

CHAPTER II

REVIEW OF LITERATURE

In this chapter the writer presents about (1) the nature of anxiety and types of anxiety, (2) foreign language anxiety, foreign language classroom anxiety scale (FLCAS), Impact of foreign language anxiety, and possible factors contributing to foreign language anxiety, (3) previous study.

A. Anxiety

1. The Nature of Anxiety

Anxiety is one of the psychology phenomenon which is commonly identified as a feeling of threatened, apprehension, worry and tension. Anxiety appears from human body as a response to specific situation. It can start at an earlier age or later. The writer found several definitions about anxiety.

The first definition comes from Ormrod who said that anxiety is someone's feeling of uneasiness and apprehension about situation since they are not sure what its outcome will be (Jaime, 2011: 401). When someone is not sure about what will happen in the future, they become anxious. In addition, the feeling of uneasiness and the apprehension appear. While according to Passer and Smith, anxiety is the condition of apprehension and tension which is as a natural response to feel threat (Michael and Ronald, 2009: 546). It means that the anxiety naturally arises when someone is threatened by any specific situation. In addition, Halgin and Whitbourne stated anxiety as a cause of people effort to avoid uncomfortable reaction which unease people to enjoy many ordinary situations (Richard and Susan, 2007: 148-149). People become anxious when they try to avoid unpleasant situations in their life. Conolly and friends stated that anxiety is common feeling of worry and fear and is a normal part of someone's development but it may become problem when

he/she increase or interfere it in daily life (Sucheta 2006: 1). Every people have this reaction and they should be professional to control such reaction. It may become disadvantages for them if they place this reaction in high level. Furthermore, Hilgard and his colleagues defined anxiety as a psychological construct that is described as a state of apprehension, a indefinite fear that is only indirectly associated with an object (Hilgard, 2011: 97). Another expert argues that anxiety is an adaptive response, described by feeling fear, in particular situation which may motivate and sometimes become abnormal if it is excessive in given situation or interferes with functional ability (Nevid, 2009: 526). In line with previous definitions, Bennett said that anxiety is beneficial emotion—as long as it is in appropriate level, because without it, people will be careless and engage in dangerous activities that could lead them to injury or even death (Bennet, 2006: 170).

Based on some definitions above, the writer concluded that anxiety is a natural psychological reaction towards worry or fear about something in particular situation or something that might happened in the future. It may affect positively, such as motivate us to study before exam. Nevertheless, it can cause negative effect, such as becoming careless and absent-minded when doing exam. Hence, it depends on how we can handle this reaction and prevent this reaction to give the bad effect for our daily life.

2. Types of Anxiety

There are several kinds of anxiety. The two most well-known anxieties are *state anxiety* and *trait anxiety*. *State anxiety* is commonly experienced in relation to some particular occasion or act and it momentary happened (Brown, 2007: 161). It has been known as normal anxiety by most people. This type of anxiety occurs only in stressful event or particular situation so that it is not permanent. It will disappear when the stressful situation goes away. Meanwhile, *trait anxiety* is more permanent predisposition to be anxious where people are predictably and generally

anxious about many things (Brown, 2007: 161). People with such anxiety tend to feel worry and inappropriately threatened by several things in environment over time than other people. It usually comes more intense and lasted for long time. In other words, this kind of anxiety makes people become more vulnerable to stress in many things and tend to feel state anxiety reaction more intense and with greater frequency. Besides, it also believed that anxiety can give positive effect such as motivating them.

Alpert and Haber in Brown's distinguish *facilitative* and *debilitative anxiety* which also called helpful and harmful anxiety. *Facilitative anxiety* is seen as a trigger to improve people performance, closely related to competitiveness—the pressure to defeat their classmates hence they are motivated to study harder (Brown, 2007: 162). However, the competitiveness sometimes hinders people's progress—they prefer to retreat and skip the class, and it is namely *debilitative anxiety* (Brown, 2007: 162). Anxiety is likely to interfere with the process of language learning. In such situation, they may be possible doing poorly in what they need to accomplish. Thus, it is important to know how to control our anxiety.

