

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Description

The literature in this chapter gives a brief explanation about some theories that support this research. The theories are related to feasibility of content based on BSNP, the accuracy of material, the supporting of material and some previous studies related to this research.

##### 1. The Nature of Anxiety

Anxiety is one of the most well documented psychological phenomena. In general anxiety appears from human body as a response to a particular situation. Commonly anxiety can be identified as a feeling of being threatened, apprehension, tension, or worry. There are several definitions of anxiety which are found by the writer. According to Carlson and Buskist, anxiety is “a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach.”<sup>1</sup> According to Cheng, anxiety responses consist of emotional component, feeling of tension; cognitive component, worry; physiological responses, increased heart rate and blood pressure; and behavioural responses, avoidance of certain situation.<sup>2</sup>

Anxiety is physiological, behavioral, and also psychological reaction all in one. On a physiological case, anxiety may include bodily reactions such as rapid heartbeat, muscle tension, queasiness, dry mouth, or sweating. On a behavioral case, it can sabotage the ability to act. Psychologically, anxiety is a subjective state of apprehension and uneasiness. In its most extreme form, it

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<sup>1</sup> Neil R. Carlson and William Buskist, *Psychology: The Science of Behavior*, (Needham Heights: Viacom Company, 1997), p. 570.

<sup>2</sup> Cheng, C, *Language Anxiety and English Speaking Profeciency*, (Ming Chuan University, 2009).

can cause people to feel detached from themselves and even fearful of dying or going crazy.<sup>3</sup>

According to Horwitz, anxiety is a sense of apprehension or doom that is accompanied by certain physiological reactions.<sup>4</sup> Furthermore, basically when someone has got anxiety sign they do not something normally as usual, they will get over action, easier forget the material and etc. Although anxiety and fear sound similar, both are actually different. Halgin and Withbourne describe the difference between fear and anxiety, fear is natural alarm response to a dangerous situation while anxiety is more future-oriented, a feeling of apprehension and uneasiness about the possibility of something terrible might happen.<sup>5</sup>

Anxiety also can be defined as a mental and physical state characterized by specific emotional, physical, cognitive and behavioural symptoms. It is an adaptive reaction that mobilizes the organism and helps it defend at-tact or avoid an anxiety stimulus. The stimulus can be a previous external or internal antecedent or trigger. To state, the definite causes of anxiety can be rather complicated as it is influenced by many factors biological, psychological, social or other.

Anxiety responses consist of the emotional component, feeling of tension; cognitive component, worry; physiological responses, increased heart rate and blood pressure; and behavioural responses avoidance of certain situations. Language anxiety or foreign language anxiety more specifically, is usually associated with situational anxiety since it is a particular language learning situation that triggers a learner to grow anxious. In other word, language anxiety has influenced on

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<sup>3</sup> Bourne J. Edmund. *The Anxiety & Phobia workbook*. Fifth Edition. (Oakland:New Harbinger Publications,2010)

<sup>4</sup> Horwitz, E. K, *Language Anxiety: from Theory and Research to Classroom Implication*, (New Jersey, 2011) p.23.

<sup>5</sup> Richard P. Halgin and Susan Krauss Withbourne, *Abnormal Psychology: Clinical Perspective on Psychological Disorders*, (New York:McGraw-Hill, 2007), p.148.

language acquisition, retention, and production: therefore, foreign language anxiety has a negative influence on the whole process of language learning.<sup>6</sup>

Students with anxiety will have difficulty concentrating and processing input in class and consequently the output of the language is negatively affected. They tend to withdraw from voluntary participation and are unwilling to take risks. They are apprehensive, worried and even fearful in the classroom, such conditions interfere with learning and anxious students are thus deprived of many opportunities to practice the target language. Anxiety is therefore considered a major obstacle to developing language skills, and particularly speaking skills. When students are nervous, they tend to make more mistakes.

From the several theory above in can be concluded that the writer tell about the definition of anxiety, so the anxiety is the expression that someone can do anything with normal condition, they easier loss their mind, over action, be panic, and still many more. Also worry as a responses to a particular situation or something that might happen in the future.

## 2. Types of Anxiety

Several kinds of anxiety have been described. Three of the most well-known is *state anxiety*, *trait anxiety* and *situation-specific anxiety*. Anxiety that arises when confronted with specific situations is called *state anxiety*. State anxiety is temporary feeling of anxiety elicited by a threatening situation.<sup>7</sup> It is nervousness or tension at a particular moment in response to some outside stimulus. It is a situational anxious feeling that disappears when threatening situation goes away.

However, in certain cases, anxiety comes more intense and lasted for long. This kind of anxiety is called

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<sup>6</sup> Dewaele, J.M., & Macintyre P.D. *Anxiety and enjoyment in the foreign language classroom*,(2014), p. 237-239.

<sup>7</sup>Jeanne Ellis Ormrod, *Educational psychology: Developing Learner*, (Boston: Pearson Education Inc., 2011), p. 401.

