

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes the results of the self-reported (close-ended) questionnaire and semi open-ended questionnaire. There are findings and the explanation of the results in the discussion section as well. The results answered the research questions of the study, which are; what are the levels of the 4th semester students' ELCA (English Language Classroom Anxiety) in English Teacher Education Department at State Islamic University of Sunan Ampel Surabaya and how do they overcome their ELCA (English Language Classroom Anxiety).

A. Research Findings

As mentioned earlier in Chapter I, this study was aimed to determine the levels of the students' ELCA (English Language Classroom Anxiety) in English Teacher Education Department at State Islamic University of Sunan Ampel Surabaya and to explain how they overcome their ELCA. The researcher determined the students' ELCA levels based on their FLCAS (Foreign Language Classroom Anxiety Scale) score. After that, the researcher analyzed the ways how they overcome their ELCA based on the results of the semi open-ended questionnaire.

There are 26 students in Class C of "Speaking for Formal Setting" Class in total, but only 23 students who participated as the respondents in this study. 22 students fully participated to fill the entire questionnaire and 1 student only participated in the second questionnaire, which is not the main questionnaire. The researcher already tried to contact the other three students via their classmates but they did not respond until the deadline of the online questionnaire. So, the researcher only took 22 students as the respondents.

Picture 4. 1
Total of the Respondents

Foreign Language Classroom Anxiety (FLCA) All changes saved in Drive

QUESTIONS RESPONSES **22**

22 responses

SUMMARY INDIVIDUAL Accepting responses ☒

Background Information

Full Name
22 responses

- Nur afini cardika
- Shanaz putri bella
- Moh.suro
- Dauin Lara Gita

1. The ELCA Levels of the 4th Semester Students

The results of the students' ELCA levels were obtained from a close-ended questionnaire; famously known as "Foreign Language Classroom Anxiety Scale (FCLAS)". This self-reported measure was adopted from Horwitz, Horwitz, and Cope. The FLCAS consists of 33 statements; 24 negative statements (positively worded) and 9 positive statements (negatively worded). The FLCAS was distributed online via *Google Forms* on June, 8th until June, 9th. The respondents filled the online questionnaire based on their feelings in a 5-point of Likert Scale ranging from *Strongly Agree* to *Strongly Disagree*.

Picture 4. 2

Online Questionnaire

FLCA Scale adapted from Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope (1986)

Feel free to fill these questions based on your true feelings :)

1. I never feel quite sure of myself when I am speaking English in the class. *

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

Because there are two kinds of statements in FLCA Scale; positive and negative, the results of the students' score were divided first into two categories. Then, the researcher calculated each score of the students manually by adding the score of positive statements and the score of negative statements. The score for positive statements range from 1 to 5 (*Strongly Agree to Strongly Disagree*). Conversely, the score for negative statements range from 5 to 1 (*Strongly Agree to Strongly Disagree*). After adding both positive and negative statements, the final score were categorized into three categories, which are "High Anxious", "Moderate Anxious", and "Low Anxious". The students' responses of the FLCA Scale are displayed in the table 4.1.

Table 4. 1
FLCA Scale Items with Percentages of Students' Responses

Item	Statements of FLCAS	SA*	A	N	D	SD
1.	I never feel quite sure of myself when I am speaking English in the	4,5%	36,4%	36,4%	18,2%	4,5%

	class.					
2.	I don't worry about making mistakes in the class.	4,6%	54,5%	22,7%	18,2%	0
3.	I tremble when I know that I'm going to be called on in the class.	18,2%	50%	22,7%	9,1%	0
4.	It frightens me when I don't understand what the lecturer is saying in English.	4,5%	50%	22,7%	22,7%	0
5.	It wouldn't bother me at all to take more English classes.	9,1%	45,5%	36,4%	9,1%	0
6.	During classes, I find myself thinking about things that have nothing to do with the course.	0	31,8%	36,4%	31,8%	0
7.	I keep thinking that the other students are better at English than I	13,6%	59,1%	22,7%	4,6%	0

	am.					
8.	I am usually at ease during tests.	0	31,8%	40,9%	27,3%	0
9.	I start to panic when I have to speak without preparation in the class.	22,7%	45,5%	27,3%	4,5%	0
10.	I worry about the consequences of failing classes.	4,5%	73%	13,5%	4,5%	4,5%
11.	I don't understand why some people get so upset over English classes.	0	50%	22,7%	27,3%	0
12.	In the class, I can get so nervous I forget things I know.	4,5%	68,2%	9,1%	18,2%	0
13.	It embarrasses me to volunteer answers in my language class.	0	22,7%	41%	31,8%	4,5%
14.	I would not be nervous speaking English with native	4,5%	27%	41%	23%	4,5%

	speakers					
15	I get upset when I don't understand what the lecturer is correcting.	9,1%	54,5%	22,7%	13,6%	0
16.	Even if I am well prepared for the class, I feel anxious about it.	4,5%	41%	23%	27%	4,5%
17.	I often feel like not going to the class.	0	13,6%	22,7%	40,9%	22,7%
18.	I feel confident when I speak English in the class.	9,1%	36,4%	45,5%	9,1%	0
19.	I am afraid that my lecturer is ready to correct every mistake I make.	0	13,6%	27,3%	45,5%	13,6%
20.	I can feel my heart pounding when I'm going to be called on in the class.	4,6%	54,5%	22,7%	18,2%	0
21.	The more I study for a test, the more confused I get.	13,6%	18,2%	27,3%	36,4%	4,5%

