

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the results of reviewing some related literature dealing with the topic of the study covering Anxiety, the nature of anxiety, types of anxiety, anxiety and English language learning, foreign language anxiety, impact of foreign language anxiety, possible factors contributing to foreign language anxiety, strategies to reduce anxiety in learning English, previous research on foreign language anxiety.

A. Anxiety

Everyone must have felt anxious about a situation that felt threatening or frightening. Anxiety is a pure reaction that can be experienced by anyone in response to a situation that is considered dangerous. However, if the anxiety is excessive and not in proportion to the threat, then it can lead to disturbances that will hamper a person's function in his life.

1. The Nature of Anxiety

Anxiety is that of an emotional nature syndrome that often occur. Everyone has experienced anxiety in life, so anxiety is a natural reaction in response to something that is considered threatening. In fact, fear occurs to the human psyche as a reaction to a given circumstance.

There are several definitions of anxiety according to some experts. According to Carlsson and Buskist (1997) Anxiety is a kind of worry or doom, accompanied by certain psychological reactions, such as rapid heartbeat, sweaty palms and tight stomach. Anxiety is a response to a known threat. This means that people naturally feel anxious when threatened. Halgin and Whitbourne (2007)

Anxiety is the reason people try to avoid uncomfortable reactions, which prevent people from enjoying many ordinary situations.

People become anxious and then try to avoid unpleasant situations in life. Conolly (2006) stated that anxiety is a common sense of worry, and fear is a normal part of someone's development, but when they increase or interfere with anxiety in their daily lives, it may become a problem.

Halgin and Whitebourne (1991) states the difference between fear and anxiety, fear is a natural warning of dangerous situations, Although anxiety is more forward-looking, worrying and disturbing about terrible things that may happen.

According to the definition explained above, These can be stated that there is a sense of threat, fear, suspense, and worry in response to a specific situation or possible future reactions.

2. Types of Anxiety

There are different types of anxiety . The two most famous types of anxiety are state anxiety and trait anxiety. Anxiety that occurs when approached with a particular situation is called state anxiety. Many individuals have developed state anxiety, also referred to as natural anxiety. Regarding Ormrod (2011), "national anxiety is a provisional sense of anxiety caused by a challenging condition". It is feeling tense or nervous in response to certain external stimuli at certain specific moments. This anxiety disorder is produced under specific circumstances or during stressful events, so it is not permanent. It is a sense of situational anxiety that dive when the threatening situation disappears. However, in some cases, anxiety can increase and last for a long time. This anxiety called trait anxiety. Regarding Ormrod (2009), "Trait anxiety is a model that can respond with anxiety even in

non-threatening situations." This anxiety is part of the personality of an individual. Persons with trait anxiety disorder are much concerned than other people but are unnecessarily challenged by many substances in the environment. In other words, trait anxiety is a propensity for a people to get nervous or to feel fear, regardless of their environment.

Based on the definitions above, intension, duration and situation of anxiety can be classified in two categories: State anxiety refers to the feeling of anxiety and anxiety about a specific situation, while idiosyncratic anxiety is a stronger sense of anxiety, which depends on the individual It has nothing to do with the situation.

B. Anxiety and English Language Learning

English is a foreign language by several people around the world, so it is an complex language. Studying Second language is different from learning the mother tongue. because students have a lot of time to use English in their daily lives. Some students often encounter problems when learning English. Especially with anxiety. If students are allowed to produce negative emotions, they will not be able to convey their ideas, ideas and feelings by using the new language they are learning.

1. Foreign Language Anxiety

Foreign language learning not only focuses on cognitive factors, but also on emotional factors. Emotional factors are the emotional aspects of human behavior, involving a variety of personality factors. Emotions or feelings become samples. One of the effects is anxiety. Horwitz (1986) Anxiety in language is specific psychological construction of language learning. He defined language anxiety as a particular self-awareness, confidence, and behaviors foreign language learning

due to the distinctive of the language learning process. Furthermore, Krashen (1982) anxiety related to second language can act as a barrier to inhibit information from getting to the language learning in the brain of the learner.

Anxiety in a foreign language consists of three components: fear of contact, anxiety test and fear of negative judgment (Ganschow and Sparks, 1996: 199). The first aspect of anxiety in foreign language, communication comprehension, happens when learners have mature thoughts and concepts, but lack mature communication skills. It reflects the apprehension of true contact with others.

