

CHAPTER II

REVIEW OF RELATED RESEARCH FINDINGS

A. Previous related research findings

Asmawan in his study under the title “*Analisis Kesulitan Mahasiswa Dalam Menyusun Skripsi*” discussed the difficulties of students in completing the skripsi (thesis). The research problems were the factors that cause the length of students in completing the thesis, as well as solutions to overcome the problems of old students in completing the thesis. The respondents were accounting education students of the Faculty of Teaching and Education who took courses thesis and proved by the study plan (KRS). The research used purposive sampling technique. This was a qualitative research. Data collection techniques were documentation, interviews and observation. The triangulation technique used to validate the data. The research found several factors that hinder the completion of the thesis. The first factor was the inability of students in writing; the external factor was the difficulty in communicating with the supervisor. While supporting factors were the motivation, a supportive environment and management system.¹

Rismen in her research under the title “*Analisis Kesulitan Mahasiswa Dalam Penyelesaian Skripsi di Prodi Pendidikan Matematika Stkip Pgr*” described that Thesis is a final project that should be finished by students to reach bachelor degree. However, most of the students face some problems to finish it well, such as a long duration for thesis supervision. The aim of this research is to describe the difficulties during finishing their thesis and to identify the effectiveness of thesis supervision. This study is descriptive research which its participants were lecturers and students of

¹Asmawan , *Analisis Kesulitan Mahasiswa Dalam Menyusun Skripsi*, (Faculty of Teaching and Education: jambi, 2019)

Mathematic Department at STKIP PGRI Sumatera Barat. The technique of data collection was questionnaire. The data were analyzed using numerical count (frequencies and percentages). The results of research show that formula to process data is 61,54% and to describing the research result is 64,10%.²

Puspita in her research under the title "*Factors Affecting Students' Difficulties In Writing Thesis A Mixed-Methods Research at Eighth Semester of English Study Program in IAIN Curup*" describes about the factors that affect students' difficulties in writing thesis at English Study Program of IAIN Curup. The objectives of this research are to find the students' difficulties in writing thesis. In this study, the researcher used mixed-methods study. The population and the subject of this research were consisted of all students at TBI, which are the total number 49 students. In this study, the researcher took total sampling and the instrument used are questionnaire and interview. The questionnaire is also used to find the students' difficulties in writing thesis and the interview was used to find the factors that affect students' difficulties in writing thesis. The data showed significant finding (1) there are 82% or 40 students have difficulties in personality factors. (2) There are 83% or 41 students have difficulties in sociocultural factors. (3) There are 86% or 42 students have difficulties in linguistic factors. From the three factors, it is concluded that linguistic factor is the highest difficulties face by English students. The interview result showed that the first factor is personality factors. They were lack of confidence in deciding the thesis topic and in writing a proper literature review. The second, Sociocultural factors that covered in have an understanding about the culture

²Rismen, *Analisis Kesulitan Mahasiswa Dalam Penyelesaian Skripsi di Prodi Pendidikan Matematika Stkip PGRI* (Mathematic Department at STKIP PGRI: Sumatera Barat, 2018)

department of the university regarding the format of thesis writing. Finally, the third factor is linguistic factors. They were difficult in paraphrasing sentences from the source to the thesis writing.³

Based on the researches above, most of them use qualitative method and used interview as their instrument. Although the third of related finding used mix method as his instrument. He was focusing on writing students'. In this research, the researcher will focus on the students' anxiety what do make students of ninth semester still not yet already done on their skripsi. And the research will combine Nevid and Horwitz theory as a basic theory on this research.

B. Some Pertinent Ideas

1. The Nature of Language Anxiety

“Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object”.⁴ Brown states that anxiety is associated with feelings of uneasiness, frustration, self -doubt, apprehension, and worry. To put it in another word, anxiety can be generally associated with threats to self-efficacy and appraisals of situations as threatening. In addition, Gregersen on 2005 argues that learners who feel anxious in their foreign language learning may find their study less enjoyable. In case of the conducted studies on foreign language anxiety, a review of the literature has shown that foreign language anxiety is negatively related to foreign language learning. In the

³Puspita, *Factors Affecting Students' Difficulties In Writing Thesis A Mixed-Methods Research at Eighth Semester of English Study Program in IAIN Curup*, (Article repository IAIN Curup, 2006)

⁴Scovel, T. "The Effect of Affect on Foreign Language Learning: A Review of the Anxiety Research". *Language Learning*, Vol.28, No.1. (1991) p. 18

other words, students who feel anxiety will lose their self-confidence. They will have particular perception that assumes something as a big problem or difficult matter. The condition can lead them into certain level of frustration.

