



## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Definition and Concept of Anxiety in English Language Learning

Anxiety is defined as a feeling of unease, worry, or fretfulness over something that is happening or being done. The emotional, mental, and psychological aspects of abuse are linked to how it affects a person's perspective on thinking, feeling, or behaving differently.

In this case, the anxiety referred to is in learning, meaning some sort of discomfort, stress, or tension a student has when studying. This could be a result of many factors, such as high expectations from the school, fear of failing academically, lack of self-confidence in personal learning power, or an unfavorable environment for learning.

Le (2019) the negative effect may affect the learning aspect of students in so many ways, which include equal inability to: concentrate on the learning process, understanding of lessons, and even learning activities. This affects their general performance at school.

Doyle (2023) overcoming this is important because excessive anxiety will eventually hinder the students' development in understanding the material and feeling comfortable in the learning environment. In reducing anxiety in learning, efforts may involve supportive teaching approaches where there is a provision for emotional support to students in creating an inclusive and supportive learning environment.

#### 2.2 Types and Forms of Anxiety in English Language Learning

Alnuzaili & Uddin (2020) the concept of stress and, more specifically, language acquisition-related stress—for this study, English as a foreign language—is a variable that is bound to project interference in learning upon students and consequently in their academic achievement.

To address the first and second questions of this study, it was revealed that there are various types and forms of anxiety that arise in foreign language learning classrooms. Anxiety in learning a foreign language is an important issue that must be taken seriously to support foreign language learning. This is a complex mental phenomenon and cannot be attributed to a single specific reason, as it stems from various interrelated issues.

This anxiety comes in all forms and types; forms and types that impact specific areas of the learning process of a student. Based on previous literature, the following are some of the types and forms of anxiety commonly experienced by students to learn English :

### **2.2.1 Communication Anxiety**

Communication anxiety is defined as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (Hammick, et al, 2014, pp.302-310). This anxiety can manifest in various contexts, including interpersonal communication, group discussions, public speaking, and mediated communication.

Communication anxiety can significantly impact a person's ability to convey their thoughts and ideas effectively. Those experiencing high levels of communication anxiety might avoid situations where they need to communicate, which can hinder their personal, academic, and professional growth. The symptoms can range from mild nervousness to severe physical reactions, such as sweating, trembling, or a rapid heartbeat. This is the fear or discomfort one feels in communication through English. These forms of anxiety include:

#### **2.2.1.1 Feeling nervous when one has to speak in English:** All students often get jittery and diffident when they have to talk in English (Umisara, et al., 2021, pp.496-505).





2.2.1.2 Worrying over the mistake in communicating the intended information in English: It is common for learners to feel anxious due to grammatical errors or using the wrong words (ChegeNdumia & Kirimelreri, 2018, pp.5-13).

2.2.1.3 The fear that the person to whom one speaks will not make sense of what he or she is talking about deters communication (Aichhorn & Puck, 2017, pp.749-763).

2.2.1.4 Feeling embarrassed when speaking in English: Embarrassment and a lack of self-confidence are expected as a result of the avoidance by the students from speaking in English in English in public or groups. (Sultana &Jamin, 2021, pp.17-27).

## **2.2.2 Performance Anxiety**

Dacey, et al (2016) Adolescent and adult learners, they are more susceptible to negative attitudes and less confident in their oral performance. It is believed that adults have greater proficiency than children. Indeed, while FL learning in a young child may will not be importantly touched by affective factors like anxiety. They are great use in FL learning later on, in adolescence and adulthood. Mirawdali, Morrisey, & Ball (2018) performance anxiety is the concern for performance and the result of learning. These forms of anxiety include:

2.2.2.1 Stress over an English assignment, assignment, exam, or presentation: It is claimed that key assignments are anticipated as one of the most stressful events.

2.2.2.2 Aydin (2017) nervestyled because

of pressure to perform in an English assignment: What raises anxiety is having high expectations of performance.

2.2.2.3 Fear of failure to meet expectations in English language activities: One fears not being able to meet the standards or expectations set.





