

Chapter two

Literature review

This chapter discusses some theories which lead the formulation of this research. The theories are about anxiety in language learning and writing anxiety. The next are the levels of writing anxiety, the types of writing anxiety. And then, the factors causing writing anxiety is also explained in literature review. This chapter also provides a review of related studies which discusses some research related to this study. A conceptual framework is also presented afterwards.

Anxiety in Language Learning

There are some definitions of anxiety by some experts. According to Horwitz, Horwitz, and Cope (1986), anxiety is “a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (p. 125). It shows that anxiety is related to someone’s feelings. In addition, anxiety is a phenomenon which is related to feeling of fear, nervousness, discomfort, and apprehension that is associated to a situation or event (Alrabai, 2014). Anxiety can be defined as psychological phenomenon which comes up by showing some feelings such as fear, nervousness, and discomfort, and worry due to some situations. In psychology, anxiety can be defined as “the awareness of threat” (Tyrer, 1999, p.11). It proved that anxiety is human feelings such as fear, tension, apprehension, worry, and discomfort because they feel threatened. Based on those definitions, anxiety is a subjective feeling which arise from other feeling

such as tension, apprehension, nervousness, discomfort, apprehension, and feel fear because they feel threatened by situation or event.

Anxiety exists in education. Wu (2010) and Zheng (2008) pointed out that anxiety becomes a problem in language education since it is a major hindrance to foreign language learning, so learners need to overcome it. It showed that people who are learning language can get anxiety when learning especially for those who learn foreign language. It is supported by Brown (2007) who pointed out that one of the significant factors in learning a second or foreign language is anxiety. It means that anxiety can be obstacle for learners. It proved that anxiety is a problem in education especially in language education which influences students when learning.

Definition of anxiety in foreign language or known as foreign language anxiety is proposed by Horwitz, Horwitz, and Cope (1986) and MacIntyre and Gardner (1994). Horwitz, Horwitz, and Cope (1986) mentioned that foreign language anxiety is “a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process” (p. 128). It shows that anxiety in foreign language is not only about learners’ feeling, but also the attitudes and beliefs of learners about the language which come up during learning the language. Moreover, MacIntyre and Gardner (1994) pointed out foreign language anxiety as feeling of tension and apprehension which is associated with language contexts that are speaking, listening, reading, and writing. The students who learn foreign language can get anxiety in every language skills. It is in line with Woodrow

(2006) who mentioned that anxiety actually exists in almost all aspects of foreign language learning. Thus, anxiety can be explained as learners' perceptions, beliefs, and attitudes toward the language that they learned. Students can get anxiety in receptive and productive skills. It arises during the learning process. For instance, in learning writing students are asked to write English writing. They will feel anxious because they are less mastering the vocabulary and sentence structure so they faced difficulties to write. It is supported by Hashemi and Abbasi (2013), who asserted that language learning anxiety might arise because of linguistic difficulties in foreign language that learners faced when learning and using the target language.

Writing Anxiety

This part has four points to be discussed. The first point is the definition of writing anxiety, the second point is the levels of writing anxiety, the third is the types of writing anxiety, and the last is the factors causing writing anxiety. These points consist of point of view of the researcher and it is supported by experts.

Definition of writing anxiety. Definition of writing is proposed by Yaman (2014). Yaman (2014) described writing as a narration, feelings, experiences, thoughts, which are written in symbols with several rules. This means that writing is done by someone to write his/her opinion in written form by following particular rules. For instance, students in school are asked to make English writing with a given topic. The ideas can come from their experiences about the topic, or just based on their opinion. After that, the students should write their ideas in written form and they should follow the linguistic rules of English.

Besides, Rao (2007) who pointed out that writing encourages learners to think, create, and summarize new ideas. Besides creating a written paper with their own ideas, student should summarize their ideas at the end of writing.

