

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Literature review

a. Anxiety Defenition

Anxiety is an emotion characterized by feelings of tension, worried thoughts, and physical changes like increased blood pressure. People with anxiety disorders usually have recurring intrusive thoughts or concerns. They may avoid certain situations out of worry. They may also have physical symptoms such as sweating, trembling, dizziness, or a rapid heartbeat. Anxiety is not the same as fear, but they are often used interchangeably. Anxiety is considered a future-oriented, long-acting response broadly focused on a diffuse threat, whereas fear is an appropriate, present-oriented, and short-lived response to a clearly identifiable and specific threat.

In addition, Munasih (2015) defines anxiety as a subjective experience of restless mental tension as a general reaction and inability to face problems or a sense of security. Anxiety disorders are psychological disorders that include motor tension (vibrating, unable to sit still, unable to relax); hyperactivity (dizziness, fast heart beat, and sweating); and deep hopes and thoughts (King; 2016).

b. Types of Anxiety

There are two types of anxiety according (Hotwitz,2011).that the researcher wants to explain. The first is state anxiety, and the second is trait anxiety.

1. State Anxiety Most people experienced state anxiety wich also know as a normal anxiety. Anxiety is temporary feeling of anxiety elicited by a threatening situation It is nervousness or tension at a particular moment in response some outside stimulus. This type of anxiety arises in a particular situation or in a stressful event and hence is not permanet. In other words, it is a situational anxious feeling that disappears when threatening situation goes away.

2. Trait Anxiety What about the trait anxiety, “ trait anxiety is a pattren of responding with anxiety even in non-threatening situations. Where a person feels worried more than most people and feel inappropriately threaten by several things in the environment. So, we can say ,trait anxiety is a tendency of someone to be nervous or feels anxious irrespective of the situation.

B. Anxiety Component

Cognitive behavioural therapy (CBT), sometimes called cogntive therapy, is a type of thereapy that focuses on how various factors within us and our environment interact with each other to to produce and maintain many issues that people struggle with such as anxiety and depression. There are 4 component of anxiety according (Greg Dorter,2014).

1. Physiological

The physiological component of anxiety involves physical symptoms and sensations such as:

- a. Increased heart rate; shortness of breath; tightness in chest
- b. Dizziness; weakness or tingling in your legs; feeling like you’re going to faint
- c. Muscle tension; tension in the face and head; headaches
- d. Lump in the throat
- e. Nausea or other discomfort in the stomach
- f. Feeling hot; sweating; sweaty palms; blushing

2. Cognitive

The cognitive component of anxiety involves thoughts and worries that often take the form of “What if ...?” questions. These “What ifs” can be related to the anxiety-provoking situation:

- a. What if I fail?
- b. What if I embarrass myself?
- c. What if something bad happens to me or my partner/spouse/child?
- d. What if I don’t fit in and nobody like me?
- e. What if I have a panic attack?

3. Behavioural

The behavioural component of anxiety can involve reduced performance due to the anxiety. If we're focused on your worries or physiological symptoms, we might find ourselves distracted, and so concerned with what's going on in our mind and our body that we feel removed from the outside world. As a result, things that would be simple if it weren't for your anxiety such as a work-related task, or socializing become much more difficult to perform.

Another behavioural feature of anxiety is avoidance. Avoiding what we're anxious about usually makes the anxiety subside in the short term. If we're anxious about socializing, or flying, or public speaking, or leaving the house, then by avoiding those situations leads we can avoid feeling anxious for the time being. However, avoidance winds up severely restricting what we can do and negatively affecting our day life. And when we try face to face one of those situations, the anxiety returns stronger than ever.

3. Emotional

The emotional component of anxiety consists of emotions typically associated with anxiety such as fear, dread, panic. Anxiety can also lead to other emotions such as frustration, anger, disappointment, sadness and depression. One of the reasons that overcoming anxiety can be so difficult is that anxiety generates vicious cycles involving these four components.

C. Factors that Cause Anxiety

Learning foreign language such as English language considers a complex and difficult process due to the negative impact of student's anxiety of learning foreign language. Horwitz et al. 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, it appears frequently as one of the anxiety provoking factors. Shang (2013) found out that five factors which lead to the increase of anxiety in English classrooms are; fear of failing the English classroom of personal failure, being uncomfortable when the learners speak to a native English speaker, negative self-assessment, speech anxiety and having a negative attitude towards learning English language in the classroom.

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. For example, students believe that they should be able to speak perfectly. While others think that English is a difficult subject. Such beliefs can lead to language anxiety. And lack of preparation will absolutely make students feel anxious. They fear if they cannot perform well.