*trait anxiety*. Is pattern of responding with anxiety even in nonthreatening situations<sup>8</sup> People with trait anxiety tend to worry more than most people and feel inappropriately threatened by several things in the environment. Trait anxiety is the tendency of a person to be nervous or feel anxious irrespective of the situation he/she is exposed.

Specific-situation anxiety, refers to the persistent and multi-faceted nature of some anxieties it is aroused by a specific type of situation or even such as public speaking, examinations, or class participation. Situation specific anxiety can be seen as a subcategory of trait anxiety experienced at a given context.

Nevertheless, the present study only measured the level of language anxiety among the considered rural living students along with the investigation of the detail description of components perceived to contribute to students' language anxiety, then offered some alternative from previous studies on how to reduce this specific psychological construct. It is insufficient to have a depth understanding concerning language anxiety effect on this particular students achievement, how they anticipate anxious moment in the class, and how their social background relates to the level of their language anxiety.

The researcher use this theory to kinds of anxiety were experienced by the students in learning English at the Eight Grade of MTs Al-Hidayah Langon - Jepara.

### **3. Factors The Students Make Anxiety**

There are two factors influence the students' anxiety that is the internal and external factors<sup>9</sup>.

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<sup>8</sup> *Ibid.*

<sup>9</sup> Ernawati, s & Fatma, A., *pendekatan perilaku kognitif dalam elatihan keterampilan mengelola kecemasan berbicara di depan umum*, Telanta Psikologi, VOL I, No. 1 Februari 2010.

a. The internal factor

Regarding to internal factors consists of :

1) Fear of Mistake

Fear of mistake becomes one of the main factors of students reluctance to speak in English in the classroom<sup>10</sup>. With respect to the fear of making mistake issue, this fear is linked to the issue of correction and negative evaluation<sup>11</sup>.

As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom. With respect to the fear of making mistake issue, this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

From some of the opinions above, the researcher can conclude that. When students experience fear of making mistakes, it is caused by feelings of students who are negative about things like they make mistakes when learning a language. Their friends will laugh and berate, so students lose enthusiasm to produce good language and prefer to be silent.

2) Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students'

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<sup>10</sup> Robby S. *Conquer your fear of Making when Speaking English*, (Online) Availabe: (<http://englishharmony.com/conquer-fear-of-makingmistakes-when-speaking-english/>, March 15, 2011)

<sup>11</sup>Aftat, Mokhtar. *Motivation and Genius Learning*, (Online) Available : <Http://www.englishteacher>

learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom. In line with this, further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say.

This theory is also supported by the result of this research in which most students fail to perform the speaking performance at their best. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the students.

Researcher concluded that feeling ashamed of students when speaking English in class was very much experienced. This problem is very dangerous in producing language especially for students who are learning English.

### 3) Lack of Confidence According

An anxious' students will performance un successfully in his/her foreign language learning. In other way those who good in language class are they with little anxiety. It is means lack of self confidences is one of important factors needed to be concerned, because it is determined to one successful learning<sup>12</sup>.

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. Student who lack of confidence about themselves and their English necessarily suffer from communication apprehension.

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<sup>12</sup> Cubukcu, F., *Foreign Language Anxiety, Iranian Journal of Language Studies*, 134, vol,1 (2)

This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence.

In the opinion above, the researcher concluded that the problem of lack of confidence in students could result in students becoming easily frightened when told to come forward by the teacher and causing students to just be silent not to dare to produce language. This factor is very dangerous to improve student language performance. Where the teacher must also play an important role in overcoming this problem.

#### 4) Lack of Motivation

It is mentioned in the literature that motivation is a key to students' learning success. With regard to the issue of motivation in learning, stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. The motivation is an inner energy, that no matter what kinds of motivation the learners possess it will enhance their study interest<sup>13</sup>. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students motivation to learn is urgent for every teacher.

The above opinion can be concluded that, the lack of motivation of students also influences performance in learning English in students. Where student learning motivation greatly influences student performance in producing language. The weakness of student learning motivation results in the weak

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<sup>13</sup> Zua, Li., *Exploring the affective factor influencing teaching of spoken English*.

(Online). Available: <http://okarticle.com/html/thesis/20080104/26>

language produced by students, while high motivation will cause students to be enthusiastic to learn English more actively, especially speaking in class.

b. The external factor

Regarding to the internal factors consists of :

1) Embarrassment

In learning second foreign language, embarrassment become one of the factors contributing students' anxiety. The expert above explained that learning speaking a second foreign language entails possibility of embarrassment<sup>14</sup>. Thus embarrassment factors need to be alarmed in learning language.

In the above statement, the researcher concluded that Embarrassment makes students not feel comfortable when speaking in class. This can make the concentration of students disturbed so they cannot produce the correct language. In the world of education to be able to communicate fluently, students must be confident in any situation.

