CHAPTER II

REVIEW OF RELATED LITERATURE

A. Anxiety in Language Acquisition

Anxiety is one of a multitude of individual differences studied in language acquisition. Individual differences, such as motivation, aptitude, IQ, self-esteem, and the focus of this study, anxiety, influence language students' language learning behaviors and affect learning outcomes. Anxiety is an individual difference that is typically associated with negative learning outcomes. The type of anxiety that language acquisition researchers are concerned with is language learning anxiety. Oxford defines language learning anxiety as, "fear or apprehension occurring when a learner is expected to perform in the second or foreign language". The anxiety produced by language learning is considered normal or state anxiety, because it stems from an easily identifiable source and may result in useful action. Anxiety over language learning makes attending or studying for language class's unpleasant. Students might not feel uncomfortable with their own mind. They can not stay focus and easily distracted by something around them. It makes them harder to find an idea to write about.

Language learning anxiety can manifest as: self-evaluation, excessive concern about failure, and concern about what others think, apprehension and worry, avoidance of the target language, careless errors, and excessive studying. Additionally, participants' English language anxiety and strength of desire to be successful and avoid failure were

¹Oxford, R.L. (1999). Anxiety and the language learner: New insights. In J. Arnold (Ed.), Affect in language learning p.59 Cambridge: Cambridge University Press.

²Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986).Foreign language classroom anxiety. *Modern Language Journal*, 70(2), 125-132.

³Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986).Foreign language classroom anxiety. *Modern Language Journal*, 70(2), 125-132.

measured. The results revealed that use and avoidance of specific syntactic structures could be explained by affective factors. Kleinmann's findings suggested that avoidance of a particular syntactic structure due to its absence in the native anxiety and is only associated with performance in speaking, listening, reading, or the focus of this study that is writing. Far less is known about language-skill specific anxieties than is known about general language learning anxiety, due to the far smaller body of research that has been conducted in these areas.

B. Writing Anxiety

Writing is a language skill essential for academic success and a skill required in many occupations. The experience of composing a piece of writing and having it evaluated by an instructor or peers is anxiety provoking for many students. According to Daly and Wilson, Writing anxiety refers to a situation and subject specific individual difference associated with a person's tendencies to approach or avoid situations perceived to potentially require writing accompanied by some amount of perceived evaluation".⁴

The study of writing anxiety has its roots in first-language acquisition. As such, first-language acquisition research plays an important role in understanding second-language writing anxiety. Hyland stated, "The field of first-language writing has informed much of what we know about texts and composition and has provided a theoretical basis for second language (L2) composing pedagogy and research". On Daly and Miller first language, they stated a results showed that students in the basic and remedial courses did not differ in their levels of writing anxiety, although, not surprisingly, they did differ significantly on their SAT-verbal scores.

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⁴Daly, J. A. & Wilson, D. A. (1983). Writing apprehension, self-esteem, and personality. *Research in the Teaching of English*, 17(4), p.327. Retrieved from http://www.jstor.org/stable/i40004695

⁵ Hyland, K. (2002). <u>Directives: arguments and engagement in academic writing.</u> <u>Applied Linguistics</u>. 23 (2): p.212.

⁶Daly, J. A. & Miller, M. D. (1975a). Apprehension of writing as a predictor of message intensity. *The Journal*

Participants with high writing apprehension scores reported lower perceived likelihoods of success in writing courses and less willingness to take writing courses than participants with low writing apprehension scores. According to the researchers, Daly and Miller, the most crucial finding of this study was that participants with high levels of writing anxiety also reported significantly less success with past writing experiences than participants with low levels of writing anxiety. Although this was a co-relational study, they drew the conclusion that previous lack of success in writing may be the cause of writing anxiety. In conclusion, the writing anxiety level influence the students' success in past writing experience that they have.

Anxious writers often avoid writing because they expect to fail.⁷ As a result these students avoid writing intensive courses and careers that require composition. The avoidance of situations in which writing is practiced means that these students will most likely never improve or develop their writing skills. Daly and Miller stated, "No matter how skilled or capable the individual is in writing, if he believes he will do poorly or if he doesn't want to take courses that stress writing then those skills or capabilities matter little". Basically, even if a student has the fear not being able to express themselves clearly in their writing and worry that reader of their writing will judge them negatively as a result. Writing anxiety manifests itself much as general language anxiety: through excessive worry, self-evaluation, fear of others' judgments, and avoidance or excessive time spent on the composition process.⁹

Language acquisition researchers have developed several tools to measure writing anxiety based around these common symptoms. These measures have been used

of Psychology, 85, 175-177.

