

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Learning of Writing Skills

Writing is a way of expressing feelings and ideas in a written form. According to **Toba, Noor & Sanu (2019)**, writing is a crucial productive skill that needs to be mastered for effective written communication and academic writing, especially for EFL learners. This includes various forms of written expressions such as letters, essays, papers, articles, journals, project reports, theses, and more. As cited in **Aunurrahman (2019: P1; PG1)**, "Writing has an important purpose, that is to achieve communication in written a form". A theory by **Vygotsky (2006)**, he states that the development of written language occurs through the process of "inner speech," and written language evolves from oral language. Furthermore, written language serves as a vessel for transferring knowledge, ideas, and experiences. According to **Aloairdhi (2019)**, writing holds significant importance as a skill in both language learning and academic success.

Through writing, students' will be able to express their thoughts in writing, such as delivering messages, feelings, thoughts, and even information (**Misnawati; Eliwarti & Purwanti, 2022**). The act of writing itself can become a tool to students' to reduce stress and improve their concentration and attention. Besides, it will also help them develop their critical thinking skills because it requires them to articulate their ideas and provide evidence to support those ideas. And as a writer, we have to make sure that the reader can understand the meaning of our writing. In general, writing is a fundamental skill that enables individuals to communicate with clarity, engage in critical thinking, acquire profound knowledge, and express their creativity. It plays a significant role in personal, academic, and professional achievements, while also contributing to the preservation and sharing of knowledge. However,

as cited in **Sabti, Rashid, Nimehchisale & Darmi (2019; P1; PG1)** “Writing is considered a complex task for many ESL (English as a second language) and EFL (English as a foreign language) writers because of its intricate nature coupled with the lack of vocabulary in the writers’ repertoire and the handicap in their grammatical knowledge of the English language.”

2.2. Types of Writing Skills

Writing skills encompass all the knowledge and abilities necessary to express ideas through written language. Writing skills also impact the quality of our work and how others perceive our professionalism, which can directly affect our career opportunities and success.

Writing skills are also divided into several types, namely:

1. *Basic writing skills* are foundational abilities necessary for clear and effective written communication. These skills are essential for all types of writing and serve as the building blocks for more advanced writing tasks.
2. *Academic writing skills* are the specialized abilities needed to produce scholarly work, such as essays, research papers, theses, and dissertations. These skills go beyond basic writing and are essential for clear, precise, and well-argued academic communication.
3. *Creative writing skills* are essential for producing engaging, imaginative, and original written work. These skills are crucial for various forms of writing, including fiction, poetry, screenwriting, and creative nonfiction.
4. Professional writing skills are essential for clear, effective communication in various professional contexts. These skills are necessary for creating documents that are precise, concise, and appropriate for the intended audience and purpose.

2.3 Anxiety in Learning Writing

For several years, writing performance in a foreign language setting has been largely correlated with writing anxiety, which presents significant challenges for students trying to master the writing skill. **Faurianda (2020)** found that language anxiety can affect students' behavior in the learning process, but it is also a normal thing that happens to every individual. She also discovered that anxiety in foreign language students can give rise to various potential problems as it has the ability to interfere with the acquisition, retention, and production of new languages. And the anxiety-induced obstacles can hinder language development and overall language proficiency.

Anxiety can be considered as a continuous feeling of not being ready or not possessing sufficient skills to engage in writing effectively. It is a common thing felt by students because the context of writing in college level, where the writing requirement is higher than other education levels, makes the EFL students be more anxious and insecure in taking writing courses, and the biggest reason is students are afraid that their writing will get evaluated. The judgments may come from teachers, partners, and colleagues. It leads students to be afraid of not being able to accomplish those expectations. For some students who don't enjoy writing assignments, may find it more burdened to write something. **Baskan (2021)** discovered that the experience of writing anxiety leads to specific behaviors such as avoiding writing tasks and feeling reluctant to engage in writing activities and these kinds of behaviors can negatively impact one's writing skills and attitudes, hindering the development of effective writing habits. Furthermore, according to **Al-Sawalha & Chow (2012)**, cited in **Wahyuni & Umam (2017)**, writing anxiety is a term used to describe a single or group of thoughts, feelings, or actions that make it difficult for a person to begin, continue, or complete a writing task that they are intellectually capable of performing. To sum up, writing anxiety is a feeling of nervousness and tension when it comes to writing something.

2.4 Types and Factors of Anxiety in Learning Writing

2.4.1 Types of Anxiety in Learning Writing

The word “types” is referred to the different ways anxiety manifests in students, focusing on the emotional and cognitive aspects. Based on **Misnawati; Eliwarti & Purwanti (2022) and Wahyuni & Umam (2019)**, there were three types of writing anxiety, namely *cognitive anxiety*, *somatic anxiety*, and *avoidance anxiety*.

1. ***Cognitive anxiety*** refers to the cognitive component of the anxiety experience, encompassing aspects such as *negative expectations*, *excessive focus on performance*, and *concerns regarding how others' performance*. Some students may *feel burdened and even feeling anxious by others evaluation*, whether from their teacher or their friends. According to **Prasetyaningrum; Nazri & Asrobi (2021)**, it will lead to *negative suspicion*, bothers someone else's viewpoint, and even distraction on self-performance.
2. ***Somatic anxiety*** refers to an individual's subjective perception of the physiological or bodily effects of the anxiety experience, such as feelings of nervousness and tension. Learners may experience significant stress and tension when they encounter limited time constraints and struggle to generate ideas for organizing their paragraphs, this can lead to feelings of frustration, helplessness, and a sense of being overwhelmed by the task at hand (**Prasetyaningrum; Nazri & Asrobi, 2021**). So therefore, there are some students who often feel difficult to complete their assignments on time because of the time limit given by the teacher.
3. ***Avoidance anxiety*** is considered as the most dangerous type of writing anxiety because this is the type of anxiety where the students start to avoid writing. As a result, individuals who experience anxiety in writing may *start to feel lazy to attend class*, and *struggle to demonstrate satisfactory performance during writing lessons* (**Prasetyaningrum; Nazri & Asrobi, 2021**).

