that language learning anxiety is a feeling of anxiety when the learner learning language. Language learning anxiety is a serious problem to learner because it could influence towards learner's success or failure as language learners, so the teacher must give more attention to students about their feeling when learning.

3. Type of Anxiety

There are several types of anxiety disorders, including phobias, panic disorder, generalized anxiety disorder, social anxiety disorder, phobias and separation anxiety disorder. According to Spielberger (2006) there are two types of anxiety:

a. Trait Anxiety

Trait anxiety refers to a rather stable individual tendency. It can be defined as individual's likelihood of becoming anxious in any situation. Trait anxiety is anxiety experienced by individual of his personality alone (Hortwiz, 2001). Trait anxiety is a part of a person's character and is a permanent disorder. People with trait anxiety tend to worry more than most people and whatever the situation a person will remain affected by his character.

b. State Anxiety

State anxiety is represented by a transitory condition. It is a sense of uneasiness that may be experienced at particular moment in time, as a response to a definite situation, for example, prior to an examination (Spielberger in Occhipinti, 2009). State anxiety is temporally fears experienced by individuals in specific situations (Horwitz, 2001). State anxiety is somewhat different from trait situation-specific anxieties. State anxiety refers to the moment to moment experience of anxiety, it is the temporary emotional state of feeling nervous that fluctuate over time and vary in terms of intensity. In other words, it is the apprehension which takes place at a particular moment.

Based from two explanation of types of anxiety above, we can concluded that trait anxiety is an anxiety caused by their own personality and have a long term effect despite in whatever situation, meaning in any situation they will be likely feeling nervous every time without influenced by outside factors. Then, state anxiety is an anxiety is an anxious feeling that felt by the people only when they face a specific situational in a short time.

B. The Review of Writing

1. Definition of Writing

The definitions of writing are variously stated by some experts. According Susantoleo (2010:102) writing is a process of

expressing ideas or thoughts in words should be done at leisure. According to Laner (1981 :1), writing is way of making meaning from experience for us and for other.

Writing is considered as a demanding skill especially for learners of a second or foreign language (Daud, and Kasim, 2007). It is a demanding skill because the learners have to think in their language then translate their thought or ideas into English. Moreover, the learners have to pay attention to the grammar in their writing.

Writing is considered to be the most complex and difficult skill to master, and as a rule, it is more complex and difficult than writing in one's native language (Bailey, 2003). Writing presents a great confront for most students in academic context, both in the mother tongue and in an ESL\EFL contexts. As English has become the most popular language universally, the important of English writing cannot be too denied.

Based from several definitions above, we can concluded that writing is a way to produce language that appears from our thought, idea and feeling and written into the paper. Writing allows students to generate their idea, organize the sentence coherently, revising the text into good composition and editing text for appropriate grammar. Therefore, learners should learn to write regularly to get good writing.

2. Element of Writing

Harmer (2004:4) claims that although a writing process must be affected by the content and the type of writing works, even by the medium used to write, four main elements must be involved every time it is conducted:

1. Planning

In this stage a writer just simply thinks about what s/he is going to write. Generally, these three issues will be the main consideration: the purpose of writing, the target readers, and the sequences of how the content will be arranged.

2. Drafting

Drafting is recognized as the first version production in a writing process. Next the draft may be edited and revised before becoming a fixed written work.

3. Editing (reflecting and revising)

When a writer realizes something must be deleted, added, and replaced and starts to put various marks on his or her writing, s/he is exactly dealing with editing stage. In this stage readers allowed the writer to reflect and revise the works.

4. Final draft

Final draft is the written product which is ready to be presented to the readers. Usually there are several parts that are different

from the first draft since there must be several changes done during the editing stage.

Based on the explanations above, it can be concluded that writing can be defined as a process of delivering thought and ideas through a written form. The things that influence the process may be varied from the writers' personality to the social environment. Compared to the other skills taught in English Language teaching and learning, writing is regarded as the most difficult skill since it deals with the structural rules and the mechanics that enable the composition to be well organized and the meaning to be clearly understood.

3. Kinds of Writing

The most common types of writing styles differ from their intended purpose to their structure to the level of emotional appeal for which they call. Understanding how each of these categories contributes to each type of writing will help teacher to teach students to express themselves more proficiently.

