CHAPTER II

LITERATURE REVIEW

This chapter discusses the review of related literature that is related with this study which focuses on the correlation between students' writing motivation and their writing anxiety on writing achievement for English learners.

2.1 Writing

Writing can be defined as process of constructing ideas and thoughts which poured into written text. It is cognitive activities that needs endured intellectual efforts (Behbudi & Sadeghogi, 2018). This process contains content and ideas, arrangement of ideas, vocabulary knowledge and choice, language components, and mechanics of it (Kabigting et al., 2020)**.** In addition, writing as a hard project especially for EFL/ ESL (Zailaini et al., 2015 in Kabigting et al., 2020).

There are tracks in process of writing. (Dietsch, 2006 cited in Saputra, 2017) offered some stages of writing process toward 4 steps like:

1. Prewriting

    Prewriting is the first step of writing. Usually writer generates concept and determine the aim of the writing and to whom the writing goes to.

2. Drafting

    The fundamentally step of finding and research is drafting. This step needs metaphors the ideas gathered to sentence with semi organized

method. This section is to make writers elaborate the relation from those ideas.

3. Revision

This step is to delete, grow the ideas that be arranged before. It can be done in all of writing progress.

4. Editing/ proofreading

This step is where the writers need to check out of their writing by investigating ideas, the words, grammar mistakes, also punctuation.

Produce good writing result requires some progresses that followed by the writer, it can be different form one writer to another. Processes that requires are planning, what the writer want to write, drafting when generate the ideas into sentence, editing when the writer re-read the result and investigate whether there is mistake, and revising based on the mistake and also elaborate the ideas. For the writing assessment it is familiar to assess writing score by using rubric (Saripta, 2017). Rubric score which contains of some criteria such as content, organization, language used, vocabulary, and punctuation. Those criteria have each sub criteria with scores that can be used for assessing.

There are many types of writing result, narrative text, recount text, report text, and so on. One of them is essay. The purpose of essay is to answer topic question, it performs ideas that contains facts that need to be backed by approved source (McClain & Roth, 1999 cited in Wijaya, 2017).

2.2 Writing Motivation

Schunk (2012) stated motivation associated to learning, it influences one another, affects the way students learn. With high motivation, students will require to face their anxieties (Suardana & Simarmata, 2013). Motivation is important for students in learning a language. According to McDonough (1981) motivation is extremely connected to the personal needs for achieving their goals of language learning. Dornyei (1998) claimed that one key that affects successful in language learning is motivation. Motivation in language learning is the association of learner's effort, attitudes, and desire to gain in mastering target language.

The combination of effort, hope, feelings of students to reach their goal in mastering language can be said as language learning motivation. One of crucial points in language leaning is motivation (Manalu, 2014). Learners' motivation is about learners' desire to follow in the learning process and focus on the reasons and their goals that make decide their participation or nonparticipation in learning activities (Manalu, 2014). Motivation can be separated as intrinsic motivation and extrinsic motivation. Based on Reiss (2012); Aryanika (2016) intrinsic motivation can be defined as doing something based on willingness because of they own self without needing any extrinsic motivation. While extrinsic motivation is chasing of something outside, like praise from parents or be a winner of champion.

Motivation can be defined as collaboration of desire and struggle to reach the language learning goal that guides to an aware decision to do something, which takes effort to reach the goals (Choosri & Intharaksa, 2011). While based on Manalu (2014) motivation is person's hope to join in learning activities in reaching their goals. Students that have high motivation will decide their goal study. Students who have highly motivation will not affect to change their study eagerness because they decide their own goal of learning.

Qualitative study from Rosfika (2020) found that students' motivation in writing is can be separated in two points, there are intrinsic and extrinsic. Some intrinsic points that make student motivate to write especially in English are about their hopes to get high scores while doing the task, they also stated they also like to correct before being submitted to lower the some errors, and students also like to learn from other students, they also want to make their assignment perfectly, and want to focus about their works. Intrinsic motivation arise in individual, like enjoying in learning some subjects (Harmer, 2007 in Dwinalida & Setiaji, 2022). While extrinsic appears from the outside of individual like environment, community. For example like student who is successful in achieving ability in English then get praise from other people, or like rewards, gift, punishment, etc. They will motivate to get same results moreover increase their achievement that is why

motivation is crucial thing in learning something. It can make students keep on their track to achieve their goals.

Motivation is studied as the most powerful factors in learning a language it is believed that when learner is willing and have motivation to learn something, they have best opportunity to gain the language (Zaccone & Pedrini, 2019). Learners with intrinsic motivation get better performance than students' with external motivations because they enjoy the process of writing (Ouahidi, 2020). Motivation from internal is connected to the eagerness in the learning activities because no compulsion. It associates to reach the goals because it is pleasing and eagerness comes from their selves, they are willing to face the challenges that appear because they like it. While extrinsic motivation is related to the activities that they follow because of reward from outside (Nurhidayah, 2019).

