

Chapter Two

Literature Review

This chapter provides several literatures based on the expert's opinions that support the research. The researcher combines the several ideas that relate to the research. It defines of two parts which is students' anxiety and students' academic achievement. Those parts are elaborated as definition of anxiety and learning anxiety, definition of students' academic achievement, and level of students' academic achievement. The researcher also presents the previous related studies among this research. Finally, this chapter shows the conceptual framework and hypothesis of this research.

Definition of Anxiety

Several experts had stated what anxiety is. Some of them have different content to explain about anxiety. Anxiety is a normal reaction to certain situations. A small level of anxiety is normal, but severe anxiety can be a serious problem (Dobson, 2012). According to Basavanna (2000), anxiety is a highly unpleasant affective state similar to intense fear which can include feelings of threat, vague objectless fear, a state of uneasiness and tension, and a generalized feeling of apprehension. Besides, Lenze and Wetherell (2011) stated that anxiety is one of the psychology difficulties. That theory is in line with Mega's et al. opinion (2014) who found that positive and negative emotions in educational psychology of students influence to their academic achievement.

The definition of anxiety had been explained to another idea. There was another expert who explained what anxiety is. Anxiety is characterized by an inappropriate worrying to particular circumstances (Lader, 2015). It suggests that anxiety make people

difficulty in concentrating. Based on the theories of anxiety above, the researcher argues that anxiety is the condition of human that can affect to their feeling, emotion, and psychology under rein of environment or situation.

Learning Anxiety

Many researchers attempted to define what learning anxiety is. These attempted produce various different perceptions of learning anxiety. Horwitz et al. (1986) define learning anxiety as a distinct complex self-perceptions, beliefs, feelings, and behaviors related to classroom learning arising from the uniqueness of the language learning process. They also stated that learning anxiety can be related to the following: communication apprehension (the fear to communicate with others), test anxiety (the fear to face the kinds of tests, such as: exams, quizzes, and other activities used to appraise the competence) and fear of negative evaluation (the worry about how do people' judgments). On the other hand, Gardner and MacIntyre (1993) see the learning anxiety as a learned emotional response. Besides, Young (1994) outlines the three sources of language anxiety into three categories: sources associated with the learner, the teacher and the institution. Anxieties related to the learner which eventually cause anxiety include low self-esteem, competitiveness, self-perceived low level of ability, communication apprehension, lack of group membership and attitudes and beliefs about language teaching (Young, 1994). From those several perceptions of learning anxiety, the researcher had perception that learning anxiety is the factors of psychological or emotional influencing students' self-perception, beliefs, feeling, and behavior supported by their environment.

Foreign Language Classroom Anxiety

Possible causes of classroom anxiety are communication apprehension, test anxiety and fear of negative evaluation (Horwitz et al., 1986). Horwitz et al. added that communication apprehension explains that anxious students fear they will not understand all language input. Then, anxious students also fear being less competent than other students or being negatively evaluated by them. On the other hand, anxious students will be unable to deal with their task in term of language learning. They are also afraid to make mistakes in the foreign language. Thus, anxious students may feeling and do deed which are causes of classroom anxiety.

Anxiety can positively or negatively affect to language learning and performance of students. Language anxiety can be defined from six possible sources, such as: personal and interpersonal issues, instructor-learner instructor, classroom procedure, language testing instructor beliefs about language learning, and learners beliefs about language learning (Young, 1994). A source of language anxiety explains about classroom procedure. It indicates that language anxiety can be affected by classroom itself. Students should consider about their learning in the classroom to gain a good performance. In addition, students' classroom management of learning process affects their learning anxiety.

There were some factors of learning anxiety. Chan and Wu (2004) assert that task difficulties factors can give influence to learning anxiety. Factor of task difficulties can be sources for students' foreign language anxiety, such as: teachers' attitude and evaluation, teacher-student interaction in class, parents' expectation, classmates' attitude, and students' foreign achievement. Students will be anxious to get negative evaluation from

their teacher or they are afraid to ask question related to the material studied in class. Then, peers are significantly affected to the behavior of students. Students will be insecure in the class if their peers do not support them. Thus, it explains that learning anxiety is affected by factors of task difficulties.

