
The Anxiety of Language Learning and Language Skills: Helpful Ideas to the Study of English as a Foreign Language

Asti Gumartifa¹, Kurnia Saputri²,

¹asti_gumartifa@um-palembang.ac.id

¹Universitas Muhammadiyah Palembang

²kurniasaputri93@gmail.com

²Universitas Muhammadiyah Palembang

ABSTRACT

Ignoring the fact of anxiety as second language learning is a new issue in the process of acquiring an international language. Teachers seldom recognize anxious students and instead assign other factor discussion in the limitation of students' accomplishments to acquire the English language. This research intends to assist literature completely on the classification of second language and language skills anxiety. The overviews of decreasing or giving solutions about students' anxiety in various potential aspects occur. Further items of the questionnaire in measuring the students' anxiety in terms of the Foreign Language Classroom Anxiety Scale will be mentioned. Utilizing qualitative study presents a review in the classroom that aimed to investigate the variations of anxious students. This study finding and solution also describe analysis approaches and examines the educational effects such as communication anxiety, fear of negative social assessment, test anxiety, anxiety of English subject, and classroom learning anxiety.

Keywords: anxiety, foreign language, language learning anxiety, language skills anxiety

1. INTRODUCTION

Learning a foreign language could be considered a complex method that is not only influenced by language structures but also any other non-linguistic ones that are known as cognitive, metacognitive, and affective. The most significant influencing factors in impacting the academic Practice of students in second language learning is anxiety (Amiri and Ghonsooly, 2015). Several studies have been performed to find out more correlation between anxiety and achievement (e.g., (Singh & Thukral, 2009), (Vitasari, Wahab, Othman, Herawan, & Sinnadurai, 2010), (Shibli et al., 2015), (Shakir, 2014).

Recent research suggests anxiety is related to issues of enjoyment of a high frequency (Amiri & Ghonsooly, 2015). Previous research discussion categorized some findings of students' correlation between anxiety and academic performance into different

finding, for instance, Sabbah, (2018) concluded that English subjects showed students at different framework anxiety where fear of text anxiety was the dominant as a meaningful result. Besides, Amiri and Ghonsooly (2015) categorized English classroom anxiety was a significant influence on English examination scores than other anxiety levels. Balta(2018)also argued in their research that the anxiety in the English class affect the students' final score of English

Related to some existing effects of anxiety, students' anxiety measurement is a useful and beneficial way to investigate the students' measurement anxiety. This can be a decent factor for this feature and its similar aspects and not even that problem but also learning can be accelerated and the expenses decreased.

This study is intended to analyze the factors of anxiety in terms of language skills and language learning, further more it also provides some solutions in facing some students' anxiety in the performance of language learning. This study also explains students' anxiety that is divided into five anxiety levels, such as; communicative anxiety, fear of negative evaluation, test anxiety, the anxiety of English classroom, and anxiety of English classes.

2. RESEARCH METHOD

This research was carried out to explain the definition of learning anxiety in term of category, and assessment. This research is considered a qualitative analysis. In other words, this analysis offers explanation details in terms of learning anxiety on the conceptual and assessment. The objectives of this research is to provide knowledge of underlying overview and measurement in decreasing anxiety of learning to the students. In addition, this review also listed thirty three items of Foreign Language Classroom Anxiety Scale (FLCAC) questionnaire (Horwitz, Horwitz, and Cope, 1986). The researchers make the data in managed form when acknowledging the information gathered. The methodology used in this analysis for collecting data is library research. The data gathering steps are: the authors read the existing and relevant information, master the literature of information, examine the data collected in detail, conduct the significant data, and draw conclusions from analysis.

3. RESULTS AND ANALYSIS

There is a variety of studies in anxiety-related aspects to understand a comprehensive understanding of anxiety. This study provides complete information related to the anxiety of English as a Foreign language. Besides, it also describes the importance of anxiety measurement to English language anxiety and English skills anxiety. Thus, to determine students' anxiety earlier can decrease the fear of learning English. Further complete description related to issues of anxiety in learning given based on the preview studied achieved.

3.1. Concept of Anxiety

The psychologists defined anxiety as a "state of suspicion, a specific apprehension that is linked only indirectly to an event (Hilgard, Atkinson, & Atkinson, 1971 cited in (Sabbah, 2018). Besides, Horwitz, Horwitz, and Cope (1986:125) describe anxiety as the "subjective perception of anticipation, discomfort, awkwardness, and anxiety associated with an autonomous nervous system excitement. Horwitz (1986) stated anxiety is the characteristic series of self-perceptions, values, feelings, and emotions linked to language learning in the classroom that occurs from the uniqueness of the language process. Balta (2018) stated that anxiety is a dynamic, multi-faceted condition, a feeling that floods in our entire self, which affect several multiple perspectives of our being. Thus, anxiety is a complex feeling which influence the learners' concentration during the language learning process.

