CHAPTER II

LITERATURE REVIEW

This chapter describes review of related literatures include in writing skill, anxiety, anxiety in EFL, and writing anxiety in EFL language classroom.

2.1 Writing Skill

Writing is one of the essential skills that students must master in learning second language. Writing has become a part of life, like writing notes or e-mails. In learning process, writing can transform passive knowledge in students' minds in their own language (Imsa'ard, 2020). According to Sivaci (2020), writing is one of the essential skills that gets significant attention in language learning. Adas and Bakir (2013) also added that writing is a complex and complicated task.

According to Wahyuni and Umam (2017), writing in a foreign language, especially in English, is an important skill to get information in this era of globalization. Writing is considered to be the most difficult skill for language learners when compared to other basic skills, such as listening, speaking and reading, because learners need some background knowledge of a second language about the vocabulary or use of the language they want to convey the message (Imsa'ard, 2020). So, in language learning, students cannot be separated from the ability to write. According to Koilara et al (2020), there are four types in writing:

a. Expository

Expository is writing that aims to provide information to the reader. This kind of writing describes important fact about a topic and it presents exhaustive information of a topic. It is also sometimes called "information writing" because it conveys information effectively with clear reasons, facts, statistics, causal relationships, and examples. Authors can support their statements and provide evidence to support their claims. This strengthens the credibility and reliability of the information presented.

b. Persuasive

Persuasive writing is a medium for writers to express opinions and attempts to persuade the readers. It also sets out to influence and change audiences' thought or action. Persuasive writing, also known as argumentative writing, aims to persuade the reader to adopt the writer's point of view or take a specific course of action. The primary goal is to convince the audience that the writer's stance is valid, logical, and supported by evidence.To effectively engage in persuasive writing, the writer begins by selecting a limited topic that is well-defined and debatable. A limited topic allows for focused and in-depth exploration, while the presence of multiple sides ensures there are different perspectives to consider. By choosing a debatable topic, the writer creates an opportunity to present contrasting viewpoints and demonstrate the strength of their own argument in relation to other positions..

c. Descriptive

Descriptive is a type of expository writing that the intention of the writer is to create a clear picture of what they are describing in the mind of the reader. Its primary objective is to convey the sensory details of a subject, person, place, or experience. In descriptive writing, the author relies on specific techniques to engage the reader's senses and create a sensory experience through words. The writer uses detailed descriptions that capture the visual, tactile, auditory, gustatory, and olfactory aspects of the subject matter. By employing sensory language and vivid imagery, the writer allows the reader to imagine and perceive the described object or scene more vividly.descriptive writing is focused on presenting a static depiction rather than explaining relationships or processes. It aims to provide a snapshot of a particular moment or experience, emphasizing the writer's immediate subjective perceptions.

Descriptive writing establishes a connection between the outer world and our inner feelings by conveying the writer's personal experience and impressions. It relies on rich and vibrant adjectives and adverbs to enhance the description and evoke emotions in the reader. By using expressive language, the writer enables the reader to not only visualize but also emotionally connect with the subject being described.

d. Narrative

Narrative is a type of writing that aims to entertain the readers by presenting a story. Narrative is a fictional type of text which tells about events that happened to a person or a group of people as if a writer lives with(in) main characters. Narration does not need to be factual and it can be written from the perspective of a character in the text. Narrative text type has a unique narration, which is called as "narrative expression". While writing a story, a language is used not only as a mean of communication but also to dramatize the situation (Eyyup, 2013).

Narrative writing aims to sequentially present a series of events within a story, capturing the reader's interest and engaging them in the narrative. The narrator plays a crucial role in enlivening the characters and events, making the story come alive for the audience. To achieve their aims, narrators often face the challenges of curiosity and persuasiveness. Curiosity involves piquing the reader's interest and keeping them engaged throughout the story. This can be achieved through the use of suspense, foreshadowing, or intriguing plot developments that compel the reader to continue reading. Persuasiveness refers to the narrator's ability to convince and captivate the reader. By employing various narrative techniques, such as vivid descriptions, compelling dialogue, and well-developed characters, the narrator strives to create an immersive experience that resonates with the audience. There are some types of narrative text, including floklores,

fairytale, fable, myth, and horror story. Narrative writing also has generic structures, including:

a) Orientation

   Orientation is the beginning of writing that must be issued. This orientation is usually also referred to as introduction.

b) Complications

   Complication is a condition that describes the emergence of problems that arise slowly and peaks a climax in an event.

c) Resolution

   Resolution is a final condition or event that describes the completion of the problem in complications. Resolutions generally indicate a happy or sad ending.

d) Reorientation or Coda

   In this section, all sets of events are fully connected and interwined with each other from the beginning to the end so that readers can take moral lessons and new insights from the story.

