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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. The concept of speaking anxiety

Speaking skills are a crucial component of English language learning, as they enable students to communicate effectively and express their ideas clearly. According to Nunan in Gustriani (2020:11), Speaking is an essential skill in learning a second or foreign language, involving an interactive process of producing, receiving, and interpreting meaning. Similarly, Liew and Aziz (2021:219) define speaking as the ability to convey thoughts and ideas verbally to share messages with others. However, students' speaking performance is influenced by various factors beyond vocabulary, pronunciation, and grammar. Ali et al. (2023:1727) note that social environment, anxiety, shyness, low confidence, and limited vocal skills hinder speaking development, showing that psychological factors play a major role. These issues often reduce students' motivation and confidence to speak, as fear of mistakes or embarrassment leads to fewer practice opportunities. Consequently, such conditions can trigger nervousness and tension when speaking in front of others, a phenomenon known as speaking anxiety.

Speaking anxiety is a widespread psychological barrier that affects learners both in formal speaking contexts and in everyday conversations



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(Febrianti et al, 2025:4137). This anxiety often arises when students are asked to speak English, especially in front of the class, which can cause students to have difficulty expressing their thoughts with confidence. Speaking anxiety not only hinders verbal performance, but also affects students' motivation and desire to communicate in English, especially in class. Speaking anxiety is a common problem among students that hinders their ability to learn and speak English well, characterized by feelings of tension, discomfort, nervousness, and worry due to the activation of the autonomic nervous system (Aulia & Dalimunte., 2024:24). This condition is characterized by feelings of tension, discomfort, nervousness, and worry. In other words, when students experience speaking anxiety, their bodies automatically respond to the situation as a threat, causing symptoms such as trembling, a racing heart, and a blank mind.

Khairunisa in Rohmah & Wijaya (2025:4), stated that speaking anxiety is the fear of negative feelings felt by individuals in communication, usually in the form of feelings of tension, nervousness, or panic. This shows that speaking anxiety does not only stem from limited language skills but is also influenced by psychological factors such as fear of making mistakes, worry about evaluation, and low self-confidence. Thus, speaking anxiety can be understood as a combination of psychological and physiological reactions that inhibit students' speaking performance in English language learning.



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According to Indrajaya et al. (2025:638), anxiety is an emotional state that arises due to stress, characterized by feelings of tension, worry, and physical symptoms such as a rapid heartbeat and increased blood pressure. This indicates that anxiety not only affects psychological aspects but also influences a person's physical responses. In the context of speaking English, these physical reactions may occur when students feel afraid of making mistakes or being negatively evaluated by others. Furthermore, Setyanto and Sarajar (2024:14) explain that speaking anxiety is marked by physical symptoms such as a pounding heart, sweating, shortness of breath, trembling, sudden panic, difficulty speaking fluently, and repetition of words or sentences. These manifestations show that speaking anxiety impacts not only mental states but also verbal fluency and physical control during communication. Therefore, the characteristics of speaking anxiety can be identified through both physical reactions and behavioral responses that emerge when individuals are required to speak English, particularly in front of others.

Speaking anxiety is a common problem in learning English as a foreign language (EFL) and can hinder effective oral communication. This condition causes students to feel uncomfortable and reluctant to participate actively in speaking activities in the classroom. According to Horwitz et al. in Susilawati (2025:36) speaking anxiety consists of three main components, namely communication apprehension, test anxiety,



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and fear of negative evaluation. These components represent different forms of anxiety experienced by students in various speaking situations and are influenced by individual differences.

1. Communication Apprehension

Communication apprehension is a form of speaking anxiety that occurs when students feel afraid or anxious when communicating in a foreign language. Hatiza and Sujatmoko (2025:436) state that this anxiety appears when students experience difficulties in using English, which makes them feel uncomfortable during interaction. As a result, students tend to hesitate to speak because they feel unable to convey their messages clearly using the target language. This condition often reduces students' confidence and limits their participation in speaking activities.

