CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews a brief explanation about some theories and previous studies that will support this study. It deals with explanation about thesis, levels, and causes of writing apprehension.

A. Theoretical Framework

1. Thesis

Thesis is one of academic writing which is usually written by bachelor or undergraduate as requirement to get a degree. Thesis writing is a document submitted in support of candidature for an academic degree or professional qualification presenting the author's research and findings.¹

1.1 Components of Thesis

a. Cover page

In this section, cover page identifies topic, writer, institution, degree and date. It also contains title, candidate's name and qualifications, degree aimed at, faculty, university, month and year presented.

¹ "Definition of Thesis" *Wikipedia*, (<u>Https://En.Wikipedia.Org/Wiki/Thesis</u>, Accessed On March 6, 2016)

a. Declaration

It states that the material presented has not been used for any other award, and that all sources are acknowledged. It shows gratitude to anyone whose support has been important for the work.

b. Table of Contents

In this stage, it demonstrates lists all major divisions and subdivisions marked by numbers and indicates page of tables, figures, illustrations, appendices. It contains of all lists and the pages that included in thesis

c. Abstract

It orients the reader and presents the focal points of the thesis, and then it summarizes the thesis, mentioning aims/purposes, focus of literature review, methods of research and analysis, the findings, and implications

d. Introduction

It provides background of research and rationale for the research, thus the reader is persuaded that it will be useful or interesting. It usually serves as a frame within which the reader reads the rest of the thesis. Additionally, it provides background information related to the need for the research and builds an argument for the research and presents research question. It is also included the aim for research that present personal motivations behind research.

e. Literature Review

In this stage, it consists of more than one sub chapter. It shows the reader that it is familiar with issues and debates in the field. Alternatively a literature review may be the main source of data, and fulfill the aims of the thesis. The main purpose of the literature review is to provide current theories and arguments related to research topic.

f. Methodology

In methodology section, it presents method and approach that used in the research. It describes what the researcher did for selection of site, participants, data collection and analysis. It also includes illustrations for example a timeline demonstrating stages or steps in the research. Moreover, issues of validity and reliability are discussed in this section.

g. Results or Finding

It explains the data and findings of research. Some data in tables should be carefully set out, checked and discussed then it presents the answer of research question.

h. Discussion

In this part, it discusses findings, drawing out main achievements and explaining results. The researcher also makes links between aims and findings.

i. Conclusion

It draws all arguments and findings together. The researcher usually leaves the reader with a strong sense. Further, it also summarizes major findings and gives suggestion or directions for future research

j. Bibliography

It shows the reader about all references that used to support facts and arguments.

k. Appendices

It includes raw data examples and reorganized data (e.g., a table of interview quotes, questionnaire, etc).²

2. Definition of Writing Apprehension

The word apprehension is created by Daly and Miller which states as tendency to avoid of writing when requiring writing task and feel apprehensive when evaluated by teacher "The general avoidance of writing

² Monash University. *Writing A Thesis In Education* (Group of Eight: Academic Language And Literacy Development, 2014)

<u>Https://Www.Monash.Edu/__Data/Assets/Pdf_File/0007/145816/Booklet-Writing-A-Thesis-In</u> Education.Pdf accessed on Mei 2, 2016

situations perceived by individuals to potentially require some amount of writing accompanied by the potential for evaluation of that writing".³

This definition draws a correlation and interaction between three constructs: first is individual attitudes such as positive or negative judgment. Second are emotions and feelings such as fear or anxiety and third are avoidance behaviors such as blocking or resistance.⁴

Donald Mc Andrew in his review of research on writing apprehension gives definition as an individual difference associated with increase in anxiety when one is faced with situations requiring writing.⁵ on the other hand, Sylvia Holladay states that writing apprehensive as students who is frightened by demands for writing competency, who fear of evaluation because he or she expects to fail, who avoid writing, and behaves destructively when forced to write.⁶

Grenfell defines writing apprehension as the abnormally high level of an anxious, nervous, agitated or stressful feeling in a writing-strategy-related situation, regardless of blocking and evaluation.⁷ Writing apprehension relates directly to the anxiety that associated with the writing process,

³ J. A., Daly - M. D. Miller, "The empirical development of an instrument of writing apprehension". *Research in the Teaching of English.*9, 1975, 242-249