D. Aspects of Anxiety

Sources of anxiety according to the Register (Ghufron and Risnawati,2014) include the following:

1. Worry is a negative thought about yourself
2. Emotionality as a self reaction to autonomic nerve stimulation, such as heart palpitations, cold sweats and tension.
3. Disturbances and obstacles in completing task (task generated interference) is a tendency experienced by someone who is always depressed because of rational thinking about the task.

E. English Language Learning

According to www.elc-schools.com, there several reasons of learning English including communication, business, access of entertainment and access to more internet. Rajathurai Nishanthi claims that these reasons can be internationalism, education, internet and press, travel and business, language of multimedia resources.

McKay (2012) argues that some people are defining an international language as being equal to a language that has a large number of native speakers. If that is the case, Arabic, Hindi, Mandarin, Spanish which together with English are the five most spoken mother tongues in the world, could be international languages as well. However, McKay states that unless those languages are spoken by a great number of native speakers of other languages, the language cannot function as a language of international communication. Looked upon from that perspective, English is the international language used for wider communication to an extent that no other language can be compared.

In many areas English is the tool of communication between people from different countries as well as between individuals from the same country. English language is the fact that the world around us is changing and turning more multicultural than it was before. There are many foreigners everywhere, travelling has become so easy that it is possible nearly for everyone and finally, being able to communicate in English with overseas is rather necessary.

At Junior High School, the English teaching and learning process is targeted to enable students to gain the ability to communicate in daily life context. Their communicative competence has to be developed through tasks and activities which are carried out during the teaching and learning process. As language is a mean of communication, students have to be accustomed to speak English orally. Considering the fact that the students of Junior High School, the teacher has to organize the lesson based on their needs, interest, and characteristics as well. They need enjoyable activities, which involves body movement, real objects, pictures, during the teaching and learning process.

F. Fear of Negative Evaluation

Fear of negative evaluation is an extension of the second component (test anxiety) of second foreign language anxiety because it is not limited to test taking situations, but, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in second/foreign language class (Horwitz et al, 2012). It is also broader in the sense that it pertains not only to the teacher's evaluation of the students but also to the perceived reaction of other students as well. 12 Based on the explanations above, it can be concluded that there are three kinds of the causes of anxiety. The researcher will use this theory to find out the factors caused the students' anxiety in learning English at SMPN 1 Kabanjahe.

G. Anxiety And English Language Learning

1. Foreign Language Anxiety

Anxiety is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomous nervous system (Spielberger, Anton & Bedell

1976). Educational scholars usually classify anxiety as trait or state anxiety. Trait anxiety, being considered a fairly stable personality trait, manifests itself in a variety of situations. On the contrary, state anxiety is considered to be a temporary condition experienced at certain moments. Situation-specific anxiety, the third type, describes a trait that recurs in specific situations (Spielberger et al. 1976). Language learning anxiety research has suggested that language anxiety should be classified as situation-specific as it appears to be a trait that evidences itself in language learning situations such as classrooms (MacIntyre 1999; Horwitz 2001).

2. Impact of Foreign Language

Anxiety is a potential problem in foreign language classes. Anxious students will have difficulty in learning language because anxiety affects the process of cognition.

According to Ormond (2008), anxiety can interfere with paying attention to what needs to be learned, processing information effectively, retrieving information and demonstrating previously learned skills. So, anxiety includes intentional anxiety because it can inhibit language.