2.2 Anxiety

Anxiety is one of the factors that influence the development of student learning in language learning. According to (Hayat, 2017), Anxiety is a painful and unpleasant feeling experience. It arises from the reaction of internal or internal tensions of the body. This tension is the result of an impulse from within or from outside and is controlled by the structure autonomic nerves.

He also stated that anxiety can affect a person's abilities, and make them feel unable to be free. One of them is not free to develop his potential. Many people are not aware of the creative ideas they have because their inspiration is blocked by anxiety before the ideas reach the level of consciousness. Therefore, this anxiety needs to be controlled so

that anxiety does not interfere with personality but instead become a source of motivation towards positive progress.

2.3 Anxiety in EFL

Anxiety as an affective factor has received a lot of attention in second or foreign languages learning. This anxiety is commonly called foreign language anxiety. Foreign language anxiety refers to the feelings of tension, fear, or apprehension specifically related to language skills such as reading, speaking, writing, and learning in foreign language context (Wahyuni and Umam, 2017). It is a type of anxiety that can hinder a learner's performance and overall language learning progress (Alshahrani, 2014). This anxiety can be caused by several types of situation including fear of making mistakes, concerns about negative evaluation by others, cultural differences, and the complexity of language learning tasks. It causes fear or stress, hence, hinders the learner's performance in the language learning process. Anxiety in the context of learning a foreign language is a form of anxiety that can be caused by several types of situations. (Zheng and Cheng, 2018) observed that language anxiety is a form of situational anxiety, and emphasizes that research on the topic should use measures anxiety experienced in certain second language (L2) contexts, for example, in a classroom setting. They understand language anxiety as 'worries and negative emotional reactions' get aroused when learning or using a second language.

Horwitz et al (1986) stated that Foreign Language Anxiety was associated with three different anxieties related to academic and social evaluation, including apprehension in communication, fear of negative evaluation, and anxiety on tests.

a) Communication apprehension

This refers to the fear or anxiety experienced by students when they need to communicate in a foreign language. Students may feel uncomfortable, embarrassed, or self-conscious about expressing their thoughts and opinions, even if they are capable of doing so. The

constant monitoring of their oral performance can increase their anxiety levels, making it more challenging for them to effectively communicate in the foreign language. This apprehension can hinder the language learning process.

b) Fear of negative evaluation

Students experiencing fear of negative evaluation are concerned about how others perceive them and tend to avoid situations where they might be evaluated. This anxiety is not limited to test-taking scenarios but can occur in any evaluative context, such as participating in class discussions or giving presentations in a second or foreign language. The fear of being negatively judged or criticized can significantly impact students' confidence and willingness to engage in language learning activities.

c) Test anxiety

Test anxiety is a specific type of anxiety related to performance in testing situations. Students with test anxiety may have a fear of failure and hold the belief that only perfect performance is acceptable. They might experience feelings of fear, worry, and unease when faced with tests or assessments. Test anxiety can negatively affect students' performance on exams, as the anxiety itself becomes a distraction and can impair their ability to recall information or demonstrate their knowledge effectively.

2.4 Writing Anxiety in EFL Language Classroom

In EFL language classroom, the concept of writing anxiety, also called writing apprehension has been introduced by Daly and Miller (1975). They introduced the term "writing apprehension" to describe the specific anxiety related to writing tasks in the English as a Foreign Language (EFL) classroom. It refers to an individual's tendency to approach or avoid writing situations that are perceived to involve evaluation. Writing anxiety, as defined by Al-Sawalha et al. (2012), encompasses a combination of feelings, beliefs, or behaviors that interfere

with a person's ability to initiate, engage in, or complete a writing task despite having the necessary intellectual capabilities. It is a label used to describe the factors that hinder a person's writing performance. Writing anxiety can manifest in various ways. Some individuals may experience excessive self-consciousness, fear of making mistakes, or concern about the evaluation of their writing. These emotions and beliefs can lead to avoidance behaviors, procrastination, or difficulty in starting or completing writing assignments.

Al-Sawalha et al. (2012) also stated that writing anxiety can have a detrimental impact on language learners' writing skills and overall language development. It can hinder their ability to express ideas effectively, organize thoughts coherently, and demonstrate their linguistic proficiency. The fear of evaluation and negative judgment can limit learners' willingness to take risks and engage in the writing process, hindering their progress in acquiring writing proficiency.

According to Cheng (2004) writing anxiety is divided into several types. Namely cognitive anxiety, somatic anxiety, and avoidance behavior.

a) Cognitive anxiety

Cognitive anxiety involves the cognitive aspect of anxiety, including negative expectations, preoccupation with performance, and concern about how others perceive their writing. Students experiencing cognitive anxiety in writing may be heavily influenced by the expectations of their peers or teachers. For example, if a teacher sets high expectations for the students' writing and they feel the pressure to meet those standards, it can significantly impact their writing process. Their focus may shift from their own thoughts and ideas to meeting others' expectations, which can hinder their creativity and inhibit their writing performance.

