

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides several aspects related to the topic as the primary support for the study. The topics discussed are anxiety, online writing class, and writing subject at the English Language the Education Department University of Muhammadiyah Malang. Each part is explained below:

2.1 Anxiety

There are many definitions of anxiety, most of which describe the feelings of anxiety that are felt at certain times. Anxiety is a natural response to stress and it is categorized by feelings of tension, worried thoughts, and physical changes like increased blood pressure. According to Quvanch and Si Na (2022), anxiety is used to explain feelings of unease, worry, and fear, it incorporates both the physical sensations and the emotions. It concludes that anxiety is the feelings that are felt in a specific situation.

2.1.1 Types of Anxiety

The anxiety types are divided into two, namely, general language anxiety and writing anxiety. Based on Leal et. al. (2017), there are two general types of anxiety namely state anxiety and trait. Meanwhile, there are three types of writing anxiety; cognitive anxiety, somatic anxiety, and avoidance behavior (Ponniah& Jennifer, 2017).

In-class activities, students often experience general anxiety namely state and trait anxiety. State anxiety is a transitory emotional state consisting of feelings of apprehension, nervousness, and physiological effects such as an increased heart rate or respiration. Leal et. al. (2017) assume that state anxiety reflects the

psychological reactions directly related to adverse situations in a specific moment. This anxiety is characterized by consciously perceived feelings of tension and apprehension. Furthermore, trait anxiety refers to a general tendency to respond with anxiety to perceived threats in the environment. Based on Valencia, et. al. (2024), trait anxiety is anxiety that has a different response for each person, and it can be used to describe individual differences in intensity and frequency. Trait anxiety is characterized by a stable perception of environmental stimuli such as events and others' statements as threatening.

In writing, students often experience cognitive anxiety, and somatic and avoidance behavior related to the learning process. Cognitive anxiety is defined as negative expectations, worries, and potential consequences. Lohar et. al. (2021) assume that cognitive anxiety is the common types that occurs in writing class caused by lack of confidence. The characteristics of cognitive anxiety are feeling disturbed about fear, the belief that something terrible will happen, and fear of not being able to cope with problems (Rudiyanto, 2017). Furthermore, somatic anxiety can be defined as one's perception of the physiological effects of the anxiety experience. According to Ardi and Arindra (2020), The characteristics of somatic anxiety are students usually experience headaches, feelings of panic, sweating, and dizziness. In addition, avoidance behavior is any behavior that allows an individual to avoid unpleasant or painful situations. According to Asrobi et al., (2021), avoidance behavior defined as a condition when learners ignore to write. The characteristic of avoidance behavior is to avoid all situations that are felt to be threatening or unwanted situations.

2.1.2 Causes of Anxiety

Several factors cause student anxiety. This is summarized into three factors, namely fear of negative evaluation, lack of vocabulary, and technical problem. The first factor is fear of negative evaluation. Students who are not confident with their writing can make them feel anxious when their writing is corrected by their teacher or their peers. Wern and Rahmat (2021) suggested that students often feel anxious when their teachers or peers will evaluate their writing. Negative evaluations could result in embarrassment, as some teachers may criticize their poor writing skills in front of other students. Second, lack of vocabulary is a common cause of anxiety felt by many students in learning English, especially in writing activities. Anxiety occurs because students feel difficult to compose sentences considering they have limited knowledge of vocabulary. Köse and Karakoç (2017) underpin that a certain vocabulary level is needed to learn the target language and writing means production. The third is a technical problem. In online learning, technical problems often occur during learning activities. Many students are not provided with the strong internet connection that online courses require. As argued by Lei et. al. (2022), the problem generally faced in online learning is a technical issue such as power cuts, poor connectivity, poor audio and video as the main problems. It might occur in students or teachers. Students who experience technical problems during learning might feel anxious because they cannot listen to the material.

2.1.3 Effects of Anxiety

Anxiety can harm several aspects, namely blocks student's ability, student's low motivation in learning writing, and low self-confidence. The first effect of anxiety in a writing course can block a learner's ability, such as the inability to

generate new main ideas in constructing a sentence. Wern and Rahmat (2021) believe that high anxiety can affect the brainstorming of writing ideas which brings to experience frequent writers' blocks and language structure complications when they writing English essays. The second effect is anxiety can affect students' motivation in learning. Quvanch and Si Na (2022) believes that students with a high level of anxiety tend to feel demotivated, hold negative attitudes toward writing tasks, have negative impressions about their writing, and are more likely to avoid the required writing situations. Furthermore, Aryanika (2016) says, highly motivated students can be more active in writing and more students will be interested in writing. The third effect is anxiety can make students have low self-confidence. As stated by Zhang (2019), the higher the level of the students' anxiety, the worse was their writing performance in that they lacked confidence in constructing writing. To boost students' writing confidence and alleviate their anxiety, he suggested developing students' effective writing knowledge.

2.1.4 Strategy to Reduce Writing Anxiety

Wern and Rahmat (2021) categorized strategies to cope with writing anxiety based on their study into four categories process writing approach strategy, affective strategy, positive error correction strategy, and vocabulary knowledge enhancement. The first strategy is the process writing approach strategy. This strategy is used to reduce students' anxiety about writing. The step used in this strategy is conducting several practices on writing English composition inside and outside the classroom. Agung & Surtikanti (2020) argue that doing preparation before class is important because when everything is well prepared because it can reduce anxiety among the students. The second strategy is affective strategy. This

strategy is used to calm their mind during the class. The step used in this strategy is provide supportive guidance and discussion. As stated by Widiastuty et. al. (2019), discussion can reduce anxiety and also make student feels more confident. The third is positive error correction strategy. This strategy is used to reduce the fear of teacher and friend comments. The steps used are to foster self-confidence and also convince themselves that nothing will happen if they fail in writing class. The last strategy is vocabulary knowledge enhancement. This strategy is used to help students in developing vocabulary. The steps used in this strategy by reading more references. To cope with fears because of lack of vocabulary mastery, they stated that they are using writing notebooks or journals in addition to resort to the use of the new words which enable them to overcome the anxiety.

2.2 Online Writing Class

There are many definitions of an online class. Dhawan (2020) states that online class experiences in asynchronous or synchronous environments use different devices with internet access. Furthermore, Nguyen (2015) claims that online classes are delivered entirely over the internet and supported by other technology. Online classes are conducted using several online applications such as Zoom, Google Meet, Google Classroom, and Skype.

There are several activities carried out in online writing class, such as explaining the material, giving examples according to the material, and giving assignments. For delivery in online writing classes, usually, the teacher gives the material by displaying a power point and provide an explanation of the form of essay writing. Meanwhile, the teacher usually gives daily quizzes, midterm tests, and final exams to provide assignments.

2.3 Writing Subjects at English Language Education Department (ELED) University of Muhammadiyah Malang

There are four kinds of writing subjects at the English Language Education Department University of Muhammadiyah Malang: sentence building, paragraph writing, essay writing, and thesis writing. The essay writing course has four credits in one semester. This course encompasses concepts of essays as well as writing expository and argumentative essays. The course also equips students with skills in paraphrasing, summarizing, and referencing. (ELED, 2020).

