

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. LITERATURE REVIEW

##### 1. Foreign Language Anxiety

###### a. Definition

Nietzal stated that anxiety is from latin language (anxius) and from german language (anst), that is word to illustrate negative effect and physiology stimulus. Muchlas defined that the term of anxiety is a subjective experience about mental strain, pressure with conflict or threat.<sup>1</sup> Anxiety is like an explosion in head which makes human cannot study, repair memory, and focus on perception, even makes total amnesia.<sup>2</sup>

Gardner and MacIntyre defined foreign language anxiety (FLA) as an apprehension in a situation which requires to use the second language while the individual is not fully proficient. It is, therefore, seen as a stable personality trait referring to the propensity for an individual to react in a nervous manner when speaking, listening, reading, or writing in the second language.<sup>3</sup> Spielberger defined anxiety as an

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<sup>1</sup> M. Nur Ghufon dan Rini Risnawati S, *Teori –Teori Psikologi*, (Jogjakarta : Ar Ruzz Media, 2010 ), p.141-142

<sup>2</sup> Jess Feist dan Gregory J. Feist, *Theories of Personality*, (Jogjakarta : Pustaka Pelajar, 2008 ), p.191

<sup>3</sup> Hamad H. Alsowat, "Foreign Language Anxiety in Higher Education: A Practical Framework for Reducing FLA", *European Scientific Journal*, (vol.12, No.7, March / 2016 ), p. 196.

emotional state that triggers the natural nervous system at a given moment characterized by fear, stress and nervousness. Moreover, Barlow opined anxiety as a state of annoyance and discomfort accompanied with physiological responses such as accelerated heart beats and irregular breathing. Other behavioral responses include weakness in performance and the deliberate avoidance of being in certain situations.<sup>4</sup> While, Horwitz defined language anxiety is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.<sup>5</sup> We can conclude that anxiety is an undesirable subjective experience about worried, doubt, anxious, undesirable, and discomfort feeling that makes human gets trouble in their mind and thinking. This sometime is very disturbing which leads to negative impacts in using foreign language.

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<sup>4</sup> Mohammad H. Abood, Abdel-Rahman H. Abu-Melhim " *Examining the Effectiveness of Group Counseling in Reducing Anxiety for Jordanian EFL Learners* ", *Journal of Language Teaching and Research Academy Publication*, (Vol. 6, No. 4, July / 2015 ), p. 751.

<sup>5</sup> Hamad H. Alsowat, "*Foreign Language Anxiety in Higher Education: A Practical Framework for Reducing FLA*,... p. 197.

b. Type of anxiety

Lazarus divided anxiety based on the cause to be two types, they are<sup>6</sup>

1. Trait anxiety (a personality trait)

It is disposition to be anxious in facing various situation.<sup>7</sup> Okasha and Kohen defined trait anxiety as an individual, personality tendency to be aware of various situations as dangerous and threatening.<sup>8</sup> MacIntyre and Gardner stated that it refers to the constant feeling characterizing a learner who is anxious to perform in the classroom (or beyond the classroom setting) irrespective of the specific task, topic or purpose of interaction. This type of anxiety is generated by constant lack of belief in one's abilities (low self-esteem), so that a learner generally lacks confidence in all kinds of areas and fields of activity. Trait anxiety might be seen as the likelihood for an individual to be anxious in any situation during any specific task.<sup>9</sup>

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<sup>6</sup> M.Nur Ghufon dan Rini Risnawati S, *Teori –Teori Psikologi* ...p.142.

<sup>7</sup> M.Nur Ghufon dan Rini Risnawati S, *Teori –Teori Psikologi* ...p.142.

<sup>8</sup> Assiye Burgucu, Turgay Han and Ali Osman Engin, “*The Impact of Tests on Learners’ Test Anxiety*” *International Journal of Arts & Sciences*, ( Vol. 4 No. 18/ 2011 ), p. 286

<sup>9</sup> Maja Rogińska, “*Overcoming Polish Adult Learners’ of English Anxiety in Speaking*”, *WSN* ( Vol. 43, No. 2, 2016), p. 56-103.

