A REVIEW OF THE FACTORS OF ANXIETY IN SPEAKING ARABIC LANGUAGE AND THE 4TH INDUSTRIAL REVOLUTION

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Abstract: The Fourth Industrial Revolution (4th IR) influences educational institutions through the transformation process in delivering knowledge among the students. It also affects the process of learning a language such as the Arabic Language as a foreign language. Speaking skill is a productive skill in learning the language, which is the highest skill in applying the language. The study of foreign language anxiety has attracted much attention in the field of foreign language education in the past few decades. Thus, many causal factors influence Arabic language learning which contributes to anxiety in speaking the language among the students. The paper aims to review and identify the factors that contribute to anxiety in speaking skill during the 4th IR era, especially in the process of learning Arabic. The methodology uses in the study is library research which involves recent sources such as books, magazines, seminars, conferences, sources from the internet, articles and journals related to the study. The discussion shows that many factors contribute to the emergent of anxiety among the students. Ultimately, it aims to encourage educators to find the initiatives in addressing anxiety issue faced by students during the 4th IR while teaching Arabic Language.

Keywords: Fourth Industrial Revolution (4th IR), Language Anxiety, Speaking Skill, Causal Factors, Arabic Language.

Introduction

Generally, (Mohd, Mohd Adnan, Yusof, Ahmad, & Mohd Kamal, 2019) claim that the Arabic Language is the most Semitic Language which spoken widely around the world and it contains a vast cultural and vibrant heritage. Moreover, (Testen, 2020) reported that the most important Semitic language in terms of the number of speakers is Arabic Language. It is because Standard Arabic is spoken as a first language by more than 200 million people who are living from the Atlantic coast of northern Africa to Western Iran. Another 250 million people in the region do speak Standard Arabic as a secondary language.

Furthermore, (Azoulay, 2019) reported, with the development of artificial intelligence (AI) in the 4th IR, it will affect many sectors including the area involving multilingualism acquisition which includes the Arabic Language. The AI introduction causes enormous disruption, especially in terms of access to new technologies which mainly available in a limited number of languages.

Prior to that, the U.S.A scholars and language researchers (Edwards, Ander, & Herda, 2015) believe that a proper understanding of Arabic as a foreign language can give advantages in preparing their students for career enhancement in the future. Capability to speaking Arabic fluency gives more opportunities for job placement such as business, diplomacy, journalism, public policy, defence, engineering, health care, and many other competitive fields. The same is still relevant during the 4th IR.

In the year 2016 The World Economic Forum held in Davos, Switzerland launched the 4th IR conference and described 4th IR as "The series of industrial revolutions came, at the beginning of this century, especially with the spread of the Internet, smartphones on a large scale around the world, with availability of small, low-cost sensors, the spread of artificial intelligence techniques and machine

learning" (Geneva Internet Platform, 2016). Malaysia and all countries around the world are affected and influenced by 4th IR. According to (Lase, 2019) the features for the 4th IR are very beneficial and related to human and community well-beings such as increasing connectivity, interaction and development of digital systems, artificial intelligence and virtual lifestyle which may include learning.

The 4th IR phenomenon makes us a globalised community that connects human beings with machines, networking to information and communication technology (ICT), and other resources to produce a better life experience. Many sectors have an immense impact resulted from the 4th IR, especially in the education system, which influences learning interaction between the students and educators by utilising the technology in their daily life teaching and learning activities. Furthermore, (Lase, 2019) also claims present education system is one of the sectors impacted by the 4th IR with the expectation to provide the best quality and an adequate quantity of human resources to be ready to compete on a global scale.

Additionally, technology plays a vital role to develop the learning of languages in the era of 4th IR. It also influences the Arabic Language classroom that is the lingua franca of the Arab World (Al-Jallad, 2017). The integration of technology will make the process of teaching in the class more manageable, practical and will encourage the foreign language learning process among the students. Malaysia and other Muslim countries offer Arabic Language as one of the subjects at schools; hence it is important to incorporate technology element during the learning process.

Literature Review

Education in the Fourth of the Industrial Revolution

In 2004, there was a paper (Aladdin, Hamat, & Yusof, 2004) discussed on implementation of computer assisted language learning (CALL) in teaching and learning Arabic language in Malaysia. In the earlier stage, it stated that most teachers; 62.5%, did not understand their roles in implementing the CALL. A teacher is not merely a facilitator but expended as resource managers at one time in implementing the teaching and learning with aid from the computer. Based on this result, teachers' role or character is essential to succeed. There might be a need to relook into the educators' state of readiness to embark into the journey of the latest industrial revolution.

