CHAPTER 2
LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Writing Anxiety

1) Definition of Writing Anxiety

According to Hjortshoj (2001), anxiety in writing is a wide variety of apprehensive and pessimistic feelings about writing. Writing anxiety is a persistent sense of unreadiness or inadequacy when it comes to writing (Jawas, 2019). Further, Carlk (2005) defined writing anxiety as the result of a lack of knowledge or understanding necessary to complete writing tasks, coupled with students' belief that writing is a challenging endeavor. Meanwhile, Wahyuni and Umam (2017) identified that writing anxiety is the psychological predisposition faced by an individual in the course of a writing task due to tendencies of overwhelming fear arising from a combination of feelings, beliefs, and behaviors affecting the individual's ability to write in the writing process as compared to the projected gain from the ability to write. Writing anxiety can be understood as a psychological condition that someone experiences when faced with a writing task. Tension and negative thoughts about writing tasks may be present in this condition. Writing anxiety typically comes on by feelings of inadequacy, unreadiness, lack of knowledge and understanding the topic and things needed for the writing task, fear, and, negative beliefs. In other words, writing anxiety is a disorder that can affect someone's confidence in writing and their writing skills.

2) **Types of Writing Anxiety**

According to Cheng (2004), writing anxiety can be categorized into three types: cognitive anxiety, somatic anxiety, and avoidance anxiety. These types of writing anxiety can be reflected based on the feelings and behavior shown by someone when faced with writing activities, as outlined in Cheng's SLWAI questionnaire (2004).

a. Cognitive anxiety refers to the mental aspect of anxiety experience, including negative expectations, preoccupation with performance, and concern about others' perceptions. Students experiencing cognitive anxiety tend to feel excessive worry about receiving criticism, ridicule, producing worse writing than other people, getting low grades, and worrying about other people's opinions.

b. Somatic anxiety refers to one's perception of the physiological effects of the anxiety experience, as reflected in increased autonomic arousal and unpleasant feeling states such as nervousness and tension. Students experiencing somatic anxiety often encounter physical symptoms, including a rapid heartbeat, sweating, blankness, shaking, and a feeling of unease

c. Avoidance anxiety is a type of anxiety where the students avoid writing. Students with avoidance anxiety typically exhibit behaviors that avoid writing English as much as possible and rarely write down ideas in English.

These categories reflect how individuals feel and behave when confronted with writing tasks, as outlined in Cheng's SLWAI questionnaire. Cognitive anxiety relates to the mental aspects of anxiety, such as negative expectations and concerns about performance and perception by others. Those experiencing cognitive anxiety often worry excessively about criticism, producing inferior work, receiving low grades, and others' opinions. Somatic anxiety, on the other hand, involves the

physiological effects of anxiety, including increased autonomic arousal and feelings of nervousness and tension. Physical symptoms like a rapid heartbeat, sweating, and shaking are common in individuals experiencing somatic anxiety. Lastly, avoidance anxiety manifests as a reluctance or avoidance of writing tasks altogether. Those with avoidance anxiety tend to avoid writing in English as much as possible and rarely express their ideas in written form.

2.1.2. Teaching Writing

1) Principles of Teaching Writing

In the context of teaching writing, principles of instruction are required to achieve optimal learning outcomes. According to Bryne (1988), the principles for optimal writing instruction are as follows:

a. Teach students to write

Develop writing assignments that reflect the practices of skilled writers and encourage students to take part in the processes of planning, organizing, composing, and revising.

b. Provide adequate and relevant language experiences

Exercise caution in choosing suitable text types for both reading and writing and acknowledge that students can often comprehend language at a more advanced level than they can produce.

c. Demonstrate the functionality of written language as a communication system

Diversify the audience when assigning writing tasks and clearly define the readership and ensure each piece serves a communicative purpose.

d. Instruct students in the art of crafting texts

Place emphasis on constructing comprehensive texts that cover essential features and enhance coherence.

e. Educate in diverse text genres:

Provide opportunities to practice different forms and functions of writing and cultivate various skills necessary for producing written texts.

f. Ensure writing tasks are pragmatic and pertinent:

Classroom writing tasks with the objective of generating coherent and suitable communication.

g. Integrate writing with other language skills:

Design tasks that combine writing with additional language skills, such as listening or reading and cultivate integration by developing activities that engage students in multiple language dimensions.

h. Employ a range of techniques and practice formats:

Supply varied writing activities, encompassing controlled, guided, and free writing and integrate collaborative writing to prompt discussions and foster effective writing processes.

i. Offer suitable assistance:

Re-evaluate conventional marking methods and involve students in the feedback and revision processes and dedicate ample time in the classroom for writing and design or select activities that assist students throughout the writing process.