Theory of motivation achievement has connection for learning and teaching activities, if assignment is sensed too difficult students might not try and give up easily because of high worry of their failure and low trust to achieve success. It claimed reduce worry of failure and growing hope to achieve success increase motivation (Schunk, 2012).

Valiantien, Setyowati, & Ariani (2016) claimed that students who are having no motivation in learning a language are hard to teach. language learning, motivation has a crucial function (Dornyei, 1998 cited in Valiantien

et al., 2016). In the same way with Dornyei, Gardner proved that students who highly motivate will have better achievement than students with lower levels of motivation and students who motivated will have strong connection to get involve to the learning activities and having no burden to enjoy the class because they want to achieve their goals (Gardner, 1985 in Al-tamimi & Shuib, 2009).

Students will be struggling to do writing task if they do not have strong motivation on it, it can be say that motivation is a whole of power inside that boosts people to get into somewhat no matter how difficult and how long it is, they will definitely chase it (Dornyei, 2001). Motivation in writing is a power inside in person that decides successful in writing. Motivation in writing is crucial since they will eager to do writing process and even though they face many problems that come away in the process of writing like grammar, spelling, lack of vocabularies, mechanics, and so on they will find ways to face it.

Not in the same boat, Manalu (2014) found that there is no correlation between motivation in learning and their learning achievement, it is found that students with high level of motivation get low score instead, students' with low level of motivation get the high score. A line with Manalu, Ilma (2018) also showed that there is no significant relationship between two variables, motivation and English ability, motivation does not influence their English ability.

Students' writing motivation based on Zaccone & Pedrini (2019) is the positive booster that can come from students' inside or outside and can change students in a positive way in improving their writing process, the students' who have high motivation in writing will be more effective in writing. Writing motivation is individuals' energy inside that appears from inside and outside to reach their ambitions and it has function as the booster in writing motivation. Intrinsic motivation that relates to individual feelings, pleasure and enjoyment of someone to do something, that produces personal commitment that is long lasting period of motivation (Adelman and Taylor, 1990; Cerasoli et al., 2014 in Zaccone & Pedrini, 2019).

Aryanika (2016); Li & Pan (2009) students' motivation has an effect to the writing ability. Those results show positive correlation between two variables. Study from Dwinalida & Setiaji (2022) found that there is positive association between motivation and students' attainment, because of motivation boosts students to use target language in communicate especially.

In contrast with extrinsic motivation, that is usually concern to the future result, because of that students who are having extrinsic motivation will not have good results in long time learning (Zaccone & Pedrini, 2019). Teaching students who do not have any motivation to do is one of struggles in teaching second language (Sadighi and Anjomsha, 2015 as cited in Fitriani & Sabarniati, 2021).

2.3 Writing Anxiety

The capability is to make something in an effective way in this case is writing as a barometer of achievement during learning process (Geiser & Studly, 2001). Writers need to organize ideas by using a meaningful arrangement that matches in good way with reader's expectation, carry their ideas in meaningful way which needs vocabularies and rules of standard writing (Benton et al., 1995).

Anxiety means personal's emotional condition of being nervous and fear because of low of self-esteem and confidence or gain the feeling of guilty because the expectation of failing to accomplish goals or to get done the struggles (Wang & Wan, 2011 as cited in Wang & Zeng, 2020). Horwitz et al., (1986) argued that anxiety in foreign language is a clear complicated of many emotions like, self-awareness, trusts, emotions, actions that associated to language learning classroom that appears in the process of language learning.

Students that have anxiety get trouble in apprehending the content of a foreign language, they might evade learning the language to decrease their anxiety (Horwitz et al., 1986). Theory from Horwitz et al., (1986) their research claimed that anxiety related with foreign language is a specific situation that appear from the originality of foreign language learning. Learners who achieve good academically in other subject get anxiety in learning foreign language. People with low of self-confidence will be fearful

of what other people think about them that raise anxiety level (Pajares, 2003).

Writing anxiety is a prevention of writing and a conditions where individuals need to write with potential (Daly and Miller, 1975 cited in Hassan, 2001). Writing anxiety is a name for a mix of emotions, convictions, or actions which meddle with individual's capability to begin, doing task, or finish the written task that they are able to do (Al-Sawalha and Chow, 2012 cited in Wahyuni & Umam, 2017).

Writing activity might be fun activities for some students that like to write and have no difficulties in term of doing that task or with high interest to write which students may not have any burden to write even they face any difficulties while doing it but for some other students to think the idea and put it into text needs some effort, they might have lack experience and low proficiency level of the target language.

Many causes of writing anxiety, such as 1) Limited duration to design the concept, write, and revise, 2) Absence of good writing skills involving writing commanding and practice, create ideas, arrangement of ideas and methods of writing, like script, punctuation, and vocabulary, and 3) Teachers' negative note (Heaton and Pray, 1982 as cited in Rezaei & Jafari, 2014).