3.2. Second Language Anxiety

Horwitz et al. (1986) described second language anxiety as specific complexity of self-thinking, beliefs, feelings, and behaviors occurring from the significance of the language classroom learning process. Awan, Azher, Anwar, & Naz (2010) reported that the correlation between classroom anxiety in a foreign language and the students' accomplishments using a shortened form of FLCAS and a list of anxiety-causing conditions. They mentioned a negative correlation between anxiety and achievement in language. They also found that women are less anxious regarding learning English than men and that the major source of anxiety was speaking in front of so many students in the class.

In such a study with the title “academic anxiety as a correlate of academic achievement”, Shakir, (2014) argued that Major differences have been identified between the high academic achievement and the student groups with low academic anxiety. He also claimed that there was some significant correlation between students’ anxiety with a different gender to the level of English language achievement. Pappamihel(2002)had different findings that a positive correlation was found between the anxiety in the English classroom and the popular situations in the English language. She also assumed anxiety enhanced as achievement significantly reduced, and anxiety also enhanced among academic sources such as English classes. The further study claimed that foreign language anxiety hypothesized and identified significant connections between the variable: age, test performance, prior secondary school education in foreign languages, and an overall assumed average for the present course on language (Sadiq, 2017). Therefore, specific factors can influence students’ learning anxiety differently. Anxiety in learning language can be different from one person to another person. Thus, each person can overcome their learning language anxiety according to different situation.

3.3. Second Language Anxiety

Young (1991) also performed an important list of the possible causes of language anxiety; which are closely linked to the student, some to the instructor, and others to the teacher informative science. Introduced that anxiety throughout the language can derive such as from individual and social anxiety, learners’ views regarding learning language, the belief of the teacher on teaching language, actions by both teachers and learners, classroom teaching techniques, checking the language. Generally, those possible causes can happen to the English language classes. The dominant predictors of anxiety are from self-learner, teachers, and learning the language environment (Young, 1991).

The possible predictors of anxiety occurred from other factors for instance; three stages of anxiety to the idea of success provided an excellent source of the obstacle to the perception of students in foreign language learning (Young, 1991).

- *If an individual leads to success and sees no prospect of success, He's going to begin having acute anxiety so he's not going to do his greatest to succeed.*
- *If the individual understands that achievement is not ensured but he makes serious hard work is going to help him excel, the pressure is going to motivate him on doing better.*

- *When the learner likes success but thinks it doesn't matter he works hard, most possibly he fails, his fear then makes matters more complicated.*

Salehi (2014) also observed the thoughts of anxiety can be divided into negative self-related perception, anxiety and physiological reactions such as increased heart rate. They also mentioned some causes of language anxiety;

- The self-expectations of the learners about others (peers, teachers, participants, etc.) as the target circumstances in language contact, and beliefs about L2 / FL.
- Lack of language input command L2 learners can make it challenging to adequately acquire the four language competencies since their school schools were not qualified in teaching methods Horwitz et al. (1986).
- Young (1991) occasionally, thoughts like nationality, inferiority, and superiority can trigger anxiety that restricts the learning of languages.
- Gender, social status, and job types can lead the anxiety, too. Educational classes in some countries may cause anxiety among female students.
- Lack of sufficient access to language target, as many schools and colleges, can use the mother tongue and current language to students in the teaching.

3.4. Second Language Anxiety Factors

Psychological variables are "anxiety" affective factors, as one of the predictor variables. There are two kinds of particular anxieties. One is known as trait anxiety and is identified as a fairly normal propensity to show anxiety under a wide variety of situations. Another type of anxiety is state anxiety, defined as situational anxiety that is an individual experiencing from state anxiety has a stable propensity to be nervous but only in some circumstances Philips (1992) as cited in Saleh i(2014). Anxiety in language is a type of state anxiety (Horwitz et al.1986). They also mentioned that there are three components of language anxiety factor causes or FLCAS, namely:

1. *Communication anxiety*, it is resulting from the inability of the learners to communicate rational ideas and thoughts appropriately. When communication anxiety happened it can decrease students' bravery to discuss the target language effectively. The cause of communication anxiety may happen to the teacher as a result of the unenjoyment of ideas and observations.
 2. *Fear of negative social assessment*, it is occurring from the need for the learner to create a better social impression on others. This cause tends to happen to the students as
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English as a foreign language learning especially in practicing the English language in some tasks or other English practices to the public. Students who have this cause may decrease their learning process and learning language targets in a good manner.

