

CHAPTER II

LITERATURE REVIEW

In this chapter it will be presented about the variables used in this study. Beside that, it is also added some additional information of those variables. It covers information about students' writing skill, factors influence writing (which include topic familiarity, critical thinking, and writing anxiety), and previous study.

A. Writing Achievement

English is a foreign language especially to Indonesians, so Indonesian learners who study English usually called by EFL (English as Foreign Language) learners. Nevertheless, English becomes the language that is interested by many people to be studied. It happens because mastering English be a great need both in this country and abroad in every aspects. One of important aspects in learning English is learning writing. It is a shame if the learners can speak English but they are not able to write. Therefore, having good writing achievement is many people's dreams.

Writing is one of the productive skills because it relates with the language production.¹⁷ Writing is people's one of way to deliver their ideas not by spoken but by written. They either write their thoughts on paper or type on writing tools such as a laptop, cellphone, email, and others. Then they revise and present it for themselves, others or to the writing institute. Through writing we can inform some information and draw attention to others. Besides, it can be used to invite or forbid anyone to do anything.

Writing is one of the processes of putting thoughts or ideas into word by word formulation to be a sentence and then connect them together to be good paragraphs. Writing requires a particular skill to help writers put their thoughts in written form. This happens because writing is not just writing on paper or typing in the writing tools, but writing is thought process, altering or varying language in text form.¹⁸

¹⁷ Rijal, Samsi and Afifah, Nurdiana, Teaching Productive Skill Through Vark (*Wacana Didaktika. Jurnal Pemikiran Penelitian Pendidikan dan Sains*, 2017) Vol. 5 No. 1. 12-18

¹⁸ Ilham, The Correlation between Grammar and Reading Comprehension and EFL Learners' Writing Performance.

According to Elbow, writing is the ability to form words or to pour ideas, as well as the ability to criticize. Because of it, it will be known which is more appropriate for further use.¹⁹ In other words, this is a skill that can help learners not to immediately present his or her ideas in writing. But with this skill they are able to choose words or ideas for which are better transmitted through their written form.

Thus, it could be argued that writing was a person's ability to present their ideas in written form. In this regard their writing was a means of communication between them and the readers. They have to choose the right words to avoid misunderstanding among the readers because in this case they do not present their ideas orally but in the form of text. So, they have to make all the statements clear and understandable.

1. Writing Process

Talking about writing process, it was a process in which the individuals or learners try to put down their ideas in some writing tool such as papers, laptops, and others. In writing process there are some steps that proposed by some experts.

According to Eko Suhartoyo²⁰, there are parts of writing process, such as:

a. Introduction

As we know that introduction will always be the first in any kind of things because it is the part to introduce what we will show or talk in our project. In term of writing, introduction covers the thesis statement or claim in which the writers opt to choose their standpoint toward the topic being argued, whether they agree or disagree. In this part, the writers try to make decision on themselves about something they will show on their writing and they try inform their point to make sure that the readers understand what they will present.

The writers show their thesis statement in general point and give information to the reader what or where is their position in their writing. In this point, they show their position and differ which one the point they will choose by using general sentences. Thus, by understanding the introduction, the reader will understand what will the writer explain in their writing.

¹⁹ Elbow, Peter. *Writing with power: Techniques for mastering the writing process (new ed.)*. (New York: Oxford University Press: 1998).

²⁰ Suhartoyo, Eko. The Importance of Critical Thinking Competence: An Investigation of Students' Writing Experiences. (*International Seminar on Language, Education, and Culture*). Faculty of Letters, Universitas Negeri Malang. October, 2017

b. Body

The second part of writing process is body. Body part covers supports to maintain the argument of the writer and warrants to show how the evidence logically connected to the data. The writer can also put backing and rebuttal inside the body of the writing. In this case, the writer put down their supporting statements of the statement they put in the introduction. They also show some evidences related with their opinion and try to connect those evidence with the exist data.

In this case too, the writers show their opinion why they agree or disagree about the choice they have already stated in the introduction. Sometimes, they also complete their writing by using the other people opinion to support their own opinion. In conclusion, the writers show all their opinion and also supporting opinion in Body part of writing process.

c. Conclusion

The last part of writing process is conclusion. In conclusion stage, the writers put their summation of points or final evocative thought to ensure the reader remember the argument. The writers try to conclude all their statement that they have already presented in the introduction and body of their writing. In conclusion stage, the writers make clear about the point they mean to show to their readers and the conclusion represent all the thing they have presented before.

The other expert also proposes the writing process, like opinion by Dietsch. The following is the explanation:²¹

a. Prewriting

Prewriting is the first stage that the writers have to do. In this stage, the writers produce some ideas they will present in their writing and they have to decide the purpose of that writing. It means that, in prewriting the writer have to make some patterns about the concept they will put in their writing because it happens before the writers start our writing.