According to Nichol (1978:13) writing is divided into four types. They are descriptive, exposition, argumentation and narrative. We will discuss about them as follows:

a. Descriptive

Descriptive writing paints a picture. In its pure form, nothing much happens "Description" tells us what something looks

like, feels like, tastes like, sounds like or smells like -without action or events. It doesn't explain a relationship or a process beyond oneself; it focuses on one's immediate subjective perceptions. Thus, descriptive writing connects the outer world with our inner feelings.

b. Exposition

Expository writing "exposes" or explains things about a subject. It is also sometimes called "information writing" because it gives information about a person, place, thing, relationship or idea. To accomplish that, it is best developed by the use of clear reasons, facts and statistical information, cause and effect relationships, or examples. Since expository paragraphs are factual, they are written without emotion and usually written in the third person.

c. Argumentation

Argumentation or often called persuasive writing because it aims at persuading and convincing the reader of writers' point of view in a particular issue. Therefore, persuasive writing can found in editorials, letter to editor, reviews business or research proposal, opinion essay, magazine and books that argue a point of view.

d. Narrative

Narrative is to amuse, entertain, and to deal with an actual or vicarious experience in different ways. Narrative deals with

problematic events that lead to a crisis or turning points of some problems, which in turn finds a resolution.

By several kinds of writing above, there are some similarities in point of learning writing that must be concerned by the teacher and learner. Those are improving learner writing skill and improve their creative writing. It means the learner must find out the appropriate and suitable kind of writing to their purpose.

C. The Review of Writing Anxiety

Writing anxiety is anxious feeling usually caused by the fear of negative feedback and lack of motivation in writing because students see writing as task instead of necessary skill to have. Anxiety makes students unable to enjoy the writing process; as a result, they will write under pressure, making them less able to perform the best of themselves in writing. Therefore, the writing products of the anxious writers are sometimes disappointing.

1. The Types of Writing Anxiety

According to Cheng (2004), writing anxiety is divided into three types, namely:

1. Cognitive Anxiety

Cognitive anxiety refers to the cognitive aspect of anxiety experience, including negative expectations, preoccupation with performance and concern about others' perception. How the

students make their writing can be highly influenced by expectation from other students or teacher. For instance, the teacher gives high expectation and the students have to achieve the high standard from the teacher. It can affect the students' writing because they will more focus on others' expectation rather than their own writing.

2. Somatic Anxiety

Somatic anxiety refers to one's perception of the psychological effects of the anxiety experience, such as nervous and tension. Sometimes students are feeling nervous in high tension when they are under time constrain and they have not found any idea. For instance, the students are asked to write something in one page and they have to finish it in class in 10 minutes. Maybe they are not feeling nervous in the beginning but they will feel nervous when have not finished and some of their friends have finished their writing.

3. Avoidance Anxiety

Avoidance anxiety is a type of anxiety where the students avoid writing. This is behavior aspect of the anxiety experience. For instance, the students do not come to the writing class or do not do their writing task. This is the most dangerous type of writing anxiety because the students will avoid writing. They will not do anything in writing class. The students cannot get any result on

their writing. (Cheng, Y. S. 2004).

Based from types of writing anxiety above, we can concluded that cognitive anxiety refers to the mental aspect of anxiety experience, somatic anxiety is the physiological affect of the anxiety experience and avoidance behavior deals with behavioral aspect of students regarding writing.

2. Causes of Writing Anxiety

In term of Indonesian learners, they are still nervous and reluctant to write English. This case does not only happen because they are not competent enough, yet also because of the student themselves or from the environment.

The causes will be explained as follows.

1. Fear of negative evaluation and fear of test

Most students will feel anxious when their writing will be evaluated, and fear of test is very pervasive because writing test is regarded as productive activity that is influenced by time pressure strongly (Zhang, 2011).The students will feel anxious when their writing is not as good as their teachers' hope, and as result their teacher will give negative evaluation about their writing.

2. Time pressure

Rezai and Jafari found that time pressure is one of the main cause of writing (Rezai and Jafari, 2014). Writing in English for

students is needed more time than writing in their mother tongue or first language. They need extra time to plan, write and revise in order to make sure that their writing in English can be as good as writing in their first language. The students will feel anxious when they have to write under time pressure because they cannot concentrate to their writing, and concentrate more about limited time.

3. *Low of self confidence*

Self-confidence is extremely important in determining the response of the students toward writing task. Students with good skills and capabilities in writing will encounter anxiety when they believe that they will do poorly (Hassan, 2001). Even if the students who have high second language writing ability assume that they are not competent in writing something which is ordered, then they also cannot avoid writing anxiety (Cheng, 2004).

