

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The literature in this chapter gives a brief explanation about some theories related that support this research. The theories are related to anxiety in language learning and Foreign Language Classroom Anxiety (FLCA) including English Language Classroom Anxiety (ELCA)

#### A. Theoretical Foundation

##### 1. Anxiety in English Language Learning

Anxiety is a “common” yet “uncommon feelings” that every person may experience it. By “common”, the researcher thinks that anxiety can be experienced by all human being, including students who are learning a second or foreign language or in the present study, EFL students who are learning English as a foreign language. While it can be considered as “uncommon” when the anxiety level is too high so it can block the learning process. However, it is important to distinguish the definition of anxiety in the scope of second or foreign language learning and the other types of anxiety.

Psychologists describe anxiety as a condition of worry, an ambiguous fear that is only obliquely related with an object.<sup>16</sup> According to Lader, anxiety is difficult as it can range from a mixture of overt behavioral characteristics that can be researched scientifically to introspecting emotions that are inaccessible.<sup>17</sup> Young defined it as a complex and multidimensional phenomenon.<sup>18</sup> Lastly, Spielberger defined it is a subjective feeling of tension, apprehension, nervousness, and worry

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<sup>16</sup> Tanveer, M. (2007). Investigation of the factors that cause language anxiety for ESL\EFL learners in learning speaking skills and the influence it casts on communication in the target language. Doctoral Dissertation. University of Glasgow.

<sup>17</sup> (Lader, 1975).

<sup>18</sup> Young, Dolly J. "Language Anxiety from the Foreign Language Specialist's Perspective: Interviews with Krashen, Omaggio Hadley, Terrell, and Rardin." *Foreign Language Annals* 25 (1992): 157-72. Noted in Tran, T. T. T. (2012). A review of Horwitz, Horwitz, and Cope's theory of foreign language anxiety and the challenges to the theory. *English Language Teaching*, 5, 69–75. Retrieved from <http://dx.doi.org/10.5539/elt.v5n1p69>

affiliated with the rise of the automatic nervous system.<sup>19</sup> In other words, when a student feels tense, anxious, worry, and nervous, he or she can be assumed as having anxiety. Hence, each student may have different level of anxiety due to the students' individual differences.

Although it is not easy to determine student's anxiety level directly, there are some behavioral signs that can be recognized by the teachers. According to Aida, anxious students may be anxious in the classroom because they may not know how to ask questions to clarify their tasks or how to organize and process information to increase their understanding of the material. Some students may need help from the instructor, but do not ask for help because they might view help-seeking as a manifestation of weakness, immaturity, or even incompetence. They might feel missed out in the language classroom and anxious about the teacher finding out their problem. It is also potential that anxious students may be able to handle anxiety-provoking situations if they possess high self-esteem.<sup>20</sup> Therefore, anxiety among EFL students, especially in State Islamic University of Sunan Ampel Surabaya is important to be explored more because if the students let the feelings mentioned above get the best of them, they would have such a high level of anxiety and it may constrain their progress in English language learning.

There are some ways proposed by several language anxiety researchers to reduce anxiety. Grenberg et al. proposed a *Terror Management Theory*, which postulates that "people are motivated to maintain a positive self-image because self-esteem protects them from anxiety",<sup>21</sup> Based on their theory, people (or in this case is the students) whose self-esteem are high may be less anxious. Additionally, Horwitz et al. noted that foreign language learning could cause a threat to students' self-esteem because it deprives the students of their normal means of communication (since making errors are common in the language classroom) and the ability to behave completely as normal

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<sup>19</sup> C. D. Spielberger, *Manual for the State-Trait Anxiety Inventory (Form Y)* (Palo Alto, CA: Consulting Psychologists Press, 1983)

<sup>20</sup> Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *Modern Language Journal*, 78 (2), 155-68.

<sup>21</sup> Tom Pyszczynski & Sheldon Solomon. "The Causes and Consequences of a Need for Self-Esteem: A Terror Management Theory." *Public Self and Private Self* Ed. R. F Baumeister. New York: Spring-Verlag, 1986: p.913

people. Then, people with a sure sense of self-worth could manage more effectively the threats caused by the language learning environment than those with low self-esteem.<sup>22</sup> Hence, it is essential to provide the students' knowledge on how to overcome their anxiety by rising their self-esteem.

