

CHAPTER II

THEORITICAL FRAMEWORK

A. English Learning Process

This section covers the description of English learning process and the type of it.

1. Definition of English Learning Process

Learning is one of activities which take place inside or outside the classroom. English learning process demands the students to be able to acquire the language through many activities. Their process can be done through studying and sharing experiences (Brown, 2000: 7). Through studying was came from the teacher provides the materials based on the syllabus, and the material should be conveyed to the students. By sharing experience, the teacher or students can tell their precious experience even it was good or bad experience. Because every experience could draw the learning.

English as studied by people who live in places where English is not the first language of the people live in the country is considered difficult (Gebhard, 1996:2). Brown (2000: 193) defines learning EFL that is English in one's own culture with few immediate opportunities to use the language within the environment of that culture. English is not only taught in English but many countries are learned it. One of the countries is Indonesia,

although English is not first language, but English as a main subject in Indonesia's schools

2. Types of English Learning Process

In line with the types of English learning process Brown (2000: 7) classifies learning into some components. First, learning is acquisition or "getting". The students will get much knowledge when they learn language especially English. Second, learning is retention of information or skill. After the students learn English, they will get information about how to study foreign language by speaking, reading, listening, and writing. They study about sentence construction, vocabulary, pronunciation. They keep the information as their knowledge, and they can imply what they are gotten for their daily activities.

Third, retention implies storage systems, memory, and cognitive organization. This is due to how many languages is memorized, comprehended, and implemented as a means of communication.

Fourth, learning involves active, conscious focus on and acting upon events outside the organism. When learning foreign language where the students feel difficult, the teacher should be able make the students focus in learning English by creating an interesting atmosphere so that the students can be more active in learning English.

Fifth, learning is relatively permanent but subject to forgetting. Sixth, learning involves some form of practice, perhaps reinforced practice. The teacher not only teaches about the language theory but sometimes students

are given the practice or test such as speaking, listening, reading, and writing. This test to measure the students' skill and their comprehension in English learning and it can be held a daily, weekly, or monthly test depends on the education of government, school ,and the teacher.

Last, learning is a change behavior. When the students learn English in the classroom there must be some problems faced by the students such as the difficulty in constructing the sentence, difficulty in finding the vocabulary, difficulty in translating the English sentence to Indonesia. In this case, the students usually cannot solve it by themselves, they need help from the teacher or their friends, so it will help the students not to have the individually character in learning even it is not a test, but they can more socialize by working in teams.

B. Strategies of English Learning

This part covers the concept and the types of strategies of English learning.

1. Definition of Strategies of English Learning

Many researchers have defined language learning strategies. Wenden (1987 cited in Lee, 2010: 136) defined language learning strategies from the aspect of language learning behaviors, such as learning and regulating the meaning of a second or foreign language, cognitive theory such as learners' strategic knowledge of language learning, and the affective view, such as learners' motivation, attitude, etc. The use of strategies to

teach English for the students is depended on the teacher. Teacher can use cognitive when the teacher want to teach the knowledge. While, the affective view when the teacher know the students' motivation and attitude in English class.

From G. Ellis and Sinclair (1989 cited Nunan, 1991: 169) group strategies according to their macro skill focus (that is, whether they focus on listening, speaking, reading or writing). In learning English there are four skills that should be focused, they are listening, speaking, reading, and writing.

2. Types of Strategies of English Learning

Strategies of learning English support the quality of learning processes. The quality of learning process is in line with the students' competences in all aspects of language. One of the English competences is communicative competence which supports the students' ability to build good interaction with all members of the class and backs up their comprehension towards the material. Brown (2000:247) states that communicative competence has four aspects: grammatical, discourse, sociolinguistics, and strategic competence. Grammatical competence emphasize on linguistics competence such as morphology, syntax, sentence grammar semantics, and phonology. Discourse competence is ability to connect the sentences for spoken conversation to written texts (articles, books, and so on). Sociolinguistic competence focus on social context in

language used. Strategic competence is the action of person to keep the effective communication with other.

Second, allow learners to become more self-directed. The teacher should train the students to be more independently by giving the opportunity to solve their problems in learning, if the students cannot handle their problem the teacher can help them.