The second component, test anxiety. There is a concern about educational assessment. In certain situations, it can be characterized as fear of failure in exams and adverse experiences for learners. Sarason (1984) defined test anxiety: "a strain to look vigilantly at the result of underperformance in an evaluation situation." Test anxiety may occur while students perform poorly in previous tests. Students have negative stereotypes about the test and have unreasonable ideas in the assessment situation. This students could have adverse test knowledge in language lessons or other subjects.. They unconsciously transplant their unsatisfactory images into the current English class (Chan and Wu, 2002).

The last component of second language anxiety, when second language learners feel unable to make an appropriate social impression, they will observe the fear of negative assessment, which is a kind of worry about the avoidance of evaluation. (Watson and Friends, 1969) in Chan and Wu (2004:293), the fear of negative evaluation is defined as "Worry about the evaluation of others, worry about their negative evaluation, And the hope that others will negatively appraise oneself".

Many linguist often use the term "foreign language anxiety" interchangeably. Second Language Anxiety is a common anxiety regarding language acquisition.

MacIntyre and Gardner (1994) pointed out his language has a specific and universal impact on cognitive performance this means that anxiety directly affects students' performance related to mental processes, and this effect is obvious. Gardner et al,(1997:345) added that this is also combined with inadequate listening comprehension, weakened vocabulary learning, reduced vocabulary output, low standardized test scores, low language course scores or these factors.

According to the above description, it can be seen that anxiety in a second language is a feeling or anxiety, stress, and concern encountered while learning and using a language skills.

2. Impact of Foreign Language Anxiety

Feeling this kind of fear will undoubt the students. It would certainly impact the attempt and success of students to learn. Anxiety students can think less clearly and make mistakes. In addition, to accomplish assignments, they have to concentrate harder, so fear makes them stress and distracts them from the learning process.

For a long time, anxiety has been recognized by lecture as a potential problem in foreign languages. Because anxiety affects the cognitive process, it is difficult for anxious students to learn language. Omrod suggests that fear can interact with certain facets of perception in the language learning. Students anxious may be disturbed by focusing on the knowledge they need to learn, effectively processing information, retrieving information, and demonstrating previously learned skills. In other words, foreign language anxiety will weaken the ability of language learning, thereby reducing people's anxiety.

MacIntyre (1991) cited when he was young also believes that anxiety affects the cognitive process of students. he suggested a version of the tobias

hypothesis on the effect of fear on learning. The model consists of three stages: input, processing and output. In fact, anxiety can affect students' cognitive output in each of these three levels. This suggests that if fear interrupts cognitive function at one stage, the information will not be carried on to the next stage.

In the input stage, foreign language anxiety acts as a filter to prevent certain information from entering the cognitive process. This is similar to the “emotional filter” concept of Krashen (2013). Krashen pointed out that anxiety can cause forms of emotional filtering and “mental disorders” that prevent the use of intelligible input for language learning. For example, students might not even be able to obtain knowledge about feeling this sort of anxiety, language rules and vocabulary when hard to deal with their ability to interpret information.

Anxiety can be distracting at the processing period. It prohibits students from accessing information efficiently. If they are nervous, stressed students may understand less and may not be able to comprehend new vocabulary, sentences, grammar and so on, or may require more time to learn.

In the output stage, anxiety will affect quality of student performance in various languages. Students who are anxious at the stage may not be able to prove what they have learned. In addition, Oxford University also stated: “Anxiety will harm learners through worry and self-doubt, as well as by reducing participation and openly avoiding the use of this language”. He also mentioned some aspects that are negatively related to anxiety, such as language courses. Performance, proficiency test performance, oral and writing tasks, self-confidence and self-esteem in language learning.

Based on the description above, it can be said that the existence of second language anxiety will govern the overall fluency of learners' oral and learning.

3. Possible Factors Contributing to Foreign Language Anxiety

Anxiety can come from a variety of places. It sometimes emerges from classroom methods and techniques related to instructor instruction and assignments. For example, when speaking, it is sometimes thought to be one of the causes that cause anxiety. According to Jeffery (2005) some factors that make people feel anxious are:

- a) Over self prediction toward fear, anxiety patients usually predict the degree of fear or anxiety in a given situation.
- b) Irrational faith, self-defeating can increase anxiety. If a person faces a problem.
- c) Over sensitivity toward threat, being too sensitive to threats is like fear of threats. Others feel safe, but fear because will he/she happen.
- d) The sensitivity of anxiety, fear of anxiety people who are highly sensitive to anxiety will be overly fearful. They worry that uncontrollable emotions will cause heartbeat and shortness of breath, which will worsen people's fear of anxiety.
- e) Wrong attribute body signal, this means faster heartbeat, rapid breathing, and sweating.