## 2. Foreign Language Anxiety (FLA)

Horwitz asserted that one-third of all foreign language learners experience some level of language anxiety.<sup>23</sup> Therefore, it is essential to understand how foreign language students suffer from anxious feelings while they are learning the target language. The questions "what" was formulated in the present study. With the change of research focus from teachers to students in second language acquisition and learning, affective factors such as attitude, motivation and anxiety were taken to account for successful language learning outcomes.<sup>24</sup> There are some pros and cons regarding the effects of anxiety towards the language learning process, but it has been accepted by most of researchers and linguists that there is a kind of anxiety which is uniquely belongs to foreign language learning including English language learning.

Tran described that Foreign language anxiety (FLA) is such a unique type of anxiety. There is a substantial body of research showing that FLA is not simply an abstract construct studied by theorists or by researchers under laboratory on induced-anxiety conditions, but a reality for many students.<sup>25</sup> Researchers have offered many definitions of FLA. According to Clement, FLA is a complex notion that deals with learners' psychology in terms of their feelings, self-esteem, and self-

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<sup>22</sup> Aida, Y. (1994). Examination of Horowitz, Horowitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *Modern Language Journal*, 78 (2), 155-68.

<sup>23</sup> Horwitz EK (2001). Language anxiety and achievement. *Annual Rev. Appl. Linguistics*, 21:112-126. <http://dx.doi.org/10.1017/S0267190501000071>

<sup>24</sup> Shabani, Mohammad Bagher. Levels and Sources of Language Anxiety and Fear of Negative Evaluation among Iranian EFL Learners.

<sup>25</sup> Tran, T. T. T. (2012). A review of Horwitz, Horwitz, and Cope's theory of foreign language anxiety and the challenges to the theory. *English Language Teaching*, 5, 69-75. Retrieved from <http://dx.doi.org/10.5539/elt.v5n1p69> (see also (e.g., Casado & Dereshiwsky, 2001; Coryell & Clark, 2009; Kostić-Bobanović, 2009; Liu, 2006; Liu & Jackson, 2008; MacIntyre & Gardner, 1994a; Tallon, 2009; Von Wörde, 2003)

confidence.<sup>26</sup> Emphasizing the recognizable feature of FLA, Young defined it as “a complicated psychological phenomenon peculiar to language learning.”<sup>27</sup> More specific definition comes from MacIntyre and Gardner. They defined FLA as the feeling of tension and apprehension particularly pertained with second or foreign language contexts, including speaking, listening, and learning, or the worry and negative emotional response emergence when learning or using a second or foreign language<sup>28</sup>. In this study, FLA experienced by the students in English Education Department is when they are learning and using English in the classrooms. Similarly, Zhang defined anxiety as the psychological tension that the student goes through in performing a learning task.<sup>29</sup> From these perspectives, foreign language anxiety deals with the psychological state of the students, particularly the negative reaction ones during their foreign language learning process.

The definitions mentioned above are built to support a claim made by Horwitz, Horwitz and Cope that FLA is “a phenomenon related to but discernible from other specific anxieties”<sup>30</sup>. Horwitz, Horwitz and Cope were the first to conceptualize FLA as a unique type of anxiety specific to foreign language learning. Their theoretical model of FLA has made a great and influential contribution in language anxiety research. According to them, FLA is a definite complex idea of self-perceptions, feelings, beliefs, and behaviors pertained to classroom language learning occurring from the uniqueness of the language learning process. In other words, Horwitz et al. claim that language anxiety is unique due to the way it in learners’ self-concepts to communicate competently and to present themselves genuinely.<sup>31</sup>

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<sup>26</sup> Clément, R. (1980). Ethnicity, contact, and communicative competence in a second language. In H. Giles, W. P. Robinson, & P. M. Smith (Eds.), *Language: Social psychological perspectives*. Oxford, United Kingdom: Pergamon Press. pp. 147-154

<sup>27</sup> Young, Dolly J. "Language Anxiety from the Foreign Language Specialist's Perspective: Inter-views with Krashen, Omaggio Hadley, Terrell, and Rardin." *Foreign Language Annals* 25 (1992):

<sup>28</sup> (1994b) (MacIntyre, 1999).

<sup>29</sup> Zhang, L. J. (2001). Exploring variability in language anxiety: Two groups of PRC students learning ESL in Singapore. *REL C Journal*, 32, 73–91. <http://dx.doi.org/10.1177/003368820103200105>

<sup>30</sup> Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *Modern Language Journal*, 70 (2), 125-32. (p. 129).

