

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter explains the theories underlying the research. These theories are correlated with FLCA (Foreign Language Classroom Anxiety), FLE (Foreign Language Enjoyment), and English Immersion.

#### **2.1 Theoretical Framework**

##### **2.1.1 FLCA (Foreign Language Classroom Anxiety)**

FLCA is thought to be a distinct type of state anxiety that occurs to learners during the process of learning and applying a language (Horwitz, 2017). FLCA is recognized as a unique form of state anxiety, which means it is specifically related to language learning situations, as opposed to general anxiety or anxiety related to other academic subjects. This type of anxiety is unique to language learning contexts. It is distinct from general anxiety or anxiety related to other academic subjects, meaning it specifically pertains to the unique challenges and pressures of acquiring and applying a foreign language.

Educators and scholars have been interested in foreign language anxiety for decades (Dewaele & Macintyre, 2016). It is characterized as "tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning." Additionally, from their opinion, Dewaele and MacIntyre (2014) stated that this concept is considered attractive because in his research, various concepts, namely different complexes of self-perception, beliefs, feelings, and behaviour, are considered in the learning process.

Teachers must be more careful and know the factors that cause students to be anxious when learning a foreign language. Language learning requires effective instruction to comprehensively understand and produce linguistic information at various levels, such as words, phrases, sentences, and text (Wang, 2017). This can cause students to feel anxiety and stress because they are unable to apply their linguistic knowledge in the real world.

Further, Horwitz et al. (1986) argued that FLCA has characteristics of both traits and states: FLCA does not present at birth, but it can gradually grow and strengthen among learners who are concerned in the FL class, eventually coalescing

into state-like FLCA that appears every time the FL is used. Reflecting on the causes, Horwitz et al. (1986) claimed that FL learners can experience tremendous discomfort because they cannot portray themselves truthfully, something they often lack in their first language.

Anxiety must be overcome to make students feel more comfortable learning. Study by Fujii (2016) showed anxiety can be overcome by creating a positive learning environment. Teachers have the power to create a safe and supportive classroom environment. This requires showing empathy, being friendly, and developing an optimistic view of mistakes as important components of learning. Creating a friendly and comfortable atmosphere reduces students' fear and increases their willingness to participate.

Anxiety that is not addressed will impact students. Anxiety can diminish both extrinsic and intrinsic motivation. Anxious students may find it challenging to remain motivated and involved in their studies, which might result in less effort and involvement. Academic performance can suffer as a result of anxiety. Anxious students frequently have trouble focusing and remembering things, making doing well on tests and projects difficult (Liu et al., 2024). Unaddressed anxiety can significantly impact students, diminishing both extrinsic and intrinsic motivation. Anxious students often struggle to stay motivated and engaged in their studies, leading to reduced effort and involvement. Consequently, their academic performance can suffer, as anxiety impairs focus and memory, making it challenging to excel in tests and projects. Addressing anxiety is crucial to maintaining students' motivation and academic success.

Some indicators make students feel anxious. According to Ayuningtyas et al. (2022), lack of experience, linguistic skills, and cultural differences indicate foreign language classroom anxiety as described in detail below.

a. Lack of experience

The study by Nakata (2016) mentions that lack of experience is the cause of anxiety. Nakata (2016) also said that lack of experience relates to the student's self-confidence in self-expression, and a lack of experience in acquiring English makes students nervous or anxious.

#### b. Linguistic skill

Understanding linguistic competence as a cognitive system produces knowledge that did not previously exist in the subject's mind; for example, knowledge about grammatical relationships in response to certain things stimulation is an essential contribution to the philosophical understanding of linguistics and cognitive psychology in general (Tienson, 1983).

#### c. Cultural differences

According to Harmer (2003), different cultures value different learning behaviours, which has led to teachers' demands that students act in class in a certain way, regardless of their learning background. Knowing these differences, teachers should not risk imposing a methodology on students that is inimical to their culture (Lengkanawati, 2009).

Meanwhile, the study by Abdala and Elnadeef (2019) Stated that negative evaluations were also indicators of foreign language classroom anxiety because the view of failing a class and negative evaluation resulted in a negative perception of the success of language learning. So, the researcher concludes from the theories that the indicators of foreign language classroom anxiety are lack of experience, linguistic skills, cultural differences, and negative evaluation.

According to Horwitz et al. (1986), Foreign Language Anxiety appears strongest in testing circumstances. Learners frequently say that the most stressful conditions contributing to Foreign Language Anxiety are various evaluative scenarios in which individuals around them watch their knowledge and performance of a foreign language. They are afraid of making mistakes and, as a result, are corrected in front of their peers by the teacher. They identified three situation-specific performance concerns: communication apprehension, test anxiety, and fear of negative evaluation. First, communication apprehension is anxiety about communicating with others, encompassing both production (speaking in front of others or groups) and reception (receiving and responding to verbal communications). Even though fear of communication produces dread of speaking, it also causes anxiety of not understanding another person's words. Second, test anxiety is caused by the dread of failing to perform well. It is explained by the

enormous expectations that learners place on themselves to be flawless masters of the foreign language. Third, fear of negative assessment is the learners' expectation that others will negatively judge them in every setting (Wörde, 2003).

