CHAPTER II
LITERATURE REVIEW

A. Theoretical Framework

1. The Concept of Learning Achievement

In this research, the writer has two variables. They are students' anxiety as an independent variable and the students' achievement in learning English as dependent variable. In order to know about what exactly the variables in this study are, it needs to review some theories propose by experts. Firstly, the writer discusses about learning achievement and secondly will discuss about anxiety.

Learning is an activity that purposes to make a change of behavior, attitude, habit, knowledge, skill, etc as a result of individual experience of interaction with the environment. According Slavin in Brown, learning is a change in an individual caused by experience.[1] In line with Slavin, Pritchad states that learning is the process of gaining more knowledge or of learning how to do something.[2] It means that learning is the individual process of constructing understanding knowledge based on experience from studying something.

Reaching the knowledge is not like a magic, just once spell you get it. It needs a long-term process because learning involves time, efforts and energy to understand and comprehend the material become a new knowledge that can be applied in the real life as a skill. By learning

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[1] H. Douglas Brown. *Op.cit*. p. 7

[2] Alan Pritchard. *Ways for Learning: Learning Theories and Learning Styles in the Classroom*. (Canada: Routledge Taylor and Francis Group. 2009), p. 1

someone can think and act to solve the problem and of course can change his or her mind set about something. So, learning is the process of acquiring of knowledge and skill by doing some practice that can change the behavior of someone.

The result of learning can be seen by the achievement of someone in acquiring something. Based on the greenwood dictionary of education, achievement is the attainment of knowledge, competencies and higher level status, as may be reflected in grades, degrees and other forms of certification or public acknowledgement.[3] It means that the achievement of learning process is measured by the knowledge and skills that the learner has.

Alkin states that achievement refers to accomplishment and carries the connotation that accomplishments follow a period of study, training or practice.[4]

Meriam – Webster Collegiate Dictionary asserts that there are definitions about achievement:

   a. Achievement is the act of achieving, accomplishment

   b. (1.) Achievement is the result gained by efforts

       (2.) achievement is a great or heroic deed

   c. Achievement is the quality and the quantity of students' work[5]

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[3] Collins and O'Brien. *The Greenwood Dictionary of Education*. (London: Greenwood Press. 2003), p. 4
[4] M.C. Alkin. *Encyclopedia Education Research.* (New York: Macmillan Publishing Company. 1982), p. 1
[5] Webster N. *Webster's New International Dictionary. (*New York: Pan American Copyright Convention, 2004), p. 10

Based on some definitions about achievement above, the writer can conclude that achievement can be meant as the result achieved by the students in learning process. The learning achievement of students can be different. It depends on their ability in mastering knowledge that they have learned. Learning achievement is about how success the learner can master the materials of the learning object. In education or learning system, learning achievement has to be measured. Curriculum and syllabus in learning shows the general achievement called standard of competencies. It shows minimum target of learner which is explained by affective, cognitive, and psychomotor standard. In conclusion, learning achievement is target measured by competences of the learner in learning which is shown by score as a sign and score which is not a final expectation.

2. **The Concept of Learning English**

In school and in life, students face a diversity of circumstances that require language skills. For this reason, experience with a variety of reading, writing, listening and speaking activities in school can help learners acquire the skills they need to be successful. In learning English the students are demanded for mastering the four skills of English which are reading, listening, speaking and writing. Every skill has requirements that should be acquired by the students to get best result in English.

Reading and listening as the receptive skill have requirements that should be achieved by the students. Reading is the process to obtain understanding about text. It is an activity to find some information from some resources therefore can comprehend the meaning which is expected the writer. The resources have many forms, not only texts and books but also signs, diagrams, charts, and tabels. According to Lyle Bachman, reading, that is through which we can access worlds of ideas and feelings, as well as the knowledge on the ages and visions of the future[6]. It means that reading gives ideas and brilliant concepts to design the better life in the future. Also gives students get information about written materials and improve their knowledge and experience. Meanwhile focus or achievement expected on listening skill is that the comprehension mastery of individual linguistic units (phonemes, words, grammatical structures). Listening skill is essential for learning since teachers enable students to acquire insights and information and to achieve success in communicating with others.[7] Students can be taught to listen selectively for specific kinds of information, such as the main purpose, the themes, the details and any implications. Students' listening skills may be enhanced and tested by asking the questions about what they have heard, listener expectation, situation and context, and the topic.