Writing anxiety blocks writing process and guides to the writing obstacles. It is students' negative feelings experience in writing process and makes them lower their trust to achieve successful in writing (Guo Y. & X. Qin, 2011 as cited in Wang & Zeng 2020). According to Hassan (2001) students with low level of anxiety wrote better quality compositions of article than students with high anxiety level. Another study Jebreil, Azizifar, Gowhary, & Jamalinesari (2015) revealed that students' with little exposure of language ability have higher level of anxiety than who are often. Other study shows opposite result, the result of the study shows that students' writing anxiety have no correlation in paragraph writing class that means where students get high level of anxiety does not mean they get low writing achievement (Andira & Trisno, 2021).

Kabigting et al. (2020) research described that gender affect anxiety levels, females show lower anxiety in writing essay than males. Writing process has positive correlation in reduce students' writing anxiety because the teacher offered steps of evaluated and corrected text so that students can construct it (Bayat, 2014 in Zhang, 2019). Based on those researches, factors that affect students' writing anxiety are gender and teachers' correction, then according to Horwitz et al. (1986) there are 3 performance of anxieties, there are communication apprehension, test anxiety, and afraid of negative evaluation.

1. Communication apprehension

It refers to characteristics of being shy and fear to communicate with other people. Language learners who frequently feel anxiety will progressively catch more obstacles when they have to communicate with foreign language due to they may think that effort at oral act are being controlled regularly.

2. Test anxiety

It belongs to a kind of performance anxiety is coming from afraid of failure. Test - anxiety students habitually put nonsensical demands on themselves and think that everything less than an ideal test-performance is called a failure.

3. Afraid of negative evaluation

It defines as anxiety about others' perception, avoidance of evaluative situations, and the prediction of others will be evaluated her or him in negative ways. It can happen in any social interactions also evaluative situations, like interview for getting job or speaking and communicate in the second or foreign language class.

While according to Cheng (2004), there are three aspects of anxiety cause, as follows:

1. Cognitive anxiety

The cognitive side of anxiety, including negative expectations, distraction with performance and other's perception they think is matter.

2. Somatic anxiety

The psychological effect of anxiety, like anxious and pressure.

3. Avoidance anxiety

The aspects of anxiety that students like to avoid writing.

EFL students are more confronted while writing process because they face many situations like difficulty of writing arrangement and develop the ideas into target language which also limited second language knowledge leads to afraid of making mistakes (Rezaei & Jafari, 2014). The study result shows high level of interest suffers in Iran students are mostly in cognitive area, about expectations, afraid of teacher's negative notes, low level of self-esteem and also low linguistic information. Hartono & Maharani (2020) supports previous study this research argued that Indonesia's EFL learners also suffer of high level of writing anxiety. It discovers the most dominant aspect of anxiety is cognitive aspects where mostly about grammar and vocabulary.

2.4 Writing Achievement

Writing achievement is about achieving learning and teaching purposes of writing skill (Hutahaean & Ernidawati, 2013). The definition of writing achievement is student's results of learning writing, to measure the capability of students' writing skill and to improve students' proficiency and cognitive change (Saripta, 2017).

2.5 Previous Studies

The previous studies made to guide to make prediction of the research. For this reason, the researcher tries to gather previous studies that have relationship with the study. Those previous studies are:

The first previous study was from a research entitled "The Relationship of Writing Apprehension and Self-Esteem to the Writing Quality and Quantity of EFL University Students" by (Hassan, 2001). This study finds out whether writing apprehension and self-esteem have correlation to the quality and quantity of students' writing results. Instruments that used in this study are English writing apprehension questionnaire, scale of self-esteem, and writing task with 40-minutes time limit. For the analysis the researcher uses Pearson correlations, t-test, and 2-way analysis of variance. The subjects of this study are third year students from English Department, College of Education, Mansoura University, one hundred and thirty two students. The result of this study indicates that students that have low level of anxiety wrote better quality of article than students who have high anxiety level.

The second previous study was from (Fitrinada et al., 2018). Different with the previous research, the title of the study is "Students' Writing Anxiety and Its Correlation with Writing Performance". The aim of the study is to examine the correlation between students' writing anxiety and their writing achievement. The method that used is quantitative research with

correlational design approach. The population of this study is sixth semester students of English education study program. The sample collected by using purposive sampling. The data gathered by using questionnaire of writing anxiety and a writing test. The study shows that there is significant relationship between each aspects of students' English writing anxiety and their writing achievement.

The third previous study was about students' writing motivation by (Aryanika, 2016). The title of the study is "The Correlation between the Students' Writing Motivation and the Writing Ability". The purpose of the study is to know the relationship of students' motivation on their writing ability. The method that used in this research is with 52 students of senior high school utama wacana metro in the academic year 2009/ 2010 as the sample. Random sampling was applied to get the sample. The researcher collected the data by applying questionnaire to gather data about students' motivation and test for writing ability data. The research found that there is positive correlation and significant between students' motivation and their writing ability in write descriptive text, the study shows that students' motivation influence about 25,60% in increasing students' writing ability.

From some previous studies above, the writer can deduce that the results of the previous studies have relationship between variables. These previous studies might be the guidance and prediction for the writer to conduct this research.