

## CHAPTER II

### REVIEW LITERATURE

In this chapter. The discussion is divided into four sub topic. They are definition of anxiety, types of anxiety, anxiety in learning language, anxiety in learning foreign language, achievement and previous study.

#### **A. Definition of Anxiety**

Anxiety is one aspect that influence in learning. Some experts have different view in giving definition of anxiety. According to Freud (1940), anxiety is an unpleasant inner state that people seek to avoid. In same way, Young (1991) defined foreign language anxiety as “worry and negative emotional reaction aroused when learning or using a second language” (p. 27). Anxiety is a kind of mental problem that may not be found or noticed easily. According to MacIntyre (1995). Anxiety is “the transient emotional state of feeling nervous that can fluctuate over time and vary in intensity” (p. 28). It is a subjective feeling of tension, apprehension, nervousness that is associated with an arousal of the autonomic nervous system and would interrupt the normal operation of the mental and physical constitution, including the process of foreign language learning. Foreign language anxiety, both psychologists and linguists reaffirm the correlation between anxiety scales and measures of achievement. Horwitz (1998) defined foreign language anxiety as a “distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the

language learning process” (p. 125). This implies that foreign language anxiety would take place only in foreign language learning situations, such as in an EFL or ESL classroom. This suggests an implication that anxiety is a kind of situation-specific anxiety (Ellis, 1994).

## **B. Type of anxiety**

Anxiety is like other affective factors such as: tiredness, boredom, anger and emotional disorders. It is entirely related to the psychology of the individual. It does not occur as a single issue; it can rather acquire forms of manifestation and can be categorized as: trait anxiety, state anxiety, and situation specific anxiety.

### **1. Trait anxiety**

According to Benjamin (2000:82) trait anxiety is a general characteristic of an individual’s personality. Individuals, who experience an anxiety trait, will tend to have an attitude and reaction which reflects their ability to understand the nature of certain environmental stimuli and stressful situations as more or less difficult or threatening. People who develop a more anxiety-trait are much more prone to reacting to a large level of stimuli, and will be more able to worry in less dangerous and hard situations. These individuals are more likely to present state-anxiety in some circumstances, especially in normal day-to-day activities, as an example, people who are accustomed to facing tremendous amount of difficulties in their everyday life.

## 2. State anxiety

The second type of anxiety known as state anxiety is considered as an obstacle and an interruption of individual's emotional equilibrium. For example, when the person hears bad news about a very close friend, he becomes so anxious, so that emotional equilibrium will be put into question. A person who experienced a state anxiety is more likely to feel stress and nervousness or unable to confront any event. In such moments, the person may feel nervous and can easily react to external stimuli. State anxiety is an unpleasant feeling which can seriously disturb the individual's ability to react positively to any situation and in a certain environment. (Benjamin, 2000: 85).

The third type is situation-specific anxiety which is related to the general orientation of anxiety and certain situations, or on a learning context in which the learner does not find himself capable to be proficient in a second language in speaking or reading passages. Anxiety can have also debilitating and facilitative forms. Where by stress can be a good a motivator, for example may keep a person alert and provide him with motivation. But some stress can have devastating effects and can lead him to forget several issues at one go during an exam. This positive anxiety is called a facilitating anxiety, and this negative anxiety is called debilitating one. ( Benjamin, 2000: 87).

### **C. Anxiety in learning language**

Most of scholars agreed that there is anxiety-provoking potential in learning a foreign language and have found that language learning difficulties could predict anxiety best in foreign language learning settings (Chan & Wu,

2004). I next outline specific theories of anxiety to illustrate the development of anxiety theory. Moving from generalized, all-encompassing theories (Bandura, 1991; Pekrun, 2007) to more situation-specific theories of language learning anxiety (Macintyre & Gardner, 1994). In keeping with Macintyre and Gardner's (1991) view that "while the instruments used to measure language anxiety should be specific to the language area, theoretical links to the more general anxiety literature can be strengthened" (p. 43), I include not only frameworks developed specifically for language learning but also models derived from psychology.

Self-efficacy and Appraisal General Theories of anxiety can be conceptualized using two models: Pekrun's (2007) Expectancy-Value Theory of Anxiety (EVTA) and Bandura's (1991) theory of self-efficacy. Each of these models uses different types of appraisals to explain and predict anxiety reactions in individuals. According to these models, concepts of worry and distraction relate first to appraisals of situations as threatening or not and then to learners' determinations of their efficacy in dealing with these situations. Pekrun's (2007) EVTA model combines situation-outcome expectancies (appraisals of a situation as being threatening or not) with action control expectancies (appraisals about one's ability to initiate and carry out an effective solution). Foreseeing negative, potentially harmful events in which individuals cannot see themselves as effective mediators often produces anxiety. Similarly, Bandura's (1991) theory of self-efficacy posits that when a situation is perceived as threatening, the resultant anxiety is dependent on an

individual's perception of his/her ability to deal positively with that threat. Bandura additionally argues that self-esteem can act as a mitigating factor in anxiety-producing circumstances.