2) Limited vocabulary

Those sentences showed one's difficulty in regarding vocabulary<sup>15</sup>. However limited vocabulary might hindered the process of learning language. Thus limited vocabulary should be noted as one of factors contributing anxiety.

The researcher concluded that the lack of vocabularies in learning English interfered in the process of speaking English, because a student had no vocabulary, they would have difficulty communicating. Because vocabulary is the first key in mastering English. People who don't have a lot of their vocabulary will have difficulty producing language.

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<sup>14</sup> Kessler, G. *Fluency and Anxiety in Self Access Speaking Tasks. The influence of environment*. 2010. Retrieved from <http://dx.doi.org>.

<sup>15</sup> Tanveer, M. *Investigation of the Factors that Cause Language Anxiety for ESL/EFL Learners in Learning Speaking Skills and the Influence it Casts on communication in the target language*. Unpublished dissertation. (Educational Studies, Faculty of Education: University of Glasgow.2007).



## 3) Grammatical error

A grammatical category is a set of syntactic features that express meanings from the same conceptual domain occur in contrast to each other, and are typically expressed in the same fashion. The change in the perceived role of the first language began with the observation that the number of errors in the second language performance that could be attributed to first language influence was far smaller than had been imagined previously.

The statement above can be concluded that, the occurrence of a grammatical error in communication can be caused by the habit of using the first language so that when trying to use a second language will result in a person's concentration is low and because communication performance using a second language becomes stiff. In the world of education, especially in Indonesia, there are often grammatical errors experienced by students where English becomes their second language.

## 4) Friends/classmate

Classmate are also having important role in learning language. Yet, friend often make anxious situation makes learners feel nervous and uncomfortable when they speak. Feeling uncomfortable when being stared at by other students while speaking is one of anxiety sources which commonly experienced by language learners. Fear of negative evaluation from peers was common factor appeared in language learning. Yet, even it was a natural sense, classmate still become factor contributing student anxiety in learning process<sup>16</sup>.

Researcher concluded that besides friends, they could help train students to speak English. Classmate can also have a negative influence in learning languages. Examples in language classes, when

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<sup>16</sup> Tsilapkides, I. *helping students overcome foreign language speaking anxiety in the classroom*. Theoretical Issues and Practical Recommendation TESOL Quarterly.2009. vol.2, No.4,41-42.

students do presentations in class. Sometimes students feel anxious to start talking because they are afraid that if they make mistakes their friends will laugh at them and make fun of them.

5) Lack of preparation

Many previous studies stated that preparation become one of major factors that make students anxious also mention "preparation", in their top list how to overcome anxiety, hence, it is obvious that lack of preparation become one of the issues contributing students' anxiety in speaking class.

Researcher concluded that the lack of preparation of students in preparing the material when they wanted to do a percentage in the classroom was also a problem factor experienced by most students in producing language. Example when students will do percentages in class. Students will feel anxious to speak in front of a teacher or friend because they do not know the material they will explain.

#### 4. Factors Associated with Foreign Language Anxiety

a. Self Perceptions

According to Horwitz et al, perhaps no other field of study poses as much of a threat to self-concept as language study does. This self-concept forms the basis of the distinction, between language anxiety and other forms of academic anxieties. They posited, the importance of the disparity between the 'true' or 'actual' self as known to the language learner and the more limited self as can be presented at any given moment in the foreign language would seem to distinguish foreign language anxiety from other academic anxieties such as those associated with mathematics or science<sup>17</sup>.

The term self-esteem has been used in much the same meaning as self- concept and has been found to be strongly linked with language anxiety. Horwitz suggest,

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<sup>17</sup> Horwitz, E. K., Horwitz, M. B., & Cope, J. *Foreign language classroom anxiety*. (The Modern language journal:1986).

“the more I think about self- esteem, the more impressed I am about its impact. This is what causes anxiety in a lot of people. People with low self-esteem worry about what their peers think; they are concerned with pleasing others. And that I think has to do a great degree with anxiety”<sup>18</sup>. Individuals who have high levels of self-esteem are less likely to be anxious than are those with low self-esteem.

In the above statement, the researcher concluded that, each individual has a different level of self-esteem. When students appear in the EFL class, the student tends to be anxious, afraid, shy and causes the student's performance to be disturbed in conveying what he knows, because what he thinks is the impact of negative thoughts from friends who previously experienced anxiety

b. Learners' Beliefs about Language Learning

As language learning poses a threat to learners' self-concept, in response learners may generate some particular beliefs about language learning and its use. Research on language anxiety suggests that certain beliefs about language learning also contribute to the student's tension and frustration in the class. Such beliefs have been found to cast a considerable influence upon the ultimate achievement and performance in the target language.