The concept that made by the writer consist of the ideas, purpose, and the readers that will read the writing result. They have to construct the ideas that related with the topic of their writing in order to make their writing in of the topic or not out of the topic. Besides that, the writers have to make sure about the purpose of their writing. What is the benefit of their writing and what other people can get from

²¹ Dietsch, B.M. (2006). *Reasoning and Writing Well: A Rhetoric, Research Guide and Handbook* (4th edition). New York, NY: McGraw Hill Press. P. 11

reading the result of their writing. Then, the end is deciding the reader of their writing. The reason is for helping the writer to use the appropriate techniques and words in their writing. The techniques and the words are very important thing that we have to think as writer because the kid reader is different with adult reader. The writers cannot use the difficult writing techniques and inappropriate words for the kid readers as we use for the adult readers because it will disturb their understanding of the content of the writing.

b. Drafting

Drafting is primarily stage of discovery and exploration. This stage requires the writers to transform ideas into sentences in semi organized manner. The aim is to let the writers' ideas develop, expand, and built connection. In this section, the writers explore the ideas they have constructed before. They put down the ideas into sentences and develop them while connect them with another idea related with the previous ideas.

c. Revision

Revising is the activity of deleting, expanding and clarifying the ideas. Revising can be done during all the process of writing. The writers do some of revision sometime without any awareness because they do it while thinking of the next step. In this case, the writers try hard to choose which one the appropriate and inappropriate ideas for their writing. They have to clarify the ideas they have chosen and make sure that the ideas related with the topic or it is not out of the topic.

d. Editing/Proofreading

Editing or proofreading examining ideas, details, words, grammar, and punctuation. Here the emphasis is on accuracy, correctness, and clarity. In tis section, they writers have been in the end of their writing process because they try to examine the ideas of their writing. Actually, it is not only about the examining, but it also about the correction of the word uses, grammar and its punctuation. The writers have to make sure about the correct words that used in their writing and check its grammar error that be one of the important things in writing. Besides that, the punctuation of the sentences of their writing has to be correct and no errors to create the good writing.

2. Writing Assessment

Talking about writing assessment, it means that someone's writing work will be assessed by using any kind of assessment tools. Actually, there are some ways for assessing the writing works, such as rubric, checklist or rating scale. Then, in assessing writing, there are some parts that can be evaluated. The following is the criteria or rubric for the writing assessment proposed by Jacob.²²

a. Content

All the ideas have to be appropriate with the topic of the writing and all the sentences contain supporting ideas related to the main idea every sentences. Besides that, all the ideas showed in the writing should be clear and understandable. It is done for minimizing the readers' misunderstanding about the content of the writing.

b. Organization

In organization part, all the ideas in the sentences should be well organized and perfectly coherent. it means that all the sentences have to contain complete generic structure of the text. The generic structures are thesis statement, arguments, and conclusion.

c. Vocabulary

If we talk about vocabulary, it is about the usage of vocabulary in every sentence of the writing. The sentences should contain very appropriate choice of words. The writers should be able to choose the appropriate words in presenting their ideas in the sentences. Sometimes, every word has different context although they have the same writing. Besides that, the writers have to know who is the reader of their writing to make sure about the appropriate words in the sentences.

d. Grammar

Talking about writing, of course we talk about grammar. Grammar is the pattern of sentences to be well structured. In a writing, the writers have to make sure that there is no error of grammar, and the sentences have to be full control of complex structures.

²² Jacobs, et all. *Testing ESL Composition: A Practical Approach*. (Rowley, Mass: Newbury House, 1981)

e. Mechanics

Another important point of writing assessment is about mechanics. In this case, we focus on the spelling, punctuation, capitalization, and paragraphing. As a good writing, all of the sentences in that writing should have no error of mechanics such as spelling, punctuation, capitalization, and paragraphing.

B. Factors Influence Writing Achievement

Talking about writing, it is important to be mastered by the English learners. But it cannot be denied that writing is also regarded as one of the most difficult skill in English to be mastered by the learners.²³ According to Kharisma, writing is a skill that is more complex than other skills like speaking, reading, and listening.²⁴ Besides that, Nunan stated that writing is one of cognitive activity which is extremely difficult and it forces the students to be able to control over various factors in it.²⁵ By those opinions, we cannot underestimate all the things related with the writing skill, although those are little thing or not a big problem. There are some factors influenced the students' writing achievement, such as the topic familiarity, the students' grammar mastery, and also their writing anxiety.