There were some behaviors to avoid the foreign language class. Students who experienced anxiety may simply procrastinate in doing homework, avoid speaking in class, or crouch in the last row (Horwitz et al., 1986). They avoid speaking in class because they afraid to have negative evaluation by their classmates or teacher. Then, they also postpone required foreign language class until the last possible moment or change their major to avoid foreign language study. In addition, students who have anxious in the foreign language class do the simply deed to make them avoid the class.

There were some ideas to explain regarding foreign language classroom anxiety. Language anxiety emerges of language learning. A feeling of nervousness related with language learning is called as language anxiety (Azher et al., 2010). Language anxiety is often experienced by students. According to Abu-Rabia (2004), foreign language learners are suffered from language anxiety when they are worried, physically insecure, and unable to engage in situational learning. Besides, Horwitz et al. (1986) conceived foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behavior related to classroom language learning arising from the uniqueness of the language learning process. Thus, language anxiety have related to foreign language learners in term of language learning process in the classroom.

Definition of Students' Achievement

There were several definitions of students' achievement. Some of experts had different meaning of students' achievement. Mushtaq and Khan (2012) stated that students' academic achievement of measurement has received considerable attention in previous research. It is challenging aspects of academic literature, and science student performance affected due to social, psychological, economic, environmental and personal factors. This statement clearly explained that academic achievement can affect to the psychological side, environmental, and personal factor of students. Therefore, those factors which affect learning anxiety can give impact to their students' academic achievement.

Meanwhile, Lawrence and Vimala (2012) defined that students' academic achievement is a measurement of knowledge gained in formal education usually indicated by test scores, grade, grade points, average and degrees. Here, the achievement level of the students is judged by the marks that the students' score in the quarterly examinations. At the end, student's achievement can be described as GPA because it is still the primary measurement in educational field regardless its imperfection. It is in line with the statement of Lei et al. (2001). They claimed that GPA is linear score to combine the assigned academic achievement in several subject.

Factors that Affect Academic Achievement

There are factors that predict the students' academic performance. These are academic, psychosocial, cognitive and demographic. Several psychosocial predictor of students' performance have been identified, such as student institution integration, commitment to university, satisfaction with university, financial difficulty, career

orientation, social support, and psychological health (McKenzie & Schweitzer, 2001). Psychological health variables have gained an attention in the academic performance literature. The higher level of psychological disturbance is such as depression, anxiety, and somatic complaints. It means anxiety is one of psychological health. Therefore, anxiety is one of factors to predict the students' academic performance.

The other perception was presented by Andrews and Wilding (2004) who noticed that students' academic is affected by student mental health. Dimension of students' mental health is anxiety or depression (Eisenberg et al., 2009). That study explained that level anxiety of students or depression can affect academic performance. From those factors, researcher could assume that there are many kinds of factor to affect the academic achievement. In this opinion, anxiety is highlighted in this research as a main factor that affects students' achievement.

In summary, students' academic performance is affected by their anxiety. It means that if students have no problem with their anxiety, they can maximally increase their academic performance. On the other hand, they failed of their academic performance if there is a problem with their anxiety. As students, they should solve the problems by themselves as good as possible in term of learning process. Then, they can absorb the material as much as possible. Therefore, students should have ease in the learning process to get a maximal score for their academic achievement.

Ways to Measure Students' Academic Achievement

Some of the researchers have a different way to measure the students' academic achievement. There are some ways to know the score of students' academic achievement. According to the study conducted by Chew (2013), academic achievement was measured

using continuous assessment and final assessment result for the university students in Malaysia. Other researchers used Grade Point Average (GPA) as the academic performance measurement (Junco & Cotton, 2012). Besides, Goulão (2014) defines that students' overall academic performance was measured by their total grade which could come from two different types of evaluation. Based on those theories, the researcher could assume that students' academic achievement can be measured by GPA (Grade Point Average).