⁷ Daly, J. A. & Miller, M. D. (1975b). Further studies on writing apprehension: SAT

scores, success expectations, willingness to take advanced courses and sex differences. Research in the

Teaching of English, 9(3), 250-256. Retrieved from http://www.jstor.org/stable/40170633

⁸Ibid. p.255

⁹Cheng, Y. -S. (2004). A measure of second language writing anxiety: Scale development and preliminary validation. Journal of Second Language Writing, 13, 313-335.

extensively, both by writing researchers and by writing instructors hoping to identify anxious students in order to provide these students with instruction and feedback suited to their individual needs.

C. A Measure of Second Language Writing Anxiety

Many measures of the state anxiety produced by language learning have been created by language acquisition researchers; however, these measures have been primarily concerned with the anxiety associated with speaking in a foreign or second language. Measures of general language learning anxiety may not be valid or reliable measures of the task anxieties related to listening, reading, or writing in a foreign or second language. Recently, measures have been developed to distinguish between the anxieties produced by the four language skills Chen and Lin, English speakers; however, later the English Writing Anxiety Test (EWAT) was developed for use with English language learners.¹⁰

Cheng conducted a stepwise multiple regression analysis to measures the effects of English writing motivation or an attitude, extracurricular effort to learn English, confidence in English writing, and English writing achievement on the English writing anxiety of 165 undergraduate English majors in Taiwan.¹¹ The results of this study indicated that confidence in English writing was the best predictor of English writing anxiety.

The EWAT is the most widely used measure of second language writing anxiety in language acquisition research.¹² However, concerns have been raised about the validity of this measure. The EWAT was developed as a unidimensional measure of

¹⁰Cheng, Y. –S. (2004). A measure of second language writing anxiety: Scale development and preliminary validation. *Journal of Second Language Writing*, 13, 313-335.

¹¹Cheng, Y.-S. (2002). Factors associated with foreign language writing anxiety. Foreign Language Annals, 35, 647–

^{656.}

¹²Ibid. p.314

writing anxiety. This means a factor analysis of this measure should reveal all of the items loading on one factor. Contrary to this, Cheng found that the items load on three factors: low self-confidence, aversiveness of writing, and evaluation anxieties. Other analyses of the EWAT have identified items addressing a range of issues including: positive feelings towards writing, writing self-efficacy, perceived value of writing, and writing behaviors.

The Second Language Writing Anxiety Inventory (SLWAI) was developed to address the concerns raised about the validity of the WAT.¹³ The SLWAI was designed to measure three dimensions of writing anxiety: physiological, behavioral, and cognitive. The SLWAI consists of 22 statements which respondents rate on a five point Likert scale, which ranges from strongly agree to strongly disagree. Cheng developed the SLWAI with three groups of undergraduate and graduate anxiety the SLWAI was designed to measure. The items that did not load on these factors were discarded. The scores of 421 undergraduate Taiwanese English majors on the 22 item SLWAI were used to check the validity and reliability of the measure. Based on Cheng's analysis, the SLWAI appears to be a valid, reliable measure of second language writing anxiety and is used as the measure of writing anxiety for this study.¹⁴

D. Writing Anxiety and Writing Performance

Many studies have explored the relationship between language anxiety and performance in language classrooms. For example study done by Cheng¹⁵, Horwitz¹⁶,

<u>and Saito¹⁷ while most research</u> in both first language writing and second or foreign ¹³Ibid. p320

¹⁴Y, -S. Cheng, loc.cit.

¹⁵ Cheng, Y. S. (2002). Factors associated with foreign language writing anxiety. *Foreign Language Annals*, *35*(6), 647–656.

¹⁶ Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *Modern Language Journal*, 70(2), 125-132.

¹⁷ Saito, Y. & Samimy, K. (1996). Foreign language anxiety and language performance: A study of learning anxiety in beginning, intermediate, and advanced-level college students of Japanese. *Foreign Language Annals*, *29*(2), 239–390. doi:10.1111/j.1944-9720.1996.tb02330.

language writing concurs that anxiety negatively affects scores on written assessments, there is some ambiguity in this relationship. The Yerkes-Dodson law demonstrates the relationship that exists between anxiety and performance. When an individual is completely calm, as in asleep or extremely anxiety increases with demands without any increase in performance. If demands continue to increase, anxiety will increase and become unmanageable, causing a rapid decrease in performance as perceived control over the task at hand is lost.¹⁸

Anxiety is inextricably connected to a multiplicity of other individual differences, making it almost impossible to determine its true effect on performance. One of the constructs that anxiety is consistently linked to is self-efficacy. Self-efficacy is an individual's beliefs about their capabilities on a particular task. Self-efficacy is developed through: self-evaluation of one's previous experiences with a task, observing others' experiences with a task, others' evaluations of one's performances on a task, and physiological and emotional reactions one has to a task.¹⁹

A study conducted by Chen and Lin on the performances on the General English Proficiency writing test of 120 Taiwanese undergraduate university students studying in an English as a foreign language (EFL) context found that writing anxiety was negatively correlated with writing self-efficacy.²⁰ Additionally, this study indicated that writing anxiety was negatively correlated with score on the General English proficiency writing test, while writing self-efficacy was positively correlated with test score.