In addition, Tanveer (2007) emphasized that foreign language learners usually express feeling of anxiety, worry and tension when learning to speak foreign languages in public. Such emotions are known to have potentially harmful consequences and negatively impact contact in the target language. Compared with other students, students with anxiety disorder seem to have difficulty concentrating

and mastering educational goals, which leads to poor grades and underachievement.

Due to excessive material needs, students may also feel anxious. They found that due to the excessive amount of teaching materials, they did not have enough time to understand the lesson, so the pressure in the foreign language class was great. In addition, compared with other classes, the difficulty of foreign language lessons and the poor grades of students may cause anxiety. Therefore, they may find that compared with other classes, foreign language classes are more demanding and difficult to learn.

Others think English is a difficult subject. Such beliefs can cause language anxiety. Horwitz (1986) pointed out that "Certain assumptions about language learning can also intensify student pressure and frustration in the class". This also shows that low self-conception can produce anxiety. Many of the situations emerge from their learning experience. The overwhelming learning environment can make students feel that learning the language is challenging. This conviction is enough to give rise to pessimistic thoughts about current language learning.

4. Strategies to Reduce Anxiety in Learning English

How to reduce anxiety, Tanveer (2007) put forward the most general idea: Reduce the tension of making the learning environment less formal and more interesting, so that individuals can learn mistakes without looking or feeling unskilled. The teacher needs to be friendly and create some enjoyment class activities rather than being assertive and indifferent to students. Indeed the teacher must be more vigilant about the presence of anxious students and show empathy to them (Liu, 2009). As an example of dealing with student anxiety, Kondo (1997) did his research on tactics for dealing with language anxiety. In his research, he is

organizing the 'Five Cluster Solution' including Preparation, Relaxation, Positive thinking, peer seeking and Resignation.

- a. **Preparation**, effort control future threats by enhancing learning and applying multiple studies strategy (eg study hard, trying to get a good summary of lecture notes). It is expected that this strategy will increase students' mastery of subjective estimation of topics, thereby reducing anxiety related to language lesson.
- b. **Relaxation**, which use tactics aimed at reducing somatic anxiety syndrome. Typical items are 'I'm taking a deep breath' and 'I'm trying to calm down'.
- c. **Positive Thinking**, it is characterized by a palliative effect and inhibit the problematic cognitive processes that cause students' anxiety (for example, imagine yourself doing well and try to enjoy the tension).
- d. **Peer Seeking**, is differentiated by the willingness of students to look for other students who seem to be having trouble understand class and/or control their anxiety. Knowledge that others are having the same issue may act as a source of emotional control for restless students by social interactions.
- e. **Resignation**, Responsibility of students to do something to reduce their communication apprehension (e.g. giving up, sleep in class). Students who report instances of resignation appear seriously minimize the impact of anxiety by refusing to confront problems.

C. Previous Research on Foreign Language Anxiety

Many people have studied foreign language anxiety from different angles. There are some researchers on the research related to foreign language anxiety. the researcher summarized some previous studies, which can be used as a guide for researchers to

conduct research. The following explanation is the focus of some previous studies on foreign language anxiety.

Channa soim (2014) Conducted a study entitled "*A study of foreign language anxiety of male and female elementary school students in learning English*". Was found that the average score of foreign language SDN Samimoro students' anxiety was 60.58, each the average score is 1.86. the result show that fear of spoken English, test anxiety, and fear of insufficient ability and making misktakes are the three main factors that cause student anxiety. The similarity of this study above is researching about anxiety and the differences of this study above using quantitative research and the formulation of the problem.

Faizah (2017) Conducted a study entitled "*Speaking Anxiety in Classroom Presentation Encountered by the Sixth Semester Students of English Education Department at IAIN Tulungagung*". It was disscovered that the factors that cause anxiety in spoken English are: Self awareness, lack of self-confidence, fear of negative evaluation, lack of preparation, fear of making mistakes, low oral English level of students, inability to understand strange sounds and words. The similarity of this study above is researching about anxiety and the differences of this study above different data sources.

In addition, the last study conducted by Herwanto (2013) Conducted a study entitled "*Factors that cause language anxiety in the English classroom speaking performance in SMPN 4 Pakem Yogyakarta*". The finding of this study describe six factors that cause language anxiety. they are : class lectures are required, fear of making mistakes, the role of language teacher, self-awareness, ability, and limited English exposure tasks. The similarity of this study above is researching about anxiety and the

differences of this study the formulation of the problem. Researcher focus more on the factors believe contribute anxiety