1. Topic Familiarity

In writing case, there are many things that become the problem in which this problems sometime influence much to the students writing achievement, one of those things is topic familiarity. Topic familiarity also called as background knowledge, Othman and Vanathas stated that topic familiarity plays important role in interpreting meaning, it is be the foundation for the students to collaburate the new information they get and their existing knowledge.²⁶ Knowing the topic or familiar on it, it means that the learners have already had thought related with the thing they will show. They have their own existing knowledge or they have already know what the topic talk about, then this existing knowledge will used by them to add the important information related with the topic. By this condition, the learners are able to complete the information to be in their

²³ Nasihah, Mutiatun and Cahyono, Bambang Yudi. Language Learning Strategies, Motivation, and Writing Achievement of Indonesian EFL Students. (*Arab World English Journal (AWEJ)*). 2017). Vol.8. No. 1. pp.250-263

²⁴ Kharisma, D. S. The use of comic as an aid in teaching narrative text. (*A Sarjana Pendidikan Paper submitted to Semarang State University*. 2009). pp. 1

²⁵ Nunan, D. *Designing task for the communicative classroom*. (Cambridge University press. United Kingdom. 1989)

²⁶ Othman, Juliana & Vanathas, Christina, Topic Familiarity and Its Influence on Listening Comprehension. *The English Teacher* Vol. 34, 19-32

writing which will make it be better than before. In the same source also stated that topic familiarity relates to our real world experience and expectation that we have.²⁷ Sometime, the learners are familiar with the topic because they ever read, listen, or even experience it. So, that is not unfamiliar for them and they can think it easily to help the in finishing their writing. When they know the topic, it cannot be denied that their writing will be beter than when they do not know the topic at all.

By knowing the topic before, it will help the learners feeling free and confident in term of their writing because they have already known what they will write in their writing and how the way of it.²⁸ Actually, the learners' feeling also contribute in the their development, when the students have been confident in delivering their ideas through writing because they have been familiar with the request topic, it cannot be denied that they can produce good writing. However, if the topic is unfamiliar to the students, they will get difficulties in finishing their writing. It happens because they feel strange to the writing topic given by the teachers or lecturers. They are difficult to construct the ideas or create the writing for the topic that is very strange for them or they are less knowledge of that topic. So that is why, the expearence or background knowledge of the topic is very important for the student to help them in increasing their writing achievement.

2. Critical Thinking

There are many issues in learning specially learning of foreign language, that is English. One of those issues is critical thinking. Critical thinking is one of learning programs which needs to be think over in order the learners are able to increase the result of their learning. Thinking critically is not only needed to improve the students' improvement in learning, but it is also important for their social life.

Pithers and Soden in their book stated that generally critical thinking is marked by thinking ability fast, systematic, and logic in understanding belief concept, to decide an action and solve the problem based on the conceptual mechanism and argumentation.²⁹ it means that critical thinking is someone's ability in thinking their problem systematically and logically. They try to find some of reason or the causes of the

²⁷ Ibid. Othman, Juliana & Vanathas, Christina, *Topic Familiarity and Its Influence on Listening Comprehension*.

²⁸ Fatmawati, Evi Kudriyah, *Correlation between Students' Anxiety, Grammar Mastery, and Writing Skill Of Seventh Grade Students Of Mts Negeri 2 Surakarta*, (Thesis. Sebelas Maret University, 2017)

²⁹ Pithers, R.T & Soden, R. Critical Thinking in Education: A Review. *Educational Research*, 42 (3). pp.237-249

problem they face. After finding the cause of the problem, they try to construct the problem solving related with the problem they have.

Then Dewey stated that critical thinking is active activity, consistent, and careful in considering a belief or a problem and also a conclusion related with the problem exist.³⁰ In this book also stated that emphasises the evaluative natural of critical thinking in supposing that the outcomes of critical thinking are ultimately judgements; critical thinking is thus “skilful”, responsible thinking that facilitated good judgment because this thought depends on the criteria, correct themselves and sensitive to the context.³¹ It means that in term of critical thinking the persons do not only think what they have to believe or know, but also suitable action for that kind of problem. In creating the action for particular problem, they will be able to give the appropriate judgement for that situation. In another words, they can create good and match problem solving for any kind of situations.

In Bloom’s Taxonomy, several authors agreed that critical thinking refers to high order thinking skill covering verbal reasoning skill, argument analysis skill, thinking skill such as hypothesis testing, thinking in term of like hood and uncertainly, decision making and problem-solving skill.³² It means that in term of critical thinking, it is a challenge process for the individuals to use reflective, reasonable, rational thinking, interpret and evaluate information in order to derive a judgement. This challenge process can help the students to construct the rational and suitable decision making for solving their own problem or others.