Cognitive anxiety in writing can create self-doubt and increase self-consciousness about one's writing abilities. Students may constantly worry about making mistakes, being judged by others, or not meeting certain criteria. These negative thoughts and concerns can

disrupt the flow of their writing, decrease their confidence, and impede their ability to express their ideas effectively.

b) Somatic Anxiety

Somatic anxiety refers to the perception of the physical or physiological effects of anxiety, such as feelings of nervousness, tension, or unease. In the context of writing, students may experience somatic anxiety when they are under time constraints and struggle to generate ideas or complete their writing within the given timeframe. For example, if students are asked to write a one-page essay in a limited amount of time, they may initially feel calm but become increasingly nervous and tense as they realize they are falling behind their peers who have already finished their writing. Somatic anxiety can manifest in physical symptoms such as increased heart rate, sweaty palms, or tense muscles, which can further disrupt the writing process and impede performance.

c) Avoidance behaviour

Avoidance anxiety is a form of writing anxiety characterized by students actively avoiding writing tasks or situations. It is a behavioral aspect of the anxiety experience, where students may exhibit avoidance behaviors such as skipping writing classes or consistently failing to complete writing assignments. Avoidance anxiety can be detrimental to students' writing development, as they may miss out on valuable learning opportunities and fail to practice and improve their writing skills. Over time, avoidance anxiety can reinforce negative beliefs about one's writing abilities and further perpetuate the cycle of anxiety.

Writing anxiety can be caused by several factors. According to Wahyuni and Umam (2017), there are possible causes that are a factor in writing anxiety, including:

a) Fear of tests and negative evaluation

Some students will be afraid to take tests and feel worried that their writing will be evaluated because writing is regarded as a

respected activity under intense time pressure. If their writing does not meet the teacher's expectations and they receive a negative grade, students will experience anxiety.

b) Time Pressure

Because of the time limit, students will feel pressured to do the writing test. Students who write in English take longer to complete than those who write in their native tongue. In order for students' writing to be as good as it was when they wrote in their native tongue, they need additional time to plan, write, and check their writing again.When students are required to meet a deadline, they will experience anxiety. They will lose focus and concentrate more on the time remaining.

c) Low self-esteem

A lack of confidence is a major factor in how students respond to writing assignments. Students who are proficient in writing will experience anxiety when they believe they will do it badly. Even if students with strong writing skills in a second language believe they are incapable of writing an ordered document, they cannot avoid writing anxiety.

d) Insufficient writing technique

Students who lack developed writing skills and an understanding of the writing process may experience anxiety. Inadequate knowledge of writing techniques and difficulty in organizing their thoughts can contribute to anxiety when facing writing tasks (Hasan, 2001).

e) Language difficulties

Foreign language learners often encounter language difficulties when writing in English. Expressing ideas accurately and using grammatically correct structures can be challenging. The struggle to meet linguistic demands in writing can contribute to anxiety and a reluctance to write in the target language.

f) Lack of topical knowledge

 Students who lack knowledge in specific topics assigned for writing tasks may experience anxiety. Writing about unfamiliar or complex subjects requires students to grapple with challenging concepts, which can increase their anxiety and inhibit their writing performance.

g) Lack of experience or insufficient writing practice

 Students who have limited experience or practice in writing may be more prone to writing anxiety. Insufficient practice can lead to excessive focus on form rather than content, heightening anxiety and inhibiting the development of writing skills.

h) Pressure for perfect work

 Self-imposed pressure to produce perfect writing can contribute to anxiety. Students who set high standards for their writing may feel overwhelmed and anxious about meeting those expectations, which can hinder their writing process.

i) High frequency of assignment

 According to Rezeai and Jafari (2014) a high frequency of writing assignments can still contribute to writing anxiety for some students. Feeling overwhelmed by the volume of writing tasks and the associated workload can increase anxiety levels.

2.5 Teaching Strategies

 Teaching involves guiding and facilitating the learning process, creating the necessary conditions for students to learn effectively. According to Drown (1991), teaching is a process that supports learners by providing assistance and resources to enhance their learning experience. Teaching encompasses both cognitive and behavioral aspects, incorporating theories, beliefs, and practices of teachers. Teachers' understanding of teaching methods, their knowledge of the subject matter, and their insights into the needs of their students all shape their instructional practices in the classroom.

This highlights the importance of teachers' awareness of teaching strategies and their understanding of the behaviors and characteristics of their students (Freeman, 1989).