Several studies have found that writing anxiety has a clear effect on writing performance. Studies by Chen and Lin and Saito and Samimy indicate that writing

¹⁸Tyrer, P. (1999). *Anxiety: A Multidisciplinary Review*. London, United Kingdom: Imperial College Press.

¹⁹Pajares, F., Johnson, M. J., & Usher, E. L. (2007). Sources of writing self-efficacy beliefs of elementary, middle, and high school students. *Research in the Teaching of English*, 42(1), 104-120. Retrieved from http://www.ncte.org/journals/rte/issues/v42-1

²⁰Chen, M. C. & Lin, H. J. (2009). Self-efficacy, foreign language anxiety as predictors of academic performance among professional program students in a general English proficiency writing test. *Perceptual and Motor Skills*, 109(2), 420-430. doi:10.2466/PMS.109.2.420-430

anxiety is negatively related to performance on writing tasks. More specifically, anxious writers: "score lower on writing portions of standardized tests, write less, write less effectively, and create written products that are evaluated as lower in quality than less anxious writers". Beside that, Saito and Samimy conducted a study on the anxiety levels and the language performance of 257 American undergraduates studying Japanese at three proficiency levels. The findings of this study supported the theory that anxiety has a negative effect on performance. Most of the research exploring the relationships between writing anxiety, writing self-efficacy, and writing performance are correlational in nature, making it impossible to determine the causal relationships between these variables in undergraduate English as second language (ESL), English as foreign language (EFL), and foreign language (FL) students.

E. Factors Caused Students Writing Anxiety.

Apparently, self-efficacy not only indicates students' actual proficiency, but also probably assesses some affective construct, such as language anxiety.²³ Previous research has shown strong relationships between language anxiety and both subjective and objective indices of proficiency. For example, MacIntyre found a stronger relationship between language anxiety and subjective self-perceptions of proficiency than between language anxiety and objective proficiency measures.²⁴ Clément has also shown that perceived competence and anxiety are more closely related than are self-ratings of competence and objective achievement.²⁵ These findings suggest that the mismatch

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²¹Daly, J. A. & Wilson, D. A. (1983). Writing apprehension, self-esteem, and personality. *Research in the Teaching of English*, *17*(4), p.328. Retrieved from http://www.jstor.org/stable/i40004695

²²Saito, Y. & Samimy, K. (1996). Foreign language anxiety and language performance: A study of learning anxiety in beginning, intermediate, and advanced-level college students of Japanese. *Foreign Language Annals*, 29(2), 239–390. doi:10.1111/j.1944-9720.1996.tb02330.x

²³MacIntyre, P. D., Noels, K. A. & Clement, R. (1997). Biases in self-ratings of secondlanguage proficiency: The role of language anxiety. *Language Learning*, 47:2,265-287.

²⁴MacIntyre, P. D., & Gardner, R. C. (1994b). The subtle effects of language anxiety on cognitive processing in the

second language. Language Learning, 44, 283-305.

²⁵Clément, R., Dornyei, Z., & Noels, K. A. (1994). Motivation, self-confidence, and group cohesion in the foreign language classroom. *Language Learning*, 44(3), 417-448.

between the subjective perception of competence and the actual competence results from "error" in predicting one's language ability.

MacIntyre added statement, this error may occurs and more commonly happen to highly anxious learners who have little faith in the ability to enhance their performance.²⁶ Meanwhile, Shang examined 146 Taiwanese English as foreign language (EFL) writers via multiple comparisons among the three anxiety levels on writing self-efficacy. Results showed a negative correlation which is consistent with the previous research findings: that is, the more anxiety in writing the students are, the less writing proficiency they perceive. Students at a higher anxiety level are to be less confident when writing in class.