The researchers use terms such as erroneous or irrational to indicate certain widely held beliefs about language learning which can be a source of anxiety. a number of beliefs derived from learner's irrational and unrealistic conceptions about language learning, such as 1) some students believe that accuracy must be sought before saying anything in the foreign language, 2) some attach great importance to speaking with excellent native or first language like accent, 3) others believe that it is not ok to guess an unfamiliar second/foreign language word, 4) some hold that language learning is basically an act of translating from English or any

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<sup>18</sup> Ibid.

second/foreign language, 5) some view that two years are sufficient in order to gain fluency in the target language, 6) some believe that language learning is a special gift not possessed by all. These unrealistic perceptions or beliefs on language learning and achievement can lead to frustration or anger towards students' own poor performance in a second/foreign language. These beliefs are most likely to originate from learners' perfectionist nature. The perfectionist learners like to speak flawlessly, with no grammar or pronunciation errors, and as easily as the native speaker – these high or ideal standards create an ideal situation for the development of language anxiety.

Researcher can conclude that students are more confident in using the first language than using a second language (EFL) in the learning process of speaking English. Because students have high anxiety when they use a foreign language that is not controlled by them. What they think is that foreign language skills that are less likely to have a negative impact on their peers who have a higher ability than them.

#### c. Instructors Beliefs about Language Teaching

Just like learners' beliefs about language learning, some instructor's beliefs about language learning and teaching have also been found to be a source of anxiety. Instructors' belief that their role is to correct rather than to facilitate students when they make mistakes exacerbates second/foreign language anxiety in students.

Further, he stated that the majority of instructors considered their role to be less a counselor and friend and objected to a too friendly and in authoritative student- teacher relationship<sup>19</sup>.

The researchers also reported that students realize that some error corrections are necessary but they consistently report anxiety over responding incorrectly and looking or sounding 'dumb' or 'inept', this phenomenon, problem for the students is not

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<sup>19</sup> Young, D. J. (1991). *Creating a L*

necessarily error correction but the manner of error correction when, how often, and most importantly, how errors are corrected.

In addition to error correction, some instructors have been reported not to promote pair or group work in fear that the class may get out of control, and think that a teacher should be doing most of the talking and teaching, and that their role is more like a drill sergeant's than a facilitator's; these beliefs have been found to contribute to learner's language anxiety. Recognition or awareness of these beliefs by both the learners, as well as the teachers, is essential for effective alleviation of language anxiety in learners.

d. Classroom Procedure

Different activities in the classroom procedure, particularly ones that demand students to speak in front of the whole class, have been found to be the most anxiety provoking. For instance, found that more than half of their subjects in their Natural Approach classes ( a language teaching method specifically designed to reduce learner's anxiety) expressed that giving a presentation in the class, oral skits and discussion in large groups are the most anxiety-producing activities. They also found that students get more anxious when called upon to respond individually, rather than if they are given choice to respond voluntarily. In addition, students were found to be more relaxed speaking the target language when paired with a classmate or put into small groups of three to six than into larger groups of seven to fifteen students. Similarly, found that more than sixty-eight percent of her subjects reported feeling more comfortable when they did not have to get in front of the class to speak.

From some of the opinions above the researcher concluded that in foreign language learning educators must act as motivators when there are students who make mistakes so that students are not too worried when they make mistakes when the percentage in class. Students are more happy when responding to something

with their own volition rather than having to be told by the lecturer to respond to something.

## 5. Anxiety as a Normal Emotion

Anxiety is a normal emotional reaction that is experienced sometimes by everyone. Everyone feels anxious now and then. It's a normal emotion. Many people feel nervous when faced with a problem at work, before taking a test, or making an important decision.

At the most basic level, anxiety is an emotion. Simply stated, an emotion is a subjective state of being. It is often associated with changes in feelings, behaviors, thoughts, and physiology. Anxiety, like all emotional states, can be experienced in varying degrees of intensity. For instance, we might say we are happy. But unlike the emotion "happiness," which has several different words to convey these differing levels of intensity (intensity ranging from happiness to joy), anxiety is a single word that represents a broad range of emotional intensity.

At the low end of the intensity range, anxiety is normal and adaptive. At the high end of the intensity range, anxiety can become pathological and maladaptive. While everyone experiences anxiety, not everyone experiences the emotion of anxiety with the same intensity, frequency, or duration as someone who has an anxiety disorder. Subjectively, it is experienced as a negative affective state most often accompanied by physiological arousal, which occurs in response to perceptions of threat or anticipation of harm. As a normal emotional reaction, anxiety fluctuates according to the situation, increasing when threat is perceived and decreasing when the threat disappears.

Adaptive anxiety or anxiety as a normal emotion may be considered a useful emotion that leads to survival strategies. In this sense, anxiety is a normal emotion that occurs when an individual copes with a potentially dangerous situation, constituting a mechanism for alertness

or alarm<sup>20</sup>. In this case, the symptoms of anxiety, which are identical to the pathological condition, disappear once the stressful stimulus disappears. Meanwhile, in most cases, it leads to coping with the emergency situation. As the best strategy is chosen, the probability of ensuring survival increases.