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[6]H. Douglas Brown, *Language Assessment: Principle and Classroom Practices*. (USA: Longman, 2004), p . 185

[7] Wallace, Stariha, Walberg . Journal of Teaching speaking, listening and writing. (Australia: International academy of education . 2004), p.13

While speaking and writing as the productive skill, the students are expected to be able to communicate and to express their ideas in English through spoken and written language. The goal of speaking mastery is that the students are able to communicate by using the language learned fluently and accurately and the goal in writing is seen from the communication ability of the students to express language in the form of letters, symbols, or words. Speaking ability is the measurement of knowing language which involves mechanics (pronunciation, grammar, vocabulary); using the right words in the right order with the correct pronunciation. Paulston and Brunder said that speaking ability is taken to be the objectives of language teaching: the production of speaker competent to communicate in target language[8]. It means that, speaking is the form and the measurement of the successfulness in learning English. People will see your speaking ability rather than the other abilities because it is as the media of communication.

The students can express their thoughts and ideas by writing. Writing is the final product of several acts that are hugely challenging to learn simultaneously[9]. Making a piece of writing is not an easy job. There are some steps that should be considered by the students in writing process. Here is The five-step processes writing approach

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[8] Christiana Bratt Paulston and Mary Newton Brunder, *Teaching English as a Second Language: Techniques and Procedures.* (Massachusetts: Wintrhrop Publisher Inc,1976) p. 55

[9] *Ibid.,* p. 15

described by Donald Graves, he said that writing activity is begun by prewriting where the goal is to generate ideas, second is drafting which is the writer's first attempt to catch the ideas on paper. Third is revising which is a piece of writing is revised and reshape many times. Fourth is editing where it is the stage of graar, spelling and punctuation errors are corrected. Fifth is that publishing and sharing where the students' writing is published and shared to the audience.[10] These five steps help the students' in writing activity because by following those steps their writing would be systematic and understandable. In short, the students can be said success in learning English, if they can apply and use English fluently and accurately.

3. **The Factors Influencing Students' learning Achievement**

There are some factors influencing students' achievement. Suryabrata states that factors influencing students' achievement are factors that come from students' external and internal sides. External factors include environmental and instrumental factors, while internal factors cover psychology and physical factors.[11]

a. Internal factors

1. Health

If the students experience the healthy disease, such as headache, influenza, fever and so forth can make them are not

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[10] Jhonson. *Teaching reading and writing : a guidebook for tutoring and remediating students* (United Kingdom: Rowman and Littlefield Education,2008) p. 179-180

[11] Suryabrata S. *Pendidikan Belajar Mengajar di Perguruan Tinggi.* (Yogyakarta: Andi Offset, 1983), p. 8

interested in learning. In psychology, the trouble of disappointed feeling and mind can also influence the learning process.

2. Enthusiasm and motivation

The big enthusiasm in learning will make the learning process easier to be done. Motivation represents the child to do something in learning. Motivation come from the students' internal or come from environment.

3. Anxiety

Feeling worry, apprehension, nervousness felt by the students will affect to the students learning process. It comes from the psychology aspects of the students. When the students feel anxious in the classroom, of course, the learning process will be not running well which reflect to their achievement.

4. Learning habit

The habit of students in learning will affect to their achievement because the way he or she know about the learning strategy, the time management, place and learning facilities can give impact to their way of learning.

b. External factors

1. Family

The family situation can influence to the students success in learning. The economic status, the relationship between the

students and their parents, parents support, the education background of parents will influence how the parents give attention to their children in learning.

2. School

Place, school building, the teacher quality, classroom, classmate relation also give impact to the students learning process.

3. Society

If the students' society has a good education background, they can give encouragement and motivation to them to study hard.

4. Environment

House building, atmosphere, climate, the students' friends give a big influence in their learning achievement because environment is the place where the students spend their time for playing, learning, interacting and doing many things.