In improving writing skill, students might face some problems; one problem that comes up in writing is writing anxiety. Cocuk, Yanpae Yelken, and Ozer (2016) asserted that writing anxiety is also considered as one of the problems in developing writing skill. This means that writing anxiety is a problem that can be obstacle for students in developing their writing skill. In addition, Martinez, Kock, and Cass (2011) viewed writing anxiety as a complicated thing that causes a negative reaction of students toward writing in psychology. When writing, students might face writing anxiety as an obstacle that affect them to do negative reaction such as fear, nervous, tension, and discomfort. It can happen because the students are not interested in writing or they do not prepare themselves for writing.

The effect of writing anxiety also can influence the students' performance when writing. It is supported by Liu and Ni (2015) who mentioned that "writing anxiety has a significant negative effect on students' performance when practicing a foreign language" (p. 46). It can happen for students who have writing anxiety. They can decide not to write or just make writing as they can. For instance, when writing some of students have no idea with the topic which is given by teacher, so they just write everything which they know about the topic, however the result of their writing is sometimes not related to the topic. Moreover, Cocuk, Yanpae Yelken, and Ozer, (2016) mentioned that writing anxiety can causes students to

have symptoms like stomach upset, sweating, trembling, and headaches, but it is only faced by some people. It shows that students who are anxious in writing can get some symptoms when writing because they faced some difficulties or have some confusion.

In conclusion, writing is an activity done by students in order to express their ideas with several rules. When learning, students need to improve their writing skill but they faced some problems, one of the problems is writing anxiety. Writing anxiety can affect students to have negative reaction towards writing.

Levels of writing anxiety. There are three levels of anxiety proposed by Rezaei and Jafari (2014). Rezaei and Jafari (2014) pointed out the levels of writing anxiety are high anxiety, moderate anxiety, and low anxiety. These levels are known by doing a measurement of students' writing anxiety. According to them, a questionnaire of Second Language Writing Anxiety (SLWAI) by Cheng (2004) can be used to measure the students' level of writing anxiety. It can be seen by doing a descriptive statistic analysis and looking at the frequency and mean of total score of questionnaire. The mean of total score above 65 points indicates a high level of writing anxiety. The mean total score less than 50 points indicate a low level of writing anxiety. And then, the mean of total score between 50 points and 65 points indicates a moderate level of writing anxiety.

Types of writing anxiety. The types of anxiety have been concerned in psychology and Cheng (2004) also conceptualized categories of anxiety in writing context. There are three types of anxiety. There are somatic anxiety, cognitive

anxiety, and avoidance behavior. These types of anxiety will be explained as follows.

The first type of anxiety is somatic anxiety. According to Kirmizi and Kirmizi (2015) somatic anxiety is a perception of the effects of psychology of the anxiety experience. Generally, it is viewed related to “one perception of the physiological effects of the anxiety experience, as reflected in increase in state of unpleasant feelings, such as nervousness and tension” (Cheng, 2004, p.361). It shows that somatic anxiety is the effects of anxiety experience which is acted out by showing nervousness and tension, and also it can be mentioned that somatic anxiety is emotionality factor.

The second type of anxiety is cognitive anxiety. Cheng (2004) mentioned that “cognitive anxiety refers to the cognitive aspect of anxiety experience, including negative expectations, preoccupation with performance, and concern about other’s perceptions” (p. 361). It supported by Rezaei and Jafari (2014), they pointed out that cognitive anxiety is feelings that reflected in negative expectation and preoccupation with performance. Based on these definitions, cognitive anxiety can be stated as negative feelings from anxiety experience that influence students to have negative expectation for their next performance, and they worry about other’s perception of their performance.

The last type of anxiety is avoidance behavior. This type of anxiety is related to human behavior such as procrastination, withdraw, and avoidance (Cheng, 2004). Rezaei and Jafari (2014) mentioned that avoidance behavior is effect of anxiety experience which reflected in avoidance in writing. Based on

these two definitions, avoidance behavior is negative attitude toward writing due to the effects of anxiety experience.