When learners see situations as threatening, there can be an adverse affect on learning. Because highly anxious individuals are often in a state of divided attention resources (Schallert, 1991), their ability to concentrate and be successful at learning tasks is hampered. In other words, when students are constantly preoccupied with the threat a learning situation poses, they cannot fully concentrate on that task. At the early stages of learning, students are using many attention resources to accomplish basic tasks that they have not yet learned how to complete automatically. Highly anxious students are not able to automatist actions as effectively since their attention resources are diverted through task-irrelevant processing brought about by high levels of anxiety.

In addition to challenges with resource allocation, learners sometimes engage in self-deprecating ("I'm stupid," "I can't do this") and self-focused thoughts that interfere with feelings of self-efficacy. These negative thoughts adversely affect a student's ability to take advantage of learning opportunities, affecting students' ability to see themselves as successful learners (roberd et al, 2008).

Ronald (1992) argues that in instances of high anxiety, habitual reactions can cause individuals who have experienced many threatening situations in the past to be more likely to perceive future situations as threatening. Similarly, Diane (2008) note that highly anxious individuals may have a lower threshold

of threat recognition, seeing generally ambiguous situations as potentially threatening more often than moderately anxious persons. Because of the possibility that some individuals are more prone to anxiety than others, it is necessary to differentiate between individuals who are often anxious and those who are not.

Individuals who are more anxious and more likely to become anxious regardless of situation are referred to as having trait anxiety; that is, anxiety is a part of their character or an aspect of a more serious disorder. However, those who are able to appraise situations accurately as being threatening or not within reasonable limits are said to have state anxiety, a social type of anxiety that occurs under certain conditions. For example, a person may not ordinarily be anxious but becomes so when asked to make a public address. This differentiation is critical in the study of anxiety because it allows the separation of individuals who are likely to be anxious in any variety of situations from those who would not normally be anxious.

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#### **D. Anxiety in learning foreign language**

In the field of second language acquisition, Macintyre and Gardner (1991) draw upon to make an additional distinction, situation-specific anxiety. Individuals who suffer from situation-specific anxiety may appraise certain events as anxiety-producing only when certain factors are present. For example, a student may be anxiety free when writing an essay in English. However, when asked to write a similar essay in French, a second language, the same student may then feel higher levels of anxiety.

Horwitz et al. (1986) conceptualize foreign language anxiety as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p.31). They distinguish foreign language anxiety from communication apprehension, as outlined by Barbera (1992: 442), in that individuals who show no communication apprehension in their native language will often exhibit foreign language anxiety.

In terms of self-concept and identity, Barbera (1992) argues that language learning can be extremely traumatic for some students because it threatens their sense of self and worldview (p. 453). In fact, the riskiness of the language learning situation may lead learners to fossilize or halt their language acquisition because the risk to the learner’s national identity may be seen as greater than the perceived benefits of acquiring better, more proficient second language skills. Additionally, Schumann (1997), while currently investigating physiological aspects of language anxiety, maintains his

pidginization hypothesis in which he posits a strong relationship between an individual's willingness to acquire a language and his or her relationship with the target language group. In other words, the more psychological and social distance perceived, the less likely it will be for that individual to achieve high levels of language skill in the target language.

Hence, anxiety in general can be associated with threats to self-efficacy and appraisals of situations as threatening. In a specific situation such as language learning, a fear of negative evaluation, test anxiety, communication apprehension, and threats to one's sense of self can reduce feelings of self-efficacy and increase the chances that a second language situation will be seen as threatening. Additionally, the social distance felt by many Mexicans in the U.S. can exacerbate these factors, resulting in differing levels of language anxiety based on the context of the second language situation and the social distance perceived in each.

Assuming an individual with state anxiety rather than trait anxiety, concepts of self-efficacy are tied to past successes, vicarious experiences, and social persuasion (Pekrun, 2007). Also, ELL students can become more susceptible to high levels of anxiety related to language learning because of the language shock often experienced by ELLs (Diane, 2008).

