

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher attempts to explain the theories and concepts of relevant studies related to the research topic. It contains theories about anxiety, motivation, and language learning strategies.

A. Anxiety

One of the fundamental human emotions is anxiety, which everyone experiences occasionally, frequently to a certain extent, on a daily basis. The experience of anxiety is a commonly observed phenomenon in everyday life characterized by apprehension and unease, which is often associated with taking tests or being tardy for appointments. Conversely, stress is typically regarded as a response to an external hazard or difficulty, but it can also signify concern related to subjective, anticipatory occurrences¹⁵.

It is essential to note that while anxiety and stress are often used interchangeably, they are distinctively different psychological constructs. Anxiety symptoms are often persistent and excessive, and they interfere with daily activities. Stress, on the other hand, is a physiological response to a perceived threat, which can be beneficial in some situations, such as in motivating goal-directed behaviors. Moreover, anxiety and stress can coexist, and they can have a negative impact on an individual's mental and physical well-being. Therefore, it is crucial to address these issues by implementing effective coping mechanisms and seeking professional help when necessary¹⁶.

According to Spielberger (1972) anxiety is an unpleasant emotional state or condition characterized by subjective feelings of tension, anxiety, irritability, and worry¹⁷. Horwitz & Young (1991) state: "Anxiety is the

¹⁵ Ellis, *Understanding Second Language Acquisition*.

¹⁶ Thomas J. Huberthy, *Anxiety and Depression in Children and Adolescents Assessment, Intervention, Prevention* (New York: Springer New York, 2012), <https://doi.org/10.1007/978-1-4614-3110-7>.

¹⁷ Charles D. Spielberger, *Anxiety: Current Trends in Theory and Research* (New York: Academic Press, 1972).

subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system"¹⁸.

According to Horwitz foreign language anxiety is a major hindrance to the process of learning a new language, and it is crucial to comprehend its impact on the results of language acquisition. Horwitz has made substantial contributions to the field of foreign language anxiety, where she has provided a precise definition of this phenomenon as a distinct feeling of apprehension, worry, or fear that is especially associated with the process of acquiring a second language¹⁹.

The concept of anxiety is related to the psychological state of the learner. Leary (1988) defines: "Anxiety is characterized by physiological arousal (activation of the sympathetic nervous system), and an understanding of potential negative consequences that an individual perceives in the future refers to cognitive-emotional reactions" that accompany an individual's emotions as a result of one's negative expectations and negative performance failures related to learning a foreign language²⁰.

In other words, fear is a way of displaying negative human characteristics, and emotions and fear are emotions, the psychological self of a person who experiences feelings of discomfort, fear, and worry about what is happening now or in the future related to the system. It could have happened.

1. Characteristic of Anxiety

A central feature of anxiety is worry, which is defined as "an anticipatory cognitive process involving repetitive thoughts related to possible threatening outcomes and their potential consequences"²¹.

¹⁸ Elaine Kolker Horwitz dan Dolly J. Young, *Language Anxiety: From Theory and research to classroom implications* (Prentice Hall, 1991).

¹⁹ Horwitz dan Young.

²⁰ M. R. Leary, R. M. Kowalski, dan C. D. Campbell, "Self-presentational concerns and social anxiety: The role of generalized impression expectancies," *Journal of Research in Personality* 22, no. 3 (1988): 308–21, [https://doi.org/https://doi.org/https://doi.org/10.1016/0092-6566\(88\)90032-3](https://doi.org/https://doi.org/https://doi.org/10.1016/0092-6566(88)90032-3).

²¹ Huberthy, *Anxiety and Depression in Children and Adolescents Assesment, Intervention, Prevention*.

These factors are central to understanding anxiety and developing and implementing interventions, particularly from the perspective of cognitive behavioural therapy and behavioural therapy.

Anxiety symptoms typically occur in one of three ways: cognitive, behavioural, or physiological, either alone or in combination.

