

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher explains the review of previous studies, a review of theoretical studies, and theoretical framework.

2.1 Review of Previous Studies

There are various studies related to this problem concerning students' psychological factors and anxiety by some experts. Therefore, the researcher discusses the results of the previous studies from national and international research journals that have relevance to this research. Here the researcher divides into two part with some themes, namely 1) psychological factors in language, examining the learners' listening ability, psychological factors in speaking, psychological problems in reading, and the relationship of psychological factors on writing. 2) The analysis of learners' anxiety in learning foreign language, learning strategies in overcoming English anxiety, the students' anxiety symptoms in learning English, listening anxiety problems, speaking anxiety problems, reading anxiety problems, writing anxiety problems, the anxiety issues appear in the classroom, and anxiety affects in the learners' performance.

2.1.1 Previous Studies Related to Psychological Problems

The investigation of psychological problems becomes an important issue to analyze in language. Several experts discussed the issue that could influence the learners' language ability such as Ahmed (2019), Batmang et al. (2018), Budianto (2011), Kheirabadi (2018), and Mahendra and Triyono (2019). They explained the learner's psychological factors namely anxiety, attitude, aptitude, and motivation

influence the learner's process of language acquisition. The factors were mentally or spiritually that involved in the process of language learning and teaching. They found that teacher should give attention in the teaching process and be motivator in the class. It could help the learner be motivated to study harder, diligently go to school, studying, and doing the assignment. Meanwhile, teacher's awareness also needs to develop the learner's motivation which it provides a framework by the teacher. Based on discussion above, learners have different cultural backgrounds situation in comprehending the language, which also affect in choosing suitable learning strategies to comprehend. The teacher should not concentrate upon effective strategies of teaching, but they positively need to build the value of psychological aspects like behavior, emotion, feeling and attitude of learners.

Examining the learners' listening ability is necessary to identify the difficulties in language where it can expose the border in order to develop their ability. There are some experts measured the learners' problems in the listening, namely Darti et al. (2017), Kharzhevskaya et al. (2019), Kurniawati (2019), Rahman et al. (2019), and Sa'diyah (2016). They investigated the factors for understanding the meaning that the learners felt unclear hearing the words. They described that the learners' difficulties felt boredom and frustration. It might affect the extent to attention which occurs because of poor stimulation such as unfamiliar topic, lack of motivation, or presenting the teacher that feel harder to understand. The learners also need concentration when the learners feel nervous or anxious. The problems were fear before doing listening, feel worried, lose focus, encountering unknown word, lose concentration, not enough developed listening memory,

prejudice and lack of sympathetic, selfishness and preoccupation with personal interests, and listening without transcript. Psychological barriers can be reduced through making a friendly and fearless classroom environment where every learner will get proper attention, motivation, positive feedback and reward. Particularly, the teacher must be more sensitive to their learners' problem in order to decrease their fear and facilitate the learners.

There are psychological factors in speaking that contributes to the learners' communication skill. The experts discussed the issue, such as Arifin (2017), Ariyanti (2016), Jamila (2014), Jannah and Fitriati (2016), Juhana (2012), and Sulastiani (2020). The learners had affective problems in speaking consist of fear of mistake, shyness, anxiety, lack of confidence, and lack of motivation. They explained the problem because the learners were afraid of making mistakes which made the students could not convey the message easily. Thus, the learners felt shy because they did not have good pronunciation, anxious when they spoke English, lack of confidence because their English was bad, and lack of motivation because English was difficult to understand. Those factors encouraged them to be passive speaking activity in the class. The learners were commonly caused by their fear of being laughed at by their friends. It occurred when they had had an idea to be expressed in English, suddenly they lost their idea, forgot their speech, confused and stop to speak, make the learners uncomfortable speaking English. Besides that, Fitriani, Apriliaswati, and Wardah (2015) and Krismanti and Siregar (2017) also emphasized that the psychological problem was most dominant problem in speaking English which was supported by the linguistics problem. The

experts suggested that teacher should encourage the learners' confidence, it provided them with the motivation and energy to become positive about their own learning. In addition, a language teacher should demand not only to be able in transforming knowledge of language but also have to be able to involve culture of language, and need to adapt these techniques appropriate their class situation. Furthermore, the learners should build their braveness and confidence, looking at the other view, taking a deep breath, making a good preparation, and maximizing their body languages. Those can make learners enjoy the learning process, and experience real communication. It also can supplement in tackling the problem from different angles, creating a better chance that the problem will successfully be solved.

In several recent studies of psychological problem in reading, there are some experts who proposed the motivation impact for the learners, namely Habibian et al. (2015), Salikin et al. (2017), Santoso, Sutarsyah, and Sudirman (2013), and Tabiati (2016). They explained that the learners could construct reading motivation through interest, observed control, collaboration, participation, efficacy, genres of the text, and particular context. The learners faced problems in comprehension process that was significantly and positively affects English reading comprehension. There were some motivation factors in the study such as motivation to emulate a well-known person, to be good readers, to submit good assignment, and to find out the reading result. The role of psychological factors on the process of reading comprehension should not concentrate on testing procedure and investigated the effect of psychological factors on the process of reading,

rather than finding what the factors were. The experts concluded that the experiences of the EFL learners influence their motivation in reading English texts. The learners' cognition, emotion, and motivation indicated that psychological factors have a prominent impact on learners' reading process. It was evident that psychological problems had a definite influence on performance, particularly, reading comprehension. That should reduce their anxiety in comprehension, encouraged learners to accomplish the task, and solve the issues while reading. The teacher can help to increase the motivation of the learners by giving assignments and controlling the atmosphere in English reading classroom.

The studies related to the relationship of psychological factors on writing had been conducted by Alluhaybi (2015), Han and Hiver (2018), Lee, Fitria, and Ginting (2019), Rahmatunisa (2014), Setyowati and Sukmawan (2016), and Toba et al. (2019). As generally, the learners faced problems in writing as difficult to organize the idea and feeling stressful. The experts explained that it could happen because they did not only focus on writing, but they must focus to grammar and vocabulary. It supported the factors such as lack of topic knowledge, time pressure, writing anxiety, lack of reading and writing practice, big classes, low motivation, and limited ideas. The majority of the learners felt that they were not good writers, unable to write, and lack of confidence to express idea in writing. The experts also said that lack of teacher awareness might be influence the learners' assessment and feedback procedures. It could increase the learners' fear of being evaluated which were worry of teachers' comments negatively. It could gradually influence the learners learning English included laziness, bad mood, and

difficulties to start writing. The learners need to be given in supportive and constructive classroom environments that gave attention to the positive aspects of their learning experience. Furthermore, the learners must be changed their perceptions about writing to make them interesting, challenging, and fun in order to get more knowledge on certain topic.