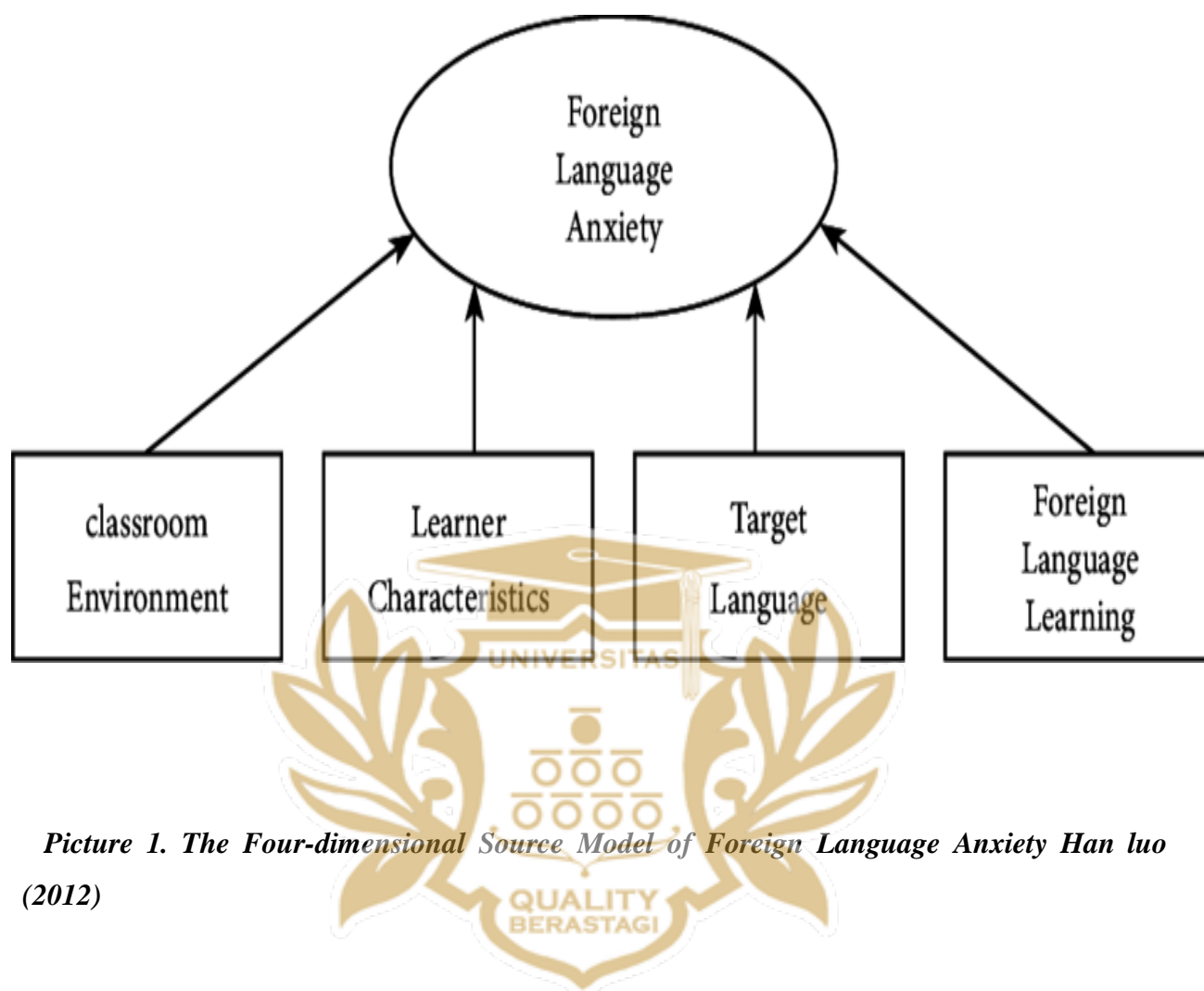
3. Possible Factors Contributing to Foreign Anxiety

The literature on foreign language anxiety can generally be summarized into six major causes stemmed from three primary sources: the learner, the educator, and instructional practice. These causes are;

- a. interpersonal and personal anxiety
- b. learners' beliefs about learning a foreign language
- c. classroom procedures
- d. employing teacher-centered method
- e. teachers' beliefs about language teaching
- f. language examination

More recently, Luo (2012) believes the main sources that lead to experiencing foreign language anxiety are the classroom atmosphere, attributes of learners, the target language, and the process of foreign language learning itself.





Picture 1. The Four-dimensional Source Model of Foreign Language Anxiety Han lu (2012)

H. The Purpose of Learning and the Result of Learning

1. Defenition of Learning and Learning Result

Learning according to Purwanto (2016) is a process within the individual who interacts with the environment to get changes in cognitive, affective and psychomotor aspects. Meanwhile, according to Slameto (2010) is defined as a business process carried out by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment.

Learning outcomes can be explained in two words, namely "results" and "learning", so that learning outcomes can be interpreted as the achievement of educational goals for students who take part in the teaching and learning process (Purwanto,2016). Student learning outcomes are abilities obtained by children. after going through learning activities (Susanto,2013). So that learning outcomes can be concluded that the abilities obtained after going through the learning process so that the achievement of educational goals

2. Factors Affecting Learning Outcomes

Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate at the end of a period of learning. They are explicit statements about the outcomes of learning – the results of learning. They are usually defined in terms of a mixture of knowledge, skills, abilities, attitudes and understanding that an individual will attain as a result of his or her successful engagement in a particular set of higher education experiences.

The learning outcomes achieved by students are influenced by several factors which can be broadly divided into two main factors, namely internal factors and external factors. Factors that come from within students (Internal Factors): These internal factors consist of two kinds of conditions, namely the physiological conditions of students consisting of health and physical fitness conditions, conditions of the five senses, especially sight and hearing. And the psychological conditions of students that affect learning outcomes, such as interests, talents, motivation, intelligence, nature and study habits, perseverance, cognitive abilities, and socioeconomic conditions of students. Factors originating from outside the student (External Factor): This factor comes from outside the

student which can determine or influence learning outcomes, including environmental factors. The most dominant environmental factor influencing student learning outcomes is the learning environment, namely the quality or quality of teaching in schools, meaning the extent to which the teaching and learning process in schools can take place effectively.