⁴ A.M Grenfell. "EFL Writing Apprehension: The Macro or the Micro?". *Journal of Arts and Humanities (JAH)*, Volume -2, No.-3, April, 2013, p.79-89

⁵ Donald Mc.Andrew-Mike Rose (Ed)"*The essential Delay:when writer's Block isn't it. "when writers can't write* (New York:Guslford, 1985), p.219

⁶ Silvia Holaday ."*writing anxiety: what research tells us*". NCTE convention, Boston, November 1981, ERIC ED 216393

⁷ A.M Grenfell. "EFL Writing Apprehension: The Macro or the Micro?". Journal of Arts and Humanities (JAH), Volume -2, No.-3, April, 2013 p.79-89

included the concept as well as physical aspects of writing. Further, writing apprehension includes the fear of the evaluation of written products.⁸

The concept of writing apprehension is inclusive of anxiety, and relates to the idea that some individuals are more comfortable and may enjoy the writing process while others do not. Larson states that writing apprehension (WA) may be related to the arousal of certain emotions, particularly when written products are to be evaluated. Daly and Wilson report that apprehension as related to academic success, occupational decisions, self-esteem, and personality behaviors.⁹

Daly classifies writers' perceptions and feelings into two main categories¹⁰: first is dispositional feeling and second is situational feeling. The former of dispositional feeling refers to the consistent feelings such as attitude related to writing and writing outcome expectancy which perceived importance and value of writing. Moreover, situational feeling refers to taskbased feelings like writing anxiety which feeling of discomfort while writing. Daly distinguishes between apprehension and anxiety. He viewed apprehension like avoidance of writing situations as one of the dispositional feelings, while anxiety was seen as a situational feeling.

⁸ J. Daly. "Writing apprehension in the classroom: Teacher role expectancies of the apprehensive writer". *Research in the Teaching of English*. 13, 1979, p. 37-44.

⁹ Carl H. Boening,, Lara A. Anderson, Michael T Miller. "Writing Apprehension and Academic Achievement among Undergraduate Honors Students". Education Administration program: University of Alabama 206 Wilson hall Tuscaloosa, Al 3547 in ERIC (Educational Resources Information Center) ED 414 775

¹⁰ J. Daly.Writing apprehension- When a writer can't write: Studies in writer's block and other composing-process problems. In M. Rose (Ed.), (New York: Guilford Press,1985)p. 65-73

Based on some definitions before, generally apprehension is part of anxiety. In journal about anxiety, classroom language learning for EFL produces some foreign language anxiety in learning process. They are selfperception, belief, feeling, and behavior. Those situations will deal in foreign language anxiety. Foreign language anxiety (FLA) related to four skills, they are speaking, writing, reading, and listening. Three general components of language anxiety are communication apprehension, anxiety, and fear of negative evaluation.¹¹

Communication apprehension relates to an individual's fear or reticence toward oral communication, and writing apprehension has been viewed as a principle of the broader concept of communication apprehension. Apprehensive situation in oral communication is called communicative apprehension. If there is apprehensive in writing, it can be called as writing apprehension. Written that produced by students identified as high and low apprehensive differ significantly in structure, language use, and amount of information conveyed.¹²

Writing apprehension plays an important role in writing performance. Students who have high apprehension are less control over usage and written rules than students who low in apprehension. For example students with high writing apprehension write shorter, syntactically less complete pieces,

¹¹Meihua Liu & Huiliuqian Ni."Chinese University EFL Learners' Foreign Language Writing Anxiety: Pattern, Effect and Causes". *English Language Teaching*; Vol. 8, No. 3; 2015

¹²Virginia Book."Some Effects of Apprehension on Writing Performance". Paper presented at the annual meeting of the American Business Communication Association, San Diego, Calif., 28-30 December 1976.(ERIC Document Reproduction Service No. ED 132 595)

especially in personal narratives. In writing apprehension, Faigley, Daly, and Witte describe low apprehensive students as those writers who tend not to avoid situation that demanded writing, are confident in their abilities to write, and frequently enjoy writing. For high apprehension is opposite of low apprehensive students which tend to avoid situation that demanding writing and they are not confident with their abilities in writing skill.¹³

3. Levels of Writing Apprehension

In measuring levels of writing apprehension, this study was used Writing Apprehension Test (WAT). To know about levels of writing apprehension, there are three ranges to determine about levels. Writing Apprehension scores range from 26 to 130.¹⁴

o High level

This level indicates students have a high level of writing apprehension with range 26-59.

