

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher presents the definition of anxiety, type of anxiety, foreign language anxiety, effect of anxiety of learning, classroom environment, and relationship between anxiety and environment.

#### **2.1. Anxiety**

##### **2.2.1. Definition of Anxiety**

Anxiety is one of the psychological phenomena that is most easily seen when facing and responding to certain situations. The body's natural response indicates anxiety which is identified as feelings of threat, fear, tension, or worry (Musthachim, 2014). These worry feelings will refer to negative expectations about oneself, the situations faced, and the consequences that may occur during learning. In addition, these feelings can harm students' cognitive performance which hinders their inefficient learning performance (Darmawati, 2017). Anxiety usually occurs when students find it difficult to understand learning, giving rise to a negative view of students' abilities who feel that other people are better than themselves (Agustina et al., 2023). This can be considered as part of the process of learning English

##### **2.1.2. Type of Anxiety**

Musthachim, (2014); Sari and Ningsih, (2022) explained that the two most recognized types of anxiety are state anxiety and trait anxiety. The first is

anxiety that arises when faced with a specific situation, this condition is called state anxiety. This situation is still considered normal anxiety because most people experience that when they are in a threatening situation, temporary anxiety will arise. This anxiety shows an expression of anxiety or tension at a certain moment in time in response to an external stimulus. This type of anxiety arises in specific situations or in stressful events and is therefore not permanent. As such, this feeling of anxiety will disappear when the threatening situation subsides because the stressful event is not permanent. However, in this second type, the anxiety appears more intense and lasts a long time because this anxiety is in the personality. This anxiety is called trait anxiety. Trait anxiety is a method of responding to anxiety even in non-threatening situations. In other words, such anxiety is part of a person's character. People with trait anxiety tend to worry more than people who don't have this anxiety. Moreover, it may feel inappropriately threatened by things in the environment and situations he encounters by displaying excessive anxiety.

### **2.1.3. Effect Anxiety of Learning**

#### **1. Language Studies Impact**

English becomes a foreign language study at school, this makes students difficult to assess their language proficiency. As a result, skills in this language become a reference for their value which will cause anxiety in the target language which does not meet the assessment and they will compare with their peers who are more calm and proficient in

learning this language (Rahman, 2017). Hanifa, (2018) affirmed that there are cognitive factors that refer to students' thinking processes, and affective factors refer to students' feelings and personalities. Every learner needs to remember that knowledge of the topic must be acquired if learners' wants to speak with confidence. The basic preparation that needs to be done before communicating with other people is to have a good understanding of the topic. If students still don't understand the topic, this feeling of anxiety will cloud their self-confidence and affect their interest in learning.

## **2. Clinical Impact**

This impact refers to subjective feelings such as psycho-physiological symptoms, and behavioral responses of foreign language learners. Rahman, (2017) state that they experience worry, even nervousness when they find it difficult to concentrate, become forgetful, sweat, and have a racing heart. The impact will be avoidance behavior such as skipping class and postponing homework. It was found that anxiety centered on two basic task requirements of foreign language learning. In order, students will be passive because they do not participate in class activities such as asking questions, answering questions, providing explanations, commenting in discussions, and expressing opinions in class activities. The cause is because of anxiety in learning English as a foreign language. So this becomes one of the

biggest challenges for teachers to integrate student participation in the classroom so that the teaching and learning process is more effective if students participate actively in every class activity (Neman and Ganap, 2018).

## **2.2. Foreign Language Anxiety**

There is a specific term for anxiety associated with language performance. Foreign language anxiety is a specific anxiety related to learning and use in which students experience feelings of intimidation and inadequacy at the prospect of learning a foreign language (Musthachim, 2014). FLA is a complex phenomenon that is separate from self-perceptions, beliefs, feelings and behaviors related to the language learning process in the classroom. Moreover, it is classified as specific situational anxiety and is not a personality trait in the sense that situation specific anxiety has an individual's tendency to feel anxious at certain times and situations when learning EFL (Cakici, 2016). In addition, It can be defined foreign language anxiety as a complex psychological concept connected with learners' 'feelings, self-esteem, and self-confidence' which can be described as feelings of tension and anxiety associated with the context of using a second language such as 'speaking, listening, and reading' and includes negative emotional reactions when using or learning a second language (Alnefaie et al., 2024).

Foreign language anxiety can affect students' self-perception, beliefs, feelings, and behavior towards the learning process so that they have difficulty concentrating, become forgetful, sweaty, and anxious. The learning process will be more effective if students actively participate in every activity in class, but due to the causes of anxiety in learning English, some students are passive because they do not participate in class activities such as asking questions, answering questions, giving explanations, commenting in discussions, and sharing opinions in class activities (Neman and Ganap, 2018). Meanwhile, Li et al., (2021) said the feeling of enjoyment in learning a foreign language can be measured from the interest and taste based on the learner and the foreign language environment he is in, namely, teachers and peers. In other words, it is not only a subjective emotional experience, but also a socially constructed emotion, which addresses environmental factors.

