

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses the theory that is related to this study. The theories are Writing, Problems in Writing, Anxiety, Writing Anxiety and Pervious Study.

#### **A. Writing**

Writing is the most important skills in the mastering language. It is one of the human devices to communication that represents language and emotion with signs and symbols. Writing is one of the communication media between the author and reader which are imagination and design by the author. It means that through writing, the author can show the feeling, ideas or experience that related to the design of the contents. Flower and Hayes (1981) stated that writing is the thinking process the design of the content in the text by using textual features in the communication of ideas and interaction between people.

Nunan (2003) stated that writing is the process of thinking that need a correlation between a physical and a mental act. It means that to become a good writer, mental and physical are important aspects to arrange the concept or design of the text contents. The writer can be select the most interesting topic or design around their area. Developing ideas which have many topic can give effect to the mind as a consequence that low mental can cause anxiety in writing.

In developing the topic, the writer must be understood the types of text because it can be influenced by the writing format. According to Sabarti Akhadiah (1993) stated that text in writing can be devided into five types as follows:

1. Exposition

Exposition is a text that tries to explain something which can expand readers' knowledge. The kind of exposition text is scientific text and text which have explanation something or information. In exposition, there is some opinion that related to the topic to reinforce the main ideas.

## 2. Descriptive Text

Descriptive text is a text that tries to imagine something such as a person, things, animal and another from the real object. Usually, the author explains the shape and the real characteristic through the word that can help the reader to imagine the real object.

## 3. Argumentation Text

Argumentation text is a text that tries to prove some theories. According to Gorys Keraf (2007) stated that argumentation text is a form of rhetoric that can give impact on readers' attitude and opinion in responding to the phenomena in the environment related to the topic. Most of author using more than one opinion from other people.

## 4. Persuasion Text

Based on the Gorys Keraf (2007) stated that persuasion text is the kind of verbals art which have the purpose to convince the reader to do something that related to the content of the text. Therefore, the purpose of this text is influence the reader or listener to do something and how to make the decision.

## 5. Narrative Text

Narrative text is a discourse that attempts to tell an event or event so that it appears as if the reader sees or experiences the event for himself. The purpose of narrative text is entertain the reader through story from the author.

Based on the kind of text above, thesis writing is kind of argumentation text. Because thesis is scientific research that need some theories to strengthen the answer from research problems. There are many opinions from several figures that related to the main topic of thesis. Not only give more explanation about main topic but also the writer have to prove the truth theory used in research.

### **B. Problem in Writing**

Become the good writer needs long time to learn about how to write the best paragraph or story. Not only writing skills but also the easier skills such as speaking and listening have problems. The most common problems are about vocabularies. Actually, the students have difficulties on writing process which related to connecting device between every sentence or paragraph. Byrne (1988) stated that writing is a skills that need selecting appropriate structures of sentence and appropriate connecting device by keeping the mediator of communication so that the text can be more easier to understand. Writing can make a challenges for writer to developing the ideas more interesting.

Problems of writing have two aspects that can give impact when they want to write their own ideas. Students can be lazier in take on the problems that appears on the writing proess. According to Rowena murray (2009) stated that the kind of problems in writing thesis as follow:

- a. anxiety when responding of supervisor's feedback.

- b. Fatigue faced by students that makes students have problems in writing. students need more energy through entertainment or food.
- c. Boredome feeling that become trigger when writing process a thesis.
- d. Lack of enthusiasm that appears when writing the thesis.
- e. Not developing the main ideas into the clear explanation.
- f. Fear of the future life
- g. Not reaching the maximum score on writing thesis

Based on the problems on writing thesis that mention above, mental is one of important aspects on writing process because the good mental and support from parents and friends can give more positive situation on writing thesis.

In contrast, the next factors that may give impact for students' writing anxiety is about the content of the text. The most of students' problems is about sentence structure and grammatical. According to Alfaki (2015) stated that the problem of writing as follow:

**a. Grammatical Problems**

Non-native speakers of English need extra experience with about writing a thesis. Reading the previous thesis is the best way to understanding the grammatical that must use in the thesis. Kharma (1987) in mesele (2007) in Alfaki (2015) stated that the most common problems of student's writing are about verb agreements, pronoun references, and connectors.

