CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature. This chapter explains thedefinition of anxiety, learning anxiety, foreign language, foreign language anxiety. This chapter also explains about previous studies.

A. Anxiety

1. The definition of Anxiety

The psychologists explain about an anxiety is being a "skate of apprehension, a vague fear that is only indirectly associated with an object" (Hilgard, Atkinson, & Atkinson, 1971 cited in Scovel, 1991:18). Anxiety also affects people's learning process in this moment and further. Anxiety holds a serious impact for English learners as a second or foreign language.Language anxiety is divided into two categories such as debilitating (harmful) anxiety and facilitating (helpful) anxiety (Alpert & Haber, 1960). Some people have big anxiety which is effects and gives nervousness, fright and worry.

2. Types of Anxiety

Three anxiety types which are described by psychologists such as, state anxiety, situation-specific anxiety and trait anxiety. State anxiety is relatively personality characteristic, a more permanent predisposition to be anxious (Scovel, 1978: cited in Ellis, 1994: 479).

Situation-specific anxiety refers to the persistent and multi-faceted nature of some anxieties (Maclntyre & Gardner, 1991: cited in 2001:113). Trait anxiety can be described as a transient anxiety and a response to a specific anxiety-provoking stimulus such as an important test (Speilberger, 1983: cited in Horwitz, 2001:113).

Anxiety levels measurement also can be calculated with the level of anxiety category according to Foreign Language Classroom Anxiety Scale (FLCAS) adapted from oetting's scale to be 5 levels ranging such as very anxious, anxious, mildly anxious, relaxed, very relaxed. Very anxious is specified by the score 124-165, anxious is indicated by the score 108-13, mildly anxious has a score 87-107, relaxed is with the score 66-86, and very relaxed is indicated with the score 33-65. Other researchers also apply FLCAS to investigate foreign language anxiety. FLCAS consists of 33 questions, divide into three indicators such as Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation.

3. **Learning Anxiety**

Learning Anxiety or it is known as Anxiety in Learning English describes a feeling of worry that is felt by English learners. In language learning, learning anxiety is one of the psychology problem in educational psychology. Learning anxiety is being a main factor influencing foreign language learning (Atev-Vahid & Kashani, 2011). The high potency of learning anxiety causes several terrible effects to

physical and psychological heatlh. It can influence learners' academic, causing low motivation of learning, bad health perception, difficult to concentrate and negative self evaluation (Mukhlis, Triaristina, Wahyudi, Kameliwati, & Putri, 2020; Ramos et al., 2002).

B. Foreign Language

1. The definition of Foreign Language

English has a significant role as a foreign language in international connection or global communication (Rahayu, 2016:41). English as a foreign language designates using English in a non-English-speaking-region (Faizal: 2011). English foreign language indicates to the utilization or learning of English by speakers or learners with different native language. Foreign Language perhaps has the same meaning as a second language which is the language is learned after the first language (Fachrurrazy: 2011). English Foreign Language is not only about learning the English skills and grammatical, it requires self-image, cultural etiquettes, and manners that affect learners' social nature (Williams & Burden: 1997).

The feeling of tension or nervousness focus on two obligation skills of foreign language, which are speaking and listening (Horwitz et al., 1986: 29). It will be said as a second or foreign language anxiety when the anxiety is connected with learning a second or foreign language and this an intricated case (Young, 1991: cited in Onwuegbuzie et al., 1991:127) and can be described as a feeling of

stress, agitation, nervousness, and worries which is related to the automatic nervous system (McIntyre & Gardner, 1994: cited in 1991: 217).

2. **Foreign Language Anxiety**

Foreign language anxiety is a particular apprehensive self-perception, feelings and behavior related to the foreign language teaching and learning process (Horwitz et al., 1986). Anwar (2007) explained foreign language anxiety is an individual complex of feelings, beliefs, behavior and self-perceptions in the language learning classroom as a result of the differences in the language learning process. Horwitz and Cope (1986: 13-14) discover three elements of foreign language anxiety: 1) Communication apprehension is a type of nervousness indicated by a fear of anxiety about communicating with others, 2) Test anxiety goes into a type of performance anxiety that comes from a fear of failure, 3) Fear of negative evolution incorporates misgiving about what people say, keep away from evaluative condition, and exception that they will analyze themselves negatively.