B. Anxiety and English Language Learning

1. Foreign Language Anxiety

Acquiring second language is not only focused on the cognitive factors but also affective factors. The affective factor is emotional side of human behavior which involves variety of personality factors (Brown, 2007: 152). Emotion or feeling becomes as the sample. One of the affective factors is anxiety.

Gardner (1985: 33) said anxiety is an influential restraint to second/foreign language achievement that fear feeling would interfere with language achievement. He added people who become anxious achieve lower level of achievement than people who do not become anxious.

The term Language Anxiety and Foreign Language Anxiety are frequently used interchangeably by many linguists. Foreign Language anxiety is a specific anxiety which is related to language acquisition. As said by Horwitz, Foreign Language Anxiety is a multifaceted concept from uniqueness of the language learning process comprised of difficulty in authentic self-perception and various language teaching practices (Horwitz, Vol. 21: 112). In contrast with the other experts, Scovel argued that it is still premature to relate anxiety to the global and comprehensive task in language acquisition because he thought that there are many incomplete correlation researches between anxiety and language proficiency (Scovel, Vol. 28, 1: 132). However, many researchers agreed that anxiety has influenced language learning and language performance, in this case reading, like Mohammadi stated from Onwuegbuzie, Bailey, & Daley's (Mohammadi, Vol. 3, 4: 638). In addition, Na also agreed that affective factors, such as attitudes, motivation and anxiety have been accounted a lot for successful language learning outcomes in different contexts (Zhao, Vol. 9, 3: 23). Since 1970's, anxiety as an influential factor has been explored and examined among a wide community of language learners, especially foreign language learners in many contexts.

Based on various explanations above, the writer can conclude that although there are pro and contra ideas, anxiety is one of the psychological factors influencing students in learning English as a foreign language that is characterized with feeling uneasiness, apprehension, self-doubt, and worry. Moreover, Horwitz and Cope proposed conceptual foundation of anxiety. According to them, there are three components of language anxiety that have been identified in order to break down the construct into researchable issues: communication apprehension, test anxiety, and fear of negative evaluation (Horwitz, Vol. 70, 2: 127).

First, Communication apprehension is students' shyness characterized by fear of communicating with other people which may lead to difficulty in public speaking, or understanding others and making

themselves understood by the other (Horwitz, Vol. 70, 2: 127). Since interpersonal interactions become the major emphasis in foreign language learning, communication apprehension plays a large role in foreign language anxiety. In this component, students are required to communicate using the target language in their foreign language classroom through speaking and listening. Their limited competences in target language may lead them to frustration and apprehension. In this component, students think that they will have difficulty understanding what people say to them and making the other understood with what students say.

The other component that is also relevant in foreign language learning anxiety is test anxiety. Test anxiety is about the feeling fear or failure of exams, quizzes, and other language assignments used to evaluate students' performance (Horwitz, Vol. 70, 2: 127). Students with test anxiety probably experience substantial difficulty if the tests and quizzes are frequently given even the cleverest and well-prepared students often make errors. Generally, oral tests become potential factors to stimulus students' test anxiety. In Indonesian education, the teacher mostly use many tests such as, daily test, mid-term test, and final test orally or written, to evaluate whether the students have master the material or not.

The last component of anxiety is fear of negative evaluation. Howirtz defines fear of negative evaluation as the apprehension about people's evaluation, avoidance of evaluative situations and the expectation that others would evaluate someone negatively (Horwitz, Vol. 70, 2: 127). It sounds similar with test anxiety yet it is in broader scope. This anxiety is not only in testtaking situation but also may occur in any social situation, such as interviewing for a job. In line with Howirtz and the other, Brown (2007: 162) stated that fear of negative evaluation appears from students' need to make the other give positive social impression. In foreign language learning context, students may have a fear of negative evaluation from both their classmates and teacher as the one who fluently master the target language.

