

Factors of EFL Students' Language Anxiety in English Learning

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Abstract: Extraordinary anxiety can impede the abilities and accomplishment of mastering English. Hence the right technique is expected to conquer this issue. This study aimed to recognize the factors of language anxiety that foreign language students encounter. In this paper, the types and the reasons for language anxiety among EFL students will be talked about. This research applied Systemic Literature Review (SLR), is a technique for getting information from previous research on the subject at hand. It used 20 articles about students' language anxiety. After analyzing these articles, there are 19 articles utilizing the SLR technique, it demonstrates the way that few elements of language anxiety can be recognized into internal variables and external factors. These two aspects cannot be understated and may be linked. Despite this, it is not unheard of for the same things to cause different levels of anxiety. Language anxiety can be divided into internal and external factors, such as background, personality, English tests, inability to deliver ideas, L1 accent, mispronunciation, lack of English grammatical structure and vocabulary, inadequate preparation, lack of practice, and anxiety about making mistakes.

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Introduction

When we often feel uncomfortable, afraid and nervous when we face something new or something we are not sure we can do in second language learning. It is called language anxiety. Language anxiety lead to a worry or negative feeling during the second language learning (Al-Khasawneh, 2016). Language anxiety can spur students' efforts to achieve language learning achievements, but excessive anxiety will lead students to be reluctant or feel unable to learn and avoid to perform English (Lou & Noels, 2020; Chou, 2018). Language anxiety scopes 4 basic skills, such as listening, speaking, reading and writing. In some cases, the anxiety that students learn also shows some symptom that students showed emotion fluctuation, psychological symptoms and mental apprehension in speaking (Williams & Andrade, 2008). This leads to uneasiness, low confident that tends afraid of being embarrassed or negative evaluation (Young, 1998). It demotivates a person and keeps to avoid English performance (Horwitz, 2001; Sadiq, 2017; (MacIntyre & Gardner, 1991). This avoidance can result in lower language proficiency, as learners miss out on critical practice opportunities (MacIntyre & Gardner, 1991), poor performance (Young, 1998), and academic achievement. In addition, language anxiety affects students' attitudes towards learning English, namely the English test to pass the examination (Zulfikar et al., 2019).

Several factors that affect students' language anxiety come from within the students themselves and from external factors. The factors of language anxiety are teacher's learning strategies, poor vocabularies and knowledge of grammar, lack of practice, fear of mispronunciation, low confidence and self-esteem (Jamalifar & Salehi, 2020; Elani ShiRvan & Talebzadeh, 2020). Young (1991) mentions 6 main factors of language anxiety including internal and external anxiety, students' certainty in language learning, teacher' certainty in language teaching, teacher-student interaction, classroom procedure and language test.

Some similar research had been conducted in order to identify the type and factors of language anxiety. Mawarwati (2024) explored the factors of language anxiety from students during presentations in the English education department at State Islamic University of Alauddin Makassar through questionnaires, observations, and interviews. The research found that FLA stems mainly from psychological factors (nervousness, fear of mistakes, lack of confidence, shyness) and linguistic factors (poor pronunciation, low proficiency). It also identified strategies students use to cope with anxiety, such as pedagogic methods and digital tools. In other hand, Djalili (2022) identified factors causing English learning anxiety among EFL students at MTs Pondok Pesantren Jami'atul Qurro Palembang. Data from interviews and observations of 20 students revealed five main factors: lack of preparation, confidence, English competence, personality traits, and others. Borshchovetska et al. (2023) found that vocabulary anxiety raise when they got spontaneous conversation with native speaker, guessing meaning of words and paraphrasing the synonym of words. Lindberg et al. (2023) find that negative perception of speaker and responder in conversation from 60 second language speaking learners is able to increase anxiety which speaker guess responder have higher status or untruly engaged in conversation. Dana & Aminatun, (2022) study about relationship between speaking anxiety and English intelligence. They found that students who have high speaking anxiety level got lower score in English intelligence rather than students with lower speaking anxiety level. Then, Annur & Nasrullah (2023) by SLR research found that foreign language anxiety come from 7 internal factors (fear of making mistake, negative evaluation, slow understanding, lack of confidence and preparation, teacher attitude, shyness, and high expectation) and 8 external factors (strictness of teacher, teacher's age, style of teaching, fashion style, high demand, learning environment, classroom activity absences, random question selection, native speaker presence).

