

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. TOEFL TAKERS ANXIETY**

##### **a. Definition of TOEFL**

International language tests like Test of English Foreign Language (TOEFL) is a test used for a variety of purposes in a variety of contexts and chosen as one of the most important aspects in professional setting This is a 'one' test households in the professional circle' (International Journal of Language Education, 2018). The International English Language Testing System (TOEFL) is a prominent English competency test nowadays. This is the entrance for everyone. TOEFL is one of the standardization of English skills. The TOEFL test consists of two types there are Computer-based Testing and Paper-Based Testing. (Sunarti, et.al, 2019). In general, the Test of English as a Foreign Language (TOEFL) is one of the prerequisites for English language learners who want to study or dwell in the United States. TOEFL is used for educational purposes is employed as a requirement to determine a non-native applicant's potential in a US university or college by evaluating how well they speak, listen, read, and write in formal American English.

Since its inception in the early 1960s, the TOEFL test

has been widely used in more than a hundred nations. For applicants or speakers whose native language is not English, this exam is absolutely necessary. Almost all colleges in the United States and Canada require this kind of TOEFL English test for admission to both undergraduate (S-1) and postgraduate (S-2 or S3) programs. The TOEFL test results are also taken into account when evaluating the English language proficiency of prospective students who apply to universities abroad, including those in Europe and Australia.

More Aside from the fact that TOEFL is currently offered and is addressed to American English, one of the steps of the mechanism for promotion (Saifuddin et al, 2006).

The TOEFL test's original version is administered by the English Language System in Indonesia (ELS) The Institutional TOEFL is a specific institution in Indonesia that administers the TOEFL exam. college, to hold a test that is comparable to the TOEFL or one that is referred to be the TOEFL Prediction, which is typically offered by university language labs or centers for language studies. This particular TOEFL test is administered locally by the university with the sole purpose of evaluating the students' command of the English language (Noviyenty, 2016).

## **b. Type of TOEFL**

The Test of English as a Foreign Language (TOEFL) is a standardized test that measures the English language proficiency of non-native English speakers. There are two types of TOEFL tests: the TOEFL iBT (Internet-based Test) and the TOEFL PBT (Paper-based Test). Both types of tests assess the four language skills: reading, listening, speaking, and writing. However, there are some differences between the two types of tests.

According to research by Hasan and Hossain (2018), the TOEFL iBT is a more reliable and valid measure of English language proficiency than the TOEFL PBT. The study found that the TOEFL iBT had a higher level of test reliability and validity, which means that it provides more accurate and consistent results. The researchers also noted that the TOEFL iBT has a wider range of test tasks and question types, which makes it more suitable for assessing the language skills needed for academic and professional contexts. Similarly, research by Panahandeh and Gholami (2017) found that the TOEFL iBT is a better predictor of academic success than the TOEFL PBT. The study compared the performance of Iranian university students on both types of tests and found that the TOEFL iBT scores were more strongly correlated with academic success than the TOEFL PBT scores. The researchers

suggested that the TOEFL iBT is a better measure of the language skills needed for academic contexts, such as critical thinking, academic writing, and oral communication.

In summary, research suggests that the TOEFL iBT is a more reliable, valid, and accurate measure of English language proficiency than the TOEFL PBT. It is also a better predictor of academic success and more suitable for assessing the language skills needed for academic and professional contexts. Therefore, it is recommended that non-native English speakers take the TOEFL iBT if they are planning to study or work in an English-speaking country.

### c. TOEFL Takers

test takers are people who are participants in the test, usually to take a test there are categories specified for participants. Characteristics of TOEFL takers: Studies have found that TOEFL takers come from a diverse range of countries and cultural backgrounds, and are typically seeking to study or work in an English-speaking country. A study published in the Journal of English for Academic Purposes found that TOEFL takers from Asia, particularly China, are the largest group of test-takers. to fix the value they want to get better and get a good score. There are 4

recognized score levels, with a minimum score of 310. They are as follows.