2.1.2 Previous Studies Related to Students Anxiety

The analysis of students' anxiety in foreign language needs to analyze for getting the solutions. Some expert investigated this issue such as Hidayati (2018), Liu (2012), Male (2018), Rahman (2017), and Subekti (2018a). The experts considered the factors barrier that the learner faced in learning English like lack of confidence, lack of preparation and fear of failing. In the fact, lack of preparation was the major cause of FL anxiety which the issue seen by all learners caused them to feel anxious in FL learning. In order to make learners were less confident in FL learning caused by their limitation in foreign language. One of the main indicators measured the learner were able to reduce their anxiety when interacting or doing speaking English. In addition, they revealed that they easily got anxious due to this factor limited competence in foreign language use, such as lack of vocabulary and lack of practice. Those various reasons were responsible for anxiety in the participants which indicated factors with the output and processing stages of the learning process. Understanding language anxiety in Indonesian EFL context were having fewer learner opportunities to use English and limited resources. The expert explained that teachers must give good intention in giving activities requiring them to go beyond their comfort level to encourage them

showing best effort and overcome their anxiety. Hence, teachers may try to specifically approach learners anxious, such as by giving extra guidance and deep breathing. Therefore, teachers provide a more fun and joyful in teaching and learning activities in order to become relax, positive thinking and peer seeking. In line with the studies by Norliani and Makhtuna (2017) and Tian and Mahmud (2018), the teacher's attitudes on language classrooms could affect students' anxiety related to their negative performance in language learning.

The other learning strategies used to overcome foreign language anxiety had been carried out by Arbain, Ramadani, and Novika (2018), Dalisa, Apriliaswati, and Husin (2015), Fitriani (2017), Netta, Trisnawati, and Helmanda (2020), and Pertiwi, Sudarsono, and Arifin (2015). They described some tricks to reduce student anxiety, such as providing mental-related assistance (MRA) and knowledge-based assistance (KBA). They argued that strategies or tricks were dominant internal factors. Those could be used to reduce the students' anxiety in speaking English. The appropriate learning strategy would stimulate students' negative emotions relating to their English abilities. In addition, conducting learning preparations and learning practices by using body movements could improve student performance, behavior, concentration, and self-confidence in learning English.

The investigation of the students' anxiety symptoms and reactions in learning English was analyzed by Khotimah et al. (2020), Pratiwi and Analido (2018), Sanaei (2016), Taly and Paramasivam (2020), and Wardani (2018). They described some of the characteristics of anxious students that could be analyzed,

such as trembling, using filler, remaining silent, playing with objects, nervously touching object, stuttering, and getting sweaty, making unnecessary body movements, and avoiding eye contact. Meanwhile, the non-observable signs included confused, cold, nervous, frightened of negative evaluation, heart beating quickly, frightened of making mistakes, and deficiency of confidence. Those anxiety's signs could be easily observe in the high anxious students. Moreover, the observable symptoms were classified into three aspects, namely general avoidance, physical actions, and cultural depended signs which could be overcome using three strategic approaches, such as affective, cognitive, and behavioral strategies.

The listening anxiety is a natural response which is experienced by students in the learning process. According to studies by Guswita and Sugiri (2021), Hidayati et al. (2020), and Kimura (2017) listening anxiety can affect the process of learning English. In their studies, they described several conditions that affect students' anxiety and analyzed the contributing factors. The results presented that listening anxiety was related to two things, namely concern about the threat of social evaluation and concern about the inability to handle the input received. While the factors that caused listening anxiety, including the inability to grasp the information, difficulty understanding the speaker's pronunciation, fear when the speaker conveying information too quickly, worry about the time in doing listening tasks, and nervous due to the lack of English vocabulary. In the learning listening process, anxiety is believed to be a negative factor that

contributes to students' low understanding of listening and it is believed as the psychological factor that most often hinders the learning process.

Investigating the factor that influenced students' anxiety in speaking English based on the students' perception had been studied by several experts, such as Anggraeny, Said, and Febriani (2020), Ela, Kurniasih, and Ismiatun (2021), Gebi (2017), and Putri (2020). They found that three factors cause students to feel anxiety in speaking English, namely unable to communicate, doing the speaking test, and receiving bad comments from others. Regarding the quantitative study by Sinaga, Syahrial, and Hati (2020), the bad comment became most dominant factor affecting students' anxiety to speak English. It had an impact on declining the level of students' self-confidence to speak English with others. To reduce speaking anxiety problems, there were several suggestions to the students and the teacher, like doing speaking preparation by practicing pronunciation and memorizing vocabularies, creating positive thinking, and creating an enjoyable learning atmosphere to make the learner had the self-confidence to speak in a group or individually. It was in line with studies conducted by Fitriani, Mistar, and Fikri (2021) and Ni'mah and Ashari (2021) that the speaking anxiety had an impact on the speaking output like students' speaking ability. In case, the level of the students' speaking anxiety was influenced by students' self-expression, self-belief, and lecturer performance.

The investigation of reading anxiety problems in learning reading had been carried out by several experts, they are Aisyah (2017), Guimba and Alico (2017), Al-Shboul et al. (2013), and Muhlis (2017). Some of the data presented

the factors and problems behind students' reading anxiety. They stated that the level of reading anxiety had a correlation with reading comprehension and the success of FL students on the test. Then, this issue was influenced by two things, namely personal factors and text features. Personal factors included the problems, such as fear of making mistakes and worrying about the effects of reading activities. Meanwhile, the problems of text features included unknown vocabulary, unfamiliar topics, and foreign culture.

Analysis of the relationship between writing anxiety and performance had been studied by Bulqiyah, Mahbub, and Nugraheni (2021), Lestari, Loeneto, and Ihsan (2019), Septiani, Hidayati, and Sholihah (2021), and Sofia, Kurniasih, and Suhartoyo (2020). They stated that there was no significant relationship between writing anxiety and writing performance. It happened because writing anxiety was more influenced by time pressure on the writing test. Based on students' perspectives, unclear writing content, inappropriate writing organization, sentence composition, and language use were the causes of writing difficulties that triggered writing anxiety. Hence, to overcome this, the experts suggested that students were able to make their own solutions in overcoming their anxiety in English writing because anxiety was a problem originating from the affective side. Therefore, some suggestions from the experts such as doing more exercises, memorizing some vocabulary, carefully arranging a writing system, and being careful in expressing ideas to fit the topic could be a solution to minimize student anxiety which was influenced by time pressure.