Psychologists make a distinction between three categories of anxiety: *trait anxiety*, *state anxiety*, and *situation-specific anxiety*. *Trait anxiety* is relatively stable personality characteristic, „a more permanent predisposition to be anxious“ .⁵ It is the general level of stress which is related to personality of the individual and character trait. *State anxiety* is a transient anxiety, a response to a particular anxiety-provoking stimulus such as an important test.⁶ It is characterized by a state of increasing emotions that turn up in response to fear or danger of a particular situation. The third category, *situation-specific anxiety*, refers to the persistent and multi-faceted nature of some anxieties. It is aroused by a specific type of situation or event such as public speaking, examinations, or class participation. It is related to personal tendency to become anxious in particular type of situation or context.

2. Types of Anxiety

Horwitz et al. considering language anxiety with relation to performance evaluation within academic and social contexts, describe a correlation between it and three related performance anxieties: (1) communication apprehension (CA); (2) test anxiety; (3) fear of negative evaluation. Due to its emphasis on interaction, the construct of communication apprehension is also relevant to the conceptualization of

⁵ Scovel, T. "*The Effect of Affect on Foreign Language Learning: A Review of the Anxiety Research*"(. *Language Learning*, 1978)p. 476

⁶ Horwitz, E. K., M. B Horwitz & J. A.Cope,. "*Foreign Language Classroom Anxiety*". (*Modern Language Journal*. Vol.70.) p 113

foreign language anxiety.⁷ These are the descriptions of the components.

a) Communication Apprehension (CA)

One of the most studied topics in the field of speech communication is the tendency on the part of some people to avoid, and even, fear, communicating orally. Horwitz et al. define communication apprehension (CA) as “a type of shyness characterized by fear or anxiety about communicating with people”. The condition appeared in speaking performance when the students were asked to speak in front of their friends. They were shy and cannot do their best. The feelings of shyness vary greatly from individual to individual, and from situation to situation. McCroskey and Bond found seven factors that could result in a quiet child (this can equally offer explanation of adult CA); (1) low intellectual skills, (2) speech skill deficiencies, (3) voluntary social introversion, (4) social alienation, (5) communication anxiety, (6) low social self-esteem, (7) ethnic/cultural divergence in communication norms. Those factors can lead to communication apprehension.⁸

McCroskey also asserts that individuals who, from early childhood, are greeted with negative reactions from others in response to their attempt to communicate develop a sense that staying quiet is more highly rewarded than talking. This can suggest, according to behaviourist learning methodology, that the negative reactions to learners’ errors by language

⁷ Horwitz, E. K., M. B Horwitz & J. A.Cope, “*Foreign Language Classroom Anxiety*”. (*Modern Language Journal*. Vol.70.) p. 127

⁸ McCroskey, J.C. *Oral Communication Apprehension : A Summary of Recent Theory and Research* “(*Human Communication Research*, Vol. 4 1997) p 217

instructors can reinforce their fear of making mistakes and future attempts to communicate. Children who receive a lot of early experience of talking are more likely to be less anxious than those who receive less opportunities of communication.

b) Test Anxiety

An understanding of test anxiety is also related to the discussion of foreign language anxiety. Horwitz et al. Explain test anxiety as a type of performance anxiety stemming from a fear of failure. Test anxiety is quite pervasive in language classrooms because of its continuous performance evaluative nature.

Unfortunately, highly anxious students, foreign/second language, require continual evaluation by the instructor – the only fluent speaker in the class Horwitz. It is also important to note that oral testing has the potential to provoke both test and oral communication anxiety simultaneously in susceptible students.⁹

c) 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; rather, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in the second/foreign language class.¹⁰ It can be broader since the factors that cause anxiety not only

⁹Horwitz, E. K., M. B Horwitz & J. A.Cope., *Foreign Language Classroom Anxiety*. (*Modern Language Journal*. Vol.70) p. 127

¹⁰Horwitz, E. K., M. B Horwitz & J. A.Cope., *Foreign Language Classroom Anxiety*. (*Modern Language Journal*. Vol.70) p. 127

teacher's evaluation but also the reaction of other students in the class.

