

CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories are related to factors contributing to speaking anxiety.

2.1 Speaking Anxiety

Speaking anxiety is a common phenomenon in learning English, defined as one of the affective factors that influences speaking ability. Anxiety is feeling of shyness in communication, fear of negative evaluation and fear of failure when they performance (Hortwiz, 1986). Horwitz (1986) defined foreign language anxiety into three major areas:

1. Communication anxiety is a fear of communicating with another person. This emotion is common when language learners lack maturity in communication skills (written or spoken) despite having mature ideas and opinions.
2. Test anxiety is a psychological condition in which people feel a lot of tension, worry, or anxiousness before or during an exam or test. It can have a negative impact on student performance and contribute to lower test scores. Physical discomfort (e.g., perspiration, rapid heartbeat), cognitive problems (e.g., difficulty concentrating), and emotional anguish (e.g., emotions of dread or panic) are all symptoms of test anxiety.
3. Fear of negative feedback anxiety, Language learners in this field receive negative feedback from others. They attempt to prevent any circumstance that could lead to an embarrassing predicament. If they continue, they frequently perceive all situations and people unfavourably.

Similarly, MacIntyre and Gregersen (2012) defined it as a term that encompasses the feelings of worry and negative, fear-related emotions associated with learning or using a language that is not an individual's mother tongue. It is a serious feeling as reactions and tension when you should perform

spoken English in front of people, the student can find it difficult to practice their skills.

Several research studies have been carried out related to students' speaking anxiety. In his study, Karatas et al. (2016) examined students in language classroom when they have to perform orally in front of their peers and they need to participate in group discussions. The communication skills are the focus of language teaching, learners are intimidated by such challenges and perceive them negatively.

Lightbown (2003) investigated speaking anxiety and how it can affect language learning. They argue that anxiety is something that is more likely to depend on special situations and circumstances that can make one feel uncomfortable as, for example, an oral presentation in front of a larger group of people. Lightbown concluded that however that one should distinguish temporary anxiety or tension from anxiety that interferes with a student's learning process. In addition, Tsiplakides (2009) described that speaking anxiety is a person's reluctance to participate in conversations using a particular language.

From the explanation above, the researcher can conclude that speaking anxiety is one of the factors that can influence student's abilities in English language learning, especially in speaking skills. It affects feelings, thoughts, actions, discomfort, and worry during performance.

2.2 Professional Listening and Speaking Course (PLS)

Listening and speaking are essential language skills that underlie EFL learning, and they form the core components of a learner's communicative ability (Cohen 2012). However, in EFL learning context, there are many courses that provide lessons that improve both skills, for instance professional listening and speaking, advance speaking and critical listening skills and so forth, it required a lot of attention for student to build confidence and skills in spoken English with a plenty of listening tasks in order to tailor their interpretative skills.

In the Professional Listening and Speaking course revolves around enhancing students' interpretative skills through various listening tasks and exploring diverse professional contexts. Students engage in constructing and reconstructing their comprehension of audio and audio-visual inputs, fostering multiple interpretations. This digital exploration deepens their understanding of professional communication. Furthermore, students refine their speaking abilities by engaging in conversation practices, case studies, and simulated business meetings relevant to their chosen professions. The course goals include equipping students with linguistic skills to interpret spoken texts appropriately, fostering an understanding of diverse spoken texts for professional communication, exploring professional communication practices, promoting self-awareness and understanding of different professions, and expanding perspectives on professional diversity.

The Learning activities during the COVID-19 pandemic the class was conducted online, using the Zoom platform. Students were involved in a number of activities designed to improve their communication skills. Apart from that, discussing certain topics and then presenting the results of their discussions to the class. Additionally, individual presentations are becoming an important part of the curriculum, with each student being asked to create a presentation and deliver it via video conference, often using PowerPoint slides or other presentation tools.

Role-playing is used to simulate professional situations, such as job interviews or business meetings, which helps students practice speaking skills in real contexts. Students work consistently with the same group of friends and individuals. They are tasked with delivering their best performances, supported by relevant properties, and encouraged to showcase content exploration and creativity, with all performances uploaded to YouTube. Additionally, students are required to provide group comments and self-reflections on their performances. The learning topics encompass various professional contexts such as:

1. Role-playing

Create scenarios where students can practice professional conversations, such as business meetings, or team discussions.

2. Presentation Skills

The students are preparing and delivering effective speech about organization idea.

3. Debates and Discussions

Engage students in discussions on current events or specific issues, encouraging them to express their opinions and engage in debates.

4. Technology Integration

Incorporate video conferencing, and other technology tools to facilitated student's project.