Although many studies highlight language anxiety's interference with language learning, if the specific factors contributing to same types of language anxiety are not well-explored. Knowing factors of language anxiety is crucial, especially for teacher in order to understand the source and type of students' language anxiety for determine appropriate way to deal it. This study aims to delve into these factors and type of language anxiety by conducting a systematic literature review of 20 articles. The articles were chosen by title of research which was related to language anxiety, taking look and comparing results of researches, determining the type of language anxiety and analyzing factors of language anxiety.

Research Method

This study chose qualitative research method which Systemic Literature Review (SLR) is utilized in this review. SLR was supposed the appropriate way in this research since SLR is a technique for getting information from previous research on the subject at hand. SLR is a rigorous way to gain information of some sources and help to concern to requirements and characteristics based on the research purpose have arranged (Snyder, 2019; Gultom & Tanjung, 2023) . SLR, on the other hand, uses previous research as a raw source of

information during the data collection stage to analyze important information that is required for research. SLR identifies evaluates, and analyzes research findings, subjects, or prior events (Shahrol et al., 2020; (Annur & Nasrullah, 2023). A summary of the literature will be produced from the collected data. The purpose and research question are the primary focus of this study. And then proceed with the research's evaluation and analysis and come to a conclusion at last.

First, this study looks at 20 articles that got from Google Scholar as a source of research on EFL students' language anxiety in English learning. This article comprises of a few examination techniques, for example, quantitative, subjective, and blended strategies. Secondly, researcher identify and note the results of the researches. The results of these researches are analyzed and compared intensively. Thus, researchers summarized the results. The types of research and findings of the 20 articles will be summarized. The summary will then be examined, and information regarding the type of anxiety and the factors that contribute to it will be selected. To make the explanation easier, the results will be presented in the form of a table.

Result and Discussion

From those 20 articles about language anxiety, the conclusion of those articles is arranged into a table to facilitate readers understand the analysis of articles using SLR. The Table. 1 mentions name of researchers, name of journals where articles had published, and the results of the researches. It mentioned in order readers were able to know the reason if these articles were included in category of research. According to results of these articles, it was analyzed and chosen articles that did not mention type and factors of language anxiety and it would be separated.

Table 1. Results of Language Anxiety Researches in EFL Learning

No.	Researcher and Year	Journal	Result
1.	Aydin (2016)	The Qualitative Report	This article examines the root cause of teacher anxiety in foreign languages. The members are 60 pre-administration educators. The study found that pre-service teachers experienced anxiety before, during, and after each lesson, activity, and task. The tension might be brought about by factors related of character, target language capability, and emotional state, freshness educating and specialized concerns.
2.	Mawardah et al. (2019)	PROJECT: Professional Journal of English Education	The scale measuring students' reading and foreign language anxiety levels was the focus of this study. 30 students from IKIP Siliwangi. Participated in this research. The outcome expressed those students actually felt restless

