

# MINIMIZING FOREIGN LANGUAGE ANXIETY (FLA) IN SPEAKING THROUGH SELF REFLECTIVE VIDEO

Dinar Amalia Anggarani, Ririn Ovia  
State University of Malang  
dinaramalia305@gmail.com, ririnolivia0602@gmail.com

## Abstract

*Anxiety has become an acknowledged problem faced by most foreign and second language learners who are performing spoken English in front of audiences. The learners are not able to give their best performance as they may experience anxiety. A lot of recent researches related to anxiety reveal that anxiety is not permanent which depends on the situation and context. Some learners experience less anxiety as they have adequate time to prepare what they are going to perform and some may experience anxiety due to the shyness. To reduce the anxiety amongst the learners, self-reflective video is used as to media for the learners to reflect their performance before they perform in front of the audiences. Through the self-reflective video, they will do evaluation for their performance and find out their strength and weaknesses. This paper attempts to explore the possible causes and describe how self-reflective video minimize the learners' anxiety.*

**Key words:** Foreign Language Anxiety (FLA), Self- Reflective Video, Speaking

## I. Introduction

Speaking task becomes profoundly difficult for majority of foreign and second language students since it requires the linguistic competence mastery, adequate vocabulary and mastery of syntax (Nunan. 1991). Thus, foreign language anxiety may be experienced by foreign and second language students when they are confronted to the task which requires them to do presentation in front of the classroom. For the students who have poor speaking skill in term of linguistic, syntax competence and amount of vocabulary mastery tend to have higher level of anxiety compared to those who have better speaking skill.

The issue related to foreign language anxiety is not new; it has been investigated for many years. Many researchers investigated its effect toward language learning. The findings of the research are quite varied. Some research findings show existed relationship between the anxiety and foreign and second language performance (Backman, Bartz, cited in Young. 1991; Anandari.2015). According To Siplakides (2009) this provoking feeling has negative correlation to the students' performance. It means that the higher degree of students' anxiety, the lower quality of their performance is. Some others findings show no relationship between anxiety and students' speaking performance (Tucker at al, cited in Young. 1991). Besides, one thing for sure is that anxiety is not permanent. A lot of research in the past found that feeling anxiety is permanent; however, the recent research found that the feeling anxiety is dynamic which depends on the situation (Lightbown &

Spada, 2006) e.g. some students experience low anxiety when they have adequate time to prepare.

Anxiety is closely related to the condition of psychology or nervous system when somebody faces particular situation. In Psychology, anxiety is defined as the feeling of tension, nervousness, worry, and apprehension which are related to the nervous system (Katalin, 2006). Furthermore, Liu & Huang (2011) precisely define anxiety as the feeling of unpleasant emotion like fright, alarm, dread, scare, horror, trepidation, or even panic. Anxiety is also associated with “threats to self efficacy and appraisal of situation as threatening” (Papamihel cited in Marwan, 2008). Learner anxiety is feeling of nervousness, stress, fear, worry that is experienced by the students in learning foreign and second language.

Anxiety is commonly categorized into three types: trait anxiety, state anxiety, and situational anxiety (Awan, Azher, Anwar, & Nas, 2010:33). Trait anxiety concerns more on whether a person is actually easily worried or not, it refers to individual character (Spielberger; 1972). State anxiety deals with the feeling of apprehension at a specific moment in time, able to judge which situation are threatening or not. Situational anxiety occurs when people face a particular situation, such as learning language.

Many students suffer from language anxiety in learning process, especially when they are requires to speak. Low degree of the anxiety can still be useful for the students. As it is explained by Lightbown & Spada (2006), “the certain amount of tension can have a positive effect and even facilitate learning.” It often happens before test that the anxiety can motivate the students to study harder. However, higher degree of anxiety will affect the students’ performances which prevent them to achieve the intended goal.

This paper presents the reasons of foreign language anxiety experienced by majority of the students in speaking. It aims to give a solution to overcome the students’ problem related to students’ anxiety. Self reflective video and self reflective practice are proposed as media and the activities which will assist the students to cope with their anxiety in speaking, especially in oral presentation. It also provides the explanation about benefits of self reflective video and self reflective practice and the implementation of those media and activities in the classroom. In order to achieve these purposes, the following section will firstly discuss the reasons of foreign language anxiety (FLA) among the foreign language students.