In addition, individual differences in English classroom can be a catalyst for the existence of anxiety. Individual differences are psychological traits or chronic tendencies that convey a sense of consistency, internal causality and personal distinctiveness. Although the role of situations are acknowledged to play a role here, individual differences are considered to play an essential role in how people generally react across the situations they experienced. Alternatively, as Larsson has suggested, individual differences may affect behavior only when paired with situational conditions that cause stress. In other words, individual differences are related to the classroom competitiveness. The students tend to compare their own ability to their classmates with their own perception. It may cause stress when they have low estimation towards themselves comparing to the others.¹¹

3. Classifications of Anxiety

a) In Terms of Effects

In light of the effects, anxiety can be categorized into two kinds; facilitating anxiety and debilitating anxiety.¹² The former results in experiencing a moderate anxiety which can help and facilitate the learner's performance, and it can serve as a motivator leading to better performance. The latter is when there is severe anxiety which can be debilitating and significantly

¹¹Horwitz, E. K., M. B Horwitz & J. A.Cope,. *Foreign Language Classroom Anxiety*. (*Modern Language Journal*. Vol.70) p. 127

¹² Alpert, R., & R. Haber. *Anxiety in Academic Achievement Situations*". (*Journal of Abnormal and Social Psychology*, Vol.61).

hinders learners' performance through motivating them to assume an avoidance attitude and tend to escape from the learning task.¹³ In other words, facilitating anxiety makes learners do positive things to improve the situation while debilitating anxiety causes fear which leads to a negative impact.

These two types are referred to as helpful anxiety and harmful anxiety.¹⁴ For example, a student can become slightly anxious before a major exam; the slight anxiety felt can motivate the student to study for the exam and do better because of the time spent preparing for it. In contrast, high levels of anxiety may interfere with the student's ability to concentrate, process information, or remember information from long term memory. Under these circumstances, the student is less likely to do his or her best on the exam. In other words, facilitating anxiety makes people do positive things to improve the situation while debilitating anxiety causes fear which leads to a negative impact. Below the above mentioned types will be discussed further.

b) Facilitating Anxiety

The idea that anxiety works as a positive force in learning is widely and deeply held in the educational field. This positive force is referred to as 'facilitating anxiety'. 'Facilitating' is primarily defined as making something

¹³ Scovel, T. (1978). *The Effect of Affect on Foreign Language Learning: A Review of the Anxiety Research*". (*Language Learning*, Vol.28, No.1)

¹⁴ Oxford, R. L. *Anxiety and Language Learner: New Insights*. In J. Arnold (Ed.). *Affect in language learning*. (Cambridge: Cambridge University Press.1999)

easier and is considered to be an asset to performance .¹⁵

The facilitating side of anxiety encourages people to move on and people may not realize the presence of anxiety because they do not feel any tension.¹⁶ Brown in 1986 believes that foreign language anxiety could facilitate performance in some ways, such as keeping students alert. Bailey, shows that facilitating anxiety is one of the keys to success, and closely related to competitiveness.

c) Debilitating Anxiety

Debilitating anxiety has a negative impact on student's motivation and his/her preparation before and during exams, like waiting until the last minute to revise and prepare for a big test or exam, feeling more anxious and unprepared or arriving at a test late and having to answer all of the questions in time.¹⁷

Debilitating anxiety is harmful, related to dropping motivation, negative attitudes and beliefs, and language performance difficulties. Debilitating anxiety occurs when a student participates in oral reports, role-playing and other types of interactive activities. Moreover, frustrating experiences in listening, speaking, reading and writing also create harmful anxiety because the learning experiences are frequently incomprehensible or negative in

¹⁵ Williams, Kenneth E. *Is "Facilitating Anxiety" All in Your Head?* (Sophia Junior College Faculty Journal, Vol.28.p. 1)