1. 310-420 = basic level (elementary)
2. 420-480 = lower intermediate level (low intermediate)
3. 480-520 = upper intermediate level (high intermediate)
4. 525-677 = advanced level

**d. Definition of anxiety**

Anxiety is something that afflicts almost everyone at certain time in his life. Anxiety is a normal reaction to situations that are very stressful on a person's life. Anxiety can present alone or in combination with other 66 symptoms of various emotional disorders (Ramaiah, 2003). According to Kaplan, Sadock, and Grebb in (Fauziah & Widuri, 2007) anxiety is a response to certain threatening situations, and is a normal thing to occur with development, change, new or unheard of experiences, as well as in discovering identity and meaning of life. Anxiety is a reaction that can be experienced anybody. But excessive anxiety, especially what has become Disruption will hinder a person's function in his life. Anxiety is a subjective feeling of tension disquieting mentality as a general reaction to incompetence overcome a problem or lack of security. Feelings that are not These uncertainties are generally unpleasant which will later cause or be accompanied by physiological and psychological changes

(Rochman, 2010).

In line with that, according to (Chaplin, 2006) anxiety is a mixed feeling between fear and worry about future feelings without a specific reason for the fear. different from anxiety, fear is one of the actions that affect anxiety. Fear is one of the most basic and powerful types of human emotion. These emotions can be very debilitating, but they also play an important role in human survival. In fact, fear is needed to protect everyone. This feeling alerts you to situations that are perceived as dangerous and prepares you for them. This situation can be in the form of an emergency physical event, such as being caught in a fire, being on a cliff, and so on. However, it can also come from non-life-threatening situations, such as an exam, public speaking, dating for the first time, watching a horror movie, or attending a party. In this condition, the fear you feel is a normal and natural body response. This response can lead to various changes in physical and mental, ranging from mild or moderate.

Based on some of the opinions above, it can be concluded that anxiety is a reaction to fear of or in a situation a mental health condition that require treatment that arises because of psychological symptoms due to the circumstances just appeared. Symptoms of anxiety are

usually characterized by the appearance of stiffness, shaking and fear. According to (Gunarsa 2004) the emergence of anxiety is characterized by: with the following symptoms:

- 1) Physical symptoms such as dramatic changes in behavior, restlessness or restlessness and difficulty sleeping. There is stretching of the muscles of the shoulders, neck, stomach. There is a change in the rhythm of breathing. Local muscle contraction occurs; on the chin, around eyes and jaw.
- 2) Psychic symptoms such as disturbances in attention and concentration. Decreased self-confidence Obsession arises.

No motivation (Firmansyah, 2007) also explains that someone who experiences anxiety tend to constantly worry about bad things that will happen to them himself or someone else he knows well.

**e. Characteristic of Anxiety**

(Nevid, 2003) there are three characteristics of anxiety that occurs in the student that is:

- a. Physically, include nervousness, arms and limbs that vibrate or tremble, sweat, mouth or throat feels dry, difficulty speaking, difficulty breathing, heart palpitations or tight-knit, dizziness, feeling

weak or numb, frequent urination , feeling sensitive, or irritable.

- b. Behaviorally, includes avoidance behavior, attachment and dependent behavior, shaken behavior.
- c. Cognitively covering worry about something, feelings of disturbance or fear of something happening in the future, the belief that something terrible will happen soon without a clear explanation, fear of losing control, fear of inability to overcome problems, thinking that everything can no longer be controlled, finds it difficult to focus and concentrate.

**f. Aspect of Anxiety**

Stuart in (Annisa & Ifdil, 2016) shares anxiety in behavioral, cognitive, and affective responses, among others.

- a. Behavior, in the form of restlessness, tremors, rapid speech, lack of coordination, avoiding, running away from problems, alert, physical tension, etc.
- b. Cognitive, in the form of disturbed concentration, lack of attention, easy to forget, decreased creativity, decreased productivity, confused, very alert, afraid lose control, have nightmares, etc.

- c. Affective, in the form of impatient, tense, restless, uncomfortable, nervous, alert, fear, alertness, worry, numbness, guilt, shame, etc. According to Vye in (Purnamarini et al., 2016) revealed that the symptoms of anxiety can be identified through three components namely:
- a. Cognitive components: The way individuals view the situation is that they think that there are bad possibilities that are ready to lurk so cause excessive doubt, worry and fear when things it happens. They also consider themselves incapable, so they are not confident and perceive the situation as a threats that are difficult and incapable of being overcome.
  - b. Physical Components: On the physical component in the form of symptoms that can be felt directly by the patient physical sensation or commonly known as physiological sensation. Symptoms that occur such as shortness of breath, faster heart rate, pain in the stomach, and muscle tension. This symptom is a natural response that occurs in body when the individual feels threatened or in a dangerous situation. Sometimes it also causes fear at the time of these physiological sensations occur.

