Chapter Two

Literature Review

This chapter discusses the literature that is used in this study. In this chapter definition of anxieties, the factor of anxieties, overcome the anxieties, and review of related study are elaborated.

Definition of anxiety

Definition of word anxiety can vary. Many researchers have been defined by anxiety. For instance, it can be said that anxiety is a negative feeling. Spielberger 1983 as cited in Horwitz (2001) anxiety is a feeling of tension, suffer, nervousness and worry which connect with the autonomic nervous system. In line with Bias as cited in Aydin (2008) anxiety is feeling which make uncomfortable emotional, scared and experiences tension. On the other hand, anxiety would make students feel unconfident. Wiramihardja (2005) has indicated that anxiety is a general feeling, in which one feels fear or loses self-confidence that is not clear from the origin or form. Anxiety also connects with psychological. Anxiety leads people in bad feeling and makes people uncomfortable with the situation. For people who have anxiety in learning language, it will interfere with people to learn it.

Foreign language anxiety is commonly experienced by students. According to Aida (1994), foreign language anxiety is a wide phenomenon. Furthermore, anxiety would happen to every person, and this is making badly affect students. According to MacIntyre and Gardner as cited in Liu (2006) student in language classes will get bad self-talk, and poor performance also

affects their skill to process information in a language learning context. Swain and Burnaby as cited in MacIntyre and Gardner (1989) asserted that there is a bad correlation among language class anxiety and one child was a measured skill in speaking French but no relationship with other measures of proficiency. Dewaele (2013) said that distracted, overreacted to self, worried about potential failure and focus with people opinions, these are things are connected with anxiety. When people get anxiety, they worry about failure and get distract cause anxiety. When anxiety aroused people will get negative and worry reaction. Fear and bad emotional come when learning a language (MacIntyre (1994) as cited in Dewaele).

Horwitz (2010) state that the anxiety is multi-faceted and psychologists have differentiated a few types of anxiety including trait anxiety, state anxiety, achievement anxiety, and facilitative-debilitative anxiety. According to Scovel as cited in Aydin (2008) trait anxiety is a permanent behavior for being anxious and is viewed as an aspect of personality. It can be said that this type will deter students' performance in learning a language. "State anxiety is an apprehension experienced at a particular moment in time as a response to a definite situation" (Spielberger as cited in Aydin 2008). For instance, when a student wants to ask the teacher, at the same moment the students feel anxious. The last one is a specific anxiety. Ellis as cited in Aydin (2008) said that specific anxiety is connected with apprehension unique in the specialized situation and events. It will be happening in a specific situation which are an interview, public speaking, and others.

Based on the definition above, anxiety is a bad feeling of human such as, doubt, worry nervous and unconfident. In learning a foreign language context, anxiety becomes a big problem for people who want to learn a foreign language. Anxiety would interfere with people to learn a foreign language. When people got anxious, it will affect their physical emotion. For instance, people who got anxiety will feel nervous, unconfident, and worry where the language is learned.

Factor of anxiety

There are three categories of foreign language anxiety, first one is communication apprehension, second is test anxiety, and third is fear of negative evaluation (Horwitz, et al., 1986).

Communication Apprehension. According to Horwitz, et al., (1986) communication apprehension is about fear of or anxiety of communicating with people. Usually when people have this problem, the people will have difficulty in speaking foreign language. Difficulty of speaking in groups discussion or public, and in listening to or in learning to spoken message. In line with Tercan and Dikilitaş (2015) have indicated that communication apprehension is the feeling of people experience when people want to produce language.

Test Anxiety. Horwitz, et al., (1986) mentioned that test anxiety is a type of anxiety that fear or failure in doing performance. In addition, in test anxiety the students probably often put a negative feeling to their self and also feel that anything less than perfect is a failure. For example, when the student has felt this factor the student will have difficulty of doing the test or quizzes. And this factor makes the student afraid of losing the test.

Fear of Negative Evaluation. The last factor is fear of negative evaluation.