			in understanding English. As a result, even though the participants were major in English, they still felt anxiety.
3.	Muntazer (2019)	Arab World English Journal	The causes of Arabian students' language anxiety were looked at in this study. From the review, it observed that language anxiety was brought about by L1 sound creation of oral execution, feeling of dread toward character change, semantics distinction. Job of educator was expected to propel them by suing appropriate techniques and revamp impression of English.
4.	Damayanti & Listyani, (2020)	ELTR Journal: English Language Teaching and Research Journal	52 UKSW second-year ELEP students' speaking anxiety was the subject of this study. The study came to three main conclusions: fear of being judged negatively, anxiety about communicating with others, and test anxiety. What's more, it uncovered different variables, for example, absence of vocabularies, absence of certainty of own capacity, need planning and committing error dread, and negative input among students.
5.	K & Alamelu (2020)	Procedia Computer Science	The factors and causes of speaking anxiety were discussed here. 50 final-year undergraduate Art and Science students took part. There were two ways the finding divided factors. The level of fear, lack of confidence, and shyness were the internal factors. While the outside factors were language factors that allude to error and need jargon, linguistic information and companion factors.
6.	Xiangming et al., (2020)	Computers and Education	The impact of mobile learning apps of Rain Classroom on students' language anxiety that used by 158 postgraduate students. Students' anxiety was reducing that positive attitude showed, such as got more

			active in classroom participation, became ready for farther same hybrid apps, and more aware of the progress in language learning.
7.	Toyama & Yamazaki (2021)	The Language Learning Journal	This study investigated anxiety reduction of 190 Japanese participants by using 3 methods: a) cognitive-affective talk, b) reflective self-talk, and c) positive self-talk. Low confidence of own ability, embarrassed feeling, fear of incompetence of finishing assignment, and learning environment. The result revealed that the methods were effective in reducing EFL anxiety by motivating in order to change irrational belief and Japanese students' anxiety were reduced.
8.	Nazari et al. (2020)	JLT: Journal of Language and Translation	From an expansive learning perspective, the causes of writing anxiety were investigated in this study. There were 25 students who participated. The result of the review made sense of students got writing anxiety because of absence of information, peer tension and likely rowdiness collaboration, educators' unseemly mentality, exclusive standard of instructors, precision based on guidance, unwell preparation, emotional elements, and point newness, theoretical limits, and pessimistic criticism.
9.	Nurkhamidah (2020)	Acitya: Journal of Teaching & Education	It examined the reason for listening anxiety on Gen Z. The member were 15 students of English Department of STKIP MNC. The outcomes were separated into 2 elements. The study explained that students' listening anxiety may be caused by two factors, namely their listening comprehension ability; linguistic expertise and the capacity to anticipate information These

			were described as a lack of concentration, a lack of vocabulary, an accent from native speakers, and a rapid rate of speech. Other factors included technological ones like software, social media, hardware (a tool), and applications.
10.	Ritonga et al. (2020)	ELS-JISH: ELS Journal on Interdisciplinary Studies on Humanities.	This research found out the effect of motivation and anxiety on students' speaking performance and how to manage the students' anxiety in speaking. It revealed that language anxiety identified during speaking performance because of inability of idea delivery and language motivation deducted students' anxiety. It mean motivation had positive effect on language anxiety during speaking performance.
11.	Alamri et al. (2021)	International Journal of English Language Teaching	This research gained 327 Arabian students as participants. This studied writing anxiety among Arabian student and the result showed that classroom learning environment was the source of anxiety.
12.	Bogodad et al. (2021)	Journal of Foreign Language and Educational Research	In the wake of researching students' speaking anxiety in English Instructive Review Program of Muhammadiyah College of Palu, there were 3 main considerations influencing speaking anxiety: instructor disposition (threatening, incomprehension information, and strain), students' inward factors (terrible assessment dread, absence of information, low confidence, and familiarity of discourse) and climate factors (non-serious English school and unsupportive cohorts).
13.	Rini et al. (2021)	Jurnal Pendidikan Penelitian	This article purposed to lessen students' speaking anxiety during Coronavirus Pandemic utilizing Zoom-Narrating. In the wake of