- c. Behavioral Components: The behavioral component involves a person's behavior or actions which is overcontrolling. Greenberger and Padesky in (Fenn & Byrne, 2013) describe that there are four aspects of anxiety, namely:
- a. Physical symptoms or physical reactions that occur in people who are anxious, such as sweaty palms, tense muscles, palpitations, difficulty breathing, dizziness when the individual faces anxiety.
  - b. Thought, namely the individual's negative and irrational thoughts in the form of feelings of capable, unprepared, and feeling unskilled, such as unprepared in the face of a job interview, not confident in his abilities alone. This thinking tends to stay with the individual, if the individual Don't change your thoughts into something more positive.
  - c. Behavior, individuals with anxiety will tend to avoid situations The cause of anxiety is because the

individual feels himself disturbed and discomfort such as cold sweat, nausea, headache, stiff neck, and also sleep disturbances when thinking about the world of work in the future. Behavior that appears such as having trouble sleeping while thinking about work.

d. Feelings, namely the mood of individuals with anxiety tend to include: feelings of anger, panic, nervousness that can make it difficult to deciding something like feeling nervous when there is world talk work. So the aspects of anxiety are responses to

**g. Indicator of anxiety**

Taylor et al in (Wiyono, 2021) define anxiety as "a subjective experience of disturbing mental tension as a general reaction to being unable to deal with problems, conflicts, or threats." Three features of the reaction indicate anxiety:

1. Physiological elements, such as elevated heart rate and blood pressure, palpitations and irregular breathing, cold sweat, lust for food, and so on.

2. Cognitive aspects, such as inability to concentrate, difficulty thinking clearly, inability to solve issues, and impaired concentration.
3. Emotional characteristics such as being easily embarrassed, readily offended, feeling restless, concerned, tense, and so on.

In ( Chrisnawati and Aldino, 2019) Anxiety is quantified using 14 indications, according to the Hamilton Anxiety Rating Scale, which include:

- a. Anxiety : unpleasant premonition, fear of one's own thinking, quickly offended.
- b. Tension: tense, restless, shivering, easily crying, lethargic, difficult to relax calmly, and easily frightened.
- c. Fear : Fear of the dark, of strangers, of being alone, of enormous animals, of traffic jams, and of crowds.
- d. Sleep disturbances : include difficulties falling asleep, waking up during the night, not sleeping well, waking up slowly, having many dreams, having horrible dreams, and having scary dreams.
- e. Intellectual disturbances: poor memory, difficulties concentrating.
- f. Depressed feeling include: loss of interest, decreased enjoyment of hobbies, melancholy, waking up early in the morning, and feeling erratic throughout the day.

- g. somatic symptoms : muscular aches and pains, stiffness, muscular twitching, teeth grinding, and a shaky voice.
- h. Sensory symptoms : include tinnitus, distorted vision, a red or pale face, a feeling of weakness, and the sensation of being stabbed.
- i. Cardiovascular symptoms : include palpitations, chest pain, a hardened pulse, feeling lethargic and limp, and a missing snap in the heartbeat.
- j. Respiratory symptoms : include chest pressure, suffocation, frequent gasps, and short/short breaths.
- k. Gastrointestinal symptoms : include difficulty swallowing, twisted stomach, indigestion, pain before and after eating, a burning sensation in the stomach, bloating, nausea, vomiting, flaccid loose stools, weight loss, and difficulty defecating.
- l. Urogenital symptoms : include frequent urination, inability to hold urine, amenorrhea, menorrhagia, frigidity, precocks ejaculate, weak erections, and impotence.
- m. Autonomic symptoms : include dry mouth, flushing, excessive sweating, dizziness, and hair loss.
- n. Behavior during nterview : nervous, no calm, trembling fingers, frown, tense face,