5. Feedback and Self-Assessment

Encourage students to self-assess their performances and speaking skills regularly and set goals for improvement. Provide constructive feedback on their performance, focusing on areas that need enhancement.

6. Group Project

Assign group projects that require students to collaborate on researching, preparing, and delivering a presentation on a professional topic.

Professional Listening and Speaking class should be practical, interactive, and tailored to the specific needs and goals of the students. The focus is on improving their ability to communicate effectively in professional settings, preparing them for success in their careers.

2.3 Factor Contributing Speaking Anxiety

How anxiety affects learner performance is one of the most researched topics in the literature. According to Kayaoğlu and Sağlamel (2013) some factors which can make people feel anxious are linguistic difficulty, cognitive challenges, lack of understanding of the original language, teacher's role and competitiveness. Linguistic difficulty such as lack of vocabulary, lack of grammatical understanding and bad pronunciation. In general, Nimat (2013) has revealed that there are many factors that cause anxiety in language learners. She can be classified into three main causes.

1. Learning characteristics, it can cause second language anxiety which includes inability to comprehend, self-perceived low level of anxiety, competitiveness, perfectionism, self-awareness, speaking activities, test anxiety, fluent speakers, etc.
2. Teacher characteristics, defined as absence of teacher support, unsympathetic personalities, lack of time for personal attention, favouritism;
3. Classroom characteristics, to be anxiety producing factors; demands of oral production, feeling of being put on the spot, the pace of the class.

From the explanation above, the researcher argues that there are many factors that can influence students' speaking anxiety, with three main causes: student characteristics, teacher characteristics, and classroom characteristics. In line with that, Liu (2007) further developed the factors contributing speaking anxiety into several points as follow:

1. Lack of Vocabulary As claimed by Cortazzi and Jin (1994) that Chinese English learners often thought vocabulary was a big obstacle for their English learning, lack of vocabulary was identified as a main cause for student anxiety in oral English classrooms by the participants in the present study. "I'm a little afraid of speaking English because my vocabulary is poor and I'm a little

shy, so I often feel nervous when speaking in front of others”(Rao, male). “I can’t speak on when suddenly I come to a new word I never knew. How shy I will be!” (Chen, male). Statements like this clearly indicate that the students often became nervous in oral class due to a limited vocabulary.

2. Low English Proficiency, Low English proficiency similar to previous studies (Jackson,2002; Tsui, 1996), was another anxiety-provoker identified by the students in the present study. Statements like “my oral English is poor, and so when I want to speak it to somebody, I am always nervous” (So, male) and “I’m a little afraid of speaking English, because my speaking English is poor” (Li, male) occurred frequently in the students ‘reflective journals
3. Lack of Preparation, the analysis of the reflective journals revealed that a couple of students did not feel nervou at all even when speaking English without any preparation. For example, one student said,“I’m not nervous even if without preparation. In this[way]not only my spoken English can be practiced but also my self-confidence can be improved” (Wang,male).However, more students attributed their anxiety to lack of preparation and expressed that they would feel less anxious and more confident to speak English with preparation, similar to those students in Tsui’s (1996) study. This can be best illustrated by what Gong (male)reflected “I never want to speak English without preparation. But if I’m well prepared, I will not be nervous, and I can speak clearly.”I am often nervous if asked to speak English without preparation, and it is much better if I am prepared”, acknowledged Li(male).It is clear that preparation could enhance students ‘confidence in speaking English though it might not be able to get rid of anxiety.
4. Lack of Practice Although the students were enrolled in English Listening &Speaking course, as EFL learners and especially non-

English majors, they didn't have much practice of oral English in class due to the limited class time and big class size, nor did they have many choices to speak the language in their daily life. As a result, lack of practice provoked much anxiety in many students when speaking English to others in class, like Hilleson's (1996) and Tsui's (1996) studies. "I am nervous maybe because I didn't practice it and I am not used to it. Some are not anxious because they have experienced that many times before" (Liao, male). This view was shared by another student who reported "I feel nervous when I talk to others. In senior school, I hardly had a chance to talk to others in English. We learned English just for the College Entrance Examination. I'm afraid of speaking English out" (Qin, male).

5. Fear of being laughed at, when speaking English to others in class, they feel uneasy and fearful of making mistakes because they are afraid of being laughed at.
6. Fear of Losing Face Likewise, fear of losing face also caused many students to become anxious when speaking English in class. For example, one student stated, "I'm a little afraid to lose face, I'm shy. When I am speaking English in front of others, I feel nervous and I can't say any words. Oh God, I have forgotten all the words that I learned" (Gong, male).
7. Fear of being the focus of attention, despite the fact that many students began learning spoken English in secondary schools, they did not get much practice at that time due to the heavily didactic teaching style and exam-focused curriculum. As a result, several students felt uneasy when they were chosen to speak English in class because they were afraid of being the center of attention.

