CHAPTER II
THEORETICAL REVIEW

In this chapter, the researcher presents about (1) the nature of writing: definition of writing, writing process, and problem in writing, (2) anxiety: nature of anxiety, foreign language writing anxiety, indicators of anxiety, types of writing anxiety, and possible causes of writing anxiety, (3) previous study, and (4) basic assumption.

A. The Nature of Writing

1. The Definition of Writing

There are some definitions of writing proposed by some experts. Those definitions will be explained below.

Writing is a language activity to write something that can be read by the readers. According to Ramelan (1992) writing is a representation or symbol of language. Whereas Tarigan (1992) defines more detailed about writing that is activity to produce or to draw graphic symbols which represent a language that is understood by people, so that the other people can read the graphic symbols that are presented. In short, writing is the process of producing a symbol arranged based on one’s idea.

As a productive skills, writing demands a process of producing language in the written form. Herrington (as cited in Abas 2016: 21) associates writing with learning to think and exchanging information in their particular domains. While Bello in (Utami 2014: 9) states that
writing is enhancing language acquisition as learners experiment with words, sentences, and other elements of writing to communicate their idea effectively, and to reinforce the grammar and vocabulary that they are learning in the class. It indicates that writing is not only for communicating students’ views and thoughts but also a prerequisite to master other language skills.

Besides the definitions above, Nunan (2003) as cited on Utami (2014) states that writing can be defined by a series of contrast that is physical and mental act, expressing and impressing, and process and product. He named writing as physical act due to the activity of committing words and ideas to some medium, while a metal work refers to the process of investing ideas, thinking about how to express them, and also organizing them into readable statements and paragraphs. The purpose of writing is both to express and impress. Writers typically serve two masters that is themselves and their own desires to express an idea or feeling, and readers also called the audience, who need to have ideas expressed in certain ways. While to gain their impress, writers must then choose the best form for their writing, depending on its purpose. The last point, writing is both a process and a product. The writer conducts some process such as imagining, organizing, drafting, editing, reading, and rereading. Those are often cyclical, and sometimes disorderly. And finally, what the audience sees, whether it is an instructor or a wider audience, is a product.
From the descriptions above, it can be concluded that writing is a process of expressing and organizing ideas in which the writer is demanded to perform creativity in using the language skills to produce a readable text.

2. The Writing Process

Writing is a skill of how to produce a written product. Students need to know how to write letters, how to put written reports, how to reply to advertisements, increasingly how to write using electronic media as well as knowing some of writing’s special conventions namely punctuations, paragraph construction etc. (Harmer, 2001). The process of producing a written product involves various stages that writers commonly gain through pre-writing phases, editing, redrafting, and finally producing a finished version of their work that surely spend many time. Besides they have to carry out various stages, they may also involve discussion and a considerable amount of interaction between teacher or expert and students and also between the students themselves so that they can gain the result (Harmer, 2007).

Graves (as cited in Abas, 2006: 22) defines writing process is a series of operation leading on solving a problem. The process begins when a writer consciously or unconsciously starts a topic and it is finished when the written piece is published. As Oshima and Hogue (1998) point out, there are four main stages in the writing process: prewriting, planning, writing and revising drafts, and writing the final
copy to hand in. In line with Richards and Renandya (2002) suggest that writing process is “as a personal activity that may be broadly seen as comprising four main stages of writing: planning, drafting, revising and editing”. Besides four basic writing stages, three other stages, namely, responding (sharing), evaluating and post-writing, are charged upon students by the teacher.

a. Planning (Pre-writing)

Pre-writing is any activity in the classroom that encourages students to write. It is the initial process of stimulating thoughts or ideas for getting started. Students may face a blank page toward generating certain idea and gathering information for writing. Hence, in this stage, students are provided some stages: 1) group brainstorming in which group members will convey ideas about the topics, 2) clustering, forming words related to a topic stimulus and then circling and linking them by lines, 3) rapid free writing is done when group brainstorming is not possible which individual students freely and quickly write down single words and phrases about a topic, and 4) WH-Questions is conducted to generate the answers about a topic.

b. Drafting

At the drafting stage, the writers are focused on the fluency of writing and grammatical accuracy or the neatness of the draft. The core of good writing is the writer ability to visualise an audience or
reader. In this case, students should have in mind a central idea that they want to communicate to the reader in order to give direction to their writing.

