

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Anxiety

a. Anxiety Definition

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.

Anxiety can be experienced by every individual in the school environment, especially during the learning process. Anxiety is an emotional and distressing experience characterized by dislike, worry, and a desire to withdraw from stimuli that trigger anxiety (Moeller, Salmela-Aro, Lavonen and Schneider, 2015). Anxiety according to Solihah (2017) is an unreal fear, a feeling of being threatened in response to something that is not actually threatening.

In addition, Munasiah (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).

Elizabeth Hurlock (1997) defines anxiety as worry, discomfort, and bad feelings that cannot be avoided by a person so that it causes an unpleasant mental state. Anxiety is a mood disorder characterized by deep and ongoing fear and worry, not experiencing disturbances in reality, personality is still intact, behavior is still within normal limits (Hawari, 2011).

From the definitions described above, it can be concluded that anxiety is a feeling of being threatened, worried, tense, and worried in response to certain situations or something that might happen in the future.

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 nerveousness 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. Factors that Cause Anxiety

Anxiety can rise from various sources. It sometimes comes from classroom activities and methods which related to teachers instructions and tasks. For example, speaking activities, it 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(Risna Nurhasanah,2015). While Koch and Terrell as cited Oxford, also found oral skits and oral presentation in front of class as the most anxiety producing activities. They also noted that being called on to respond orally can produce anxiety(Ibid). Speaking activities are prone to anxiety. In speaking students are tried to communicate in their 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 makes students fear of making mistake. They fear of making fool of themselves in public so they prefer to be quiet 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 n the classroom often lead to communication apprehension(Ibid). Besides, threatening teaching method like calling on students one after another in seating order may also generated anxiety. 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 materials 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. 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.

Horwitz et al. noted that "certain beliefs about language learning also contribute to the student' tension and frustration in the classroom."(Ibid). This also indicates that low self-esteem can generate anxiety. Price noted that anxious students believed their language skill were weaker than any other students. Mostly it comes from their learning experience. A stressful learning experience will condition the students to believe that the language learning is 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 a test. According to Marwan(2007), lack of preparation was the major contributor of students anxiety. Lack of preparation will absolutely make students feel anxious. They fear if they cannot perform well.

C. Anxiety Component

According to (Ghufron and Risnawati,2014) Anxiety can be divided into three components according to Shah which include:

1. Physical components such as dizziness, stomach pain, sweaty hands, stomach nausea, dry mouth, nervousness and others
2. Emotional such as panic and fear.
3. Mental or cognitive disturbances such as attention and memory, worry, disorder in thinking and confusion.

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 tention.
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. 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.

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 the Man Karo.

F. English Language Learning

The 2013 curriculum is a curriculum that can educate future competencies, communication skills, clear and critical thinking skills, the ability to consider the moral aspects of a problem (Kemdikbud, 2013). In this curriculum students are encouraged to have environmental responsibility, interpersonal skills, and critical thinking skills (Kurniasih and Sani, 2014). This is marked by the development of attitudes, knowledge, thinking skills, and psychomotor skills in various subjects. Cv responsive to developments in science and technology. Lazim (2013) states that the 2013 curriculum must be applied in a student-centered learning atmosphere, forming students' self-concepts, improving students' thinking skills, providing opportunities for students to assimilate and accommodate concepts, laws, and principles, and provide opportunities for students. to practice communication skills. Kemdikbud (2013) states that the 2013 curriculum can be implemented successfully by using a scientific approach. The learning process can be said to be scientific if it meets the criteria, objectives, factual, systematic, accurate, logical, actual, and verified methods.

At Senior High School , the English teaching and learning process is targeted to enable students to gain the ability to communicate in daily life context. As language is a mean of communication, students have to be accustomed to speak English orally. Their communicative competence has to be developed through tasks and activities which are carried out during the teaching and learning process. Considering the fact that the students of Senior 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.

G. Anxiety And English Language Learning

1. Foreign Language Anxiety

According to Sulastri (2018), foreign language anxiety is a tense and anxious feeling that specifically associated with foreign language difficulties including speaking, listening and learning.