In addition, Masutani & Wakamoto, n.d. (2022) said Teacher-related factors play a significant role in influencing students' foreign language anxiety (FLA). Elements such as teaching methods, teacher attitudes, critical feedback, and communication styles can either intensify or alleviate students' anxiety levels. It shows that students often perceive teachers' seriousness, critical responses, and unfamiliarity with students' cultural or technological contexts as anxiety-inducing. Conversely, supportive behaviors like smiling or using encouraging language may help reduce FLA. Discrepancies between teachers' expectations and students'

emotional needs, as well as the imbalance in evaluative roles, may further exacerbate anxiety. On the student side, personality traits—particularly introversion and extroversion—have been found to influence the type and intensity of FLA. Introverted students are more prone to test anxiety, especially concerning fluency, while extroverted students often fear negative feedback, especially regarding vocabulary use. Therefore, it is essential for EFL teachers to consider both teacher-related and student-related factors when designing instruction. Adapting pedagogical approaches to align with learners' emotional and personality profiles, and integrating supportive out-of-class activities, can help reduce anxiety and enhance to their learning.

Beside that, Fallah, (2017) said that there are three main components of anxiety in foreign language classes: fear of communicating, fear of negative evaluation, and test anxiety. First, communication anxiety is a state of anxiety or fear of communicating with others. Second, test anxiety is a type of performance anxiety caused by the fear of doing something badly or failing before he starts. And the last is the fear of negative evaluation, which is a feeling of fear related to the learner's conception of how others (classmates, teachers) might think of him and the anticipation that they will evaluate his language skills negatively.

### 2.3. Classroom Environment

The classroom environment is an important supporter and atmosphere setting for the continuity of learning. This is very important because it influences the way students think, feel, and act in class, such as togetherness among fellow students, teacher support, self-involvement, task orientation, and equality in a positive classroom environment. In other words, the classroom environment can have negative impacts that can affect both students and teachers (Han et al., 2022). Agustina et al., (2023) state if there are negative things in the classroom environment that are not supportive, such as when a student makes English pronunciation mistakes, his friends will laugh at him and make the student feel that learning English is too difficult, there is a lack of time to study too much material, or the teacher's role in the class is not maximum. The classroom environment plays an important role in the teaching and learning process, because it fosters a sense of belonging, increases the joy of learning, and fosters caring relationships between students. This includes physical, emotional and aesthetic characteristics, has a significant influence on students' learning attitudes as a place for communication to take place, improves and fosters a communicative environment, so teachers must have communication skills and train students in information and communication skills for efficient learning. Teaching effectiveness is closely related to the teacher-student relationship, which is a mutually beneficial and dynamic construction that adapts to education circumstances and goals (Bima and Adi, 2021).

In addition, classroom Environment refers to the emotional climate and atmosphere that pervades the learning process, which has been shown to significantly influence students' cognitive and affective learning outcomes—sometimes even surpassing the impact of individual learner characteristics. Classroom Environment is shaped through interactions among teachers, peers, students themselves, and instructional content. A positive environment is characterized by emotional support, mutual respect, cooperation, and warm interpersonal interactions, while a negative environment often results from teacher disengagement and the use of harsh, demeaning teaching practices. It shows that teachers with high levels of social and emotional competence are more likely to foster a positive and supportive learning environment. In the context of FLA, environment plays a critical role in shaping students' emotional experiences, such as anxiety, interest, or comfort. Cross-national studies reveal that students' perceptions of classroom environment are strongly correlated with their emotional responses in class: a negative classroom environment often triggers anxiety, boredom, and helplessness, whereas a positive classroom environment enhances enjoyment, motivation, and willingness to communicate. Thus, classroom environment not only shapes the emotional experience of learning but also plays an essential role in determining the success of foreign language learning (Li et al., 2021).

However, Han et al., (2022) said the classroom environment plays a crucial role in shaping students' thoughts, emotions, and behaviors

throughout the learning process. A positive environment—characterized by teacher support, peer cooperation, task orientation, and an inclusive and equitable atmosphere—can enhance students’ motivation, attention, and engagement. Conversely, a negative environment tends to generate emotional distress, anxiety, and reduced participation in academic activities. In the context of foreign language learning, anxiety often arises from students’ cognitive and emotional perceptions of the classroom setting. Learners who feel supported and actively engaged generally experience lower anxiety levels, whereas competitive or high-pressure environments may exacerbate anxiety. Students with a positive emotional orientation tend to be more resilient and adaptive in the face of learning challenges, while those with a negative outlook are more sensitive to perceived threats or discomfort. Situational factors such as test conditions, teacher demeanor, and classroom arrangements also influence students’ anxiety levels and academic performance. Therefore, the classroom environment serves as a key mediator in the relationship between foreign language classroom anxiety and learners’ English interaction competence. Creating a safe, supportive, and participatory learning atmosphere is thus essential for fostering successful language acquisition.

Thus, anxiety in class while learning English is significantly related to the way instructors correct students' mistakes. This is required to create a supportive learning atmosphere, starting from teachers who have communication skills to improve the learning atmosphere free from anxiety

and provide student motivation in learning, so that the learning environment finds a low level of anxiety (Liao and Wang, 2015).

