

## **CHAPTER II**

### **LITERATUR REVIEW**

#### **2.1 Foreign Language Anxiety**

There are many studies on the effects and causes of foreign language learning anxiety. (Rafada & Madini, 2017) assert that anxiety is a key factor in foreign language learning that is believed to be debilitating in the learning process. (Naser Oteir & Nijr Al-Otaibi, 2019) proved that foreign language anxiety (FLA) can negatively affect students' achievement in language classes. Therefore, it is important to know the nature of foreign language anxiety (FLA). Foreign Language Anxiety (FLA) is defined as a distinct set of self-perceptions, beliefs, feelings and behaviors regarding language learning in the classroom that are visible in the uniqueness of the language learning process (HORWITZ et al., 1986)

Apparently, learning anxiety is not sudden; it develops when students experience many learning problems such as the inability to communicate in a foreign language in class (Mokhtar, 2020). As one of the factors affecting language acquisition, it plays an indirect role in preventing language input from reaching the part of the brain responsible for language processing. In other words, the theory put forward by Krashen shows how anxiety can hinder foreign language acquisition. (Milena, 2020) reiterates that when finding a strong negative correlation between effectiveness and speaking skills. There are still many studies that show that among all language skills, the one that proves to be the most anxiety-inducing skill among students is speaking, especially speaking in a foreign language.

#### **2.2 Foreign language speaking anxiety**

Several literatures that have studied second and foreign language speaking consider that speaking skills are the most frequent anxiety generator in foreign language learning compared to other skills (Bashori et al., 2022). This is due to the characteristic of speaking that there is a "real-time" element in which the speaker will not be able to improve his/her speech as he/she might when writing a piece of

writing. In speaking, students must continuously process linguistic input and produce a response at the same time. When they cannot communicate, they will feel anxious (Mokhtar, 2020) which will have a negative impact on the ability to produce speech. According to (HORWITZ et al., 1986), this kind of anxiety is usually triggered by several things such as fear when communicating with a certain language which will have a two-way effect and, in any case, this becomes a failure in speaking a foreign language.

Toubot (2018) argue that anxiety in speaking a foreign language is caused by psychological, linguistic, and cultural factors. Psychological factors such as shyness when communicating with people can have a negative impact on communication skills (HORWITZ et al., 1986) linguistic factors related to the inability to use language for communication efficiently and accurately (Mokhtar, 2020) Then for cultural factors, it also includes the fear of being humiliated if it is wrong to speak in public and also getting negative evaluations of others (HORWITZ et al., 1986). (Khawaja et al., 2017) also states that fear of negative evaluation from others such as teachers or peers is one of the causes of someone having speaking anxiety and this makes learners avoid discussion and participation or even just silent contemplation in class. (Elkhafaifi, 2005) asserts that students will usually look away or avoid voluntary answers when the teacher asks questions by pointing randomly in the lesson to avoid speaking.

### **2.3 Anxiety and Gender**

In research on language learning, many researchers have observed differences between male and female (gender). Major differences exist in the language used by women and men. As Wardhaugh 2006 says, gender is one of the "growth areas" in language studies. In language learning also has interesting facts between men and women. According to (Bernat & Lloyd, 2007) in language learning, female students speak more than one language and have a good role in learning than male students. Another difference is that men enjoy practicing English with native speakers more than women. This can be influenced by differences in foreign language anxiety based on gender.

Based on research on foreign language learning, gender can be one of the significant aspects regarding the contribution in the language learning process (Yeo et al., 2017). Gender differences are strongly related to language learning in students. (Park & French, 2013) in their study at a Korean university, showed that female university students had high levels of anxiety. This is supported by research on foreign language speaking anxiety in Turkey which states that male students have low levels of speaking anxiety. While female students have a moderate level of foreign language anxiety (Öztürk et al., 2014).

## **2.4 Previous Study**

A Descriptive Study on Foreign Language Anxiety among Children written by (Aydin, 2018) aims to investigate the level of foreign language anxiety (FLA) among elementary school children learning English. In the study, the author found that children learning a foreign language do not experience foreign language anxiety (FLA) when they prepare to attend English classes. In addition, they were also not anxious when they were speaking English with native speakers or teachers. However, they will be very anxious with moderate levels when there will be exams or language-based activities. They will feel high anxiety when there is correction from the teacher and when they do not understand what the teacher is saying when using English. It can be concluded that unpreparedness, fear of making mistakes, and getting negative comments are the sources of high levels of foreign language anxiety (FLA) among elementary school children.

Another study conducted by (Palupi, 2021) It is argued that speaking anxiety can inhibit students from speaking which will be detrimental to their oral skills. they should have the motivation to speak more and for students to be active in speaking in class, then teachers should give more oral task instructions. Teachers should also use more creative and innovative learning media and methods in learning so that students do not think that speaking in front of others is scary.

Another study entitled foreign language anxiety of adolescent students has the aim of knowing the effect of gender, grade level, and age on the anxiety they feel

when attending foreign language classes. In this study, researchers found that in college students, gender is very influential on foreign language anxiety, especially when speaking. Female students have a higher level of anxiety than males. This is in accordance with the existing literature, which states that the level of anxiety between genders has the highest level of anxiety in female students than male students. In previous studies, it is very rare to examine the differences in anxiety levels in women and men. Therefore, the researcher suggests for future researchers to examine the effects on anxiety with gender and age differences (Tuncel et al., 2020).