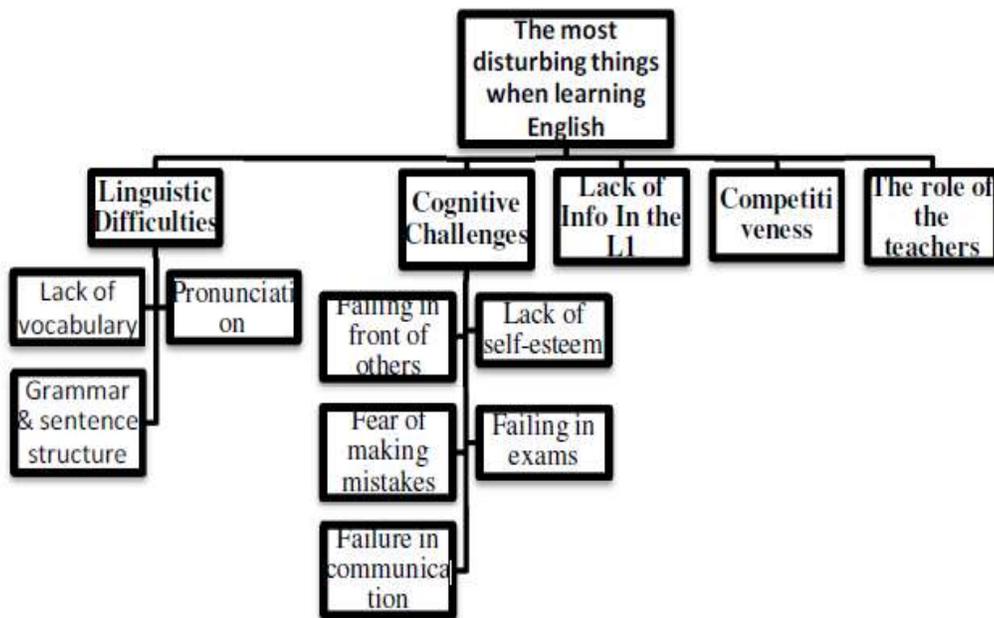
## **II. Reasons of Foreign Language Anxiety (FLA)**

The feeling of anxiety can give potential problem to the students. First, feeling anxiety hinders the students to deliver the intended message successfully in front of the audiences (Anandari, 2015). Fear of not being able to convey the message well and unpreparedness are impeding the students’ performance. Moreover, the researchers for many years have considered the anxiety has profound effect on the students’ potentiality and performance (Horwitz at al. 1986). Second, the anxious students are reluctant to speak due to the fear of negative evaluation by other students. They tend to think what their friend will think if what they say is wrong. Therefore, they prefer to keep quite during the lesson.

There are a lot factors which can trigger foreign language anxiety among the students; linguistic difficulties (vocabulary, grammar and pronunciation), cognitive challenges (fear of being failure being others, fear of making mistakes, fear of failure in communicating the message), role of the teacher and competitiveness (Kayaglu & Saglamel. 2013). Furthermore, Young (1991) categorizes the sources of language anxiety into six; 1) personal and interpersonal anxieties, 2) learners' belief about language learning, 3) instructor belief about language teaching, 4) instructor-learner interaction, 5) classrooms procedures, 6) language testing. She further explains that the most discusses issue among those resources is personal and interpersonal cause which include the self esteem and competitiveness. The students tend to compare themselves to an idealized self image.

Other factor is fear of negative evaluation, as Horwitz et al., (1986) stated that the students' fear come for the environment, especially in the classroom which they are constantly being evaluated. Worry about what their audiences think; students are afraid of making mistakes or errors in front of others. Criticism and evaluation from peers and teacher also become major causes of anxiety. Young (1991) found that anxious learners thought their skills in language were weaker than their peers' and they were looking down at them. Furthermore, students' self perception of speaking ability in the target language is also the reason of anxiety. Horwitz et al. (1986) claims that most of the learners' anxiety comes from their self-concept of ability. Individuals who have levels of self-esteem are less likely to be anxious than are those with low self-esteem.

In Indonesian context, there are 3 reasons of foreign language anxiety based on the research conducted by Anandari (2015). Those reasons are fear of not being able to convey the message well, shyness and discomfort. Marwan (2008) also mentions three factors which cause the foreign language anxiety; insufficient preparation, lack of confident and fear of not passing the class. Moreover, Kayaoglu & Saglamel. (2013) draw the diagram of possible causes of language anxiety in speaking classes according to students.



There are a lot of factors which trigger the foreign language anxiety among the foreign and second language students. These factors are related to the cognitive aspect and also psychological aspect of the students. In psychological aspect, the students are worried about the negative evaluation from peers about his/ her linguistic competence, and fear of making mistakes. In cognitive aspect, the students have linguistic difficulties.

### **III. Self Reflective Video**

Performing oral presentation in front of the classroom becomes difficult task for the students due to anxiety (Anandari.2015; Yahya. 2013; Horwitz at ell.1986; Tsiplakides. 2009; Liu. 2007). Anxiety is believed to be a major obstacle for the majority of foreign language students to perform spoken English in front of the audiences which hinder them to perform their best. The feeling of anxiety is considered to be profound effect on communication in the target language. In order to minimize the foreign language anxiety which is caused by aforementioned reasons, the researchers attempt to find the strategies, methods, activities and possible means which enable the students to cope with their anxiety in speaking.