c. Responding

This stage is a tentative revising in which the teacher gives response of students’ draft before they go on the next stage. Response can be either oral or written. It is better to help students rediscover meanings and facilitate the revision of initial drafts. In addition, peer responding can be effectively carried out by having students respond to each other’s texts in small groups or in pairs.

d. Revising

When students revise, they review their text on the basic of the feedback given in responding stage. Students re-examine what was written to see how effectively they have communicated their purposes to the reader. We have to know that revising is not merely checking for language error. It is also done to improve the whole content and the organisation of ideas in order to make clearer intent to the reader.

e. Editing

This stage is to tidy up students’ texts as they prepare the final draft for evaluation by the teacher. They are encouraged to edit their work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material. The students
are not always expected to know where and how to correct any error, but editing to the best of their ability before submitting their work for evaluation.

f. Evaluating

At this stage, it is time to evaluate and give score for the students toward their work. The scoring may be analytical, that is based on specific aspects of writing ability, and holistic, that is based on a global interpretation of the effectiveness of the piece of writing. The teacher should make the criteria for evaluation for the sake of students’ advance. They include overall interpretation of the task, sense of audience, relevance, development and organisation of ideas, format or layout, grammar and structure, spelling and punctuation, range and appropriateness of vocabulary, and clarity of communication.

g. Post-writing

Post writing is the last stage that includes publishing, sharing, reading aloud, transforming text for stage performances, or displaying texts on notice-boards. Those activities are done to gain feeling of real writing. Post-writing may be used as a motivation for writing as well as to avoid students for not writing.

In conclusion, writing process deals with the process of producing a written product by involving some stages started from organizing idea to interpreting the ideas into readable text.
3. The Problems in Writing

Nurgiyantoro (2001) cited in Dewi (2015) divides some problems that faced by students in learning writing, as follows:

a. Organizing idea

Writing a composition begins with an idea. Idea is essential to be organized in making a composition. However, many students often find difficulties to organize and develop their idea into sentence. The students can write well if they know the rule of writing paragraph as like they can choose the theme, and then make an outline which can help the students in arrange the sentence or paragraph.

b. Lack of vocabulary

Vocabulary is all the word that exist in a language. It is important part in writing which used to discuss a particular subject. Students have to master vocabulary so that they will be easy in writing and can write a sentence well.

c. Grammar accuracy

Grammar becomes one of the most reasons of someone to write. The students feel confused while writing a composition. They wonder whether their sentence is grammatically correct or not. It becomes problem for the students because most of them do not
master English grammar well, they just start to learn English and their competence is still weak especially in grammar.

B. Anxiety

1. Nature of Anxiety

Everyone surely has ever experienced anxiety in life. Anxiety can be mentioned as a normal feeling that experiences by someone. However, if someone cannot overcome this anxiety, it will endanger and even block someone to achieve some success. Before the researcher will further explain about the cause as well as the symptom that indicate anxiety, it prefers to reveal about the definition of anxiety by some experts.

In Merriam Webster Dictionary, anxiety is defined as “fear or nervousness about what might happen”. It also clearly defined that anxiety is an abnormal and overwhelming sense of apprehension and fear by doubt concerning the reality and nature of the threat and by self-doubt about one’s capacity to cope with it. It is often marked by physiological signs such as sweating, tension and increased pulse. From that definition, someone who gets anxious will likely feel disturbed and want to release this feeling.

The term of anxiety is apparently no stranger to the psychologists. It is known as metal block reaction. Many psychologists propose that all of the situations threaten human’s prosperity can cause
anxiety. In his book, A General Introduction to Psychoanalysis, Freud states that anxiety is a subjective condition that appear from the perception of increasing anxiety. Freud suggests there are two form of anxiety: objective anxiety and neurotic anxiety. Objective anxiety is realistic response toward external danger while neurotic anxiety appears from unconscious conflict of the individual itself. While Atkinson, et.al (1991) put down anxiety as unpleasant emotion remarked by anxiety, worry, and fear in which occasionally experienced in the different level. When someone’s fear is so big, it will grow bigger and bigger until in the high level of anxiety. It certainly will block every effort even effort to escape from the fear itself.