• Unusual or average level

Most students in this level do not experience significantly of writing apprehension with range 60-96. It means that they are in middle position or safe zone as writer with score mean is 78.

¹³ Wendy Bishop. "We're all basic writers: tutor talking about writing apprehension". *The writing center journal*.p.33-35

¹⁴ John Daly and Michael Miller, "The Empirical Development of an Instrument to Measure Writing Apprehension". *Research in the Teaching of English*. 12,1975,p. 242-49.Adapted by Michael W. Smith in *Reducing Writing Apprehension* (Urbana: NCTE, 1984).

o Low level

In this level, range is 97-130. A score in this range indicates that students have a low level of writing apprehension.

Result of Virginia's research concluded that there are some conditions that experienced by students both high and low apprehension in their writing product based on writing performance. Some conditions that experience for low apprehensive in their writing product such as¹⁵:

- Low apprehensive students use more nouns in direct, brief statements.
 When they elaborated reasons in support of the statements, they relied primarily on concise structural patterns.
- b. Low apprehensive students write three times as many words as the high apprehensive.
- c. Low apprehensive students write approximately twice as many paragraphs which were about 1 1/2 times longer than the high apprehensive.
- d. Low apprehensive used 4 times as many nouns.
- e. Low apprehensive $3 \frac{1}{2}$ times pronouns than high apprehensive.

Some conditions that experience for high apprehensive in their writing product such as:

¹⁵ Virginia Book. "Some Effects of Apprehension on Writing Performance." Paper presented at the annual meeting of the American Business Communication Association, San Diego, Calif., 28-30 December 1976. (ERIC Document Reproduction Service No. ED 132 595)

- a. High apprehensive students generate shorter response and fewer words in writing. It also happens when people express orally. It was anticipated that high apprehension would generated fewer words in writing just as they express less orally. A simple word count was made to find the length of response. A word was considered any symbol, including a number, bound by white space on either side.
- b. High apprehensive students reveal less information or knowledge.
- c. High apprehensive students use more adjectives and prepositional phrases in proportion to nouns and pronouns; it is likely that the message produced-skill have fewer main ideas and more description and amplification.
- d. High apprehensive students use fewer words to write.
- e. High apprehensive students more rambling statements using nouns and adjectives in prepositional phrases rather than in noun phrases.

On the other hand, some attributes of low apprehensive students such as students who has low apprehensive are not afraid of majors which require writing. They have flexible, heuristic procedures to help to avoid writing block. They have fewer spelling errors, greater syntactic complexity and greater length than high apprehensive. They give an awareness audience, propose, and organizational writing strategies. They have planning methods and also delay writing to procedure better, can compress writing time or postpone it to avoid anxiety. They can take advantages of multiple drafts. They appear to be able to ignore negative response, have had encouraging writing experiences, and know how to ask for teacher guidance.¹⁶

Talking about relation among writing apprehension among gender, writing achievement, and concerning for content-form, there are some conditions concerning about level of apprehension. For example, high apprehensive writers have a weaker knowledge of writing skills, vocabulary, and limited syntactic resources. Both high and low apprehensive writers were significant. They are more concerned about form than content; however low apprehensive writers being significantly more concerned with form than the high apprehensive writers. And for the result of that issue, thus, content-based process writing classroom strategies may be able to be used to reduce high apprehension since the writing environment is conducive to exploring ideas and content.¹⁷

4. Causes of writing apprehension

Some studies have done about cases of writing apprehension. Writing apprehension is sometimes experienced by students when writing English both ESL and EFL learners. Tighe mentions only two main causes of students' writing apprehension and these are critical comments and fear of evaluation.¹⁸

¹⁶Wendy Bishop p.33-35

¹⁷ Diana Masny, Justine Foxall."*Writing Apprehension in L2*".(Ottawa: Faculty of Education, University of Ottawa of ERIC Document Reproduction Service No.ED 352 844)

¹⁸ M. A. Tighe. *"Reducing writing apprehension in English classes"*. Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference, 1987, March. Louisville, United States

Lin and Ho conducted research about causes of writing apprehension. They summarized five cases of apprehension. They are issues of time restriction such as thinking of the limitation of a time during testing, issues of teacher's evaluation such as students are looking for teacher's evaluation and negative comments in their work issue of peer competition such as peer's comment and attitudes of competition, issues of writing subjects or classes course, issue of required writing format.¹⁹