Horwit et al., (1986) asserted that fear of negative evaluation is defined an anxiety with other evaluation. For instance, some student probably afraid or anxious of people and teacher opinion and expectations about them about their performance.

According to Young (1991) anxiety in a foreign language in class, it can be distinguished of six components. Those are Personality component, Learner' beliefs about learning, teacher's beliefs about learning, the interaction between the learner and the teacher, processes, atmosphere, and events in class, and tests in the second language.

Personality Component. In the personality component, there are few characteristics of it. Those are characteristics, various personal and interpersonal anxieties, self-esteem, competitiveness, the extent of desire for popularity, diffidence, stage fright, and perfectionism. All of the characteristics above are influencing in learning a foreign language, and those are could lead to anxiety as wells.

Learner's Beliefs. Learner's belief is all aspect of language. For instance, pronunciation grammar, vocabulary and so on. All of the criteria that influence students in learning the language and they affect language anxiety.

Teacher Beliefs. The treat of the teacher to the students also is the one of anxiety in learning the language.

Interaction between Teacher and Student. This is how the perception of the student on teacher expectation. For instance, when the teacher asked the student and how teacher to evaluate student when a student makes a mistake.

Processes, atmosphere, and events in class. When a student has a presentation in front of the class, the atmosphere of the situation will force the student to feel anxious and nervous.

Test Situation. Test situation could lead the student to be anxious. For example, when a student has difficulties in doing the test.

Anxiety in language skill

Anxiety has widely appeared on students. Moreover, this has happened in a student who learns a foreign language. Students are often anxious about their ability in a foreign language. According to MacIntyre & Gardner cited in Sula (2010), people are anxious with their ability to function in a foreign language, specifically in oral situations, and it will be leading to a type of anxiety. For instance, reading and writing are allowing for correction, listening and speaking with high anxiety will lead the student loss of concentration.

Anxiety to Speak, Ansari (2015) defined that, there are 4 factors that can appear in anxiety to speak. Those are a) fear of negative evaluation from their peers and b) perception of low ability in relation to their peer. Similar to Ansari's, Mukminin, Noprival, Masbirorotni, Sutarno, Arif, and Maimunah (2015) found that there are five factors of anxiety to speak, such as, lack of speaking ability, vocabulary, and grammar, unconfident to communicate in English, afraid of contradictory comment from other, afraid of negative evaluation from the teacher, and educational influences to speak English due to a more teacher-centered style. Liu (2017) defined that the students are to worry about answering the question and asking the question, just because they are afraid of their ability and also afraid of making a mistake in speaking the English language.

Anxiety to Listen. Commonly, anxiety to listen to a foreign language is widely experienced by the students. In'nami cited in Bekleyen (2009) asserts that the effect of test anxiety toward listening test performance and concluded that none of the three-component of test anxiety influenced performance in the listening test. Elkhafaifi (2005) found the effect general on foreign language learning anxiety on student achievement and of foreign language learning anxiety on n students listening comprehension and showed a significant negative relationship among foreign language learning anxiety and demographic variable in Arabic language courses. Bekleyen (2009) reported with a higher level of language anxiety tended to have higher levels of listening anxiety.

Anxiety to Read. Anxiety to read commonly appears in students. There are aspects to affect anxiety to read. Saito, Garza, and Horwitz (1999) showed 2 aspects that students have the potential to have anxiety, namely, unfamiliar scripts and writing system and unfamiliar cultural material. An unfamiliar writing system is how the students understand about the specific system of sound and symbol, more anxiety student will expect to experience in the act of reading. The unfamiliar cultural system is a concept that has an impact on the reading process.