			exploring 5 11th grade students, it was reasoned that zoom-narrating could lessen students' speaking anxiety because they felt alleviate and it expanded their self-assurance.
14.	Pabro-Maquidato (2021)	Journal International of TESOL & Education	It looked at the speaking anxiety of 55 Filipino students as well as ways to deal with it. The outcome found the students showed speaking anxiety side effects, like profound strain, physiological side effects, mental troublesome, and apprehension about disappointment and negative input. Reading a book in English and using a dictionary were the tactics they used to deal with the situation. Then they wrote down their idea.
15.	Pahargyan (2021)	UC Journal: ELT, Linguistics and Literature	Through research on 36 tenth-grade students, this article examined students' speaking anxiety during the Covid-19 pandemic. The study found that students' speaking anxiety was exacerbated by long-distance learning, and the teacher's role was crucial in reducing the students' speaking anxiety.
16.	Abdullah et al. (2022)	International Journal of Sosial Science & Educational Studies.	The impact and factors of language anxiety on oral performance were investigated in this article. The outcome made sense of variables of students' tension in oral exhibition were low English skill, feeling of dread toward peer remarks and low certainty. Anxiety impacted students' oral performance and pronunciation of English vocabulary. Over-studying was frequently done as a means of coping with their incapacity and insecurity.
17.	Nasution et al. (2022)	E-Clue: Journal of English, Culture, Language,	This research studied the level students' anxiety and the links between anxiety and the students' progress in EFL learning process. It

		Literature, and Education	was conducted to 41 Indonesian EFL learners. It revealed that those students had moderate level which mean they did not feel so anxious in English learning. But anxiety was placed as motivation to gain English academic achievement. It mean more anxious they felt, more efforts they did to gain better achievement.
18.	Soriano & Co (2022)	IJERE: International Journal of Evaluation and Research in Education	This article explored 24 Philippine Quirino State College students' language tension. According to the findings, students' language anxiety was caused by a number of factors, including their fear of English classes, inability to express ideas, lack of confidence, and fear of making mistakes, and negative comments from others.
19.	Tran (2022)	International Journal of TESOL and Education	This research investigated causes of students' speaking anxiety in English learning. Result of research found out the most cause of students' anxiety was linguistic factors that due to lack knowledge of grammatical structure and vocabulary, lack of confidence of capability and background, lack of preparation and level of difficulties. Other cause related to teacher and classroom environment which referred to fear of correction and negative evaluation, fear of being embarrassed at, envious of one's better skills. This research also gave some strategies to reduce speaking anxiety.
20.	Afrida & Wati (2022)	Journal Education and Development	In IAIN Langsa, it investigated the foreign language anxiety of ten EFL students. The majority of participants reported feeling anxious about factors such as uncorrected pronunciation, individual learning preferences, and negative evaluation, among others.

			Additionally, it discusses the signs and symptoms of language anxiety experienced by students, such as a headache, shaky hands and legs, stuttering, and a sense of dread.
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After concluding the result of the 20 articles, two articles Nasution et al. (2022) and Mawardah et al. (2019), of those articles are not appropriate with the purpose of research because it did not mention the type and factors of language anxiety. The result of Nasution, et al (2022)'s research found level of students' language anxiety is low and they placed it as motivation for learning. While Marwardah, Zina & Santoso (2019) only mention correlation between FLCAS and FLRAS without mention the factors of both general and reading anxiety. Then, 18 remain articles are filtered according the research purpose that identifying the types of language anxiety and factors of language anxiety. The analysis of language and the factors can be read in table 2.

Table. 2 The second analysis of the articles.

No.	Researcher and Year	Types of Language Anxiety	Factors of language anxiety.
1.	Aydin (2016)	Language Teaching anxiety	Factors related of teacher personality, low English proficiency, negative evaluation, demotivation and amotivation, teaching strategy.
2.	Muntazer (2019)	Classroom language anxiety	Anxiety was caused by difference of mother tongue, negative evaluation and lack of knowledge.
3.	Damayanti & Listiyanti (2020)	Speaking anxiety	There were three main factors of speaking anxiety: negative evaluation, fear of communicating, and test anxiety. What's more, it uncovered different factors, for example, lack of vocabulary, low confidence, lack of preparation and peer evaluation.
4.	K & Alamelu (2020)	Speaking Anxiety	The intern factors were the level of fear, lack of confidence, and shyness. While the extern factors were language factors (vocabulary difficulty), grammar (enses and sentence formulation), pronunciation and companion