Table 2. 1
Characteristic Anxiety

Cognitive	Behavioral	Physiological
Concentration problems	Motor restlessness	Tics
Memory problems	“Fidgety”	Recurrent, localized pain
Attention Problem	Task Avoidance	Rapid heart rate
Oversensitivity	Rapid Speech	Flushing of the skin
Problem-solving difficulties	Erratic Behaviour	Perspiration
Worry	Irritability	Headaches
Cognitive dysfunction -Distortion -Deficiencies	Withdrawal	Muscle tension
	Perfectionism	Sleeping problems
	Lack of participation	Nausea
Attributional style problems	Failing to complete task	Vomiting
	Seeking easy task	enuresis

2. Types of Anxiety

Drawing on research in general psychology that defines trait anxiety as a more persistent predisposition to anxiety, we can distinguish between trait anxiety, state anxiety, and situation-specific anxiety²².

a. Trait Anxiety

Trait anxiety is the tendency to have high levels of anxiety that are generalized and pervasive in a variety of situations. Trait anxiety progresses on a continuum from low to high levels, with higher levels associated with poorer performance. It is a personality trait because it characterizes a person's typical functioning. Although high-trait anxiety does not manifest in all situations or to the same extent, a general tendency toward generalized anxiety remains. You cannot hope to eliminate anxiety as a personality trait, but you can reduce it to a

²² Rod Ellis, *The study of second language acquisition*, Fifth impr (United Kingdom: Oxford University Press, 1997).

manageable level. High levels of trait anxiety are associated with impaired personal, social, and academic functioning.²³.

b. State Anxiety

The propensity to experience extreme fear in specific circumstances, such as crowded areas, tests, and hazardous scenarios, is known as state anxiety. The cause of state anxiety is clearly identifiable in contrast to that of trait anxiety. Or the incident has passed. Everyone has state anxiety from time to time, and It's essential to understand that experiencing anxiety doesn't always mean you have an anxiety disorder. Even if someone doesn't quite fit the diagnostic criteria, stress can still significantly impact their daily life and functioning. Let's not downplay the severity of these effects and instead provide support and understanding to those who may be struggling. Addressing state anxiety issues is typically far simpler and more effective than managing trait anxiety. Individuals with severe anxiety disorders may face a higher probability of experiencing such disorders during adulthood if they had suffered from them during childhood. However, it is important to note that the presence of severe anxiety disorders in an individual does not necessarily imply that the person is inherently predisposed to these conditions.²⁴.

c. Situation-Specific Anxiety

According to Spielberger (1983), "Situation-specific anxiety is defined as an individual's tendency to become anxious at specific times and situations. " Situational anxiety is associated with fear associated with a particular situation or event. This is due to specific situations and events such as public speaking, exams, and recitations²⁵. Educational settings can create situation-specific anxiety. Examples: Fear of math, fear of exams, fear of public speaking, fear of writing, or fear of

²³ Huberthy, *Anxiety and Depression in Children and Adolescents Assesment, Intervention, Prevention*.

²⁴ Huberthy.

²⁵ Spielberger, *Anxiety: Current Trends in Theory and Research*.

speaking. Therefore, those affected tend to feel more anxious when dropping out or avoiding class.

B. Motivation

Motivation is the act of initiating and maintaining behavior that is geared towards achieving a specific objective. The level of motivation is closely linked to the objective of acquiring language proficiency. Highly motivated learners are more inclined to dedicate the necessary time and effort for consistently applying methods, especially when dealing with tactics that are closer to the conscious and controlled side of the spectrum. Motivation is a crucial factor in utilizing strategies effectively. Essentially, motivation encourages pupils to participate in activities that promote learning.

According Gardner (1985) there is a well-known distinction between instrumental and integrative orientations. Instrumental orientation refers to the practical or utilitarian benefits of learning a second language, this type of motivation is driven by students' personal interest, such as getting a good job or gaining recognition and respect from others. Students intrinsically motivated to learn foreign language because they feel it fascinating, rewarding, and challenging. On the other hand, an integrative orientation is an interest in meeting, conversing with, and even identifying with the target language community. Students who are driven by integrative motivation, they may study a foreign language because they wish to connect with specific community, interact with family members, or participate in cultural activities²⁶.

