CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will explain the review of relevant theories used in this research. This chapter discusses the following subtopics: definition of speaking, definition of anxiety, definition of foreign language anxiety, gender and foreign language anxiety, factors of foreign language anxiety, and previous studies.

2.1 Speaking

Speaking is an important skill for everyone that learn foreign language. Speaking is a tool that used to connects people talking the same language. By speaking we can share our ideas, feeling and opinion/information. According to Fariadian, Azizifar, Gowhary (2014), speaking is one of the most complex cognitive, linguistics and motor skills. It is used in spontaneous communication, giving and getting information, and for teaching and learning orally. Lejla (2011) argues that the speaking skill is the most important one since foreign language learners are most of all interested in becoming actual speakers of language.

Speaking is an anxious triggering activity that make student anxious when they are in classroom, many students are highly anxious because of participating in speaking activities (Keramida, 2009 cited in Mayangta 2013). Subasi (2010) suggested that speaking is the most anxiety-provoking language skill in foreign language learning situation. According to Occhipinti (2009), speaking in the foreign language is often cited by students as their most anxiety producing experience and also difficulty in speaking is probably the most frequently cited
concern of the anxious foreign language students. Speaking is an activity which involves more than one person and it tends to threaten one’s public standing fairly early.

2.2 Anxiety

Anxiety is a feeling where the people uncertain or hesitant with their ability or what they want to do. Anxiety reaction appeared in some students when speaking or being asked to speak by the lecturer in the speaking class. Anxiety can be described for someone who has low confidence and they can’t get maximal of their life or get maximal result of anything that they do. Anxiety makes the language learners nervous and afraid, which may contribute in poor oral performance. For foreign language students, feeling of anxiety can disturb or influence in their acquisition of the target language. Anxiety is a factor of the learner that influences learning and consists of the type of psychological state that deals with the emotional reactions and motivations of learners.

Anxiety impairs cognitive function; students who are anxious may learn less and may not be able to demonstrate what they have learned. Students don’t want to try speaking and practicing themselves to reduce foreign language anxiety in speaking class. Wilson (2006) stated that classroom activities and the learning teaching environment seem to bear directly on students’ anxiety and on their performance in speaking class.
2.3 Foreign Language Anxiety in Speaking Skill

2.3.1 Definition of Foreign Language Anxiety

One of problems that cause students to perform unwell in speaking class is foreign language anxiety. Foreign language anxiety is feeling of anxiety that students have when they are learn foreign language especially in speaking class. When students don’t want to speak or feel anxious to speak a foreign language that they learn, it may become a problem for them. Feeling of anxiety is common among foreign language students. Some students feel worry, nervous and apprehensive when they are in speaking class. Foreign language anxiety is one of the affective factors that can impede learners’ language performance because of its negative effects. It can influence learners’ motivation, create negative attitudes and inhibits communication in the speaking class. Liu and Jackson (2008) indicated that the effects of language anxiety also extend outside the EFL classroom, causing individuals to be quieter and less willing to communicate. According to Dordinejad and Ahmad (2014 cited in Eleldi, 2016), foreign language anxiety is an important factor that influence one’s level of achievement in foreign language learning especially in speaking class.

Some researches about foreign language anxiety, identify foreign language anxiety, as follows:

a) Anxious students fear that they will not understand all language input. It is also consistent with communication apprehension.
b) Anxious students also fear being less competent than other students or being negatively evaluated by them.

c) Anxious students are afraid to make mistakes in the foreign language.

Yahya (2013) stated that foreign language anxiety have three components, they are:

1. Communication Apprehension

Communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people. For example, difficulty in speaking foreign language in public or in front of other people, and all manifestations of communication apprehension is listening or learning a spoken utterance. Wrench (2014) as cited in Mustachim (2014) stated that communication apprehension is an individual’s fear or anxiety associated with either real or anticipated communication with another person.

2. Test Anxiety

Test anxiety refers to a type of performance anxiety stemming from a fear of failure. Test-anxious students often put unrealistic demands on themselves. Test anxiety is considered to be one of the most important aspects of negative motivation which will affect learning.

3. Fear of Negative Evaluation

Fear of negative evaluation is "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would
evaluate oneself negatively," is a third anxiety related to foreign language learning. Fear of negative evaluation may occur in any social and evaluative situations, such as interviewing for a job or speaking in foreign language class.