Researchers concluded the statement above that not always the anxiety experienced by each person is something negative, that is something that is normal for most people. not everyone experiences emotional anxiety with the same intensity, frequency, or duration as someone who has an anxiety disorder. Subjectively, it is experienced as a negative affective state most often accompanied by physiological arousal, which occurs in response to threat perception or anticipation of danger. On the other hand, feelings of anxiety can benefit others or can actually be harmful to others, depending on how someone uses the situation experienced by the person.

## 6. The Symptoms of Anxiety

The anxiety and worry are associated with several symptoms of arousal or distress, at least some of which are present more days than nor for a period of six months or longer. Further, distinguishing pathological worry, as it appears in generalized anxiety disorder, from normal worry is that frequency, intensity, duration of the worry and associated anxiety are far in excess to the actual probability or impact of the feared event and that the worry is experienced as difficult to control.

Anxiety is a survival instinct that has evolved over millions of years in order to protect us. It is a series of reflexes and responses that affect our mind and body as we become prepared to avoid or deal with dangerous situations. You are scared, your senses are heightened. Your sight and hearing have become more sensitive, able to pinpoint the slightest movement or sound. Your breathing and heart beat have become more rapid, you feel

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<sup>20</sup> Riasati, M. J. *Language Learning Anxiety from EFL Learners' Perspective. Middle-East Journal of Scientific Research.*

light headed and dizzy, want to go to toilet or throw up, your limbs feel shaky and your whole body is now charged with energy, full of anxiety, ready to fight or flee, possibly for your life.

Get anxious in certain situations is normal, everyone does. And most people even experience increased anxiety frequently. Things like tests, interviews, public speaking, dating and competitive sports can make anyone pretty anxious. Rachman divided anxiety in three parts there are<sup>21</sup>:

Anxiety protects us in two main ways

- 1) It helps to prepare our body for action, making us more alert and ready to fight or flee from any imminent threat to our survival. This is responsible for the direct physical sensations (such as rapid heartbeat, fast breathing, being jittery and on-edge, trembling etc.) that we feel when anxious. In real danger we can go from being totally relaxed to extremely anxious in an instant which is panic.
- 2) It causes us to plan ahead for any potential dangers and how to deal with them-an excellent survival strategy (it's better to deal with a danger or avoid it before we get into the situation) but an unfortunate effect of this is that we can get anxious/nervous just thinking about situations.

From the statement above, the researchers concluded that, anxiety is a survival instinct that has evolved over millions of years to protect us. This is a series of reflexes and responses that affect our minds and bodies as we prepare to avoid or face dangerous situations. You are afraid, your feelings increase. Your vision and hearing become more sensitive, able to show a little movement or sound. Your breathing and heart rate have become faster, you feel light and dizzy, want to go to the toilet or vomit, your limbs feel shaky and your whole body is now filled with energy, full of anxiety, ready to fight or escape. For a student when experiencing anxiety when learning a foreign

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<sup>21</sup> Rachman, S. *Obsessions, responsibility and guilt*. Behaviour Research and Therapy.p.32



language, the feeling must be prevented and must be avoided in order to get good results when they study in English speaking classroom.

Symptoms associated with anxiety

Anxiety can cause a large range of symptoms that affect our body, mind and behavior.

#### 1) Body

- Our heartbeat speeds up and breathing becomes faster and more shallow. This may lead to feelings of tightness across the chest.
- We start to feel shaky, dizzy and light-headed; our legs feel like jelly and we often start to sweat.
- The mouth feels dry and it becomes hard to swallow.
- We might feel sick, our stomach churning.
- And need toilet more often.

#### 2) Mind

- We may feel frightened (for no apparent reason) and begin to worry about things more and more.
- Or start to believe that we are physically ill, having a heart attack or stroke, or going mad.
- We may feel that other people are looking at us more.
- And worry that we may lose control or make a fool of ourselves in front of others.
- Often there is an overwhelming urge to escape and get to a safe place

#### 3) Behavior

Depending on what we find stressful;

- We may begin to make excuses to avoid going out or doing certain things.
- And rush out of places or situations where we feel anxious.
- Often we start to avoid things and situations that make us feel anxious.
- And may have a drink or take a tablet before doing something we find stressful.

In the content above. The researcher concluded that, the symptoms that occur when a person experiences feelings of anxiety are able to affect the body, such as the speed of our heart rate and breathing becomes faster and shallower. This can cause feeling of tightness in the chest.

next thought, like we may feel that other people pay more attention to us and worry that we might lose control or fool ourselves in front of others. And behavior, like depending on what we find full of pressure. We might start making excuses to avoid going out or doing certain things.