3. *Test anxiety*, it is similar to suspicions of academic evaluation. Students often feel nervous about facing the examination or test of the English language or any other subjects. This condition can bring nervousness to the students at a particular time.
4. *The anxiety of English subjects*. Students often get this feeling when they enter the lesson of English subject. This may happen because of several factors such as; readiness of learning, the subject of English doesn't encourage students' motivation in learning the language.
5. *Classroom anxiety of English learning*. This cause of anxiety is different from the anxiety of the English subject. This happened when students always feeling nervous or awkward in each subject of learning. The situation of classroom learning directly brings serious anxiety and it mainly had a huge impact on learning targets during all periods time of learning.

Foreign Language Classroom Anxiety Scale (FLCAS) is used to measure level of anxiety amongst students in learning the English language generally. Horwitz et al. (1986) mention 33 questions as the FLCAS questionnaire in terms of knowing students' anxiety in every aspect of learning that influence anxiety occurs. The questionnaire concepts divide into five aspects of anxiety such as; communication, fear of negative evaluation, anxiety test, the anxiety of English subject, the anxiety of the English classroom. These questionnaires described below;

Table 1. Questionnaire of Foreign Language Classroom Anxiety Scale (FLCAS)

Type of Language Learning Anxiety	Item of Questionnaires
Communication anxiety	<p>As I communicate in my own language classroom, I never feel so confident of myself.</p> <p>I begin to worry when I must communicate in a language class with no practice.</p> <p>It would not be awkward to speak the English language in front of a native speaker.</p> <p>If I interact in a second language class, I feel comfortable.</p> <p>I'm quite self-conscious about expressing a foreign language before other students.</p> <p>When I talk in my language class, I become anxious and puzzled.</p> <p>If I don't understand everything the language teacher is saying,</p>

	<p>then I get worried. I'd certainly feel relaxed around the foreign language native speakers.</p> <hr/>
<p>Fear of negative social evaluation</p>	<p>I'm convulsing as I realize I'm going to call up in language instruction. I keep on believing if the other students great than my English language. In my language class, I find it extremely difficult to give responses. When I don't know what the teacher is explaining, I get crying. When I'm called in language class I feel my heart racing. I often feel like the others understand the language better than I could Language class is moving very fast I'm concerned about getting left undone. I am worried when I say the foreign language other students would mock at me. I become anxious when the language teacher asks anything I haven't practiced before</p> <hr/>
<p>Test anxiety</p>	<p>I don't think about making mistakes in my foreign language classroom. In my language class, I normally feel relaxed during exams. I am concerned about the possibility of my foreign language class incompetence. I fear my language teacher will be able to notice any mistake I make. The more I study, the more confused I get, for a language test.</p> <hr/>
<p>Anxiety of English subject</p>	<p>It scares me if I don't fully comprehend what the foreign language teacher is doing. I wouldn't dare take more language classes at all. I don't know why other people are furious about lessons in a foreign language. I can get so anxious in language class when I make errors that I learn. I feel worried about the English language even though I'm fully ready for any training. I very enjoy preparing my English foreign language class. I am afraid to see and complete some regulations during the learning process.</p> <hr/>
<p>Anxiety of English classroom</p>	<p>I find myself wondering about things that have little to do with the course during the language lesson. I just feel like my learning method isn't going to. In my English classes, I feel more confused and uncomfortable than in my other lessons. I feel very secure and comfortable while I am on my manner to English classes</p> <hr/>

3.5. The anxiety of English Skill

Identifying students' anxiety in language learning is divided into two measurements. Components of language anxiety factor is called as Foreign Language Classroom Anxiety Scale (FLCAS). Thus, the manner differentiates in terms of questionnaires for each purpose of anxiety measurement. Researchers can separate those anxieties tests accordingly. This study also has the same output information in the findings of other research in the title of the relationship between foreign language anxiety and foreign language skill performance (Choi, 2013).