¹⁶ MacIntyre, P. D. & R. C. Gardner. *Anxiety and Second Language Learning: Toward A Theoretical Clarification*". (Language Learning, Vol.39.p. 252)

¹⁷ Alpert, R., & R. Haber, *Anxiety in Academic Achievement Situations*. *Journal of Abnormal and Social Psychology*, Vol.61. p. 207

nature.

d) In Terms of Foreign-language-learning Perspective

A special kind of anxiety related to foreign language classes is the foreign language anxiety. The term '*foreign language anxiety*' was coined by Horwitz and Cope in 1986 to account for a specific anxiety that affects the learning of foreign language. Foreign language anxiety is generally considered as a type of situational or contextual anxiety that is specifically associated with foreign language situations.¹⁸

Foreign language anxiety is a situation-specific form of anxiety that does not appear to bear a strong relation to other forms of anxiety; it is related to the language-learning context. Thus when anxiety is limited to the language learning situation, it falls into the category of specific language reactions.¹⁹

4. Clinical Symptoms of Anxiety

Complaints often raised by people with anxiety disorders include the following:

1. Anxiety, worry, foreboding, fear of going to his own thoughts, irritability.
2. Feeling tense, uneasy, restless is easily startled.
3. Fear of being alone, afraid of crowds and crowds .
4. Sleep pattern disturbance, stressful dreams.
5. Impaired concentration and memory.

¹⁸ Horwitz, E. K., *Language Anxiety and Achievement, Annual Review of Applied Linguistics, Vol. 21. P. 144*

¹⁹ Horwitz, E. K., M. B Horwitz & J. A.Cope, *Foreign Language Classroom Anxiety. Modern Language Journal. Vol.70. p. 125*

Somatic complaints, such as pain in muscles and bones, hearing ringing (tinnitus), palpitations, shortness of breath, urinary disorders, headaches and so on.

5. Foreign Language Anxiety

Horwitz, et al in 1986 are the first to approach foreign language anxiety as a separate phenomenon specific to foreign language learning experience and they outlined its theoretical framework. They argue that although general anxiety plays an important role in the development of foreign language anxiety, this type of anxiety is different from all kinds of anxiety because it is a *"distinct complex of self perceptions, feelings and behaviours related to classroom language learning arising from the uniqueness of the language learning process."*²⁰ Gardner and MacIntyre describe the concept as apprehension experienced when a specific situation requires the use of a foreign language in which the individual is not fully proficient. They define it as *'the feeling of tension and apprehension specifically associated with language contexts, including speaking, listening and learning'*.²¹ It gives such a definition that foreign language anxiety is a type of situation-specific anxiety associated with attempts to learn a foreign language and communicate in it.

On the same track, Oxford states that *"language anxiety starts as transitory episodes of fear in a situation of performing in the language, it*

²⁰Horwitz, E. K., M. B Horwitz & J. A.Cope, *Foreign Language Classroom Anxiety. Modern Language Journal. Vol.70.*

²¹ MacIntyre, P. D. & R. C. Gardner. *The Subtle Effects of Language Anxiety on Cognitive Processing in the Second Language". Language Learning, Vol.44, No.2.*

*diminishes over time, . . . but if it does not decrease, it becomes a trait and will affect language learning pervasively.”*²²

Foreign language anxiety is distinct from state anxiety, which occurs within specific, temporary situations and fades away when the threat (or situation) disappears.²³ It is also distinct from trait anxiety, which is a permanent, individual difference. People with high levels of trait anxiety have a general tendency to become anxious in any situation . Thus according to Horwitz , foreign language anxiety is distinct from these types of anxiety and is classified as situation-specific anxiety. Hence, it belongs to a situation-specific anxiety; it is the fear or apprehension arising from the uniqueness of the language learning process; it is a complex of self- perception, beliefs, feelings, and behaviors related to classroom language learning.²⁴

6. Characteristics of Foreign Language Anxiety

Foreign language anxiety has been viewed as a particularly negative psychological factor in the language learning process by many researchers and academics who have studied its impact on learners. In some cases, language anxiety has actually been cited as *“possibly the affective factor that most pervasively obstructs the learning process.”* It is referred to as a wall-like barrier. On the other hand, if learners are relaxed and motivated, then this wall-like barrier will be lowered and the language input surrounding learners

²² Oxford, R. L. *Anxiety and Language Learner: New Insights*. In J. Arnold (Ed.). *Affect in language learning*. Cambridge: Cambridge University Press.

