CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents appropriate review of related literature and researches which is related to the study matter which includes the description of anxiety, foreign language anxiety and foreign language writing anxiety.

2.1 Anxiety

Anxiety in foreign language learning is often perceived by the language learners. Anxiety is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system (Horwitz, Horwitz & Cope, 1986) or a negative affect so tightly that relates to fear that happens in any condition (Batiha, Noor & Mustaffa, 2014). Anxiety can block someone from performing successfully in foreign language practice. Just like anxiety can hinder someone from performing math or science successfully, many people perceived that anxiety in foreign language learning, especially in classroom situation is stressful (Horwitz, Horwitz & Cope, 1986).

2.2 Foreign Language Anxiety

Foreign language anxiety is a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process (Horwitz, Horwitz & Cope, 1986). It is a set of uneasy feelings that happen in a foreign language learning situation. The domain of FLA (Foreign Language Anxiety) described as the most common
types of FLA experienced by the students, as categorized: communication apprehension, fear of negative evaluation and test anxiety.

2.3 Foreign Language Writing Anxiety

Hassan (2001) defines second language writing anxiety as “a general avoidance of writing and of situations perceived by the individuals to potentially require some amount of writing accompanied by the potential for evaluation of that writing”. When the students are ordered to write in foreign language, the condition of the anxiety will get worse. Because writing in the first and foreign language are different, students who have familiar in writing in their first language might feel anxious to write in a foreign language.

2.3.1 Types of Writing Anxiety

There are three types of writing anxiety namely somatic anxiety, cognitive anxiety and avoidance behavior anxiety proposed by Cheng (2004, as cited in Sulastri, 2017). Each types of writing anxiety will be explained in the following paragraph as follow:

1. Somatic Anxiety

Somatic anxiety refers to someone’s perception of the physiological effects of the anxiety experience. It is reflected in the increasing state of unpleasant feelings such as tension and nervousness (Cheng, 2004). Students with this type of anxiety will experience somatic illness such as increased blood pressure, sweating, adrenaline boost, and sleeplessness.
2. Cognitive Anxiety

It refers to learners mental aspect when they experience anxiety, including negative expectation, preoccupation with performance, and concern about others perceptions (Cheng, 2004).

3. Avoidance Behavior

Cheng (2004) asserted that avoidance behavior refers to the behavioral aspect when the learners are anxious. The students with this type of language anxiety will prevent themselves from writing anxiety. For instance, they will not write something in foreign language so that they will not feel anxious in their writing process.

2.3.2 Causal Factors of Writing Anxiety

Seeing that there are no adequate research related to foreign language writing anxiety (Liu & Ni, 2015), the possible factor of writing anxiety are similar to second or foreign language anxiety in general. Therefore, the causal factors which will be explained in the following paragraph are the result of some researches in investigating the factors of foreign language writing anxiety. Several factors that causing anxiety in writing namely time pressure, teacher’s negative comment or evaluation, lack of topical knowledge, language difficulties, fear of writing test insufficient writing practice. Each of the factors will be explained as follows:
1. Time Pressure

When there is a time pressure, students tend to feel anxious and that anxiety is more likely create a negative effect on the students’ writing product (Kean, Gylnn, & Britton 1987 as quoted in Liu & Ni, 2015). Furthermore, Qashoa (2014) in his research found that one of the anxiety provoking factors in writing class is the time limitation. Ho & Lin (2009) also report the Chinese students with this anxiety;

“the feeling of writing anxiety often occurs to me when time of writing is limited, especially in exams.”

The statement from the student in Ho & Lin (2009) research shows that he feels anxious in writing everytime the time of writing is limited. He feels anxious in writing foreign language composition especially writing with time limitation, for instance is exam. They focus may divided into two parts: the time limitation given and the writing composition that they have to finish before the time is up.