Understanding the types of writing anxiety enhances teachers' ability to support students in overcoming their writing challenges, fosters a more empathetic and supportive learning environment, and advances our knowledge of writing anxiety and its impact on writing performance.

2.4.2 Factors of Anxiety in Learning Writing

Anxiety in writing could happen from both internal and external factors. Factors are delve into the underlying causes that contribute to or trigger writing anxiety, both internal and external factors contribute to the development and manifestation of writing anxiety in students (Prasetyaningrum; Nazri & Asrobi, 2021). **Internal factors** are rooted in the individual learner's personality traits, such as *self-confidence*, *perfectionism*, and *self-efficacy*. These internal factors can significantly impact a student's experience of anxiety in writing. On the other hand, **external factors** stem from the learning process itself, including factors such as *teaching methods used*, and *expectations set by educators*.

2.3.2.1 Internal factors

1. Lack of Self-confidence

Every feeling a writer experiences can affect the writing he or she creates, especially self-confidence. Self-confidence in writing is the key to success in expressing your thoughts, ideas and stories through words. This is an important thing to develop as it can affect the quality of your writing and the way you communicate through writing. However, when it comes to writing assignments, many students are not confident with their writing because it requires students to involve understanding grammar, writing structure, and correct vocabulary especially in English.

2. Perfectionism

Perfectionism in writing can be both a helpful and harmful trait, depending on how it is managed. And in writing assignments or exams there is definitely a requirement to use good and correct grammar, writing structure, and vocabulary. This is what renders perfectionism as one of the contributing factors to anxiety among students, as it can lead students to become stressed by the pressure of perfection. In summary, with a well-structured paper, it can lead to high-quality work, but it can also be a hindrance if it leads to procrastination and self-criticism.

3. Self-efficacy

Self-efficacy plays a significant role in a writer's success and well-being because it is a critical factor in a writer's motivation, productivity, and overall writing performance. High self-efficacy in writing often leads to greater motivation. When writers have confidence in their ability to successfully handle writing tasks, they are more inclined to feel motivated to initiate and finish them. Conversely, if self-efficacy is low, it often leads to poorer writing performance and outcomes.

2.4.2.2 External Factors

1. Teaching Methods Used by the Teacher

According to **Isa, Mammam, Badar, & Bala (2020)**, the teaching method used by a teacher will significantly influence students' academic performance, discussion and demonstration teaching methods have a substantial positive impact on students' academic achievements. Hence, selecting a teaching method that aligns most effectively with course objectives is one of the paramount decisions a teacher must make. These teaching methods, such as discussions and demonstrations, provide students with opportunities to actively participate in learning, ask questions, discuss with classmates, and see first-hand how a concept

or skill is applied in practice. This approach creates an interactive and immersive learning environment, which can improve students' understanding and their academic results.

2. Expectations set by educators

Every teacher has several expectations for their students, which are typically based on the goals and objectives of the educational institution. And sometimes many teachers make a lot of demands on their students, especially the demand to write perfectly. Many teachers may think that the expectations given to their students are designed to help students succeed academically and personally, but sometimes if the expectations are too much, this can be a boomerang. Excessive expectations can create excessive pressure on students, which can cause stress, anxiety, and even lower students' self-confidence. Students may feel incapable of meeting these expectations, which in turn can hinder their ability to learn and develop optimally. In addition, unrealistic expectations can also stifle students' creativity. When students feel constrained by expectations that they cannot possibly meet, they may be reluctant to try new things or think out of the box.

Anxiety in the process of learning writing is a complex and multifaceted phenomenon. It involves various factors such as fear of judgment, self-doubt, perfectionism, pressure to perform, and concerns about making mistakes. According to **Baskan (2021)** the skill of writing encompasses various aspects, including vocabulary, grammar, phonetics, and semantics, all of which can potentially cause anxiety among students when it comes to writing. These elements interact and intertwine, creating a nuanced and intricate experience of anxiety that can impact the learning and performance of writing skills. **Küçük (2022)** found that writing anxiety can vary not only based on the educational level of the students but also in relation to their gender identity. Additionally, he also discovered that several factors contribute to writing anxiety,

including time limitations, the evaluation criteria set by educators, peer competition, writing topics, and the required writing format. These factors can significantly influence an individual's level of anxiety when engaging in writing tasks. **Jawas (2019)** discovered that there were two of the most common reason factors of writing anxiety, namely time restricted assignment, and in-class assignment because both of these factors are connected, since in-class assignment is usually done in a time-limited period.

In conclusion, there are five factors that are mostly faced by the students are lack of self-confidence, perfectionism, self-efficacy, teaching methods used by the teacher, and expectations set by educators. These situations will make students even more afraid to write.

2.5 Strategies to Solve Writing Anxiety

Writing anxiety is a common problem faced by many writers, including students, professionals, and creatives writers. Here are some strategies to help manage and overcome this anxiety:

1. Prepare many sources of both previous research and books so that writers or students do not feel blank.
2. Increase reading and writing practice, and no need to overly critical with our own writing.
3. Don't be afraid to check your writing, because constructive feedback can provide new perspectives and reassurance.