			factors.
5.	Xiangming et al (2020)	English language classroom anxiety	The main factors are English proficiency such as lack of grammar, lack of vocabulary, and mispronunciation. Another factors are negative peer and teacher evaluation, lack of preparation and unfamiliar topic or class environment.
6.	Toyama & Yamazaki (2021)	English language classroom anxiety	Low confidence, grammar, embarrassed feeling, fear of incompetence of finishing assignment, fear of text, and unsupportive learning environment were the factors of anxiety.
7.	Nazari et al (2020)	Writing anxiety	Writing anxiety factors were lack of adequate knowledge, peers and teacher's attitude, unpreparedness, English interest and lack of vocabulary and grammar.
8.	Nurkhamidah (2020)	Listening anxiety	Internal/students factors: the speech rate of speech, unfamiliar vocabulary and grammar and speaker' accent. Other factors included technological ones like software, social media, hardware (a tool), and applications.
9.	Ritonga et.al (2020)	Speaking anxiety	Factors of speaking anxiety were fear of making errors, fear of negative evaluation, fear of public performance and inability of idea delivery.
10.	Alamri et al., (2021)	Writing anxiety.	The factors of writing skill were inability of sentence and paragraphing formatting, teacher evaluation and classroom learning environment.
11.	Bogodad et. al (2021)	Speaking anxiety	Factors of speaking anxiety were teacher factors (teacher attitude, incomprehensible and pressure) students factors (lack knowledge, low confidence, negative

			evaluation) and learning environment.
12.	Rini et. al (2021)	Speaking anxiety	The factors that indicated by this research were lack of practice, low confidence, lack of failure, lack of interest, fear of negative evaluation from peers and poor English proficiency.
13.	Pabro-Maquidato (2021)	Speaking anxiety	Speaking anxiety factors were like inadequate knowledge, negative peer and teacher evaluation, difficulty delivering of ideas, and low confidence.
14.	Pahargyan (2021)	Speaking anxiety	The factors of speaking anxiety related to low confidence, fear of making mistake, communication apprehension, fear of negative evaluation and test anxiety.
15.	Abdullah et.al. (2022)	speaking anxiety	Factors of speaking anxiety were Lack of knowledge, negative evaluation, low confidence and unsupportive learning environment.
16.	Soriano & Co (2022)	English language anxiety	Students' language anxiety was caused by teacher's attitude, inability to express ideas, lack of confidence, fear of making mistakes, and negative evaluation, students' background, and lack of vocabulary and grammar.
17.	Tran (2022)	speaking anxiety.	The most cause of students' anxiety was linguistic factors that due to lack knowledge of grammatical structure and vocabulary. Lack of confidence of capability and background, lack of preparation and level of test difficulties, teacher and classroom environment were language anxiety as well.
18.	Wati & Afrida (2022)	English language anxiety	Factors of English language anxiety were inadequate vocabularies and grammar, uncorrected pronunciation,

individual learning preferences,
and negative evaluation among
others.

According analyzing from 20 article, many factors affect students' language anxiety. The factors were divided in to categories: internal and external factors. The internal factors are lack of knowledge, low confidence, fear of making mistake, linguistics factors, lack of preparation, and social and psychological factors, while external factors supposed to negative evaluation and unsupportive learning environment. Some same factors of anxiety may contribute to difference anxiety type. First factor of internal factors is lack of knowledge. Lack of knowledge includes poor vocabularies, lack of language system and common English knowledge that leads to speaking anxiety, writing anxiety, listening anxiety and English classroom anxiety (Aydin, 2016; Muntazer, 2019; Damayanti & Listyanti, 2020; K & Alamelu, 2020; Xiangming et al, 2020; Nazari et al, 2020; Bogodad et al, 2021; Rini et al, 2021; Pabro-Maquidato, 2021; Abdullah et al, 2022; Soriano & Co, 2022; Tran, 2022; Wati & Afrida, 2022).

