

CHAPTER II

REVIEW OF THE LITERATURE

This chapter reviews the theoretical and empirical literature from the areas of Anxiety, Definition of Anxiety, Types of Anxiety, Foreign Language Anxiety, and Causes of Anxiety. The aim is to establish an analytical framework for this present study.

2.1 Anxiety

Anxiety has been matter of considerable interest by many researchers in language learning process because this is a main problem to the foreign language learning. In general, anxiety appears from someone's body as a response to particular situations. On the other hand, anxiety can be identified as a feeling of being panic, apprehension, tension, and worry.

2.1.1 Definition of Anxiety

Before starting the definition of anxiety, we must acknowledge there is various definition of anxiety in the literature which is found by the researcher. According to Hilgard, Atkinson, & Atkinson, (as cited in Rochelle, Edna, Dianne, 2011) defined anxiety as "a psychological construct that is described as a state of apprehension with an object" In addition, Anxiety as "a mental and physical state characterized by specific emotional, cognitive and behavioral symptoms" (Doubek, Anders 2013 cited in Zdena, Gabriela 2017). While Scovel, 1981 (cited in Zdena, Gabriela 2017) define anxiety is a psychological construct, commonly

described by psychologist as a state of apprehension, a vague fear that is only indirectly associated with an object.

In the other hand, Spielberger, 1983 (cited in Riffat, Mussarat, Nadeem, Anjum, 2010) define anxiety as “a subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of autonomic nervous system” In addition, anxiety is also defined as distress or uneasiness of the mind caused by fear of danger or misfortune (Suleimenova, 2012 as cited Nurlina, 2018).

Furthermore, Horwitz et al, (as cited in Sibel, 2015) defined anxiety is a distinct complex of self perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. While Sanders and Wills (as cited in Jamilah, 2017) described anxiety in general as” a complex multifaceted experience, a feeling which comes flooding into our whole selves, affecting many different aspects of our being”

2.1.2 Types of Anxiety

Anxiety is usually divided into three different types:

1. Trait Anxiety, which is personality trait (Eysenck, 1979). This type of anxiety is generated by constant lack of belief in one’s abilities (low-self esteem) so that learner generally lacks confidence in all kinds of areas and fields of activity. Trait anxiety might be seen as an individual anxiety in any situation during any specific task (MacIntyre and Gardner, 1991 cited in Nurlina, 2018)
2. State anxiety, which is apprehension experienced at a particular moment in time. The state anxiety is a temporary emotional reaction that arises in certain

situations that are perceived as a threat, such as taking a test, undergoing surgery or otherwise. Furthermore, Thomas (2009) state anxiety refers to anxiety that occurs in a specific situation and usually has a clear trigger (cited in Isnaini 2018).

3. Situational anxiety, which is anxiety experienced in a well defined situation (MacIntyre & Gardner 1991).

2.2 Anxiety and English Language Learning

Anxiety when associated with learning a foreign language is termed as “second/foreign language anxiety” related to the negative emotional reactions of the students towards language acquisition (Horwitz, 2001 cited in Zdena, Daniela 2015). However, Horwitz, and Cope (1986) viewed the foreign language anxiety as complex and multidimensional phenomenon of self perceptions, beliefs, feelings, and behaviors’ related to Foreign Language classroom learning.

There are some emotional factors in foreign language learning which affect our learning abilities. There are mainly thought to be intelligence, motivation, attitudes, and anxiety. Among these, anxiety stands out as one of the main influential factors for effective language learning (Horwitz et al. 1986 as cited in Nazim, Sultana, Bishnu, Adhikary, 2016).

Foreign Language Anxiety a number of physiological, behavioral, and knowledge related responses that accompany an individual’s feelings as a result of his or her own negative expectations and of failure in terms of negative performance related to foreign language learning (Muhammad H. Abood, 2015 as cited Nurlina, 2018). In addition, Horwitz, (as cited in Hashemi, 2011) stated that

anxiety as perceived intuitively by many language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education. In other hand, McIntyre (1999) states that language anxiety as the worry and negative emotional reaction aroused when learning a second language.

2.3 The Causes of Anxiety

Foreign language anxiety has the same clinical picture as any other type of anxiety, Horwitz, 1986 (as cited in Zdena, Daniela, 2015) sweating, palpitations, trembling, apprehension, worry, fear, threat, difficult, concentration, forgetfulness, freezing, going blank, and avoidance behavior.

Jullia (2017) found that the causes of students' reading anxiety were based on the text feature including unknown vocabulary, which becomes the first rank of the causes anxiety followed by the unfamiliar topic, and the last is unfamiliar culture. From personal factor it was found that fear of making error is the first rank followed by worry about reading.