2.3.2 Gender and Foreign Language Anxiety

Gender is a range of characteristics used to distinguish between male and female. According to Gargalianou (2015), gender is the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. Some researchers did the research about gender and foreign language anxiety. It is interesting part to investigate by many researchers because sometimes gender has relationship with foreign language anxiety. There are some researchers that did the research about gender and foreign language anxiety; they are Gargalianou, Pappamihiel, Piechurska-kuciel, and Torres. Several researchers found that female students have higher level of foreign language anxiety than male students. Gargalianou (2015) reported that male students have higher level of foreign language anxiety than female students in the classroom. Pappamihiel (2001) also doing research about gender and the result of the research was gender give influence on anxiety level of Mexican boys and girls. Mexican girl more feel anxious than Mexican boys. They always silent never try to speak and Mexican boys more aggressive when they are in the speaking class. Other research conducted by Piechurska-kuciel (2012), he reported that male students have low level of foreign language anxiety than female students. Torres (2006) included on
researcher that also found that female students have higher level of foreign language anxiety than male students. Although from the result, they have a few differences in score of standard deviation and mean. From the research that already done by previous researchers, some researchers concluded that female have higher level of foreign language anxiety than male students. Besides that, not all of researchers have the same result. Some researchers found that male students have a higher level of foreign language anxiety than female students. Between male and female have different level of foreign language anxiety and the way they reduce foreign language anxiety is different. It is prove that gender has relationship with foreign language anxiety and influence on student.

2.3.3 Factors of Foreign Language Anxiety

There are some factors of foreign language anxiety that usually experienced by students:

1. English Classroom Speaking Anxiety

According to Hwa (2014), students become anxious when they are participated in oral test or activities that required them to speak English. They can’t think about the word that they want to say in front of the class. Communication apprehension may exist both outside and inside of the classroom; inside the classroom there are other types of anxiety: the worries about being evaluated and the worries of looking foolish in front of peers. In the literature, some of the reasons why students tend to be silent listeners rather than active speakers in oral English classes are
psychological pressure of making mistakes in the presence of their classmates, and performing poorly during their oral performance due to poor English proficiency (Yahya, 2013).

2. Psychological Anxiety

Psychological anxiety that students always experienced is self-esteem in speaking class. Hwa (2014) stated that psychological anxiety is caused by combination of self-doubt and communication anxiety and experienced more by females than by males. Lack of confidence make students feel shy and nervous when they are participating in speaking English. This situation make students become anxious in the speaking class and didn’t confidence with their ability.

3. Fear of Oral Test

Anxiety during tests is a common feature that most of the foreign language anxious learners have. Learners become anxious when they measure the risk of failing in test (Kayaoğlu & Sağlamel, 2013, p.151). Young (1991) as cited in Chowdhury (2014) also reported that foreign language learners often feel anxious during test when they experience something different in the test question that they have not practiced before (p.429). According to Madsen et al. as cited in Chowdhury (2014), some test formats are responsible for contributing to students’ test anxiety.
4. Competitive Attitude In Speaking Class

Competitive nature in classroom is an important factor of foreign language anxiety. In Kayaoğlu and Sağlamel’s (2013) study, participants reported that competitive classroom environment sometimes become responsible to create learners’ anxiety. In such an environment, learners try to do better than their peers and when they fail to do so; they become anxious. Zhang and Zhong (2012) also supported this by adding, anxious learners usually have a tendency to compare their own language proficiency level with their peers (p.28).

5. Social Factor

Hashemi and Abbasi (2013) found from his study that social factors are responsible for making learners anxious. Sometimes foreign language learners face difficulties to improve their communicative competence because they do not get enough exposure to use the language in their own country. Some learners feel uncomfortable and anxious while talking to opposite gender. Through this ‘gender related communication apprehension’ may not appear in all as it depends on learners’ personal perception (Tseng, 2012, p.81). Social factors like gender, family pressure for getting good grade and lack of exposure to use the language are responsible for creating language anxiety.
6. Teacher Persuaded Language Anxiety

