

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains several theories through reviewing some literatures related to this research. The theoretical build up as follows:

A. Concept of Writing Achievement

1. Definition of Writing

Writing is an important skill in English learning. Through writing, each person is able to convey feelings, ideas, and thought to others and the students should master it, because writing is very useful to improve English skills of the students itself. Meyers (2005) states writing is a way to produce language that the writers do naturally when they speak. Writing is a productive skill by which the students will create the written text; writing is also the way how authors communicate their ideas to the readers (Despita & Pratiwi, 2019).

According to Tarigan (2008:3) “writing is a skill used to communicate indirectly, not face to face with others.” Writing is an important part in our global society. Through writing people can learn a lot of things. Writing can be a means of communication. In addition, writing is a way to produce language that comes from our thought (Lestari & Holandyah, 2017).

According to Erkan and Saban (2001) writing is an essential language skill vital to academic success and since it is an active and productive skill, foreign language learners face multiple challenges. As a productive skill, writing has been viewed as a demanding processthat involves a deliberate, creative, and complex

cognitive process on the part of the writer (Silva & Matsuda, 2001). As a result, writing is a process to convey ideas, feeling, knowledge and thought in written form and it needs a skill to be mastered so that the readers can understand the written.

2. Writing Process

Langan (2001) argued “writing is a process that involves the pre-writing, revising and editing” (p. 23). Pre writing will help the writer think about and develop a topic and get words on paper. It helps the writer to create materials, and it is a central part of the writing process. Revising means rewriting a paper, building on what has already been done, in order to make it stronger. After the writer revised the writing for content and style, the writer is ready to edit check for and correct errors in grammar, punctuation, and spelling.

According to Nation (2009) as cited in (Mardiansyah, 2018), “One possible division of the writing process contains the following seventh sub processes: considering the goals of the writer, having a model of the reader, gathering ideas, organizing ideas, turning ideas into written text, reviewing what has been written and editing.

3. Aspect of Writing

According to Hughes (2003), there are five aspect of a good writing. Those are:

a. Grammar

Writers should master grammar in order to produce good writing. Good writing is a writing that has correct sentences, and use appropriate tenses, words

and others. It means that every writers should master grammar if they would create a good writing.

b. Vocabulary

Vocabularies are collection of words that are arranged into sentences, paragraph, or essay. In writing, there should be sophisticated range, effective word idiom, word choice and its usage. It means in writing the writers also should master vocabulary because it was important part on choosing word for correct sentences.

c. Mechanics

Essay writing is mechanically good if its writer demonstrates mastery of conventions, good spelling, punctuation, capitalization, and paragraphing and also hand writing. In writing the writer also could master mechanical for created a good and interested essay writing.

d. Fluency

Fluency or coherence means that the parts of the paragraph are logically connected. The movement of one sentences to the other should be logical. It was could be an important thing that should be mastery by the writers, because if the writing were not logically connected from one paragraph to another paragraph it could be distracted the readers.

e. Organization

Good organization will produce clear progression of ideas well linked. Fluent expression and ideas are clearly stated, well organized, and logically

sequenced. It means the writers should be organized their writing for clearly understood by the readers.

B. Concept of Self-Confidence

1. Definition of Self-Confidence

Self-confidence is a personal factor that plays a supportive role in the achievement of foreign language learning. Self-confidence is a path where the students brave to try and having a belief that they are able to finish the task (Ramdha, 2019). Ozbey in Haydar et al (2010) states that self-confidence is an individual's recognition of his own abilities, loving himself and being aware of his emotions.

Self-confidence might affect the student's learning especially in writing. Self-confidence is the most significant in language learning (Ebata, 2008). Self-confidence provides learners with the motivation and energy to be a positive in facing the problem or in their own learning. It also creates the drive in them to acquire the targeted language, enjoy the learning process and experience real communication (Ramdha, 2019).

According to (Kanza, 2015) self-confidence is someone's feeling of trusting and believing in his/her abilities to do things in successful way. We cannot deny that in learning fields, self-confidence has an important role in learning process to be successful (Christie & Listyani, 2018).