Anxiety to Write. There is some studied language writing anxiety. McKain cited in Cheng (2004) investigate of language anxiety to write, this study did a content analysis of writing anxiety test and there twenty-six items on the test. The test divided into five categories: nine items on the positive feeling that are more or less incompatible with anxiety. For instance, I enjoy writing and I like to write my ideas down. Nine items on self-efficacy or outcome expectancies, for instance, I feel confident in my ability to clearly express my ideas in writing. Five

items on the presence, one item on the value of writing, and two items dealing with miscellaneous events or behavior that might cause by anxiety. McKain cited in Cheng (2004) argued that writing anxiety test could be determined which a measure of writing self-esteem just as much as measure writing apprehension. Salem (2007) states that foreign leaner has the challenge to write effectively because most of them lack of vocabulary, idioms, cultural knowledge and less experience with second language rhetorical strategies.

Effect of anxiety

Anxiety has a big impact on student achievement in term of negative correlation. Many studied have been proofed that anxiety affects to student's achievement.

Students Achievement. According to Horwitz (2001) studies using Foreign Language Classroom Anxiety Scale (FLCAS) measure of anxiety have a negative correlation between language achievements, typically final grade. As a result, anxiety is debilitating students in the language learning process. According to Tseng as cited in Karaman (2016), some studies showed a negative relationship between language anxiety and achievement, the higher the anxiety, the lower the performance. Kim (1998) found that significant negative relationships among FLCAS scores and final grades but also showed the difference of the relationship when observed in a traditional reading- focused class and a conversation class. As a result, the student more anxious when engaged in conversation class rather than reading class.

Awan, Anwar, and Naz (2010) also reported that at the undergraduate level, language anxiety has a negative effect for student's achievement which

means that language learning has a bad effect on learner achievement/scores. Comparing with male and female, male more anxious in producing language than female. Similar to Jafarigohar &Behrooznia as cited in Karaman. Furthermore, many studies have made it clear that female learners are more worried, and feel fear of making mistakes than male language students. In line with Öztürk and Gürbüz's (2013) found that intermediate students in Turkish University have a significant difference among male and female on speaking anxiety level. This study mentioned that female more anxious than male on speaking English. Along the same lines, Park and French (2013) conducted a study involves 948 university student learning English in Korea, measuring female has higher anxiety levels rather than male. Tercan and Dikilitas (2015) reported that female students have higher anxiety levels of speaking compared to males, in English as a foreign language in Turkish University. Many researches have been proofed that a female gender learner is worried, and feel fear of making mistakes.

According to Kumaraswamy (2013), there are 2 effects in anxiety among college students, namely academic problem and emotional problems.

Academic Problem. Academic problem includes loss of concentration, remembering and also unable to study properly difficulty to understand the language and the last one is having no interest in studies. Those problems inhibit the students in the learning process and make students feel uncomfortable in leaning language.

The Emotional Problem. The emotional problem includes feel inferior to others, get upset for a minor reason, feel sad and depressed for a minor reason, feel anxious, lack of appetite, incompetent, and worrying too much. Similarly,

Blain and McArthur (1961) cited in Kumaraswamy (2013) reported that the most of the psychological problem is the student does not like the course, laziness in learning a foreign language, uncontrollable tension, frustrating, illness of a close family member, and unconscious desire to fail.

Overcome the Anxiety

There are many strategies to cope with anxiety. Many studied have been found how to cope the anxiety. The researcher summarized three of them, those are well prepared, the use of the first language and the teacher roles.

Well Prepared. Lisuka (2010) argued that for coping the anxiety the students have to well prepare before class, make a greater effort, and asks their friends when they do not understand about teacher explanation. In line with Riasati (2012) the student should well prepare and being active in the classroom. In addition, to cope with the anxiety one of the methods of it is well prepare before class. With this method the student ready to learn.

The Use of the First Language. Lizuka (2010) asserted that student can use their first language in the context of speaking English in front of the class. However, the teacher should aware of this situation, do not let the students used their first language too much in learning the language process. Moreover, the topic that the teacher gives to the student might reduce the student's anxiety. Accoding Riasati (2012) learner tend to discuss a more comfortable topic. In addition, the type of topic the teacher gave to students can influence the language of the students.

