

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Theoretical Framework**

##### **2.1.1. Definition of Anxiety**

Anxiety is a tense, fearful state that arises naturally in response to a perceived threat. That implies that when someone threatens them, individuals will naturally feel anxious. There are many different types and sizes of anxiety disorders (Muskin, 2021). With some types, someone or people may feel anxious or keyed up most of the time, often without being able to say why. Anxiety affects our view of the world, and how we move around, how we regard others, how we perceive the inside of our bodies (Salecl, 2004). Genetic, hormonal, and environmental influences, as well as other variables, can all contribute to this anxiety disease (Griez et al., 2001; Hajar, 2017; Halaj et al., 2023; Nevid, 2005; Peplau, 1987; Salecl, 2004). Treatment for anxiety disorders is advised for significant distress or problems like secondary depression or suicidal thoughts (Bandelow et al., 2017, p. 95) but not for moderate, transitory symptoms that do not impair social or occupational functioning.

A tense, apprehensive mood brought on by imagined threats is called anxiety. It influences our behavior, perception of our bodies, and worldview. Environmental, hormonal, and genetic factors influence anxiety. Treatment is advised for severe distress or issues such as depression or thoughts of suicide but not for mild symptoms that do not interfere with social or professional functioning.

##### **2.1.2. Types of Anxiety**

To find out the difference between Michele's anxiety and other types of anxiety, here are the theories used by this study from several types of anxiety.

### **2.1.2.1. Generalized Anxiety Disorder**

Generalized anxiety disorder (GAD) is chronic anxiety that a person cannot control. According to Hazlett (2008) generalized anxiety disorder is a chronic anxiety condition characterized by excessive and uncontrollable worry and associated somatic symptoms and involves diffuse anxiety in the absence of a specific feared object, class of stimuli, or situation. For example, a good student might worry incessantly about grades (Foa & Andrews, 2006).

The onset of generalized anxiety disorder can be due to unwanted experiences such as aversive images, physiological arousal, future bad events or outcomes, intense painful emotion-related trauma, social and interpersonal factors, and genetics (Foa & Andrews, 2006). At this time, generalized anxiety disorder sufferers can do treatment by doing cognitive behavioral therapy. With this therapy, a sufferer will be directed or helped by using other mindsets in responding to anxiety so that they do not feel excessive worry.

The symptoms of Generalized Anxiety Disorder, a persistent anxiety disorder, are uncontrollable and marked by excessive worry. Unwanted experiences, physical arousal, unfavorable future occurrences, and emotional trauma can all set it off. Cognitive behavioral therapy is a way to treat generalized anxiety disorder (Griez et al., 2001). It assists patients in changing the way they think about themselves to control their anxiety.

The symptoms of generalized anxiety disorder, a persistent anxiety disorder, include physical symptoms and excessive worry. Unwanted experiences, physical arousal, upcoming traumatic events, emotional trauma, societal variables, and heredity can all operate as triggers. GAD patients can alter their perspectives and learn appropriate coping mechanisms for anxiety by undergoing cognitive behavioral treatment. Patients can better manage their stress and enhance their general well-being by using cognitive behavioral therapy.

### **2.1.2.2. Panic Disorder**

Panic is a typical attitude or feeling that occurs in humans. While Panic disorder is extreme anxiety experienced by a person on a regular basis, panic disorder often occurs without any real explanation why the panic attacks (Gafaranga, 2023). Panic attacks are an exaggerated physical reaction to fear.

Typical symptoms include dyspnea, palpitations, chest pain or discomfort, choking or smothering sensations, dizziness, vertigo or unsteady feelings, feelings of unreality, paresthesia, hot and cold flashes, sweating, faintness, trembling or shaking and fear of dying, losing control or going crazy (Judd et al., 1980). Panic disorder can be caused by unpleasant experiences in childhood and even the death of the closest person. Treatment done to relieve panic is the same as GAD, namely by psychotherapy or cognitive-behavioral therapy (Griez et al., 2001). This therapy helps patients to be more able to take control of the panic that is being felt. One strategy that is often used is relaxation.