Nonetheless, there was another paper in 2013 (Ahmad Mahmoud, Sahrir, & Ahmad H. Osman, 2013) about a framework of learning via Virtual Tutor program among Arabic language learners. Among the purposes of the research on the program was to ascertain whether the program will contribute towards increasing the motivation and positive perception among non-native speakers in learning Arabic. The result of the study confirmed the feasibility of technical programs in teaching the Arabic Language for both basic and advanced levels. The program is the example of the prearranged or preplanned activities that were structured to give impact in achieving better results for language teachings. These were among the early development of Arabic language teaching and technology in Malaysia before the emergence of the 4th IR.

The excellent quality of educators, such as teachers at schools or lecturers at universities is one of the keys to succeed in facing the challenge of the 4th IR. Those groups of educators have to update themselves with all the changes, be well equipped with skills in using the technology and increase their abilities to adapt to the new technology in the pedagogy (teacher-led learning) and methodology. According to (Mohd et al., 2019), currently the process of learning and teaching in the classroom is integrating the technology approach to make learning easier. The technology in the education area does not only enable students to use the technology, but it teaches them on how to reason and challenge which will further enhance their soft skill as required for the future and in line 4th IR phenomenon.

In the 4th IR phenomenon, (Lase, 2019) stated that educational institutions have to structure new information and literacy as compared to the old literacies that are limited to reading, writing and mathematics skills. Strengthening or upskilling these kinds of literacy is required. The new additional literacies include data literacy, technology and human resources. Data literacy is the ability to read, analyse, and use information from data in the digital world. In contrast, technology literacy is the ability to understand the systems of mechanics and technology. While, human resource literacy is the ability to interact well, with flexibility and suitable character (Camilleri, 2018). These are among the latest necessary skills that are undoubtedly relevant in this present day and arguably in future education to ensure students are ready for the workforce or business markets.

In general, (Talhah et al., 2019) claimed that the development of the 4th IR surprised people with the new paradigm, including in education. Moreover, the 4th Industrial Revolution (IR 4.0) is full with the new discovery of technologies such as automation, the Internet of Things (IoT), a lot of analysis and big data, simulations, system integration, robotic applications and multiple clouds utilisation that will stimulate the progress of the present landscape (Talhah et al., 2019). Furthermore, (Shahroom & Hussin, 2018) claimed that 4th IR transformed the landscape of educational technology which means there will be an advancement of knowledge and development in the new model of education for the future. On the other hand, (Shahroom & Hussin, 2018) stated there is an adverse impact of 4th IR as many people will be out of employment. In addition to that, the fact that the world population is 7 billion, only 3.5 billion people have access to internet connectivity.

Besides, (Kamaruddin, Daneil, Rijeng, Bohari, & Tang, 2019) claimed that the 20th century model of education that instilled standardised facts and procedures per se deliberated to yield a human resource for jobs is inadequate to meet future challenges and no longer relevant. Nevertheless, (Brown-Martin, 2017) explained how the future will define the term "work" by human is where machines are unable to perform. Hence the "work" by human will be around the creative expressions, social interactions, physical dexterities, empathy, ingenuity and collaboration. Hence these are the opportunities where future graduates will fit in. In the education field, Ali & Mohammad (2019) also claimed that E-learning applications have widely used in universities and schools for training and e-learning purposes. These applications have given much helps to eliminate temporal and geographic constraints, provides high flexibility in the learning process, allows interaction between teachers and learners, and offers reusable learning resources which are cost-saving and effective.

Language Anxiety

The combination of both stress and fear contribute to apprehension and uneasiness in learning a foreign language or second language (Peter D. MacIntyre & Gardner, 1994). (Gardner, 1985) stated that the leading cause of failure in speaking foreign languages is anxiety because the finding shows that it was able to influence speaking skill in a foreign language such as English and Arabic. In addition, (Aida, 1994) and (Phillips, 1992) found on the connection of foreign language anxiety contributed to the skills such as speaking in a foreign language among the students in their findings. Furthermore, studies in other skills of a foreign language, for instance, listening (Elkhafaifi, 2005), reading (Saito, Garza, & Horwitz, 1999); (Sellers, 2000) and writing (Cheng, Horwitz, & Schallert, 1999) received similar findings. They reported that anxiety is the main factor and affected achievement in foreign language acquisition.

Language anxiety is a familiar topic in academic research on education. The language anxiety among students begins to realise when they are unable to communicate effectively and persuasively, regardless of being in or out of the classroom. Previous studies on language anxiety have shown that speaking skills are the most common anxiety among students (Horwitz, 2001; Melouah, 2013; Tsiplakides & Keramida, 2009). Failure to convey the message or intended meaning in speech activities to their friends is of the causes of language anxiety. According to (Şimşek, 2015), his discussion regarding

Foreign Language Anxiety concludes that it is an emotion that is difficult to be explained and complicated. Thus, the results of a literature review demonstrate anxiety as multidimensional and significant in a foreign language because it is a very constructed variable as stated by (Horwitz, 2001; P D MacIntyre & Gardner, 1991; Young, 1991) that may open to many discussions.