## 2. State anxiety (an emotional state)

It is temporary reaction of emotion which is happened in certain situation and assumed as a threat.<sup>10</sup> Dornyei stated that it is generated with reference to a specific situation that a learner faces. In other words, this type of anxiety may be referred to as a situational self-esteem. A learner might, then, feel competent when writing an essay but s/he might be much less confident and self-certain during speaking tasks. Teachers are able to help learners handle this type of anxiety while constant feeling of anxiety is particularly problematic for developing learners' speaking skills as they remain unwilling to use the language actively even though they already possess sufficient skills and knowledge to handle spoken interaction.<sup>11</sup>

### c. Source of foreign language anxiety

Horwitz identified the source of foreign language anxiety: communication apprehension, fear of negative evaluation and test anxiety<sup>12</sup>

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<sup>10</sup>M.Nur Ghufro dan Rini Risnawati S, *Teori –Teori Psikologi*, ( Jogjakarta : Ar Ruzz Media, 2010 ), p.142.

<sup>11</sup> Maja Rogińska, “*Overcoming Polish Adult Learners’ of English Anxiety in Speaking*”, ... p. 62.

<sup>12</sup> Hamad H. Alsowat, “*Foreign Language Anxiety in Higher Education: A Practical Framework for Reducing FLA*”, ... p. 197.

## 1. Communication apprehension

Horwitz noted that communication apprehension might affect learners when using both L1 and L2. It may be related directly with the language used as talkative and open individuals using their L1 freely might turn into reticent and reluctant to speak when using L2. Moreover, this may also take place the other way round as speakers who are not willing to speak in L1 might feel more comfortable when using L2. When using a foreign language they are more distanced from what they say (feeling as if someone else was speaking). Such a situation is comparable to individuals who stutter but they are able to act out scenes or sing without any problems. In this way, the tension accompanying individuals in particular communication-oriented situations is the basis for the anxiety.<sup>13</sup>

Toth noticed that communication apprehension is connected to the state in which a learner feels shy, uncomfortable and stressed while talking to others or speaking the target language. This kind of anxiety occurs when learners feel unable to speak, discuss, ask and answer questions in a

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<sup>13</sup> Maja Rogińska, *“Overcoming Polish Adult Learners’ of English Anxiety in Speaking”*, ... p. 63

speaking class. They fail to communicate smoothly and effectively.<sup>14</sup>

## 2. Fear of negative evaluation

Watson and Friend defined that as apprehension about other's evaluations, distress over their negative evaluations, and the expectation that others would evaluate oneself negatively. Moreover, Anderson & Hope stated that fear of negative evaluation is essentially a cognitive construct and may be particularly amenable to cognitive interventions. In EFL context, Toth opined that it refers to academic evaluation as well as personal evaluations of the learners on the basis of their performance.<sup>15</sup>

## 3. Test apprehension or test anxiety

Test anxiety is an apprehension over academic evaluation. Wu stated that it is the fear of exams, quizzes, and other assignments used to evaluate students' performance. To be tested makes some students get anxious and afraid. Horwitz and Young stated that test anxiety comes from a fear of

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<sup>14</sup> Hamad H. Alsowat, "*Foreign Language Anxiety in Higher Education: A Practical Framework for Reducing FLA*", ... p. 197.

<sup>15</sup> Hamad H. Alsowat, "*Foreign Language Anxiety in Higher Education: A Practical Framework for Reducing FLA*", *European Scientific Journal*, ... p. 197.

failure.<sup>16</sup> Lufi, Okasha and Kohen believe that state anxiety is one form of test anxiety. According to Zeinder, test anxiety is the set of psychological, behavioral responses that accompany concern about possible negative results or failure on an exam or similar evaluative situation. Besides Young, states that In language testing, the greater degree of student evaluation and the more unfamiliar and ambiguous the test tasks and formats, the more the learner anxiety is produced. Young also notes, factors affecting student reactions to language tests are perceptions of test validity, time limit, test techniques, test format, test length, testing environment and clarity of test instructions.<sup>17</sup>

d. Factor of anxiety

Adler and rodman stated two factors of anxiety are negative experience in past and irrational think.