The issues appear in the classroom while the learner learn English. The learners' anxiety in the classroom become serious problem. The expert conducted this issue such as Fergina (2010), Jabar, Hidayati, and Supriyono (2018), Mahpudilah (2016), Maulidiyah (2017), Rodiah and Islamiah (2019), and Salikin (2019). The learner has never experienced performing in front of the class will disadvantage where the learner speak in front of other learners. In the research results, they showed two aspects namely cognitive anxiety and psychological anxiety. The specifically, anxiety problems appear in every skills in English. The discussion in speaking skill, the interaction between teacher and learners helped the learner to participate in learning activities. The teacher should not interrupt while they were speaking and put the learners down. The anxious learners of EFL speaking class were also commonly mentioned grammar mastery, negative encouragement from friends, lack of confidence, and tend to blame for the learners themselves. Thus, the causes of learners' reading anxiety were also happened. It was based on the text feature including unknown vocabulary, the unfamiliar topic, and unfamiliar culture. As personal factor, it was found fear of making error namely worry about reading. These results illustrated that the learners' anxiety was mostly caused by their lack of background knowledge such as lack of new vocabulary and new information. It was similar to the listening that the learner had lack of repetition when listening to the English, unfamiliar English pronunciation, speech speed and low level of self-confidence. They also worried their English writing were worse than others. It was happened when their writing would evaluate the composition in English writing. The studies imply that

teachers should be aware of the factors affecting the anxiety classroom. A teacher role give positive impact to reduce the learners' anxiety, which the teacher will give strength in their motivation and confidence.

Anxiety affects the learners' performance, there are some experts conducting this issue, namely Kadir, Atmowardoyo, and Salija (2018), Permatasari, Mulyono, and Ferawati (2019), Prima (2019), Salehi and Marefat (2014), and Subekti (2018b). Lack of confidence, lack of preparation, and fear of failing the class have become the primary causes of their anxiety. The experts assumed the factors that contributed to decrease their performance such as learners' self-perception, low language proficiency, and peer rejection. Some learners also felt uncomfortable when they were studying English. Developing learners feeling should not panic and feel discouraged. Instead, they should consider it as a process that they need to go through in their attempt to learn a foreign language. Anxiety have debilitating effects on test performance, the teacher must observe to gain a deeper understanding on their anxiety such as choosing strategies to alleviate their FLA. English teacher are recommended to try to reduce their anxiety to effects their performance by creating a friendly and supportive atmosphere in class, encouraging learners' involvement in class activities, and teaching some anxiety-reducing strategies to the learners. Thus, in order to create more encouraging environment, the English teacher needs to ensure that every learner has the same positive attitudes. The expert also watched that all pre-service EFL teachers as candidate teacher felt anxious when performed classroom teaching. It had been identified with their feeling of being incompetent,

dislike teaching, being unable to answer learners' question and negative attitude. That becomes another factor appearing in anxiety which teacher must be ready before they teach English. It can foster learners to motivate, to confident and to create positive learning environment as facilitating the importance of mastering English.

In conclusion, this research differs from previous studies for several reasons, namely, the researcher takes to describe the psychological factor of the students' anxiety influencing learning English by covering four language skills (listening, speaking, reading, and writing). The relationship between the psychological factor of the students' anxiety and learning English considering four language skills are analyzed. The focus of this research is a case study that will be conducted in Junior high school in Brebes Regency by using qualitative approach. Therefore, this research becomes a crucial issue to study because it can be used as reference material for English teachers in overcoming the psychological problem specifically the students' anxiety that occurs in a foreign language class.

2.2 Review of Theoretical Studies

The subject in the theoretical studies consists of the foundation of theories relating to the issues raised by the researcher. The subject matter is divided into two parts. The first part tells about the theories of psychological, including the psychological factor. The second part explains the theory of anxiety, including anxiety in learning English, anxiety in learning listening, anxiety in learning speaking,

anxiety in learning reading, and anxiety in learning writing as four language skills in learning English.

2.2.1 Psychological Issue

In second language acquisition (SLA), there are three focuses from a psychological perspective, there are language and brain, learning processes, and learner differences proposed by Saville-Troike (2006). Language and the brain are a view of cognitive in SLA or it can be called neurolinguistics. It is associated with a person's critical period in the ability to acquire second languages. Then, learning processes claim that SLA is a very complicated and complex skill because it connects information processing (IP), processability, and connectionism. Those link the stimuli and responses which assume that language input is most important factor causing the success of language learning. Later, learner difference deals with humanistic models. It focuses on the statement of why some people can be more successful than others in learning languages. It happens because learner differences link to emotional learning, such as affective attitude, motivation, and anxiety levels. In addition, its focus connects with age and gender of students.

The definition of neurobiology about language and brain is also put forward by Brown (2007) that examines the human brain work in processing language learning activities related to the form of affective, memory, and learning. Schumann (2004 as cited in Brown, 2007) states that the part of the human brain which influences the language learning system called *Amygdala*. It provides an assessment of the stimulus received by learners. If the stimulus obtained indicates

something new that never gotten or mastered then *Amygdala* will provide a signal to the brain that can cause fear and anxiety in dealing with the situation. It raises psychological problems because it has the potential to threaten learner self-esteem.

Carroll (2008) argues that psychology is a study of individuals that are associated with mental processes like feelings. He asserts that the psychology of language or psycholinguistics is an individual's mental process that covering language comprehension, language production, and language acquisition that is involved in the acquisition of one's language. In line with Lightbown and Spada (2013) opinion who talks about a psychological theory in all language skills that listening, speaking, reading, and writing occurs because of habitual process. An individual will throughout understanding the language skills if they pay attention and realize the importance of language input (Schmidt, 2001 as cited in Lightbown and Spada, 2013), such as the habit of repeating what he can fill the learner's gap of knowledge about language itself.

While Fatemi (2019) states that psychology is very closely related to learner learning. They support the theory of behaviorism by Skinner (1957) about stimuli and responses which states that stimuli and responses are things that greatly affect the cognitive and emotional of an individual when acquiring a language. These two things are certainly related to interpersonal and intrapersonal relationships as learner's tendencies based on a personal perspective. Learners who have a negative response to learning tend to withdraw themselves from the

past learned patterns to cause malfunction or dysfunction psychological, such as fear or anxiety.