Hispanic Americans experience extremely high dropout rates, with only 63% of all 18-24-year-old Hispanics completing some sort of high school education, either through the attainment of a traditional diploma or GED (Kaufman, Kwon, & Klein, 1999). Hence, they are limited in the number of



academically successful models and other vicarious experiences that would increase their levels of self-efficacy. Additionally, because of the marginalization of Hispanic American groups in the U.S., Mexican ELL children often internalize negative stereotypes that reduce their feelings of self-efficacy by limiting the social persuasion (encouragement from others) that would ordinarily tell them that they can succeed.

Although there have been few investigations on the effect of English language anxiety on the acquisition of English, there have been several studies that have concluded that foreign language anxiety does have an adverse effect on learning (Diane, 2008). These same factors that adversely affect learning in the foreign language classroom are present in the ESL classroom but at a more intense level. Moreover, for Mexican ELL students these challenges can be exacerbated by difficulty in developing a positive English language identity. An ELL student's ability to make effective situational appraisals can be hampered not only by linguistic differences but also by cultural differences.

In sum, general issues of self efficacy and expectancy-value theory can be influenced by a fear of negative evaluation, test anxiety, communication apprehension, and identity factors. However, these influences on anxiety do not occur in a vacuum. English language anxiety can be described as a social anxiety, dependent upon interactions with others. Therefore, the implications of English language anxiety from a socio constructivist perspective must be considered. According to Vygotsky (1978) and others, learning is dependent upon the social interactions that occur in the classroom. Withdrawal from this

interaction as a result of high levels of English language anxiety is perhaps the most harmful effect of English language anxiety.

It is imperative that teachers and administrators be able to identify highly anxious students within their schools and classrooms, ideally before the mainstreaming process takes place. When teachers and administrators can identify highly anxious students more efficiently, efficacy beliefs (Bandura, 1995) and expectancy-value-oriented preventions (Pekrun, 2007) can be initiated. In providing this affective support for ELL students in mainstream classes, educators can increase their chances for academic success beyond minimum standards.

#### **E. Achievement**

Achievement is defined as measurable behavior in a standardized series of tests (Simpson and Weiner, 1989). Achievement test is usually constructed and standardized to measure proficiency in school subjects. In most cases, according to them, "accomplishment" is sometimes used in place of "achievement". According to Bruce and Neville (1979) educational achievement is measured by standardized achievement test developed for school subjects. What this means is that academic achievement is measured in relation to what is attained at the end of a course, since it is the accomplishment of medium or long term objective of education. What is important is that the test should be a standardised test to meet national norm. For a test to be standardised, it must be valid for over a period of time

Achievement is regarded as action of completing or attaining by exertion. It subsumes anything won by exertion, a feat, a distinguished and successful action. Simpson and Weiner (1989) contended that achievement test intends to measure systematic education and training in school occupation towards a conventionally accepted pattern of skills or knowledge. Several subjects may be combined into an achievement battery for measuring general school proficiency either in point score or achievement age and perhaps achievement quotient.

#### **F. Previous studies**

Many second language researchers have long been aware that anxiety is often associated with the success of target language learning, and verified the effects of anxiety on foreign language learning. Swan and Howell (1996) conducted a study to determine how test anxiety affects students with learning disabilities and behavior disorders. In this study, researchers worked with 82 students in eighth through twelfth grade. All students in the study had learning disabilities; 61 also had behavior disorders, and 39 also had attention deficit disorder. Researchers measured the relationship between the Stanford Achievement Test (SAT), anxiety, internal dialogue, selfconcept, and study habits. A positive correlation ( $r = .580$ ) was found between test anxiety and internal dialogue scores. Students who thought about unrelated subjects during a test had higher levels of anxiety. Anxiety and study habits had a negative correlation ( $r = -.378$ ). As students' levels of academic achievement increased their levels of anxiety decreased. The same was true for self-concept. Students

with higher levels of anxiety had lower self-concepts. The SAT was the test used to stimulate students' levels of test anxiety. Teachers read the questions to measure test anxiety, self-concept, internal dialogue, and study habits so all students with low reading levels were not at a disadvantage. Researchers found that test anxiety is a significant problem for students with learning disabilities.