1. Negative experience

This experience is not hoped to be happened in future if the human has that unpleasant experiemce, like failure in tes.

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<sup>16</sup> Hamad H. Alsowat, “*Foreign Language Anxiety in Higher Education: A Practical Framework for Reducing FLA*”, ...p. 197.

<sup>17</sup> Assiye Burgucu, Turgay Han and Ali Osman Engin, “*The Impact of Tests on Learners’ Test Anxiety*”, ... p. 286

<sup>18</sup> Dornyei noticed that it is like a chain reaction which success generates greater confidence and motivation while higher level of motivation, in turn, generates greater likelihood for a learner to be successful when handling a given task <sup>19</sup> It is related with motivation which means that when a learner achieves a success in a given task, s/he might show greater willingness to handle a similar task in the next time.

## 2. Irrational experience

Some psychologist assumed that anxiety is not because of incident. But, anxiety is happened because of belief to that event.<sup>20</sup> Daly observed that learners who do not believe in their own skills are possible to show a greater amount of stress which, ultimately, generates poor performance.<sup>21</sup> Belief may influence and shape the attitude and behaviour of students in studying language

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<sup>18</sup> M.Nur Ghufon dan Rini Risnawati S, *Teori –Teori Psikologi*, ... p.146

<sup>19</sup> Maja Rogińska, “*Overcoming Polish Adult Learners’ of English Anxiety in Speaking*”, ... p. 66.

<sup>20</sup> M.Nur Ghufon dan Rini Risnawati S, *Teori –Teori Psikologi*, ... p.146

<sup>21</sup> Maja Rogińska, “*Overcoming Polish Adult Learners’ of English Anxiety in Speaking*”, ..., p. 66.



## 2. Speaking

### a. Definition

Speaking is a noun from the verb speak which has meaning say something in order to convey information or to express a feeling.<sup>22</sup> Speaking is also defined to say words, to use the voice, or to have a conversation with someone.<sup>23</sup>

### b. Stage of Speaking

Speaking is one of some methods to communicate that can not be separated from human daily life. The average person produces ten thousand of words a day, although some people like politicians or presenters may produce even more than that. As speaking in our native language is natural and integral, we do never realize how we can possess such ability until we have to learn how to do it all over again in a foreign language.<sup>24</sup>

For a long time it was assumed that the ability to speak fluently followed naturally from the teaching and mastering of grammar and vocabulary, with a bit of pronunciation thrown in.<sup>25</sup> By learning foreign language, we now know that

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<sup>22</sup> <https://en.oxforddictionaries.com/definition/speaking>, accessed on October, 17<sup>th</sup> 2016 at 04.00 AM

<sup>23</sup> <http://dictionary.cambridge.org/dictionary/english/speak>, Accessed on October, 17<sup>th</sup> 2016 at 04. 30 AM

<sup>24</sup> Scott Thornbury, *How to Teach Speaking*, (Longman: Pearson Education Limited, 2005), p. 1.

<sup>25</sup> Scott Thornbury, *How to Teach Speaking*, ..., p. 1.

speaking is much more complex than what people previously assumed and that it involves both a command of certain skill and several different types of knowledge.

When a speaker speaks, he produces a speech. Speech is produced utterance by utterance, in response to the word by word and utterance by utterance produced by of interlocutor or a person we are talking to.<sup>26</sup> This contingent nature of speech, whereby each utterance is dependent on a preceding one, accounts for its spontaneity. This doesn't indicate that speech is unplanned, but the planning time is severally limited, and the planning of one utterance may overlap with the production of the previous one. The production of speech is involving following stages : <sup>27</sup>

1. Conceptualization

The speaker conceptualizes his idea. This involves making strategic choices at the level of discourse, syntax, and vocabulary. At the level of overall discourse, ideas have a typical structure or script. Discourse scripts are part of our shared background knowledge, and can be pulled down off the shelf, as it were, thereby saving formulation time, while also eating the load of the listener who quickly recognizes what script has been selected.