Factors Causing Writing Anxiety. This part discusses the factors causing writing anxiety. Several studies have been conducted the causes of writing anxiety by some researchers. In their study, they found that the respondents have some causes which make them become anxious in writing. The possible causes which are found in their study are elaborated in the following.

The linguistic difficulties. The first cause of writing anxiety is the linguistic difficulties. Younas, Subhani, Arshad, Akram, Sohail, Hamid, & Farzeen (2014) mentioned that “linguistic difficulties are the great causes of writing anxiety” (p. 204). Linguistic difficulties can make the students to be anxious when writing because there are difference linguistic rules between the target language and the source language. In *Bahasa Indonesia* and English itself, the linguistic rules are slightly different, for example to show past events in *Bahasa Indonesia* the students do not have to change the verb, but in English the students have to change it into different form. Especially when the verb is irregular verb such as “see”, the students have to change it into “saw” for past tense, and “seen” for past participle. This is the simple example that is sometimes tricky for the students.

There are some linguistic difficulties that can cause students feel anxious in writing. Zhang (2011) asserted that students’ English writing anxiety be caused by linguistic difficulties such as inadequate mastery of vocabulary, problem with sentence structures, and grammatical error. In addition, Hyland (2003) identified

language difficulties such as inadequate of vocabulary and grammar are the main problems in English writing and the main sources of frustration of students when being unable to express their ideas in appropriate and correct English. It is in line with Wahyuni and Umam (2017), Wahyuni and Umam (2017) mentioned that students feel writing anxiety because of their lack of linguistic knowledge such as grammar and vocabulary.

Inadequate mastery of vocabulary can cause students to have writing anxiety. It is supported by Liu and Ni (2015) who mentioned that the lack of vocabulary can be a reason to be anxious in writing. In producing language in written and spoken term, students have to master a lot of vocabulary because it is the essential part in mastering language. The students will be hard to express their ideas in term of words with the appropriate vocabulary if they mastered little number of vocabulary. In Indonesian context, Wahyuni and Umam (2017) stated learners who write English compositions have to think their writing in *Bahasa Indonesia* first and then translated it into English because they cannot think in English directly. It happened because they lack of vocabulary mastery. Thus, if students have mastered a lot of vocabulary they will easy in producing language in spoken or written term.

Grammatical error can cause students anxious in writing. Because in writing students have to know the grammatical things such as the use of tenses, connectors, and pronouns. In making writing, students also should concern about the verbs, because verbs take different forms on different tenses formula and the

subject of the sentences. In addition, students also concern about connector words to connect their sentences in writing.

The problem with sentence structure also makes students anxious in writing. Alfaki (2015) pointed out “those students who have problem of writing good sentences structures are unable to produce longer sentences requiring subordination and coordination” (p. 45). This means that students will find difficulties to elaborate their writing because they have problem with sentence structures. It can happen because students do not have much knowledge about sentence structures. When making writing students have to master the sentence structures to ease them in writing such as run-on sentence, fragment sentence, parallel sentence, and the use of conjunctions to connect their sentences. However, if the students do not know about that, it will make them difficult to make their writing and their writing will be unreadable.

The fear of teachers' negative comments. The second cause of writing anxiety is fear of teachers' negative comments. Fear of teachers' negative comment can be one causes of writing anxiety while writing in English (Younas et al., 2014). It is supported by Shang (2013) who pointed out that “receiving negative evaluation from teachers” can provoke students feel anxious in writing (p. 203). When students make writing, it will be read by other people such as teacher and friends. Teachers are the main reader and evaluator students' writings. They need to evaluate the result of students' writing to measure the students' ability and give some feedbacks to improve it. However, some comments will be negative to the students. It may give negative impact to students that they will be

demotivated in making writing compositions. In addition, Rezaei and Jafari (2016) defined that students' fear of negative evaluation from teacher declares that students are not understand why they should write, they make a written task just for getting teacher's good mark and pass the exam. It shows that students just care about the score than improve their writing ability.