<sup>31</sup> Şenel Elaldi. 2016. Foreign language anxiety of students studying English Language and Literature: A Sample from Turkey.

Moreover, In her review, Tran mentioned that based on Horwitz et al.'s theory, FLA should be seen as a situation-specific anxiety which is aroused from the uniqueness of the formal learning in a foreign language, not just a phenomenon of general classroom anxiety being transferred to foreign language learning. They added that no other fields of study have similar self-concepts and self-expression to the same degrees as foreign language study.<sup>32</sup> The researcher agrees that it makes FLA differs from other academic anxieties. Students who already have general anxiety are potential to experience FLA. Nonetheless, there is no surprise if we find the students who are very good at certain subjects frustrated in foreign language classes including English classes. Thus, Aida said that there must be something unique to the language learning experience that makes some students anxious.<sup>33</sup>

### 3. Components of Foreign Language Anxiety (FLA)

Based on Horwitz, Horwitz, and Cope's theory, Foreign language anxiety is related to three components; communication apprehension, test anxiety, and fear of negative evaluation. *Communication Apprehension* happens at the time when the students mature communication skills is less although they have mature ideas and thoughts. It refers to be afraid of getting into real communication with the other speakers. According to McCroskey, *Communication Apprehension* is a person's level of fear or anxiety affiliated with either real or anticipated communication with another person or people.<sup>34</sup> He pointed out that typical behavior pattern of communicatively apprehensive people are communication avoidance and communication retraction.<sup>35</sup> People who have communicative apprehensive usually are more reluctant to engage in conversations with others and to seek social interactions compared to non-apprehensive people. The researcher often

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<sup>32</sup> Tran, T. T. T. (2012). A review of Horwitz, Horwitz, and Cope's theory of foreign language anxiety and the challenges to the theory. *English Language Teaching*, 5, 69-75. Retrieved from <http://dx.doi.org/10.5539/elt.v5n1p69>

<sup>33</sup> Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *Modern Language Journal*, 78 (2), 155-68.

<sup>34</sup> McCroskey, James C. "Validity of the PRCA As an Index of Oral Communication Apprehension." *Communication Monograph* 45 (1978): 192-203.

<sup>35</sup> McCroskey, James C. "The Communication Apprehension Perspective." *Avoiding Communication: Shyness, Reticence, and Communication Apprehension*. Ed. John A. Daly & James C. McCroskey. Beverly Hills, CA: SAGE, 1984: 13-38.

found some students who are not willing to speak up in classes due to their communication apprehension. Thus, it is worth to explore more about it.

Meanwhile, **Test Anxiety**, is a worry towards academic evaluation. It could be defined as a fear of failing in examinations and an unpleasant experience felt by the students in certain situations whether they are being aware or not. This component of FLA concerns worry towards academic evaluation which is based on a fear of failure.<sup>36</sup> Sarason stated that test anxiety is "the tendency to view with alarm the consequences of deficient performance in an evaluative situation."<sup>37</sup> Students worry about failing to perform well. Culler and Holahan and other researchers speculated that test anxiety may be caused by deficits in students' learning or study skills. Some students have anxiety during a test situation because they do not know how to manage the course material and information. Since daily evaluations of skills in foreign language classrooms are quite usual, and making mistakes is a normal phenomenon, students probably feel stress and anxiety often, which may cause a problem for their performance and future improvement.<sup>38</sup> Other researchers postulate that test anxiety happens when students who have performed inadequately beforehand will create some negative and irrelevant thoughts during evaluation situations.<sup>39</sup>

The last but not least is **Fear of Negative Evaluation**. This component of FLA can be observed when EFL students feel incapable of making proper social impression and avoidance of evaluative situations. Watson and Ronald defined it as an apprehension about others' evaluation, distress over their negative feedbacks, and the

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<sup>36</sup> Horwitz, E. K. & Young, D.J. (Eds.). (1991). *Language anxiety: From theory and research to classroom implications*. Englewood Cliffs, NJ: Prentice Hall.