## **B. Anxiety and English Language Learning**

### **1. Foreign Language Anxiety**

There is a certain term for anxiety that linked to language performance. The term Language Anxiety and Foreign Language Anxiety are commonly used interchangeably. Foreign language anxiety is a specific anxiety which is related to language learning and use. According to Brown, foreign language anxiety is “a feeling of intimidation and inadequacy over the prospect of learning a foreign language.”<sup>22</sup> Furthermore, Horwitz, and Cope, proposed conceptual foundations of foreign language anxiety. Based on them, foreign language anxiety appears in the form of anxiety such as: communication apprehension, test anxiety, and fear of negative evaluation.<sup>23</sup>

Communication apprehension plays large role in foreign language anxiety since interpersonal interactions are the major emphasis in foreign language class. In foreign language class students are required to communicate with the target language by ways of speaking and listening. Their limited capabilities in the target language may derive students into a communication apprehension. Communication apprehension exist because students think that they will have difficulty understanding others in listening and making oneself understood in speaking.

Since performance evaluation is frequent in most foreign language classes, test anxiety is also closely related to a discussion of foreign language anxiety.

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<sup>22</sup> H. Douglas Brown. *Breaking the Language Barrier*, (Yarmouth: Intercultural Press, Inc., 1991), p.80.

<sup>23</sup> Elaine K. Horwitz, et. Al., *Foreign Language Anxiety, the Modern Language Journal*. Vol.70, 1986, p.127.

Based on Sarason, as cited in Oxford, test anxiety is “the tendency to become alarmed about the consequences of inadequate performance on a test or other evaluation”.<sup>24</sup> It means this kind of anxiety occurs in an evaluation situation. Students with test anxiety might have unpleasant experience on their previous tests which makes them fear of failing the upcoming test.

Another anxiety related to foreign language learning is fear of negative evaluation. Watson and Friend, as cited in Horwitz, defined fear of negative evaluation as “apprehension about others’ evaluations, avoidance of evaluative situations, and the expectations that other would evaluate oneself negatively.”<sup>25</sup> In foreign language learning context, students are prone to have a fear of negative evaluation from both teacher as the only fluent speaker in the class and their peers.

However, Howitz, and Cope also believe that foreign language anxiety is not simply the combination of those performance anxiety related to foreign language learning context. They also proposed that, “foreign language anxiety as a distinct complex of self-perception, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process.”<sup>26</sup>

Based on description above, it could be said that foreign language anxiety is a feeling or uneasiness, nervousness, worry and apprehension experienced when learning or using the target language.

## **2. Impact of Foreign Language Anxiety**

Basically, uneasiness feeling such anxiety will disturb students in no doubt. It absolutely affects students’ learning effort and performance. Anxious students will think less clearly and probably make more mistake. Moreover, to perform a task they have to work

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<sup>24</sup> Oxford, 1999, *op. cit.*, p.64.

<sup>25</sup> Horwitz, 1986, *op. cit.*, p.128.

<sup>26</sup> *Ibid.*, p.128.

harder because anxiety makes them worry and distracts their learning process.

Anxiety has long been recognized by educators as a potential problem in foreign language classroom. Anxious student will have difficulty in their language learning since anxiety affect cognition processing. According to Ormrod, anxiety can interfere with several aspects of cognition in learning process. Anxious student may be disturbed in paying attention to what needs to be learned, processing information effectively, retrieving information, and demonstrating skill that have previously been learned.<sup>27</sup> In the words, foreign language anxiety belongs to debilitating anxiety because it can hinder language learning.

Similar with Ormrod, MacIntyre as cited in Young, also believed that anxiety can affect students' cognitive processing. He proposed a variation of the Tobias model of the effects of anxiety on learning from instruction which consist of three stages: input, processing, and output.<sup>28</sup> Further, anxiety can affect students' cognitive performance at any or all of the three stages. It means if anxiety disrupts the cognitive work at one stage, then information is not passed along to the next stage.

At the input stage, foreign language anxiety acts like a filter that preventing some information from getting into the cognitive processing. This is similar to Krashen's well-known concept of the "affective filter". Krashen state that anxiety can raise affective filter and form of a 'mental block that prevents a comprehensible input from being used for language acquisition.'<sup>29</sup> For example, anxious student may not be able to gather

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<sup>27</sup> Ormrod, 2011, *op. cit.*, p.402.

<sup>28</sup> MacIntyre and Peter D., "Language anxiety: A Review of the Research for Language Teachers", in Dolly Jesusita Young (ed), *Affect in Foreign Language and Second Language Learning: a Practical Guide to Creating a Low Anxiety Classroom Atmosphere*, (Boston: McGraw-Hill, 1999), p.35

<sup>29</sup> Ricardo Schutz, *Stephen Krashen's Theory of Second Language Acquisition*, 2013, (<http://www.sk.com.br/sk-krash.html>)

information of the language rules and vocabulary because anxiety interfere their ability to process information.

During the processing stage, anxiety acts as a distraction. It distracts student in processing information effectively. When they are worried, anxious student may learn less and may not be able to digest new words, phrases, grammar, and so on or may also take more time to process the lesson.

While the output stage, anxiety can influence the quality of students' foreign language performance. Students with anxiety in this stage may not be able to demonstrate what they have learned.