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<sup>26</sup> Scott Thornbury, *How to Teach Speaking*, ... p. 2.

<sup>27</sup> Scott Thornbury, *How to Teach Speaking*, ... p. 3-5.

Each of the stage of the script then needs to be fleshed out at the utterance level. This is where the specific syntax of each utterance needs to be chosen so that the content of the story is packaged in a way that is consistent with the speaker's intonation. The grammaring of each utterance is also constrained by how much information can be held in working memory at any one time.

The speaker needs to assign individual word or phrase to the different slot in the syntactic elements. Take for example, the use of word mum to fill the slot at the end of I love my... indicates that mum is more appropriate and more frequently used when talking about this person in particular context.

## 2. Formulation

At the formulation stage, the words need to be assigned their pronunciation. This will include not only the individual sounds of the words but the appropriate placement of prominence or stress and the meaningful use of intonation. Because sentence stress and intonation are implicated in the way new or important information is signaled, it is likely that choices at this level have been made at the initial laying out stage.

### 3. Articulation

What has been formulated now needs to be articulated. Articulation involves the use of the organs of speech to produce sounds. A stream of air is produced in the lungs, driven through the vocal cords, and shaped by, among other things, the position and movement of the tongue, teeth, and lips.

Vowel sounds are produced primarily by the action of the tongue and the lips while consonant sounds are determined by the point to which the air stream is obstructed. The combined effect of all these variables allows speakers of English to produce a range of over 40 phonemes. At the same time as these articulatory processes are engaged, continual changes in loudness, pitch direction, tempo, and pausing serve to organize the sounds into meaningful word forms, and the words into meaningful utterances.

#### c. Speaking ability

To be able to use the target language well, knowing about the language itself is not enough, but there are some other things that must be mastered a foreign language learner. Such things as knowledge about how to choose the appropriate sentence in accordance with the social circumstances surrounding it, how to start, respond to, and end a conversation, and how to drain a good

conversation with. The following are the competencies that underline speaking skill:

1. Grammatical competence

Grammatical competence is a whole concept of the sentence pattern that includes morphology, syntax, vocabulary, and mechanics. It increases the expertise in grammar. In the case of speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress.

In order to convey meaning, English foreign language learners must have the knowledge of words and sentences: that is they must understand how words are arranged into good sentence or segmented into various sounds, and how sentences are stressed in particular ways. Thus, grammatical competence enables speakers to use and understand English language structures accurately and unhesitatingly, which contributes to their fluency.

2. Discourse competence

In addition to grammatical competence, English foreign language learners must develop their discourse competence. Discourse competence is relating to the way speaker manages the conversation which is concerned with

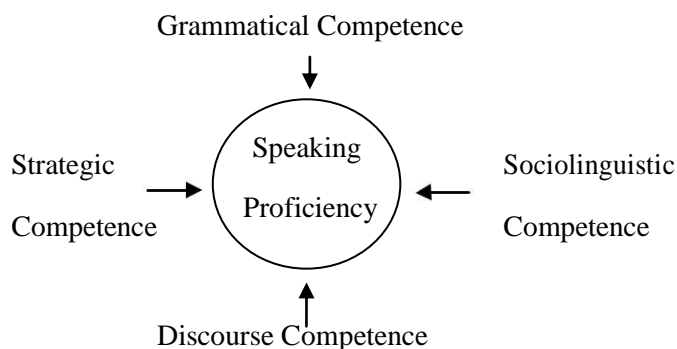
intersentential relationships. In discourse, whether formal or informal, the rules of cohesion and coherence apply, which aid in holding the communication together in a meaningful way.