Many students' anxiety levels increase when they particularly receive negative evaluations from teachers. As discussed earlier, Jones and Shang stated that more anxious students tend to demonstrate low self-efficacy and show less confidence in writing so as to perceive themselves a lower English writing proficiency.²⁷ Accumulating evidence has also indicated that anxiety leads to lower writing performance. For example, studies done by Lee by himself and when he was done collaboration with Krashen, using Taiwanese University students as subjects, found a modest but consistent relationship between writing anxiety and actual English as foreign language (EFL) writing performance. Daly's research has shown that high apprehensives scored lower on standardized tests of writing and wrote essays that received lower evaluations. Cheng et al conducted a study with University-level English majors in Taiwan to complete a version of Daly and Miller's *Writing Anxiety Scale*. The researchers reported that fear of evaluation was modestly associated with grades in English writing class.²⁸ Shang's study

²⁶MacIntyre, P. D., Noels, K. A. & Clement, R. (1997). Biases in self-ratings of secondlanguage proficiency: The role of language anxiety. *Language Learning*, 47:2,265-287.

²⁷Jones, E. (2008). Predicting performance in first-semester college basic writers: Revisiting the role of self-beliefs. *Contemporary Educational Psychology*, *33*, 209-238. See also

Lee, S. Y. (2002). The influence of cognitive/affective factors on literacy transfer. *Studies in English Language and Literature*, 8(10), 17-32

also revealed that students became nervous when asked to write an English composition in class because they feared for making mistakes in language forms (e.g., grammar and vocabulary). While a large body of research Aida, MacIntyre & Gardner shows a negative relationship between anxiety and actual proficiency, Fowler and Kroll found no relationship between writing anxiety and grades in a college writing class.²⁹

As found in previous studies that already done by Horwitz et al, Liu, and Shang, many students appear to be anxious when writing in class; anxiety is quite pervasive in English as foreign language (EFL) writing classrooms and can affect learners' writing achievement. By studying the relationship between anxiety factor and students' actual achievement, Sparks, Ganschow, and Javorsky nevertheless argued that it is learners' linguistic deficit that results in poor performance, which in turn provokes their anxiety.³⁰ Anxiety, after all, "is not a unitary, unidimensional phenomenon but involves various response dimensions" Cheng stated, although previous studies show consistently negative but small correlations between writing anxiety on perceived proficiency and actual writing competence, it is essential to further investigate the above-mentioned factors and the other possible factors which may be associated with EFL university students' writing anxiety.³¹

I. Previous Studies

Studies related to students' writing anxiety in proposal writing had been conducted by other researchers. Here, there views of some researchers which were related to this research, as follows:

²⁸Cheng, Y.S. (1999). Language anxiety: Differentiating writing and speaking components. *Language Learning*, 49:3, 417-446. See also

Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *The Modern Language Journal*, 78:2, 155-168.

²⁹Fowler, B., & Kroll, B. M. (1980). Relationship of apprehension about writing to performance as measured by grades in a college course on composition. *Psychological Reports*, *46*,583-586.

³⁰Sparks, R., Ganschow, L. & Javorsky, J. (2000) Déjà vu all over again: A response to Saito, Horwitz, and Garza. *Modern Language Journal*, 84, 251-255.

³¹Cheng, Y.S. (2004). A measure of second language writing anxiety: Scale development and preliminary validation. *Journal of Second Language Writing*, *13*(4), *p.318*. doi:10.1016/j.jslw.2004.07.001

It was a research which was done in 2011 conducted by Rachel DeDeyn, entitle "STUDENT IDENTITY, WRITING ANXIETY, AND WRITING PERFORMANCE: A CORRELATIONAL STUDY".³² at Colorado State University. In this research, stated that possibly due to the lack of quantitative identity research, few language acquisition studies have attempted to find relationships between identity and other individual differences. Rachel have attempted to fill these gaps in the literature by answering some of following questions. First research question about the relationship between student identity, and second research question about the nature of this relationship if it exists.

The researcher used participants in this study, they were 33 international undergraduate students of advanced English proficiency enrolled in an introductory university writing course. This study defines student identity as the degree of student integration into the culture of an American university. This construct was measured through participant responses to open ended journaling prompts about their educational experiences in their home country and in the United States.

These qualitative responses were read and scored by four raters, converting the data to a single, quantitative score for each participant. Writing anxiety was measured with the Second Language Writing Anxiety Inventory (SLWAI) and writing performance was measured with the scores participants earned on the papers submitted for their writing class. She found the linear relationships between these variables were explored through correlations. Moreover, inverse relationships were found between student cultural integration and writing performance and between student cultural integration and writing anxiety for students who showed changes in writing performance over the course of the semester.

³²Rachel, DeDeyn. (2011). Doctoral Thesis: *STUDENT IDENTITY. WRITING ANXIETY AND WRITING PERFORMANCE: A CORRELATIONAL STUDY*. Colorado State University.