According to Brown (2007) motivation is a basic psychological motivator that triggers an individual's desire to engage in certain behavior or activities. It is sometimes referred to as an intrinsic impulse or a powerful inclination that motivates an individual to engage in actions that result in the attainment of a certain objective or outcome. The concept of motivation

²⁶ R. C. Gardner, *Social Psychology and Second Language Learning_ The Role of Attitudes and Motivation (Social Psychology of Language, Vol 4).pdf*, ed. oleh Howard Giles (London: Edward Arnold, 1985).

is intricately linked to the notions of inspiration and personal drive, which might stem from internal sources or be shaped by external stimuli. In the realm of language acquisition, motivation plays a vital role in propelling students to actively pursue the learning of a new language. It serves as the driving force that enables them to persist through difficulties, conquer hurdles, and go beyond their comfort zone. It is a spiritual encouragement that moves and guides human behaviour.

From the above definition, we can conclude that motivation encourages a student to do something aligned with a goal. Additionally, motivation plays a vital role in students' learning process²⁷.

Dörnyei and Ottó in Gass (2008) Presented a dynamic model of motivation that accommodates temporal variations. Fundamentally, this model consists of three components, each representing a distinct temporal step. The model documents the process by which original desires are converted into objectives, how intentions are put into action, and ultimately, how a goal is achieved and assessed. The three stages are:

1. Pre-actional stage: The emergence of motivating ideas plays a crucial role in determining the objective to be pursued. The decision-making process is heavily influenced by these ideas, which help identify the most promising course of action.
2. Actional stage: This stage pertains to executive motivation, encompassing the ability to sustain task focus in the face of external distractions.
3. The post-actional stage: Motivational reflection is a crucial element in the assessment of an activity's success. It provides insight into potential future endeavors and serves as a means of evaluating the effectiveness of an undertaking. By examining the outcomes of an activity, motivational reflection enables individuals or organizations to identify areas for improvement, consider alternative approaches, and establish strategies for future success.

²⁷ H. D. Brown, *Principles of Language Learning and teaching*, Fifth Edit (Philadelphia: Pearson Education, 2007).

As such, motivational reflection plays an integral role in the development of effective and sustainable business or academic practices. Its significance stems from the fact that it enables individuals or organizations to learn from past experiences, draw inspiration from their successes, and chart a course for future growth and development.

However, motivation involves more than a learner's direction. It is also influenced by the learner's attitude towards the learning situation (the teacher and the lesson) and the actual effort the learner puts into learning the second language. Therefore, "motivation" is a complex construct of direction, attitude, and effort.

1. Types of motivation

a. Intrinsic Motivation

Students may learn English because they are interested in it, and no one has asked them to. It comes from within the individual. They may be motivated by the pleasure of the learning process or the desire to feel good²⁸. Intrinsic motivation has the potential to improve outcomes for students. Furthermore, intrinsic motivation is based on behavioural observation. Based on this behaviour, a desire to do something and learn is created. It can also affect students' learning behaviour. Learning behaviour is one of the critical factors for students' success in English. Students with better study habits can achieve better results.

b. Extrinsic Motivation

According to Harmer (2001), extrinsic motivation is the drive from external triggers like passing an exam, financial compensation, or future travel. It propels individuals with rewards or penalties, creates accountability and momentum, and can impact decision-making processes. It is crucial to understand extrinsic motivation's role in achieving desired

²⁸ Brown.

results and use it appropriately in different contexts²⁹. This type of motivation focuses on receiving rewards from the social environment.

External environments such as technical support, educational facilities, special attention from friends and teachers, and the teacher's method in the learning process encourage students to achieve their goals. Students receive rewards when they succeed in learning and mastering the English language. Therefore, students feel excited by external encouragement rather than intrinsic motivation.