By having good critical thinking specially in learning English, the students are able to know in detail about the problem they faced. Knowing and understanding the problem related with the topic given, can help them to decide what kind of problem solving they have to choose in overcoming it. When the students get topic of their argumentative writing, they will try to understand the topic. What all the points they have prepare in their writing, it can be about the concepts, action, and suitable solution they will use to make their writing well.

³⁰ Heard, Jonathan. Scoular, Claire. Duckworth, Daniel. Ramalingan, Dara. Teo, Ian. Critical Thinking: Skill Development Framework. (Australian Council for Educational Research. 2020)
http://research.acer.edu.au/ar_misc/41

³¹ Ibid.

³² Suhartoyo, Eko. *The Importance of Critical Thinking Competence: An Investigation of Students’ Writing Experiences*. (International Seminar on Language, Education, and Culture). Faculty of Letters, Universitas Negeri Malang. October, 2017

In this case, the learners that have good critical thinking will discuss about important points in detail about the topic. The action of deciding the conclusion, they will not randomly because they will active and careful in considering all the things related with their writing topic. Therefore, they are able to create meaningful argumentative writing.

a. Core Components of Critical Thinking

As explained before that to think critically is able to analyse and evaluate the information and situation based on correct standard as like the truth and rationality which intent to build new appropriate knowledge. Critical thinking is about the ability of subject to process and synthesize the exist information to be able to take the decision about the effective problem solving for the problem.

According to ACER, there are three standard or core components of critical thinking, those are knowledge construction, evaluating reasoning, and decision making.³³ These following is the explanation of those three core components of critical thinking.

1) Knowledge Construction

Knowledge construction relates with reflection and evaluation for the match of information needed. It is about what information we know and what we need, what information that is useful and can be used for correct and meaningful problem solving. There are three aspects in knowledge construction, they are identifying gaps in knowledge, discriminating amongst information, and identifying patterns and making connection.³⁴ Identifying gaps in knowledge is about discerning what information needed to know or believe one thing, to understand a problem, or to place a problem. In this aspect, the subjects analyse and evaluate what they have already know and what information required. While, discriminating amongst information includes different fact from opinion, chosen the correct information and directly useful for the problem solving. In term of argumentative writing, the collected and learnt information by the subject will be checked the useful points in their argumentative writing. The last one is identifying patterns and making connection. This aspect is an action in organizing collected information as like data, evidence, statement,

³³ Heard, Jonathan. Scoular, Claire. Duckworth, Daniel. Ramalingan, Dara. Teo, Ian. Critical Thinking: Skill Development Framework.

³⁴ Ibid

question, concept, opinion, and other forms of representation to get sense and meaning from it. The use of this concept in argumentative writing is the subjects are able to lead the formulation of the information to be in the argumentative writing that is full by meaning.

In term of knowledge construction, Suhartoyo also stated that critical thinking is a process that challenges an individual to use reflective, reasonable, rational thinking to gather, interpreted and evaluated information in order to derive judgement.³⁵ It means that in knowledge construction the students have challenge to their rational thinking about the problem or the topic that is given. They have to interpret and evaluate the previous information they have and recent information they got. When they have already construct and choose the appropriate information, they will be able to present their ideas easily.

2) Evaluating Reasoning

Evaluating reasoning is thought that is needed to differ about the correctness from the argument of scientific theories, statements, proof and other formulation of ideas.³⁶ In this case, the subject analyses and evaluate the exist arguments and also identify the support opinion of the conclusion or the correctness. In other words, the subject makes sure about the thought and differs among those arguments. In solving the problem, evaluating of thought can appear by different ways. For the example knowledge construction, evaluating reasoning also has three concepts, they are: applies logic, identify assumptions and motivations, and justifies arguments.

Applies logic, it requires the ability to apply concepts of propositional logic such as inferences, causality contradiction, and consistency. Then it can be done reflectively to evaluate the truth or validity of a given conclusion. In another sides, Simon and Kaplan stated that the formation of logical inference is the characteristic of critical thinking.³⁷ In this case, the critical thinkers have to have this kind of aspect in which this aspect is the critical thinkers' activity in applying their logical thinking related with the problem they face.

³⁵ Suhartoyo, Eko. The Importance of Critical Thinking Competence: An Investigation of Students' Writing Experiences.

³⁶ Heard, Jonathan. Scoular, Claire. Duckworth, Daniel. Ramalingan, Dara. Teo, Ian. Critical Thinking: Skill Development Framework.