The term anxiety also stated by Horwitz et al. (1986), anxiety is the subjective feeling of tension, apprehension, nervousness, and worry related to an arousal of the autonomic nervous system. In short, anxiety is the subjective feeling of apprehension, nervousness, and worry regarding something might happen.

2. Foreign Language Writing Anxiety

The term of anxiety have been used in Psychology. Many researchers have also developed the theories of anxiety in language learning. Anxiety was observed in language learning either second language (Aljafen, 2013; Dacwag, 2014; Golda, 2015; etc.) or foreign language (Horwitz et.al., 1986; Lee, 2005; Al Sawalha et. al., 2012; Shang, 2013; etc.), even it has examined by Daly (1978) on college
native speakers concluded that writing anxiety was common among native speakers of English.

Many researchers also investigated the anxiety in writing, such as Daly and Miller (1975) and Cheng (2004). They continually develop the appropriate instruments to know the writing anxiety among students. An anxious student usually perceives writing in foreign language is uncomfortable experience and make them feel pressure in making mistakes. On the other hand, a non-anxious students usually feels relaxed and comfortable in language learning class.

For a majority foreign language student, writing is acknowledged difficult because writing is an affective as well as cognitive activity (Lee, 2005) cited on (Shang, 2013). As a cognitive activity, it demands thinking of a topic, developing this topic properly, organizing ideas clearly with the use of cohesive devices, and using correct structures. As an affective activity, writing is considered to be the most private and self-controlling of the four skills. The cognitive and affective aspects of writing make writing a complex process (Dacwag, 2014) and a difficult skill to master (Al-Sawalha and Chow, 2012). The fact that when the EFL students have to write in the class, during exams or tests, they occasionally feel worried. They feel afraid about making mistakes. They need to be more time and overthinking to gain the ideas in order to write it in the relevant grammar and the correct organization of the passage. Those issues seem as the impact of writing complexity.
Daly and Miller (1975) coined the term “writing apprehension” which refers to writing-specific anxiety. The definition given by Daly and Miller (1975) regarding writing apprehension is that it is a situation and subject of specific individual differences related to a person’s tendencies to approach or avoid situation perceived to potentially require writing accompanied by some amount of perceived evaluation. In line with Al Sawalha and Chow (2012), writing anxiety is the psychological tendency faced by an individual in the course of a writing task due to tendencies of overwhelming fear arising from a combination of feelings, beliefs, and behaviours that affect the individual’s ability to write in the writing process as compared to the project gain from the ability to write.

From the description above, we can conclude that writing anxiety is person’s tendencies in writing course to approach or avoid situation required for fulfilling writing projects due to their feelings, beliefs, and behaviours affecting their ability.

3. Indicator of Anxiety

As with all human beings, when they feel stressed, their body will respond by producing adrenaline. According to Conley the releasing adrenaline might or might not be seen obviously. It may be due to some unseen and un-noticed event or series of events. The releasing adrenaline can cause the uncomfortable physical symptoms. Hence, Conley (2006) as also discussed in Delvinasari (2015) states that there
are some common complaints and symptoms associated with anxiety divided into somatic and psychological symptom:

a. Somatic symptom includes:
   1) Over sweat
   2) Tension in skeletal muscle including headache, contractions on the back of the neck or shoulders.
   3) Hyperventilation syndromes including suffocation, dizzy, paraesthesia.
   4) Gastrointestinal disorders including no appetite, nausea, diarrhea, constipation.
   5) Cardiovascular irritability including hypertension.

b. Psychological symptom includes:
   1) Mood disturbances, such as irritability, quick tempered, easily upset, and likely to “fly off the handle” very easily.
   2) Sleeping difficulties including insomnia, bad dreams, and recurring dreams.
   3) Fatigue including exhaustion and easily tired.
   4) Loss of motivation and interest such as cannot be bothered to do anything.
   5) Unreal feelings: “everything around me seems unreal” “I feel different – like in a dream”, fuzzy headedness.
6) Very sensitive to noise: noises you used to tolerate are now very irritating.

7) Absent minded: unable to concentrate, forgetful.

8) Clumsy: poor co-ordination.

9) Indecisive: cannot make up the mind even about small matters.

10) Restless: agitated, fidgety, cannot sit still.