Another issue is that, while theoretical articles on general language anxiety abound, empirical studies focusing specifically on the sources of foreign language speaking anxiety and providing practical recommendations and strategies to address it appear to be in short supply. In junior high school, the researcher will conduct the research and can often see students' activities in the English immersion program. They may experience shyness, embarrassment, fear, or even panic.

### **2.1.2 Foreign Language Enjoyment (FLE)**

Foreign language enjoyment has recently garnered scientific attention as a familiar positive feeling. It is a complex emotion that captures the interacting components of challenges and perceived abilities that reflect the human drive for success in a difficult task (Dewaele & Macintyre, 2016). The researcher feels that many informal activities will be carried out during the English immersion program, such as English talk shows, happy singing, English zones, and games, creating enjoyment among junior high school students. The peer group (solidarity and support), overall classroom environment, and educational material (e.g., novelty and difficulty of activities), as well as instructor qualities and behaviours, all influence FLE (Dewaele & Macintyre, 2016).

Before running to factors, foreign language also appears due to various indicators. According to Dewaele and McIntyre (2016), foreign language enjoyment is mainly driven by indicators of teachers' behaviour because the teacher's use of the target language in the classroom and learners' favourable view of the teacher can lead to a higher degree of FLE. FLE (Foreign Language enjoyment) is positively associated with teacher friendliness, patience, kindness, happiness, and regular use of humour (Jiang, & Xie, 2021). FLE is positively associated with teacher friendliness, patience, kindness, happiness, and regular use of humour. A supportive environment can also be an indicator that influences the enjoyment of a foreign language. Dewaele et al. (2016) said a supportive English language immersion environment can make students feel enjoyed.

The study by Dewaele et al. (2016) mentioned two factors of foreign language enjoyment, namely social and private, which are connected into two categories: peer recognition and teacher recognition. In FLE Social, factors were found, namely positive feelings, encouraging peers, excellent teachers, and supportive English Immersion environment. Meanwhile, from private FLE, the factors arise from students' reactions in the learning process that reflect relatively inner thoughts and feelings. Throughout the semester, FLE Personal and FLE Social were found to have a considerable favourable effect on the four Attitudes/Motivations. FLE Teacher, on the other hand, was only favourably related to Attitudes toward the Learning Situation. Significant interaction effects for FLE Teachers and Time for the four Attitudes/Motivation dimensions were interpreted as evidence that high FLE works as a buoy for falling levels of Attitudes/Motivation, potentially due to disenchantment with the course or the effort necessary (Dewaele et al., 2016).

Enjoyment has a significant positive impact on students' motivation and engagement in learning. When students find joy in their learning experiences, their intrinsic motivation increases, leading to more significant effort and persistence in their studies. Studies have shown that students who enjoy their learning activities are more likely to be actively engaged, participate more in class, and exhibit higher levels of academic achievement. For example, in the study by Liu (2022), enjoyment in language learning, referred to as L2 enjoyment, has been found to enhance students' motivation and engagement, leading to better language acquisition and overall academic success.

### **2.1.3 English Immersion**

English immersion classrooms may have higher reclassification rates because of the emphasis on English acquisition. (Umansky & Reardon, 2014). This focus means that students in these settings receive intensive English language instruction, which can accelerate their language development compared to other programs. As a result, these students are more likely to be reclassified at a higher rate as they demonstrate the necessary proficiency in English to transition out of English learner status and into mainstream classrooms. This reclassification is

crucial for their academic progression and integration into the broader school curriculum.

There is aim from the use of English immersion. As said by Umansky and Reardon (2014), in English immersion schools, students are taught exclusively in English to promote English competence and provide academic content understandable to Els. The primary aim of implementing English immersion programs is to enhance students' proficiency in English while simultaneously delivering academic content in an accessible manner. According to Umansky and Reardon (2014), English immersion schools achieve this by teaching students exclusively in English, which helps to accelerate their language acquisition. This method ensures that English learners (ELs) gain the necessary language skills and understand and engage with the academic material. By immersing students in an English-only environment, these programs strive to create a supportive setting where students can effectively develop their language and academic abilities. English immersion has also been implemented in several studies; one was done by Supriyono (2022). The English immersion program enhances English learning experiences effectively and motivates them to use English because it includes non-formal activities in learning English.

## **2.2 Study of Relevant Research**

This study is relevant to studies conducted by Yuan (2023), which resulted in the FLE of Chinese EFL learners being significantly tied to the teacher, while their FLCA was strongly linked to the learners themselves. Based on these findings, the study suggested pedagogical implications for online EFL teaching and learning.

Furthermore, the difference in this study is from the context of the situation; previous research examined both FLE and FLA emotions in online learning, whereas here, it is in a post-pandemic situation. The method used in Yuan's research (2023) is a mix of qualitative and quantitative methods, whereas here, it only uses a qualitative method. Besides that, the study by Supriyono et al. (2022) found that English immersion creates a learning community, personal qualities, language acquisition, self-effectiveness, and awareness. Hence, English immersion becomes an alternative solution for language learning in EFL students.