Third, expand the role of the teacher. Harmer (2001: 57) noted role of teacher are controller, organizer, assessor, observer. Teacher as a controller take the roll, tell students things, organize drills, read aloud, an in various other ways exemplify the qualities of a teacher-fronted classroom. As a organizer, the teacher have to organizing students to do various activities by giving the students information, telling them how they are going to do the activity, putting them into pairs of groups, and closing things down when it is time to stop. Teacher as assessor knows the students' English are getting right or not. The teacher acts as an assessor by offering feedback, correcting, and grading students in various ways. As an observer, the teacher observes what students do especially in oral communicative activities so that the teacher can give them useful group and individual feedback.

Fourth, are problem-oriented. In classroom, the learning materials are delivered from the students' problem in learning English for example they are difficult to learn simple present tense so it is a problem and the teacher can oriented the problem as the learning materials. Fifth, are specific actions taken by the learner.

Sixth, involve many aspects of the learner, not just the cognitive. When learning English, the teacher should make the students involve in learning aspects not only cognitive but affective and psychomotor, or the teacher can relate the learning materials with their real life. Because it can be make them more understand with what they learn.

Seventh, support learning both directly and indirectly. The teacher should give support to the students directly or indirectly, by giving them learning motivation. Eight, are not always observable, learning material is not always to be observed but practice it. It is to know the students' comprehension.

Ninth, are often conscious. Tenth, can be taught. Learning material are given by the teacher should be taught and the teacher should be able comprehend the material. Eleventh, are flexible. Last point is influenced by a variety of factors. Many factors influence the students to learn English it can be for their future life and they need.

Learning English have many strategies. The strategies might come from the teacher as noted by Gebhard (1996: 3) in EFL settings, teachers are consistently concerned with ways to get student to speak English in class, ways to use authentic language teaching materials, having to teach to test, having too little time with students, and getting students to take on more responsibility for their learning. When teachers teach English by using these strategies, the the teachers also can use the teaching methodology one of method to support the learning strategy is from Richard and Rodgers (1986:2

cited in Griffiths, 2003: 21) for students to learn a language other than their first, the basic assumption underlying the Grammar Translation Method tended to be that if learners simply learned grammar and vocabulary and translated from one language into another, they would, as a matter of course, learn the language.

C. Learning Anxiety

This point discusses the idea of some experts about what learning anxiety is and the type of it.

1. Definition of Learning Anxiety

Anxiety is one of the psychological problems and it happens to all people when they face a problem. In general, anxiety is defined as a psychological construct that described as a state of apprehension, a vague fear that is only indirectly associated with an object (Hilgard, Atkinson, & Atkinson, 1971) cited in Lucas, Miraflores, Go D (20011: 94) .

Anxiety refers to the feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system Spielberg (1983 cited in Horwitz, 1986). When the people feel anxiety most of them will get their heart beat faster than usual.

To do with this, Horwitz et all. (1986: 128) defined second language anxiety as “a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process.

Soim (2014, 14-15) anxiety as an affective state is defined as an uncomfortable emotional state in which one perceives danger, feels powerless, and experiences tension in the face an expected danger and is a wide-spread phenomenon. The anxiety can happen to the students especially in English class. Some factors influence students' anxiety when they learn English in class.

2. Types of Learning Anxiety

In line with the learning anxiety McCoy, Alpert and Harber (1979 cited in Gebhard, 1996: 61) and Horwartz at all (1986: 127) propose three factors of anxiety in English learning process. They are communication apprehension, test anxiety, associated with fear of negative evaluation.

Communication apprehension deals with three points. First, not knowing the meaning of words or sentences. Most of the students open their English dictionary to know the meaning of the words. However, usually they feel confused if the context of words that they mean is different with the dictionary.

Second, inability to understand and answer question because they are less in sentence construction and vocabulary. It happens because they are limited to do challenging activity, possibility the teacher only teach and give the students simple practice.

Third, peer criticism. Most students have a fear feeling for criticism whether it from the teacher or their friends. If the teachers want to critic

them, teachers should consider the sentences that they used, is it making the students down or not.

The second factor influencing students' anxiety is test which in line with two points. First, inability to pronounce strange sounds and words. In Indonesia English is a foreign language, most students feel difficult when they will pronoun the English words because they are accustomed to speak their first language and when language class pronunciation is little bit to be taught because there is no the main material about pronunciation.

Second, testing especially oral testing. Almost all students are afraid if the teacher carries out the oral test, it is because they are limited in speaking skill.

The last factor, associated with fear of negative evaluation, is presented in three points. First, reputation of the language class as a place for failure. It is because the students have the suggestion that the language class especially English class is difficult so that the teacher should give the students positive feeling towards learning English. The teacher can give them motivation that learns English have many benefits for their future. Teacher should make the learning process become fun by giving the students interesting materials and media.