12) Tendency to go over things again and again.

13) Nagging doubts and fears.

14) Consistently checking on things already done.

15) Panic attacks.

The explanation above shows that there are two common symptoms of anxiety that are somatic and psychological symptoms. Somatic symptom is a physical symptom that is visible toward one who is experiencing anxiety. While psychological symptom is a symptom felt by someone who has anxiety.

Ryan (2002) cited in Cone (2010) gives her assumption on the indicator of writing anxiety that the individuals may have. It is more specific to indicate anxiety in writing. There are three typical ways in which individual may act:

1. Continually postponing working on the task and getting a late start.

2. Being writer’s block or self-sabotage. Someone occasionally become so nervous that he/she feels unable to write anything at all.
3. Devoting too much time in worrying about how to make the composition perfect.

Those indicators may belong to avoid of writing. It can be indicated by the behavioral action that someone may act.

4. Types of Writing Anxiety

According to Cheng (2004), there are three types of writing anxiety. They are Somatic anxiety, Cognitive anxiety, and Avoidance Behaviour.

1) Somatic Anxiety

The term of somatic in Merriam Webster Dictionary defined as “relating to or affecting the body especially as distinguished from the germplasm or the psyche”. Whereas the definition of Somatic Anxiety is one’s perception of the physiological effects of the anxiety experience, such as nervousness and tension (Tuppang, 2014). In line with Rezaei (2014), somatic anxiety defined as reflected in negative feelings such as tension. When the students are under time constraint and they have not found any idea, sometimes they are feeling nervous and in high tension. For example, the students are asked to write something in one page and they have to finish it in class within 10 minutes. Maybe they are not feeling nervous in the beginning of their writing but they will feel nervous when they have not finished and some of their friends have finished their writing.
2) Cognitive Anxiety

The meaning of cognitive in Merriam Webster Dictionary is "relating to or involving conscious mental activity such as thinking, understanding, learning, and remembering". According to Tuppang (2014) Cognitive Anxiety refers to the cognitive aspect of anxiety experience, including negative expectations, preoccupation with performance and concern about other’s perceptions. This means how the students make their writing can be highly influenced by expectation from the other students or teacher. For example, the teacher gives high expectations 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. While Zhang (2011) mentioned that Cognitive Anxiety deals with negative expectation, fear or worry of negative evaluation and tests. Fear of negative evaluation deals with avoidance of evaluative situations and expectation that others will evaluate them negatively.

3) Avoidance Behaviour

Avoidance behaviour is a type of anxiety where the students avoid writing. This deals with a behaviour aspect of the anxiety experience. For example, 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 student will avoid writing, they will
not do anything in writing class. The students cannot fit any result on their writing.

5. **Possible Causes of Writing Anxiety**

Some studies in writing have found that there are many possible causes of writing anxiety. Daly (1978) as cited in Al Sawalha et. al., (2012) suggested that there are nine causes of writing apprehension. They are the kind of writing tasks given; not enough writing skills; teachers' reactions to mechanical problems; the tendency to link writing with negative outcomes; apprehensive writers think their teachers are keen to punish them; scorn and embarrassment when a writer’s work is compared with others publicly; teachers giving negative feedback with regard to the content of essays; writers perceive themselves poorly; and inadequate role models especially in a weak class.

The research conducted by Kara (2013), categorized the reasons of students’ anxiety in writing into four. These are reasons related to how students feel toward writing activity, writing as a skill, teachers and course book.

a. For writing activity, the students claimed that they feel anxious on it because they do not have writing habit; they rarely wrote in the previous experience; and they are not used to write and express themselves in writing because of the frequent of taking tests in the previous education.
b. Writing as a skill is considered by having not enough skill to express ideas clearly and the lack of necessary strategies in writing such as organizing ideas, collecting information and combining ideas.

c. The teacher becomes the reason of writing anxiety because of not encouraging, not giving feedback and not teaching in an interesting way.

d. The course book causes failure when it does not give enough examples and exercises as well as does not explain clearly enough for the students.