³⁷ Simon, H.A and Kaplan, C.A. (1989). In. MI. Posner (Ed). *Foundation of Cognitive Science*, Cambridge: MIT Press

Besides that, identifies assumption and motivation, in term of critical thinking, we have to have ability to identify and evaluate the unrepresented element or information. It is about where certain conclusion are predicted on assumption, what is the assumption, and whether that assumption is reasonable or not. It means that we have to have ability to think about the opinion, explanation, or proposition made, in order to identify possible biases that may be presented. While, justifying argument means that the ability to formulate one's idea and opinion and then hold them to be claimed. It can be done by supporting them with evidence and sound reasoning then avoid some biases in someone's own reasoning.

3) Decision Making

In solving the problem, the subject needs to make some decision or choose some decision to make sure that the problem have been solved. Ennis defines critical thinking as a reasonable reflective thinking that is focused on deciding what to believe or do.³⁸ It means that in term of critical thinking, the individuals will think reflectively about the problem they face and try to understand the detail of that problem. After that, they will focus on deciding what they have to do to solve their own problem. Besides that, Linda states that critical thinking is applicable whenever people are called to make decision or resolve a problem.³⁹ When an individual are needed in giving some decision of a particular problem, they have to use their critical thinking in solving the problem or deciding the decision they have to do.

In term of decision making, there three aspects that have to focus on. They are: identify criteria of decision making, evaluate options, and the last one is tests and monitors implementation.⁴⁰ The first is identifying criteria of decision making, in order to make effective decision the subject have to understand more about the exist problem or situation. In this step, the subject not only need to analyze the current situation in terms of constraints and demands but also the ability to recognize the ideal outcome. The second is evaluating options, this

³⁸ Ennis, C. (1991). Discreate Thinking Skill in Two Teachers' Physical Education Classes. *The Elementary School Journal*, No.91. pp.473-486

³⁹ Murawski, Linda M. *Critical Thinking in the Classroom... and Beyond*

⁴⁰ Heard, Jonathan. Scoular, Claire. Duckworth, Daniel. Ramalingan, Dara. Teo, Ian. *Critical Thinking: Skill Development Framework*.

step involves assessing how well certain options will satisfy the demands of a given challenge or problem. Although all the available options have been evaluated, an ideal solution may still not emerge. So that is why the subject have to be able to determine which option will increase the probability of desire outcomes. The last one is test and monitors implementation, after deciding a decision, the critical thinkers have to test the effectiveness the decision they have chosen by monitoring the actual impacts and implications. In this step, it requires the ability to analyze objectively and accurately the positive and negative effects of decision or conclusion. After knowing the impacts, the subject can compare all the thing related with the decision they made.

b. Critical Thinking and Its Correlation with Writing Achievement

As stated above about definition of critical thinking, that critical thinking is a challenge process for individuals to use reflective, reasonable, rational thinking, interpret and evaluate information they got in order to derive a judgment. In term of learning writing, English learners have tent to have little attention to write critically based on certain issue. As a matter of fact, having a critical thinking is a must for the learners' academic life.⁴¹ Critical thinking plays important role for the learners in improving their writing achievement. Because by thinking critically, they can make some shapes for their ideas related with their writing and are able to present their ideas or arguments well. Besides that, by having good critical thinking, the learners are able to survive in their challenge writing area. It is very needed by them for their academic life, such their learning score which influences their future learning.

Langan stated that writing is more than a medium of communication, but it is a way of remembering and thinking as well.⁴² By this statement, writing is not only the activity to write down all the things in a paper, but it also a tool for communication. In this communication there are some processes that happened in the same time, it is about remembering and thinking. When the individuals try to put down their ideas, it means that they have already present the result of their thinking into a paper or another writing tools. The result of their writing can be a communication tool between the writer and the reader.

⁴¹ Suhartoyo, Eko. The Importance of Critical Thinking Competence: An Investigation of Students' Writing Experiences.

⁴² Langan J. (2007). *College Writing Skill*. New York, NY: McGraw-Hill Companies

According to Linda, students who implement critical thinking skills approach the courseware in a more thoughtful and effective manner, ask more challenging question and participate in the learning process more intensively.⁴³ The implementation of critical thinking by the students in the classroom can help them to be more active in their learning process. In writing activity, it is very useful for the students because they will find some challenge part in delivering their ideas into a writing tool. Therefore, by thinking critically, the students will be able to produce and construct their critical ideas related with their writing topic.

Students who have critical thinking competence are those who are able to demonstrate the ideas not based on their emotion or prejudice, but those who use the more logical reason to analyze and argue the points to support their claim on the thesis statements.⁴⁴ The learners can be good critical thinker if they did not use their emotion in formulating their ideas in their writing. They try to use logical ideas or reason to construct their ideas in their argumentative writing. It is stated as like this one because the basic foundations of argumentative writing are using logic and reasons.

