CHAPTER II
LITERATURE REVIEW

This chapter presents review of related literature in which it covers the definition of Anxiety, Foreign Language Anxiety, Foreign Language Writing Anxiety, Second Language Writing Anxiety, and Cause of Writing Anxiety.

2.1. Anxiety

Anxiety is a feeling of worriedness and doubt. Anxiety becomes one of students’ problem in learning English. An anxiety might be caused by a pressure to be well performed and fluently. According to Batiha, Noor, & Mustaffa, (2014) anxiety is a disturbance that happened in any situation that will cause negative effect. Horwitz, Horwitz, & Cope (1986) also stated that the anxiety is a specific emotion of tension, uneasiness, nervousness, and fear related to an excitement of the nervousness system.

Anxiety is categorized into three; Trait anxiety, State anxiety, and Situation-specific anxiety Mahmoodzadeh (2012). Trait anxiety refers to the one’s anxiety in many situation. For example, a person who feels pain from panic condition. State anxiety is a sense of nervousness about particular situation that is not constant, but rather for passing emotional interaction. An individual who is about to deliver a speech is kind of the situation sample. In the other side, situation-specific anxiety is similar with trait anxiety that is not constant but it is not stable across condition or situation. This condition might happened when students are doing presentation and answering the question from the lecturer (Batiha et al., 2014).
2.2. Foreign Language Anxiety (FLA)

Feeling of anxious is experienced more by students in foreign language class rather than in other classes (Cheng, 2004). More challenging task might appear more in foreign language learning. FLA can be described as a diverse complex from self-perception, principles, feeling and behavior associated with classroom language learning that appears from the process of language learning (Horwitz et al., 1986). The area of FLA was primarily familiarized by Horwitz et al., (1986) and becomes the basic of FLA studies. The area of FLA is defined as the most common types which happened to students. It is categorized as; 1) Communication apprehension, 2) Fear of negative evaluation, 3) Test anxiety.

2.3. Foreign Language Writing Anxiety.

Writing anxiety is a particular subjects and situation of feeling uneasiness. According to Daly and Wilson cited in Zeki Zorbaz, (2015) writing anxiety is the individual’s phenomenon to avoid or approach the situation perceived that possibly require writing complemented by some quantity of evaluation. Hasan & Qashoa, (2014) also stated that an anxiety can be described as a general writing avoidance and situation that possibly require some writing along with the evaluation. The writing anxiety will be worse when students are commanded to write in English. The difference of L1 and L2 is on its components.

2.3.1. Types of Writing Anxiety

Writing anxiety is categorized into three aspect; 1) Cognitive, 2) Somatic, and 3) Behavior Avoidance (Cheng, 2004).
1. Cognitive Anxiety

This cognitive anxiety condition is associated with learners’ mental aspect when they experience anxiety, including negative expectation, obsession with performance, and fear of other’s perception (Cheng, 2004). For example, the teacher is giving expectation to the students that they have to get the standard from the teacher. It might affect the students’ writing performance.

2. Somatic Anxiety

Somatic anxiety is the perception of individual towards physiological effects of the anxiety, unpleasant feelings, such as nervousness and tension (Cheng, 2004). When the students are offered to write under time constrain, they could get nervous and even high tension when they have not had any idea. As an example, when a teacher asks students to write an English composition in 10 minutes, students might be nervous in the beginning and they will get high tension when they have not finished yet and the others’ has submitted.