22.	I don't feel pressure to prepare very well for the class.	9,1%	45,5%	36,4%	9,1%	0
23.	I always feel that the other students speak English better than I do.	4,5%	59,1%	27,3%	9,1%	0
24.	I feel very self-conscious about speaking English in front of other students.	0	40,9%	50%	9,1%	0
25.	The lesson of the class moves so quickly I worry about getting left behind.	0	45,5%	31,8%	22,7%	0
26.	I feel more tense and nervous in my language class than in my other classes.	0	31,8%	40,9%	22,7%	4,6%
27.	I get nervous and confused when I am speaking English in the class.	4,5%	31,8%	36,4%	18,2%	9,1%

28.	When I'm on my way to the class, I feel very sure and relaxed.	0	81,8%	13,6%	4,6%	0
29.	I get nervous when I don't understand every word the lecturer says.	0	59,1%	31,8%	9,15%	0
30.	I feel overwhelmed by the number of rules you have to learn to speak English.	0	50%	36,4%	13,6%	0
31.	I am afraid that the other students will laugh at me when I speak English.	9,1%	27,3%	18,2%	36,4%	9,1%
32.	I would probably feel comfortable around native speakers of English.	4,5%	41%	50%	4,5%	0
33.	I get nervous when the lecturer asks questions which I haven't prepared in advance.	4,5%	68%	23%	4,5%	0

*SA =strongly agree; A =agree; N =neither agree nor disagree; D = disagree; SD = strongly disagree.

Based on Table 4.1, the students reported that they experience some negative feelings such as nervousness, confusion and panic before speaking in the class. It can be seen from the percentages of the items that are related with **Communication Apprehension**, such as item 4: *"It frightens me when I don't understand what the lecturer is saying in English"* (50%), item 9: *"I start to panic when I have to speak without preparation in the class"* (68,2%), item 24: *"I feel very self-conscious about speaking English in front of other students"* (40,9%), item 27: *"I get nervous and confused when I am speaking English in the class"* (31,8%), item 29: *"I get nervous when I don't understand every word the lecturer says"* (59,1%), item 33: *"I get nervous when the lecturer asks questions which I haven't prepared in advance"* (68,2%).

The students also afraid that they will not be able to understand all the English words they receive (input). They endorse items that will lead them to **Test Anxiety**, such as item 3: *"I tremble when I know that I'm going to be called on in the class"* (68,2%), item 12: *"In the class, I can get so nervous I forget things I know"* (68,2%), item 16: *"Even if I am well prepared for the class, I feel anxious about it"* (40,9%), item 20: *"I can feel my heart pounding when I'm going to be called on in the class"* (54,5%), item 10: *"I worry about the consequences of failing classes"* (72,2%), item 15: *"I get upset when I don't understand what the lecturer is correcting"* (63,6%), item 25: *"The lesson of the class moves so quickly I worry about getting left behind"* (45,5%). These thoughts and beliefs are the major source of their ELCA. Thus, the students need to overcome such erroneous beliefs.

Regarding with the items that are related with **Fear of Negative Evaluation**, the students reported that they have negative self-perception of themselves compared to others. They felt less-competent than their classmates. They endorse item 7: *"I keep thinking that the other students are better at English than I am"* (71, 2%), item 23: *"I always feel that the other students speak English better than I do"* (59,1%). They were afraid of being evaluated by their lecturer and their classmates as well. It can be seen from item 13: *"It embarrasses me to volunteer answers in my language class"* (22,7%), item 19: *"I am afraid that my lecturer is ready to correct every mistake I make"* (13,6%), item 31: *"I am afraid that the other students will laugh at me when I speak English"* (27,3%).

Fortunately, the percentages of the students who agreed on these items are smaller than the students who disagreed. It can be seen from item 2 which is a positive statement: *“I don't worry about making mistakes in the class”* (54,5%). This indicates that most of them don't mind to commit mistakes in the classroom.