Yasser and Ibrahim found some cases of writing apprehension among Jordanian Ph.D. students at University Utara Malaysia Four main themes emerged pertaining to causes of writing apprehension which are Lack of knowledge in English structure, negative attitude toward writing, negative writing experience in the past, and Inadequate knowledge in academic writing. In their study concluded that writing apprehension was a prevalent phenomenon among the students.²⁰

Moreover, In Latif' research stated that some causes of writing apprehension were a lack of linguistic knowledge such as grammar and vocabulary knowledge, Low foreign language competence, Poor history of writing achievement and perceived writing performance improvement, Low

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¹⁹ Lin, G. H. C., & Ho, M. M. S. "An exploration into foreign language writing anxiety from *Taiwanese university students' perspectives*". Paper presented at the NCUE Fourth Annual Conference on Language, Teaching, Literature, Linguistics, Translations and Interpretation, Taiwan 2009, April

²⁰ Yasser Al-Shboul & Ibrahim Fathi Huwari."The Causes of Writing Apprehension through Students' Perspective". *Journal of Language Teaching and Research*, Vol. 6, No. 3, pp. 535-544, May 2015

English writing self-efficacy, Instructional practice of English writing and fear of criticism.²¹ Although some studies have researched related to cases of writing apprehension and have similarity with this study, the result was different because of a different subject which this research is students of the eighth semester in thesis writing.

From some studies above, it could be concluded that some causes of writing apprehension are:

- History of classroom with instruction particularly in traditional classroom instruction.k of self-confidence
- Time restriction (limitation of time)
- Teacher evaluation (teacher's negative comment)
- Peer competition (peer's comment. Attitude competition)
- Lack of writing skill, vocabulary knowledge, writing experience, linguistic knowledge (grammar, vocabulary)
- Low foreign language competence
- Poor history of writing achievement and perceived writing performance improvement
- Low English writing self-efficacy
- Fear of criticism and evaluation
- Language use
- Critical comment

²¹ Latif, M. A. "The factors accounting for the Egyptian EFL university students' negative writing affect". *Essex Graduate Student Papers in Language & Linguistics.*, 2007 9(7), 57-82.

B. Previous Studies

In this study, the writer found several previous studies which are related with the writing apprehension. For instance, Ariani Rosyadi's thesis entitled "Dialogue journals: enhancing students' writing viewed from writing apprehension". The aim of this research is to find out whether: first, dialogue journals method is more effective than direct instruction method to teach writing. Second, the students who have low writing apprehension have better writing skill than those have high writing apprehension. Third, there is an interaction between teaching methods and students' writing apprehension in teaching writing. An experimental was used in his research. He took research in the eighth grade of SMP Ta'mirul Islam Surakarta in the academic year of 2014/2015. Data were collected through writing test and writing apprehension questionnaire and it was analyzed by a descriptive statistic. The finding of his research is: first, dialogue journals method is more effective than direct instruction method to teach writing, the students who have low writing apprehension have better writing skill than those have high writing apprehension. Third, there is an interaction between teaching methods and students' writing apprehension in teaching writing.²²

Peter Pappalardo in his dissertation entitled *Teacher Behavior and Attitude and Students Writing Apprehension*. It focuses on evaluating how teacher behaviors and attitudes affect the writing apprehension of students. The purpose of the study was to examine three questions related to student

²² Ariani Rosyadi. "Dialogue journals: enhancing students' writing viewed from writing apprehension" (Surakarta: Sebelas Maret University, 2015)

writing apprehension and teacher behavior and attitude in a rural Pennsylvania high school. The questions were as follows. First, is the Willower Pupil Control Ideology (PCI) a reproducible instrument that predicts teacher behaviors in the classroom on a continuum from custodial to humanistic? Second, is there a relationship between teacher behaviors as measured by the PCI and student writing apprehension as measured by changes in the Daly/Miller Writing Apprehension Survey (WAS)? Third, did students report other factors which had an effect on their willingness to write? The results of the study support the idea that Willower's PCI was a generally useful psychometric which predicts the likelihood of humanistic or custodial and direct or indirect behaviors by teachers. Student writing apprehension increased over the sampled population (n=405), with no differential effects found among the 25 classes studied, a result that is consistent with overall custodial behavior and direct teacher-student interactions. According to observed and student-reported data Systematic writing instruction, teacher modeling of writing and affective supported in the classroom were not common or significant elements in the curriculum of the high school in this study.²³