In communication, both the production and the comprehension of the language utterance require one's ability to perceive and process stretches of discourse, and to formulate representations of meaning from referents in both previous sentences and following sentences. Therefore, effective speakers should acquire a large repertoire of structures and discourse markers to express ideas, show relationships of time, and indicate cause, contrast, and emphasis. With these, all sentences in the conversation will be well connected and convey a clear meaning.

### 3. Sociolinguistic competence

Knowledge of language alone does not adequately prepare learners for affective and appropriate use of the target language. Learners must have competence which involves knowing what is expected socially and culturally by users of the target language; that is, learners must acquire the rules and norms governing the appropriate timing and realization of speech acts. Understanding the sociolinguistic side of language helps learners know what comments are appropriate,

how to ask questions during interaction, and how to respond nonverbally according to the purpose of the talk.



#### 4. Strategic competence

Strategic competence, is perhaps the most important of all the communicative competence elements. Simply put, it is the ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules. With reference to speaking, strategic competence refers to the ability to know when and how to take the floor, how to keep a conversation going, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problems.<sup>28</sup>

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<sup>28</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge University Press), p. 207-208.

d. Factors affect the effectiveness of speaking

Arsyad dan Mukti stated factors which affect the effectiveness of speaking, they are linguistic factors and non linguistic factors.

Linguistic factors

1. Utterance accuracy
2. Appropriate stressing, intonation, and duration
3. Diction (word choice)
4. Appropriate delivering to listener

Non linguistic factors

1. Natural and calm while speaking
2. Looking at the listener
3. respecting to other opinions
4. Appropriate expression
5. Speaking loudly
6. Fluency
7. Relevance
8. Topic understanding<sup>29</sup>

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<sup>29</sup> Arsyad, G. Mardiyanto and Mukti. *Buku Materi Pokok Berbicara II*. (Jakarta: Karunika Terbuka, 1986), p. 28



e. Fluency

1. Definition

Fluency is an aspect of overall speaking proficiency, it is also described as fluency in the narrow sense, stated by Chambers and Lennon. Housen and Kuiken noticed that it is often contrasted with the linguistic complexity and the accuracy of the linguistic forms that speakers use.<sup>30</sup>

Fluency, according to Segalowitz, could be conceived of as having two key aspects: one aspect is 'access fluidity', which deals with learners' ability to link words and expressions to their meaning, and the other aspect is 'attention control', which pertains to the process through which a language user focuses and refocuses attention in real time while the message is being communicated.<sup>31</sup>

Fluent speaker will make listener understand well of what the content spoken by the speaker. As we found in our daily, not fluent speaker sometime makes speaking difficult to be understood. Fillmore stated that fluency is the ability to fill

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30 Nivja H. De Jong, "Second Language Fluency: Speaking Style or Proficiency? Correcting Measures of Second Language Fluency for First Language Behavior", *Applied Psycholinguistics*, (Vol. 36, 2015 ), p. 224.

<sup>31</sup> Mohammad Javad Ahmadian, "The Effects of Guided Careful Online Planning on Complexity, Accuracy and Fluency in Intermediate EFL Learners' Oral Production: The case of English Articles" *Language Teaching Research*, (Vol.16 No.1/2012 ), p. 134

time with talk, a person that is fluent does not have to stop many times to think of what to say next or how to phrase it.<sup>32</sup>

Fluency is not all about speed, even though speed is also an important factor to consider someone as fluent speaker. Research into listeners' perceptions of speaker's fluency suggests that Pausing is equally important. All speakers have to take breath, even proficient speakers need to stop from time to time to string up the formulation of an utterance to catch up the conceptualization.<sup>33</sup>

## 2. Feature of speaking fluency

1. Pauses may be long but not frequent
2. Pauses are usually filled
3. Pauses occur at meaningful transition points
4. There are long runs syllables and words between pauses<sup>34</sup>

## 3. Criteria of speaking fluency

Fulcher had made some criteria of speaking fluency. It classified someone's fluency in speaking

1. Worry and often silent. Learner get worried of what they are going to utter and they are often silent. It indicates that the student is considered as not fluent in speaking.