4. How to Measure the Students' Learning Achievement

To see the successfulness of learning, it can be seen at the end of learning in the achievement of the students as the result. According to Hornby, achievement is something done successfully with an effort and skill.[12] It means that the students' effort and skill can determine their success in learning. In other words, to measure the students' achievement in English subject, they should be given a test which is

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[12] Hornby. *Op.cit*. p. 8

conducted by the teacher. Brown says that a test is a method of measuring a person's ability or knowledge in a given domain.[13] Thus, by giving a test, the teacher will know whether his teaching is success or not. From the statement above, the writer concludes that a test is necessarily given to the students to see their achievement in mastering English.

In order to know the students' achievement in learning English, the writer will take the documentation of their score which took from the last examination from the English teacher of the first year at MA Al-Qasimiyah Sorek Satu Pelalawan. This documentation has been match and based on the school based curriculum as the guidance of teaching and learning English process which covers in four language skills. In school based curriculum, the purpose of learning English in Senior High School is that the students are able to achieve the informational level which is accessing the knowledge by using the language[14]. It means that the students should master the four language skills are those listening, speaking, reading and writing to communicate in English.

5. **The Concept of Affective Factors**

Cognitive domain, affective domain, and psychomotor domain are essential issues in the language learning process. Affective domain refers to emotion and feeling. According to Arnold, affect is

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[13]H. Douglas Brown. *Language Assessment: Principles and Classroom Practices.* (New York: Longman, 2004), p. 3

[14] Badan Standar Nasional Pendidikan, *Loc.cit*

considered by as aspects of emotion, feeling, mood or attitude which condition behavior.[15] It is considered as the emotional side of human behavior.

An understanding of affective factors can lead to more effective language learning because it has an important impact on students' ESL/EFL learning. Storn noted that "the affective component contributes at least as much and often more to language learning than cognitive skills".[16] So that it is important to understand the students' feelings and know more about these factors.

a. Self-Esteem

Self-esteem is considered as one of the crucial affective factors because success or failure of a person depends mostly on the degree of one's self-esteem. According to Coopersmith, "Self-Esteem is a personal judgment of worthiness that is expressed in attitudes that individuals hold towards themselves.[17] It means that the sense of self-esteem comes from the accumulation of experiences with themselves and with others around them.

b. Self-Efficacy

According to Bandura, "Self-Efficacy refers to beliefs in one's capabilities to organize and execute the courses of action

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[15] Arnold. *Affect in Language Learning.* (New York: Cambridge University Press, 1994), p. 1

[16] Al-Hattab. *Self Esteemand Writing Achievement of Saudi EFL Students in Secondary Schools.* (Saudi Arabia: A Thesis, 2006), p. 16

[17] Brown. *Op.cit.* p. 154

required to produce given attainments."[18] It means that if the learners feel capable of doing task and believe in themselves, they might be success in learning the language.

c. Inhibition

Learners are often inhibited about trying to say things in foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts. Those all are related to the inhibition case. Inhibition prevents people from expressing themselves freely and comfortably.

d. Risk Taking

Risk taking is an important characteristic of successful learning of a second language. The learners have to be able to gamble a bit, to be willing to try out hunches about the language and take the risk of being wrong.[19] A learner who has a good sense in risk taking without fear if he will look like a silly person, will get more successful in second language classroom.

e. Anxiety

The feeling of apprehension, worry, nervous and fear of making mistakes in foreign language classroom will give impact to the foreign language acquisition which will reflect to the learner's

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[18] M Kay Alderman. *Motivation for Achievement. 2nd Ed*. (New Jersey:Lawrence Erlbaum Association, 2004), p. 69
[19] Brown. *Op.cit.* p. 160

achievement. Anxiety plays an important role in acquiring the second or foreign language. It can be harmful or helpful.

f. Motivation

Motivation is a key of learning. It takes an important role in every human being for reaching or getting something. According Keller, "Motivation is the choices people make as to what experiences or goal they will approach or avoid, and the degree of effort they will exert in that respect.[20] Without motivation, the learners will not get the goal of learning. This feeling of motivation depends on the teacher's ability to maintain the interest in the classroom.