Moreover, Oxford described that "anxiety harms learner's through worry and self-doubt and also by reducing participation and creating overt-avoidance of the language." He also mentioned certain aspects that have negative correlation of anxiety such as: grades in language courses, proficiency test performance, performance in speaking and writing tasks, self-confidence and self-esteem in language learning.<sup>30</sup>

Based on the description above, it could be said that the existence of foreign language anxiety can affect the fluency of learner's speech and learning in general.

### **3. Possible Factors Contributing to Foreign Language Anxiety**

Anxiety can rise from various sources. It sometimes comes from classroom activities and methods which related to teacher instructions and tasks. For example, speaking activities, in appears frequently as one of the anxiety provoking factor. Horwitz and Cope found that speaking in the foreign language as the most anxiety-producing experience.<sup>31</sup> While Koch and Terrell as cited in Oxford, also found oral skits and oral presentation in the front of the class as the most anxiety producing activities.

Speaking activities are prone to anxiety. In speaking students are tried to communicate in their

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<sup>30</sup> Oxford, 1999, *op. cit.*, p.60-61.

<sup>31</sup> Horwitz, 1986, *op. cit.* p. 129.

limited capabilities. They also fear of being negatively evaluated by the teacher and peers which exposed their inadequacies. Moreover, in some cases students often laughed at their peers who make a mistake. It absolutely make students fear of making mistake. They fear of making fool of themselves in public so they prefer to be quite rather than speak to practice their English. Price found that fear of being laughed at by other is one of the greatest sources of anxiety.

In addition, inappropriate ways of teaching can also contribute to students' anxiety, for example speaking too much fast. According to Worde, the inability to understand what is being said in the classroom often lead to communication apprehension.<sup>32</sup> Besides, threatening teaching method like calling on students one after another in seating order may also generated anxiety. Oxford also noted that "harsh correction, ridicule and the uncomfortable handling of mistake in front of a class are among the most important instructor-learner interaction issues related to language anxiety."<sup>33</sup>

Students' might also feel anxious because of the excessive material demand. They find that foreign language class stressful when they don't have sufficient time to understand the lesson because the amount of the material is excessive. Moreover, the level of difficulty of foreign language class and the poor of result of students may elicit anxiety when compared to other classes. So, they may find that the foreign language class is more demanding and more difficult than other class.

Beside the above factors, sometimes anxiety also comes from the students themselves. One is their beliefs about language learning. Some students find language difficult because they are conditioned to believe that the language is difficult. Mostly it comes from their learning experience. A stressful learning experience will condition the students to believe that the language learning is

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<sup>32</sup> Renee von Worde, Students' Perspectives on Foreign Language Anxiety, *Inquiry*, Vol. 8 No. 1, 2003, p. 5.

<sup>33</sup> Oxford, 1999, *op. cit.*, p. 66.

difficult. This belief is quite enough to generate negative thinking to the present language learning. Eventually, this usually lead the students to avoid every single thing about the language learning includes preparation for classroom activities or test. Lack of preparation will absolutely make students feel anxious. They fear if they cannot perform well.

#### 4. How do you deal with Foreign Language Anxiety

Foreign Language Anxiety really can affect anyone, no matter their age, level or experience with the language in question. At some point, everyone will feel a certain level of nerves when using a new language. Fear of looking foolish is to be expected. But when that fear is preventing you from progressing, it needs to be dealt with. Luckily, there are a few methods that can help end your anxiety for good<sup>34</sup>.

##### a. *Seek one-on-one conversations*

Find a friend. Speaking in front of a group can be daunting no matter what your language level. There's little more humiliating than stopping midway through a story or sentence only to tail off as you watch your audience's increasingly concerned, patronising expressions cement. But one way to reduce your nerves and gain control over the speed and direction of the conversation is to speak with only one person. This can give you the time you need to gather your thoughts and have a conversation that is more suited to your level. Online lessons are a great way to begin. Worst comes to worst, you can always cut the connection and claim dodgy internet.

##### b. *Embrace* your mistakes as part of the journey

When learning a language, mistakes are inevitable. Can you really say you're a language learner if you haven't gone into a shop asking for a photo frame only to come out with a screwdriver you have no use for and a very red face? Mistakes are

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<sup>34</sup> Ayu Lestari, *Content Feasibility in English Textbook for Senior High School Grade XI*, (Medan: University of Muhammadiyah Sumatra Utara Medan, 2020).

going to be made. This is the best time to channel your inner-Pollyanna and embrace them. Every mistake you make increases the likelihood of you remembering whatever grammar error, pronunciation fail or word-mixup you made and not repeating it. Do as Chumbawumba do; get knocked down, get back up again. (Learn how to use your new screwdriver).