- *Anxiety of Listening*

Dalman(2016) said that Listening skill is crucial for acquiring language. The principle of anxiety at listening to a foreign language is connected to general anxiety in a foreign language. Thus, the anxiety of listening to foreign languages is among the essential factors of learners impacting strengths and weaknesses in learning the foreign language. Speaking Anxiety

- *Anxiety of Speaking*

Education in foreign or second language, anxiety speaking has a negative effect on the performance of the learners. Anxiety has its origins in the absence of trusting in someone saying. Speaking is probably the most affected ability according to Horwitz et al. (1986).

- *Anxiety of Reading*

The anxiety of reading the English language is the discomfort students experience when reading English text. Anxiety read is having an impact on the academic achievement of students. The anxiety of reading is essentially based on some kind of anxiety-like as a sense of failure and lack of self-confidence in oneself. Recent studies reported a negative linguistic correlation Anxiety and a success in reading (Zarei, 2014).

- *Anxiety of Writing*

The anxiety in language affects negative students' attitudes towards the ability to write a foreign language. The anxiety of reading is having an impact on the writing performance of the students. Therefore, the anxiety of writing is seen as an obstacle to strengthening the Englishof language learning and their efficiency.Horwitz et al. (1986) said that students with high-level anxiety write shorter compositions, have trouble focusing and

understanding information material, have difficulties distinguishing the sounds and design, being forgotten, or sometimes over-studied.

3.6.Solutions of Foreign Language Anxiety

Tsiplakides (2009) claimed that most of the learners in his study had the anxiety of fear of negative evaluation in terms of speaking English in front of the public. It can decrease students' self-interest during the learning language process. This finding is also supported by Xu (2011) that anxious students tend to concentrate more on the type and not for the material. It may not be less control because all of such nervous student that makes errors in speaking will ruin their social reputation as competent students. Thus, each learner in the category of negative evaluation must practice English language speaking for creating masterful sentences.

The study of Xu, (2011) concluded that students tend to have classroom anxiety caused by listening practice activities. Students tend to compare their English listening comprehension is not maximal. Thus, classroom anxiety is becoming serious for the least-competency pupil. Listening to second language learning anxiety easily has become a concern in the classroom. Every class must create new challenges to begin the decreasing of anxiety. Scarcella and Oxford (1992) stated that listening anxiety arises when students believe they are confronted with a task, that's too hard or unknown to them. This anxiety is compounded when the listeners have the mistaken idea that they comprehend every word that other students say. Xu(2011)suggested that the combination of speaking and reading skills can decrease the anxiety of the classroom in listening to English language skills.

Test anxiety of English language learning was the general finding from Balta(2018). He agreed that students with low anxiety can increase the ability in writing the argumentative writing and writing expression. He said that bearing in mind that the low level of anxiety around writing can develop writing skills, inspiring students, and building a classroom atmosphere. Thus, it will inspire learners to compose the sentence of the story regularly Balta(2018). The anxiety of writing class happened when the students.

Ningsih,(2015)mentions cognitive, semantic, and avoidance are parts of writing anxiety. One main cause of this anxiety is because of fear of negative evaluation and fear of test. They claimed that writing tests considered being a productive activity that affected by time constraints deeply. When their students are nervous, they may feel anxious. Thus, the teacher's planning to give a negative assessment of their writing Zhang(2011). Besides, Rezaei and Jafari(2014)considered time constraints to be one of the key factors writing

causes. The students feel nervous when they need to write on time because they cannot fully focus on their writing, and think more about deadlines. Thus, everyone positively has anxiety during the learning English language. Anxiety can occur because of contrary or different feeling of the learners. Students can solve each anxiety according to proper solution. For instance, if students do not feel convert in a certain learning situation, they can search other learning environment due to decrease the awkwardness during learning.

4. CONCLUSION

Low achievement of students' learning targets is becoming an essential issue in the educational field. Low attention in the field of students' anxiety in learning a foreign language is the main reason that caused this problem. Measuring students' anxiety in learning is certainly crucial for the purpose of acquiring the target of learning effectively. In terms of language, anxiety consists of two types, such as; language learning anxiety, and language skills anxiety. Language learning anxiety is used for measuring students' different aspects that caused anxiety which consists of communication anxiety, fear of negative social assessment, test anxiety, anxiety of English subject, and classroom learning anxiety. The language skills anxiety is used to know students' level of anxiety in the fields of listening, speaking, reading, and writing skills of English. A further suggestion for teachers is determining students' language anxiety earlier can decrease nervousness in the process of learning. It also influences students' language learning achievement optimally. Thus, each learner needs some other intervention that can control and reduce the learning anxiety such as preparation before facing the learning, build self-confidence or mind-set that the students are able to acquire the learning purpose.

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