2. The Characteristic of Self-Confidence

Confidence to obtain the expected results can arise if aspects of confidence can be optimized. The aspects of self-confidence according to Lauster, is;

- (1) Believing in its own ability is a selfbelief of all phenomena that occur that relate to the ability of individuals to evaluate and overcome the phenomena that occur
- (2) Acting independently in making decisions that can act in making decisions against self-done independently or without the involvement of others and able to believe in action taken
- (3) Having a positive sense of self is a good judgment from within yourself, both from the views and from actions taken that cause a positive sense of self and its future
- (4) Dare to express an opinion. the existence of an attitude to be able to express something in the self that wants to be revealed to others without any coercion or taste that can inhibit the disclosure (Whayuni,2014).

Based on Sander and Sanders (2003) there are four factors to measure self-confidence level, those are Grades, Verbalizing, Studying and Attendance. Grades was regarded as tangible assessment of academic confidence based on an authentic score of achievement. The other three factors were considered as an examination of potential confidence conduct improving the attainment. In addition, Attendance and Studying were the dimension shape under the supervision of the undergraduates unlike Grades and Verbalizing factor demanding a reciprocal relationship between the student and the teacher.

C. Concept of Writing Anxiety

1. Definition of Anxiety

Brown states that Anxiety is defined as “students’ inability in communication, fear of negative social evaluation, and test anxiety” (Despita & Pratiwi, 2019). Language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process (Horwitz, Horwitz & Cope, 1991:31).

According to Spencer et al (2003), anxiety describe the thought, feelings, behavior that occur when a person has the perception of serious danger in situations where other people not perceive danger. Anxiety means worrying that something really bad might happen at a minutes. It means reaction toward threat, obstacle, to individual desire or feeling of disappointed, unsatisfied, uncomfortable or be enemies with other people.

Gkonoun (2011) stated the second or foreign language learners tend to feel anxious because the students try to use a second or foreign language successfully but they have not fully mastered the language. So, the student will be afraid of making mistake because in fact they rarely use it in the real world.

2. 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 (Masriani, Mukhaiyar, & Wahyuni, 2018). 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.

The sources of writing anxiety are derived from the term of evaluation apprehension, stress apprehension, and product apprehension. As a result, it might effect to students' writing achievement, either positively or negatively (Despita & Pratiwi, 2019). The effect of feeling anxious significantly makes some differences toward students' writing achievement (Cheng, 2004).

According to Liu and Ni (2015 as cited in (Fitrinada, Loeneto, & Fiftinova, 2018)), writing anxiety has negative effect on students' action in writing a foreign language. The effects of writing anxiety can likely weaken the learners' ability and confidence about their writing achievement. So, feeling anxious reflects about the students' interest, the intellect of skills, and unexpected results especially in writing.

3. Types of Writing Anxiety

According to Cheng (2004, as cited in (Wahyuni & Umam, 2017)), writing anxiety is divided into three types, namely:

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.

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.

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 as cited in (Wahyuni & Umam, 2017)).

D. Previous Study

There are some previous study related to this study. The first is from Apriliyani (2019). The study is about the correlation between self-efficiency, reading anxiety and reading comprehension of EFL learners. This study uses correlational quantitative research as the research design. The result show that

there is significant correlation between self-efficiency, reading anxiety and reading comprehension.

The next is from Assalma (2017). The study is about the correlation between listening anxiety and listening comprehension achievement of English Department students of STAIN Kediri. The study shows that mostly, English Department students experience medium level of listening anxiety and there is no correlation between listening anxiety and listening comprehension achievement of English Department students of STAIN Kediri.

Tridinanti (2018) conducted a research about the correlation between speaking anxiety, self-confidence, and speaking achievement of undergraduate EFL students of Private University in Palembang. The study used correlational design. The data were collected through interviews that were scored by two raters and two questionnaires that were administered to fifth semester students ($n = 28$) from a Teacher and Training Faculty in Indonesia. The result showed that speaking anxiety has no significant correlation with speaking achievement. Self-confidence has a significant correlation with speech achievement ($p = .01$).

Another study conducted by Mardiansyah (2018) about a correlation between self-confidence and essay writing achievement showed that there was a significant correlation between students' self-confidence and essay writing achievement. The sample of this study was taken from all fourth semester students at University of Palembang.