Frequent panic episodes, frequently without cause, are the hallmarks of panic disorder, an anxiety illness. Chest discomfort, palpitations, dyspnea, and unreality are some symptoms. Like the generalized anxiety disorder (GAD), panic disorder is treated with psychotherapy or cognitive-behavioral treatment, which frequently incorporates relaxation techniques. Panic disorder is brought on by events that occurred in childhood or by death. Patients who receive treatment can manage their panic.

### **2.1.2.3. Social Anxiety**

Social anxiety disorder or social phobia is a condition in which a person feels uncomfortable in the social sphere. According to Foa and Andrews (2006), When a person experiences social anxiety, they are afraid of new people or that others might scrutinize them. This worry can cause them great anguish or make it difficult for them to go about their daily lives and maintain connections.

Social anxiety also arises not because of shame, nervousness, or even a person's imagination of a condition. It is an actual illness with biological underpinnings, and it causes such intense fear in social situations that it can severely limit a person's life (Foa & Andrews, 2006). The symptoms that appear when their anxiety is extreme condition are a racing heart, stomachaches, diarrhea, and tense, tight muscles (Blyth & Glatzer, 2005).

People with social anxiety disorder suffer significantly from their dread of being inspected by others, which makes day-to-day living extremely tough. This disease, which has biological roots, can drastically shorten a person's life and cause symptoms, including diarrhea, cramping in the muscles, racing heart, and stomachaches. It is a legitimate disease with biological roots.

#### **2.1.2.4. Specific Phobias**

Excessive phobia of certain animals, objects, or situations is called specific phobia, and the phobias are irrational (Merckelbach & Muris, 2001) People with specific phobias realize that their fear of something is irrational. When someone has a specific phobia, their dread is disproportionate to the real threat that the object or circumstance poses (Nilsson et al., 2023). An example of this phobia is a teenager with a dog phobia who avoids going to the houses of friends and family who own dogs.

The exact causes of specific phobias are not fully understood but still involve several factors such as living environment, individual experiences (Nilsson et al., 2023), and genetics (Merckelbach & Muris, 2001). In addition, specific phobia is a type of anxiety that is often encountered. Specific phobia among adults was higher for females, 45.5%, than for males, 29.2% (Castellaanos et al., 2022). A variety of therapies are available to help people overcome their anxieties as a means of treating specific phobias.

A specific phobia is an unreasonable fear of specific things, people, or animals, causing terror out of proportion to the danger. Specific phobia is common in adults, and previous research shows that females are more affected.

#### **2.1.2.5. Separation Anxiety Disorder**

Separation anxiety is a normal part of development in children. Separation anxiety disorder (SAD) is characterized by excessive fear or anxiety concerning separation from home or close attachment figures (American Psychiatric Association, 2013) However, when it becomes extreme and interferes with age-appropriate behavior, it can be classified as separation anxiety disorder. (Schiele et al., 2020).

To manage separation anxiety, recognize their fears, establish routines, maintain consistency, honor commitments, and provide clear information. Besides that, praise older kids, encourage them, and avoid them. Contact a doctor or mental health specialist for treatment programs, early detection, medication, and psychotherapy information. (Bandelow et al., 2017).

Children's separation anxiety can be a typical developmental problem, but it can be controlled by acknowledging anxieties, establishing routines, keeping promises, giving clear instructions, and getting medical attention.

#### **2.1.2.6. Post-Traumatic Stress Disorder (PTSD)**

Painful experiences in the past, such as accidents, the victim of childhood sexual abuse, witnessing a murder (Foa & Andrews, 2006), physical abuse, or bullying at school (Daniunaite et al., 2021) can be the reason why someone has post-traumatic stress Disorder or also called PTSD. PTSD is an anxiety disorder that might develop after going through a traumatic event in someone's life (Daniunaite et al., 2021).

The beginning of PTSD occurred during the First World War when soldiers were severely traumatized by what they often saw, heard, and did during the war. In the book entitled *PTSD in Children and*

*Adolescent*, Spencer mentions that one could argue that World War I, when soldiers were subjected to unparalleled levels of death and destruction regularly, marked the beginning of the current period of traumatic studies. Characteristics or signs that often appear due to PTSD include difficulty falling asleep, increased irritability, constant vigilance, or an exaggerated response when startled (Foa & Andrews, 2006).

