

## CHAPTER II

### LITERATURE REVIEW

This chapter presents some theories related to the research variables, which include shyness, anxiety, speaking skills, path analysis and previous related studies.

#### A. Shyness

These paragraphs discuss some literature about shyness and its context in Indonesia.

##### 1. Definition of Shyness

Based on research by Dingman & Bloom (2012), shyness is a personality trait found in 40 percent of children and adolescents. Shyness often increases in early adolescence due to higher self-awareness, interest in sexual development, and the desire to connect with others.<sup>33</sup> According to Carducci (2009), shyness or embarrassment is discomfort and behavioral barriers that happen when others are nearby.<sup>34</sup> Signs of shyness include silence, embarrassment, facial redness, stuttering, and anxiety. However, shyness can also be seen directly through behaviors like being quieter and avoiding people and stimuli in the environment. Cheek & Buss (1981) describe shyness as a reaction when around unfamiliar people, which involves feeling uncomfortable, avoiding eye contact, sweating coldly, and speaking very slowly.<sup>35</sup>

Shy people often desire others to notice and accept them, but they frequently lack the thoughts, feelings, and attitudes that can help them handle social situations. Shyness is also described as the tendency to feel tense, worried, or awkward during social interactions, which can cause one to withdraw from social environments. Social withdrawal broadly refers to individuals who retreat from social situations. Shy individuals often lack confidence in social settings and struggle with conversations.<sup>36</sup> From this, we can conclude that shyness is a condition marked by

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<sup>33</sup> Dingman, R. L., & Bloom, J. W. (2012). *Managing shyness*. Dog Ear Publishing.

<sup>34</sup> Carducci, B. J. (2009). *The psychology of personality: Viewpoints, research, and applications* (2nd ed.). John Wiley & Sons.

<sup>35</sup> Cheek, J. M., & Buss, A. H. (1981). Shyness and sociability. *Journal of personality and social psychology*, 41(2), 330.

<sup>36</sup> Crozier, W. R., & Hostettler, K. (2003). The influence of shyness on children's test performance. *British Journal of Educational Psychology*, 73(3), 320.

anxiety, awkwardness, and discomfort that people experience when they are in new or unfamiliar settings. Shy people tend to prefer being alone, may panic easily, and often worry about their shyness because they see it as embarrassing.

## 2. Shyness in the Indonesian Context

In Indonesia's cultural landscape, the concept of shame is deeply rooted, influencing societal behaviors and choices. Despite the country's strong connection to Eastern values, there is a noticeable shift away from overt displays of shame. The core issue lies in the culture of shame, where actions are driven by societal perceptions. This is evident in queue etiquette, proper waste disposal, polite speech, and punctuality at work. Asiqin (2014) describes this behavior as a mental response that is deeply embedded in societal norms and values, creating discomfort when individuals deviate from accepted standards.<sup>37</sup> According to Tasmara (2002), fostering shame is essential for personal growth and developing a strong work ethic, shaped by ingrained cultural ideals and values.<sup>38</sup>

Shyness, a demeanor seen differently across cultures, has a unique meaning within Indonesian social norms. In Indonesia, shyness or reserve is usually not viewed negatively but as a sign of respect and politeness toward others. This cultural detail emphasizes politeness over assertiveness, favoring humble behavior over outspokenness. However, because Indonesia has a diverse cultural landscape, beliefs about shyness can vary a lot across regions and social groups. Discussions and studies that look into shyness in Indonesia's society and culture provide detailed views, highlighting how people respond to and see this trait differently.

## B. Anxiety

These paragraphs discuss theories about anxiety and foreign language anxiety.

### 1. Definition of Anxiety

From a psychological perspective, anxiety is a complex emotional state characterized by feelings of worry, apprehension, or unease, often accompanied by

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<sup>37</sup> Asiqin, Z., Nugroho, K. S., & Widyastuti, Y. (2014). *Hubungan Etika Moralitas Dan Budaya Malu Terhadap Profesionalisme Pegawai Pemerintahan Di Kantor Kecamatan Pakuhaji Kabupaten Tangerang* (Doctoral dissertation, Universitas Sultan Ageng Tirtayasa).