In teaching writing, following Bryne's (1988) principles is crucial for achieving optimal learning outcomes. These principles emphasize the importance of collaborative writing, diverse language experiences, and contextualizing writing tasks within real-world communication scenarios. When correlated with research on reducing writing anxiety through the STAD technique, they highlight the effectiveness of collaborative approaches in fostering student confidence and proficiency. By integrating writing with other language skills and providing varied writing activities, educators can create a supportive environment that encourages student engagement and minimizes writing anxiety.

2) **Process in Writing**

In producing a comprehensive and coherent written text, sequential and precise steps are required during the creation process. Therefore, it is crucial, when teaching writing, to introduce students to the process of writing.According to Harmer (2004) there are four process of writing

a. Planning

Before starting to write or type, it's important to plan. This involves creating detailed notes. During this phase, the writer should focus on three key things: understanding the purpose of the writing, identifying the target audience, and organizing the content for a clear and logical flow.

b. Drafting

This is the initial step in writing, where the writer begins putting ideas into written form. It's important to note that the writing during this phase may change and develop later.

c. Editing (Reflecting and revising)

During this process, writers carefully review their work to find unclear sentences, ambiguity, or errors. Reflecting and revising may also involve getting feedback from others to improve the writing.

d. Final version

After editing the draft and making changes, the writer produces the final version. The writing in the final version may differ from the initial draft.

This structured writing process mirrors the activities within the STAD technique employed in the present research. By integrating these sequential steps into the collaborative learning environment facilitated by STAD, students not only enhance their writing skills but also mitigate potential writing anxiety by fostering a supportive and structured approach to writing tasks.

2.1.3. Student Team Achievement Division (STAD) Technique
1) **Definition of STAD Technique**

Student Team Achievement Division, as outlined by Jamaludin and Mokhtar (2018), is a cooperative learning approach that involves small groups collaborating on a shared task to achieve a common goal. In the STAD technique, students are grouped into teams consisting of four or five members, which include individuals with high-, average-, and low-performing levels, both male and female students, and those from diverse racial and ethnic backgrounds. Each of these teams serves as a small representation of the entire class (Slavin, 1988). Through the implementation of the STAD technique, students engage in collaborative problem-solving, openly communicate their writing challenges, and exchange knowledge (Rahmatika, 2019).

In its simplest form, STAD is a cooperative learning approach in which students work together in groups to accomplish common goals. During the process students participate in discussions to understand concepts, clarify any misunderstandings, and provide each other with comprehension support. In order to achieve their shared group goals, students work together to promote their team achievement.

The Student Team Achievement Division (STAD) is a teamwork approach where small groups of students work together to achieve common goals. These groups include students with different abilities, genders, and backgrounds, representing the diversity of the class. STAD encourages students to solve problems together, talk openly, and share knowledge. In STAD, students discuss concepts, clarify misunderstandings, and help each other understand. By working as a team, students aim to accomplish their shared objectives in learning.

2) **Phases in STAD Technique**

According to Slavin (1988) STAD is made up of five major components: class presentations, teams study, quizzes, individual improvement scores, and team recognition.

a. Class Presentation

The teacher presentation of the material in the class, typically through a lecture or discussion, although it may involve the use of audiovisual aids.

b. Teams Study

Teams are composed of four or five students who represent a cross-section of the class in academic performance, sex, and race or ethnicity. The major function of the team study is to prepare its members to do well on the quizzes.

c. Quizzes

The quizzes are designed to test the knowledge the students have gained from class presentations and team study. During the quizzes students are not permitted to help one another.

d. Individual Improvement Scores

The concept behind individual improvement scores is to provide each student with a performance target they can achieve, but only through greater effort compared to their previous performance.

e. Team Recognition

Team recognition is related to giving rewards to the team that has the highest achievement score.

Overall, STAD offers a structured approach to collaborative learning, integrating various elements to promote student engagement, accountability, and recognition for achievement.

3) **Advantages of STAD Technique**

STAD is considered one of the simplest cooperative learning approaches to implement compared to other cooperative learning methods. In this context, STAD offers advantages in its application, which is why STAD was chosen as a teaching technique in the classroom. Telaumbanua & Sari (2022) emphasized that the advantages of STAD include:

a. Make it easier for students to understand the content of the subject matter being discussed.

b. Enable students to develop argumentative skills, actively listen to other people's opinions, and record information that is useful for the common good.

c. Produce high student learning achievement, increase self-esteem, and foster improved peer relationships.

d. Provide incentives through prizes or awards to motivate students towards higher achievements.

e. Help students who think slowly to increase their knowledge.

f. Forming small groups makes it easier for teachers to monitor students working collaboratively.

This perspective is supported by Wulandari (2022) stated that the advantages of STAD are:

a. Relatively easy to set up.

b. Effective in motivating students to develop individual potential, especially creativity and responsibility in improving the group's image.

c. Facilities for training students to work together, help each other in groups, and communicate effectively, both verbally and non-verbally.

d. Empower students to convince themselves and others that achieving goals depends on effort, not luck.

e. Improve students' ability to communicate ideas while working collaboratively.

f. Foster increased friendship between students.

g. Applicable to motivate students to express opinions, respect other people's opinions, and share ideas with each other.