8. Fear of being Unable to Follow and Understand Others Just like the finding that incomprehensible input provoked great anxiety in many students in language classrooms (Hilleson, 1996; Price,1991; Tsui, 1996), fear of being unable to follow and understand others caused many students in the present study to become anxious in oral English classrooms. “I’m often afraid that I can’t follow others or can’t understand what they said. So I feel anxious when speaking English”(Hou, male).Being unable to follow the teacher could make some student seven more anxious, “I was very anxious when the teacher asked questions because I couldn’t understand her and I’m afraid that the teacher would ask me to answer questions” (Lin, male)
9. Inability to express ideas, they were unable to convey their ideas from their first language into English. They cannot express their meaning by word, or even if they know what to say, they can’t translate it into English, at the end they prefer to keep silent.
10. Memory disassociation, some students had anxiety when speaking in front of the class because they had trouble recalling what they had studied or prepared, and struggled to find the right words to explain the idea. In addition, difficulty of tasks and personality affect their anxiety, shy and introverted students became more anxious than extroverted students.

From the explanation above the factors contributing to speaking anxiety can vary from individual to individual, but there are several common triggers that often play a significant role. One of the main factors is a lack of confidence in speaking abilities, which can be caused by past negative experiences or a fear of making mistakes when speaking in front of others. Additionally, social pressure can also contribute to anxiety, especially when there are high expectations from others or when someone feels pressured in demanding situations, such as presenting in front of a class or in a business meeting.

Environmental factors can also play a role in increasing speaking anxiety. For example, an unsupportive classroom environment or a lack of support from teachers can make students feel uncomfortable and anxious when speaking in front of a group. Furthermore, limited opportunities to practice speaking with real language use can also be a factor that contributes to someone feeling anxious and lacking confidence. Over all, it's important for individuals to identify these factors and find ways to manage them in order to overcome speaking anxiety and improve their speaking skills.

2.4 Online Learning

Online learning has become a wide spread practice over the years as an integrated technology in education. Numerous education institutes have been implementing a transition from traditional classroom teaching to online teaching or a blend of traditional teaching and online learning. a common feature of online is students get the possibility to learn anywhere, at any time, at any pace by connecting to the internet using a computer or mobile phone. Singh & Thurman (2019) defined online learning as experienced learning through the internet or online computers in a synchronous classroom where students interact with the teacher and others students and are not dependent on their physical location for participating in this online learning experience. In addition Dhawan (2020) state that online learning is termed as open learning, web-based learning, computer mediated learning, blended learning, E-learning.

Like any other teaching method online learning has its advantages and disadvantages for the students and teachers. According to Bączek (2020) state that online learning has several benefits such as easy accessibility, flexibility, increased convenience, relatively cheaper mode of education in terms of low cost of transportation, and accommodation. Several arguments are also associated with online learning such as internet accessibility, poor internet connection quality, affordability, insufficient digital knowledge of learners, and time flexibility. Furthermore, from Bao (2020) his studies show that students have to deal with many problems, such as the lack of motivation and

suitable learning environments since they are isolated. By understanding the complexities of online learning, teachers can develop targeted strategies to help students in their studies, therefore online education can be a learning tools that continue to be a critical component of teaching effectiveness in both online learning and classroom instruction

2.5 Study of the Relevant Research

There are numerous studies related to factor contributing speaking anxiety. First from Mitha et al. (2018) who analyse speaking anxiety faced by the fourth-semester students of English education, the data collected using a questionnaire and interview. The data analysed into three types of speaking anxiety such as communication apprehension, fear of speaking test, and fear of feedback by peers and lecturer. Based on this study the participants were in the medium level of speaking anxiety. The reasons for having anxiety were because the students felt fearful about the consequence of failing in the speaking test.

The second study from Damayanti and Listyani (2020) is an analysis of students speaking anxiety in academic speaking classes, the purpose of this study is to gain information about what made students feel anxious and what factors triggered students' speaking anxiety in Academic Speaking class, this research has a similar method and data analysis with the previous study, in contrast as a result, the researcher suggested that teachers' role is very important in this situation. Students and teachers could build a positive classroom atmosphere to overcome students' anxiety.

Furthermore, the difference in this study lies in the data collection and the participants of the study. In contrast this study uses semi-structured interviews in collecting data, and the participants are students of professional listening and speaking course (PLS). It can also get a broader scope of results, such as their viewpoints and perceptions, and provide different findings that will help the students to overcome their speaking anxiety.