c. **Take** small steps

Reading and writing in a new language is a great start, but in order to speak with confidence you will benefit from incorporating small speaking exercises into your language learning routine. Try speaking in front of the mirror, ordering in restaurants or asking someone for directions to prepare you for longer conversations. Yes, it might feel a bit ridiculous to jabber away to your reflection, asking for directions to somewhere you already know how to get to or to feel disproportionately proud of yourself for asking for a coffee with sugar, but each small interaction can lead to a bigger one. Who knows, maybe one day you'll finally be able to order that matcha-skinny-oat-no-foam-latte-with-a-caramel-drizzle you've had your eye on.

d. Do some positive thinking

I think (I am good at languages) therefore I am (good at languages). Sometimes your understanding of a situation can be as inaccurate as mine of Descartes. A cognitive distortion is an illogical or negative thought that can leave you feeling stuck. Maybe you catastrophize, thinking that one mispronounced word means you should give up on the new language entirely. Maybe you're a perfectionist more than you are a linguist and experience polarized thinking, assuming that if you're not perfect at the new language you might as well not try. You might overgeneralise and think that one bad class means it's all downhill, or jump to the conclusion that learning a language isn't for you. Instead of berating yourself, focus on the positives. Maybe you pronounced one word wrong, but for every mistake there will be



dozens of perfectly delivered words. Rather than a sign you should give up, one bad class can be an indicator that you need to realign your priorities and take some time to focus on grammar over vocabulary, for example.

**e. *Practice practice practice***

This might seem illogical advice for someone afraid of using a new language, but practice really does make confident when it comes to speaking in a new language. People don't expect you to be perfect! I'm sorry to be the one to tell you, but chances are your accent is a dead giveaway and the chances of you delivering dialogue that sounds native are slim. But the more you try, the closer you'll get. No one is listening to you hoping you'll fail (and if they are, prove them wrong, and then avoid the weirdo for the rest of time). Practice a little bit every day and in time your nerves will melt away and you'll be chattering like a care-free bilingual.

As debilitating as this type of anxiety can be, there are numerous ways in which you can combat it at your own pace. Try your best not to become disheartened by nerves, and focus on the positives. Getting over your nerves is a slow process but it can be done and it is oh so worth it! By taking these steps, you will surely be conversing away breezily in no time.

### **C. Previous Research on Foreign Language Anxiety**

Many people have investigated the issue of foreign language anxiety from different perspective. Worde in his investigation to the cause of language learning anxiety found that speaking activities, inability to comprehend, negative classroom experiences, fear of negative evaluation, native speakers, methodology, pedagogical practices and the teachers themselves as the main causes of learning anxiety.<sup>35</sup>

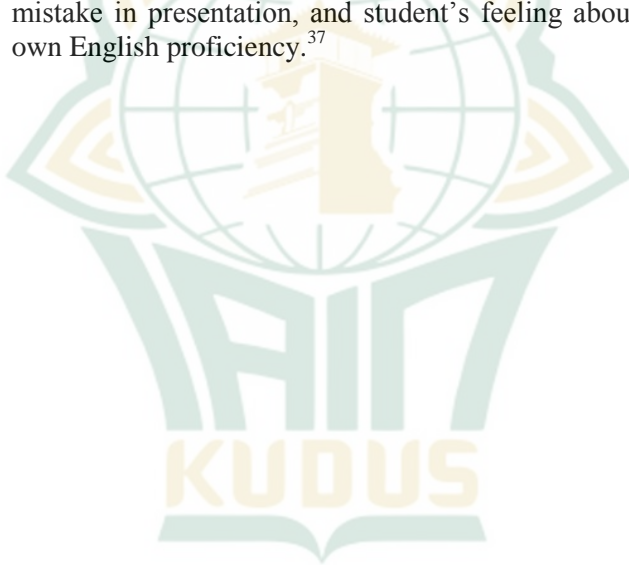
Chan and Wu conducted a study of foreign language anxiety of EFL elementary school students in Taipei. By the

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<sup>35</sup> Worde, 2003, *op. cit.*, p.4.

way of questionnaire, interviews, classroom observations, and document collection, they found five sources of language anxiety. They were low proficiency, fear of negative evaluation, competition of games, anxious personality, and pressure from students themselves and their parents.<sup>36</sup>

In an effort to explore learner coping strategies for foreign language anxiety. Keiko Iizuka Surveyed 105 students of English language program at a University in Japan. The result showed that students experienced anxiety in some context as follows: participating in class without enough preparation, speaking in front of the class, difficulty in following teachers' (and classmate) talk, fear of making mistake in presentation, and student's feeling about his/her own English proficiency.<sup>37</sup>



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<sup>36</sup> D. Y. Chan & G. Wu, A Study of Foreign Language Anxiety of EFL Elementary School Students in Taipei, *Journal of National Taipei Teachers College*, Vol. 17, No.2, 2004, p.287.

<sup>37</sup> Keiko Iizuka, Learner Coping Strategies for Foreign Language Anxiety, *JALT2009 Conference Proceedings*, 2010, p. 106.