The time pressure. Time pressure also provokes students being anxious in writing. Cheng (2004) supposed that anxiety increase when students are asked to make a composition under time pressure. When making writing students have to think a lot of things such as the ideas, the sentences structure, and vocabulary, in order to ensure that their writing is perfect as they want. In addition, Wahyuni and Umam (2017) stated students need more time when writing in English than writing in their first language because they need more time to plan, write, and revise in order to ensure their writing as good as possible. Moreover, when students make it in limited of time they will feel threatened and become panic because they have to consider many aspects on content and organization of writing such as proper grammar, ideas, and relation of ideas. Thus, they can be anxious. Wahyuni and Umam (2017) also argued that in under time pressure students will more concentrate about limited time than their writing. it shows that time pressure influences students when making writing compositions.

The lack of writing practice. Students' lack of writing practice can get writing anxiety. It is supported by Kirmizi and Kirmizi (2015) who stated that "lack of sufficient English writing practice" is the important cause of writing anxiety (p. 64). Moreover, Rezaei and Jafari (2014) mentioned that "students

cannot offer of writing good writings unless they have sufficient writing practice” (p.1550). In learning language, students need to practice their language skill in order to improve their ability. For instance in improving writing skill, students need to practice by making writing compositions. By practicing writing students will know the techniques and mechanics in writing. Thus, students will better in finding ideas, supporting their ideas, relating their ideas to each other, and applying their linguistic knowledge. However, the students who never practice writing they will get difficulties and they can become anxious in writing.

The lack of confidence. In writing, lack of confidence can be source of anxiety. It is supported by Cheng (2004), who mentioned that students who express their anxiety due to the low of their self-confidence. Students with low of confidence might not believe with their ability in writing or they do not have much knowledge background about the topic or the linguistic of target language. Rezaei and Jafari (2014) highlighted that lack of linguistic knowledge causes students being in low self-confidence and discourage them to write. It proves that students can lose their confident in writing because they do not have much knowledge or they do not believe with their ability. Thus, lack of self-confidence is a thing which discourages students to write and makes them become anxious when writing.

The problems with topic choice. The choices of the topic can be a reason for students to become anxious in writing. Younas et al. (2014) mentioned that “problems with topic are a cause of anxiety while writing in English” (p. 204). In addition, Cheng (2004) defined that students have feelings of anxiety since they

were asked to write with the topics that they did not have quite background knowledge or interest with the topic. It means that students will have difficulties to write when they does not really understand the topic. Thus, the students can become anxious while writing in English. It can be noted that anxiety can arise from the challenging topics.

The pressure for perfect work. Pressure for perfect work can also cause students' writing anxiety. According to Cheng (2004), students' anxiety might come up when the teacher really pay attention on the accuracy of mechanics and language forms of students' works. He also mentioned that it can make students in a stressful and frustrating experience, and it may decrease students' motivation in writing. In evaluating students' work, teacher should give feedbacks and comments in order to improve students writing ability or teachers ask students to write as good as possible. However, not all students take the positive influence from that, some students instead become stress and feel anxious when writing because they have to work hard for making a perfect result. In fact, students can lose their motivation for writing.

The fear of writing test. Writing test can cause students to feel anxious in writing. Horwitz, Horwitz, and Cope (1986) explained that test anxiety refers to "a type of performance anxiety stemming from a fear of failure" (p. 127). This means that, when taking a test students are anxious because they fear of making mistake in their test. It also happens in writing test. According to Zhang (2011), fear of failure in tests is popular in school contexts because writing is an productive activity which is related to time pressure, even the brightest and well-prepared

students; they often make more errors in test-taking situations. It defines that fear of writing test is related to the situation which is influenced by time constraint and the result. Thus, when students take a writing test, they will more anxious due to the failure on their writing.