<sup>37</sup> Sarason, Irwin G. "Stress, Anxiety, and Cognitive Interference: Reactions to Tests." *Journal of Personality and Social Psychology* 46 (1984): 929-38. p. 214

<sup>38</sup> See Hodapp, V. & A. Henneberger. "Test Anxiety, Study Habits and Academic Performance." *Advances in Test Anxiety Research* Vol. 2. Ed. H. M. Vander Ploeg, R. Schwarzer & C. D. Spielberger. Hillsdale, NJ: Erlbaum, 1983: 119-28. See also Wittmaier, Bruce. "Test Anxiety and Study Habits." *Journal of Educational Research* 46 (1972): 929-38.

<sup>39</sup> McKeachie, Wilbert J., Donald Pollie & Joseph Spiesman. "Relieving Anxiety in Classroom Examinations." *Journal of Abnormal and Social Psychology* 50 (1985): 93-98. See also Sarason, Irwin G. "Stress, Anxiety, and Cognitive Interference: Reactions to Tests." *Journal of Personality and Social Psychology* 46 (1984): 929-38. And Wine, Jeri D. "Test Anxiety and the Direction of Attention." *Psychological Bulletin* 76 (1971): 92-104.



expectation that others would evaluate oneself negatively<sup>40</sup> It is such a common problem among the students ranging from young students up to university students including the students in English Teacher Education Major. As Capel asserted that the main cause of anxiety for student teacher was being observed, evaluated or assessed.<sup>41</sup> In other words, fear of negative evaluation is a fear caused of getting negative feedback by the others. It occurs when the teachers or lecturers corrected the students' error in such a judgmental manner.

Additionally, Research shows that people who are highly concerned about the others' impressions tend to behave in manners that reduce the possibility of unpleasant evaluations. They usually avoid or just leave social situations in which they believe others might think unfavorably towards them.<sup>42</sup> Aida said that when this idea of fear of negative evaluation is applied to foreign language learners, we can easily imagine that students with fear of negative evaluation will sit passively in the classroom, retracting from classroom activities that could uplift their improvement of the language skills.<sup>43</sup> Therefore, FLA is very important to be studied continuously because there will be different and shocking results due to the changing of foreign language learning setting.

#### **4. Ways to Overcome English Language Classroom Anxiety (ELCA)**

There are several techniques and strategies to overcome foreign language anxiety including English Language Classroom Anxiety (ELCA). According to Prins<sup>44</sup> and Bailey et al.<sup>45</sup>, one of the most common overcoming strategies for adult students is avoidance. Gregersen stated that avoidance by making eye contact with the teacher

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<sup>40</sup> Watson, David & Ronald Friend. "Measurement of Social-Evaluative Anxiety." *Journal of Consulting and Clinical Psychology* 33 (1969): p. 449.

<sup>41</sup> Capel, S. A. (1997). Changes in students' anxieties and concern after their first and second teaching practices. *Educational Researchers*, 39 (2), 211-228

<sup>42</sup> Leary, Mark R. *Understanding Social Anxiety: Social, Personality, and Clinical Perspectives*. Beverly Hills, CA: Sage, 1983. See also Twentyman, Craig T. & Richard M. McFall. "Behavioral Training of Social Skills in Shy Males." *Journal of Consulting and Clinical Psychology* 43 (1975): 384-95. And Zimbardo, Philip G. *Shyness: What It Is, What to Do About It*. Reading, MA: Addison-Wesley, 1977.

<sup>43</sup> Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *Modern Language Journal*, 78 (2), 155-68.

<sup>44</sup> (1986)

<sup>45</sup> (1999),

is a typical non-verbal reaction of anxious students.<sup>46</sup> In a similar vein, Christophel<sup>47</sup> and Frymier<sup>48</sup> stated that nonverbal type of immediacy behavior such as eye contact and positive gestures can reduce anxiety and impact positively on motivation to learn.

The other strategies are the findings of Hauck and Hurd's study. There are ten strategies that are mostly used by the students. The strategies are:

- a. Actively encourage myself to take risks in language learning, such as guessing meanings or trying to peak, even though I might make some mistakes.
- b. Use positive self-talk.
- c. Imagine that when I am speaking in front of others, it is just a friendly informal chat.
- d. Use relaxation techniques.
- e. Share worries with other students.
- f. Let my tutor know I am anxious.
- g. Give myself a reward or treat when I do well.
- h. Be aware of physical signs of stress that might affect my language learning.
- i. Tell myself when I speak that it won't take long.
- j. Write down my feelings in a day or notebook.<sup>49</sup>

Furthermore, Foss and Reitzel also offered several techniques for decreasing language anxiety stemming from student beliefs. They stated that if students can recognize their unreasonable beliefs or fears, they will be able to interpret anxiety-provoking situations in more realistic ways and finally decide to approach rather than avoid an anxiety-evoking situation. Foss and Reitzel also recommended that the teacher should ask students to speak out their fears and then write them on the board to help students recognize their fears about language learning.<sup>50</sup>

Another unique technique for overcoming foreign language anxiety is to use an *Anxiety Graph* proposed by Oxford. Students chart their level of anxiety to show that not every phase of an equal amount of

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<sup>46</sup> (2003).

