

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Learning English**

##### **1. The Definition of Learning English**

Learning is a process that contains a series of teacher and student actions so that there is a reciprocal relationship that takes place in the classroom to achieve certain goals. In learning, there are several goals to be achieved. According to Duffy and Roehler (1989), as cited in (Akhiruddin et al., 2019: 12), Learning is an effort that deliberately involves and uses the professional knowledge possessed by teachers to achieve curriculum goals. Therefore, if one of the components cannot interact, then the learning process will face many obstacles in achieving the learning objectives.

English is one of the important international languages to be mastered or learned. English is used to develop relations in international forums and to strengthen relations between nations. English is also used to gain knowledge from various branches of science. People use English to communicate with people in different countries. It can connect you to people around the world. On the other hand, learning English can help you reach success. It can increase the opportunity to get a job easily. Using English to communicate may also help people to know, understand and respect each other, particularly those who have different backgrounds such as languages, cultures, lifestyles, etc. (Pandarangga, 2015).

In Indonesia, English is only learned at school but is not used in everyday life. English is a tool for communicating orally and in writing. Communicating is understanding and expressing information, thoughts, feelings, and developing science, technology, and culture. The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand and/or produce spoken

and/or written texts that are realized in four language skills, namely listening, speaking, reading, and writing. These four skills are used to respond to or create discourse in social life. Therefore, English subjects are directed to develop these skills so that graduates can communicate and discourse in English at a certain literacy level. English can also be called a second language because it is a foreign language that enters Indonesia to be studied in schools and other institutions. To be precise, the new era and current globalization require many people to master English as an international language. Therefore, in Indonesia, English is included as a subject in the school curriculum. The newest curriculum (Curriculum 2013) has provided four hours per week for English from junior up to senior high school level (Poedjiastutie et al., 2018).

The Indonesian government included English as the first foreign language used in Indonesia. In Indonesia, English is a foreign language that can be learned in school and can be used in communication. It is the first foreign language learned as a compulsory subject at school (Pangabeau, 2015). Thus, English is the first foreign language officially taught as a compulsory subject to students in junior secondary school in Indonesia.

Learning English is developing the ability to speak English contextually and acceptably according to the context and conditions and daily situations of students. Learning English is essential for today's generation to adapt to global communication, literature, media, and work in the present and future (Marzulina et al., 2021). This is to produce a form of learning English that is more in touch with the language needs of students.

## 2. The Importance of Learning English

English today is used for many things, especially in the fields of education, business, politics, and technology. The importance of learning English is very useful and should not be ignored, this is because English is widely used by most countries in the world. English not only acts as a communication tool but also makes it easier to interact in a new environment. From this we can conclude that learning English is very important for us in adapting to the development of the existing language, especially in communicating. English has been playing the main part in several sectors including medicine, engineering, education, etc. (Nishanthi & Department of Sociology, Bharathidasan University, Tiruchirappalli, Tamil Nadu, India, 2018).

In Indonesia, the use of English is not the national language used, but when talking about the international field, English is an option that can be used in speaking. English in Indonesia, has been widely applied in many places, including in schools. Starting from education, business, politics, technology, public services and others. Which is often applied to advertisements and on signs in public places. We will find many curriculums in the science, and engineering education fields written in English (Nishanthi & Department of Sociology, Bharathidasan University, Tiruchirappalli, Tamil Nadu, India, 2018). This shows the use of English in Indonesia has developed rapidly and has been used for daily needs, especially in schools. Many schools have required the use of English in the school environment, this can make it easier for students to use English so that it is easier to apply it in everyday life. Students have no experience using English in their daily life and they are not expected to be able to speak in English in the future workplace (Utami & Nurjati, 2017).

Currently, English is very necessary because of the importance of understanding English which is useful in everyday life, especially in the fields of education, business and technology. If learning using

effective methods can make students master several skills ranging from the ability to write, speak, listen, and read. this kind of skill is very much needed in the world of work. Therefore, this shows how important the use of English is nowadays.

## **B. Psychology of Language Learners**

Psychology is the study of the mind and behavior. It encompasses the biological influences, social pressures, and environmental factors that affect how people think act, and feel. In this section, some parts have contributed to the psychology of language learners. Given the importance and the high profile of anxiety, it is surprising how ambiguous the conceptualization of the concept becomes when we go beyond the surface (Winke, 2007: 198). The explanation would be discussed below:

### 1. Personality

Personality is the way an individual reacts and interacts with other individuals. Personality is also often defined as the characteristics that stand out in an individual. Personality is the most individual characteristic of a human being and therefore it is appropriate to start the summary of individual differences with a description of the various personality factors (Winke, 2007: 10).