4. *Insufficient writing technique*

Good skill in writing shows that the students have a fairly good understanding of composing process and good skill development (Hassan, 2001). Students who experience writing anxiety are those who have poor skill development and lack of understanding of the composing process which means the anxious students are not skillful writer.

5. *Language difficulties*

Language difficulty is a common problem faced by foreign language learners when they write composition in English. Linguistic difficulties make them reluctant or lazy to write composition in English because the difficulty in expressing ideas through correct and varied clauses which must be written according to grammar rule. In addition, the amount of vocabulary of the students is still relatively inadequate, so that they have difficulty in showing their composition in the form of English (Zhang, 2011).

6. *Lack of experience or insufficient writing practice*

One of the reasons why students feel anxious when writing English compositions is due to the lack of practice in expressing something using English. The students who rarely practice when they are writing will give excessive concentration on the forms that they write, not on the content of essay. While the more focus is given to the form, the more writing apprehension will be presented. Writing practice is very important in developing writing ability, the students who often practice their writing will be better in writing.

From the several explanations above, we can conclude that the causes of writing anxiety are not only from their lack of skill, but also they face some problems from themselves or from environment such their teacher or their friends. That is why writing

anxiety occurs in foreign language learners.

3. Writing Anxiety and Writing Performance

Many studies have explored the relationship between language anxiety and performance in language classrooms. The Yerkes Dodson law demonstrates the relationship that exists between anxiety and performance. When an individual is completely calm, as in asleep or extremely anxiety increases with demands without any increase in performance. If demands continue to increase, anxiety will increase and become unmanageable, causing a rapid decrease in performance as perceived control over the task at hand is lost (Tyrer: 1999).

Several studies have found that writing anxiety has a clear effect on writing performance. Studies by Chen and Lin indicate that writing anxiety is negatively related to performance on writing tasks. More specifically, anxious writers: “score lower on writing portions of standardized tests, write less, write less effectively, and create written products that are evaluated as lower in quality than less anxious writers” (Daly: 1983). Besides that, Saito and Samimy conducted a study on the anxiety levels and the language performance of 257 American undergraduates studying Japanese at three proficiency levels. The findings of this study supported the theory that anxiety has a negative effect on performance. Most of the research exploring the relationships between writing anxiety, writing self efficacy, and writing performance are correlational in nature, making it impossible to determine the casual relationships between these variables in

undergraduate English as second language (ESL), English as Foreign Language (EFL), and Foreign Language (FL) students.

D. Review of The Previous Study

Based on review from previous study, researcher lined some review researches. There are four researches as follows:

The research from Farika student of Makassar Muhammadiyah University in 2019 has analyzed about **“Writing Anxiety EFL To Students Of Makassar Muhammadiyah University”**. This research investigate whether or not there is EFL students of Makassar Muhammadiyah University experienced anxiety in their academic writing. Furthermore, it aims to clarify how the investigated variables relate to writing anxiety, how students overcome with the anxiety, and how language teachers can help reduce the students writing anxiety. The results show that many of students having writing anxiety.

The research from Ariyanti student of UIN Sunan Ampel Surabaya in 2020 has analyzed about **“Students’ Anxiety In Writing English Academic Article”**. This study tries to identify types of writing anxiety that usually happen in students of writing English academic article in sixth semester at Universitas Islam Negeri Sunan Ampel Surabaya, in addition to explore the students anticipation of their writing anxiety in writing English academic article in sixth semester at Universitas Islam Negeri Sunan Ampel Surabaya. The result state that the dominant type that usually occurs in writing English academic article class is cognitive

anxiety type. Furthermore, there are three anticipation mentioned by the researcher, those are (1) asking friends or someone more experienced about writing, (2) believe in his/herself while doing their task, (3) have a break time when writing task.

Another research is from Nurhalimah student of UIN Suska Riau in 2019 has analyzed about **“Writing Anxiety Of EFL Students At SMA IT Al-Fityah Pekanbaru”**. The objective of this research was to know writing anxiety of EFL students at SMA IT Al-Fityah Pekanbaru and to find out the dominant indicators of writing anxiety at SMA IT Al-Fityah Pekanbaru. The conclusion of her research state that the percentage of writing anxiety at the tenth grade of SMA IT Al-Fityah Pekanbaru is 58.20%. It is categorized as “moderate” level.

Based on previous studies, it has the similarities and difference term. The similarities are mostly investigate whether there is anxiety among students, then gathering data to find the cause of their anxiety and find the solution. The differences are mostly in case of the object, subject and the topic of writing that worked by the writer. Then, the researcher is planning to use full interview method by presenting the real answers from the informants.