C. Language Learning Strategies

The study of language learning strategies has attracted the attention of several scholars, who are keen in investigating this topic. Students may face obstacles throughout the process of acquiring knowledge, which hinders their ability to grasp a topic rapidly and efficiently. Conversely, one may not have any difficulties in acquiring knowledge rapidly and efficiently in a certain area.

Teachers and students must possess a comprehensive understanding of learning techniques in order to tackle the challenge, since it is not easily solvable. Multiple definitions of learning techniques have been proposed by many academics. When it comes to vocabulary, "Learning Strategies" is comprised of the combination of learning and strategy. The Oxford American Dictionary "Learning" refers to the acquisition of skills or information via study or instruction, requiring diligent effort and hard labour. On the other hand, "strategy" denotes a well devised plan aiming at achieving a certain goal or objective³⁰. Therefore, a learning strategy refers to the deliberate and systematic approach that a learner adopts to navigate

²⁹ Harmer, *How to Teach English An Introduction to practice of English Language Teaching*.

³⁰ Oxford, *Oxford American dictionary*, ed. oleh Zimmer Benjamin G., Second Edi (New York: Oxford University Press, 2008), https://katalog.ub.uni-bamberg.de/TouchPoint/singleHit.do?methodToCall=showHit&curPos=9&identifier=2_SOLR_SE RVER_1062369661.

and achieve their intended outcomes, whether via personal experience, study, or instruction.

O'Malley (1991) defined learning techniques as During periods of linguistic difficulty, students use many strategies to tackle the obstacle. These strategies include several techniques like as memory, practice, speaking preparation, and learning organisation. By using these strategies, students may proficiently communicate ideas and make up for limited language skills.³¹.

However, a very significant definition that has been often cited in literature is the one supplied by Oxford in 2017. She emphasised the need of people engaging in intentional, purposeful efforts to oversee and control their learning process in order to acquire a second language. These efforts include carrying out actionable tasks that can be taught, such as obtaining, internalising, conserving, retrieving, and efficiently using knowledge. These tasks are aimed at achieving short-term goals and progressively improving one's competency and self-confidence in a second language. It is crucial to distinguish between tactics, which are deliberate and planned, and skills, which are intuitive and automatic. Hence, it is important for individuals learning a language to cultivate and execute efficient learning methodologies to get the best possible results and enrich their language acquisition journey.³².

Learning strategy is a purposeful approach adopted by learners to understand language goals, including receptive skills and processes.

1. Classification of Language Learning Strategy

Researchers have categorised learning techniques into several groups based on the learners' level or the sort of processing used. It is crucial for every learner to have a clear and distinct categorization of learning techniques in order to choose appropriate ones. O'Malley and Oxford have identified additional types of techniques in order to provide a complete list that aligns with their classifications..

³¹ Macaro, *Learning Strategies in Foreign and Second Language Classrooms*.

³² Rebecca L. Oxford, *Teaching and Researching Language Learning Strategies Self-Regulation in Context*, Second Edi (New York: Routledge, 2017).

a. O'Malley & Chamot

O'Malley & Chamot classified learning strategies into three primary categories based on the level or the type of processing:

i. Meta-Cognitive Strategies

The emergence of Metacognitive strategies, as described in the statement, pertains to the "higher order executive" functions outlined in the Information Processing theory. According to Schunk (2012), information processing theories focus on how individuals direct their attention towards environmental stimuli, encode new information for learning, connect it to pre-existing knowledge in memory, store the acquired knowledge, and retrieve it as necessary³³. The tactics limit the preparation for learning by considering it as a crucial stage, focusing on the learning process as it occurs, and evaluating the output or information as well as analyzing the learning once an action is completed.

Receptive metacognitive techniques encompass processes that involve language tasks that are considered constructive.

Table 2. 2
Metacognitive strategies by O'Malley & Chamot

Representative Strategies	Definition
Selective Attention	Focusing on specific aspects of learning tasks, such as actively listening for important words or phrases
Planning	Structuring the layout of a speech or written communication
Monitoring	Assessing concentration on a specific task, comprehension of material that requires retention, or performance in real-time
Evaluation	Evaluating linguistic output or assessing comprehension following tasks.

ii. Cognitive Strategies

³³ Schunk, *Learning Theories An Educational Perspective*.