Another expert like Dörnyei (2005) explains the psychological in learning a language. He explains that psychological studies closely relates to the human mind as the unique phenomenon of individual differences. Individual differences in the narrow sense are defined as personality and intelligence where personality is the main theme in the study of psychology, while a broader description explains that individual differences are characteristics which include intelligence, attitude, ability, interest, capacity, gender, emotional, and motivation. In his study, he explains that psychology is established as a consistent predictor that can determine the success or failure of a person in learning a foreign language, especially English.

Dörnyei (2005) also examines that psychological factors have become the basis in making theories and methodologies of teaching second languages. Psychology as part of human behavior cannot be separated in the process of improving language learning quality. The emotional side arising from personal feelings has a connection and able to affect learner cognitive. In its development will also be interrelated as a reciprocal relationship between psychology and cognitive.

Regarding to, the personality factors are the intrinsic side of the affective domain that contributes to one's success in language learning (Brown, 2007). Brown argues that the affective domain is an elaboration of psychological factors that have a correlation to the emotional side of human behavior in the process of

second language learning. Then, he mentions some affective factors, such as self-esteem, self-efficiency, willingness to communicate, inhibition, risk-taking, anxiety, empathy, and extroversion. In which, anxiety is the most dominant factor that links to other affective factors (Brown, 2007). These factors emerge individuals that affect learners' psychology in terms of achieving their foreign language learning outcomes. Therefore, the researcher is interested in evaluating learners' anxiety in learning English as one of the psychological factors.

From the definition above, it can be concluded that psychological is a study of an individual's mental processes, such as affective attitude, intelligence, ability, interest, capacity, gender, emotional, motivation, and human feelings as unique phenomena that distinguish individuals with others. It has three focuses that determine the success of students in learning English based on the psychological perspective, there are language and brain, learning processes, and learner differences. These affect one's cognitive and emotions as learning tendencies based on personal perspectives.

2.2.2 Characteristics of language learners

English language learners have different levels where they also need special treatment according to their level of English proficiency. Understanding the characteristics of English learners at each level of English proficiency can help English teachers make decisions that are appropriate to the problems that arise in the classroom. According to Brown (2007) there are eight characteristics of the students personality that contributes to one's success in language learning. Brown argues that the affective domain is an elaboration of psychological factors that

have a correlation to the emotional side of human behavior in the process of second language learning, there are self-esteem, self-efficiency, willingness to communicate, inhibition, risk-taking, anxiety, empathy, and extroversion.

The first, a self-esteem is a form of personal assessment of personability to carry out an activity. It is obtained from the accumulation of self-assessment, others-judgment, and views of the surrounding environment based on subjective feelings. This case relates to the cognitive and affective domains that are oriented to the feelings and attitudes of how an individual sees himself both the positive or negative sides. The second, self-efficiency focuses on a person's way of analyzing what causes success or failure in learning L2. This factor is related to an individual's efforts and results when doing an activity in L2. Someone who has high self-efficiency will think that success in learning L2 comes from better ability and maximum effort, but someone who has low self-esteem will assume that this happens because of the difficult-task and luck factor. The third, willingness to communicate (WTC) refers to the intention or desire of someone to communicate using L2. In general, WTC is often associated with "shame" to communicate. This is influenced by negative self-esteem and low self-efficacy. The fourth, inhibition is self-defense used to protect himself and his ego due to negative self-esteem and low self-efficacy. Both of these can challenge a person in conducting language learning activities because of feelings of shame and nervousness that arise in learning. The fifth, risk-taking is an action used to make decisions when using a language and ready to accept the risk of his mistakes. Some learners in the class tend not to take risks to be active in the learning

process for fear of being laughed at their mistakes which can threaten their self-esteem. The sixth is anxiety. It plays the most dominant role of affective factors in SLA. This is related to the relationship between feelings of anxiety and fear when doing new things in the learning process. The seventh is empathy. It is the ability to see some situations from the other perspective. To communicate effectively in L2, a person must be able to understand his interlocutors' feelings and try to understand their difficulties when using L2 both verbally and non-verbally. The last is extroversion. It tends to be interpreted as a characteristic of active learners in the classroom. This factor greatly affects the teacher's view as a matter that influences an individual's success in learning languages in orally, while introversion is the opposite of it.

Based on the explanation above, the eight characteristics are related to one another. Then, anxiety is the most dominant factor that links to other characteristics (Brown, 2007). These items emerge individuals that affect learners' psychology in terms of achieving their foreign language learning outcomes. Therefore, the researcher is interested in evaluating learners' anxiety in learning English as one of the psychological factors.

2.2.2 Anxiety

Language anxiety talks about self-perception in the view of language learning (Ellis, 1994). This perception has two faces, there are a positive side and a negative side as a form of anxiety types (facilitating and debilitating). A positive side leads learners to have good self-motivation which makes them trying hard to acquire a new language by being active, which is indicated as a form of facilitated

type. The learners do not want to avoid anxiety, but they try to resolve their feelings even the learning condition threatens their self-esteem. While a negative side or debilitating type comes from a feeling incompatible in learning. Having success expectations in learning English is a normal condition (Ellis, 1994), but some learners cannot easy to receive a negative evaluation from their friends and teacher. That condition which triggers a negative side of anxiety. Learners with negative anxiety distract the learning activity by doing silence and shame. It can direct low self-confidence to do an activity in English class, they do not believe in their capacities.

Anxiety is an individual's subjective feeling as the accumulation from the past experienced, as feeling tension, apprehension, nervousness, and worry in learning(Horwitz et al., 1986). They claim that many learners who experience this condition will have mental blocks when they are met the similar condition. Anxiety will affect three steps of the learning process, like input, processing, and output (MacIntyre & Gardner, 1994). Scovel (1978) also argues that anxiety lies from several factors like being afraid of making mistakes, forgetting something which triggers anxiety and feeling pressured when appearing in front of the class. Those factors influence the learning input that makes learners with high anxiety will less to take-risks in the learning activities (Bailey, 1983 as cited in Ellis, 1994).

Brown (2007) defines that state anxiety and situational anxiety are the situations that trigger foreign language anxiety in the classroom. This is due to three causes, namely communication apprehension, test anxiety, and fear of

negative social evaluation which had been made by Horwitz et al. (1986) as the pioneer of FLA. The first, communication apprehension arises when learners have difficulty in transferring or expressing their ideas. The second, test-anxiety refers to a type of performance anxiety that used as a measuring tool to determine the level of learner anxiety that occurs during learning activities. The third, the fear of negative social evaluation leads that each learner needs to get a positive social impression to reduce anxiety in learning. These three causes have negative effects in the learning process to acquire L2.