Post-traumatic Stress Disorder or PTSD can be caused by the experience of the patient and can cause quite serious symptoms. To cure this anxiety, sufferers must do an examination through a psychiatrist with therapeutic methods.

#### **2.1.2.7. Obsessive Compulsive Disorder (OCD)**

Obsessive-compulsive disorder, or OCD, consists of two keywords: obsessive and compulsive. OCD is a common, chronic, and disabling disorder characterized by obsessions and compulsions (Sasson et al., 2001). Obsessions are usually thought of as ideas that dominate and limit the possibility of new experiences, bringing about a revision in thinking (Peplau, 1987) and compulsive provide a way of managing dominant thoughts that are neither acceptable nor avoidable are most often what can be observed (Peplau, 1987). It means obsessive and compulsive are seen together.

Everyone who has OCD has a different obsession or habit that is repeated repeatedly. For example, someone who is obsessed with cleanliness, making sure things are in place, washing hands, repeating actions a set number of times, even against the accumulation of items that are not used so that they look filthy. For a clear example, when a person sees an object that does not match the location (the item facing backward should be forward), then the person with OCD will justify the position of the item with his hands. In this act, it is shown that obsession controls the mind, and compulsiveness controls the action. Obsessive thoughts and compulsive acts are a matter of degree (Peplau, 1987).

Obsessive Compulsive Disorder can control a person's thoughts and treatment of what is an obsession for the sufferer. It is crucial to keep in mind that the compulsive act is an adaptation from what the patient thought.

### **2.1.3. Levels of Anxiety**

Anxiety level refers to the degree of anxiety experienced by an individual, which can range from mild to severe and debilitating. Peplau (1987) developed a model describing four levels of anxiety including mild, moderate, severe, and panic. Based on the results of Saddik et al., (2020) conducted research on 1485 participants, there were 23.3% of students at the level of mild anxiety, 9.6% at the level of moderate anxiety, and 10.2% at the level of severe anxiety. Here are the differences between the four levels of anxiety based on Peplau's theory.

Mild anxiety is a relatively low level of anxiety. However, mild anxiety can affect a person's emotions, relationships, social skills, and performance at work or school (Peplau, 1987). The symptoms experienced by patients who are at this level are almost similar to the symptoms experienced by patients who have social anxiety, such as nervousness and shyness (Hull & Dash, 2022). However, someone who is at the level of mild anxiety usually appears with no confidence when in public spaces. If these symptoms appear since childhood and are not treated immediately, it can get worse.

Second, moderate anxiety is a level 2 anxiety that can involve symptoms more often than mild anxiety. Although symptoms of this level appear more often than mild anxiety, this does not make sufferers feel difficulty in carrying out their daily lives and fulfilling their responsibilities (Griez et al., 2001). Examples of these symptoms include feeling restless, having difficulty controlling themselves when worrying about something, or even being unable to relax on almost significant days of the week (Hull & Dash, 2022). However, the thing that must still be considered is that this level of anxiety still cannot be ignored because, after

all, it is important to pay attention to its development. Someone at this level may take the worst possible way to overcome their anxiety and may worsen the symptoms.

The third level of anxiety is severe, that is where symptoms that weaken self-defense begin to appear. People with severe anxiety typically score higher on scales of distress and lower on functioning (Hull & Dash, 2022). Symptoms arising from severe anxiety are not only physical in the form of headaches and stomachs, the body trembles and urinates frequently. However, the symptoms caused can also have an impact on behavior such as difficulty concentrating (Almokhtar et al., 2019).

The fourth level of anxiety is the highest level of anxiety or the level of panic. This anxiety is characterized by panic attacks that come frequently, repeatedly, and unexpectedly. Usually, panic attacks can last for 10 minutes and occur unexpectedly, anywhere and anytime (Hull & Dash, 2022). Panic attacks can be triggered because the level of stress experienced is very high and sensitive to negative emotions (Gafaranga, 2023). Anxiety levels at this level can cause a heartbeat that beats faster than usual, feelings of fear of death, loss of consciousness, or fainting (Blyth & Glatzer, 2005). Consulting with a doctor is the right choice.