STAD is recognized as a straightforward cooperative learning method with several advantages for classroom instruction. Telaumbanua & Sari (2022) highlight benefits such as improved

subject comprehension, argumentative skills, academic achievement, and positive peer relationships. Additionally, incentives motivate students, while small group formation aids teacher monitoring. Wulandari (2022) reinforces these advantages, emphasizing STAD's simplicity, effectiveness in fostering creativity and teamwork, and its role in promoting communication skills and friendships among students. Overall, STAD facilitates active learning, collaboration, and personal growth in the classroom.

2.1.4. Teaching Writing Using STAD Technique

1) **Class Presentation**

In the classroom presentation, the teacher introduces new material to students through lecturing, class discussions, and presentations conducted by the teacher. It is imperative for the teacher to center the presentation on the STAD unit to underscore to students the significance of paying attention. This approach aims to prompt students to recognize that concentrating on the class presentation is crucial for their quiz preparation (Slavin, 2005). Since the school is implementing the Merdeka curriculum, wherein learning is more focused on student-centered approaches, the presentation stage in the upcoming research will prioritize a student-centered approach. In this context, students will be provided with stimuli in the form of a narrative text video, requiring them to comprehend and deduce information related to their understanding derived from watching the video.

2) **Team Study**

After students comprehend the material acquired through video presentations, the teacher organizes them into groups. These teams consist of four or five students, representing a diverse cross-section of the class in terms of academic performance, gender, and race or ethnicity (Salvin, 2005). At this stage, team members work together on specifically designed worksheets aimed at extending and reinforcing the concepts covered in the instructional videos (Hayatunisa, 2014). In the upcoming

research, the author will divide students into several groups, each comprising more than five members. The assigned task for students in these study teams involves engaging in discussions regarding their understanding of the material presented during class sessions. Subsequently, the teacher instructs students to collectively create a draft of a narrative text, with each individual contributing to the group work.

3) **Quizzes**

The quizzes are designed to test the knowledge the students have gained from class presentations and team study. During the quizzes students are not permitted to help one another (Slavin, 2005). In the upcoming research, the author will administer individual tests to students. In this context, each student is required to compose a narrative based on the discussions held during the team study sessions and the draft collectively created. The writing technique employs the interconnection of stories, where each student contributes one or two paragraphs, culminating in the formation of a cohesive and comprehensive text.

4) **Team Recognition**

The team recognition phase marks the final stage in the STAD learning process, involving the acknowledgment and appreciation of students' efforts. In this context, teachers may utilize various methods such as bulletin boards, special privileges, small prizes, or other rewards to underscore the significance of collaborative success (Slavin, 2005). In the upcoming research, the author will award small prizes to the top-performing group that achieves the highest scores. This recognition ceremony is scheduled to take place at the conclusion of the STAD learning experience.

2.2 Study of Relevant Research

Due to the research on STAD, the followings describe about the results. The first study discussed the implementation of STAD technique to improve fourth-semester students' writing skill. This study was a classroom action research. Based on the study's findings, the

writing skill of the students improved as they were able to produce better writing, and the STAD technique was success to be implemented in the class since the students actively involved in the process and provided positive responses (Wahyuni, 2014). The second study investigated about the use of the STAD technique in teaching descriptive text, the study was an experimental research, and based on the result of the study, the hypothesis was accepted or it had been proven that STAD helped students to improve their writing ability, since the students worked together, and helped each other in comprehending the material, they were more knowledgeable so they could produce a better writing (Suryani & Azlim, 2018). And the third study compared the STAD technique to the Direct Method in teaching writing, this study tried to find the effectiveness of both method to improve students creativity in writing, this study was an experimental research and the result of the study revealed that the STAD technique was more effective than the Direct Method in improving students' writing creativity, this study also highlighted that the method in teaching has an influence on students' writing creativity, therefore this study suggests that the use of STAD can be useful and effective for students with diverse levels of writing creativity (Rahmatika, 2019).

Based on those studies, the implementation of the STAD technique has consistently shown a massive positive effects on students' writing skills and writing creativity. Those studies revealed that the STAD technique not only enhanced the content and quality of students' writing but also promoted active participation, teamwork, positive responses among students, and their creativity. Furthermore, it had been shown to be more effective compared to other teaching methods.

The relevance between the present research and the previous one are the area of study concerning to the use of STAD technique in the writing class. However, the present research focuses on the use of the

STAD technique in reducing students' writing anxiety. Furthermore the previous studies provide the author a strong foundation for investigating how the implementation of STAD can effectively reduce students' writing anxiety.