In addition, Horwitz et al. (1986) describe the general effects of anxiety in SLA, there are grammatical construction, communication strategies, and writing system. Firstly, grammatical construction will be worse if the learner has a high level of anxiety. This happened because of the weakening of the learner's performance so that the grammar construction he had understood the irregular when he experienced an increased level of anxiety. Secondly, learners with high levels of anxiety tend to avoid eye contact with the speaker. This happens as a form of self-protection so that the existing communication strategies do not work well because excessive fear can threaten his self-esteem.

While MacIntyre and Gardner (1994, as cited in Ellis, 1994) explain the specific effect of anxiety based on the typical situation in the learning experience. It divides into three different stages, there are beginner, post-beginner, and later. In each stage, they have different effects that influence language acquisition. In the beginner stage, the type of anxiety is very limited, it does not have any impact on the language learning acquisition. Whereas in the post-beginner and later

stages, anxiety provides a greater effect which can make performance worse because of the more diverse types of anxiety. Those can make the input and output in the learning experience not to get the appropriate results. Moreover, anxiety can be summarize as an individual subjective feeling in learning which influences learner self-confidence and motivation in learning a language.

2.2.2.1 Sign of foreign language students' anxiety

According to Horwitz et al. (1986) students' anxiety has observable signs called clinical experience. It comes from subjective feelings about students experience apprehension in learning a language. It can be identified from the psycho-physiological symptoms and students' behavioral responses when learning foreign a language. In this case, Horwitz et al. (1986) describe psycho-physiological symptoms, like difficulty concentrating, becoming forgetful, sweating, heart palpitations due to anxiety because there is a feeling of discomfort in the form of fear when they learn a language in the classroom. While, the form of behavioral responses of the students' foreign language anxiety is characterized by avoiding class activities, such as truancy and postponing homework. Therefore, Horwitz et al. (1986) assume that the behavior of foreign language anxiety can interfere with the language learning process.

This sign of foreign students' anxiety has been further elaborated by Oxford (1998, as cited in Pratiwi & Analido, 2018) which can be observed from students' attitudes and performance in the classroom. She divides it into three parts, namely general avoidance, physical action, and cultural depended signs. General Avoidance in learning foreign a language can be seen from several

phenomena, such as arriving unwell-prepared, forgetting the answer or forgetfulness, low levels of verbal production or avoidance of using language and seeming inability to answer even the simplest questions. Physical actions include signs, such as fidgeting, nervously touching objects, playing with hair or clothing, stuttering, or stammering. The last one is cultural depended signs. It is a form of avoidance obtained from cultural habits in communication, such as social avoidance or avoiding interaction, conversational withdrawal, exaggerated smiling, laughing, nodding, lack of eye contact, or joking. Whereas Oxford (1998, as cited in Messadh, 2017) emphasizes that the anxious behavior of cultural depended signs in a culture may be a common practice of that culture.

2.2.2.2 Anxiety in Learning English

Language anxiety has more attention in SLA in the classroom (Ellis, 1994). Therefore many experts have examined the relationship between anxiety and learning English, such as Kim (2002); Saito, Garza, and Horwitz (1999); and Young (1999) that have been pioneered by Horwitz et al. (1986) in their study about foreign language anxiety (FLA). These experts also analyzed anxiety levels, causes of anxiety, and provided several solutions to overcome learners' anxiety in learning English based on specific language skills.

Horwitz et al. (1986) as the pioneers tell two ways to measure the causes of learners' anxiety especially in the state or situational anxiety that usually happens in the learner, there are diary studies and questionnaires. While Campbell et al. (1959 as cited in Brown, 2007) argues that to make data more accurate, the external assessment is needed by using interviews, direct observation, and indirect

observation. Some of these measurements were formed because Dörnyei (2005); Horwitz et al. (1986); and MacIntyre and Gardner (1994) have claimed that anxiety is one of the important variables of individual differences that are responsible for the success or failure of second language learning.

The diary study uses to analyze the causal factors of anxiety in learners. This identifies learners' problems related to anxiety gained from classroom learning experiences. The relationship can be investigated from teaching and learning activities between the teacher and learners or the relationship between learner and friend. Bailey (1983, as cited in Brown, 2000) assumes that feelings of anxiety and nervousness can occur when learners compare their abilities with those of other learners, do difficult assignments, and feel anxious when asked by teachers. That arises because of their negative perspective in learning which increases anxiety. Ellis and Rathbone (1983, as cited in Ellis, 1994) show evidence that learner anxiety can be analyzed naturally through learner diaries, as follows;

"I was quite frightened when asked questions again. I don't know why; the teacher does not frighten me, but my mind is blocked when I am asked questions. I fear lest I give the wrong answer and will discourage the teacher as well as be the laughing stock of the class maybe. Anyway, I felt really stupid and helpless in class (Ellis 1989a; 257)."

This shows that the learner's diary is used to explore information naturally and accurately to find out the cause of learner anxiety in learning a foreign language. The study diary can also be used as a learning evaluation material by the teacher to determine suitable methods for dealing with learners' anxiety problems in class when learning English.

The second measuring tool to determine learners' anxiety about learning English is a questionnaire. This has been widely used by scientists in their studies of FLA so that the validity can be accounted. Initially, Horwitz et al. (1986) identified 3 causes of anxiety in learning English in class namely communication fear, anxiety in exams, and fear of negative social evaluation arranged using the Linkert scale in 33 questions. However, some scientists claim that the questionnaire designed to measure learners' level of anxiety in learning English is not appropriate if it is used to measure every language skill. The essence of foreign language anxiety according to Horwitz et al. (1986) is a form of threat to an individual's self-concept caused by limited ability FL that is not perfectly mastered. So that the FLA has a close relationship with one's success in mastering FL, such as English.

Therefore, many scientists such as Kim (2002); Leki (1999); Vogely (1998); Woodrow (2006) as cited in Liu and Ni (2015) who realized that anxiety arises in all FL learning skills. Then, some scientists classified the FLA into four specific skills in learning English, namely anxiety of listening to a foreign language (FLLA), the anxiety of speaking a foreign language (FLSA), the anxiety of reading a foreign language (FLRA), and anxiety of writing a foreign language (FLWA) which have been validity by several scientists who concern about anxiety in learning the language.