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## **I. Level of Anxiety**

Anxiety is a common psychological condition that can have a significant impact on a person's mental health and well-being. There are different levels of anxiety, ranging from mild to severe, and it can manifest in different ways, such as physical symptoms, cognitive symptoms, and behavioral

symptoms. Many studies have investigated the level of anxiety in different populations and contexts, including clinical and non-clinical samples. Research by Sánchez-López and Dresch (2008) investigated the level of anxiety in a sample of Spanish university students. The study used the State-Trait Anxiety Inventory (STAI) to measure both state anxiety (a temporary emotional state) and trait anxiety (a general predisposition to anxiety). The results showed that the participants had higher levels of state anxiety than trait anxiety, indicating that they were more likely to experience anxiety in response to specific situations than in general. The researchers also found that female participants had higher levels of anxiety than male participants. Similarly, a study by Ozdel and colleagues (2008) investigated the level of anxiety in a sample of Turkish medical students. The study used the Beck Anxiety Inventory (BAI) to measure the severity of anxiety symptoms. The results showed that the participants had moderate levels of anxiety, with female participants reporting higher levels of anxiety than male participants. The researchers suggested that the academic demands and stressors associated with medical education may contribute to the high levels of anxiety in this population. Another study by Mak and

colleagues (2019) investigated the level of anxiety in a sample of Chinese primary school students. The study used the Spence Children's Anxiety Scale (SCAS) to measure the level of anxiety symptoms in different domains, such as separation anxiety, social anxiety, and generalized anxiety. The results showed that the participants had moderate levels of anxiety, with social anxiety being the most common type of anxiety reported. The level of anxiety can vary depending on the population and the context, with females generally reporting higher levels of anxiety than males. The use of standardized measures, such as the STAI, BAI, and SCAS, can help to assess the level of anxiety and identify the specific domains of anxiety that need to be addressed in clinical and non-clinical settings.

In his book "Principles and Practice of Psychiatric Nursing," (Stuart, 2007) distinguished three stages of anxiety. These categories are based on the severity and persistence of an individual's anxiety symptoms as well as how they affect their capacity to carry out daily activities. Stuart distinguished three stages of anxiety, which are as follows:

- a. Mild anxiety: This type of anxiety is characterized by a minor rise in arousal, and it might be felt as tension or a sense of unease. Even if they may have

trouble concentrating on a task, people with mild anxiety can nonetheless go about their regular lives. This would typically correspond to scores in the low to moderate range on anxiety rating scales, such as 5-9 on the GAD-7.

- b. Moderate anxiety : Those who experience moderate anxiety will see a more pronounced rise in their degree of arousal. Physical signs of mild anxiety can include shaking, tight muscles, and an elevated heart rate. Moreover, they could have trouble focusing and feel agitated or on edge. This would typically correspond to scores in the low to moderate range on anxiety rating scales, such as 10-14 on the GAD-7.
- c. Severe Anxiety : This intense and overpowering rise in a person's degree of arousal is a defining feature of severe anxiety. Severe anxiety can cause physical manifestations like panic episodes, perspiration, and chest pain. Also, they could struggle to go about their regular lives and experience feelings of helplessness or impending doom. This would typically correspond to scores in the low to moderate range on anxiety rating scales, such as 15-21 on the GAD-7.

It's crucial to remember that everyone

experiences anxiety differently, and these levels are only meant to serve as a basic guideline. It's also crucial to get expert assistance if your anxiety symptoms are affecting your daily life

## **J. Test Anxiety**

Test anxiety is excessive anxiety when facing certain tests, be it daily tests, or semester exams. For some students, exams are something scary. They are very afraid of not succeeding in doing the test questions. (Burns, 2004) explains that anxiety in the face of tests like other forms of anxiety is a form of very stressful reaction which of course makes individuals who have to go through it feel stressed and depressed. (Spillberger, 1972) also gave an opinion that he defined test anxiety as an anxiety that arises when a person is facing a situation that could have an assessment. Causes of Test Anxiety Based on the Anxiety and Depression Association of America, some of the causes of test anxiety are:

a. Lack of Preparation.

Studying overnight or not learning at all can make children feel anxious and overwhelmed. Lack of preparation leads them to feel they will not be able to pass the exam.

b. Fear of Failure.

The pressure to pass or get good grades has the potential to make kids experience test anxiety.

c. Having Failed.

Having failed in the sense of not getting grades according to targets or expectations can also encourage someone to think negatively that they will experience the same thing. This will affect their performance when taking the test.

d. Pressure from Outside Himself.

Pressure can come from anywhere, including the family. Children are under pressure from their families so they can get good grades and excel. This is what makes them easily anxious. They are afraid that they will disappoint their family's expectations.