Quite different from the first previous study by Rachel, here the second previous study. A research conducted by Yusuf in 2013, entitle "Students problem in writing research proposal (A case study of the fifth semester students of English Education Department state institute for islamic studies sunan ampel Surabaya". ³³In this research Yusuf analyzed Students' problems in writing a research proposal, He stated that most of students faced problems in writing research proposal. This research also conducted in writing research proposal class, because writing research proposal is one of away to do thesis. This study tried to answer the following questions. First, the students' problems in writing a research proposal. And second, the possible causes of the problems inwriting a research proposal that are faced by students.

This research aimed to investigate the students' problems in writing a research proposal. And to investigate the possible causes of the problems are faced by the students in writing a research proposal. The research design of the study uses qualitative research analysis. The objectof this research was the fifth semester students of English Education Department, State Institute for Islamic Studies Sunan Ampel Surabaya in the academic year of 2012-2013. The researcher took 15 students to conduct this research, but the data of this research was collected differently, which used documentation (students writing research proposal), interview for students and the teacher.

The result of analysis shown that most of students faced problems in three kindsof problems they are in introduction, review literature, and methodology .the highproblems are faced by students is in methodology it could be seen from the table ofstudents' problems in writing research proposal. 73,3% percentage students faced problem in methodology, 60% percentage students faced problem in review literature and 46,6%

percentage students faced problems in introduction. Besides, the causes of problems are ³³Muh Yusuf. (2013). Undergraduate Thesis: *Students problem in writing research proposal (A case study of the fifth semester students of English Education Department state institute for islamic studies sunan ampel Surabaya*. (Surabaya: Perpustakaan IAIN Sunan Ampel Surabaya, 2013)

faced by students in writing research proposal, the researcher found the some causes factor in the introduction. They are 1) Lecture explained the materialless clearly 2) Difficult to compose the sentences 3) Student seldom joined the class. Some causes factors in review literature are: 1) The material of literature review never did practice in the class 2) Lecture explained the material less clearly, 3) Lazyto read a book. And the causes' factors in methodology are: 1) The Effect of previous subject of research method, 2) Lecture just taught by used face book, 3) Limited time in learning.Based the result of analysis, it is suggested to the students to read and practice more how to write good research proposal.

The last was study done in 2006. A study conducted by Supardi, entitled "The English Department Students' Motivation Of Writing Thesis. 34 English Department Faculty Of Teacher Training And Education Muhammadiyah University Of Malang, 2006. The research problems just only one which is: 1. "How far is the students' motivation in writing thesis?". The following conclusion is based on the result and discussion. The purpose of this research is to know about how far the students' motivation in writing thesis. This study also used a survey as a kind of descriptive research. It has objectives to identify and qualify focused on the students' motivation of writing thesis. This study also used questionnaires to collect the data. The population in this study was students of English Department of Muhammadiyah University of Malang on academic year 2001/2002 who conducted thesis writing. The writer took 31 of 124 students or 25% from the total population as the sample of this research. The finding showed that some of the students of English Department of Muhammadiyah University of Malang had high motivation in writing thesis. The researcher found that from 31 respondents from English Department students in writing thesis were 19.4 % the students who have very high motivation, 54.8% the students who have high motivation, and 25.8% the students who

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³⁴Supardi, thesis : *The English Department Students' Motivation Of Writing Thesis* " English Department Faculty Of Teacher Training And Education Muhammadiyah University Of Malang, 2006.

have moderate motivation. In conclusion, the researcher concludes that the English Department students in academic year 2001/2002 have high motivation in writing thesis.

Seeing all from the study that has been conducted before, the researcher concludes that all the previous studies have the similarity and different areas of study. Those previous studies could be the foundation of conducting this research. This research is different from all those previous studies because the first previous study aimed to know about the correlational relationship between student identity, writing anxiety and writing performance while in this research will only provide an overview about the students' writing anxiety levels and some majorfactors that caused students' writing anxiety.

For the second previous study, it was investigated about problems faced by students in research proposal writing. The research focused on the elements are employed in the research proposals. In this study, the researcher wanted to find the students' problems in writing a research proposal and the possible causesof the problems are faced by the students in writing a research proposal that always happen to students especially to student of English education department in IAIN Sunan Ampel Surabaya. Although the object was similiar in research proposal writing but in this research focused on students' problems in writing a research proposal generally. Not about students' major factors of their writing anxiety. And the last previous study attempted to find students' motivation on writing thesis. As stated before the research about students' writing anxiety level still less known. So in short, the research attempt to answer this research problem especially for fifth students year 2015-2016 in English education department at State islamic university of Sunan Ampel Surabaya.