Ariza (2002) in her study proposes Community Language learning (CLL) methodology to be employed in the classroom in order to create the comfortable atmosphere in the class which is believed enable the students to reduce their anxiety. Moreover, Tanveer (2007) suggests implementing drama-like activities, and creating friendly classroom environment. By creating the less stressful environment enable the students to cope with their anxiety. The research conducted by Anandari (2015), however, shows that providing comfortable atmosphere to cope with the students' anxiety is not enough. To cope with the anxiety needs the strategy, media, and activities. She conducted the research to 24 undergraduate students English Language Teaching (ELT) program in Sanata Darma University in Yogyakarta. The students were in the fifth semester. The subjects have excellent grade in speaking course in previous semester. The result shows that the undergraduate students still feel anxious when they are confronted to do presentation in front of the class, even the audiences are friend and classmates which have been in the same class since the first semester. They mostly experience foreign language anxiety due to unpreparedness and inability to master the content (Anandari. 2015). This research is in line with the research conducted by Marwan (2008) which investigates the factors triggering foreign language anxiety among Indonesian students. Among the three aforementioned factors, the most triggering factor of foreign language anxiety among Indonesian students is insufficient preparation.

Due to the insufficient the preparation, one of effective methods proposed by Anandari (2015) to decrease the level of anxiety is self reflection. Self reflection allows the learners to reflect their own strengths and weaknesses and give helpful insight to evaluate their performance. Video recording is used by the teachers as a means to record the students' performance in order to give them time to reflect their performance by viewing the video. The use of video has been familiar recently.

Video has been used for many years to evaluate the student's performance by teachers. The use of video has been considered as the effective means to evaluate the students' performance. Coffey (2014) conducts the research related to the use of video to

investigate the students' reaction after they watched their self footage in presentation. Furthermore, Yamkate at el (2012) conducts a research to find out in what ways video recording to facilitate students' evaluation of their oral presentation skill. The results show the positive attitudes of the students to view their presentation. It was obvious that by viewing their performance in the video provides great assistance to find out the strengths and weaknesses and to develop the students' speaking skill (Coffey.2014; Yamtake at ell.2012). Therefore, video contributes much on the reflective for the teachers in evaluation the students' performance in oral presentation. On the other hand, little research is conducted to investigate the use of video as reflective practice for the students before they do oral presentation in front of the class.

Self reflective video which is one means in teaching speaking which can be used to minimize the foreign language anxiety. This media can be categorized into preparation strategy proposed by Kondo at all (2004) which can be used to cope with the students' anxiety. The concept of the self reflective video which I propose is similar to the self reflective using video recording proposed by Anandari (2015). However, it has been modified to be used to reflect the students' performance before they do oral presentation in front of the classroom. The video is recorded by the student as a part of their project which will be used as self evaluation and peer evaluation. This video enable the students to prepare them related to the content, linguistic competence, the choice of vocabulary, and other aspects. In order to evaluate the performance, the students need to work in pairs in which the partner will evaluate and discuss what aspects need to be improved in the real presentation later.

Self reflective video requires the students to do project; making the video, by collaborating with peers, to evaluate their performances, discuss the weakness and to solve their problems related the weaknesses. The self reflection using video recording, called self-reflective video, benefits the students to decrease the level of students' anxiety (Anandari.2015). Realizing the strengths and weakness of their performance is the first advantage of self- reflective video. The second advantage is that conducting solving problem. When the students analyze their weakness in oral presentation through viewing the video, they will be able to conduct individual problem solving to overcome their weakness. They believe that by knowing their weakness enable them to find the solution and overcome the weakness which result the higher confidence in performing the speaking task. It will reduce their level of anxiety in speaking.

#### **IV. Implementation of Self Reflective Video in Classroom**

One approach in teaching English is Genre Based approach which consists of 4 stages teaching cycle; Building Knowledge of Field (BkoF), Modeling of the Text (Mot), Joint Construction of the Text (JCoT) and Independent Construction of the text (ICoT) (Hammond in Agustien, 2006). In the first stage, the teacher is required to build the students schemata based on the topic discussed. In the second stage, the teacher provides the model to the students by giving the examples of the text. Then, the students will work in group or in pairs to construct the text. The last stage is the students construct their text independently.

The implementation of the self reflective video can be implemented in fourth stage, Independent Construction of Text (ICoT). The students are going to write the text independently; however, in the process of recording and evaluation they will work in pairs. Recording their performance is part of the project by the students which needs to be done at home. Then, the video recording will be evaluated by him/ her and the partner as part of self assessment and peer assessment. Next, the students, still in pairs, are going to analyze the weakness of the performance which they have recorded and it is done in the class. On the hand, the teacher is required to give the good examples of presentation which the students are going to do and give explanation about the criteria of good speaking performance in order to ease them to analyze their recording. After the students find out the weaknesses and the strength of their performance, they will be able to transform the weaknesses into their strength. As they have done the preparation, it will automatically decrease the level of their anxiety since they have mastered the content. Linguistic competence (pronunciation, grammar, vocabulary) and learn to use gesture, body language.