A person must have treatment or not, depending on the level of anxiety he/she has. If the symptoms are experienced, such as symptoms at the level of severe or panic, then the patient should try to see a psychiatrist so that they can get treatment according to what type of anxiety the patient has.

Of all the types of anxiety that have been conveyed based on the theory above, social anxiety is anxiety caused by social pressure experienced by a person, so this type of anxiety follows the anxiety that relates to this research.



## **2.2. Definition of Learning Strategies**

Humans coexist with how they learn a language using different strategies and these strategies provide high benefits, of course, among all the strategies used, there are some of them not effective (Hardan, 2013). Learning strategies are internal learning methods that use implicit learning systems (C. Wang et al., 2021). There is no ‘right’ or ‘wrong’ strategy but rather one that works for the particular learner, for the particular task and goal (Chamot, 1999).

## **2.3. Kinds of Learning Strategies**

There are several experts who classified the LLS. O’Malley and Chamot (2014) said that LLS has three subcategories: Metacognitive, cognitive, and socio-affective. Rubin (1987) divided them into three types, learning strategies, communication strategies, and social strategies. However, Oxford (1990) resolved the LLS into two classes namely direct and indirect, and classified it into six groups: cognitive strategies, memory strategies, affective strategies, metacognitive strategies, social strategies, and compensation strategies. Oxford classified LLS in more comprehensive and detailed terms based on the classification that has been put forward by previous studies (C. Wang et al., 2021). Therefore, this research will use Oxford’s classification to find out the LLS used by the student.

### **2.3.2. Direct Strategies**

#### **2.3.2.1. Memory Strategies**

Memory strategies are learning strategies used to remember, retrieve, and transfer information needed in the future. Oxford (1990) said that memory strategies can help learners in dealing with adversity. Oxford (1990) stated that memory strategies significantly contribute to language learning. In memory strategies exist four sets: creating mental linkages, applying images and sounds, reviewing well, and employing action.

In creating mental linkages, Oxford (1990) divides them into strategies, namely; first, grouping is a technique of classifying languages into one unit based on the types of language. For example, animal names in English are numerous. However, based on this strategy, students can classify them into units such as pets (dog, cat, hamster, bird), farm animals (chicken, duck, sheep), and sea animals (dolphin, shark, starfish). Second, associating/ elaborating is forming an association between information and something that is easy to remember. For example, when learners are in class, they remember what things are in the classroom and who is in the classroom. Meanwhile, applying images and sound in memory strategies involves the use of audio-visual and kinesthetic images to enhance memory retention.

Memory strategies are essential learning techniques for retaining, retrieving, and transferring information in the future. They can help learners deal with adversity and contribute significantly to language learning. These strategies include creating mental linkages, applying images and sounds, reviewing well, and employing action. Grouping involves classifying languages based on their types, associating/elaborating involves forming associations between information and easy-to-remember objects, and applying images and sounds enhances memory retention.

#### **2.3.2.2. Cognitive Strategies**

Cognitive strategies are a series of thought processes students use ranging from remembering, understanding, analyzing, evaluating and creating (Alrashidi, 2022). Cognitive strategies can help students to manipulate their language targets. However, each student who uses this strategy will not achieve results at the same time because each student has a different level of cognitive development, and it requires a different time and learning process (Oxford, 2017). The four strategies contained in

cognitive strategies are practicing, receiving and sending messages, analyzing and reasoning, and creating a structure for input and output.

In practicing, students can use five strategies such as 1) repeating, this strategy is a learning strategy by saying or doing something repeatedly or imitating what the native speaker says (Oxford, 1990; Teng, 2023); 2) formally practicing with sounds and writing systems, with this strategy, students can practice how to read a word in English by paying attention to pronunciation, intonation, and other components; 3) recognizing and using formulas and patterns; 4) recombining; and 5) practicing the language in natural such as reading a book, or listening to a lecture. Receiving and sending messages help learners understand what they hear or read by skimming and scanning techniques to get specific information (Teng, 2023). Meanwhile, by analyzing the structure and meaning of expressions in the target language, translating language elements from the target language to the mother tongue, and transferring knowledge between languages is the use of cognitive strategies with analyzing and reasoning techniques.