6. The Concept of Anxiety

There are various factors affecting the learning of a foreign language, especially English, such as intelligence, motivation, attitude, age, gender, personality, anxiety and so forth. Language acquisition should be achieved naturally, but learning a foreign language in the classroom for most students is full of challenges. One of the known challenges comes from the learners' affective factor, i.e., anxiety. Spielberger defined anxiety as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system".[21] It means that anxiety as the worry

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[20] Brown. *Op.cit.* p. 168-169

[21] Horwitz, Horwitz and Cope. "Foreign Language Classroom Anxiety." *The Modern Language Journal, Vol. 70.* Blackwell Publishing on behalf of the National Federation of Modern Language Teachers Associations. 1986. p 125

and negative emotional reaction aroused when learning a foreign language.

A similar definition of anxiety is defined by Hilgard, anxiety is a psychological construct that is described as a state of apprehension, a vague fear that is only indirectly with an object.[22] In line with Spielberger and Hilgard, Santrock states that anxiety is feelings of apprehension.[23]

Based on the some definitions above, the writer can conclude that anxiety is the one of the psychological factors influencing the students in learning English as a foreign language that is associated with feelings uneasiness, worry, self-doubt and apprehension. Brown states that there are three components of language anxiety that have been identified in order to break down the construct into researchable issues:

1. Communication apprehension, arising from learners' inability to adequately express mature thoughts and ideas

2. Fear of negative social evaluation, arising from learners' need to make a positive social impression on others

3. Test anxiety or apprehension over academic evaluation.[24]

Language anxiety is the feeling of tension and apprehension specifically in foreign language contexts, including speaking, writing,

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[22] Lucas and Miraflores, Go. "English Language Learning Anxiety among Foreign Language Learners in the Philippines." *Phillipine ESL. Journal, Vol. 7* July 2011, p. 97

[23] Santrock. *Psikologi Pendidikan 2nd Ed.* (Jakarta: McGraw-Hill Company. 2004), p. 529

[24] Brown. *Op.cit.* p. 162

listening and reading. It has been estimated approximately one-third of students learning foreign language experience some type of foreign language anxiety.[25] Moreover they have difficulty in concentrating, become forgetful, sweat, and have palpitations. These responses can drastically hinder an individual's ability to perform well and negatively affects their social emotional and behavioral development and feelings about themselves and school.

Anxiety is measured by using the Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz et al. Horwitz and his colleagues made a unique contribution to the identification of the scope of foreign language anxiety by developing this systematic questionnaire. It consists of 33-items which are categorized by the causes of anxiety that may be prevalent among foreign language learners of English. The items presented are reflective of communication apprehension, test-anxiety, and fear of negative evaluation. He suggested that significant foreign language anxiety is experienced by many learners in response to at least some aspects of foreign language learning. This concept has been examined and used by several studies on language anxiety (Aida, 1994; Cheng 1998; Liu, 2006; Saito, Garza & Horwitz, 1999; Yan, 1998).

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[25] Horwitz. *Op.cit*. p. 126

7. Anxiety-provoking Sources

According to Horwitz et al, they identify three related foreign language anxiety-provoking sources. They are communication apprehension, test anxiety, and fear of negative evaluation.[26]

1. Communication apprehension refers to the individual's discomfort in talking in front of others. It can be manifested in terms of difficulty in speaking in groups (oral communication anxiety) or in public which is inability to express oneself fully or to understand what another person says that can lead to frustration and apprehension, or in listening comprehension and word production.

2. Test anxiety is about the fear of exams, quizzes, and other assignments used to evaluate students' performances. Students who are test-anxious in foreign language class probably experience considerable difficulty since tests and quizzes are frequent and even the brightest and most pre-pared students often make errors. Oral tests have the potential of provoking both test- and oral communication anxiety simultaneously in susceptible students.

3. The fear of negative evaluation refers to the apprehension about others' evaluation, avoidance of evaluative situations and the expectation that others would evaluate someone negatively.

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[26] Lamy and Hampel. *Online Communication in Language Learning and Teaching*. (New York: Palgrave Macmillan, 2007), p. 79

Young categorizes anxiety-provoking sources into three groups: learner-related, instructor-related, and instructional practice-related.[27] He points out that speaking or giving a presentation in front of the class is an in-class activity producing high level of anxiety. Young found that the main causes of anxiety are caused by low self-esteem, competitiveness, situation-specific anxiety or personality characteristics, lack of group membership, over explicit error correction, speaking English in front of the class, little declarative (explicit) knowledge, lack of class preparation, uneven allocation of turns. [28] It means that the causes of anxiety can come from the learner's self and the environment.