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<sup>32</sup> Paul Nation, "Improving Speaking Fluency", *Journal System*, (Vol 17, No 3, /1989 ), p.377-384

<sup>33</sup> Scott Thornbury, *How to Teach Speaking*, ... p. 6

<sup>34</sup> Scott Thornbury, *How to Teach Speaking*, ... p. 7 – 8.

2. Repeating word. Learner who is repeating word considered as not fluent speaker. This makes speaking not effective because there are some word repetitions.
3. Changing word. Learner feels the word they had uttered is not suitable than they change the word to make it more acceptable. It indicates they don't have good word choice ability which influence to the fluency.
4. Repairing of word use. This is like pronoun, learner is still confused of the use of pronoun. They still cannot put the function of pronoun well.
5. Starting to speak by thinking. Learner takes time to begin speaking. It indicates that the learner is not fluent in speaking.

Further more, Penny mckay divided fluency to levels to make easy to be assessed,

Level 1. Speech is so halting and fragmentary as to make conversation virtually impossible.

Level 2. Usually hesitant : often forced into silenced by language limitations.

Level 3. Speech in everyday communication and classroom discussion is frequently disrupted by the student's search for the correct manner of expression.

Level 4. Speech in everyday communication and classroom discussion is generally fluent, occasional lapses while the student searches for the the correct manner of expression

Level 5. Speech in everyday conversation and in classroom discussion is fluent and effortless, approximating that of a native speaker.<sup>35</sup>

## **B. PREVIOUS RESEARCH**

Related to this research, the researcher chooses some relevant previous literatures to the research.

*The influence of confidence and diction mastery to speaking fluency of student of class VIII SMP N 1 Sulang.* written by Rini Ernawati from Language and Art Faculty of Semarang State University (UNNES) 2011. The pupose of the study is to know which variable has dominant influence to speaking fluency of class VIII State Junior High School 1Sulang in the academic year 2010/2011. The population in the study is all of class VIII. The sample is 34 students. The resercher did study with variable of the influence of confidence and diction mastery as the independent variable, and speaking fluency as the dependent variable. The data is from attitude scale to measure the influence of confidence. The multiple choice test is to measure diction

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<sup>35</sup> Penny Mckay, *Assessing Young Language Learners*, (Cambridge : Cambridge University Press, 2008 ), p. 291.

mastery. To measure speaking fluency, the researcher asked students to tell their story in front of class. The data is analysed by using multiple regression. The finding, there is correlation of confidence and speaking fluency of student in the grade VIII SMP N 1 Sulang 45,3% . From 34 subjects, 1 student or 3% has very high score, 2 students or 6% have high score, 9 students or 26% have intermediate score. 15 students or 44% have low score, and 7 students or 21% have very low score. Based on the output using program SPSS version 12.2 shows the correlation coefficient of confidence and speaking fluency is 0,673. It means it has positive correlation that the higher confidence students have, the better speaking fluency they have. The influence of diction mastery and speaking fluency of student in grade VIII, that is 24,2%. The correlation of diction mastery and speaking fluency is 0,492. The positive correlation means that high diction mastery makes good speaking fluency.<sup>36</sup> The previous research is related with this study on the discussion about speaking fluency of student. Then, the variables ( confidence and diction mastery) which influence speaking fluency are the difference from this study.

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<sup>36</sup> Rini Ernawati, *Pengaruh Percaya Diri dan Penguasaan Diksi terhadap Kelancaran Berbicara Siswa Kelas VIII SMP N 1 Sulang*. Fakultas Bahasa Dan Seni, Universitas Negeri Semarang, 2011.