The Teacher Roles. The teacher has a significant role to reduce the anxiety of the students. According to Andrade and Williams (2009), the teacher

has an important role to facilitate the anxiety, with it the student more motivated to learn harder. Sun (2008) argued that the teacher has an influential role in the process of learning a language. The researcher argues that the behavior of the teacher showed in class have an effect on student's motivation. The way the teacher teaches the student and the way the teacher conducts a lesson is with determined the student's perception in class. Also, Riasati (2012) mentioned the significant role of a teacher in the learning process to cope with anxiety. The researcher states that there two strategies to cope with the anxiety that can be used by the teacher, namely stress-free language environment and group work.

Review of Related Study

With a found previous study that makes more literature in this research. The researcher found two the previous studies similar to this research. The first previous study was done by Subekti. Subekti's did this research in 2018, with the title investigating the Relationship between Foreign Language Anxiety and Oral Performance of Non-English Major University Students in Indonesia. Subekti's research used a quantitative approach. The aims of Subekti's research were to investigate the relationship between Foreign Language Anxiety (FLA) and spoken performances of non-English major university students in Indonesia. There were 2 research questions in Subekti's research. Those are, (1) to what extent do students of English 3 experience FLA? (2) and what is the relationship between FLA and L2 oral performance determined by learners' oral exam grades? Subekti's did the research in one of the universities in Indonesia, the questionnaire was used in this research to measure student's anxiety. There were 33 questions adopted from Horwitz et al (1986). Subekti's questionnaire has three domains factors. There is

communication apprehension, test anxiety and fear of negative evaluation. The questionnaire that was distributed to 133 students in one of University in Indonesia. The results showed that the mean score of overall anxiety was in high (93.07). This study also found a statistically significant, negative correlation between the learners' foreign language anxiety and their achievements as measured by their grades. The result of the study showed that relationship between foreign language anxiety and oral performance was in negative relationship.

The second previous study was done by Manupuspika. Manupuspika's did this research in 2018, with the title the relationship between English as a Foreign Language (EFL) students' language anxiety and their willingness to communicate. Manupuspika's research used a quantitative approach. The aims of Manupuspika's research were to investigate the relationship between English as a Foreign Language (EFL) students' language anxiety and their willingness to communicate. There were 3 research questions in Manupuspika's research. Those are, (1) What are the types of anxiety experienced by the students. (2) What is the anxiety level of them. (3) What is the correlation between foreign language anxiety (FLA) and the willingness to communicate (WTC) of the students. Manupuspika's did the research in one of the universities in Indonesia, the questionnaire was used in this research to measure student's anxiety. There are 2 types of questionnaire in this research. The first questionnaire were 33 questions adopted from Horwitz et al (1986). Subekti's questionnaire has three domains factors. There is communication apprehension, test anxiety and fear of negative evaluation. The second questionnaire employed in this study was Willingness to

Communicate (WTC) Scale by McCroskey (1992). This instrument measures a person's willingness to initiate communication. There were 20 items on the instrument, 8 are used to distract attention from the scored items. The twelve remain items generate a total score, 4 context-type. The questionnaire that was distributed to 98 students in one of University in Indonesia. The results of this study indicated a strong positive correlation between learners' foreign language classroom anxiety and their willingness to communicate. Fear of negative evaluation, test anxiety, and communication apprehension were the students' types of anxiety. In addition, students had high level of anxiety (104.74) in this research

There are several similarities and differences which are the comparisons of this study with three studies mentioned earlier. The similarities of this study with two previous studies are both the previous study and the current study was to find out the level of anxiety as the main topic; both studies also use quantitative methods by distributing the questionnaire to students to obtain the data. The difference in this research with the two previous studies is where this research is held. This research will be conducted at Muhammadiyah University Yogyakarta on the first year students in English Language Education Department. This study will also examine their level of anxiety in learning English Language. This study wants to highlight their level of anxiety in three domain categories of anxiety by Hortwitz, Horwitz, and Cope.