<sup>38</sup> Tasmara, T. (2002). *Membudayakan etos kerja Islami*. Gema Insani.

physical responses like a faster heartbeat, sweating, and restlessness.<sup>39</sup> It covers a wide range of experiences, from mild discomfort to intense distress, and can occur in various situations such as social interactions, performance settings, or academic environments.

At its core, anxiety involves anticipating future threats or uncertainties, leading to feelings of discomfort or fear. This emotional response can be helpful in manageable amounts, acting as a mechanism that prepares people to handle perceived dangers. However, when anxiety becomes overwhelming or persistent and significantly disrupts daily life, it may indicate an anxiety disorder.<sup>40</sup> These disorders involve excessive and uncontrollable worry that can affect various parts of a person's life, including academic performance, social interactions, and overall well-being.

Understanding anxiety involves recognizing its complex nature, shaped by biological, psychological, and environmental influences. Genetic predispositions, life experiences, and learned behaviors all play a role in the development and manifestation of anxiety

Furthermore, societal and cultural factors influence how anxiety is understood and expressed in different communities and settings. Studying anxiety involves examining its various forms and effects on people's thoughts, feelings, actions, and physical responses.

## 2. Foreign Language Anxiety

Foreign Language Anxiety (FLA) is the fear, discomfort, or nervousness specifically linked to learning or using a second or foreign language.<sup>41</sup> It includes feelings of worry or fear that appear during language-related activities such as speaking, listening, reading, or writing in a language other than one's native tongue.

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<sup>39</sup> American Psychological Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

<sup>40</sup> Kessler, R. C., Chiu, W. T., Demler, O., & Walters, E. E. (2005). Prevalence, severity, and comorbidity of 12-month DSM-IV disorders in the National Comorbidity Survey Replication. *Archives of General Psychiatry*, 62(6), 620.

<sup>41</sup> Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 127.

FLA is a complex emotional reaction that can hinder language learners' ability to effectively learn, understand, or communicate in the target language.

At its core, FLA involves a range of emotional and physical reactions caused by language tasks or interactions. People experiencing FLA may feel self-conscious, nervous, or worried about making mistakes, being judged negatively, or facing embarrassment when using a foreign language.<sup>42</sup> These feelings can greatly affect learners' confidence, motivation, and willingness to participate in language activities, which can slow down their progress in becoming proficient in the foreign language.

FLA is influenced by various factors, including individual differences, learning environments, cultural expectations, and prior experiences with language learning. While moderate levels of anxiety can boost motivation and focus, excessive or ongoing FLA can hinder language learning and interfere with effective communication in the foreign language classroom.

### 3. Foreign Language Speaking Anxiety

Foreign language speaking anxiety is widely recognized by English teachers, though distinguishing it from low motivation can be challenging. Anxiety in general, defined by Horwitz, Horwitz, and Cope (1986) as feelings of tension, worry, and nervousness triggered by the autonomic nervous system, manifests in language learners through symptoms such as sweating, palpitations, forgetfulness, and difficulty processing language.<sup>43</sup> Among all language skills, speaking is considered the most anxiety-provoking, with students often reporting stress, fear, and even “freezing” during oral activities like role-plays or speeches.<sup>44</sup>

Research highlights that learners' beliefs for example, the idea that they should remain silent until they achieve fluency can intensify anxiety (Horwitz et al., 1986). Fear of making mistakes and being corrected publicly contributes significantly to students' reluctance to speak. To explain anxiety more

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<sup>42</sup> Dewaele, J.-M., & MacIntyre, P. D. (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. *Studies in Second Language Learning and Teaching*, 4(2), 260.

<sup>43</sup> Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 127.

<sup>44</sup> Yalçın, Ö., & İnceçay, V. (2014). Foreign language speaking anxiety: The case of spontaneous speaking activities. *Procedia-Social and Behavioral Sciences*, 116, 2622.

systematically, Horwitz (1986) identified three related types of performance anxiety: communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension refers to the fear of speaking in front of others and difficulties participating in group interaction; test anxiety arises from fear of failure and perfectionist expectations; and fear of negative evaluation involves concern about being judged unfavorably during oral tasks or classroom interactions.