3. Behavior Avoidance

Behavior avoidance is related to the aspect of behavior when the students are anxious (Cheng, 2004). The students who are highly anxious will avoid writing. For example, students will prefer to do other activity rather than writing task or even thesis. This type of anxiety is the most dangerous writing anxiety, because they will not do anything in writing and will not get anything from that writing.
2.3.2. Second Language Writing Anxiety (SLWA)

This Second Language Writing Anxiety Inventory (SLWAI) was primarily developed by Cheng, (2004) and has been standardized to measure level and types of anxiety. There are three subscales in this instrument: Cognitive, somatic, and behavior avoidance. This instrument consists of 22 items that uses Likert scale five-point. The answer could be 1) strongly agree, 2) agree, 3) uncertainly, 4) disagree, and 5) strongly disagree. The possible score of this instrument 50-65. A total over 65 indicates that the students are highly anxious, score below 50 points is indicated to be low-anxiety and a total in between is indicated to be moderate anxious. Demographic section is also included in this instrument. This instrument has been used Rezaei & Jafari (2014) and also Jebreil, Azizifar, & Gowhary, (2015). For that reason, the researcher chose this instrument to be adopted.

2.3.3. Cause of Writing Anxiety Inventory (CWAI)

Cause of Writing Anxiety Inventory (CWAI) is a standard instrument that aims to identify the cause of writing anxiety and has been developed by Rezaei & Jafari, (2014). This questionnaire consists of 10 items. This CWAI was chosen to be adopted because this is dependable instrument to identify the causal of source of writing anxiety. It also uses five Likert scale choice, 1 (strongly agree), 2 (agree), 3 (uncertainly), 4 (disagree), 5 (strongly disagree).

2.3.4. Alleviating Strategy to Reduce Anxiety

Identifying the causes of anxiety is the important thing to cope with language anxiety. After knowing the causes of anxiety, the strategy is needed to alleviate the anxiety. According to Kondo & Ying-ling, (2004) this kinds of strategy
to cope with anxiety is classified into affective approach, cognitive approach, and behavioral approach.

The main concern in affective strategy is the negative involuntary association between classroom and anxiety, and physiological responsiveness. Moreover, Hashemi and Abbasi (2013) suggested to control bodily reactions and stress in order to reduce the anxiety. Besides, they also suggested to cope the anxiety by using systematic desensitization therapy (SDT). It is because by using this strategy, students are taught about how to relax themselves, so they can reduce their anxiety in the class.

Furthermore, Hashemi & Abbasi, (2013) stated that cognitive strategy is related to the thinking disturbance which has been the primary sources of anxiety. Moreover, H., Mejias, et. al, (1991) suggested that the treatment is ‘cognitive modification’ (CM) method to reduce the anxiety. They also stated that CM method can be a treatment to change the student’ cognitive expectation by teaching their self-talk. By having this strategy, students are motivated to be more positive and they can manage their self-evaluation more realistically.

Moreover, behavioral strategy is attempting to change the way of their thinking process towards language learning is needed to cope with this. Practicing and much training on writing composition outside class is one of major steps to reduce anxiety. It is because Kondo & Ying-ling, (2004) stated that anxiety caused by having poor academic skills. Therefore, the students should have much training and practicing to reduce their anxiety. For example, the students who practice their writing continually will get the better result rather than those who never practice their writing.
2.4. Thesis Writing Anxiety

Individuals who experience anxiety in writing are individuals who have fear when the results of their writing are evaluated, avoid writing assignments and if the situation requires doing so it will produce anxiety, and assume that they will fail when writing (Daly & Miller, 1975). Students who have anxiety in writing a thesis are students who are afraid of the results of their thesis writing being evaluated, feel anxious when doing thesis writing assignments like their thoughts are empty when writing a thesis, feel unable and have difficulty writing their ideas and thoughts clearly in their thesis (Nuruzdah, Psikologi, & Jakarta, 2017). Basically, every individual has their own orientation in writing thesis. Besides, according to Asmawan (2016), there are two factors in writing a thesis, such as internal factor and external factor. Internal factor includes student’s motivation and student’s skill in writing a thesis. Moreover, external factor includes environment, faculty system, and advisor. He also stated that the motivation to graduate on time can stimulate students in completing their thesis as fast as possible. The students’ ability of writing a thesis is also needed to help them in finishing their thesis. The abilities are deciding thesis title, formulating research problem, stating research background, research objectives, and research method, collecting data, presenting the finding and discussion.