By changing incoming data, the application of specific strategies can maximize the learning process. The tactics can be categorized into three primary groups: elaboration, organization, and rehearsal processes. Furthermore, several methods such as inferencing, summarizing, deduction, imaging, and transfer are utilized, which rely to some extent on the data stored in long-term memory. Integrating these approaches into the learning process can greatly improve learning efficiency.

Table 2. 3
Cognitive strategies by O'Malley & Chamot

Representative Strategies	Definition
Rehearsal	Utilizing the technique of restating the names of items or objects in order to enhance memory retention.
Organization	Words, phrases, and concepts are organized and categorized based on their meaning and structure.
Inferencing	Utilizing textual information to deduce the significance of unfamiliar language components, predict results, or complete missing information.
Summarizing	Periodically consolidating acquired knowledge to ensure its retention.
Deducing	Applying linguistic norms to the comprehension of language
Imagery	Comprehending and retaining novel auditory information through the utilization of visual images (whether artificial or genuine)
Transfer	Applying pre-existing language expertise to support a new educational undertaking
Elaboration	The process of integrating novel concepts with existing information or connecting ideas contained inside new information.

iii. Social-affective Strategies

The tactics encompass a wide range of approaches, such as interpersonal communication or cognitive regulation of emotions.

Table 2. 4
Social-affective strategies by O'Malley & Chamot

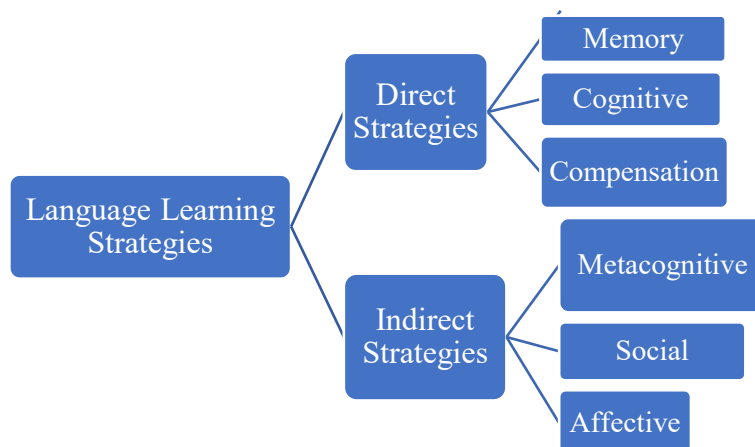
Representative Strategies	Definition
Cooperation	Collaborating with others to resolve a problem, combine knowledge, examine written records, or obtain input on an educational task
Questioning for Clarification	Seeking additional clarification, restatement, or illustrations from an instructor or classmate
Self-talk	To ensure the effectiveness of a learning activity or alleviate concerns about a task, one can employ cognitive reframing.

b. Oxford

Oxford has implemented a novel method for categorizing learning strategies. The new strategy is more extensive, systematic, and intricate compared to the previous ones. The strategies are categorized into two primary groups: Direct Strategies and Indirect Strategies. There are a total of six subcategories that fall under these two categories. The Direct methods category encompasses methods that pertain to memory, cognition, and compensation. Conversely, the category of Indirect tactics encompasses metacognitive, affective, and social tactics. In the Indirect techniques category, her hand covers metacognitive, emotive, and social techniques.

Figure 2. 1

Oxford's Classification of LLS



i. Direct strategies

A language learning approach that incorporates the target language directly is referred to as a direct strategy. The utilization of direct strategies necessitates cognitive engagement with language, however, the three categories of direct strategies (memory, cognition, and compensation) execute this engagement in distinct ways to serve varying objectives. Memory methods such as grouping and utilizing images possess remarkable characteristics. They assist in the preservation and retrieval of newly acquired knowledge. Learners can employ cognitive processes, such as summarization and deductive reasoning, to comprehend and generate new languages through different approaches. Learners might utilize compensatory tactics, such as guessing and synonyms, to effectively communicate in the language even when they have substantial gaps in their knowledge.