Darajad in Mulyani says that some factors that cause anxiety are those:

1. Anxiety is found because people look and know there is danger to them

2. Anxiety is like illness and it is locked in some form and no relation to afraid that influence themselves

3. Anxiety because fell making mistake in doing something that is apposed with themselves.[29]

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[27] Kun-Huei Wu. " The Relationship between Language Learners' Anxiety and Learning Strategy in The CLT Classrooms." *International Education Studies, Vol. 3*, No.1, 2010. p. 175

[28] Shu-Feng Tseng. "The Factors Cause Language Anxiety for ESL/EFL Learners in Learning Speaking." *An Interdisciplinary Journal 63*, 2012, p. 77

[29] Mulyani. "The Correlation between Students Anxiety Level and Their Speaking Ability at the Second Year of Senior High School 1Enok Indragiri Hilir Regency." (Pekanbaru: Unpublished Paper, 2011), p. 20

Ellis in Sasson relates to anxiety as result due to the following factors:

1. Learners' competitive natures

2. Teacher's questions are threatening

3. Lack of a relaxed second language environment.[30]

8. Types of Anxiety

Anxiety may negatively affect students' self-esteem, self-confidence, and ultimately prevent proficiency in language acquisition. According to Spielberger, typically, there are three types of anxiety. They are trait anxiety, state anxiety and situation-specific anxiety. [31]

1. Trait anxiety is a permanent predisposition to be anxious. Some people are predictably and generally anxious about many things. It is almost same as fear and it can make ability of people to overcome the resources is lost.

2. State anxiety occurs as an emotional reaction to the current situations. It is experienced in relation to some particular event or act.

3. Situation-Specific anxiety is caused by specific situation or event such as public speaking, examinations or recitations.

Although anxiety may result in negative effects on language learning, it is also believed that anxiety could motivate language learning. Alpert and Haber in Brown distinguish harmful and helpful

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[30] Mulyani. *Loc.cit.*

[31]Zeidner. *Test Anxiety the State of the Art*. (New York: Kluwer Academic Publishers, 1998), p. 17-18

anxiety as facilitative and debilitative anxiety. Facilitative anxiety is seen as a drive to improve performance. Debilitative anxiety, on the contrary, hinders the students' achievement. [32] It means that, it is important to know how to control the anxiety of ourselves.

Another categorization of anxiety was presented by Leary:

1. Mediated responses ; when a learner plays with his pen or hair and not steady in his seat or his voice quavers when he speaks.

2. Unaffiliated behavior; when a student avoids participation and sits quietly or to be reluctant to answer or avoids eyes contact with the teacher.

3. Image-protection; when a student smiles or nods his head without interest while listening, gives a brief answer or may laugh to show others he is interested in the conversation.[33]

A number of studies have shown that language anxiety brings out potential negative effects on academic achievement, such as communication skills, oral proficiency, reading comprehension, listening skill and writing skill. It is important for teachers and educators to create a less threatening environment in which language learners may learn more efficiently.

9. Treatment of Anxiety

Based on the definition of anxiety above, anxiety is feeling apprehension, nervous, worry or panic. As a teacher, we should know

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[32] Brown. *Loc.cit*
[33] Al-Hattab. *Op.cit.* p. 18

how to reduce the anxious feeling of our students in order to make them relaxed when they are learning English. Here are some treatments or ways to reduce anxiety.

1. The students can be helped to understand what anxiety is and what their own anxiety level is by using such ways as filling an anxiety table or writing journals to discuss their anxiety so that students can learn recognize feelings in adequacy so they may arrive at more realistic expectation

2. A friendly and active classroom atmosphere could be established so that students may feel relaxed. The teacher can give humor during learning process, so the students are encouraged to perform in their own way without worrying about negative social evaluation. Their anxiety is relieved and they are more likely to take risks in learning rather than being inhabited.

3. Opportunities for oral communication could be provided through teaching techniques which can maximize and optimize communication skills to propel students to do their best.