Foreign language anxiety, also known as xenoglossophobia, is the feeling of unease, worry, nervousness and apprehension experienced in learning or using a second or foreign language. The feelings may stem from any second language context whether it is associated with the productive skills of speaking and writing or the receptive skills of reading and listening. Research has shown that foreign language anxiety is a significant problem in language classrooms throughout the world especially in terms of its strong relationship to the skill of speaking in a foreign or second language. Foreign language anxiety is a form of what psychologists describe as a specific anxiety reaction. Some individuals are more predisposed to anxiety than others and may feel anxious in a wide variety of situations. Foreign language anxiety, however, is situation-specific and so it can also affect individuals who are not characteristically anxious in other situations. The main causes of foreign language anxiety are communication-apprehension, test anxiety, and fear of negative evaluation. There is also a psychological component to foreign language anxiety. Foreign language anxiety has a variety of detrimental effects on foreign language performance, but both the student and the teacher can adopt strategies to minimize the anxiety.

2. Impact of Foreign Anxiety

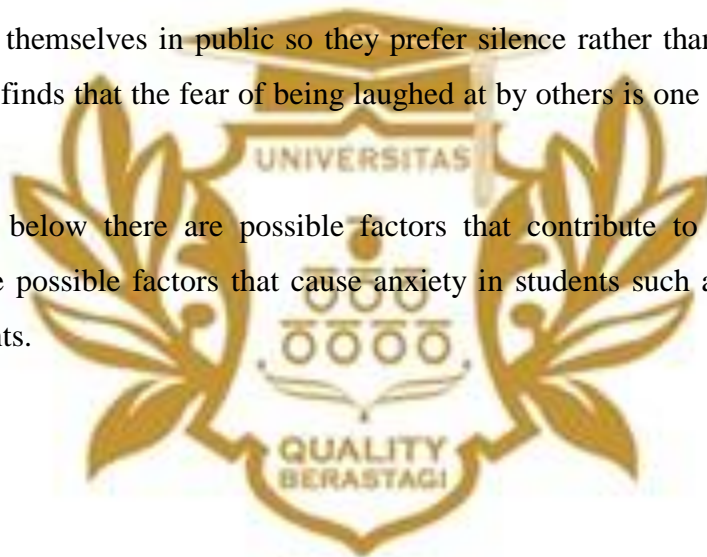
Anxiety is a potential problem in foreign language classes. Anxious students will have difficulty in learning language because anxiety affects the process of cognition. According to Ormond(2008), anxiety can interfere with paying attention to what needs to be learned, processing information effectively, retrieving information and demonstrating previously learned skills. So, anxiety includes intentional anxiety because it can inhibit language.



3. Possible Factors Contributing to Foreign Anxiety

Anxiety can arise from various sources. Sometimes it comes from classroom activities and methods related to teacher instructions and assignments. For example, speaking activities often appear as one of the factors that trigger anxiety. Speaking in a foreign language was the most anxiety-producing experience. (Horwitz, 1986). Meanwhile, Koch and Terrell, as cited in Oxford, also found oral plays and oral presentations in front of the class as the most anxiety-producing activities. . They also note that being called upon to respond verbally can produce anxiety (Oxford, 1999). The activity of speaking is prone to anxiety. In speaking, students try to communicate within their limited abilities. They also fear being evaluated negatively by teachers and peers who reveal their shortcomings. Moreover, in some cases students often laugh at their friends who make mistakes. This of course makes students afraid of making mistakes. They are afraid to embarrass themselves in public so they prefer silence rather than speaking to practice their English. Price finds that the fear of being laughed at by others is one of the biggest sources of anxiety.

In the figure below there are possible factors that contribute to anxiety according to Horwitz. Where the possible factors that cause anxiety in students such as: From the teacher, material, and students.