In English Language Education Department (ELED), GPA is categorized using certain criteria. Every criterion describes different description. Criteria exist because every institution can have its own arrangement. Academic Guideline Book of certain private university determines the level of Cumulative Grade Point Average (CGPA) with its character.

The scoring criteria which proposed by the ministry of education number 232/U/2000 is described in the following categories:

Table 1	
Level of Cumulative Grade Point Average (CGPA)	
Value	Category
2.00 – 2.75	Satisfactory
2.76 – 3.50	Good
3.51 – 4.00	Excellent

Guskey (2012) argued that the evidence (results of assessment) on students' academic achievement became essential indicator of students' performance. This

suggests that better academic performance will lead to students' success in the future.

This statement explains that the students' academic achievement is an important variable for the future of students. The result of their academic achievement can help them to get what they want in the future. So, the students should give a great deal of attention to the kinds of factor which can affect the students' academic achievement.

The Correlation between Students' Anxiety and Their Academic Achievement

This literature provides explanations related to the correlation between students' anxiety and their academic achievement. The relationship between anxiety levels and academic achievement among students were also examined in Lang'ata District, Kenya by Syokwaa et al. (2014). The anxiety may interfere with students' performance when they are too anxious. It is because their concentration tends to focus too much on their anxiety. Then, they lose focus of the task. The task may decide the students' understanding in several subjects for their performance. Gronlund (1998), students' performance is also called as learning outcomes. The researcher found that there was a relatively low negative but significant relationship between test anxiety and academic achievement. Thus, students with high anxiety were likely to be low academic achievers. Those studies explained that there was a correlation between students' anxiety and their academic achievement. In conclusion, studies conducted by researchers had demonstrated that students' anxiety had a correlation with their achievement.

Besides, the relationship of depression and anxiety in academic achievement among group of university students was shown by a study conducted by Al-Qaisy (2011). Depression and anxiety are the psychological problem. The psychological problem of students may obstruct their achievement (McKenzie & Schweitzer, 2001). The result

indicated that the high rates of depression and anxiety among university students had major implications, not only in their psychological morbidity but also in their academic achievement. It indicated that the higher depression among students, the lower level of their achievement.

Previous Related Studies

Several researchers have conducted studies on the correlation between students' anxiety and their academic achievement. The study between foreign language classroom anxiety and its relationship with students' achievement among undergraduate learners of different departments at university of Sargodha was conducted (Azher et al., 2010). This study was conducted using questionnaire for data collecting instrument. The questionnaire distributed to 175 students in 25 department of University of Sargodha. The result revealed that language anxiety and achievement are negatively correlated to each other.

Meanwhile, Chen (2012) conducted the other research on the relationship between test anxiety and test performance. This study was conducted on 250 college students in China, who were majoring in English and enrolled in an English-Speaking course. The sample was chosen using a convenience sample. Students were divided into three groups based on their score on the Test Anxiety Inventory (TAI). The result revealed that students who report lower levels of anxiety showed higher levels of academic achievement. However, not all levels of anxiety are bad. Low levels of anxiety may be helpful to some students.

In this study, researcher saw the anxiety of students' language learning in their beginning level. In the beginning level, students are having proper experiences of feeling

anxious in the classroom. Some students who do not have enough skills in target language will be hard to learn classroom materials. Even, the students who still try to learn the target language or lack of English language skills have to struggles to keep up with her peers. These types of errors make students anxious in the classroom. Besides, students' language learning is an appropriate criterion to be the respondent in this research. Even, this study observed the students' anxiety in some aspects. It discusses foreign language classroom anxiety. Thus, this research was different from the previous related studies in characteristic of the respondents, such as level of the students. Besides, this study was conducted in different setting especially for the place and timing.

Summary

This chapter had reviewed the basic theoretical issue that relates to this study. This part also had served the comprehensible literature such as defining the basic content of this research. The researcher had explained in advanced the several experts' opinions and previous related studies. The readers could be easier to understand about this study after following this chapter.