Second, not knowing or understand course goals or requirements. Many students do not know why they should learn English, so that the teacher should tell about the goals and the functions why the students should learn English, by telling these the students have motivation to learn English.

Third, previous unsuccessful language learning attempts. In the previous the students probably have a language class and they are unsuccessful, so that it can be the reason why they lack of language learning activities in language class.

D. Strategies to Overcome Learning Anxiety

Anxiousness is a problem faced by the students in English class. The students should be able to handle their problem by their strategies. Strategies are specific methods of approaching a problem or tasks, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information (Brown, 2000: 113).

An examination of the current literature on language anxiety reveals that the majority of the studies have been classroom-based, focusing on the relationship between language anxiety and interaction between the students and the teacher (Arnold & brown 1999:65 cited in Humphries R, 2011: 68). Relationship between students and teacher is important, the teacher should make a good relationship with the students, so it can help for reducing the anxiety in learning English.

Price and Crookall & Oxford (1991), Tsui (1996) cited Hariyani D (2011: 19-20) stated that offered several useful strategies that may cope students' language anxiety, there are accepting a variety of answers, peer support and group work, focus on content, and establishing good relationships.

To do with this, Willing (1989 cited in Nunan, 1991: 169) draws a primary distinction between strategies for managing the learning process and strategies for managing information. Managing the learning process involves such things as developing an understanding of one's own language learning preferences, managing communicative situations for learning purposes, practicing, monitoring and evaluating. Managing information includes strategies such as attending selectively, associating, categorizing, pattern learning and inference.

E. Previous Research

Two previous researches which are in line with students' anxiety have already been conducted. They are The Problems of Second Grade Students of SMPN 4 Malang in Learning English and the Efforts Made to Overcome them written by Devie Nurhanifah and Sri Widayati, and The Sources of Students' Anxiety in learning English at the First Year of SMAN 2 Tembilahan of Tembilahan Hulu District of Indragiri Hilir written by Diyah Hariyani. Below is the description of each.

1. The Problems of Second grade Students of SMPN 4 Malang in Learning English and the Efforts Made to Overcome them

Devie Nurhanifah and Sri Widayati from State University of Malang did this research. The research describe about the students' problem in learning English and the effort both of the students and teacher to overcome the problems. This is found that the students had problems in

learning all English language skills, including listening, speaking, reading, and writing. In general the problems were related the problems in vocabulary or diction, grammar, mechanism, self confidence, and concentration.

It was also found that many of the students were not enthusiastic in learning English. Almost of all the students were reluctant to ask questions when they did not understand what the teacher had already explained. Many of the students were not actively involved in the discussion when the teacher was talking about certain topics that they would learn.

In overcoming those problems, the students and the teacher made some efforts but the teacher could not make maximum efforts because she lacked of facilities and time.

2. The Sources of Students' Anxiety in learning English at the First Year of SMAN 2 Tembilihan of Tembilihan Hulu District of Indragiri Hilir

Diyah Hariyani did her research about the students' anxiety in speaking and learning English. She found the sources of students' anxiety in learning English at SMAN 2 Tembilihan. First, Students generally tense when speaks with the teachers and friends in learning English, it is important to the teacher to make their students comfort when they try to speak with their teacher and friends.

Second, Students excessive perspiration in learning English, most of them who underestimate themselves just because they feel there is a better

friend in the learning achievement that them. The role of teacher in this problem is by giving the motivation and not underestimates their ability.

Third, Students feel have low retention among their friends in learning English, when they feel retention that has been hard on get it could also be one of these students anxiety factor, so that they feel will be retention constantly when they want to give an answer to their teacher.

Fourth, Students feel fast heartbeat in learning English, they are afraid if they have mistakes in grammar and pronunciation when they speak in front of other students.

Fifth, Students always need their friends to answer the question in learning English, because they do not know the meaning and they think that their friends can help them to answer the question. Then, This happened because the students were nervous. This can be seen from some signs of nervousness, among other are dry mouth and soon on right in learning English.

Students mind goes blank with what they want to say in learning English, they feel blank because they are passive in learning English. They should try to get closer to the environment or the teacher can also do a psychological approach to the student. Last, Students feel embarrassment by their answer in learning English, this is one of the factors of anxiety. For the teacher should give some advices to the students.