According to (Young, 1991) foreign language learning study, there are four related language skills namely; speaking skill (Leong & Ahmadi, 2017), listening skill (Leong & Ahmadi, 2017; Lili, 2015), writing skill (Daud, N. S. M., Daud, N. M., & Kassim, 2016) and reading skill (Paci, 2018). Many empirical studies of language skills like speaking, reading, and listening adapts the Foreign Language Classroom Anxiety Scale (FLCAS) as a guide for studying Foreign Language Anxiety for a few decades while writing skill adopts Writing Efficacy Scale. So, these are the pieces of evidence that show the anxiety is a very significant construct in speaking a foreign language such as Arabic and it is undoubtful still exist in the 4th IR.

Speaking Skill

Speaking skill is the highest skill in learning the language because it is a productive skill. According to (Kassim & Ali, 2010) who stated the significance of language learning acquisition especially in speaking skill, it will be an excellent platform for the learners to be more global friendly with the demand of the 4th IR time. Besides, (Donaldson et al., 2017) also claimed the challenges for an institutional education in the 4th IR era is to provide a multi-skilled student that lacks the cross-functional exchange strength such as different languages often hinder it. Besides, (Hanapi & Nordin, 2014) claimed in the findings that the effect of the number of unemployment increases among Malaysian graduates is due to the lack of second language communication skills such as English or Arabic.

Furthermore, (Jeschke, 2015) stated that many employers assume the workers have no problem with languages and time because everything is network-based in the 4th IR era. Therefore, (Aberšek & Flogie, 2017) claimed that effective communication is one of the analytical and interpersonal skills which combinable with critical thinking. The effectiveness in communication will be considered as a vital criterion to influence employers to find the workers in the era of 4th IR. According to (Sabina, 2018), apprehending and understanding a language is necessary when students are learning a new language. Besides, people always need to communicate and interact with others in different moments or situations in their life. As a result, the researchers such as (Smithers & Gray, 2018) stated nowadays, the process of learning such as communication language especially the foreign language is directly disturbed with the emergence of the 4th IR. Moreover, the existing anxiety in speaking foreign language including Arabic is among the reason that may contribute to the issue.

Research Objectives

The research objectives are:

1. To identify the meaning of speaking skill anxiety that influences the formation of speaking anxiety among the students in the 4th IR.
2. To investigate the causal factors that contribute to the formation of speaking anxiety among the students in the 4th IR.

Research Questions

There are two research questions to be answered by this study:

1. What is the meaning of speaking skill anxiety that influences the formation of speaking anxiety among the students in the 4th IR?

2. What are the causal factors that bring to the formation of speaking anxiety among the students in the 4th IR?

Methodology

The researcher uses library research as a methodology in conducting the study to explore and investigate the significance of the impact of speaking skill anxiety during the 4th IR. Moreover, library research needs a vital structure whereby it requires the step-by-step process to collect the information in order to write a paper, create a presentation or complete a project (Library, 2018). Furthermore, the research process itself is associated with identifying and locating relevant information, analysing data, and then developing and expressing the ideas. In this paper, the researcher uses the review method which peruses the recent papers of proceeding, articles, journals, conferences and seminar which discussed speaking anxiety to identify the meaning of anxiety in speaking a foreign language such as the Arabic Language. The review is also related to the education field in the era of 4th IR.

Findings

Meaning of Speaking Anxiety

Based on the researcher review about speaking skill among the students show that they have a serious connection to the level of anxiety. The level of achievement demonstrated the students speaking skill influenced by the level of anxiety as reported by (Chais & Hu, 2017; Engelberg & Sjöberg, 2004; Hollander & Mckenley, 2002; Marzuki, Mustaffa, & Mat Saad, 2015; Suhaimi, Marzuki, & Mustaffa, 2014). The relationship between anxiety and speaking skill in the foreign such as the Arabic Language does exist. Moreover, this relationship is an essential factor which contributed to students' performance as reported by many researchers such as (Ahmed, Pathan, & Khan, 2017; Akbar, Sofyan, & Damayanti, 2018; Alias, Sidhu, & Fook, 2013; AY, 2010; Çağatay, 2015; Debreli & Demirkan, 2015; Doğan & Tuncer, 2016; El-Sakka, 2016; Gaibani & Elmenfi, 2016; Lee, 2016; Razak, Yassin, & Mohamad Maasum, 2017; Soomro, Siming, Channa, Shah, & Abbasi, 2019). The theory of anxiety in foreign language learning that most widely used in many studies was developed by Horwitz, Horwitz, and Cope in the year 1986. According to them, the meaning of speaking anxiety is "communication apprehension is a type of shyness characterised as fear of, or anxiety about, communicating with people" (Horwitz et al., 1986, p. 127). There was a study done in Malaysia whereby the participants were secondary school students learning Arabic Language. The study concluded that anxiety in Arabic speaking skill does exist in Malaysian secondary school and possible enhancement in students' academic achievement in speaking skills is doable by reducing their level of anxiety (Mohamed Mokhtar & Haron, 2019). This conclusion reaffirms earlier finding made by previous other researches on anxiety in foreign language speaking in general. These influence the formation of speaking anxiety among the students, which are also applicable in this 4th IR phase.

