

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter provides detailed information about the theories from experts that are relevant to the research topic. The literature review encompasses an exploration of writing anxiety, covering its definition, various types, levels, underlying causes, and coping strategies. Additionally, the chapter delves into the concept and purpose of a research proposal. moreover, it includes a discussion of pertinent previous studies to offer additional relevant data and information pertinent to this research.

#### **2.1 Theoretical Framework**

##### **2.1.1 Writing Anxiety**

Learning a language cannot be separated from four language skills: speaking, listening, reading, and writing. Writing is one of the most valuable English skills students should acquire for written communication and academic writing purposes (Toba et al., 2019). Furthermore, writing is the final output when the students have completed various phases of writing (Wallace et al., 2004, as cited in Rehelmi, 2020). According to (Rehelmi, 2020), writing is a complex skill because it needs to be passed through several phases: note-taking, identifying an idea, outlining, drafting, and editing. Writing has been considered a challenging and occasionally frustrating aspect of academic life, and students commonly suffer from writing anxiety when writing English compositions (Murray & Moore, 2006; Syarifudin, 2020). Thus, in the writing process, the students will face writing obstacles that can affect their writing achievement or ability, and one of those obstacles is writing anxiety.

Writing anxiety is the condition when the writer's feeling is not ready to write or is afraid of not being good when writing (Jawas, 2019). The study of writing anxiety originates in the acquisition of a first language, as a result, first language acquisition research is crucial to comprehending second language writing anxiety (Rehelmi, 2020). Writing anxiety also can be defined as a circumstance and

subject-specific individual difference linked to an individual's proclivity to engage or avoid a scenario that necessitates writing and a degree of perceived assessment (Haddad, 2018). Thus, Wahyuni & Umam (2017) argued that if the students experienced afraid of getting negative feedback from the teacher or peers, worry about their writing, and find it hard to develop their English writing ability, it means that the students are experiencing writing anxiety.

Furthermore, the causes of writing anxiety are because writing is needed knowledge of writing (Wahyuni & Umam, 2017). Moreover, the other causes of writing anxiety are that students should write in a different style, writing for readers who are too demanding or critical, recalling prior writing criticism, writing under a tight deadline, writing in an unstructured environment, having an excessive expectation, lack of confidence, and inadequate linguistic skills (Ekmekçi, 2018, p.159; Jawas, 2019, p.735). Another research by Rohmah & Muslim (2021) found that the significant factors that caused students to feel anxious are a lack of English writing proficiency, having trouble comprehending grammatical rules, inadequate vocabulary, and fear of negative feedback. Furthermore, the causes of writing anxiety according to Cheng (2004), which is cited in Hudayani et al. (2020), are 1) instructional writing practice; 2) personal belief about writing; 3) self-perceived competencies, and 4) interpersonal threats.

Writing anxiety can be classified into three types: cognitive anxiety, somatic anxiety, and avoidance anxiety (Cheng, 2004, as cited in Kusumaningputri et al., 2018). Cognitive anxiety refers to the student's mental state when they experience anxiety, including unpleasant expectations, performance preoccupation, and concern about how others could perceive them. Then, somatic anxiety refers to the sense of the physiological symptoms of anxiety, such as tension and nervousness. Last, behavioural avoidance refers to the type of anxiety related to the behavioural element, and when students experience anxiety, they tend to avoid writing.

Research about writing anxiety conducted by Rehelmi (2020), it was found that there was a correlation between writing anxiety and writing achievement. It was stated that the more anxious students are in writing, the lower their writing

achievement will be. Wern & Rahmat (2021), in their research, mentioned that anxiety could impede an individual writing performance quality, this is because of the connection between anxieties about task-irrelevant information and negative cognitive self-concern, which prevents the individual's cognitive process from processing relevant information. Therefore, there will be effects of writing anxiety for a writer.

Writing anxiety can deplete cognitive resources, causing significant consequences for even the most capable students (Kondo & Ying-Ling, 2004, as cited in Wahyuni et al., 2019). Moreover, writing anxiety has several effects on the sufferer, such as stress, causing them to avoid and give up on writing, have lower self-confidence, will get a lower score, and students who have writing anxiety produce low-quality of writing (Balta, 2018; Genç & Yayli, 2019; Huerta et al., 2017). Afterwards, the writing anxiety will affect the writers' written constructions which appear to be bad since the concepts are disorganised (Jennifer & Ponniah, 2017).

In addition, some research on coping strategies for writing anxiety was conducted, one of which was conducted by Kondo and Yang-Ling (2004), cited in Wahyuni et al. (2019). It stated that there are three types of strategies for coping with writing anxiety, 1) cognitive strategies, which use peer-seeking and positive thinking to alter a negative thought pattern related to language acquisition; 2) relaxation strategies, which are meant to lessen physical tension brought on by emotional stimulation and are characterised by an emotive quality; 3) preparation strategies, it is behavioural in nature because it emphasises behavioural aspects of language acquisition that connected to successful performance in class.