Furthermore, Susilawati et al. (2025:36) explain that communication apprehension is associated with feelings of worry or anxiety that arise in both real and anticipated communication situations, and it can be experienced by almost all learners at different levels. This explanation is consistent with Horwitz in Susilawati et al. (2025:37), who describe communication apprehension as a form of shyness characterized by discomfort and worry when speaking to others. In addition, Wani (2021:12) states that individuals with communication apprehension are generally afraid of oral communication involving speaking and listening, and



they often have difficulty understanding others and making themselves understood. Therefore, communication apprehension becomes an important factor that hinders students' oral communication ability in English language learning.

2. Test Anxiety

Test anxiety is a type of anxiety related to individuals' fear when facing test or evaluation situations. According to Wani (2021:12), test anxiety is associated with a person's fear of test-taking situations, and students tend to experience it whenever they have to face frequent examinations. This anxiety arises because students realize that test results determine their academic grades. Mayer in Wani (2021:12), states that every student understands that taking a test means being graded, judged, and compared with classmates, and that their performance may lead to negative consequences from lecturers or parents. This condition causes students to feel pressured and anxious before and during examinations.

In addition, Hatiza and Sujiatmoko (2025:436) explain that test anxiety is a feeling of worry related to academic evaluation and can be described as a fear of failure in tests. In other words, individuals may experience anxiety in various assessment situations, including speaking tests. This is in line with the findings of Susilawati et al. (2025:38), which show that students often feel

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pressured when their speaking ability is formally evaluated, especially in examination situations. This pressure makes it difficult for students to perform their speaking skills optimally, as their attention is more focused on the evaluation results rather than on the communication process itself.

3. Fear of negative evaluation

Fear of negative evaluation is a type of anxiety that arises when individuals feel worried about how others will judge their performance. Hatiza and Sujiatmoko (2025:437) explain that this anxiety occurs when individuals expect negative judgments from others and become concerned about how their abilities will be evaluated. In the context of English language learning, this fear often appears when students are required to speak in front of the class or interact in English in the presence of their classmates and lecturers.

Furthermore, Susilawati et al. (2025:38) state that students often fear making mistakes because they worry that their classmates will laugh at them or judge them negatively when they speak English. This fear reduces students' confidence and makes them reluctant to participate in speaking activities. This explanation is supported by Wani (2021:12), who states that when students are unsure of what they are saying, they tend to experience fear of negative evaluation and feel anxious because



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they do not want to appear foolish in front of others. Therefore, fear of negative evaluation becomes a significant barrier that hinders students from developing their English speaking ability effectively.

Based on the explanation above, speaking anxiety in English language learning is composed of three key components: communication apprehension, test anxiety, and fear of negative evaluation. These components are closely connected and affect students' confidence, level of participation, and speaking performance. Thus, understanding these components is essential to gain a clear understanding of students' speaking anxiety.

2. The Concept of Personality Types

Personality is one of the important factors that influence how a person thinks, feels, and acts in various situations. According to Nurhaliza (2023:59), personality is a collection of characteristics a person possesses that influence their way of thinking, motivation, and behavior in certain situations. In the context of learning, personality type plays a big role because it can shape the way students learn and think (Nasution et al. 2025:340). This shows that each person has different behavioral tendencies, which then influence how they respond to the learning process, including in English. In line with this view, Zhang in Novriewani & Fitri, (2021:136) emphasizes that personality is one of the factors that greatly influences a person's success in mastering a



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foreign language. Therefore, personality is not just a person's basic character, but also a major factor that influences students' comfort, learning methods, and ability to use English, especially when speaking.

According to Jung in Isma (2022:17), there are several personality types, namely extrovert and introvert. Each personality type has distinct characteristics that influence how individuals think, behave, and interact in social situations. This results in different behavioral tendencies and responses when individuals interact with their environment and face various situations.

1. Extrovert Personality

Extroverted personality is a personality type that is widely discussed because it relates to how a person interacts with their social environment. Someone with this personality type is usually focused on the external world and enjoys participating in social activities. Thomson in Syarafina & Santoso (2023:4) defined extrovert as a personality that is interested in what is happening in the outside world and tends to participate in interacting in it. This shows that extroverts are more responsive to outside invitations and prefer activities that involve a lot of interaction, communication, and working with others.

Anugrah & Idayani (2025:207) also argue that extroverts tend to seek stimulation from the external environment, are energetic and sociable, and tend to get excited in social interactions. These



characteristics also show that extroverts do not derive their energy from staying quiet and taking a rest from socializing, but rather from engaging in social interactions around them. In other words, the more opportunities they have to talk and do activities with other people, the more comfortable and confident they feel.