Grills-Taquechel, Fletcher, Vaughn, & Stuebing (2012) conducted a quantitative, nonexperimental study to determine the relationship between reading difficulties and anxiety in students. The researchers analyzed the anxiety levels and achievement test scores of 153 average or at-risk general education first grade students. Students completed the Multidimensional Anxiety Scale for Children. Students rated themselves on questions. Because the scale is normally used for children who are at least eight years old, the questions were read to the students. The Word Attack and Letter-Word Identification portions of the Woodcock Johnson Test Battery-III were administered to the participants. At the beginning and at the end of the study, the oral reading fluency levels of the students were monitored using the Continuous Monitoring of Early Reading Skills program. Students who had lower reading scores at the beginning of the study tended to decrease their harm avoidance tendencies at the end of the study. A decrease in harm avoidance tendencies means the students were not as concerned with reading correctly. Those same students tended to increase their separation anxiety tendencies at the end of the study. The students did not necessarily worry about their reading skills, but they were more likely to avoid going to school. When

using anxiety at the beginning of the study as a predictor of fluency at the end of the study, researchers found that students with higher levels of harm avoidance at the beginning of the study showed increases in reading skills at the end of the study. This trend was more evident in girls than boys. Anxiety turned out to be a motivating influence for some students.

Nelson and Harwood (2010) performed a study comparing research on learning disabilities and anxiety to determine the connection between the two. Researchers analyzed 58 studies, which included 3,336 students. Researchers used a computer program to analyze the data from the studies. The effect sizes, means, and standard deviations were computed for each study. The results of the effect size computations were used to determine whether or not students with learning disabilities experienced higher levels of anxiety than students without learning disabilities. The higher the effect size, the stronger the relationship between learning disabilities and anxiety. Negative effect sizes means that a relationship was not found between learning disabilities and anxiety levels. Researchers found a positive effect size value for 95% of the studies with an average of 0.61 and a range of -0.21 to 1.83. Researchers determined that students with learning disabilities are significantly more likely to suffer from academic anxiety.

Chen (2012) conducted a study on the relationship between test question order and anxiety. Using a sample of convenience, 250 college students in China, who were majoring in English and enrolled in an English-speaking course, were used. The students were from three different semesters of classes.

One hundred students from semester one were used to determine the difficulty level of the test questions. Seventy-two students from semester two participated in the first study, and seventy-eight students from the third semester participated in study two. Students were divided into three groups based on their scores on the Test Anxiety Inventory (TAI). Group A contained students with the highest levels of anxiety, Group B contained students with a medium level of anxiety, and Group C contained students with the lowest levels of anxiety. Students completed a 60-question computerized examination with questions in a fixed order. The groups were divided into two subgroups. The rest of the 240 test questions were answered by groups A1, B1, and C1 in easy to hard order. Groups A2, B2, and C2 answered the same questions in hard to easy order. For Groups A1 and A2 as well as B1 and B2, the differences in mean test scores between the easy to hard and hard to easy tests were significant. For Group A, the t-test p value was .014. Group B's t-test p value was .039. For Groups C1 and C2, the difference in mean test score was not significantly significant with a p value of .12. The order is important for students with medium and high levels of anxiety. Students higher levels of anxiety benefit the most from tests with the easy to hard question order. The 78 students who participated in the second study also took the TAI. Like the first study, students were divided into three groups based on their levels of anxiety: Groups, D, E, and F. The three groups also took the same 60-question test as the students in the first study. Researchers picked out the 32 difficult questions and used the scores to divide the groups into subgroups D1, D2, E1, E2, F1,

and F2. Each subgroup consists of students of equal academic ability. Students in groups D1, E1, and F1 took a computerized adaptive test containing 128 questions. If a student answered a question correctly, the next question was more difficult. If a student answered a question incorrectly, the next question was easier. Groups D2, E2, and F2 took the same test, but in the hard to easy order. The results of the second study were significantly different for all three groups. Students in Groups D1, E1, and F1 performed better on the adaptive tests than the students in Groups D2, E2, and F2 who took the fixed order, hard to easy tests. The t-test p value for Group D was, .009, Group E was .024, and Group F was .043 (Chen, 2012).

Supricamuryati's research (2014) entitled "The Correlation between Students' Anxiety and their Achievement in learning English of the first year at MA Al-Qasimiyah Sorek Satu Palawan". In her research, she used all population as sample which consists of 38 students. She used anxiety questionnaire and documentation as method of collecting data. The result of analyzing data obtained that Alternative Hypothesis ( $H_a$ ) accepted and stated there was Correlation between the Students' anxiety and their achievement in learning English by using person product moment formula. The analyzing showed -0.755 as coefficient correlation value in which higher than  $r_{table}$  at level 5% (0.329) and level 1% (0.424).

In this study, the researcher concern to gain whether or not any correlation between level of anxiety and English achievement that makes it different from the other studies. This study is similar to Supricamuryati's study

(2014) but methods of collecting data make different among them. In this study, the researcher used test and questionnaire as instrument to collect the data however but she used documentation and questionnaire to collect the data.