2.2.2.3 Anxiety in Learning Listening

Listening is a form of receptive skill that is most important in language learning activities (Brown, 2003). He assumes that listening was the first thing students

learned. Generally, when students learn English, they will listen to new vocabulary first to make their ears becoming familiar. After that, students will try to recognize the voice and imitate the pronunciation. Besides, MacIntyre and Gardner (1994) assert that receptive skills can trigger increased anxiety in learning, due to repressed emotions and lack of cognitive abilities.

According to MacIntyre et al. (1989) anxiety is a form of feeling tense, fearful, and nervous that appears as part of the affective factor. Anxiety faced by listeners can affect their learning process, including input, processing, and output. Nevertheless, Brown (2003) states that in receptive skills, the learning process and product cannot be observed, because listening is an invisible process where the product is in the structure of the brain until the teacher can detect the intake that is received meaningfully or not.

In detail, Kim (2002) provides an overview of the effects of debilitating anxiety in learning listening, such as anxiety will weaken the sensitivity of the listeners' senses and limit the acquisition of input. This makes learners tend to focus more on listening material than listening comprehension. Furthermore, feelings of anxiety in learning listening can inhibit the language learning process, weaken learning motivation, and can cause negative affective responses to language learning. Learning listening needs proper attention and handling. In line with the effects of anxiety in learning listening, Kim (2002) as the pioneer of FLLA considers two things in making an instrument to analyze learners' anxiety. First, he examines the characteristics of specific listening skills that can trigger listening anxiety. Brown (2003) asserts that these characteristics include linguistic

forms, such as phonology, morphology, lexicon, grammar, and discourse. Then, listening skills are clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation, and interaction. Second, he uses FLCA as a basis for building FLLA instruments that can be used as a comparison tool between language anxiety in general that naturally occurs in the classroom and language anxiety in specific skills like listening skills. Both of these can affect learners' understanding and listening ability.

Factors that cause listening anxiety according to Kim (2002) are;

1. Tension and worry over English listening

It focuses on the negative emotions that arise because of feeling fearful and frustrated in foreign language listening. According to the Cambridge Learner's dictionary (2008), fear is an unpleasant emotion or thought about something bad that is happening or might happen, while frustration is a feeling of annoyance because somebody cannot achieve what he want. This factor happens in the specific situation in learning listening which trigger students' anxiety. Specific listening anxiety is influenced by the central things, such as the influence of social activities, lack of background knowledge, or having little time to process the information. As Kimura (2008) asserts that worry and tension over English listening relate to the cognitive dimension about listening task.

2. Lack of self-confidence in listening

According to Kim (2002) this factor was the significant role in English listening anxiety. This is related to the level of language proficiency in listening English which makes students feel more anxious when doing listening activities. The students' anxiety on this factor could be seen from their low self-confidence and experience failure in learning listening that makes learners feel burdened with assignments; fear of not being able to understand information or to respond information; fear cannot distinguish sound, and fear of learning result. Meanwhile, the experience of failure makes students feel traumatized in carrying out conversations or listening activities which make students more careful in doing their work, like translating word by word in listening that make the students are missing in understanding the listening content. In addition, the lack of self-confidence also affects the emotional component, such as feelings of discomfort, dislike, feeling disturbed, alienation, and intimidation in learning listening (Kimura, 2008).

In his findings, Kim (2002) claims that anxiety has an inverse relationship with listening competence. He also stated that anxiety in learning listening occurs because of background factors, such as gender and academic major. Though generally, anxiety tends to arise in the activity of listening comprehension.

2.2.2.4 Anxiety in Learning Speaking

Speaking is a productive skill that can be directly observed by considering several aspects, such as pronunciation, fluency, vocabulary, grammar, completeness, and tasks (Brown, 2003). These aspects have the potential to make learners experience

anxiety in speaking a foreign language. In its performance, he also states that speaking is a form of creative linguistic construction products, where the speaker chooses lexicon, structure, and choice of discourse directly when interacting. In line with Young (1990) which states that speaking has the potential for anxiety creation because speaking is an oral performance-oriented that is taken spontaneously.

In its area, Young (1990) classifies that speaking anxiety appears in the three general areas, there are;

1. Activities

Speaking has several kinds of activities according to learners' language proficiency which includes the ability of micro-skills and macro-skills. In this case, the level of learner speaking anxiety depends on the type of activity carried out. One of the speaking activities that trigger learner anxiety is when the teacher tries to encourage learners to communicate verbally, creatively, and authentically in a foreign language.

2. Speaking error

A learner tends to be the center of attention of his peers and teacher when making mistakes. This arises because the learner feels afraid when he gets an evaluation from class members for speaking skills. This error of speech has two points of view in terms of positive and negative evaluations. Someone who gets a positive evaluation will increase his confidence and decrease his anxiety, while the learner who gets a negative evaluation due to a speaking error, he will feel threatened and anxiety will increase more.

3. Preparation

A learner will feel better to do speaking activities in class if they have done the maximum preparation beforehand. This can reduce the level of learner anxiety because speaking exercises can increase self-confidence to avoid speaking mistakes that might occur when learners do speaking activities.

Three points above, Young (1990) gives several suggestions when learning to speak in class; learners must often do speaking exercises to have good self-confidence when doing speaking in class. When learners make speaking errors, the teacher needs to make corrections by giving response models such as repetition of correct speech, and other ways the teacher can advise learners to join language clubs to do relaxation exercises and practice self-talk to reduce learners' speaking anxiety.

Horwitz et al. (1986) explain that the foreign language class anxiety has complex psychological tie with the students. In their study, they focused on speaking skills that have three anxiety factors, such as;

1. Communication apprehension

It plays a big role in speaking skill which emphasize the personal ability to communicate. Communication apprehension is caused by a lack of control over the situation and communicative performance. Students who feel worried in learning speaking will have a little control in communicative situations due to the difficulty and feeling shyness to communicate in groups or in pair. In other words, the talkative students will become silent

in the language class because of self-consciousness about their lack of personal knowledge in the foreign language speaking skill. That makes the students having difficulty to understand and to respond to the message from the interlocutor.

2. Test-anxiety

Generally, test-anxiety relates to the situation which triggers the students' anxious in the oral tests and quizzes. It refers to performance anxiety that comes from fear of failure and fear of making mistakes. Students who experienced high anxiety in the test situation will have more difficulty in speaking, feeling imperfect performance, and make mistakes more often rather than students with low anxiety. Furthermore to reduce this feeling the students tend to skip class, over study, or seek protection by sitting in the last row.