In conclusion, critical thinking should be possessed by the learners in order to write effectively. Whenever the learners are able to think critically, they will easily gather and construct the ideas they have to support their opinion and argument by selecting proper strong and convincing reasons.

3. Writing Anxiety

In doing several things in our life, it cannot be denied that feeling also plays important role on that. Even sometime that feeling detemines the quality of our job or activity. The feeling are like afraid, nervous, satisfactory and others. Talking about feeling, we focus on afraid, nervous, and less of self-confident in learning writing in which those feeling called as writing anxiety. According to Horwitz anxiety was explained by psychologists as an individual feeling of nervousness, tension, fearful, and mistake related to the autonomic nervous system. Students' feeling very strongly influences the sentences production in writing activity. If the students feel anxious when

⁴³ Murawski, Linda M. *Critical Thinking in the Classroom... and Beyond*

⁴⁴ Suhartoyo, Eko. *The Importance of Critical Thinking Competence: An Investigation of Students' Writing Experiences*.

they write a sentence in English, they cannot improve their writing skill well.⁴⁵ Then, in the same source also stated that in studying writing the learners with higher writing anxiety will produce shorter writing than those who have lower writing anxiety.⁴⁶ It can be said that writing anxiety is the students' feeling in writing something in which their self confident is down because of their own thought. They are doubt or afraid to put their ideas in written form because of thinking over about the mistakes.

Sofia and friends also stated that writing anxiety could be a term for the strain, worry, nervousness, and a wide variety of other negative feelings.⁴⁷ Before starting the writing, the students think negativey first, so this situation also influences their clamness in finishing their writing. They are nervous to be wrong or to have a lot of mistakes in which it will make them stuck in their writing or cannot continue it to be good writing. This situation is normal for every people including the students. Although they are smart or understand the command from the teacher or the task but if they have a high writing anxiety, it will disturb their writing achievement. Therefore, either the students and the teacher have to have the ways to minimize this anxiety.

The problems of writing anxiety are such as feeling afraid, nervous, panic, inadequate time, little-self confidences, less of vocabulary, and a little do their exercises.⁴⁸ All of this problem make the students complicated in thinking. Since, the students have those problems, their writing is also effected. Minimizing the writing anxiety is very important for the students. Because when the students fell shy or nerveous, they had no idea to start writing or continue their previous ideas. The more students have lees writing anxiety, they will have good writing. It happens because the are sure and brave to deliver their ideas through writing. If they enjoy their writing and are able to communicated by written form well, of course they will have good writing achievement.

⁴⁵ Horwitz, E. K., Horwitz, M. B., & Cope, J. Foreign Language Classroom Anxiety. *The Modern Language Journal*, 1986. vol. 70, pp. 125-32.

⁴⁶ Ibid

⁴⁷ Sofia and friends. The Correlation Between Students' Writing Anxiety and Writing Performance of Second Semester in University of Islam Malang. *Article*. 2020. pp.1-7

⁴⁸ Ibid.

C. Previous Study

There are studies that have already conducted research which have the same topic as this research. The first previous study is research conducted by Rohmani Nur Indah. This study was aimed to investigate the relationship among critical thinking, writing performance and topic familiarity. The result showed that on student initiated topic, critical thinking skills were influenced by topic familiarity and could be mediated by writing performance. Topic familiarity also had direct contribution toward critical thinking skills on student initiated topic. Then, on teacher initiated topic, critical thinking skills were supported by topic familiarity and could be mediated by writing performance as well. However, topic familiarity of teacher initiated topic did not have direct contribution toward critical thinking skills.⁴⁹

The Second previous study was the study which was conducted by Nur Hasan Kurniawan. This study aimed to know the correlation among three variables, they were topic familiarity, argumentative writing and critical thinking and it was located in IAIN Tulungagung which focused on the sixth semester students of English Education Department. The research showed that there was positive correlation among those three variables. It meant that there was positive correlation between topic familiarity and critical thinking, argumentative writing and critical thinking, and also the positive correlation between topic familiarity and argumentative writing.⁵⁰

The third previous study was study by Andi Jaya Saputra. This study aimed to seek the correlation between critical thinking and writing achievement which was located in UIN Raden Fatah Palembang. It focused on the fifth semester students of English Education Study Program. The study showed the result that there was a significant correlation between critical thinking and the students' writing achievement and then this study also showed that there was significant influence of the students' critical thinking on their writing achievement.⁵¹

The fourth previous study was a study by Evi Kudriyah Fatmawati. This study was conducted in MTs Negeri 2 Surakarta in which the participants were 30 and selected by

⁴⁹ Indah, Rohmani Nur. Critical Thinking, Writing Performance and Topic Familiarity of Indonesian EFL Learners