Students employ cognitive strategies as brain functions to help them recall, comprehend, analyze, assess, and develop language targets. Practice, sending and receiving messages, reasoning and analysis, and structuring input and output are all part of them. Five tactics are available for students to practice with: recombining, formal practice using sounds and writing systems, identifying formulas and patterns, practicing in natural ways, and repeating. Sending and receiving messages facilitates knowledge transfer between languages, information understanding, and the analysis of linguistic elements' structure and meaning.

### **2.3.2.3. Compensation Strategies**

Compensation strategies are employed by the students to compensate for the missing knowledge in the target language due to lack of vocabulary. Compensation strategies supply the knowledge gaps that a

learner may have either in speaking or writing, overcoming language difficulties (Arellano, 2017). The strategies help to allow the students to use the language to speak and write in the target language even when their vocabulary is limited.

These strategies are divided into two groups (Oxford, 1990), namely: 1) guessing intelligently, for example, the use of linguistic clues to guess the meanings or by inventing words to compensate for their lack of vocabulary; 2) overcoming limitations in speaking and writing, for example, using gestures or facial expressions and switching to the mother tongue.

This compensation strategy refers to problem-solving techniques when learners have language limitations by utilizing facial expressions, gestures, and even linguistic clues. Thus, this strategy makes it easier for learners to overcome their language deficiencies.

### **2.3.3. Indirect Strategies**

#### **2.3.3.1. Metacognitive Strategies**

Students use metacognitive strategies to center, organize, plan, and evaluate their learning to help them coordinate their learning process. These strategies also assist students in controlling their own learning (Akamatsu et al., 2019). They can also plan their own learning strategies (Raofi et al., 2013) and change them if they do not fit, such as reviewing material they already know and deciding not to use it anymore.

Metacognitive strategies are beneficial in several ways. First, this strategy is directly related to the process of running information processed by individuals (Schraw & Moshman, 1995). Second, metacognitive strategies promote the indirect use of cognitive strategies (Pintrich & Groot, 1927). This has been proven by Vermint's research in (1998) that students who learn to use metacognitive depth (e.g., elaboration, categorization, etc.) can improve their academic achievement, while

learners who use cognitive strategies such as repetition of writing do not achieve mastery of language targets.

The concept of metacognitive involves the learners' awareness of how to organize their learning process according to their ability and how to organize and control it. Besides that, the learners can benefit from this strategy, and one of the benefits is that they learn the language more deeply than cognitive strategies.

#### **2.3.3.2. Affective Strategies**

Affective strategies help learners process emotions, attitudes, and self-judgments to be more controlled. Mandasari and Oktaviani (2018) said that since effective tactics may connect with students' emotions, they are the best option for encouraging pupils to acquire a second language. These strategies also diminish the difficulties they face by motivating themselves (Zakaria et al., 2019).

Based on Oxford's theory, this strategy emphasizes learners' confidence level in achieving language targets because the techniques carried out in the form are: first, Lowering their anxiety such as deep breathing, meditation and even listening to songs, and laughing (Rossiter, 2003). Second, encouraging themselves this technique gives more appreciation to oneself by giving rewards (e.g., buying things you like after reaching the intended language target), making positive statements to themselves, and taking risks wisely (El Sakka, 2019; Rossiter, 2003; Sukying, 2021). Lastly, taking their emotional temperature is like listening to what the body needs (e.g., take a break), writing learning experiences into a diary, and telling what is being felt to the closest person about what is being learned (Rossiter, 2003).

In conclusion, an affective strategy is one of the strategies that control the learning process of learners because, with affective strategies, learners

learn what they feel and change negative feelings into positive ones through fun ways.

### **2.3.3.3. Social Strategies**

Social strategy is carried out by learners who use the environment as a teaching medium. This strategy has an excellent opportunity to achieve language learning targets. These promote language learning through interactions with others (Arellano, 2017) because the language will be faster and easier to understand when used as a communication tool in daily activities. The pupils' ability to talk in English freely and without concern for proper grammar and sentence construction will help them become more proficient speakers (Zakaria et al., 2019).