3. The fear of negative evaluation

It has greater scope in speaking anxiety because it can occur in social situations, speaking activities, and speaking tests. This factor is related to students' concerns about positive or negative evaluations from others about their ability in learning speaking. To overcome this, students try to avoid evaluative situations that can threaten their self-esteem due to the assumption that other people will give negative evaluations of their ability in speaking skills.

In summing up, the greatest anxiety for students in learning to speak FL is difficulty speaking, not being able to understand language input, low self-

confidence, fear of making mistakes, and anxiety about speaking evaluation. Students feel anxious when they were feeling inability to speak the target language, such as feeling a lack of pronunciation that prevents them from doing verbal activities. In line with Field's (2004) opinion that anxiety manifests a greater aspect of speaking skills where a person will often stop when speaking, being quiet because of lack of language skills, lack of coherence, many entry entries, and the number of inaccuracies/errors in the pronunciation of words.

2.2.2.5 Anxiety in Learning Reading

Reading and listening are different forms of receptive skills because they have different several characteristics. The easiest characteristic to observe is in listening activities, learners cannot control the topic, the speed or volume of speech that is happening. While in reading activities, learners can control by managing the reading input to get better reading comprehension (Brown, 2003). Then, Saito, Garza, and Horwitz (1999) state that reading has an unlimited opportunity because it can be done repeatedly to get the desired understanding. They assert that reading is an individual activity, where the success of reading does not depend on the dynamic construction of the people's interaction. Therefore, the process of reading cannot be easily observed. It requires inference like specific tasks.

Two obstacles faced by foreign learners in learning to read are they must be able to master bottom-up and top-down strategies (Brown, 2003). Bottom-up is a basic strategy that is usually used for beginners' readers. Meanwhile, top-down is done conceptually which is used to understand information clearly. This is intended to make the readers can understand and interpret information effectively.

Both of these strategies make reading exclude natural skills, such as listening and speaking. Reading requires specific and clear instructions that are used as skills to absorb the information needed. He believes that reading is an essential skill that can make someone successful in all educational contexts. Moreover, the inability to form effective interpretations and understanding the information of reading are what can cause anxiety for learners in class reading activities.

Specifically, Brown (2003) classifies three forms of the genre in reading, namely academic reading, job-related reading, and personal reading (Brown, 2003). Academic reading is a scientific text such as article, paper, opinion writing, and soon. While job-related reading is a text that involves work matters, such as letters/emails, memos, schedules, announcements, etc. The last, personal reading is the text that focuses on someone's interest in reading such as newspaper, recipe, novel, and soon. These various types of genres allow readers to apply certain schemes to help them understand information from the text. It is used to anticipate the difficulties faced by readers in digesting information.

Some of the anxiety triggers described above have been analyzed by Saito, Garza, and Horwitz (1999) as pioneers of FLRA. In their study, they stress that reading in foreign languages can cause anxiety for learners. The various level of reading anxiety found depending on learners' perceptions of the difficulties experienced by learners and several factors that influence them. These factors include;

1. Unfamiliar scripts and writing systems

This relates to the act of reading process which emphasize on different phonological, syntactic, and lexical systems that obstruct the learner to read and to translate the foreign language text. Saito, Garza, and Horwitz (1999) explain the reader ways to attempt the text meaning process by encounter symbols, decode symbols into a sound, link the sound into words, and try to understand the meaning of the word until the stage to the point of trying to translate a text. Therefore, this factor has two causal indicators that contribute, namely the specific system of sound symbols associated with reading activities and decoding the script about understanding the meaning of the word in the processing of the text.

2. Unfamiliar cultural material

It is the second factor that triggers reading anxiety with two subcategories that contribute to an unfamiliar culture, there are logical messages relating to one's ability to understand ideas conveyed by the author and background knowledge relating to understanding the topic of reading. Although this aspect is not prominent, this still affects the level of anxiety in understanding the reading text as a whole. Tomasello (1999, as cited in Ahmad et al., 2013) argues that reading is not only about the interaction between the writer and the reader to deliver the message, but also it is a kind of activity to share the ideas and the knowledge of cultural material. According to Saito, Garza, and Horwitz (1999), the unfamiliar culture makes the reader does not get the sense in reading even the reader translates the word by word into the native language.

From the above explanation, it can be concluded that FLRA is a specific type of anxiety. The level of reading anxiety can be increased because of the self-perception of the difficulty of reading FL. On the other hand, reading anxiety can affect poor reading performance due to several things such as; firstly, the reader will experience anxiety when he tries to understand new symbols to be processed into sound. Secondly, when the reader tries to continue the formation of sound that is constantly associated with the pronunciation of some words in a text. Thirdly, when the reader tries to process the meaning of a text. When the reader realizes that the words spoken and translated using the mother tongue do not form a comprehensive and logical message entity, the reading anxiety will increase.

2.2.2.6 Anxiety in Learning Writing

Writing skills have become necessary skills in the global literacy community (Brown, 2003). He explains that writing is a skill that has several components, such as organization, logical development of ideas, grammar, punctuation, spelling, mechanics, style, and quality of expression. Various kinds of those components that make someone experience anxiety in writing, especially in English as SL/FL. In line with Cheng et al. (1999) and Young's (1999 as cited in Liu and Ni, 2015) studies claim that writing anxiety in foreign languages has become an important factor that can weaken learner learning systems.

Foreign language writing anxiety is a specific and concrete form found by Cheng et al. (1999). They stated that writing anxiety has many variations for FL's learners. Someone with low levels of anxiety will write longer and systematically than learners with high levels of anxiety, due to clinical experience, like difficulty

in concentrating, being forgetful an idea, dry, and palpitating (Horwitz et al., 1986). Some FL learners can experience anxiety when they are in a learning situation that emphasizes a certain skill, such as writing (Liu & Ni, 2015).

Many factors that contribute to learners' anxiety in writing foreign languages have been reviewed by several experts. Where Young (1999 as cited in Liu & Ni, 2015) is a pioneer who makes FLWA and claims that FLWA is composed of three factors, namely;

1. Low confidence in English writing

This factor has a negative impact on the students' writing activity as a productive activity in English learning. Students who have low confidence in English writing tend to underestimate their abilities and have negative expectations of their writing. This makes students feel anxious and less able to handle writing assignments effectively because they are afraid that bad things will happen, like being unable to complete their assignments.