1) Memory strategies

Mnemonics, often known as memory techniques, have been used for thousands of years to effectively preserve important information. Before reading became widely prevalent, humans depended on these methods to commit valuable information to memory. Nevertheless, when reading became more widespread, people started to question and dismiss these approaches, categorizing them as mere "gimmicks". In recent times, memory methods have had a resurgence in appeal as a potent spiritual instrument. However, the mind's capacity to store 100 trillion bits of knowledge is not fully utilized unless memory methods are used to assist the student. There are four main categories of memory strategy: creating mental associations, using visual and aural cues, verifying data,

and using actions. The memory method relies on fundamental principles such as evaluating, establishing associations, and organizing facts. Collectively, these notions establish a thorough basis for efficient memory techniques.

2) Cognitive strategies

Utilizing cognitive methods is crucial for acquiring proficiency in a new language. These strategies encompass a variety of strategy, including repetition, expression analysis, and summary. Learners employ cognitive techniques to manipulate or change the target language, making them the preferred strategies among language learners. There exist four cognitive categories: practice, communication, analysis, and reasoning.

3) Compensation strategies

Compensatory techniques enable learners to comprehend or generate meaning in unfamiliar languages, even with insufficient familiarity. Compensation strategy seek to address a limited range of grammar skills, particularly vocabulary. There are a total of eleven compensating strategy, which can be categorized into two distinct types. Enhancing inferential skills in listening and reading, while addressing challenges in speaking and writing. Occasionally, individuals who encounter temporary difficulties in speaking and writing may employ compensatory strategy, similar to how intermediate and native speakers utilize inferences to enhance comprehension.

ii. Indirect Strategies

Indirect techniques are beneficial in nearly every language learning scenario and can be utilized for all four language proficiencies: hearing, reading, speaking, and writing. Indirect techniques can be categorized into metacognition, emotions, and society. Metacognitive techniques enable learners to regulate their cognitive processes through the use of centring, ordering, planning, and evaluation mechanisms. In other words, you have the ability to modify the learning process. Employing emotional methods can be beneficial in altering feelings, motivations, and attitudes. Furthermore, employing social tactics can be a valuable instrument for students as they strive to gain knowledge by engaging with others. Methods that enable and guide language acquisition without requiring direct engagement with the target language are referred to as "indirect" techniques.

1) Metacognitive

"Metacognition" refers to the cognitive processes that go beyond basic cognition, either in conjunction with or in relation to cognition. Metacognitive methods are techniques that enable pupils to alter their own learning processes beyond basic cognition. These tactics empower students to manage their learning by assessing their existing knowledge and abilities, establishing objectives, tracking their advancement, and adapting their methods as necessary to get the best possible outcomes. Utilizing metacognitive methods can result in higher academic performance, heightened self-confidence, and greater critical thinking abilities in pupils. The Metacognitive Strategy comprises three sets of strategies. Direct your attention towards your learning, arrange and structure your learning activities,

devise a plan for your learning, and assess your progress in learning. The abbreviation CAPE represents a collection of ten techniques divided into three divisions. Metacognitive methods are crucial for achieving success in language acquisition. Language learners frequently have a sense of being overwhelmed due to a multitude of unexpected elements, such as new vocabulary, confusing rules, unusual writing systems, seemingly enigmatic social customs, and unconventional instructional methods. Amidst the abundance of new developments, numerous learners experience a decline in focus and may only regain it by deliberately employing metacognitive strategies such as directing their attention and making connections to familiar materials.

2) Affective

The term "affective" pertains to feelings, attitudes, motivations, and ideals. The significance of emotional elements that impact language acquisition cannot be overstated. Language learners have the ability to manage and manipulate these aspects by employing efficient procedures. The three primary categories of affective methods include anxiety reduction, self-encouragement, and emotional self-assessment. The acronym LET is formed by taking the initial letter of each of these strategic statements. Emotional techniques assist learners in managing their emotions effectively. The learner's emotional state is a crucial determinant of their success or failure in language acquisition.

