

## CHAPTER II

### LITERATURE REVIEW

This chapter explains about speaking anxiety in an English as a Foreign Language (EFL) context, aspects of foreign language speaking anxiety, review on related studies, and theoretical framework.

#### 2.1 Foreign Language Speaking Anxiety

Anxiety is related to learners' second of foreign language learning process, this is known as a second/foreign (Hashemi & Abbasi, 2014). The process of foreign learners is highly dominated by affective factors and it is one of the strong factors in all kinds of learning (Öztürk & Gürbüz, 2014). From the understanding of previous research, foreign language speaking anxiety is a complex situations that to be hard to explain more. Scovel (1978) argues that anxiety can be shown, not as an easy unity, but as a batch of affective situation, influenced by internal and external factors to the foreign language students or learners. External factors may be including the relation of learners environment and where of learners situation taking place. On the other hand, internal factors may be their emotional or feeling. They might have a shy personality to talk with the others, or the embarrass personality who have a problem in public's interact.

The increasing of dynamic relations among individuals in this era build a need for people to communicate in languages different from their L1. Due to reasons such as business or just interest in a foreign culture the need to learn how

to speak an English fluently, correctly and even in a short time is evident. As the world has become wider than before, people realize that they should be mastered in communicating with L2. However, speaking in the foreign language, both in daily life and academic purpose, seems to be a challenging activity, in which people who are not really master in the L2 experience that they cannot fully express their individual performance, or thought on something. Learners trying to learn a foreign language have difficulties in communicating to others, experiencing in culture across (Crookal & Oxford, 1991).

Aida (1994) argues that speaking in the foreign language seems the most menacing factors of foreign language learning that cause the lack of speaking ability and being serious problems to language learners. Although students show most interest in learning to speak in the foreign language, their anxieties may play debilitating roles. Tsui (1996) affirms that speaking in EFL classroom is experienced by students as high-risk and low-gain. Attention has been proved to the relation between foreign language speaking anxiety and the source and target cultures in various research. Interestingly, in fact, anxiety in speaking an L2 has turned out to be more slender in some cultural settings than in others.

A clearer and well in description of the components of foreign language anxiety has been outlined by Horwitz, Horwitz and Cope (1986). In their study, considered by many researchers are trusted to this theory in this topic. Horwitz, Horwitz, & Cope (1986) identify three related types of anxiety: communication apprehension, test anxiety and fear of negative evaluation.

## 1. Communication apprehension

Communication apprehension may occur in several situations: in using L1 or in using a foreign language, or in both situations. It has been proved that persons who are usually talkative and relaxed in their L1 may become embarrassed or even silent when communicating in the foreign language (Horwitz, Horwitz, & Cope, 1986). The anxious students are more likely to avoid the foreign language class or to withdraw from courses with several communication demands (Phillips, 1992). They prefer “mass lecture” (Daly, 1991) classes over smaller classes in order to be able to hide themselves in the back rows and to avoid any possible involvements in class activities which may put the students face to face in front of their partners. Some researcher have attributed the origin of anxiety is from genetic factors (Kagan & Reznick, 1986) which might be transferred from parent to child; others have attempted to see whether there are gender differences concerning apprehension. The result is that only a slight correlation exists, and it is more consolidated among female subjects (Friedrich, 1970).

## 2. Test anxiety

Originators of test anxiety theory are Mandler & Sarason (1952) in order to measure the self-oriented responses experienced by students prior to and during examinations, evaluative and stressful situations. They found that high levels of test anxiety have an significant effects on students’

task performance. In test-anxious subjects have the tendency of shows their attention inward, thought and worries about speaking performance, instead of focusing more fully on the task itself. Based on context of a foreign language class, where exams and tests are frequent, highly test-anxious students will experience several difficulties. In Young (1990) questionnaire about foreign language anxiety in speaking, she inserts items such as “I think I can speak the foreign language pretty well, but when I know I am being graded, I mess up.” This was formulated in order to observe any sense of tension in evaluative situations. The result is almost a half of the subjects agree with this statement. The anxiety experienced in test situations has also been related to the more general anxiety felt on other occasions (Gordon & Sarason, 1955), being described as a personal problem rather than as a feeling in the specific situation.