Multiple studies have confirmed that factors such as speaking activities, comprehension difficulties, negative classroom experiences, teaching methods, and the presence of native speakers heighten anxiety.<sup>45</sup> Being called upon unexpectedly or in strict seating order also triggers stress, leading students to avoid eye contact and experience physical symptoms like shaking and sweating. Despite this anxiety, both researchers and learners acknowledge the importance of spontaneous, unplanned speech for successful communication. Liu and Littlewood (1997) found that both teachers and students ranked spontaneous speech as the most essential component of effective spoken communication.<sup>46</sup>

Overall, the literature emphasizes that while speaking triggers significant anxiety, it is a necessary part of language learning. Therefore, instructional approaches such as group work (Matsuda & Gobel, 2004) or spontaneous speaking tasks can play a crucial role in reducing anxiety and supporting learners' oral proficiency.<sup>47</sup>

### **C. Speaking Skill**

These paragraphs discuss some literature about the definition of speaking skills, basic types of speaking, and types of assessing speaking.

#### **1. Definition of Speaking Skill**

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<sup>45</sup> Wörde, v. R. (2003). Students' perspectives on foreign language anxiety. *Inquiry*, 8 (1).; Mohamad, A. R. & Wahid, N. D. (2009). Anxiety and speaking English as a second language among male and female business students in University Industri Selangor. *Segi review*, 2 (2).

<sup>46</sup> Liu, N. & Littlewood, W. (1997). Why do many students appear reluctant to participate in classroom learning discourse? *System*, 25 (3), 380.

<sup>47</sup> Matsuda, S. & Gobel, P. (2004). Anxiety and predictors of performance in the foreign language classroom. *System*, 32 (1), 25.

In today's interconnected world, communication is crucial for success in every area. Language acts as the main tool for communication, and effective communication cannot happen without it. Without the ability to use language correctly, people cannot reach their goals and objectives. Therefore, there is a basic need for a common language to connect with people around the world. English, known as the global language, is spoken worldwide and helps facilitate communication among individuals from different regions, countries, and continents.<sup>48</sup>

Speaking skills are crucial in learning a foreign or second language and are often considered the most important among the four core language skills. Brown and Yuke (1983), as cited in Rao (2019), emphasize that "speaking is the skill that students will be judged upon most in real-life situations." Despite this significance, speaking instruction has frequently been undervalued, with many EFL/ESL teachers relying on methods like dialogue memorization and repetitive drills.<sup>49</sup> However, strong communication skills are becoming increasingly vital in today's world, requiring English teachers to equip learners with the necessary speaking abilities to succeed in real-world settings. In many EFL/ESL classrooms, oral skills continue to receive less attention, even though communication skills are often more important for employability than technological expertise. Insufficient focus on key language elements such as phonology, morphology, semantics, and syntax has limited English Language Learners' (ELLs) speaking proficiency. Historically, reading and writing were prioritized over speaking. Recognizing the importance of oral communication, there is now a growing emphasis on improving speaking skills to help learners succeed academically and professionally. Proficiency in English is increasingly viewed as a gateway to job opportunities and life success.<sup>50</sup>

## 2. Basic Types of Speaking

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<sup>48</sup> Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), 15.

<sup>49</sup> Rao, P. S. (2019). 15

<sup>50</sup> Rao, P. S. (2019). 16.

Before assessing speaking skill, it is important to recognize the five fundamental types of speaking. Brown and Abeywickrama (2010, pp. 184–185) outline these categories as follows:

a. Imitative speaking

Imitative speaking involves learners reproducing words, phrases, or sentences exactly as they hear them. The primary focus of assessment is pronunciation, although grammatical accuracy may also be considered. In this type of speaking, communicative ability is not essential; learners simply process auditory input and repeat it without adding any personal interpretation or additional meaning.

b. Intensive speaking

Intensive speaking requires learners to produce short stretches of language that demonstrate control of linguistic features. Unlike imitative speaking, the emphasis is not solely on pronunciation. Some understanding of meaning is necessary, though interaction is minimal. Typical tasks include reading aloud, completing sentences, or finishing brief dialogues.