3) Social

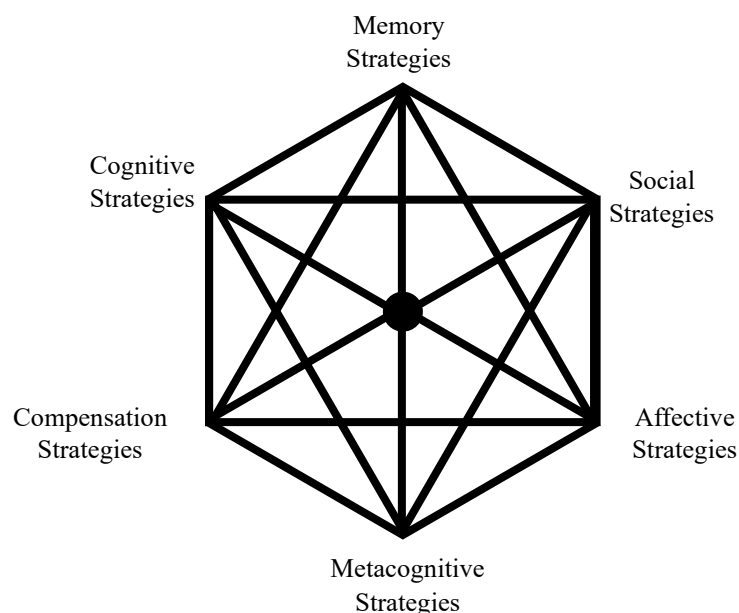
Language is a manifestation of social conduct and interaction, with communication taking place inside human

beings. Hence, acquiring a language necessitates interaction with others, and employing appropriate social tactics holds great importance. The content comprises three sets of social tactics, which encompass two distinct strategies: inquiring, cooperating, and demonstrating empathy towards others. Nevertheless, not all language learners consider learning strategies as their secondary attribute. Research indicates that individuals who are learning a new language typically do not instinctively gravitate towards social skills unless they get specific instruction and motivation.

Oxford further asserted that there was a correlation between direct and indirect methods within the six approach groupings. Direct and indirect tactics can mutually reinforce one other, with each strategy group being able to establish connections and provide assistance to every other strategy group.

Figure 2. 2

Oxford's illustration the interrelationship direct and indirect strategies



Oxford exemplifies the interconnectedness between a stage actor (Direct Strategy) and a director-performer (Indirect Strategy) who oversees the progression or storyline of the theatrical production or event. Effective collaboration between the actor and director is essential in a theatrical production to ensure a successful performance or event. Both the Direct technique and the Indirect strategy can be employed to effectively assist learners in this scenario. The direct strategy encompasses various specific tasks and situations, employing memory strategies to remember and retrieve new information, cognitive strategies to understand and produce language, and compensation strategies to overcome knowledge gaps. Additionally, metacognitive strategies coordinate the learning process, effective strategies regulate emotions, and social strategies facilitate learning with others. The director fulfills numerous functions such as focusing, organizing, guiding, checking, correcting, coaching, encouraging, and cheering.

Ultimately, the Oxford classification encompasses both direct and indirect strategies, with the six strategy types relying on each other to enhance the effectiveness of learning.

2. Factors Influencing Strategy Choice

Each individual has their own unique approach to learning, and every student chooses their own learning strategies. Several factors influence the selection of a strategy, as stated by Macaro & R.L. Oxford. According to their statement, there are other independent variables that influence students' selection of learning strategies, including motivation, gender, age, nationality/ethnicity background, and cultural differences.

a. Motivation

The relationship between motivation and language learning is significant. Motivation refers to the process of initiating and maintaining goal-oriented behavior, making it a crucial factor in the application of language learning strategies. Essentially, motivation

encourages pupils to participate in activities that promote learning. Individuals with a stronger motivation are more likely to dedicate the necessary time and effort to consistently use techniques, especially when dealing with tactics that are closer to the conscious and controlled end of the continuum.