In social behavior and daily life, Subtinanda & Yuliana (2023:3) explain that extroverts tend to be socially active, open to interacting with others, and often feel comfortable in crowded social situations. In the same way, Febrianti et al. (2025:1242) add that extroverted personalities are characterized by a tendency toward dynamic, social, and emotionally expressive behavior, which is often accompanied by a focus on practical tasks and a lack of attention to formal responsibilities. These opinions indicate that extroverts have strong and consistent social patterns, which influence how they learn communication and respond to their daily situations.

2. Introvert Personality

Introverts are often described as personality types who are more focused on their own world than the outside world. People with this type of personality tend to process information deeply and carefully before acting. This is in line as Febrianti et al. (2015:1243) stated that individuals with introverted personalities have contemplative, meticulous, and reliable characteristics,

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accompanied by a tendency toward independence and the ability to manage their emotional expressions. This shows that introverts are basically more comfortable working independently and prioritize calmness in their thinking.

The social side of an introvert also finds key characteristics that distinguish them from extroverts. They do not always enjoy crowds and prefer small, safe social environments. According to Nurhaliza et al. (2023:60), an introvert is someone who prefers to spend time alone or with one or two of their closest friends rather than being in a crowd. Introverts feel comfortable when they are in situations that are not too crowded, interacting only with people who are truly close and trusted.

The characteristics of introverts in the context of learning can also be seen from the way they act in class. This personality type is usually silent and does not stand out in large social situations. Students with introverted personalities are shy, calm, and do not talk much (Novriewani & Fitri. 2021:136). In another explanation, Febrianti et al. (2025:1243) state that introverted personalities are characterized by a reflective, cautious, and responsible nature, with a tendency toward independence and restraint in emotional expression. This shows that in learning, introverted students often process information thoroughly but may be less active in class

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discussions, not because they do not understand the material, but because of their natural tendency to prefer thinking in silence.

Students with extroverted personalities generally show more active and confident behavior in learning situations that involve direct interaction, including speaking classes. They tend to be quicker to accept and respond to stimulation from their social environment, so speaking activities feel natural and enjoyable for them. Paradilla et al. (2020:40) state that extroverted students are usually more skilled at speaking because they are able to gather and process information quickly. In addition, their fluent speaking skills, lack of shyness, lack of awkwardness, sociability, and good adaptability make them learning, extroverted students are also more easily motivated when working with friends, because social interaction gives them energy and enthusiasm for learning. Hayati's (2021:356) findings show that stand out in communication activities (Paradilla et al., 2020:44). In extroverted learners have better academic achievements when studying with others and often acquire better English speaking skills than introverted students. Johnson in Siska (2022:911) also emphasizes that active verbal participation, such as asking or answering questions, is generally a characteristic of extroverted students, which gives them more opportunities to practice and improve their speaking skills over time.

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Different from extroverts, introverted students usually present a calmer, more focused, and thoughtful learning and communication style. They prefer to process information thoroughly before speaking, so their speech tends to be more accurate and structured (Paradilla et al., 2020:40). However, the natural reflective, cautious, and easily anxiety prone nature of introverts often makes them worry about making mistakes when speaking in front of others (Paradilla et al., 2020:45). This causes them to appear to be passive in class or prefer to remain silent rather than risk saying something wrong. Group discussions or overly lively interactions can also make introverted students feel uncomfortable, as such situations do not suit their preference for a quieter and more controlled learning environment (Hayati, 2021:356). However, introverted personality is not actually a determining factor in whether a student can speak well or not. Paradilla et al. (2020:46) emphasize that introverts still have strong speaking potential, especially when given time to think, prepare responses, and compose sentences carefully. Under these conditions, introverted students are often able to perform well in speaking tasks that require precision and depth of thought.

When compared, extroverted and introverted students have quite clear differences in their approach to speaking lessons, and these differences affect how they engage in speaking activities in class. Extroverted students tend to be more comfortable with activities that



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involve spontaneity, group interaction, and direct communication. They are usually active in discussions, dare to express their opinions, and are not too worried about making mistakes, so they get more opportunities to practice and develop their speaking skills. Meanwhile, introverted students tend to be more selective and cautious in their responses. They need time to understand the material, organize their ideas, and prepare what they want to say, so their participation appears more limited even though their understanding is actually strong. In the context of structured speaking tasks or those requiring preparation, introverted students can often perform well because of their deep thinking style. These differences show that each personality type has its own strengths and challenges.