Sayyah Al-Ahmad in his dissertation entitled "the impact of collaborative learning on L1 and L2 college students' apprehension about and attitudes towards writing". It was intended to investigate the impact of collaborative learning on L1 and L2 college students' apprehension about

²³Peter Pappalardo, Doctoral dissertation: "*Teacher Behavior And Attitude And Student Writing Apprehension*".(Indiana: Indiana University of Pennsylvania, 2010)

attitudes towards writing. The subject of this research was 349 L1 students and L2 writing teachers, 77 L2 students, and 3 L2 writing teachers. The instruments that used were the Daly-Miller Writing Apprehension Test twice, once a pre-test and another as posttest and writing course activity questionnaire. The purpose of both instruments was to find whether students' level of writing apprehension decreased from pretest to the posttest and investigate the relationship between collaborative learning and teacher's attitudes, a reduction on in students' writing apprehension and change in their attitudes towards writing. the result found that students' writing apprehension had decreased significantly from the pretest to the posttest. Additionally, their attitudes towards writing had positively changed from pre to the posttest.²⁴

Another study from Sawalha, Abdulla Musa Salem, and Chow, and Thomas Voon Foo entitled "*The effect of writing apprehension in English on the writing process of Jordanian EFL students at Yarmouk University*". This research aims to investigate the effects of writing apprehension on the writing process of Jordanian EFL students at *Yarmouk* University in Jordan. The sampling of this study was sixty-third year students studying B.A English Language and Literature at Yarmouk University in Jordan for the academic year 2010/ 2011. The instruments used in this study were Adapted Daly and Miller Writing Apprehension Test (WAT) by Gungle and Taylor to measure writing apprehension and the writing strategy questionnaire which was

²⁴ Sayyah Al-Ahmad, Doctoral Dissertation: "*The Impact Of Collaborative Learning On L1 And L2 College Students' Apprehension About And Attitudes Towards Writing*".(Indiana: Indiana University of Pennsylvania, 2003)

adapted from the questionnaire used by Petric and Czárl. The results of this study showed that majority of the Jordanian EFL students at Yarmouk University in Jordan experienced a high level of writing apprehension. Furthermore, There were significant differences among high, mid, low in the frequency use across the three writing stages .These statistics suggested writing apprehension level of students had affected the frequency of strategy use and type of strategy use. English Language and Literature students at Yarmouk University in Jordan of different writing apprehension levels had preference over different and frequency of strategy use.²⁵

Dilek Yavuz Erkan and Ayten İflazoğlu Saban in their journal entitled "Writing Performance Relative to Writing Apprehension, Self-Efficacy in Writing, and Attitudes towards Writing: A Correlation Study in Turkish Tertiary-Level EFL. The purpose of this study is to identify whether writing performance in students of English as a foreign language (EFL) is related to writing apprehension, self-efficacy in writing, and/or attitudes towards writing. The subjects were tertiary-level EFL188 students at Çukurova University School for Foreign Languages (YADIM) in Turkey. Three instruments were used to collect data: a writing apprehension test (WAT), a self-efficacy in writing scale (SWS), and a questionnaire on attitudes towards writing (WAQ). The results of the study suggest that, in these tertiary-level

²⁵ Al_Sawalha, Abdulla Musa Salem and Chow & Thomas Voon Foo. "The Effects of Writing Apprehension in English on the Writing Process of Jordanian EFL Students at Yarmouk University". *International Interdisciplinary Journal of Education*. Volume 1, Issue 1, February 2012.p.6-14

EFL students, writing apprehension and writing performance are negatively correlated, writing apprehension and writing self-efficacy are negatively correlated, and writing apprehension and attitude towards writing are positively correlated.²⁶

From first until five previous studies above, this research has the same aspect about writing apprehension. An instrument that used is writing apprehension test to measure the level of writing apprehension. Although it has the same aspect, this research more focuses on Level and the causes of writing Apprehension. It does not correlate level with another aspect. It also has different subject whereas it conducted the research in English Education Department of UIN Sunan Ampel Surabaya.

²⁶ Dilek Yavuz Erkan and Ayten İflazoğlu Saban."Writing Performance Relative to Writing Apprehension, Self-Efficacy in Writing, and Attitudes towards Writing: A Correlational Study in Turkish Tertiary-Level EFL". *Asian EFL Journal*. p 164-192.