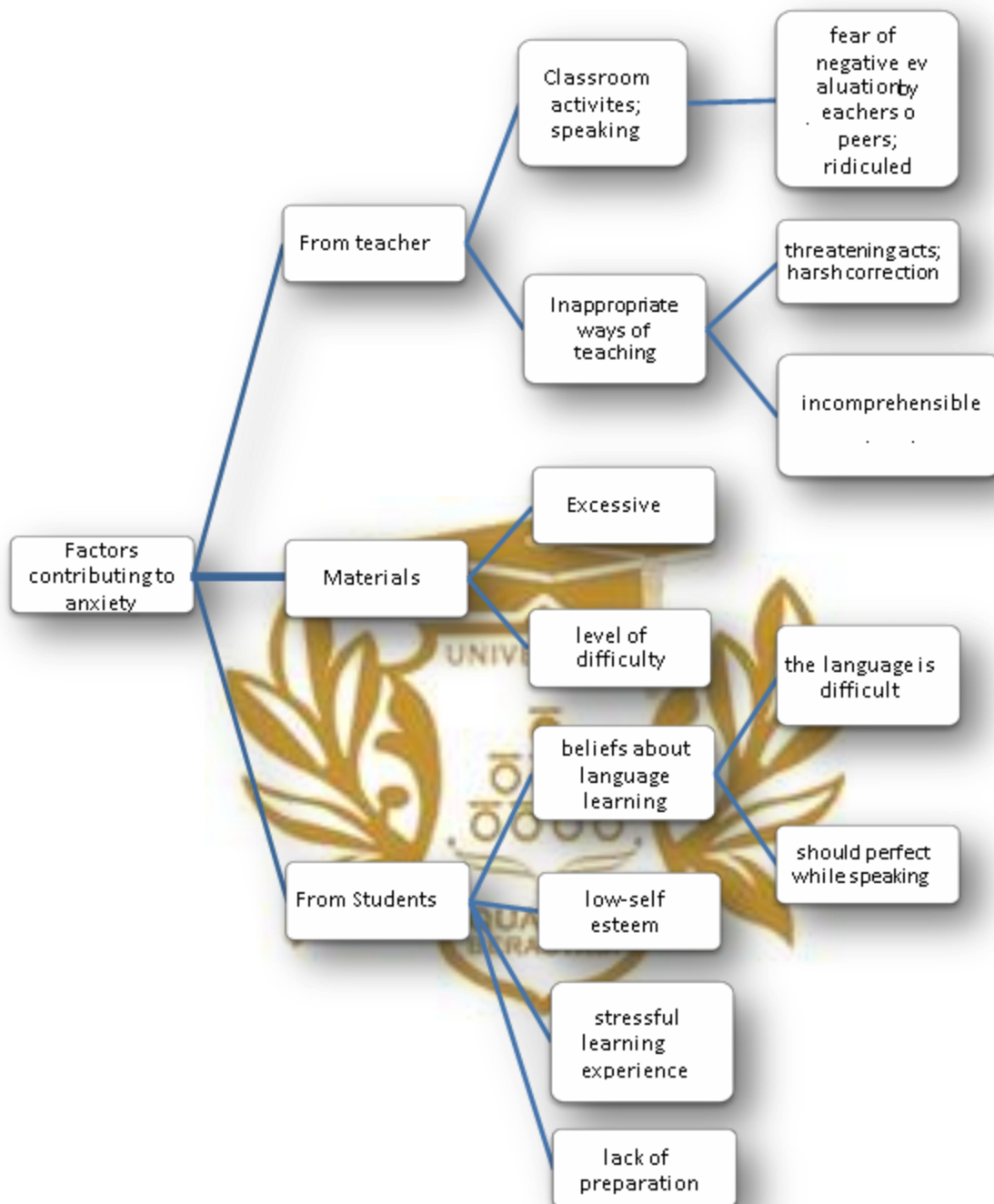


Figure 1. possible anxiety factors from Horwitz(1986), worde and price cited in Mustachim (2014).

H. The Purpose of Learning and the Result of Learning

1. Definition of Learning and Learning Result

Learning 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. Meanwhile, according to Purwanto (2016) is a process within the individual who interacts with the environment to get changes in cognitive, affective and psychomotor aspects.

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

Based on the Gestalt theory in (Susanto,2013) student learning outcomes are influenced by two things, the students themselves and their environment. Meanwhile Wasliman in (in Susanto,2013) describes two factors that influence learning outcomes in the form of internal factors which are factors originating within students that affect their learning abilities including intelligence, interest and attention, learning motivation, perseverance, attitudes, habits. learning, as well as physical condition and health. Then external factors which are factors that come from outside the students that affect learning outcomes, namely family, school and community.

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 socio-economic 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. And this of course cannot be separated from the teaching method used by a teacher. The success or failure of learning depends on various factors.

Meanwhile, according to Ngalim (2002) these factors can be divided into two groups:

- 1) Factors that exist in the organism itself which we call individual factors. Which includes individual factors, among others: maturity/growth factors, intelligence, training, motivation, and personal factors. Factors that exist outside the individual we call social factors.
- 2) Social factors include: family factors, teachers and their teaching methods, tools used in teaching and learning, available environment and opportunities, and social motivation.

Based on this, it can be concluded that learning outcomes are abilities possessed by students after they receive learning experiences. The learning experience gained is new knowledge, so that it can broaden students' thinking horizons. So that student learning outcomes can be useful for teachers, namely to find out whether the expected instructor goals have occurred or not.