The lack of writing techniques. In writing, lack of writing techniques can cause students to feel anxious when writing. Rezaei and Jafari (2014) mentioned that “insufficient writing techniques which makes students upset and unable to write” (p. 1550). When starting to make writing, students should have a plan to know steps of make writing. For instance, after getting the topic of writing, students should find the ideas to be the main topic in their writing by doing brainstorming ideas. After that, students need to organize their ideas. As cited by Heaton and Pray (1982) in Rezaei and Jafari (2014) lack of good writing skills such as writing instruction and practice, brainstorming ideas, organizing ideas and mechanics of writing is causes of writing anxiety. These things can be practiced by students as the writing techniques (Rezaei and Jafari, 2014).

Writing techniques can be used to improve students writing ability. In improving writing ability, students should know the knowledge of writing by joining writing class. In the class, students will be taught how to writing by teacher such as how they can find ideas like brainstorming, how should they write their ideas into paragraphs, and the mechanics of writing such as punctuation, capitalization, and spelling. After getting information about writing, students should practice writing in order to make them really understand about writing and

they can make their own writing. That is the best techniques for students to know and understand how to make writing.

The high frequency of writing assignments. In doing writing assignments, students need to prepare themselves such as their knowledge background about the topic and preparing their ideas. However, if students are asked to do writing assignments frequently; they will have difficulties and confusion to write. According to Rezaei and Jafari (2014) the frequently of writing assignments can be a reason to feel writing anxiety, in writing course which is held once a week, and students are required make a composition only one week so they cannot make it well. It shows that, students can feel anxious when they are asked to write frequently. Because they need more time to prepare all things for writing.

In summary, there are two basic sources of students' writing anxiety. According to Wahyuni and Umam (2017), the two basic sources of students' writing anxiety are from the students itself and environment which are teachers and friends. Wahyuni and Umam (2017) also categorized those ten causes of writing anxiety based on the sources. The first one is from the students' side the causes of writing anxiety are low self-confidence, lack of writing technique, the language difficulties, the problems with topic choice, and lack of writing practice or lack of experience. Moreover, from the environment the causes are the fear of teachers' negative comments, the time pressure, the pressure for perfect work, and high frequency of writing assignment.

From the explanation of the types of writing anxiety and the characteristic of factors causing writing anxiety, those ten factors causing writing anxiety can be classified into the three types of writing anxiety. In term of somatic anxiety, there are four factors are related to somatic anxiety namely, the time pressure, the lack of confidence, the fear of writing test, and the high frequency of writing assignment. In addition, in term of cognitive anxiety, there are five factors which are related to cognitive anxiety namely, the fear of teachers' negative comment, the lack of writing technique, the problems with topic choice, the linguistic difficulties, and the pressure for perfect work. Finally, the factor which is related to avoidance behavior is the lack of practice.

Review of Related Study

This part discusses review of related study. In conducting this study, the researcher reviews three previous studies that are related to this study. The three studies are from Rezaei and Jafari (2014), Younas, Subhani, Arshad, Akram, Sohail, Hamid, and Farzeen (2014), and Wahyuni and Umam (2017). These three studies are studying on writing anxiety.

The first study is from Razaei and Jafari (2014) which aimed to study the level, type, and causes of writing anxiety. Younas et al. (2014) conducted a study on the causes of writing anxiety. Wahyuni and Umam (2017) also conducted a study which described levels, types, and factors cause writing anxiety. The explanation of each related studies will be described below.

The first study is about the level, type, and causes of writing anxiety among Iranian EFL students conducted by Razaei and Jafari (2014). The

respondents of this study were 120 students which were grouped into three groups and the respondent was from two universities. The researchers used mixed method research design to conduct this study. The researchers used two questionnaires and an interview guideline as the instruments to collect the data. The data were analyzed by using descriptive statistics and descriptive qualitative. And then, the researchers triangulated both result of data. The findings of this study showed that Iranian EFL students have high level of writing anxiety which were mainly cognitive. The other findings of this study showed that arising writing anxiety were caused of low self-confidence, poor linguistic knowledge, fear of teacher's negative feedback, and high expectation of perfect result.