### 3. Fear of negative evaluation

The third main component identified by Horwitz, Horwitz, & Cope (1986) as relating to foreign language anxiety is the Fear of Negative Evaluation. Watson & Friend (1969) define this factor as the “apprehension of other’s evaluations, distress over their negative evaluations, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively.” Fear of negative evaluation differs from test anxiety in that it is a tension which is not limited to testing situations; rather, it may occur in any social, evaluative context,

like a job interview or speaking in public (Horwitz, Horwitz, & Cope, 1986).

However, trying to involve the learners in classroom activities is a big deal. Motivate the students to involve is not always successful. Instead it is important to make them more psychologically comfortable and safe in their learning environment (Ely, 1986) and to understand their stress sourcing. Once it would be successful, students will be more brave to take risks during classroom activities.

## **2.2 Review on Relevant Studies**

There are some previous researchers which is equal of this study. Based on Tati, Paul, & Golingi (2016) research is to investigate the factors affecting speaking anxiety among the learners, the common factors of anxiety and to observe strategies employed by learners overcome their fear of speaking English. The participant is Community Colleges in Sabah and Kedah and this community are one of the established TVET learning situations in Malaysia governed by Ministry of Higher Education Malaysia. This research is analyze with qualitative that focusing on interview with 15 respondent in group with group discussion in twenty minutes and 45 in individual interview and the language conduct with Malay. The findings of the research that the Community Colleges in Sabah and Kedah are generally experiencing anxiety when speaking in the English language. They are shy, afraid of being in public, anxious of speaking innaccurately and lack of confidence. This is because English is not their second and main language for instruction in college. They generally have a common source of anxiety which

are; lack of vocabulary, knowledge in English, afraid of mispronouncing English words, unable to understand English words and they did display expressive reactions when they made errors during the class session.

Furthermore Öztürk & Gürbüz (2014) research was done in investigated “the level, causes, and factors” of foreign language speaking anxiety and students perceptions of it in a Turkish EFL learners. This research was use both quantitative and qualitative research. The instruments were collecting by questionnaire, interviews and documents. This subject of this research is 383 pre-intermediate students, 225 females and 158 male, of English preparatory program at a state university. The questionnaire was Foreign Language Speaking Anxiety Questionnaire (FLSAQ) developed by Saltan (2003). The result shown that all of them was weak of vocabulary and feel disturbing when someone ask them to speak without preparation. “When I forget or cannot remember appropriate words” and “When I cannot pronounce the words correctly” and their high frequencies. The item above and their responds reveal that causes of foreign language speaking anxiety are related to word knowledge of students. The findings can be concluded that trying to speak vocabulary items and pronounce them correctly at the same time push student anxiety while they are in speaking performance. Anxiety mood may be create by their struggle to speak itself.

Finally Akkakoson (2016) investigates about English language speaking-in-class anxiety, attitudes to speaking English in class and self-ratings of English-speaking ability, and perceived sources of the situation-specific anxiety. The participants in this study were 282 university students in English Conversation

courses at a university in Thailand. The levels of anxiety were described by questionnaires that adapted from the Foreign Language Classroom Anxiety Scale (FLCAS). Attitudes towards oral English, self-ratings of English-speaking ability and sources of speaking anxiety were described by interview. The quantitative result shows that the speaking anxiety in class among Thai EFL students at a moderate level and it namely test-anxiety (TA), fear of negative evaluation (FNE) and communication apprehension (CA). However, TA and FNE were dominant factors anxieties while in qualitative result, both students' positive and negative attitudes towards speaking English in the classroom was found.

Those researches above are relevant to this study because all the purpose about foreign language speaking anxiety from students' perception. The differences between these researches and this research are the variable the subjects of the study, methodology that use in the research include the instruments. Those researches are relevant with this study because those researches can be uses as references.

### 2.3 Theoretical Framework

Figure 1 Theoretical Framework



