

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter presents a brief explanation of some theories that support the study. The theories are related to Student's foreign language speaking anxiety, the relevant study and framework relating to this present research.

#### **2.1. Foreign Language Speaking Anxiety**

Anxiety is defined as a psychological reaction that influences students' performance and motivation in the classroom (Cagatay, 2015). During the learning process, EFL learners often express their feeling of anxiety while speaking in the target language such as the physiological symptom and behavioral responses of the anxious foreign language learner are essentially the same as for any specific anxiety (Cameron, 2020). They experience apprehension, worry, even dread. They have difficulty concentrating, become forgetful, sweaty, and have palpitations. They exhibit avoidance behavior such as missing class and postponing homework (Horwitz, E. K., 2010). Horwitz, Horwitz and Cope (1986) have identified three anxiety-related performances: communication apprehension, test anxiety and fear of negative evaluation.

##### **2.1.1. Communication apprehension**

Communication apprehension is a type of psychological disorder marked by getting afraid to communicate with other people (Horwitz, Horwitz & Cope, 1986). Someone who has a communication apprehension will have such difficulties to speak in front of audiences, or even to listen to spoken messages. This can be caused by the language structure that has not been fully mastered. The inability to express themselves in the way they want or to understand others can lead to frustration and make people speak quietly in foreign language classes.

##### **2.1.2. Test anxiety**

According to Horwitz , Horwitz and Cope (1986), test anxiety refers to a fear of failure when someone is going to have a test. Tests are the most common indicator of successful learning, and one of the important aspects in most of foreign language classes is performance evaluation. Students are placed in situations where their knowledge and skills are assessed within a certain period of time. If students

have uncertainties about their skills or find themselves unprepared, the test situation results in feelings of uncertainty and unwanted insecurity and stress. Students who experience test anxiety would experience difficulties in learning and in taking material during the test, which leads to negative results in tests. Oral tests have the potential of provoking both test and oral communication anxiety simultaneously (Mahmud, 2018).

### **2.1.3. Fear of negative evaluation**

Horwitz, Horwitz and Cope (1986) define fear of negative evaluation as avoidance of critical or evaluative situations or bad expectation of others and negative impressions. This condition will also influence students' performance especially when there are a lot of people watching and can be criticized too. Students who have fear of negative evaluation, they seem to want have such perfect performance but they are not confident enough on their oral pronunciation and communication, because they are afraid of negative evaluations from their mates or teachers (Mariam, 2018). Consequently, it results in poor performance, because students focus more on perceived hazards than on language production.

Almost all of the studies agreed that anxiety causes negative impact on the students' performance. The results for Horwitz's study (2010) have shown that students with high anxiety got their grades lower than students with lower anxiety levels. This often results in poor performance, because students focus more on perceived hazards than on language production. In addition, students might compare themselves to other students, they may consider language performance unsatisfactory.

## **2.2. Theory of Ecology Bronfenbrenner**

The concept of ecology is a scientific study that began about half past the 19th century (Kasbi & Shirvan, 2017). It sees that human development is a product of interaction between the growing human organism and its environment. The principle affirms that behavior evolves as an interaction between people and the environment. In this regard, ecological approach deals with the relationship and all the affective, cognitive and linguistic variables within the classroom (Kasbi & Shirvan 2017).

Human development ecology involves a scientific study of the progressive, reciprocal adaptation between an active setting in which the developing person lives, as this process is affected by the relationship between these settings and by the broader contexts in which the settings are embedded (Larsen & Freeman, 2016). According to the Ecological Systems Theory by Bronfenbrenner (1979), children typically find themselves enmeshed in different ecosystems, from the most intimate home ecological system to the larger school system, and then to the most comprehensive system that encompasses society and culture.

There are three key points in relation to the statement above. First, the developing person is regarded not only as a tabula rasa that sees an environment that can give impacts on human development, but as an evolving, complex entity that slowly moves into and restructures the environment in which it resides. Second, since the environment also shows its influence, there must be a reciprocal relationship. Third, there must be interrelationships in more than one setting (Ettakai & Mahoney, 2017).

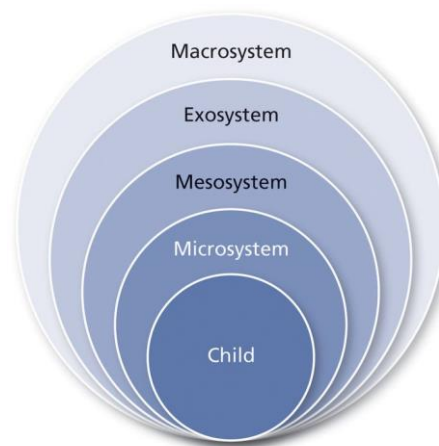
In general, Bronfenbrenner's (1979) Theory of Ecological Systems believes that we have different living conditions that can affect our actions. It sees human development as a process of reciprocal relation with their ecosystem. The ecological concept of development-in-context also has implications for the research method and design. It attaches key importance to and provides the theoretical basis for a study that is relevant to recent discussions on human development (Cameron, 2020)

### **2.3. Nested Ecosystem Model**

The ecological environment is conceived topologically as a nested structure arrangement and each contained within the next one. Human development is a process against those series of interrelated structures called the ecosystem (Rani, 2020). The structures themselves will build a reciprocal and complex relation from the smallest to the biggest one that influences each other.

These structures are referred to micro-, meso-, exo-, and macrosystems; 1) a microsystem is a pattern of activities, roles, and interpersonal relations experienced by the developing person in a given setting with particular physical and

material characteristics; 2) a mesosystem comprises the interrelations among two or more settings in which the developing person actively participates (such as, for a child, the relations among home, school and neighborhood peer group; for an adult, among family, work, and social life); 3) an exosystem refers to one or more settings that do not involve the developing person as an active participant, but in which events occur that affect, or are affected by, what happens in the setting containing the developing person; 4) the macrosystem refers to consistencies, in the form and content of lower-order systems (micro-, meso-, and exo-) that exist, or could exist, at the level of the subculture or the culture as a whole, along with any belief systems or ideology underlying such consistencies (Cameron, 2020).



**Picture 1. *Nested Ecosystem Model***

#### **2.4. Public Speaking**

Public speaking is the practice of speaking to a group of people in a planned, intentional manner in order to enlighten, influence, or entertain the audience. Public speaking is commonly understood as a kind of face-to-face speaking between individuals and audience for the purpose of communication (Purwanti, Jaya & Muhsin, 2018). So in public speaking activity there should be the speaker and the audience.

Many have experienced some level of anxiety when it comes to speaking in front of others. From a slightly elevated heart rate to clammy palms, public speaking can make even the most experienced speakers and presenters a bit

nervous. For some people, though, the fear of public speaking can become intense and even debilitating. In the context of teaching and learning in classroom, this will be a serious challenge to face. In the end, not only influencing the students' performance but also the students' achievement (Cameron, 2020)

Not all people are born as public speakers because it is not that easy to become the center of attention and to feel such emotions such as; fear and shame that leads to hand shaking and sweating. Such an important thing to realize that they are not the only one that might be feeling these emotions; in fact almost all speakers feel the same. There are more anxious speakers than those who are not.