2. Foreign Language Classroom Anxiety Scale (FLCAS)

Since anxiety affects many aspects of foreign language learning, it is important to be able to identify students who are anxious in foreign language class. Horwitz developed Foreign Language Classroom anxiety Scale (FLCAS) to measure students' anxiety. This scale has been widely used by researchers to measure foreign language learners' anxiety and examine the effect of anxiety on learning in different contexts. The items presented at FLCAS reflect the three components mentioned in the previous explanation: communication apprehension, test anxiety, and fear of negative evaluation in the foreign language classroom. The FLCAS consists of 33 statements divided into communication anxiety, fear of negative evaluation, test anxiety, and anxiety of English classes. The respondents are asked to rate each item on five-point Likert scale ranging from 1 'strongly disagree' to 5 'strongly agree'.

The FLCAS was administered by Horwitz, in a number of separate studies, to approximately 300 students in introductory undergraduate foreign language classes at the University of Texas at Austin (Horwitz, Vol. 20, 3: 560). The result of the study suggested that foreign language anxiety can be reliably and validly measured and that it plays an important role in language learning (Horwitz, Vol. 20, 3: 561). Hence, FLCAS can be an alternative to measure students' anxiety because, *firstly*, it was reliable and valid measure, and *secondly*, many researchers have used this kind of anxiety measurement.

3. Impact of Foreign Language Anxiety

Basically, uneasiness feeling such anxiety will disturb students in no doubt. It absolutely affects students' learning effort and performance. Anxious students will think less clearly and probably make more mistakes. Moreover, to perform a task they have to work harder because anxiety makes them worry and distracts their learning process.

Anxiety has long been recognized by educators as a potential problem in speaking classroom. Anxious student will have difficulty in their language learning since anxiety affects cognition processing. According to Ormrod (2011: 402), anxiety can interfere with several aspects of cognition in language learning process. Anxious student may be disturbed in paying attention to what needs to be learned, processing information effectively, retrieving information, and demonstrating skill that have previously been learned. In other words, foreign language anxiety belongs to debilitating anxiety because it can hinder language learning.

Similar to with Ormrod, MacIntyre as cited in Young (1999: 35), also believed that anxiety can affect students' cognitive processing. He proposed a variation of the Tobias model of the effects of anxiety on learning from instruction which consist of three stage: input, processing, and output. Further, anxiety can affect students' cognitive performance at any or all of the three stages. It means if anxiety disturbs the cognitive work at one stage, then information is not passed along to the next stage.

At the input stage, foreign language anxiety acts like a filter that perverting some information from getting into the cognitive processing. This is similar to Krashen's well-known concept of the "affective filter". Krashen state that anxiety can raise affective filter and form of a „mental block that prevents a comprehensible input from being used for language acquisition (Schutz, 2013). For example, anxious student may not be able to gather information of the languages rules and vocabulary because anxiety interfere their ability to process information.

During the processing stage, anxiety acts as a distraction. It distracts student in processing information effectively. When they are worried, anxious student may learn less and may not be able to digest new words, phrases, grammar, and so on or may also take more time to process the lesson.

While at the output stage, anxiety can influence the quality of students' foreign language performance. Students with anxiety in this stage may not be able to demonstrate what they have learned.

Moreover, Oxford (1999: 60-61) described that "anxiety harms learner"s through worry and self-doubt and also by reducing participation and creating overtavoidance of the language." He also mentioned certain aspects that have negative correlation of anxiety such as: grades in language course, proficiency test performance, performance in speaking and writing tasks, self-confidence and self-esteem in language learning.

Based on the description above, it could be said that the existence of foreign language anxiety can affect the fluency of learner's speech and learning in general.