c. Responsive speaking

Responsive speaking emphasizes natural and spontaneous replies. Learners provide brief responses to questions or comments, such as replying in short exchanges or making simple requests, reflecting basic conversational authenticity.

d. Interactive speaking

Interactive speaking involves more complex language use than responsive speaking. It often requires longer conversations, negotiation of meaning, and interaction among two or more speakers, increasing both linguistic and conversational demands.

e. Extensive speaking

Extensive speaking consists of producing longer stretches of spoken language, such as in speeches, discussions, or oral presentations. Here, speakers may need to elaborate ideas, answer questions, or participate in extended discourse, making this type of speaking one of the most advanced forms, requiring strong command of various language components.

### 3. Types of Speaking Assessment

#### a. Directed Response Tasks

In this type of task, test-takers are prompted to produce specific grammatical structures or transform given sentences. Although not communicative, these tasks require basic understanding of meaning to produce accurate forms. Read-Aloud Tasks

#### b. Read-Aloud Task

These tasks involve reading sentences or short paragraphs aloud. They are easy to administer and score because the content is controlled. Research, such as that supporting the Versant test, shows that reading aloud can be a strong predictor of overall speaking ability

#### c. Sentence/Dialogue Completion Tasks and Oral Questionnaires

Here, test-takers fill in missing parts of a dialogue after previewing it. As the examiner reads the other half, the test-taker responds appropriately, demonstrating control over sentence-level language.

#### d. Picture-Cued Tasks

Pictures are used to stimulate oral responses. They can be simple images that elicit single words or more complex sequences requiring descriptions or storytelling.

#### e. Translation

Translation remains useful in non-English-speaking contexts and can assess oral production by having learners translate words, phrases, or sentences from their first language into English. It provides controlled output, making scoring straightforward.

#### f. Question and Answer

This involves answering questions from an interviewer. Questions may range from simple, factual prompts to more complex ones requiring extended responses. This allows test-takers to demonstrate both accuracy and meaningful communication.

#### g. Giving Instructions and Directions

Test-takers explain how to complete a task or follow a procedure. This assesses clarity, organization, and appropriate use of discourse markers in extended speech.

h. Paraphrasing

Learners listen to or read a short text and restate it using their own words. This demonstrates comprehension, vocabulary control, and ability to reorganize information.

i. Interview

A face-to-face oral interview between examiner and test-taker evaluates multiple aspects such as pronunciation, grammar, vocabulary, fluency, and pragmatic appropriateness. Interviews may be recorded for scoring.

j. Role Play

Role-play tasks allow test-takers to assume different characters and interact in simulated situations. This encourages creativity, reduces anxiety, and provides opportunities for authentic language use.<sup>51</sup>

k. Discussions; and Conversations

Group discussions or casual conversations give learners opportunities to show spontaneous, real-time communication. While authentic, they can be difficult to standardize and score objectively.<sup>52</sup>

l. ACTFL Oral Proficiency Interview

The OPI is a standardized interview widely used internationally to assess oral proficiency in various languages. Certified examiners conduct it based on established proficiency scales under ACTFL and Language Testing International.

m. Oral Presentations

These involve delivering extended speech, such as presentations or reports. Effective assessment requires clear criteria, appropriate tasks, and consistent scoring procedures.

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<sup>51</sup> Oradee, T. (2012). Developing speaking skills using three communicative activities (discussion, problem-solving, and role-playing). *International Journal of Social Science and Humanity*, 2(6), 533.

<sup>52</sup> May, L. (2011). Interactional competence in a paired speaking test: Features salient to raters. *Language Assessment Quarterly*, 8(2), 127-145.; Nakatsuhara, F. (2011). Effects of test-taker characteristics and the number of participants in group oral tests. *Language Testing*, 28(4), 483-508.

n. Picture-Cued Storytelling

A sequence of images or a detailed picture is used to prompt a longer narrative or description, allowing assessment of content organization and fluency.

o. Retelling a Story, News Event

Test-takers listen to or read a text and retell it in their own words. This assesses listening comprehension, sequencing of ideas, expressive ability, and fluency.

p. Translation (of Extended Prose)

Learners translate longer passages into English. While offering controlled content, this type of task can be challenging because translation is a specialized skill. Scoring must consider errors that may not relate to speaking ability.