*Anxiety Of Speaking English in Class Among International Students in A Malaysian University* written by Diao Zhiping (PhD student) from Dept of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia, Serdang, Selangor, Malaysia. The study investigated the reasons of international students' suffer anxiety and explore how they cope with their fear and anxiety when speaking English in class. The study also examines teachers' perspectives and reactions towards learners' anxiety and investigates the students' perspectives of teachers' reaction to their feelings of anxiety. Horwitz's et.al (1986) categorization of variables that lead to foreign and second language anxiety is used as the theoretical framework. Data collection involves observations and interviews of 8 international postgraduate students of a Malaysian university and data was analyzed through discourse analysis. Findings indicate that Nigerians generally are not anxious of speaking. Differently, Iranians and Algerians suffer more from anxiety as a result of fearing negative evaluation and communication apprehension. The conclusions point out that the lecturers' strategies and students' reactions to their strategies are not related to cultural backgrounds but to affective filters and learning skills common to all human beings.<sup>37</sup> The discussion about speaking

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<sup>37</sup> Diao Zhiping, "Anxiety Of Speaking English In Class Among International Students In A Malaysian University.." *International Journal of Education and Research*, ( Vol. 1, No. 11, November / 2013), p. 1.

anxiety makes the researcher takes the study as the related previous research. Then, the categorization of the study as investigation study makes the study different from this study.

*Investigating Student's Foreign Language Anxiety in Speaking English (A case of English Department Freshmen in Walisongo State Islamic University in Academic Year of 2015/2016)* Written by Nabila Quway from English Department of Walisongo State Islamic University ( UIN ) Semarang, 2016. The study Investigated the anxiety manifestation among English Departement Freshmen in Walisongo State Islamic University in acadecmic year 2015/2016. The researcher used qualitative approach to gain the information by using deep interview to 16 learners and also spreading out questionnaire to 45 learners. The finding of the research showed that learners got anxious which manifested in different ways such as beacaming silent or passive in classroom, had stomache-ache, freezing moment when speaking, or by speaking slowly. The factors of anxiety are vocabulary, grammar, pronunciation, fear of speaking in public or classroom,self-confidence, fear of making mistake, gender and social status, and health factor.<sup>38</sup> The discussion about foreign language anxiety makes the study related with this research. Then,

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<sup>38</sup> Nabila Quway, *Investigating Student's Foreign Language Anxiety in Speaking English (A case of English Department Freshmen in Walisongo State Islamic University in Academic Year of 2015/2016)*. English Department, Walisongo State Islamic University ( UIN ) Semarang, 2016.

the categorization of the study as investigation study makes the study different from this research.

*Examining the Effectiveness of Group Counseling in Reducing Anxiety for Jordanian EFL Learners in Journal of Language Teaching and Research Academy Publication*, Vol. 6, No. 4, published on July 2015, written by Mohammad H. Abood and Abdel-Rahman H. Abu-Melhim. This study aimed at examining the effectiveness of Rational Emotive Behavior Therapy (REBT) as used in group counseling to reduce the level of anxiety for Jordanian learners of English as a foreign language. The study sample consisted of 32 male and female students at Ajloun National University. The students were all at the undergraduate level and have received the highest anxiety scores on the foreign language anxiety scale. The students were randomly divided into two groups; an experimental group and a controlled group. Each group consisted of 16 male and female students. The experimental group received training on REBT, while no remedial training was given to the controlled group. Results of the study revealed that REBT was more effective in reducing the anxiety level for learners of English compared to the absence of using the remedial program for members of the controlled group. Statistical analysis showed a statistically significant difference between the experimental group and the controlled group ( $\alpha = 0.05$ ). The use of REBT was not gender specific since statistical analysis revealed no statistically



significant difference between males and females ( $\alpha= 0.05$ ).<sup>39</sup> The discussion about anxiety makes the study related with this research. the study which implemented group counseling makes the study different with this research.

### **C. Hypothesis**

The researcher has hypothesis of this research that there is influence of foreign language learners' anxiety to speaking fluency.

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<sup>39</sup> Mohammad H. Abood, Abdel-Rahman H. Abu-Melhim " *Examining the Effectiveness of Group Counseling in Reducing Anxiety for Jordanian EFL Learners* ", *Journal of Language Teaching and Research Academy Publication*, (Vol. 6, No. 4, July / 2015 ), p. 751.