The second related study is from Younas et al. (2014). Younas et al. (2014) conducted a study to explore the causes of writing anxiety among students. The study was conducted at University of Sarghoda in Pakistan. Sixty English students were selected to be respondents of this study by using convenience sampling. The researchers used a questionnaire to explore the causes of writing anxiety confronted by respondents in order to conduct the data. The questionnaire was designed after the researchers read the literature review on the topic concerned, and it consisted of 10 items. The results of this study showed that writing anxiety is found among English students. The main causes of the writing anxiety are fear of teacher's negative feedback, low self-confidence in writing, and poor of linguistic knowledge. However, the researchers mentioned that English students have high level of writing anxiety but they did not mention how they identified the level of writing anxiety.

The last is from Wahyuni and Umam (2017). They conducted a study to analyze the writing anxiety of English students of an Islamic State Collage in East Java, Indonesia. Their study described the levels, dominant type, and main factors of writing anxiety of the English students. Fifty English students at fourth semester were asked to be respondents of the study and two closed-ended questionnaire from Cheng (2004) and Rezaei and Jafari (2014) which are Second Language Writing Anxiety Inventory (SLWAI) and Causes Writing Anxiety Inventory (CWAI) were employed to collect the data. Moreover, the researchers employed descriptive quantitative research design at this study. At the result, the researchers concluded that most of English students experience high level of writing anxiety. Besides, cognitive anxiety became the dominant type of writing anxiety. Then, the highest percentage among causes of writing anxiety was linguistic difficulties. It showed that the main cause of writing anxiety is linguistic difficulties. The researchers have listed the ten common causes of writing anxiety based on the percentage.

Those three previous researches are beneficial for recent study. Those researches have same focuses as this studies which were the levels, types, and factors causing writing anxiety. Thus, the researcher can used the results of those researches to compare or support the results of the current study in discussion part.

In summary, this current study is similar with those three previous studies. Rezaei and Jafari (2014)'s study focuses on the level and type of writing, and also the causes of writing anxiety. Similar to their study, this current study also try to

find out the level of writing anxiety, the type of writing anxiety, and the factors causing writing anxiety. In addition, Younas et al. (2014)'s study only focus on the causes of writing anxiety. They used questionnaire to conduct the finding of the study. Moreover, Wahyuni and Umam (2017)'s study also focused on levels, types, and factors causing writing anxiety. It is same as the current study. For the current study, the researcher will collect the data by using two instruments to find out the level, type, and factors causing writing anxiety.

Conceptual Framework

The aims of this study are to find out the level and type of writing anxiety of English Education Department of Universitas Muhammadiyah Yogyakarta students' batch 2013, and factors causing writing anxiety in English Education Department of Universitas Muhammadiyah Yogyakarta. Based on the explanation above, the researcher wants to justify the aims of this study by providing a conceptual framework. The researcher points out possible levels of writing anxiety, the possible types of writing anxiety, and the causes of writing anxiety as the delineation of what the researcher will find out in this study.

For the level and type of writing anxiety, the researcher find three possible levels and types of writing anxiety based on the literature review and related studies. The three possible levels of writing anxiety of students are high, moderate, and low anxiety. And then, the three possible types of writing anxiety of students are somatic anxiety, cognitive anxiety, and avoidance behavior.

This study is also going to find out the factors causing writing anxiety. Writing anxiety gives negative impact for students. Some researchers state some

causes of writing anxiety, there are the linguistic difficulties, the fear of teacher's negative comment, the lack of vocabulary, the time pressure, the lack of writing practice, the lack of confidence, the problems with topic choice, the pressure for perfect work, the fear of writing test, the lack of writing techniques, the high frequency of writing assignments (Younas et al., 2014, Rezaei and Jafari, 2014, Shang, 2013, Liu and Ni, 2015, Cheng, 2004, Kirmizi and Kirmizi, 2015, Hassan, 2001, Zhang, 2011, Horwitz et al, 1986). These causes of writing anxiety are found on some previous studies.