#### **D. Path Analysis**

1. History of Path Analysis<sup>53</sup>

Path analysis was developed by Sewall Wright in the early 20th century, beginning with his work in 1918 and formally introduced in 1934, to study cause-and-effect relationships using correlations. As a geneticist, Wright created the method while researching heredity in animals, especially guinea pigs, to estimate how different factors such as heredity, environment, and developmental irregularities influenced traits. He introduced the idea of path coefficients as a way to measure the strength of assumed causal relationships and visualized these relationships through path diagrams.

The development of path analysis was influenced by earlier statistical advances, including Karl Pearson's correlation methods (1901) and Charles Spearman's factor analysis (1904). Over time, path analysis became closely related to multiple regression and eventually evolved into what is now known as Structural Equation Modeling (SEM). While path analysis does not prove causality mathematically, its historical development established it as a powerful tool for

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<sup>53</sup> Sarwono, J. (2011). Mengenal path analysis: sejarah, pengertian dan aplikasi. *Jurnal Ilmiah Manajemen Bisnis*, 11(2), 290.

testing theoretically assumed causal models based on prior knowledge and observed correlations.

## 2. Definition of Path Analysis

Path analysis is a statistical method that extends multiple linear regression in order to examine complex relationships among variables, including both direct and indirect effects within a causal framework.<sup>54</sup> This technique allows researchers to estimate the strength and significance of hypothesized causal relationships by comparing predicted regression weights with the observed correlation matrix (Retherford, 1993; Webley, 1997).<sup>55</sup> The relationships among variables are usually illustrated through path diagrams, where arrows represent the direction of influence between variables (Garson, 2003).<sup>56</sup> In path analysis, each variable may serve as a dependent variable in one equation and as an independent variable in another, enabling a comprehensive examination of interconnected effects. Overall, path analysis is used to model how exogenous variables influence endogenous variables over time by using path coefficients to quantify the magnitude of these causal relationships.<sup>57</sup>

## 3. Path Analysis Models

Path analysis consists of several model types designed to explain the direct and indirect relationships among variables within a system. According to Sarwono (2010), four common models used in path analysis include: (1) the multiple linear regression model, (2) the mediation model, (3) the combined model of multiple regression and mediation, and (4) the complex model.<sup>58</sup> Each model differs in structure and the way variables interact.

### a. Multiple Linear Regression Model

This is the simplest form of path analysis, functioning as an extension of standard multiple regression. The model includes two or more exogenous

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<sup>54</sup> Streiner, David L. *Finding Our Way: An Introduction to Path Analysis*. Can J Psychiatry, Vol 50, No.2 February 2005

<sup>55</sup> Sarwono, J. (2011), 290.

<sup>56</sup> Sarwono, J. (2011). 290.

<sup>57</sup> Sarwono, J. (2011). Mengenal path analysis: sejarah, pengertian dan aplikasi. *Jurnal Ilmiah Manajemen Bisnis*, 11(2), 290.

<sup>58</sup> Sarwono, J. (2011). 290.

independent variables (e.g., X1 and X2) that simultaneously predict a single endogenous dependent variable (Y). For example, product quality (X1) and advertising (X2) may jointly affect sales (Y). The model illustrates how several predictors contribute directly to an outcome.

b. Mediation Model

In this model, an independent variable influences a dependent variable indirectly through a mediator. For instance, service quality (X) affects customer loyalty (Z) through satisfaction (Y). The mediator helps explain how or why the effect occurs. This model is commonly used to uncover underlying mechanisms within a system.

c. Combined Model (Multiple Regression + Mediation)

This model integrates the characteristics of both multiple regression and mediation structures. It allows an exogenous predictor to have both direct and indirect effects on a dependent variable. For example, a predictor may directly influence an outcome while also affecting another variable that serves as a mediator. This combination makes the model more realistic for complex social or behavioral research.