During learning, students' personalities often show up in how they act. How they interact, respond to instructions, and get involved in class activities usually reflects the basic differences between extroverts and introverts. These patterns can be seen in certain traits that consistently show up in learning situations, according to various studies on personality and language learning. Understanding of extroverted and introverted behavioral tendencies is reinforced by the explanation put forward by Gustriani (2020:29), which refers to Eysenck's personality theory in Dörnyei (2005):

1. Extrovert

a. Sociable

Extroverted students usually find it easy to communicate and interact with others in class. They are not shy about starting conversations, responding to questions, or participating in class discussions.

b. Interactive

Extroverted students tend to enjoy interactive group activities and blend in quickly. In speaking tasks in pairs or groups, they appear more comfortable and enthusiastic about working together.

c. Active

The activity of extroverted students is seen in their high level of participation. They often answer, ask questions, or make comments, thereby gaining more opportunities to practice speaking.

d. Assertive

Extroverted students are usually confident in expressing their opinions. They are able to speak assertively in front of the class and do not hesitate to express their opinions even if they have to do so spontaneously.





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e. Passionate

In speaking tasks, they showed great enthusiasm and motivation.

This enthusiasm was evident when they told stories, gave presentations, or performed role plays.

f. Talkative

The tendency to talk a lot is a characteristic of extroverts. They actively respond verbally in various classroom situations, which indirectly improves their speaking skills.

2. Introvert

a. Passive

Introverted students are generally not very active in the learning process. They often wait for the right moment before speaking and tend to observe first.

b. Quiet

They speak when necessary and are more comfortable in a quiet situation. When the class is noisy, introverted students usually become even quieter and less noticeable.

c. Reserved

They prefer to hold back and are reluctant to be in the spotlight. They prefer small interactions rather than appearing in front of large groups of people.



d. Sober

When speaking, introverted students tend to choose their words carefully. Their speech is usually structured because it has been thought out beforehand.

e. Aloof

They are more comfortable working alone and keeping their distance in social situations. In large groups, they appear less emotionally involved

f. Restrained

When performing speaking tasks, introverted students display controlled expressions. They are not very expressive and prefer short answers to keep them feeling safe.

3. Relationship Between Personality and Speaking Anxiety

The relationship between personality type and speaking anxiety can be seen from how a person thinks, feels, and behaves in speaking situations. Purnomo et al. (2023:1398) explain that personality is a distinctive difference in each individual, so their response patterns to communication situations will also differ. Prayitno (2023:9) states that a person's level of self-confidence is influenced by their personality type, and Pamungkas in Prayitno (2023:9) emphasizes that anxiety can arise when a person cannot build their self-confidence. This means that personality not only influences how students behave, but also determines the level of anxiety that arises when they have to speak in

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English. The lower a student's self-confidence, the easier it is for them to feel nervous when asked to speak, especially in front of the class.

When viewed more deeply, introverts and extroverts show different tendencies in speaking activities. Sureda (2020:87) explains that extroverted students are usually active speakers and tend to want to appear as good speakers because they have leadership qualities. Meanwhile, introverted students prefer to be listeners and are not always comfortable speaking in front of many people. These differences in tendencies affect how they approach speaking tasks. Extroverts usually appear more spontaneous, while introverts tend to be cautious and choose the right time to speak. In speaking classes, this condition can make extroverted students appear more confident, while introverted students appear more quiet even though they actually understand the material well. In other words, personality shapes how students respond to communication pressure and speaking demands in class.

However, research results do not always show that introverts are more anxious than extroverts. According to Suta et al. (2025:79), introverted students actually experience lower speaking anxiety than extroverted students. This finding shows that the relationship between personality and speaking anxiety is not as simple as imagined, because there are factors such as experience, learning comfort, and environmental support that also influence it. Both introverts and extroverts can experience speaking anxiety, but the triggers are



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different: introverts tend to be anxious because they are afraid of making mistakes, while extroverts may feel pressured by the demand to appear confident. Thus, it can be concluded that personality type has a clear relationship with speaking anxiety, as a person's basic character also determines how they respond to communication situations and pressure when speaking in class.