⁵⁰ Kurniawan, Nur Hasan. *The Correlation of Familiarity of Topic, Argumentative Writing and Critical Thinking in 6th Semester at IAIN Tulungagung in Academic Year 2017/2018*. Undergraduate Thesis. <http://repo.uinsatu.ac.id/ideprint8671>

⁵¹ Saputra, Andi Jaya. *The Correlation between Critical Thinking and Writing Achievement of the Fifth Semester Students of English Education Study Program of UIN Raden Fatah Palembang*. Undergraduated Thesis. 2017

using cluster random sampling. This study showed that the null hypothesis of this research were rejected. It meant that the students' anxiety contributed to the writing skill, grammar mastery contributed to the writing skill, then students' anxiety and grammar mastery simultaneously contributed to the writing skill. It could be said that students' anxiety and grammar mastery were important elements that gave contribution to writing skill.⁵²

The fifth previous study was a study conducted by Ayhan Incirci. This study was conducted in Turkey with 136 high school students. It used path analysis to analyze the data. The result of the finding of this study showed that there was a positive correlation between critical thinking tendency and foreign language anxiety.⁵³

The sixth previous study was conducted by Dhena in which this study aimed to find out the direct and indirect contribution among four variables. The variables of this study were writing anxiety, writing attitude, language awareness and writing achievement. There were 100 persons of English Department students of IAIN Kediri as the participants of this study. This study used path analysis as research design and the result showed that there was low significant direct contribution of writing anxiety toward writing achievement, there was no significant direct contribution of writing attitude toward writing achievement, there was significant direct contribution of language awareness toward writing achievement, there was no indirect contribution of writing anxiety through writing attitude toward writing achievement, and there was no indirect contribution writing anxiety through language awareness toward writing achievement.⁵⁴

Although there are some studies that have the same topic with this study, but this study has its own differences. However this study does not only focus on the correlation among the variabel but also the contribution among them. Besides that, it is still limited for the researcher who conducts the research about the path analysis among the topic familiarity, critical thinking, writing anxiety and their writing achievement. So that is why, the researcher prefers to conduct this research.

⁵² Fatmawati, Evi Kudriyah. *Correlation between Students' Anxiety, Grammar Mastery, and Writing Skill of Seventh Grade Students of MTs Negeri 2 Surakarta*, (Thesis, 2013)

⁵³ Incirci, Ayhan. Turan, Selcuk. Ozturk, Esra. The Relationship between Language Anxiety and Critical Thinking Tendency: A Path Analysis, (*International Journal of Eurasia Social Sciences*, 2018), Vol.9, No.34, pp.2393-2405

⁵⁴ Haryanti, Dhena Usthiana. *The Path Analysis of Writing Anxiety, Writing Attitude, Language Awareness, and Writing Achievement Among English Department Students of IAIN Kediri*, (Thesis, 2021)

D. Theoretical Framework

In English learning process, there are some problems faced by the learners and one of them is the learners' writing achievement. Writing achievement becomes crucial problem for the learners because it includes to be scored in their learning. For the college students, writing becomes one of compulsory courses that they have to finish it in some semester. Writing is an emotional as well as cognitive activity, in which we think and feel at the same time when produce particular writing.⁵⁵ When the students have writing activity, they have to think the ideas they will put down in their writing work and they have to feel the ideas in order they are able to produce good writing work. In term of writing, the students always have their own problem to increase their writing achievement, as like topic familiarity.

Topic familiarity plays important role in the students' writing activity. In developing the ideas of their writing, they have to understand and know more about the topic of the writing. Topic familiarity is crucial for effective writing performance and it supports building the context in improving writing performances.⁵⁶ By familiar to the topic, the students will be easy to construct and develop their ideas. Besides that, they are able to understand the plot of their writing and this condition make their ideas is on the topic or they are not out of the topic. the topic familiarity played important role in interpreting meaning, it was be the foundation for the students to collaborate the new information they got and their existing knowledge.⁵⁷ Topic familiarity becomes the students' foundation in constructing their previous and recent knowledge to be put down in their writing.

In writing activity, when the students have been familiar to the topic, they need to think their best ideas critically. In fact, when the students practice their writing, familiar to the topic is not enough for them. They need to have their critical thinking to support their understanding of the topic. Critical thinking refers to high order thinking skill covering verbal reasoning skill, argument analysis skill, thinking skill such as hypothesis testing, thinking in term like hood and uncertainly, decision making, and problem-solving skill.⁵⁸ By having good critical thinking, the students are able to increase their writing achievement. In other side, in developing their writing achievement, the students have to be aware too about their anxiety because it also affects their writing activity.