In the context of the classroom, (Freeman, 1989) also stated that teaching involves the transmission of information from the teacher to the students. However, effective teaching goes beyond mere information delivery. It includes creating a conducive learning environment, designing engaging learning activities, providing feedback and support, and promoting student engagement and active participation in the learning process. Teachers play a vital role in facilitating student learning by employing various instructional techniques, adapting to different learning styles, and catering to individual needs. They utilize their knowledge, skills, and experience to guide students' intellectual and personal development, fostering critical thinking, problem-solving abilities, and a love for lifelong learning.

Isaac and Jerin (2010) stated that teaching strategies refer to a general plan or approach that teachers employ to facilitate learning in their classrooms. These strategies encompass the structure of a lesson, instructional objectives, and a planned outline of tactics necessary for implementation. Teaching strategies involve the behaviors exhibited by teachers during their instructional sessions. These behaviors include providing appropriate stimuli to elicit timely responses from students, reinforcing learned responses through drilling or repetition, and enhancing student engagement through additional activities. In this sense, teaching strategies encompass both the actions of the teacher and the active participation of students, working together to achieve the goals of teaching in an effective and efficient manner.

They also stated that teaching strategies can vary depending on the specific goals, content, and context of the lesson. They can involve a range of techniques, such as lectures, discussions, demonstrations,

group work, problem-solving activities, and multimedia resources. Effective teaching strategies consider the diverse learning styles and needs of students, promote active engagement, encourage critical thinking and problem-solving skills, and foster a positive and inclusive learning environment. By employing appropriate teaching strategies, teachers can enhance students' understanding, knowledge retention, and overall learning outcomes. These strategies play a crucial role in structuring the learning experience, providing guidance, and facilitating meaningful interactions between teachers and students. It is important for teachers to continuously reflect on and refine their teaching strategies based on the needs and progress of their students. Adapting teaching strategies to accommodate different learning styles, incorporating innovative approaches, and integrating feedback from students can contribute to more effective and impactful teaching practices.

Based on the definition above, it can be concluded that teaching strategies are a plan prepared by the teacher to achieve certain educational goals.

In this study, several theories are used to determine the research questions. First, the theory from Cheng (2004) which states that writing anxiety is divided into three types namely cognitive anxiety, somatic anxiety, and avoidance anxiety. Through this theory, the three types of writing anxiety described by Cheng can be used as a reference for this research to find out the levels of anxiety students experience when writing English.

Then, the next theory was stated by Wahyuni and Umam (2017). There are several factors that cause anxiety in writing including fear of tests and negative evaluation, time pressure, low self-esteem, insufficient writing technique, language difficulties, lack of topical knowledge, lack of experience or insufficient writing practice, pressure for perfect work, and high frequency of assignment. This theory becomes a reference for this

research to find out teacher strategies to help students overcome their writing anxiety.

2.6 Previous Studies

There are several types of research related to students' anxiety and their writing comphrehension in language learning, including:

The first previous study is a research conducted by Koilara et al (2017). This qualitative research and descriptive case study focused on 10th-grade students in SMA Pangeran Antasari Medan. The study revealed that many students had difficulties with writing narrative texts using generic structures. Only three out of 26 students were able to distinguish between the different parts of generic structures. The majority of students required additional practice at home and assistance from teachers to improve their writing skills.

The second research with mixed-method approach was conducted by Zheng and Cheng (2018). This research explored the relationship between foreign language class anxiety, cognitive anxiety tests, and performance on the College English Test Band 4 (CET-4) among 921 Chinese university students. The findings indicated that most students did not perceive themselves as highly anxious in their university English classrooms or during English testing situations, regardless of their self-reported language proficiency.

Rezaei and Jafari (2014) conducted a study investigating the levels, types, and causes of writing anxiety among Iranian EFL Students. This study used a mixed-method design. The participants included 120 EFL students from two institutes of higher education. The results indicated a high level of anxiety among Iranian EFL students, with cognitive anxiety being the dominant type. The main causes of writing anxiety were identified as fear of negative feedback from teachers, low self-confidence, and poor linguistic knowledge.

The fourth study was conducted by Sabti et al (2019). The study aimed to examine individual differences in writing anxiety, writing self-efficacy,

and writing achievement motivation among Iraqi EFL learners. It employed a quantitative approach, specifically a correlational design, and included a sample of 100 undergraduate students majoring in English language from two Iraqi public universities. The findings revealed a negative correlation between writing anxiety and writing performance, indicating that higher levels of anxiety were associated with poorer writing performance. On the other hand, higher levels of writing self-efficacy and writing achievement motivation were correlated with better writing performance. Additionally, writing self-efficacy and writing achievement motivation showed a significant positive correlation.