## K. TOEFL SCORE

The four components of the TOEFL are comprehensive reading, written expression, comprehensive listening, and comprehensive reading (Gereda, 2020). During the session, participants will be given 50 questions to answer and will have 30 to 40 minutes to listen carefully. This test gauges our level of proficiency in listening to English dialogue. There will be a mix of short and long talks as well as lengthy explanations during the conversations. There are forty

questions in the segment Mastery in Language Structure Sessions and Writing Sessions, which should be completed in twenty-five minutes.

The test score given includes scores from each part of the total score. The score for each section is calculated based on the number of correct answers for each section. Wrong answers do not reduce the score. The total number of correct answers is called the average score. The score for each section as well as the total score will be calculated using a statistical scale. The calculation of the TOEFL score is determined by the number of correct choices in each part of the test. The correct amount is converted to the value in the table. The score for each part of the TOEFL generally has a range on a scale of 31-68. The total score has a range of 310-677, while the pre-TOEFL score is calculated with a range of 20-50 for each part and 200-500 for the total score because the pre-TOEFL is usually shorter and a little easier than TOEFL. Each TOEFL administering institution has its own standard score based on several factors such as field of study or level of study (undergraduate or postgraduate) but in general a total score of 600 or more is a very good score and a total under 400 is very poor.

#### Related Studies

1. (Suratmi, Rukman Abdullah, M. Taufik)  
**RELATIONSHIP BETWEEN ANXIETY**

**LEVEL AND STUDENT LEARNING OUTCOMES IN THE STUDY PROGRAM BIOLOGY EDUCATION UNTIRTA.** Anxiety often appears in individuals when dealing with situations which is unpleasant. One of them is student anxiety in facing exam. This study aims to determine the relationship between anxiety levels and student learning outcomes in the UNTIRTA Biology Education Study Program. Research methods used is descriptive research with correlational techniques. Which instrument used in the form of questionnaires, observation sheets and interview guidelines about the level anxiety of Biology students in facing exams in subjects in the Study Program Biology Education. Based on the results of the study, students have a high level of anxiety who is currently facing the Mid Semester Examination. Most students have adequate learning outcomes in studying process evaluation and Biology Learning Outcomes courses. The conclusion is that there is no significant relationship between anxiety levels facing exams with student learning outcomes of the Untirta Biology Education Study Program.

2. **(Nurhalida Sartika) RELATIONSHIP BETWEEN ANXIETY LEVELS AND MATHEMATICS LEARNING OUTCOMES IN ISLAMIC JUNIOR HIGH SCHOOL STUDENTS IN PALU CITY**

Numerous earlier studies have demonstrated a connection between students' learning outcomes and arithmetic anxiety. 181 seventh-grade pupils from an Islamic middle school in Kota Hammer participated in this study. In this study, a quantitative research method using design research using a survey is applied. The cross-sectional survey design was employed in this investigation. According to the study's findings, 1) there is no negative correlation between math anxiety and learning outcomes in mathematics ( $r = -0.052$ ), and 2) there is no statistically significant difference between students' learning outcomes in mathematics based on math anxiety levels.

3. **(Ayu Syafira) RELATIONSHIP BETWEEN TEST ANXIETY AND STUDENTS' BIOLOGY LEARNING OUTCOMES AT DEPOK CITY SMAN SMAN** This study aims to determine the relationship between test anxiety and student biology learning outcomes at SMAN Kota Depok. The research method used is a survey method with correlational techniques. The population in this study was all students of class XI IPA from three schools SMA Negeri Depok. The research a sample consisting of 132 students XI IPA from three schools were taken using the proportionate stratified random sampling technique. Data collected through questionnaires and documentation. The research

instrument used was the modified Hamilton Anxiety Rating Scale (HARS) questionnaire and value of biology learning outcomes. The results showed that the average test anxiety score of 51.95 was included in the medium category and the biology learning outcomes had an average score of 76.55 which was in the medium category. Correlation analysis in this study uses nonparametric statistics with Rank Spearman. The results of the correlation the test shows that the correlation value is -0.248 and the probability value is  $0.004 < 0.05$ , so the study concludes that there is a negative relationship between tests anxiety and student biology learning outcomes at SMAN Kota Depok. test anxiety has a contribution rate of 6.15% to the learning outcomes of biology.