d. Complex Model

The complex model is the most advanced among the four. It incorporates multiple exogenous and endogenous variables and observes how one variable can act simultaneously as an outcome and a mediator. For example, X1 may directly affect Y2 and also indirectly affect Y2 through X2, while Y2 also receives influence from Y1. In an organizational setting, employee performance (X1) may affect service quality (X2), which then influences customer satisfaction (Y2), while product quality (Y1) likewise affects satisfaction. This model captures intricate causal structures and multiple pathways. Overall, these models help researchers understand not only whether relationships exist but also how they occur within a system, ranging from simple direct effects to multi-layered indirect pathways.

### E. Previous Related Study

The first study, conducted by Oflaz, A. (2019), examined the relationship between foreign language anxiety, shyness, language learning strategies, speaking performance, and academic achievement among university preparatory students studying German. Using a sample of 110 participants (75 females and 35 males), the study utilized the Foreign Language Classroom Anxiety Scale, the Strategy Inventory for Language Learning, and the Shyness Scale as research tools.<sup>59</sup> The results revealed a moderately significant negative correlation between foreign language anxiety and academic achievement ( $r = -.434$ ), as well as a significant negative correlation between foreign language anxiety and speaking scores ( $r = -.290$ ). However, there was no significant relationship between shyness, academic achievement, and speaking scores. Interestingly, a positive correlation was identified between language learning strategies and academic achievement ( $r = .275$ ), indicating that increased use of learning strategies was linked to higher academic performance. Additionally, a moderate positive correlation was observed between shyness and foreign language anxiety ( $r = .419$ ), suggesting that higher anxiety levels were associated with increased shyness.

The study also found that students' shyness, foreign language anxiety, and language learning strategies together explained 26.4% of their academic achievement, showing these factors as positive predictors of success. Based on the results, the study recommends that German language teachers should work on reducing shyness and anxiety to improve students' foreign language learning experiences. Future research on how language anxiety, shyness, and learning strategies affect academic performance could expand on these findings. Researchers are encouraged to explore academic databases and journals in applied linguistics, language teaching, and psychology to gain further insights.

The second study, conducted by Amin, N., Syahri, I., and Susanti, R. (2023), aimed to examine the factors contributing to speaking anxiety when asking

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<sup>59</sup> Oflaz, A. (2019). The effects of anxiety, shyness and language learning strategies on speaking skills and academic achievement. *European Journal of Educational Research*, 8(4), 999-1011. <https://doi.org/10.12973/eu-jer.8.4.999>

questions in class from the perspective of fifteen Indonesian pre-service English teachers. While speaking anxiety has been extensively studied across various education levels, from elementary to university, a specific gap exists in understanding its causes among Indonesian pre-service English teachers in classroom question-asking scenarios. To address this gap, the study adopted a qualitative approach, utilizing semi-structured interviews to gather insights from the participants. The interview data were then analyzed through thematic analysis to identify recurring themes related to the participants' experiences and perceptions.<sup>60</sup>

The study identified three key factors contributing to anxiety among Indonesian pre-service English teachers when asking questions in class: psychological, educational, and socio-cultural influences. Psychological factors encompassed a lack of confidence and negative perceptions about asking questions deemed unqualified. Educational factors included past experiences of asking questions that caused trauma and a lack of exposure to a dialogic classroom environment. Socio-cultural factors, such as shyness and traditional cultural norms or beliefs regarding questioning lecturers, also played a significant role in shaping the teachers' anxiety.

The third study by Alnaeem, L., & Alwasidi, A. (2023) explores the impact of affective factors on language learning. Expanding on previous research, the study examines the levels of shyness and willingness to communicate (WTC) among EFL learners and investigates how these two factors influence communication skills in the classroom from the learners' perspectives. Highlighting the importance of considering personal traits in students' learning processes, the study involved 360 Saudi EFL learners at a public university who completed assessments measuring shyness and WTC.<sup>61</sup>

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<sup>60</sup> Amin, N., Syahri, I., & Susanti, R. (2023). Indonesian pre-service English teacher education students' English-speaking anxiety in asking questions. *Asian Journal of Education and Social Studies*, 39(1), 15-27.