The researcher conceptualizes this study in this following chart:

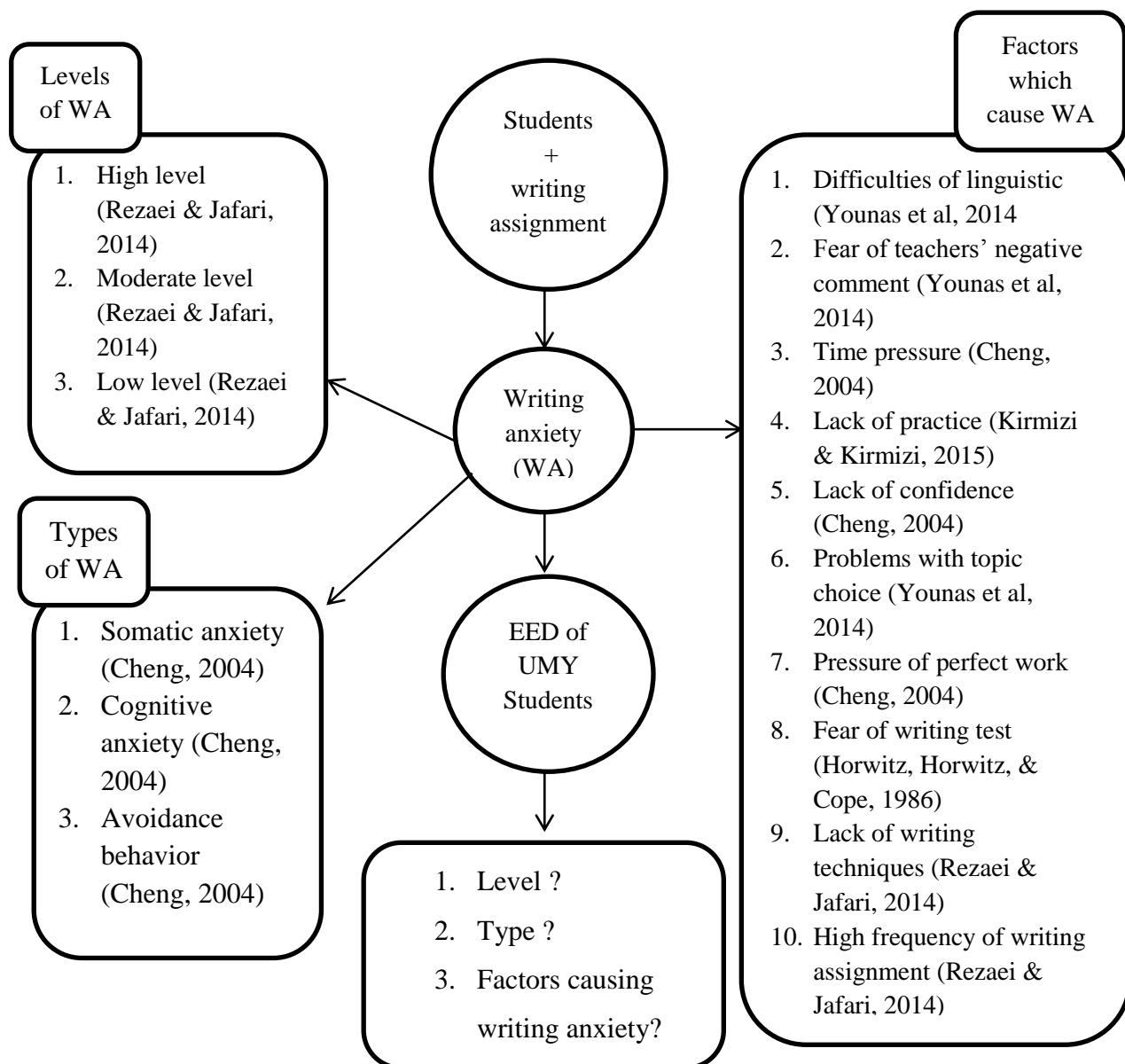


Figure 1. Students' levels, types, and factor causing writing anxiety.