The second is low confidence that leads to speaking anxiety, and English classroom anxiety (Aydin, 2016; Damayanti & Listyanti, 2020; K & Alamelu, 2020; Tomaya & Yamazaki, 2021; Bogodad et al, 2021; Rini et al, 2021; Pabro-Maquidato, 2021; Pahargyan, 2021; Abdullah et al, 2022; Soriano & Co, 2022; Tran, 2022). The third is fear of making mistake that frequently related to the speaking and writing anxiety (Rotinga et.al, 2020; Pahargyan, 2021; Soriano & Co, 2022). Then, linguistics factors come from lack of grammatical knowledge, vocabulary, and pronunciation may cause speaking, writing, listening, and English classroom anxiety (K & Alamelu, 2020; Xiangming et al, 2020; Nazari et al, 2020; Nurkhamidah, 2020; Wati & Afrida, 2022; Tran, 2022; Soriano & Co, 2022).

Furthermore, Regardless of a person's abilities, the lack of thorough preparation, both in terms of material and mental readiness, can also push someone into situations such as speaking anxiety, writing anxiety, and English classroom anxiety (Damayanti & Listyanti, 2020; Xiangming et al, 2020; Nazari et al, 2020; Tran, 2022). The factor is social and psychological factors include mother tongue, shyness, communication skill, and student's background affect to classroom anxiety and speaking anxiety (Muntazer, 2019; K & Alamelu, 2020; Toyama & Yamazaki, 2021; Soriano & Co, 2022; Tran, 2022).

As internal factors, external factors have affect to students' language anxiety. Negative evaluation is called as the one of main factor of language anxiety for the most part in speaking, writing, and English language classroom anxiety (Aydin, 2016; Muntazer, 2019; Damayanti & Listyanti, 2020; K & Alamelu, 2020; Xiangming et al, 2020; Bogodad et al, 2021; Rini et al, 2021; Pabro-Maquidato, 2021; Pahargyan, 2021; Soriano & Co, 2022; Tran, 2022; Wati & Afrida, 2022). While unsupportive learning environment, for instance teacher's attitude, class demand, physic environment and technology also effect to anxiety, especially to speaking, and writing anxiety (Aydin, 2016; Bogodad et al, 2021; Rini et al, 2021; Pabro-Maquidato, 2021; Tomoya & Yamazaki, 2021; Pahargyan, 2021; Soriano & Co, 2022; Tran, 2022).

Based on these categories, negative evaluation, lack of knowledge, and low confidence are significant language anxiety factors, mainly in speaking anxiety and English language classroom anxiety. In some cases, an individual can encounter more than one

uneasiness for however long there are impacting factors. To mitigate these effects, supportive teaching practices and anxiety-reducing techniques, such as relaxation exercises and positive reinforcement, engagement of mindfulness (Charoensukmongkol, 2019; Lou & Noels, 2020), manage various teaching strategies and low-anxiety learning performance (Gregersen & Horwitz, 2002a) and usage of technology like AI Chatbot (El Shazly, 2021), can be employed. Educators should also receive training to recognize and address FLA, ensuring they create a more inclusive and supportive learning environment (MacIntyre & Gardner, 1991; Gregersen & Horwitz, 2002).

Conclusion

The investigation of 20 articles using the SLR technique demonstrates that language tension can be divided into internal and external factors. The external causes are thought to include a negative evaluation and an unsupportive learning environment, whereas the internal factors are lack of knowledge, low confidence, fear of making a mistake, linguistic factors, lack of preparation, and social and psychological variables. Different types of anxiety may be caused by some of the same variables. Teacher and students must be aware about type and factors of language anxiety that they are able to consider the needed action for reducing language anxiety. To reduce language tension, the educator's role is significant, but support and motivation come from self-students and peers are also required. Time, media availability, and material suitability must also be taken into account. Researchers expect that there would be future research study about factors of language anxiety and reducing language anxiety on EFL learners.

Recommendation

Researchers expect that there would be future research study about factors of language anxiety and reducing language anxiety on EFL learners.

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