2. Teacher’s Negative Comment or Evaluation

Kirmizi & Kirmizi (2015) found that one of the major causes of Turkish students’ writing anxiety is negative evaluation of the teacher. Students might fear the negative comment given by their teacher. They are afraid that they cannot impress their teacher about their writing product. In addition, Ho &
Lin (2009) also report Chinese university students with fear of negative comment in the class. The student proposed that the major anxiety he felt is because of his teacher’s comment. He is afraid that his teacher may hate their writing product and regarded them as trash.

3. Lack of Topical Knowledge

Topical knowledge or writing topic also affect students’ writing product. They perceive that writing is difficult when it comes to the topic they unfamiliar with. The result in a study conducted by Qashoa (2013) in an interview with highly anxious students indicate that students start to feel anxious when they are given the writing topic that they do not unfamiliar with. Ho & Lin (2009) also found that the students feel nervous and stressful when write something with unfamiliar topic. They stated that they are kind of people who need a real experience in their life which then it will ease them to write in a certain topic.

4. Language Difficulties

Anxiety provoking factors caused by language or linguistic difficulties are often perceived by the students in writing foreign language composition. Weaknesses in grammar, lack of vocabulary mastery and numerous spelling mistakes are some of several language difficulties which are faced by the students (Qashoa, 2013).
5. Fear of Writing Test

Students, even those with good command of writing skill, often demonstrate some degree of anxiety as far as writing exams are concerned. Jafari & Rezaei (2014). From Jafari & Rezaei’s study result indicate that Iranian students ranked highly in writing test. In addition, the same anxiety provoking factors also found in students in Emirati universities. They state in the interview that test is their anxiety-provoking source (Qashoa, 2013).

6. Insufficient Writing Practice

Students who always practice to write in their foreign language composition will be easy to write the foreign language task given by the teacher. Therefore, practice is one of a strategy in sharping students’ writing skill. Lack of practice can be a reason why the students feel anxious in writing process. kırmızı & kırmızı (2015) found that lack of sufficient English writing practice as the most important cause of writing anxiety.

2.3.3 Strategy to Reduce Writing Anxiety

Qashoa (2013) categorised strategies to cope with writing anxiety based on his study result derived from the subjects’ responses and perspective. The strategies are classified into three categories namely affective, cognitive and testing related strategies.
1. Affective Strategies

From the interview conducted by Qashoa (2013), it seems that the subjects are aware of the relationship between writing anxiety and the affective strategies. They stated that it is very important getting self-confidence in foreign language classes and in writing classes and also, it is a basic strategy to reduce anxiety and fear. The subject also stated that before he start to write, he recite certain prayers and also convince himself that nothing will happen if he fail in writing class.

Besides getting confidence in foreign language learning class, committing mistakes by the teacher and peers and conducting peer feedback also play a role in reducing writing anxiety. Furthermore, Caulk (1994, as cited in Rollinson, 2005) proposed similar result that 89% of his intermediate/advanced level foreign language students made comments he felt were useful and 60% made suggestion that he himself had not made when look at the paper. He also found very little bad advice.

Moreover, Atay & Kurt (2007) also proved that peer feedback give a positive effect on Turkish prospective teachers (PTs) writing anxiety. The Turkish prospective teachers stated that they experienced less writing anxiety in the peer feedback process and moreover, they become aware of their mistake.
2. Cognitive Strategies

For the cognitive strategies, there are many types that can be used which implicate interactions with writing composition in classes. Major steps to minimize anxiety are practice, conducting several training on writing English composition inside and outside classroom.

Furthermore, Qashoa’s (2013) study subject also talked about strategies to reduce writing anxiety caused by linguistic difficulties such as wrong use of some grammatical rules and lack of vocabulary mastery. To cope with fears because of lack of vocabulary mastery, they stated that they are using writing notebooks or journal in addition to resort the use of the new words which enable them to overcome the anxiety.

3. Test Related Strategies

Besides the aforementioned strategies, it is also suggest to the students to use other strategies which is related to test anxiety. This strategy can be used in pre and during English writing test. Several pre-test strategies provided are well preparedness, practice and the use of check list to review their writing with peers. While during the test, some strategies that can be applied by the students are outlining, prompt division and guessing the meaning when taking the test.