**b. Problems of Sentence Structure**

According to Kharma (1986) stated that most of the student's problems are making smooth sentences because they feel difficult in composing the sentences by using correct and appropriate subordination and coordination. It means that EFL students still feel difficulties when composing the sentence.

**c. Problems of words choice**

Most of EFL students cannot be using the appropriate word when composing the sentence. The lack of practicing and reading the text make they just have any knowledge of writing. It is the common problems in the students' mindset.

**d. Cognitive Problems**

The cognitive problems have several aspects such as problems of punctuation, capitalization, spelling, content, and organization.

**e. Punctuation Problems**

According to Byrne (1988: 16) stated that punctuations have not effect of sentence structure, so it cannot be standart of speeling. Actually, some people has opinion that punctuation one of important part in composing a sentence.

**f. Capitalization Problems**

Capital letters are important for sentence initials, the beginning of important words, in topics, headings,etc (Kroll, 1991). However, learners have problems in using capitalization properly. There are reasons for students' problems in using proper capitalization. "The rules of capitalization are not universal and classifying nouns as proper and common nouns is difficult for students" (Gowere et al., 1995)

**g. Spelling Problem**

The effect of other languages, the variant of pronouncation is the complex problem of students because the differences of English historical makes learners confusing when practice it (Gowere et al, 1995).

**h. Content Problem**

The problem of exploring ideas and thought to commuvcate is the main discussion on International Journal of English Language Teaching Learners of English as a second or foreign language (Clifford, 1987). According to Leki (1991)

stated that this is become the easier method to teaching writing for spelling, punctuation, and mastering grammar. Clifford (1987) suggests that teachers should recommend students to give concern on the message, ideas or thoughts they wish to convey rather than grammar, spelling, punctuation, and others.

#### **i. Problem Organization**

According to Kharma (1986), learners have the problem of structuring the paragraph, topic development of a paragraph, structuring the whole discourse and a theme in a discourse. “The most common students’ problem in paragraphing is either the paragraph is not limited to a single topic or the single topic is not developed or exemplified adequately” (West, 1966: in Tsegay 2006: 17). Raimes (1983) states that the other problem of organization in student’ writing is the difficulty of differentiating a topic and supporting ideas or generalizations and specific details. Pincas (1982) has also shown that learners have the problems of writing united paragraphs because of their failure to use cohesive devices appropriately.

#### **C. Anxiety**

anxiety is an attitude that arises from internal factors, it arises because there is a fear reaction that is present due to certain factors. According to experts, Lily Marsh (2015) argue that Anxiety is one of describing the word that can show the negative feeling such as scary, worried and nervous. According to Zoltan Dornyei (2005) stated that every anxiety has a different character in each case, but not all assume that anxiety is a unit which has a complex factor made up of constituents. Every English skill have a different problem, it can make students have Anxious when they want to use the English language. It is the general problem from the EFL students but they have differences in treatments.

According to Oxford Advanced, Learner’s Dictionary anxiety (1995) writing is a nervous feeling caused by the fear that something bad is going to happen. On the other hand,

the teacher as a student's media to learning something, they must give much motivation and support for their foreign students. According to Gardner (1979) and Horwitz et al. (1986), foreign language anxiety should be understood as specific situation anxiety, which can give researchers or instructors an opportunity to see how anxiety triggered by specific learning environments affects language learning itself.

Anxiety is the common problems of people in the world. Actually, anxiety is one of the internal problems that can give impact on human mental. According to (Basaran, 2015) Anxiety is one of problem that does not know the origin causes that can cause complex problem feeling.

#### **D. Writing Anxiety**

Writing is one of the communication devices that need symbols such as letters of the alphabet, punctuation and spaces the process of using symbols which using appropriate interesting ideas. According to Grace Hui Chin Lin (2009) stated that for EFL students, writing skills had been considered as the most important competence that can perfectly be developed. It means that writing is important skills of English language which requires students to more explore the writing ability to get a maximum result because in writing requires skills that include several aspects such as linguistic aspects and correlation aspects between sentences.

Actually, EFL learners have some problem such as find the appropriate topic. From this problem, the learners feel that writing is difficult skills because it needs the creative person to get the best work. Fear and worry that arise from an opinion of students make them get anxiety experience when composing the text. According to Clark (2005) Writing anxiety is students' belief about hard working that arises from lacking knowledge and understanding.