b. Sex

Oxford and Macaro concur that female learners exhibit a significantly wider, or at the very least, a distinct array of strategies compared to males in the context of language acquisition, suggesting that female learners have a higher level of proficiency in utilizing methods than their male counterparts. Furthermore, Andini P. (2021) conducted study which found that female learners exhibit notably higher social/affective scores and are more inclined to employ social/affective methods compared to male learners³⁴. In conclusion, in second and first language acquisition, females are better than males.

c. Age

Adult learners possess superior contextual knowledge and a significantly larger vocabulary repertoire, enabling them to progress more rapidly in their second language acquisition compared to child learners. Additionally, they may apply distinct tactics in their learning process.

d. Background of nationality/ethnicity and cultural difference

Evidence suggests that learners' background of nationality/ethnicity and cultural difference has an impact on their utilization of language acquisition strategies. For instance,

³⁴ Thathit Manon Andini dan Santi Prasetyowati, "Gender differences learning strategy at English Language Education Department Students University of Muhammadiyah Malang," *Jurnal Inovasi Pembelajaran* 7, no. November (2021): 217–26.

Hispanics tend to employ social strategies more frequently than other ethnic groups.

In this study, researcher employed FLCAS that proposed by Horwitz to examine the impact of language anxiety on students' acquisition of foreign languages. The FLCAS, developed by Horwitz is a widely accepted and validated assessment tool that gauges students' anxiety levels in the foreign language classroom. It specifically focuses on worries related to speaking, making errors, and receiving evaluations.

Moreover, to examine students' motivation the researcher using AMTB questionnaire that proposed by Gardner. The AMTB was employed to gain a comprehensive understanding of the students' motivational orientations, as it can assess both intrinsic and extrinsic motivation, as well as total motivation.

For specifically, the SILL that proposed by Oxford was employed in this study. Rebecca Oxford developed the extensively utilized and validated SILL, which assesses learners' utilization of 36 specific language acquisition processes categorized into six groups: Cognitive, Metacognitive, Social-Affective, Memory, Compensation, and Deep Processing. Through the utilization of the SILL, our objective was to ascertain the predominant language acquisition strategies employed by our participants.

D. Previous Studies

Several researchers have conducted considerable research on anxiety, motivation, and language learning strategies in this study.

First research that conduct by Luo (2020). This research investigates the relationship between anxiety and motivation. The study's conclusive findings revealed that while anxiety is commonly perceived as a form of adverse motivation, it is also strongly and favorably associated with all forms of motivation. Because when learners have low anxiety, they will be motivated. This finding can help explain the nature of anxiety and motivation as psychological constructs in learning English³⁵.

³⁵ Z Luo, G Subramaniam, dan B Steen, "Will Anxiety Boost Motivation? The Relationship between Anxiety and Motivation in Foreign Language Learning," *Malaysian Journal of ELT Research* 17, no. 1 (2020): 53–71.

Second is Uju (2019). The research investigates the correlation among Attitudes, Motivation and English Learning Strategies. The result showed a significant difference between highly motivated students and those who are low motivated. Highly motivated students use multiple language learning strategies, and low-motivated students use one³⁶.

The third is Xu (2022). This research investigates the roles of motivation, anxiety and learning strategies in online Chinese learning among Thai learners of Chinese as a foreign language. The results prove that the study's findings suggest that anxiety and learning strategies might override motivation, which could indirectly predict SLA through other variables³⁷.

According to previous studies above, the researcher intends to investigate students' anxiety, motivation, and language learning strategies in learning strategies.

³⁶ Uju, Dwi Rukmini, dan Anggani Dwi Linggar Bharati, "The Correlation of Attitudes , Motivation and English Learning Strategies at Senior High School Level in Indramayu City-Wes Java," *English Education Journal* 9, no. 1 (2019): 93–97.

³⁷ Wei Xu et al., "The roles of motivation , anxiety and learning strategies in online Chinese learning among Thai learners of Chinese as a foreign language," *Frontiers in Psychology*, 2022.