2.2.2.4 Feeling tense when having to communicate in conversation in English: This is anxiety felt during spontaneous conversation in English.

### **2.2.3 Test Anxiety**

Test anxiety is a specific form of performance anxiety characterized by severe distress and apprehension before, during, or after taking a test or exam. It is an overwhelming fear of failing or performing poorly, which can significantly affect an individual's ability to perform to their best ability (Zeidner, 1998, pp.3-27). These forms of anxiety include:

2.2.3.1 Feeling stressed when one is preparing for an English assessment or exam: For many students, the preparation phase for an exam is one of the major sources of anxiety.

2.2.3.2 Not able to focus during exams or when writing English tests: Difficulty in concentrating during exams due to nervousness.

2.2.3.3 Fear of seated English exams: The anticipation may cause a lot of anxiety about the exam.

2.2.3.4 Fear of performing badly in English examinations: Fears about examination results and overall grades

### **2.2.4 Fear of Assessment**

The fear of assessment is anxiety that deals with the process and results of learning assessment. According to Mirawdali, Morrissey, & Ball (2018), these forms of anxiety are:

2.2.4.1 Concern about being assessed for English skills by native speakers: Assessments by native speakers may bring along loads of fears.

2.2.4.2 Negative evaluations about English from others: It creates a fear of getting poor judgment from others.

2.2.4.3 Being anxious due to the thought that fellow learners judge your caliber badly: Peers' judgment can increase anxiety too.

2.2.4.4 The fear of bad judgment in speaking English: It can badly reduce your confidence in speaking.

### **2.2.5 Anxiety about Being Understood**

Understanding anxiety is a fear related to the ability to understand and master subject matter (Taschereau-Dumouchel, et al, 2022, pp.1322-1330). These forms of anxiety include:

2.2.5.1 Feeling overwhelmed when encountering unknown vocabulary in English: New or difficult vocabulary may cause anxiety.

2.2.5.2 Complex grammatical structures in English: Not able to grasp complicated grammar.

2.2.5.3 Problems with native speakers' speech flow: It is quite hard when a native speaker talks very fast.

2.2.5.4 Feeling annoyed when he or she can't work out what is being spoken in English: One might feel frustrated if he is not able to follow a conversation.

By knowing different types and forms of anxiety, it would be easy for educators to work out more effective teaching strategies and support students' psychological well-being. Thus, the present study is targeted at identifying forms of anxiety that students face while learning English, contributing to a deeper understanding of the psychological barriers to language learning, and at the same time recommending practical solutions that would help learners overcome these challenges.

## **2.3 Previous Studies**

Many studies prove that anxiety in English language learning can be a result of factors such as confusing instructions, peer ridicule, fear of making mistakes, and pressure from speaking in front of the class, much remains unknown about the finer details of student experiences in heterogeneous contexts of learning. For example, on the one hand, Brackett (2019) at research title “Permission to Feel: Unlocking the Power of Emotions to



Help Our Kids, Ourselves, and Our Society Thrive" in emphasizes teacher-related stressors and peer influence, while Lou & Noels (2020) in research title "Breaking the Vicious Cycle of Language Anxiety: Growth Language Mindsets Improve Lower-Competence ESL Students' Intercultural Interactions" focus on students' self-perceptions and outline the complexity of language acquisition; on the other, however, these works do not place much attention on demographic variations or specific educational settings but rather refer to class environments in general.

Fifth, while available literature points to anxiety playing a high level in students and that anxiety interferes negatively with the capacity to learn the language by such learners, focusing particularly on high school students in EFL classes—for instance, Chinese high schools—in-depth study of the way it applies expresses itself and differs across age groups, cultural background, and proficiency level is low.

Although it is noted that male students generally show higher anxiety scores than female students, the authors do not explore the reasons for this difference or possible interventions with pedagogical practices that may help minimize the gap.

This studies should attempt to fill these gaps: spelling out these factors in the most heterogeneous educational contexts, establishing the causes of gender differences in anxiety levels, and developing diverse



interventions for the reduction of anxiety toward language learning.