Furthermore, the research by Wahyuni et al. (2019) explained tactics to cope with writing anxiety based on previous research conducted by Kondo & Ying-Ling (2004). The tactics are grouped into Five-Cluster Solutions, are 1) preparation, which refers to an effort to reduce the threat that is about to materialise by enhancing study and learning technique, as well as studying hard, concentrating on the class, checking a dictionary, etcetera; 2) relaxation, it involves strategies intended to lessen the symptoms of somatic anxiety, as such taking a deep breath,

calming down, and any other activity which can make the students relax; 3) positive thinking, it is the palliative role of stifling harmful cognitive processes which emphasise the students' anxiety. This strategy aims to calm the anxious students by deflecting their attention away from the stressful environment and toward pleasant and positive stimuli; 4) peer seeking, which can be identified by the student's desire to look for other students who appear to be struggling with comprehension or anxiety management; 5) resignation, it can be characterised by students' reluctance to take any action to reduce their language anxiety as such refuse to deal with the issue.

Subsequently, this research will explore why students experience writing anxiety in arranging a research proposal and how they cope with that writing anxiety. The research proposal in question is the research proposal which was submitted by the student for the final assignment of the Research Proposal Seminar course enrolled in the 7<sup>th</sup> semester.

### **2.1.2 Research Proposal**

Education is essential in human life, so it cannot be separated from human life. Many people tried to get an education, from primary to higher education. It is to get more knowledge and to get a better future. It follows Johnson et al. (2016) statement that higher education aims to equip students with the skills they need to be successful in the workforce and impact the world. To graduate from higher education, students must fulfil some requirements, such as academic writing. Academic writing is a critical skill to be mastered in higher education across fields (Rohmah & Muslim, 2021). One kind of academic writing is research, which is a requirement to graduate from higher education.

Research can be defined as a process that involves formal and informal activities that bring the researcher to the point where he/she can start his/her process of research (Damaskinidis & Christodoulou, 2019). Research is viewed as the essential key to a country's development (Razavi et al., 2017). Other than that, research has also become one of the requirements from a higher education institution, following Damaskinidis & Christodoulou's (2019) statement, "...

research is one of the main tasks of graduate students...” (p.249). Before doing research, the researcher usually makes a research proposal as a term of reference for the research. A research proposal is a formal written plan communicating ideas about a proposed study to get an agreement to conduct the research or to look for funding (Onwuegbuzie, 1997, as cited in Damaskinidis & Christodoulou, 2019). A research proposal aims to articulate the research, determine the research question, and explain how it will be answered. Besides, the research proposal highlights how important the research proposed, explains what it is by what is already known and how to add it, explains the whole plan of the research and how it will be implemented, and the last, provides the research outline. (Kivunja, 2016).

## **2.2 Study of the Relevant Research**

Some research focused on either second language writing anxiety or foreign language writing anxiety, one of which was from Wahyuni & Umam (2017), who conducted a study to analyse the writing anxiety of Indonesian college EFL learners. The participants of this study were fifty-five English students at an Islamic State College in East Java, Indonesia. The instruments that were used to collect the data from the participants were the Second Language Writing Anxiety Inventory (SWLAI) which was proposed by Cheng (2004) and the Causes of Writing Anxiety Inventory (CWAI) by Rezaei & Jafari (2014). The result of this study shows that 54% of students experienced writing anxiety at a high level, 44% experienced writing anxiety at a moderate level, and 2% experienced writing anxiety at a low level. The authors also found four factors causing writing anxiety, linguistic difficulties, fear of negative comments from the lecturers, inadequate writing practice, and time pressure.

Another research related to writing anxiety was conducted by Ho (2016) on exploring writing anxiety among EFL graduate students in Taiwan revealed several sources of writing anxiety, such as poor English writing skills, time constraints, and fear of getting negative feedback. Moreover, the findings of Rezaei & Jafari's (2014) study showed that the causes of writing anxiety in students are

high expectations, fear of getting negative feedback from the teacher, low self-confidence, and poor linguistic knowledge.

On the other hand, in the context of a research proposal, which included academic writing, Hudayani et al. (2020) in their research found that the causal factor of the student's academic writing anxiety is a lack of topic interest, teachers' teaching style, plagiarism threat, a high number of assignments, grammar and vocabulary insecurity, the pressure of perfect writing, and lack in practising. In addition, the research conducted by Ariyanti (2017) found that the aspects causing students to experience anxiety in academic writing were writing under time constraints, having a lack of confidence to write because of their insufficient ability to utilise English grammatically correct and integrate ideas from experts' theories to supports their essay content. Otherwise, it is not caused by the lecturer's infrequent face-to-face essay consultation with the students.