The teacher is also required to record of the students' performance as part of self reflection for the students. After they have performed, and the teacher will show the recording to the student in order to reflect their performance. Anandari (2015) says that reflective practice which is done continually can minimize the foreign language anxiety of the students. By viewing the recording of their performance in front the audience will give time to reflect back on what they did in the performance. Therefore, the students do not have to rely much on the teacher' comment on their performance.

Self reflective video can be used in teaching speaking any genre of the text; transactional, interpersonal and monologue texts. The role of the video as the media used to reflect the students performance. Self reflective video is the result of the students' project which is done in pairs. Each students have to prepare one concept related to the assigned topic, e.g. how to make something or how to do something. Furthermore, it requires collaborative learning in which the students will evaluate and discuss their performance in recording. It also trains the students to do self assessment and peer assessment.

## **V. Conclusion and Suggestion**

Majority of foreign and second language may experience foreign language anxiety which is considered threat to speaking performance. The degrees of anxiety of the students differ from students to another. The reasons of anxiety are also varied. Despite all the reasons, the teacher needs to understand, effectively diagnose the students' foreign language anxiety, pay more attention to those who have higher degree of anxiety and find the any means to decrease the students' anxiety.

Teacher plays a very important role in helping the students to deal with their language anxiety. Teacher hopefully can assist the students to decrease the degree of their anxiety when they are assigned to do oral presentation in front of the class. In order to minimize the foreign language anxiety in speaking, teacher is required to create less stressful learning environment. Providing the comfortable environment is proved to be worth in decreasing the students' anxiety. Beside, the teacher also needs to find the fun activities, interesting media as a means in learning process. One of activities employed is

self reflective practice which includes the use of self reflective video as the media which can minimize the students' anxiety. This self reflection practice train the students to reflect their performance and it can also be used as the preparation strategy before they perform in front of the audiences.

## References

- Agustien, Helena I.R. (2006). *Genre-Based Approach and the 2004 English Curriculum*. A plenary paper presented at UPI national seminar.
- Anandari, C.A. (2015). Indonesian EFL Students' Anxiety in Speech Production: Possible Causes and Remedy. *TEFLIN Journal*, 26(1), 1-16.
- Ariza, E. N. (2002). Resurrecting "old" language learning methods to reduce anxiety for new language learners: community language learning to the rescue. *Bilingual Research Journal: The Journal of the National Association for Bilingual Education*, 26(3), 717-728.
- Awan, R., Azher, M., Anwar, M.N., & Naz, A. 2010. An Investigation of Foreign Language Classroom Anxiet and Its Relationship with students' Achievement. *Journal of College Teaching and Learning*, 7, 33-40
- Hedge, Tricia. (2003). *Teaching & learning in the language classroom*. UK: OUP
- Horwitz, E.K., Horwitz, M.B., & Cope, J. (1986). Foreign Language Anxiety. *The Modern Language Journal*, 70(2), 125-132.
- Kayaglu, M.C., & Saglamel, H. (2013). Students' Perception of Language Anxiety in Speaking Classes. *Journal of History Culture and Art Research*, 2(2), 142-160.
- Kondo, D.S., & Ling, Y.Y. (2004). Strategies for Coping with Language Anxiety: the Case of Students of English in Japan. *ELT Journal*, 58(3), 258- 264.
- Lightbown, P.M., and Spada, N. (2006). *How Language are Learned (3<sup>rd</sup> edition)*. Oxford: Oxford University Press.
- Marwan, A. (2008). The Exploration of factors triggering foreign language anxiety : Learners Voice. *TEFLIN Journal*, 19(2), 119-126.
- Tanveer, M. (2007). *Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language* (Master's thesis). University of Glasgow, England.
- Tsipladides, I., & Keramida, A. (2009). Helping students overcome foreign language anxiety in the English Classroom. *International Education Studies*, 2(4), 39-44.
- Yahya, M. (2013). Measuring Speaking Anxiety among Speech Communication Course Students at the Arab American University of Jenin. *European Social Science Research Journal*. 1(3), 229-248.
- Yamkate, K., & Intratat, C. (2012). Using Video Recordings to Facilitate Students Development of Oral Presentation Skill. *Language Education in Asia*, 3(2), 146-158.
- Young, D. J. (1991) 'Creating a Low-Anxiety Classroom Environment: What Does Language Anxiety Research Suggest?', *The Modern Language Journal*, 75 (4), 426-439.