<sup>47</sup> 1990

<sup>48</sup> 1993

<sup>49</sup> Hauck, M and Hurd, S. Exploring the Link Between Language Anxiety and Learner Self-management in Open Language Learning Contexts. *European Journal of Open, Distance and E-Learning*.

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anxiety. An anxiety graph helps students to identify their highest level of anxiety. An analysis of the graph (the highest point in the graph) as well as student comparisons and discussions of their graphs could help the students approach the same situation with more information and, therefore, more realistically.<sup>51</sup>

The last but not least is five coping strategies of language anxiety proposed by Kondo and Ying-Ling.<sup>52</sup> Mahmud and Suryana<sup>53</sup> discussed those strategies as in the following:

a. Preparation

Many second language students feel that they become nervous when they had not prepared before class. There are many ways to prepare including reading the materials before class, taking second language courses provided in or out of school, asking help from friends and teachers, and focusing on specific areas which can make them anxious.

b. Positive Thinking

Some anxious students try to build a positive self-image. They use many kinds of ways, such as trying to be confident, envisioning themselves giving a great performance, thinking of something enjoyable, or not thinking of the negative results.

c. Relaxation

Many anxious students may experience “audience fear” when they have to speak in front of their peers or public or when they are being assigned by the teacher to answer the question. One of many strategies to reduce this fear is relaxation such as taking a deep breath and trying to calm down.

d. Peer seeking

Some anxious students cope with their language anxiety by comparing themselves with others who experience the same problems. These students may find a suitable learning partner to talk to or develop a small-scale support group with others who experience the same issue. This strategy is a good

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<sup>51</sup> (p. 402).

<sup>52</sup> Kondo, DS and Yang YL 2004. ‘Strategies for coping with language anxiety: the case of students of English in Japan’, *ELT Journal*, vol. 58.

<sup>53</sup> Mahmud, S and Suryana, A. *Coping with Language Anxiety of Second Language Users: A Psychological Approach*.

solution, especially if the students can share their experiences and strategies with their learning partner.

e. Resignation

The anxious students, or the researcher may call them as extremely anxious students, may resign themselves by giving up, stopping paying attention, accepting the situation, stopping making any effort, even going to sleep in class.

## B. Previous Studies

There are many studies that had been conducted under the field of Language Anxiety. The first is a study conducted by Aydin entitled “*An Investigation on the Language Anxiety and Fear of Negative Evaluation among Turkish EFL Learners*”. Aydin’s study was aimed to investigate the sources and levels of of *Fear of Negative Evaluation* and *Language Anxiety* among Turkish learners as EFL learners as well as finding the correlation between both of them. The participants in the study were 112 Turkish foreign language learners. A FLCA (Foreign Language Classroom Anxiety) scale and Fear of Negative Evaluation (FNE) scale were used as a measure. The findings showed that EFL learners suffer from language anxiety and fear of negative evaluation. FNE was proved to be a major source of language anxiety.<sup>54</sup>

The second is a study conducted by Tran and Moni entitled “*Management of Foreign Language Anxiety: Insiders’ Awareness and Experiences*”. This study was aimed to investigate EFL students’ and teachers’ perspectives and experiences of managing Foreign Language Anxiety (FLA). The participants of the study were 351 non-English major university students in Vietnam. The data were gained from the students’ autobiographies, open-ended questionnaire as as well as interviews with both of students and teachers. Tran and Moni also identified a dual-task approach to manage FLA with specific strategies for the students, teachers , and school stakeholders. The findings showed that an effective solution to overcome FLA is to accept it and work the best out of it. It is also emphasized the need to more focus on working with FLA instead of managing to reduce it.<sup>55</sup>

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<sup>54</sup> Aydin, S. (2008). An investigation on language anxiety and fear of negative evaluation among Turkish EFL learners. *Asian EFL Journal*. 30(1),421-444

<sup>55</sup> Management of foreign language anxiety: Insiders’ awareness and experiences, T.T.T. Tran & K. Moni, *Cogent Education* (2015), 2: 992593.