The teacher’s manner in the classroom has been found to play a significant part in anxiety (Balemir, 2009). According to Kayaoğlu and Sağlamel (2013), sometimes learners’ language anxiety derives from the nature of their teacher. When language teachers follow strict ways to correct errors and do not create positive classroom environment for the learners, they may become anxious (p. 152). Zhang and Zhong (2012) pointed out that learners are not afraid because of their mistakes are being corrected; they are afraid of the ways language teachers use for their mistakes (p.29). Wörde (2003) mentioned that while students make errors during speaking, some teachers have tendency to interrupt them and instantly correct them before the students get chance to correct their errors by themselves. Teachers’ this interruption while learners speak in front of the class is responsible for losing their self-confidence and creating language anxiety (p.5).

2.4 Previous Studies

There are three of some researchers that have done their research about foreign language anxiety and gender. One of them was research that have been done by Maturanec (2015) whose research is related to Foreign Language Anxiety: Interaction with Gender, Length of Study and Self-Perception of Competence. Foreign language anxiety is commonly experienced by foreign language students. Foreign language anxiety is the most interested research that
conducted by researcher. Most research on foreign language anxiety focused on typical students that enrolled in language course. Foreign language anxiety has big negative influence in communication apprehension. The purpose of this research was to find out the relationship between gender, length of study, self-perception of competence and foreign language anxiety. Researcher used correlational study as design and mix-method approach. To collect the data, researcher used both quantitative and qualitative approach that obtained by questionnaire that distributed to the students and qualitative data that obtained by interview to some students. To analysis quantitative data, researcher used SPSS software and data were analyzed using correlational Pearson and data from interview would be written become a transcript. The result from this research was female students’ experienced higher levels of foreign language anxiety than male students. Male and female students have differences in social behavior, cognitive activity, and verbal ability. The students with higher levels of foreign language anxiety assess their competences as lower in all the four skills (reading, writing, listening, speaking), with the correlation between negative self-assessment of speaking and elevated foreign language anxiety being the strongest.

Eleldi (2016) did research related to *Foreign Language Anxiety of Students Studying English Language and Literature: A Sample from Turkey*, Eleldi stated that foreign language anxiety is one important factor that influences level of achievement in foreign language learning. Foreign language anxiety can occur if students are exposed to negative experiences in a foreign language context. In communication apprehension, foreign language learners have difficulty not only
in speaking but also comprehending messages from others. The purpose of this research was to find out foreign language anxiety levels of university students studying English Language and Literature when they were in preparatory class and when they were in fourth grade. This research also aimed to examine whether gender gives effect to the level of foreign language anxiety of university students.

To collect data, researcher used survey as research design and quantitative approach. The data obtained by questionnaire that give to students. Researcher used questionnaire that developed by Horwitz (1986) about FLCAS. Researcher used SPSS for analyzed data. Data were analyzed using frequencies, percentages, arithmetic mean, standard deviation, and independent sample t-tests. The result from this research was gender differences in foreign language anxiety level. Male students have higher level on foreign language anxiety than female students. Male students more feel worried about making mistakes when they are in the speaking class.

Other research showed by Fariadian, Azizifar, & Gowhary (2014). This research focused on The Effect of Anxiety on Iranian EFL Learners Speaking Skill. Speaking skill is necessary for everyone who wants to learn foreign languages. Feelings of anxiety and nervousness are common among second/foreign language learners. Different learners with different level of anxiety use different strategies while speaking a foreign language. The data were collected by distributed the questionnaire to 80 EFL students. The instrument used in this study to measure student’s foreign language speaking anxiety was the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz (1986), and
the results of speaking grades which were qualitative data from the interview with learners was used as another kind of questionnaire to measure learners speaking. To analyze the scores SPSS software was used. The results from their study showed that English learning anxiety has a significant moderate negative correlation with the English achievement of the students in this study, the participants of this study as EFL learners usually have levels of anxiety, male learners demonstrated higher level of anxiety than female. So, by reducing the level of anxiety of learners English speaking can be improved.

Previous researchers focused on level of foreign language anxiety between male and female and effect of foreign language anxiety. While researcher focused on influence of gender on foreign language anxiety in speaking class and factor that contribute on foreign language anxiety between female and male. The similarities that researcher found was same focus on level of foreign language anxiety and effect that given by gender in the speaking class.