Nimat (2013) also broke down the causes of anxiety into three main sources, learner characteristics, teacher characteristics, and classroom procedures.

a. Learner Characteristics

It includes inability to comprehend, self-perceived low level of anxiety, competitiveness, perfectionism, self-awareness, speaking activities, test anxiety, fluent speakers’ presence, students’ beliefs about language learning, lack of group membership with peers, fear of negative evaluation, negative classroom experiences, etc.

b. Teacher Characteristics

It includes absence of teacher support, unsympathetic personalities, lack of time for personal attention, favouritism, a sense that the class does not provide students with the tools necessary to match up with the teacher’s expectations, the sense of being judged
by the teacher or wanting to impress the teacher (Palacios, 1998),
dominant speaker in the class, and a constantly correctness towards
any error.

c. Classroom Procedure

It includes spontaneous role-play in the class, speaking in front
of the class, oral presentations or skits in front of the class,
presenting an unprepared dialogue in front of the class, and writing
on the board (Young, 1990).

Horwitz et. al. (1986) also discussed the roles of fear of test and
fear of negative evaluation. They explained test anxiety as “a type of
performance anxiety stemming from a fear of failure”. Fear of failure in
tests often occur in school contexts and become the common cause of
foreign language writing anxiety. It is because writing is a productive
activity make the writers spent much time, even well-prepared students
often make more errors in test-taking situations. Meanwhile, fear of
negative evaluation is not limited to test-taking situation instead it refers
both the academic and personal evaluation made by students on the basis
of their performance and competence on the target language. Then,
evaluative situation also occurs in any social such as receiving teacher’s
negative feedback or error correction on the compositions, and being
asked to write an article during a job interview.

Indonesian researchers endeavour to investigate the students’
anxiety in writing as well. One of them is Tuppang (2014). He
conducted a study on 56 students of English Teacher Education of Satya Wacana Christian University to investigate the type and cause of writing anxiety. He divided the cause of students’ anxiety in writing into two that is from the students itself and from the writing teachers. The lack of writing skill, linguistic difficulties, fear of test, and lack of typical knowledge is the causes which come from the student itself. While the causes of the writing teacher are the use of inadequate role models and teacher-centred.

C. Previous Study

The previous study is a thesis entitled “Investigating Students’ Writing Anxiety: A Study at English Teacher Education of Satya Wacana Christian University”. It was written by Karmi Serewara Tuppang, English Teacher Education of Satya Wacana Cristian University, Salatiga, 2014. The purposes of this study are to find out what type of writing anxiety experienced by English Teacher Education of Satya Wacana Christian University students and investigate what extent the students experience a particular type of writing anxiety. Tuppang distributed his questionnaire to 56 English Department students of Satya Wacana Christian University. The result of this study shows that Cognitive Anxiety is the most common type of writing anxiety experienced by the students. In addition, this study also found some factors which cause the students felt anxious, such as the perception from teacher and classmates, writing class that they have never experienced before, writing skills are lacking, the pressure from the teacher,
writing under time constraint, and the writing teacher who really focuses on grammar.

D. Basic Assumption

Anxiety is the subjective feeling of apprehension, nervousness, and worry regarding something. In language learning context, both foreign and native, students had ever experienced anxiety during the learning process. Many researchers found that anxiety in language learning affects their performance. In the area of English writing, problem of writing anxiety becomes a crucial determinant of student’s success in learning to write effectively in English. Writing anxiety is defined as person’s tendencies in writing course to approach or avoid situation requires from fulfilling writing projects due to their feelings, beliefs, and behaviours affecting their ability. It is often experienced by the students when they are practising to write compositions.

This present study will investigate the type of writing anxiety and also the possible reasons of the writing anxiety. There are three types of writing anxiety that is Somatic Anxiety, Cognitive Anxiety and Avoidance Behaviour. Those types might represent about feelings, beliefs, and behaviour of writing. The previous study found that Cognitive anxiety is the most common type of writing anxiety. This type deals with teacher and classmates’ perception and negative evaluation toward writing. Students feel worried when their writing is out of the teacher’s expectation. They also feel anxious about their grammatical structures, idioms and vocabularies on their
compositions. Regarding to the situations, the present study tends to discover Cognitive Anxiety that students of English Education Department experience in fulfilling writing projects. While the reasons of students’ writing anxiety tend to test taking, the lack of writing skill (organizing and interpreting ideas into readable text), and language difficulties (grammar, vocabulary, idioms, etc.).