The third is a study conducted by Awan R.N et al. entitled *An Investigation of Foreign Language Classroom Anxiety and Its Relationship with Students' Achievement*. This study examined anxiety in English undergraduate classes regarding the kinds of situations that provoke anxiety during different stages of the learning process and the relationship between anxiety and the students' achievement. The participants of the study were 149 undergraduate students. The questionnaire used in this study is Foreign Language Classroom Anxiety Scale (FLCAS). This study also used an inventory to identify different situations that provoke anxiety and students' GPAs to find its relationship with language anxiety. The results of the study showed that language anxiety and achievement are negatively related to each other. In addition, female students are less anxious in learning English as a foreign language than male students. '*Speaking in front of others*' was rated as the biggest cause of anxiety followed by '*worries about grammatical mistakes*', '*pronunciation*' and '*being unable to talk spontaneously*'. This study suggested that the classroom environment should be encouraging and motivating.<sup>56</sup>

The fourth is a case study conducted by Aminah entitled "*Pre-Service Teachers' Anxiety in the First Teaching Practice in Microteaching Class (PPL1) in English Teacher Education*". The purpose of her study was to find of the causing factors of pre-service teachers' anxiety in the first teaching practice in microteaching class and the way how pre-service teachers manage their anxiety. 35 participants were taken from 7 microteaching (PPL 1) classes. Interview guidelines and questionnaire that contain 15 statements for causing factor of pre-service teacher's anxiety and 12 statements for anxiety management were used as the instrument. The result of the study showed that the causing factors of pre-service teachers' anxiety in the first teaching practice in microteaching class (PPL 1) are teaching experience (86%), worrying about language includes giving instruction in the class (80%) and controlling speaking pace and modifying the language in the class (60%), implementing lesson plan (69%), worrying to make mistake in performance (66%), seeing reaction of supervisor (60%).<sup>57</sup>

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<sup>56</sup> Awan, R.N., Azher, M., Anwar, M.N., & Naz, A. (2010). An investigation of foreign language classroom anxiety and its relationship with students' achievement. *Journal of College Teaching & Learning*, 7(11), 33-40.

<sup>57</sup> Aminah, Ta'linaya (2016), *Pre-Service Teachers' anxiety in the First Teaching Practice in Microteaching Class (PPL1) in English Teacher Education* Department. An

The fifth is the study conducted by Imaniar entitled “*Students’ Writing Anxiety Levels in Proposal Writing Course in Fifth Semester at English Education Department State Islamic University of Sunan Ampel Surabaya*”. Imaniar’s study was aimed to investigate the writing anxiety levels and the major causes of students’ anxieties in Proposal Writing Course. 22 undergraduate students of English Education Department were taken as the participants. English Writing Anxiety Test (EWAT) was used to measure the writing anxiety level of the students. The finding showed that 59% of the participants were considered to be in unusual level of writing anxiety. The major problem of students’ writing anxiety is the difficulties to write the background.<sup>58</sup>

The previous studies mentioned above are under the field of language anxiety. The first three studies were more concerned in relating anxiety with the other variables and the management of anxiety. The fourth study was focused on students’ anxiety level at certain skill which is students’ writing skill. On the other hand, the fifth study was more concerned on the causing factors and its management of students’ anxiety as pre-service teacher at microteaching (PPL 1) class. Then, the sixth study was more focused on analyzing the very detail reactions of anxiety-provoking situation reported by the students, characteristics, and the relationship between anxiety and pair and small group work. However, the researcher has not find the studies dealing with the students’ English Language Classroom Anxiety (ELCA) yet. Imaniar’s study was focused on students’ anxiety level at certain skill which is students’ writing skill. On the other hand, Aminah’s study was more concerned on the causing factors and its management of pre-service teachers’ anxiety during microteaching (PPL 1) class. Hence, the researcher wants to fill this gap by conducting the present study aiming to find the levels of 4<sup>th</sup> semester students’ English Language Classroom Anxiety (ELCA) in English Teacher Education Department at State Islamic University of Surabaya and to know how the students overcome their

ELCA

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<sup>58</sup> Imaniar. (2016) Ibid.