Horwitz et. al. (1986) stated "communication apprehension is a type of shyness characterized by fear or anxiety about communicating with people". For people who struggle in communication apprehension experience trouble communicating to society, especially speak a foreign language for the reason that they are hardly to control the situation, while focusing their communication is being observed. The

second one is test anxiety, where it raises and intimidates students' foreign language performance when their teacher judges their performance. Fear of negative evaluation is the third component of foreign language anxiety. Fear of negative evaluation points out to anxious feeling of being evaluated, afraid of a test-situation, and predict negative feedback (Horwitz et al., 1986)

C. Previous Studies

The first previous study has been conducted by Akbar, Sofyan & Damayanti (2018) entitled "Factor Causing Foreign Language Anxiety (FLA) In Speaking" from University of Bengkulu. The researchers aimed to discover several factors that caused foreign language in speaking. A descriptive quantitative was applied in this research. 79 third semesters students of English Education Study Program of University of Bengkulu in academic year 2017/2018 were the subject of this research. The instrument of this research was a questionnaire form adapted from Foreign Language Classroom Anxiety Scale (FLCAS) was developed by Horwitz, Horwitz and Cope consists of 33 questions, however it was consisted of 29 questions related to anxiety after being modified.This research mentioned there were three factors caused the students' anxiety in speaking resulted that most of students had anxiety. It caused by three factors such as test anxiety, fear of negative evaluation and communication apprehension. This research resulted most students were worried of failing in speaking class.

The second previous study has been conducted by Siregar & Perwana (2020) entitled "Students' Learning Anxiety" from Institut Agama Islam Negeri (IAIN) Padangsidimpuan. This research aimed to find out students' learning anxiety. This research applied descriptive quantitative method. The subjects of this research were 74 students at eighth grade of SMPN 2 Padangsidimpuan taken by applying random sampling. The instrument of this research was a questionnaire form adapted from Foreign Language Classroom Anxiety Scale (FLCAS) was developed by Horwitz, Horwitz and Cope consists of 33 questions. The questionnaire items were investigated based on indicators such as test anxiety, fear of negative evaluation and communication apprehension. This research resulted most students were in very anxious level, by following the highest score was 158 and the lowest score was 98, and the mean score was 130,45.

The third previous study has been conducted by Ariani, Sungginggwati, Iswari (2016) entitled "Foreign Language Anxiety and English Achievment of Eighth Grade Students of MTs Sulaiman Yasin SamarindaInThe Year 2011/2012 Academic Year" from Magister Pendidikan Bahasa Inggris FKIP Universitas Mulawarman. This researchused correlation research to investigate the relationship between foreign language anxiety and students' English achievement. The subjects of this research were 29 male students and 26 female students. The instrument of this research was the 33 items of Foreign Language

Classroom Anxiety Scale (FLCAS) were distributed to 20 in the try-out form. This research resulted that anxiety had a significant negative correlation with students. The result showed low anxious students are possible to obtain lower English scores.

The fourth previous study has been conducted by Zulfikar (2022) enititled "Investigating High-School EFL Learners' Foreign Language Anxiety: A Case Study at SMA 4 Banda Aceh" from STAIN Mandailing Natal. This research investigated the level of foreign language anxiety (FLA). This research used qualitative descriptive method with a case study approach. The subjects of this research were 34 students at twelfth-grade at SMA 4 Banda Aceh. The instrument of this research was a questionnaire Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz and a semi-structured interview. The finding of this research is 10 students were at "Anxious" level and 20 students were at "Mildly Anxious" level. There are several factors causing students' anxiety.

The fifth previous study has been conducted by Taty (2020) from Universitas PGRI Palembang, entitled "Analysis of Learning Anxiety Among Their Senior High School Students". This is a quantitative descriptive study aimed to calculate students' anxiety levels in learning and decide efforts to handle this problem. The subjects of this research were 192 students applied anxiety instrument. The finding of this research is most of students of senior high school in Seberang Ulu Palembang were in were in the normal category.

There are several similarities between this research and the previous studies above such as applying a quantitative descriptive method, using Foreign Language Classroom Anxiety Scale (FLCAS) as an instrument to collect data, calculate the anxiety level by FLCAS scale ("Very Anxious", "Anxious", "Mildly Anxious", "Relaxed", "Very Relaxed"). Beside the similiraties, there are also several differences for example, the third previous study used correlational research, the fourth previous study used qualitative descriptive method, the fifth previous study used "High", "Normal", "Low" to categorize the students' anxiety levels.