Writing anxiety occurs due to some causes, based on previous researches there are some possible causes of writing anxiety. The causes will be explained as below:

### **a. 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 most of students feeling such as nervous, worry and scared that can influence on students' mental.

### **b. Time pressure**

Rezai and Jafari (2014) they found that time pressure is one of the main cause of writing. Time is one of important part when students want to make an English composition. For EFL students' need long time to arrange and make a plan in order to get the best English composition. The role of the lecturer in training the speed of students can support the readiness of students when getting assignments at certain times. Frequent exercise and full concentration is one way to overcome problems that arise in writing.

### **c. Low of self confidence**

Self-confidence is extremely important in specify 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).

### **d. 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.



#### **e. 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)

#### **f. Lack of topical knowledge**

The low level of topical knowledge causes the students may experience anxiety. For instance, when the learners are introduced by lecturer to write an essay about politics, whereas they only have a little knowledge about politics, they will nervous and afraid to write down their ideas. They have to think something which is strange and difficult for them. Therefore, it means that lack of knowledge greatly affects the occurrence of writing anxiety among the students.

#### **g. 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.

#### **h. Pressure for perfect work**

Anxiety may occur because the learners feel in the pressure for perfect work. They believe that the perfect writing work is that which demands work and has more difficult standard (Bloom, 1981). This self-imposed pressure for perfect work which

usually makes the students experience writing anxiety and cause the student to be reluctant to write. They have to achieve high standard of writing, and it makes the students experience writing anxiety.

### **C. Types of Writing Anxiety**

According to Rezeai and Jafari (2014) high frequency of assignments is one of the sources of writing anxiety. The high frequency of assignment can influence on writing process. Because it becomes the root causes based on the participants respon.

According to Cheng (2004), writing anxiety has three types that divide based on the problem that arises based on the problem of writing. There are namely cognitive anxiety, somatic anxiety, and avoidance anxiety.

1. Cognitive Anxiety refers to the cognitive aspect which is talking about the work process, negative thinking, and others' perception.
2. Somatic Anxiety refers to talking about the negative reaction from psychological aspects of learners such as nervous, worry, sad, scared and interest.
3. Avoidance Anxiety refers to student attitudes that give rise to feelings to avoid or stay away from writing.

These types arise because of the conditions and situations experienced by the author as they develop. Not a few students give up in the process of writing a thesis because of various factors. According to Daly & Miller (1975) stated that authors who have excessive anxiety often avoid writing because they think of failure in their writing. lack of training and knowledge in writing makes students feel surrendered in the process of developing writing. it is very detrimental for the students themselves because good writing has more value in a learning process.

## **E. Previous Study**

Other researcher had been developed the research that related to students' anxiety on thesis writing. There are the result of research that related to this study as follow:

It was a research which was done in 2009 conducted by c, by title "AN EXPLORATION INTO FOREIGN LANGUAGE WRITING ANXIETY FROM TAIWANESE UNIVERSITY STUDENTS' PERSPECTIVES". at Kaohsiung University. In this research, qualitative study has been conducted to explore the anxiety the relevant reasons why university students in Taiwan feel anxious during their learning. Grace Hui Chin Lin have attempted to fill these gaps in the literature by answering question about feelings and perceptions of participants.

This study was conducted in a college in the Department of Foreign Languages and Literature. Sixteen students is the participants of this research. The teacher of this university had cooperated with the researcher to investigate students' learning experience and major factors of anxiety in writing subject.

The researcher using interview to take the data from participants. Digital recorder is the device to collect the data from participants. The researcher was talking about the participants anxiety after two months take a writing course in their university. Twenty minutes is the time for interview the participants of this research. Their statements were collected through a digital pen recorder. The question from reseacher is about classes activities that make them nervous on writing and the causes of anxiety in out class.

The researchers consistently find out the similar statements under different themes and categories existing in students' descriptions and then conceptualized them into several major concepts as the outlines of findings. This qualitative research focusing on inspecting the major reasons of the students' writing anxiety disclosed that the factors regarding to peers and teachers are the most significant key elements, which the scholars of this field should pay

attention to. Particularly, this study surprisingly exposes that Taiwanese English teachers might not have sufficient concepts about great influence of the affective factors on their students' English acquisition. Based on the result, analyzing the qualitative data collected from face-to-face interviews, 16 participants had provided their perceptions of somatic anxiety and cognitive anxiety.