### 2. Temperament

Temperament, in psychology, is an aspect of personality concerned with emotional dispositions and reactions and their speed and intensity; the term often is used to refer to the prevailing mood or mood pattern of a person. temperament is typically used to refer to individual differences that are heavily rooted in the biological substrate of behavior and that are highly heritable (Winke, 2007: 11).

### 3. Mood

A mood is a form of emotional state. Emergence differs from emotion in that it tends to be non-specific, non-intense, and not always elicited

by a particular stimulus or event. A 'mood' refers to a highly volatile, changing state that is still not completely random (Winke, 2007: 11).

#### 4. Learning Style

The learning model is the whole series of presentations of teaching materials that includes all aspects before learning by the teacher as well as all the facilities used by the teacher directly or indirectly in the teaching and learning process. Learning styles are an interesting concept for educators because, unlike abilities and talents, learning styles do not reflect innate gifts that automatically lead to success (Winke, 2007: 122).

#### 5. Language Learning Strategies

Language learning strategy is a term that refers to the processes used in learning and actions that are consciously used by students in learning, especially in learning English to help them learn or use the language more effectively. According to Cohen (1998) as cited in (Winke, 2007: 162) Learning strategies are "learning processes which are consciously selected by the learner".

#### 6. Motivation

Motivation is a process that describes the intensity, direction, and persistence of an individual to achieve his goals. It can also help students to achieve their goals in learning so that learning objectives are achieved. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement (Winke, 2007: 65).

#### 7. Anxiety

Anxiety is a feeling of tension, apprehension, and worry about something. According to Arnold and Brown (1999, p. 8) as cited in (Winke, 2007: 198) conclusion that "Anxiety is quite possibly the affective factor that most pervasively obstructs the learning process."

## **C. Anxiety**

### **1. The Nature of Anxiety**

Anxiety is one of the most well-documented psychological phenomena. In general, anxiety appears in the 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 is a feeling of restlessness, frustration, doubt, or worry (Julianti et al., 2019).

There are several definitions of anxiety that are found by the writer. According to Eysenck (1979), as cited in (Taylor and Arnou, 2017: 14), anxiety is a conditioned fear response whose nature can be understood without reference to its subjective components. Furthermore, anxiety arises as a response to a particular situation. The Australian Psychology Society defines anxiety as "a natural and usually short-lived reaction to a stressful situation, associated with feelings of worry, nervousness or apprehension (James et al., 2020). This means that people naturally feel anxious when they feel threatened in some of the situations described above. State anxiety refers to the tendency to feel anxious in a particular situation (James et al., 2020). Anxiety is a feeling of tension, apprehension, and worry about something new. In this case, anxiety has to contribute to the psychology of language learners. Because anxiety has a contribution to the student's learning process. This means that it can be concluded that anxiety is a response to the fear that arises in certain situations. Anxiety that appears, such as worry, panic, and fear of something. these are temporary, such as when doing something new, a test, and when interacting with new people.

furthermore, Anxiety is considered to be one of the most common and, wide-spreading mental illnesses, with approximately 40 million adults, worldwide, age 18 and older, suffering from cases of excessive or overbearing levels (Rayani et al., 2016). Anxiety may affect

thinking, perception, and learning; it can generate distortion of perception, and impairment in concentration, recall, and associations. Another important aspect is the effect it may have on selective attention, anxious individuals select certain things or events around them and exaggerate the importance of others, in an attempt to justify their anxiety as a reaction to a fearful situation.

From the definitions explained above, it can be concluded that anxiety is a feeling of being threatened, of apprehension, tension, and worry as a response to a particular situation or something that might happen in the future.

## 2. Level of Anxiety

According to Yusuf et al, (2015: 86) There are four levels of anxiety experienced by individuals, namely mild, moderate, severe, and panic.

### a. Mild Anxiety

Mild anxiety is related to tension in daily life and causes a person to be alert and increases his field of perception. Anxiety fosters motivation to learn and results in growth and creativity. This level of anxiety causes a person to be alert and increase attention, but in this situation, the individual is still able to solve problems. At this level, a person's behavior is characterized by looking calm, confident, alert, paying attention to many things, a little impatient, mild muscle tension, aware of the environment, relaxed, or a little restless ( Stuart & Sundeen, 2007).