²³ MacIntyre, P. D. & R. C Gardner. *Methods And Results In The Study Of Anxiety And Language Learning: A Review of the Literature*". *Language Learning*, Vol.41, No.4. p. 90-91

²⁴ Horwitz, E. K., M. B Horwitz & J. A.Cope. *Foreign Language Classroom Anxiet. Modern Language Journal*. Vol.70. p. 125

will more likely be attended to and acquired (Arnold and Brown, 1999:8).²⁵

In the case of language anxiety, students in a language class may have negative thoughts that do not intrude on their work in other courses. Anxious students engage in rumination over poor performance that limits their ability to process information in foreign language situations. Thus, the students can be aware that only in language class do they experience difficulty. This leads to the differentiation of language anxiety from other forms of anxiety and to the isolation of its effects in the foreign language context.

Horwitz, et al., argue that foreign language anxiety can be related to three different forms of anxieties as components of foreign language anxiety; communication apprehension (the fear of communicating with other people), test anxiety (fear of exams, quizzes, and other assignments used to evaluate the students' performance), and fear of negative evaluation (the worry about how others view).

²⁵ Arnold, J., & H. D Brown. *A Map of the Terrain*. In J. Arnold (Ed.), *Affect in language learning*. Cambridge: Cambridge University Press. p. 8

C. Conceptual Framework

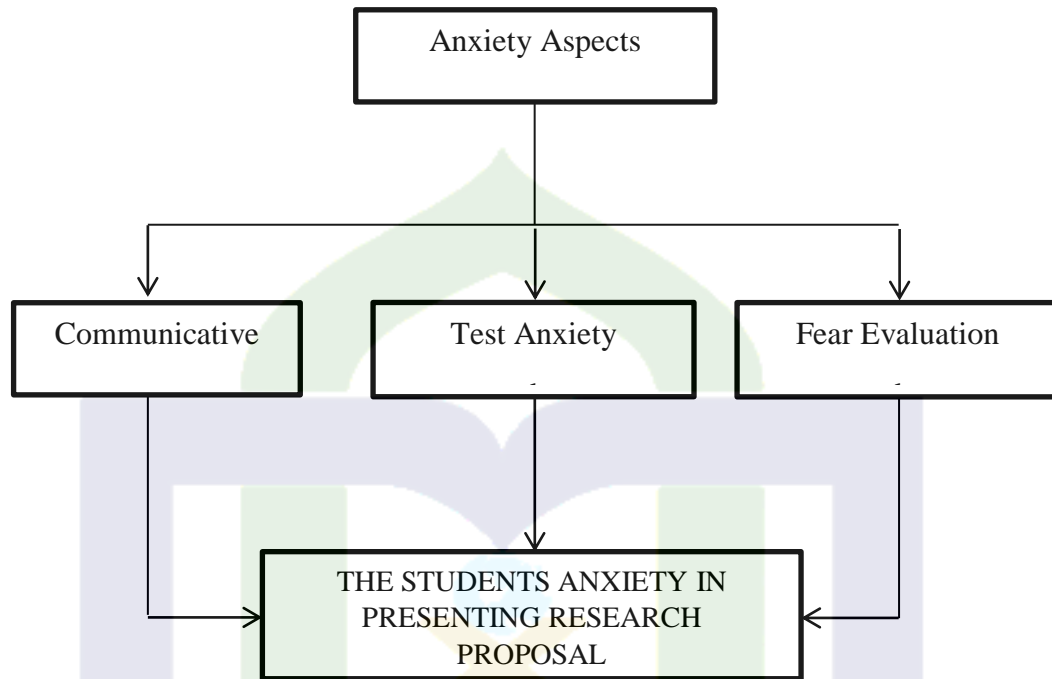


Figure 2.1 Conceptual Framework

The researcher focused on students' anxiety which regarding from the theory of Horwits which referred to communication, test anxiety and fear of evaluation. This research used quantitative approach for identifying the level of the anxiety based on the three aspects above. Identifying the level used questioner as instrument of the research.