4. Proper feedbacks could be given by both teachers and peers.

5. Students' confidence need to be nurtured and protected.[34]

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[34] M Kay Alderman. *Op.cit.* p. 99

10. The Correlation between Students' Anxiety and Their Achievement in Learning English

The concept of anxiety is given particular emphasis as Krashen claims that there is a consistent relationship between various forms of anxiety and language proficiency in both formal and informal context. According Gardner, he concludes that it is precisely the context that is relevant to the construct of anxiety. Thus, it is anxiety in the language learning context that is related to target language achievement:

> "there does not appear to be much justifications to conclude that in general anxious individuals are less successful than non-anxious ones in acquiring a second language, but rather that individuals who become anxious in the second language learning will be less successful than those who do not."[35]

Based on the explanation above, the writer can conclude that there is a negative relationship between students' anxiety and their achievement in learning English. The increasing of students' anxiety will decrease the students' achievement in learning English. In testing situation, the students with high level of anxiety focus on themselves, worrying about the outcome and spending less time focusing on the task, resulting in poorer performance. High anxiety students have deficits in several study habit areas, such as judging whether they are ready for an examination, organizing information into more meaningful patterns, classroom disruptions and students' own worry.

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[35] McCuiston and Spellerberg. *When Words doesn't Come Easy – An Investigation of Factors involved in the acquisition of English as a Third Language in Denmark and Greenland.* MA thesis. Roskilde University, 2006. p. 34

The high anxiety students need study and organization skills to overcome these deficits.

B. The Relevant Research

As a matter of fact, there are several studies as conducted by some researchers which are relevant to this research:

1. A research from Mulyani

   In 2011, Mulyani conducted a research entitled "The Correlation between Students' Anxiety Level and Their Speaking Ability at the Second Year of Senior High School 1 Enok Indragiri Hilir Regency" where the research design was a correlational research. She found that the anxiety level of the second year students at SMAN 1 Enok is categorized into moderate level. So she concluded that the higher students' anxiety level, the lower students' ability of speaking English and the lower students' anxiety level, the higher students' ability of speaking English.

2. Kun-Huei Wu

   In 2009, Wu conducted a correlational research at Aletheia University in Taiwan entitled "The Relationship between language learners' anxiety and learning strategy in the CLT Classrooms." He found that both teachers and students hold positive attitudes toward CLT, in spite of reservations. So he concluded that the impact of anxiety-provoking causes should be taken into consideration. It is the teachers' duty to

create a less threatening atmosphere, to motivate, and to strengthen student confidence.

C. The Operational Concept

The operational concept is a concept as a guidance that is used to avoid missunderstanding used scientifically in this research. There are two variables used in this research.

They are: Variable X is the students' anxiety

Variable Y is the students' achievement in learning English

Variable X is independent variable. The indicators are:

1. Communication apprehension

    a. The students are fear to express their thoughts and ideas.

    b. The students cannot understand what another person says or in listening comprehension and word production.

2. Test anxiety

    a. The students are worried about the English examination.

    b. The students are fear of exams or assignments used to evaluate the students' performances.

3. The fear of negative evaluation

    a. The students need to make a positive social impression on others.

    b. The students are thought that their friends are better than them.

Variable Y is dependent variable. The indicators are:

1	Listening	1. Understanding the meaning of transactional and interpersonal conversation in daily life context 2. Understanding the meaning of functional and monologue text of recount, narrative and procedure in daily life context
2	Speaking	1. Express the meaning of transactional and interpersonal conversation in daily life context. 2. Express the meaning in short functional and monologue text in form of recount, narrative and procedure in daily life context
3	Reading	1. Understand the meaning of functional text and simple essei of recount, narrative, and procedure in daily life context
4	Writing	1. Express the meaning in the funtional text which are recount, narrative and procedure text in daily life context

D. The Assumptions and Hypothesis

1. Assumptions

In this research, the writer assumes that:

1. The students' anxiety is various

2. The students' achievement in learning English is various

3. The individual differences might make different achievement

2. Hypothesis

H_o : There is no significant correlation between students' anxiety and their achievement in learning English of the first year at MA AL-Qasimiyah Sorek Satu Pelalawan

H_a : There is a significant negative correlation between students' anxiety and their achievement in learning English of the first year at MA AL-Qasimiyah Sorek Satu Pelalawa