### b. Moderate Anxiety

Moderate anxiety allows a person to focus on important things and to the exclusion of others so that one experiences attention selection but can do something more purposeful. At this level of anxiety, a person is characterized by decreased attention, decreased problem-solving, impatience, irritability, moderate muscle tension, increased vital signs, sweating, frequent pacing, and frequent urination ( Stuart & Sundeen, 2007).

c. Severe Anxiety

Severe anxiety greatly reduces a person's field of perception. There is a tendency to focus on something specific and detailed and be unable to think about something else. All behavior is aimed at reducing tension. That person requires a lot of direction to be able to focus on another area. At this level of anxiety, a person is characterized by difficulty thinking, poor problem solving, fear, confusion, withdrawal, extreme anxiety, poor eye contact, profuse sweating, fast speech, jaw clenching, teeth grinding, pacing, and shaking (Stuart & Sundeen, 2007).

d. Panic

Panic levels of anxiety are related to fear and feeling terrorized, and unable to do anything even with direction. Panic increases motor activity, decreased the ability to relate to others, perception is distorted, and loss of rational thinking. Someone who experiences panic is unable to do something even with direction, panic involves personality disorganization, with panic there is an increase in motor activity, decreased ability to relate to other people, distorted perception, and loss of irrational thinking (Stuart & Sundeen, 2007).

In this research, the researcher used the four indicators above to measure the level of students' anxiety in learning English.

3. Types of Anxiety

Several kinds of anxiety have been described. Three of the most well-known are state anxiety, trait anxiety, and situation-specific anxiety. This form of anxiety tends to show up when you face a potential threat or other frightening situation. It usually involves a mix of mental and physical symptoms and is called state anxiety. As the name implies, this type of anxiety arises in a particular situation and hence is not permanent (Indrianty, 2016). It is best viewed as an aspect of personality. Most people experienced state anxiety which is



also known as normal anxiety. This type of anxiety arises in certain situations or under stressful or threatening conditions and is not permanent. In other words, it is a feeling of situational anxiety that will go away on its own when the threatening situation has disappeared.

However, in certain cases, anxiety comes on more intense in high levels and lasts longer. A higher level of trait anxiety generally means you're more likely to feel threatened by specific situations, or even the world in general, than someone with lower levels of trait anxiety. Trait anxiety is a more permanent predisposition to be anxious (Indrianty, 2016). People with anxiety traits tend to be more worried than most people and feel inappropriately threatened by some of the things that are happening in their environment. In other words, the nature of anxiety is a person's tendency to be nervous or feel anxious in certain situations he faces.

The third perspective examines the specific form of anxiety that occur consistently over time within a given situation. Individuals who suffer from situation-specific anxiety may appraise certain events as anxiety-producing only when certain factors are present. According to (Spielberger, 1983) as cited in (Indrianty, 2016) says that situation-specific anxiety is defined as an individual tendency to be anxious in a particular time and situation. Situation-specific anxiety can be seen as a subcategory of trait anxiety experienced by a person in a particular situation. such as when speaking, reading, writing, and listening to some new things, as well as during exams. Thus, language anxiety can be included in the anxiety of certain situations.

Based on the intensity, duration, and situation, anxiety can be divided into three types: state anxiety; feelings of fear, and nervousness as a reaction to certain situations that are not permanent in the sense that they will disappear by themselves. Trait anxiety; A more intense anxiety that depends on the individual regardless of the situation that is threatening him and that he is experiencing, it is also

not permanent. And Situation-specific anxiety; Individuals who suffer from situation-specific anxiety may appraise certain events as anxiety-producing only when certain factors are present.

In those of anxiety factors, learning a foreign language seem quite difficult for students.

#### 4. Factors of Anxiety

Anxiety in learning can be associated with several factors that may occur. In several cases, the way students view the process of language learning was justified to provoke anxiety (Hidayati, 2018). Firstly, communication apprehension Secondly, fear of negative evaluation Thirdly, a general feeling of anxiety. The description of these components will lay the foundation for the concept of foreign language anxiety, providing an insight to comprehend the source of anxiety. As the focus of this research is anxiety in learning English, those components explained below:

##### a. Communication apprehension

communication apprehension is a psychological response to the evaluation. On the other hand, Communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people (Horwitz, Horwitz, & Cope, 1986) as cited in (Aeni et al., 2017). Communication apprehension is the level of anxiety triggered by the real or anticipated communication act. Students' personality traits such as shyness, calmness, and aversion are considered frequent triggers of CA (Rayani et al.: 2016). This type of anxiety in learning a second language is derived from the learner's knowledge that they have difficulty understanding others and making themselves understood. Learners suffering from communication apprehension choose to keep silent in their English classes.

b. Fear of Negative Evaluation

A fear negative evaluation is a feeling of fear of being evaluated negatively, avoiding situations related to evaluation, and the expectation that others will evaluate negatively (Naser Oteir & Nijr Al-Otaibi, 2019a). In addition, fear of negative evaluation is avoidance of evaluative situations. This may also include avoidance of evaluative situations and the expectations that others might evaluate them negatively. It may also include the student's fear inside the English classroom where factors such as learning activities, teacher's methodology, and even peer pressure may contribute to novice language learners' anxieties.

c. Test Anxiety

Test anxiety was also related to the discussion of foreign language anxiety. test anxiety is an apprehension towards academic evaluation. It could be defined as a fear of falling in tests and an unpleasant experience held either consciously or unconsciously by learners in many situations (Naser Oteir & Nijr Al-Otaibi, 2019a). Test anxiety is a psychological condition in which people experience extreme distress and anxiety in testing situations. While many people experience some degree of stress and anxiety before and during exams, test anxiety can impair learning and hurt test performance. This type of fear is defined as an unpleasant feeling or emotional state that has both physiological and behavioral concomitants and that is experienced by the anxious learner when taking a formal test or other evaluative situations.