As has been found Sukardi and Elsa (2018) some contributing factors to students anxiety: they are (1) fear of failing the English course seemed to be main causes of students' anxiety. (2) the students' became nervous when the teacher asked question in which they do not understand the answer the questions. (3) the students' became nervous when the class runs quickly without paying attention to students' different ability. (4) the students' tended to be nervous when they did not understand materials explained by the teacher in EFL class.

Moreover, (Bailey, 1983) state that the competitive nature can lead to anxiety because students tend to compare themselves or idealize self-images. While, (Krashen, 1985) argued that, low esteem causes worry and fear of the negative responses or evaluation from the classmates. Other causes of anxiety as the major source of stress were declared the classroom that follows traditional learning styles, its strictness and formality.

While, Huang (as cited in Elaldi, 2015) reported that, the causes of provoking test anxiety might be derived from the educational system. Moreover, (Tsui, 1996) state that participants appeared to be blaming a strict and formal classroom environment as a significant cause of their language anxiety. Thus, these perceptions can be considered a clear indication that the teachers should recognize that the language classroom could become a highly anxiety-provoking environment for students. These similar results were found by (Hashemi & Abbasi, 2013) that the more friendly and informal the language classroom atmosphere, the less is it likely to be anxiety-provoking. They state that” formal language classroom setting is a major source of stress and anxiety because of its demand to be more correct and clearer in using the target language”. In addition, (Young, 199 and Price,1991) argued that a large number of their subjects considered oral presentation as the most anxiety provoking activity in the class.

Horwitz et al, (1986) classified foreign language anxiety into three components are:

- a) Communication apprehension, which arises from learners’ inability to adequately express mature thoughts and ideas.

- b) Fear of negative social evaluation, which arises from a learner's need to make a positive social impression on others.
- c) Test anxiety, an apprehension about academic evaluation (Cited in Elaldi, 2015).

Communication apprehension is defined as the anxiety to communicate with people, including both the production apprehension (talking in front of the others or in groups), and the receptions apprehension (receiving and responding spoken message). Despite the fact that communication apprehension leads to fear of speaking, it also causes the fear of not being able to understand the others' speech or not to be understood.

Test anxiety, arises out the fear of failing to perform. It can be explained through the high demands that learners put on themselves to be perfect masters of the foreign language. And the last, fear of negative evaluation is explained as the learners' expectation to be evaluated negatively by others in any kind of situations (Worde, 2003 cited in Zdena, Gabriela, 2017).

According to Von Worde, 2003 (as cited in Nazim, Sultana, Bishnu. Adhikary, 2016) describe possible causes of language anxiety as major sources of anxiety that were: (a) Non Comprehension, (b) Speaking activities and (c) error correction. As regard of (a) Non Comprehension, some students reported feeling nervous when they could not understand what teachers said during delivery as that was too rapid or not use of first language at all. (b) Speaking activities, the respondents complained of the apprehension they often suffered in oral classroom activities. and (c) error correction, students were worried about being reprimanded

for making mistakes and about being corrected before they had time to finish answering the question, making them unable to concentrate.

2.4 Impact of Foreign Language Anxiety

Eysenck (1979) explained the negative effects of anxiety in foreign language learning saying that anxious people divide their attention between task related cognition and self related cognition, making cognitive performance less efficient. Language research has showed the effect of language anxiety on students' achievement and performance in English language learning. If a student he or she feels anxious in the classroom, the possibility of having a frustrating and had experience with the foreign language increases (Gregersen & Horwitz 2002, cited in Jamilah, 2017). For example, (1) a shy student may feel anxious when asked to give a short talk in front of the class; (2) language anxiety as a combination of other anxieties that create a separate form of anxiety intrinsic to language learning (Horwitz et al., 1986 cited in Hashemi, 2011).

Although people are aware that this nervousness is irrational, they cannot help feeling the anxiety, which can result in depression, distress, and frustration (Pertaub, Slater, and Carter, 2001 cited in Cagatay 2015). As (Jones, 2004) state that language learners feel afraid because of a fear of appearing awkward, foolish and incompetent in the eyes of learners' peers or others. As a result of the fear of making mistakes, some learners expressed that learning and speaking a foreign language in the classroom is always a problem (cited in Hashemi 2011).

In the other hand, Brown 2001 (cited Nermina, 2016) state that students feel stupid or that they simply have the feeling that their oral performance is wrong, and therefore there is feeling of anxiety created in them.