⁵⁵ Cheng, "Factors Associated with Foreign Language Writing Anxiety. Foreign Language Annals"

⁵⁶ Indah, Rohmani Nur. Critical Thinking, Writing Performance, and Topic Familiarity of Indonesian EFL Learners.

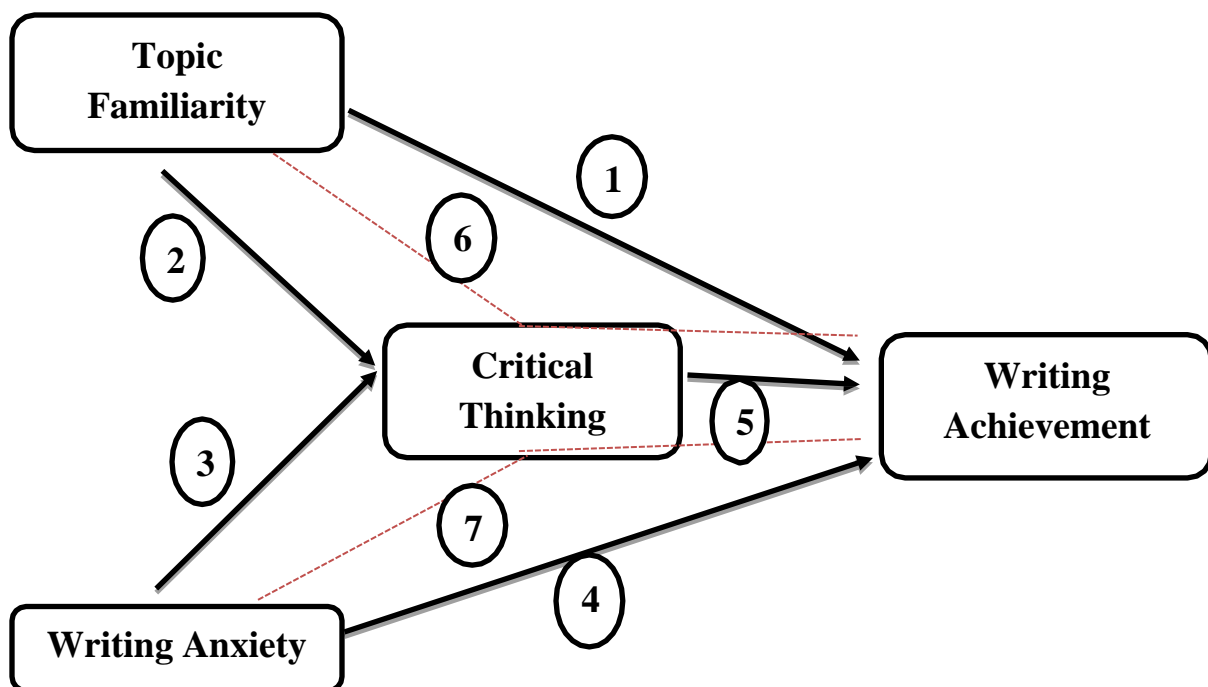
⁵⁷ Othman, Juliana & Vanathas, Christina, Topic Familiarity and Its Influence on Listening Comprehension.

⁵⁸ Suhartoyo, Eko. "The Importance of Critical Thinking Competence: An Investigation of Students' Writing Experiences.

Anxiety is one of the factors affect the process and the result of English learners' performance in English writing.⁵⁹ Writing anxiety can be a big problem for the students in increasing their writing achievement in which this condition also affects their writing score in their learning process. In another word, although the students are familiar to the topic of their writing and it supported by their critical thinking, all of them is not enough for the students to increase their writing achievement if their writing anxiety is too high.

Therefore, writing achievement is very important for the students in their learning process and they need to fix all the thing related with the writing itself. Topic familiarity can help them in increasing their writing achievement supported by their critical thinking. Then they have to manage their writing anxiety to avoid it in affecting their writing achievement. Then the partial mediating model is proposed based on the research problems. The following is the proposed model of this research:

Figure 1
Proposed Model



⁵⁹ Kara, S. "Writing Anxiety: A Case Study on Students' Reason for Anxiety in Writing Classes"

The descriptions:

1. The arrow shows the direct contribution of topic familiarity toward writing achievement
2. The arrow shows the direct contribution of topic familiarity toward critical thinking
3. The arrow shows the direct contribution of writing anxiety toward critical thinking
4. The arrow shows the direct contribution of writing anxiety and writing achievement
5. The arrow shows the direct contribution of critical thinking toward writing achievement
6. The arrow shows the indirect contribution of topic familiarity toward writing achievement mediated by critical thinking
7. The arrow shows the direct contribution of writing anxiety and writing achievement mediated by critical thinking