4. Possible Factors Contributing to Foreign Language Anxiety

Anxiety can rise from various sources. It sometimes comes from classroom activities and methods which related to teachers instructions and tasks. For example, Speaking activities it appears frequently as one of the anxiety provoking factor. Horwitz and Cope found that speaking in the foreign language as the most anxiety-producing experience (Horwitz, 1986: 129). While Koch and Terrell as cited in Oxford, also found oral skits and oral presentation in the front of the class as the most anxiety producing activities. They also noted that being called on to respond orally can produce anxiety (Oxford, 1999: 65). Speaking activities are easy to anxiety. In speaking students are tried to communicate in their limited capabilities. They also fear of being negatively evaluated by the teacher and peers which exposed their inadequacies. Moreover, some cases students often laughed at their peers who make a mistake. It absolutely makes students fear of making mistake. There fear of making fool of themselves in public so they prefer to be quiet rather than speak to practice their English. Price (1991: 105) found that fear of being laughed at by other is one of the greatest sources of anxiety.

In addition, inappropriate ways of teaching can also contribute to students' anxiety, for example speaking too much fast. According to Worde (2003: 5), the inability to understand what is being said in the classroom often lead to communication apprehension. Besides, threatening teaching method like calling on students one after another in seating order may also generated anxiety. Oxford (1999: 66) also neted that "harsh correction, ridicule and the uncomfortable handling of mistake front of a class are among the most important instructor-learner interarction issues related to language anxiety." Students' might also feel anxious because of the excessive material demand. They find that foreign language class stressful when they do not have sufficient time to understand the lesson because the amount of the materials is excessive. Moreover the level of difficulty of foreign language class and the poor of result of students may get anxiety when compared to other classes. So, they may find that the foreign language class is more demanding and more difficult than other class.

Besides the above factors, sometimes anxiety also comes from the students themselves. One is their beliefs about language learning. Some students find language difficult because they are conditioned to believe that the language is difficult. For example, students believe that they should be able to speak perfectly. While others think that English is a difficult subject. Such beliefs can lead to language anxiety. Horwitz et al. Noted that "certain beliefs about language learning also contribute to the students' tension and frustration in the classroom" (Horwitz, 1986: 127). This also indicates that low self-esteem can generate anxiety. Price (1991: 106) noted that anxious students believed their language skill were weaker than any other students. Mostly it comes from their learning experience. A stressful learning experience will give condition the students to believe that the language learning is difficult. This belief is quite enough to generate negative thinking to the presents to avoid every single thing about the language learning includes preparation for classroom activities or a

test. According to Marwan (2007: 48), lack of preparation was the major contributor of students' anxiety. Lack of preparation will absolutely make students feel anxious. They fear if they cannot perform well.

C. Previous Research

As a matter of fact, some researchers have investigated the issue of students' foreign language anxiety in learning English. These are several studies which are relevant to this study.

In 2013, Herwanto conducted research about Factors That Cause Language Anxiety In The English Classroom Speaking Performance. This study is aimed at describing the factors that cause language anxiety in the English classroom speaking performance as one of the causal factors in order to get the broader understanding about this phenomenon. The findings of the study describe six factors that cause language anxiety. The first factor is type of task which demands classroom presentation. Students were afraid if their weaknesses are being exposed in front of the classroom participants. The second is fear of making mistakes during students' speaking performance which commonly happened are on pronunciation, grammar, and vocabulary. The third is the role of the language teachers related to teachers' ability to maintain suitable teaching and learning process for the students. The fourth is self perception or self esteem. It is about students' thought and estimation towards their own capability in mastering the speaking skill. The next is gap of competence which refers to students' competence in speaking compared with others. The last is limited exposure to English. It is related to students' lack of practice and experience on speaking which affects their confidence and ability in speaking.

In 2014, Soim conducted research about A Study Of Foreign Language Anxiety Of Male And Female Elementary School Students In Learning English. The objective of this study is to find out whether or not there is a significant difference in foreign language anxiety between male and female Elementary School students in learning English. This study involved 38

students of 4th grade students of SDN Samirono in the academic year of 2013/2014 as the subjects of the study. The data were collected by using one instrument i.e. a questionnaire: the Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz, & Cope, 1986). The data were analyzed by using descriptive and inferential statistics analyses. The hypothesis testing was done to meet the objective of this study to find out the differences between male and female FLA scores by used t-test. Before the t-test was applied, the test of normality and homogeneity were administered.