The techniques used in this strategy can be in the form of asking questions, such as talking to native speakers Bialystok (1987), cooperating with others such as carry out activities with a classmate who learn the same language, and empathizing with others (Etxebarria et al., 2012). The use of these strategies allows learners not only to practice their English but also to open the culture, the way of thinking, and feelings of others.

## **2.4. English Proficiency**

English proficiency is students' ability to use English to communicate meaning in oral and written contexts in completing their studies. Light and Xu (1987) state that educators have recognized the importance of adequate English language proficiency for successful academic performance by international learners in the U.S. Based on the CEFR (2020) there are six levels of English proficiency: A1, A2, B1, B2, C1, C2.

Each level decrypts a person's English skills. The Common European Framework of Reference for Languages (2020) describes the six levels: level A1 students can understand and use everyday expressions with very basic phrases (Light et al., 1987). In addition, they can also do self-introductions or introduce others. Can answer simple questions such as addresses and hobbies. Conditionally, the interlocutor uses a slow tempo.

Students at the A2 level can use familiar expressions such as basic personal and family information, shopping, local geography, and employment. In addition, they can also describe their background. (Little, 2020). When students are at the B1 level, they can grasp the main points clearly, especially about things they often encounter in everyday life. In addition, they can also handle certain situations when they travel outside of their native language and can describe events, dreams, and hopes and give opinions on things (Fowler, 1976; Sukying, 2021; Willner, 2013). Understanding the main ideas of complex texts on concrete and abstract topics, including technical discussions in their field of specialization, is an ability possessed by students at the B2 level (Little, 2020). Students can also interact spontaneously, do not feel tense when talking to native speakers, and can provide a detailed perspective on something. According to the CEFR, the two highest levels are C1 and C2 (Little, 2020). At both stages, students are already very fluent in the use of the language being learned.

For students to communicate effectively in written and oral contexts, they must be proficient in English. The CEFR identifies the six levels of proficiency: A1, A2, B1, B2, C1, and C2. A1 students can self-introduce, comprehend simple sentences, respond to straightforward inquiries, and give a brief overview of their background. At B1, they can communicate their thoughts, handle situations outside their mother tongue, and comprehend daily life. At B2, students can converse freely and understand complicated texts from native speakers. C1 and C2, the highest levels, are proficient in the language being studied.

## **2.5. Intrinsic Motivation**

The motivation that everyone has can be the main capital that produces positive behaviors and habits. The existence of motivation also has an impact on perception, cognition, emotion, and behavior (Reiss, 2004). Intrinsic motivation arises because of the drive, choice, and sense of satisfaction with the challenges that will be faced. In addition, intrinsic

motivation provides an opportunity for learners to express themselves more about their curiosity and explore the entire content of the learning itself (Larson & Rusk, 2011). Someone who understands the importance of intrinsic motivation can benefit from various aspects of life such as personal development, education, and work.

In conclusion, the existence of intrinsic motivation provides an opportunity for every learner to improve their learning habits. Intrinsic motivation also provides positive feedback on all aspects and this is very helpful for someone who has limitations in learning both in terms of emotional, physical, mental, situational, and belief.

## **2.6. Study of Relevant Research**

First, according to Wang et al., (2021) conducted quantitative research on the use of LLS based on Oxford's classifications conducted by students in Hong Kong based on gender, grade level, and time factors. The results showed that memory strategies are the lowest and compensation strategies are the highest rated.

Second, Tsedendamba (2016) investigated part of a more extensive study and conducted a double narrative to study the experiences of herself and his four participants of how they learned English in their home country and in the Australian tertiary context. He collected the data through observation and found that the participants had limited English skills and cultural differences. He also found learning English for fun with native teachers at university to help them in mastering English. The participants used social strategies by using conversation, which motivated them to come out of their comfort zone and apprentice themselves into the culture. Effective strategy use is necessary for language proficiency, and physical location alone cannot improve language skills. They said that these strategies can help them in challenging situations and lead them to better language performance.



Last, Habok and Magyar (2020) have focused on the role of students' approaches in foreign language learning, and the result showed that Students who are willing to use their language learning strategies become more confident in setting their learning goals, more aware of planning how they learn, and they be more motivated and more independent to learn a language.