B. Review of Related Findings

Based on the sources related to this study, there are several previous kinds of research connected to the topic of speaking anxiety and personality types. The first previous research was “*The Anxiety Level between Extrovert and Introvert Students in Speaking English*” by Novriewani & Fitri (2021). This research aimed to find out the difference in speaking anxiety levels between extrovert and introvert students at State Senior High School 10 Pekanbaru. The researchers used two questionnaires: the Eysenck Personality Inventory to classify students' personality types and the Foreign Language Classroom Anxiety Scale (FLCAS) to measure speaking anxiety. The findings showed a significant difference between the two groups, in which extrovert students had a low anxiety level, while introvert students had a medium level of speaking anxiety. This previous study was relevant to the present research because both examined personality types and speaking anxiety, although the current study focuses on analyzing the relationship rather than comparing the groups statistically.



The second previous research was “*The Anxiety in English for Foreign Language Speaking Class: The Case of University Students in Lampung Context*” by Septiawan et al. (2025). This research investigated the level, attitude, perception, and causes of speaking anxiety among 64 first-year English Department students in Lampung. Using a descriptive quantitative and qualitative approach, the study found that the students generally experienced a low level of speaking anxiety, although many of them still perceived speaking ability as a major trigger of anxiety. Limited vocabulary, low self-confidence, and lack of speaking opportunities were identified as the primary causes. This previous study differed from the current research because it focused on mapping the overall profile and causes of speaking anxiety, while the present study specifically examines how different personality types (introvert and extrovert) are related to speaking anxiety.

The third previous research was “*A Comparative Study Between Extrovert and Introvert Students on Speaking Performance at State Senior High School 4 Pekanbaru*” by Gustriani (2020). This research aimed to find out the significant difference in speaking performance between extrovert and introvert students. The study involved 35 tenth-grade science students selected through cluster random sampling. The researcher used a personality questionnaire adapted from the Eysenck Personality Inventory and an oral speaking test. The results showed a statistically significant difference in speaking performance, with extrovert students outperforming introvert students. This study was relevant to the present research because it

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examined personality types in relation to speaking ability, although the current study focuses on speaking anxiety rather than speaking performance.

Several previous studies have discussed speaking anxiety and its relationship with personality types, especially between introverted and extroverted students. These studies generally found that personality influences how students behave, participate, and respond to speaking activities, which then affects their level of anxiety. Research also showed that introverted students tend to experience higher speaking anxiety because they are more cautious and easily worried, while extroverted students are usually more confident and active in speaking tasks. However, these previous studies mostly focused on comparing the anxiety levels or speaking performance between both personality types without exploring how the two aspects interact in a broader learning context.

Therefore, the present study aims to analyze speaking anxiety more specifically by examining how introverted and extroverted students at the Islamic University of Indragiri experience and respond to speaking activities in English. By using structured indicators based on speaking anxiety theory and personality type characteristics, this research seeks to provide a clearer understanding of how each personality type relates to different aspects of speaking anxiety. Through this approach, the researcher expects to present a more focused and theory-based description of the patterns of speaking

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anxiety experienced by both introverted and extroverted students in university level English learning.



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C. Conceptual Framework

The conceptual framework of this research is figure as follow:



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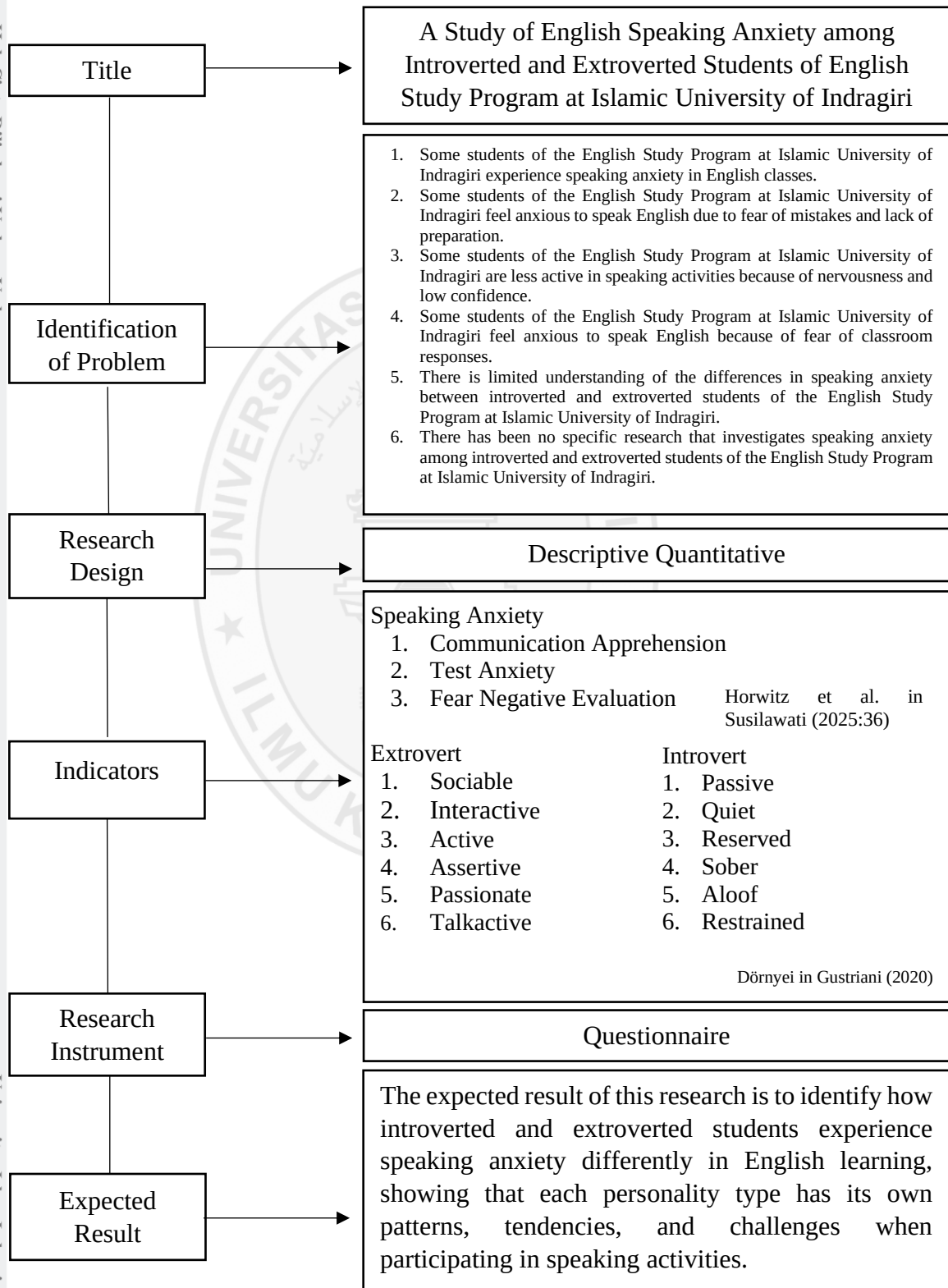
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Based on the conceptual framework above, this study focuses on analyzing how introverted and extroverted students experience speaking anxiety in English language learning at Indragiri Islamic University. Several issues were identified as the basis for this study, namely the emergence of speaking anxiety among students, differences in the levels of anxiety they experience, and the tendency of introverted students to be less active in speaking activities. Meanwhile, extroverted students generally appear more confident, but they can still experience speaking anxiety in certain situations. In addition, understanding of how speaking anxiety differs between these two personality types is still limited, making it the main focus of this study.

This study uses a descriptive quantitative design to explain students' speaking anxiety based on three main indicators, namely communication apprehension, test anxiety, and fear of negative evaluation, as proposed by Horwitz et al. in Susilawati (2025:36). These indicators are commonly used to describe students' anxiety experiences in foreign language speaking activities. A questionnaire is used as the main research instrument to collect data by identifying students' personality types and measuring their levels of speaking anxiety in English language learning. The expected outcome of this study is to identify how introverted and extroverted students experience speaking anxiety differently, showing that each personality type has its own patterns, tendencies, and challenges when engaging in speaking activities.

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