2. Dislike English writing

It is related to someone's interest in writing. In general, this factor happens because the students have pressure and difficulty to solve the writing task, including having difficulty to write the first sentence, describing ideas, writing expression, and difficulty to distinguish writing genres that have certain characteristics. According to Brown some of these genres include academic writing, job-related writing, and personal writing. Besides, the assumption that writing is an unpleasant activity is something that makes learners dislike writing in FL.

3. The English writing evaluation apprehension

It reflects someone's fear of getting an English writing evaluation from the teacher and their peers. Writing anxiety tends to increase when the learners submitted their writing assignments. That happens because the students fear of actual or potential evaluation of their writing results. Someone who can control his anxiety to get an evaluation of his writing tends to have a greater chance of success in writing because the feedback obtained is received well.

Based on those factors, self-confidence is the highest factor that influences writing anxiety even though all three factors are related to one another. In pedagogically, it can be reduced by creating an atmosphere of writing learning that does not threaten learners by creating an atmosphere that can foster a sense of self-confidence in learners' abilities. Moreover, these three components are the cause of FLWA which has been referred by several experts in the same focus. Where in Young's (1999) study, the three factors that cause FLWA are the results of elaboration consistent from Cheng's et al. (1999) finding about SLWA pioneered by Daly-Miller (1975) about Writing Apprehension Test (as cited in Liu & Ni, 2015).

2.3 Theoretical Framework

The theoretical framework aims to strengthen the explanation of the previous theory, it is used to illustrate how this research works. Based on the theoretical studies above, it can be noted that psychological factors are elements of personality factors associated with the human mind in influencing the learning

process. In which, it is the intrinsic side in the affective domain that contributes to one's success in learning English. There are some factors of the affective domain, namely self-esteem, self-efficiency, willingness to communicate, inhibition, risktaking, anxiety, empathy, and extroversion. Each of these factors is related to one another, where anxiety is most dominant factor that links to other affective factors. Therefore, the researcher is interested in evaluating students' anxiety in learning English as one of the psychological factors.

In this study, learning English dealing with academic learning activities to obtain FL knowledge about language skills, as follows listening, speaking, reading, and writing. Each of these skills has its anxiety specifications. Where some scientists classify foreign language anxiety into four specific skills, namely anxiety of listening to a foreign language (FLLA), the anxiety of speaking a foreign language (FLSA), the anxiety of reading a foreign language (FLRA), and anxiety of writing a foreign language (FLWA). Every factor causing FLA in four language skills will be evaluated to answer the researcher's questions. From the explanation above, the theoretical framework of this research will be illustrated, as follows;

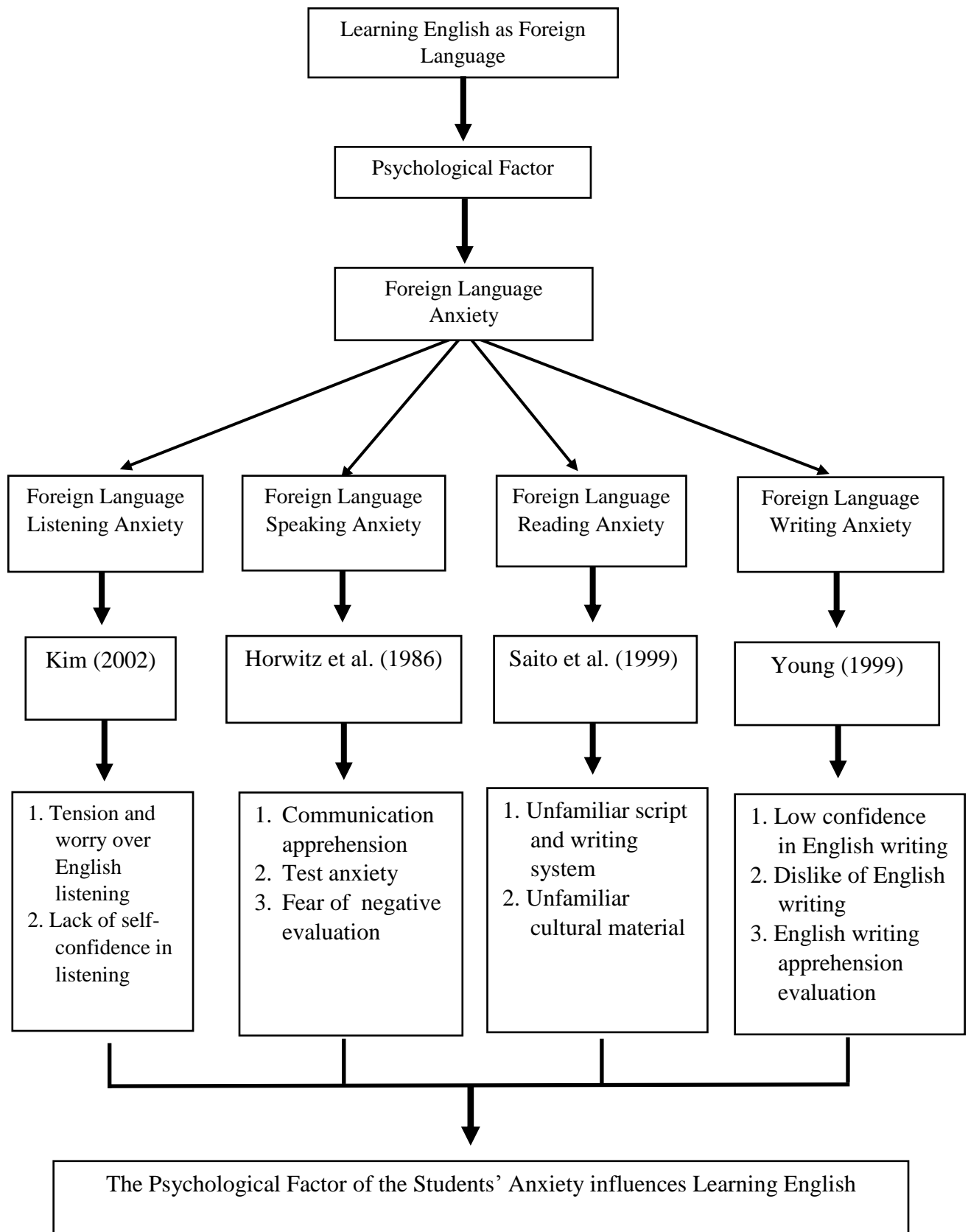


Figure 2. 1 Theoretical Framework