**D. Anxiety in Learning English**

Anxiety in learning English is a reaction or response that discourages students from learning. That is, students think negatively about their own ability to learn and the language itself so that it can make learning objectives not achieved. According to Brown (2001: 151) as cited

in (Sabbah, 2018) stated that a learner might be “wishy-washy” lacking this facilitative tension. Brown says that this may lead to another kind of anxiety, the debilitating anxiety or harmful anxiety in the sense that it gets in the way of learning. At the earliest stages, the language learner may experience a form of state anxiety, a transient apprehension experience. After the repeated occurrence of state anxiety, students came this is related to students' anxiety about the learning process in English. In addition, The fact that anxiety plays an important in learners“ learning a foreign language, yet, paying attention to the factors of learning should be taken into consideration (Indrianty, 2016).

It can be concluded that several variables related to psychology experienced by students such as anxiety and motivation are related to the focus of learning foreign languages so far. However, very little work needs to be done to find out their relationship with different schools regarding factors of students' anxiety in learning English. The existence of this study, the researchers know the level of student anxiety and the dominant factors that cause students' anxiety in learning English.

#### **E. Previous Study**

Some have conducted research related to Students' Anxiety in Learning English.

1. Rayani et al, (2016) “ Students' Anxiety in Learning English”. The purpose of this study was to provide strategies for students to reduce anxiety and find factors that cause anxiety in students in speaking English. The results of this study indicate that the strategies used by students in dealing with their anxiety are: Positive Thinking, Resignation, Peer seeking, Preparation, and Relaxation. In addition, the factors that cause students' anxiety in speaking English are fear of speaking inaccurately, fear of negative evaluation, and low speaking skills. This makes it difficult for students to achieve learning goals.

2. Ekalestari & Pasaribu, (2017) “ The Anxiety of Learning English “. The objective of this study is to analyze the level of anxiety of the students and to analyze the causes of the students' anxiety in learning English as a foreign language. This research is conducted on the 6th graders from elementary school in the Southern region of Saudi Arabia. Furthermore, in general, it can be concluded that the factors of the respondents' anxiety are feeling shameful of their friends for making mistakes and being afraid of making mistakes. In other words, they feel anxiety because of negative social evaluation.
3. Hidayati, (2018) “Student Language Anxiety in Learning English: Examining non-English Major Students in Rural Area“. The study aimed to investigate the level of language anxiety among non-English major students living in a rural area along with its perceived cause the factors such as the feeling of tension, apprehension, fearfulness, and worry in language class had been pointed to greatly influence learner's progress in mastering the language.
4. Rodiah & Islamiah, (2019) “ The Students' Anxiety Toward English Learning”. This research analyses the level of students' anxiety toward their learning English Achievement. The result of this research shows that most of the students who are "Anxious" level are 78% students, 19% students are in "Mildly anxious" level, those are from the 27 students. Although these students in the eighth grade of SMP Negeri 30 Banjarmasin school year 2018/2019 are having anxiety feelings. It can be a normal condition when many people are also feeling tense or nervous when they have to perform something in front of other people, especially teachers.
5. James et al., (2020) " English Language Anxiety ". This study was an attempt to raise awareness among educators of the English language in Malaysia about second language anxiety and promote coping strategies. The findings showed that the students had slight anxiety in terms of Fear of Negative Evaluation, Communication Apprehension,

and Test Anxiety; however, they were not very anxious when it comes to Anxiety in Basic English class. Students were aware of their English incompetency and did not mind attending more classes to improve themselves. If they were anxious about Basic English in general, they would not consider taking more language classes. Moreover, the participants are highly self-conscious of themselves when they speak English in front of their classmates due to feeling shy, and fearful and that they might be judged for their poor English competency. This study may contribute to the development of the students' basic language skills and inner self when experiencing English language anxiety. Also, they can learn to cope with English language anxiety by learning from the reported list of coping strategies. More participants can help to investigate the effectiveness of the coping strategies reported by the interviewees.

The similarity of this research with previous research is that the researcher is both looking for student anxiety in learning English. The difference between this study and the previous research above is that this study focuses more on the level of students' anxiety in learning English and the dominant factors that cause anxiety in learning English. The researcher have distributed questionnaires to students and interview students at SMPN 03 Mempawah Hilir in the Academic Year of 2021/2022.