<sup>61</sup> Alnaeem, L., & Alwasidi, A. (2023). Shyness and willingness to communicate: Levels, correlations, and perspectives of Saudi EFL learners. *Arab World English Journal (AWEJ)*, 14.

To gain deeper insights, the researchers conducted interviews with 27 students to examine their perspectives on how shyness and willingness to communicate (WTC) influence their classroom communication skills. Quantitative analysis revealed that most participants scored at moderate levels on both shyness and WTC scales. A negative correlation was identified between shyness and overall WTC, with the strongest correlations observed in contexts such as interactions with strangers, meetings, and public speaking. Qualitative analysis further explored participants' perceptions, misunderstandings, and the relationship between the two variables, as well as the factors influencing their levels of shyness and WTC. These findings underscore the significance of addressing these factors to foster more effective teaching and learning experiences.

The fourth study by Hol, D., & Küçük, O. (2023) highlights shyness as a critical factor influencing the performance, productivity, creativity, and classroom management approaches of teachers, pre-service teachers, and students. The research aimed to explore the relationship between teacher and student shyness and its impact on teachers' classroom management strategies within the context of foreign language teaching. Additionally, the study sought to identify new directions for examining differences in classroom management strategies concerning the interplay of teacher and student shyness.<sup>62</sup>

The study involved 99 pre-service English teachers from a state university in Turkey. Participants completed a shyness scale to assess their shyness levels and responded to hypothetical scenarios featuring various types of students. Data analysis, conducted using ANOVA, revealed significant differences in the use of high-powered strategies based on factors such as student shyness, student gender, teacher gender, the interaction between student shyness and gender, and the interaction between student and teacher shyness. Additionally, social learning strategies were significantly influenced by student shyness and the interaction

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<sup>62</sup> Hol, D., & Küçük, O. (2023). What is the role of shyness in classrooms? Exploring views of pre-service teachers on shyness in the English language teaching context. *Van Yüzcüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 20(1), 228-253.

between student shyness and gender. The findings are thoroughly discussed with implications for institutions, policymakers, teacher candidates, and researchers.

The reviewed studies highlight the relationships between shyness, foreign language anxiety, and language learning outcomes, revealing important gaps addressed by the current research. Oflaz (2019) found significant correlations between anxiety, academic performance, and speaking scores, but no link between shyness and speaking scores, leaving room for further exploration in English learning contexts.<sup>63</sup> Amin, Syahri, and Susanti (2023) identified socio-cultural and psychological factors influencing speaking anxiety among Indonesian pre-service teachers but did not quantitatively explore the interplay between anxiety, shyness, and speaking skills.<sup>64</sup> Alnaeem and Alwasidi (2023) examined shyness and willingness to communicate, showing a negative correlation but focusing broadly on communication rather than specific speaking skills.<sup>65</sup> Hol and Küçük (2023) linked shyness to classroom management strategies without addressing its direct impact on speaking proficiency.<sup>66</sup> Building on these findings, the current study uses path analysis to investigate the combined effects of shyness and anxiety on speaking skills, focusing specifically on pre-service English teachers.

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<sup>63</sup> Oflaz, A. (2019). The effects of anxiety, shyness and language learning strategies on speaking skills and academic achievement. *European Journal of Educational Research*, 8(4), 1005. <https://doi.org/10.12973/eu-jer.8.4.999>

<sup>64</sup> Amin, N., Syahri, I., & Susanti, R. (2023). Indonesian pre-service English teacher education students' English-speaking anxiety in asking questions. *Asian Journal of Education and Social Studies*, 39(1), 24.

<sup>65</sup> Alnaeem, L., & Alwasidi, A. (2023). Shyness and willingness to communicate: Levels, correlations, and perspectives of Saudi EFL learners. *Arab World English Journal (AWEJ)*, 14.

<sup>66</sup> Hol, D., & Küçük, O. (2023). What is the role of shyness in classrooms? Exploring views of pre-service teachers on shyness in the English language teaching context. *Van Yüzyüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 20(1), 248.