In 2014, Musthachim conducted research about Students' Anxiety in Learning English but she focused on a Case Study at Junior High School level. This study was carried out to investigate foreign language anxiety of EFL junior secondary school students at the 8th grade of SMPN 9 South Tangerang. Specifically, it sought to identify what factors that may contribute to anxiety in English learning environment based on the students' perspectives. Fifteen anxious students were selected as the participants. The data were gathered through structured interviews and classroom observations. The result showed that speaking in front of the class, being laughed at by others, incomprehensible input, students' belief about language learning, teacher personality, and lack of preparation were the six factors that may contribute to the students' anxiety in learning English.

In 2015, Fauziyah did research about The Relationship between Students' Anxiety and Their English Reading Skill. This study was to describe the relationship between students' anxiety and their English reading skill. This study was correlational study. The population of this study was the tenth year students of *SMK Negeri 3 Kota Tangerang*. There were 119 students chose as the sample by using clustering random sampling. There were two instruments in collecting the data; the first instrument was to measure students' English as a foreign language, in this case, Foreign Language Classroom Anxiety Scale (FLCAS) which was developed by Howirtz; the second instrument was to measure students' reading skill, in this study, reading test was implemented.

Therefore, it was concluded that students with higher anxiety got lower ability in the their English reading skill and vice versa.

In 2018, Abdillah conducted research about Students' Anxiety in Learning English but he focused on factors in speaking english at Junior High School level. This study is to investigate foreign language anxiety of EFL junior secondary school students at the 8th grade of SMPN 16 Semarang. Specifically, it sought to identify what factors that may contribute to students' anxiety in speaking English based on the students' perspectives. Eleven perceivedly-anxious students were selected as the participants. The data were gathered through structured classroom observations and interviews. The result of the study showed in two factors, they are internal factors (attitude, speaking in front of the class, being laughed at by peers, incomprehensible input, students beliefs about speaking English, lack of preparation) and the external factors (teacher personality, school environment, family environment). These findings suggest that the teacher should be more aware of students' anxiety in order to arise students' motivation to speak up confidently and fluently in an English speaking class.

In 2004, Chan and Wu did research about FLCA (Foreign Language Classroom Anxiety) but they focused on Elementary School level. The purposes of the study were to investigate the foreign language anxiety level of EFL primary school learners in Taiwan; to find out to what extent foreign language anxiety is correlated to students' English learning experience and English achievement; and to figure out the sources of students' foreign language anxiety and anxiety-provoking situations. The population of the study was all fifth graders in 205 elementary schools of Taipei County. All the 601 students from the 18 classes were the participants answering the questionnaires. In order to have a further understanding of the students' foreign language anxiety, 18 high-anxious students were selected as the interviewees according to their scores in the questionnaires. In addition, all the 9 English teachers were interviewed, too. In this study, questionnaires, interviews, classroom

observations, and document collection were applied as instruments. One of the questionnaire used was FLCAS by Horwitz, Horwitz, & Cope (1986).

From some of the previous studies previously mentioned, the realm that has not been studied is the aspect of anxiety in the level of students at the university, because according to the SLA theory by Stephen Krashen, Michael Long and Robin Scarcella (1979) adult students and older children learned at a faster pace than younger kids. This may demand cognitive maturity and involves metalinguistic skills, because adults may be able to use cognitive and metacognitive abilities and strategies to learn many aspects of L2 initially more quickly. Given the context technical universities have been developing and the need for their students learning English has been increasing. Therefore, researcher are interested in seeing and digging deeper and understanding how students' anxiety in learning foreign languages such as what factors that that affecting students' anxiety, how that factors influence their anxiety and what strategies they use to solve these anxiety in learning English.