Causal Factor in Speaking Anxiety

In short, the researcher obtains 4 (four) primary causal factors influencing anxiety in speaking skill among the learners. These are crucial for the emergent of the anxiety among the student when communication started.

Self Esteem

Researchers such as (Oxford, 1999) defines self-esteem as the perceived efficacy in judging their self-worth or value and related to speaking skills. Another researcher (Price, 1991) claimed that successful language learners have higher self-esteem as compared to unsuccessful persons in learning the language.

As a result, self-esteem affected to the success in the process of learning the language when the students believe and realise how important language learning to them.

Competitiveness

Furthermore, the competitiveness as (Bailey, 1983) claimed is when students compare themselves to another person in language learning, it will affect the students' reaction in competitiveness among them (Oxford, 1999). However, (Scarcella & Oxford, 1992), competitiveness cannot be avoided because the students live in a globalisation world and community.

Social Anxiety

Moreover, the researcher such as (Leary, 1983) claimed social anxiety is speech anxiety, introversion, stage fright, social-evaluative anxiety and fear of communication. (McCroskey, 1977) discussed and stated social anxiety appeared when there is interpersonal evaluation in the interaction among individual. Besides, Aida (1994) claimed the students avoid to join the communication in the group because of fear of negative evaluation among the peer and social anxiety. As a result, the students will tend to avoid speaking or make conversation in the group because of fear of negative evaluation.

Educators and Learners Interaction

There are some researchers such as (Horwitz et al., 1986; Koch & Terrel, 1991; Oxford, 1999; Price, 1991; Scarcella & Oxford, 1992; Young, 1991) in the study of language anxiety interaction related to educators and students in a foreign language. They claimed a better environment and classroom management, especially in learning the speaking skill for a foreign language is among the initiatives. Hence, (Al-Saraj, 2011) claimed that educators must care about the students and know-how to reduce language anxiety among them. Similarly (Tóth, 2006) claimed the educators have to improve the methods in correcting them for errors made. (Mesri, 2012) claimed that students fear to communicate with educators, especially during question and answer sessions in learning the language.

Discussion of Findings

Based on the researcher's finding in the study, there is only one study on anxiety among Malaysian secondary students, especially who are studying the Arabic Language as a foreign language (Mohamed Mokhtar & Haron, 2019). However, this is not the case for the English Language as there are several previous studies on the matter. Speaking skill is the highest skill in learning a foreign language including speaking the Arabic Language. Moreover, speaking skill is one of the productive skills in learning the language. In the era of the 4th IR, to produce good communication skill among the students requires improvement in the method of teaching and active students' participation in the classroom or lecture environments. Latest teaching method and usage of technology can attract and support the students to learn more and indirectly reduce anxiety.

An excellent educator can reduce speaking anxiety among the students by understanding the learners' restrained reactions to speaking activities based on several contributing factors which originate from the language classroom practices conducted. Ideally, educators need to allocate mutually agreed preparation time (between educator and learners) for presentation rehearsal or mock presentation to build their readiness before they can make a conversation in front of the classroom (Mak, 2011).

Additionally, weak oral presentation among the students is due to their low language skill such as speaking and directly affect their performance and level of confidence during the communication (Hoang, 2011; Subasi, 2010). Besides, educators should also provide sufficient feedback and encouragement and at the same time, practise positive and acceptable/constructive mistake correcting

manners to reduce uneasiness among the students. Therefore, educators can allow students to interact with each other in the group oral presentations. The anxiety in the process of interaction does not only limited to a foreign language, but students who use their first language when communicating with other group members are not anxiety-free as well (Mak, 2011).

Conclusion

In conclusion, there are two aspects where educators must reflect in order to cultivate an anxiety-alleviating classroom for language learners, which are their characteristics and classroom planned activities in the 4th IR phase. The aim to reduce the level of anxiety among the students during speaking by using the technology approach that suit the era of 4th IR will ensure better performance in the oral presentation. In short, educators must also realise that their learners' voices are crucial in order for them to receive feedback on their professionalism, teaching and learning activities in the classroom. Consequently, the educators themselves can reflect how their teaching practices have been contributing to language anxiety, especially when dealing with speaking skills.

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