After examining the percentages of the students' FLCA Scale responses, the researcher calculated the score of each student and finally categorized them into three levels of ELCA. The result is presented in table 4.2:

Table 4. 2
Students' Scores from the FLCAS

No .	Students' Names	High Anxious (Range 120-165)	Moderate Anxious (Range 76-119)	Low Anxious (Range 33-75)
1.	STUDENT A		✓ (117)	
2.	STUDENT B		✓ (114)	
3.	STUDENT C		✓ (98)	
4.	STUDENT D		✓ (103)	
5.	STUDENT E			✓ (73)
6.	STUDENT F		✓ (103)	
7.	STUDENT G		✓ (116)	
8.	STUDENT H	✓ (125)		
9.	STUDENT I		✓ (85)	
10.	STUDENT J		✓ (103)	
11.	STUDENT K		✓ (97)	
12.	STUDENT L		✓ (108)	

13.	STUDEN T M		✓ (114)	
14.	STUDEN T N		✓ (100)	
15.	STUDEN T O		✓ (105)	
16.	STUDEN T P		✓ (80)	
17.	STUDEN T Q		✓ (106)	
18.	STUDEN T R		✓ (93)	
19.	STUDEN T S		✓ (97)	
20.	STUDEN T T		✓ (108)	
21.	STUDEN T U		✓ (102)	
22.	STUDEN T V		✓ (114)	

Table 4.2 shows that there is only 1 student who got high score in FLCA Scale. It was the student H with the score 125. The more score the students got, the higher level of anxiety they have. In her response, student H chose “Strongly agree” or “Agree” in all negative statements which are positively worded. She also chose “Disagree” in 4 of 9 positive statements which are negatively worded. It shows that she was actually facing ELCA in a high level. Thus, it can be concluded that Student H is the most “High Anxious” student.

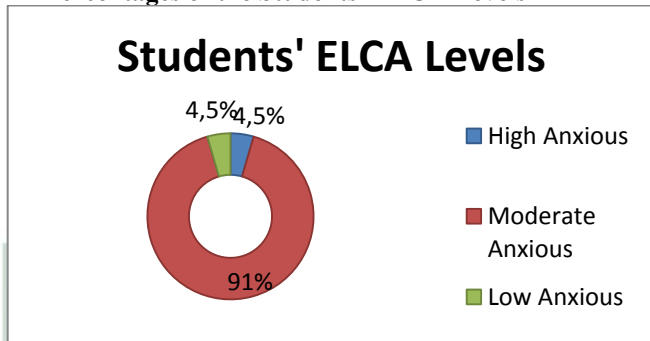
The next level below “High Anxious” is “Moderate Anxious”. As we can see in the table 4.2, most of the students are categorized in “Moderate Anxious” level, which is 91% of the students. There are 20 students who are categorized in this level. They are student A, B, C, D, F, G, J, K, L, M, N, O, R, S, T, U, and V. Although they have similar ELCA levels, they got different scores. The score of those students range from 93 to 117. The student who got the highest score in this level is student A (117), G (116), B, M and V (114), L and T (108), followed

by student O (105), student D, F, and J (103), student U (102), student N (100), student S and K (97), student C (98), and the last is student R (93).

Last but not least is “Low Anxious” level. As the researcher had expected, the students in this level will be a very few. There is only 1 student who is categorized in “Low Anxious” level. It means that the percentage is very small, which is only 4, 5%. It was student E. The score is 73 which are only 2 numbers below the maximum score in this level. This is not surprising because even the clever students in foreign language classrooms including English classrooms experience some level of anxiety. Hence, if Student E cannot maintain her ELCA level, she has the potential to increase her ELCA level when she’s facing more difficulties in the next semesters.

In short, both “High Anxious” and “Low Anxious” level have the same percentages which is only 4,5% of the total students. The highest score is 125 (Student H) and the lowest score is 73 (Student E). The category that the students are mostly categorized in is “Moderate Anxious” level. Almost all of the total respondents are categorized in this level (91%). It indicates that the students have the possibility to increase their anxiety level to “High Anxious” level. It can be seen from the most of the students score. Out of 20 students, 14 of their scores range above 100 and 5 of them got score above 110. It means that their scores are approaching the maximum score in this level; 119. If they cannot maintain their ELCA level, they will increase their ELCA level into “High Anxious” level. To make the readers easier to find the overall percentages of three categories in ELCA, the results of the table 4.1 is presented in the chart 4.1

Chart 4. 1
Percentages of the Students' ELCA Levels



2. The Students' Ways to Overcome Their ELCA

As mentioned earlier, the researcher delivered a semi open-ended questionnaire to obtain the results of how the students overcome their ELCA. The semi open-ended questionnaire consists of 11 questions reflecting 3 elements of ELCA; *Communication Apprehension*, *Test Anxiety*, and *Fear of Negative Evaluation*. This questionnaire offers 3 alternative options and 1 open-ended option. This open-ended option gives the students chance to answer based on their own ways in case the ways they do are not provided in the 3 alternative options.

Picture 4. 3

Semi Open-ended Questionnaire

QUESTIONS RESPONSES 23

These questions are related to your anxiety while communicating with the teacher.

1. Do you ever feel like "you have many words to say but you just can't speak it out"? How do you overcome this kind of feeling?

☐ No, I don't. If I want to say something I always say it straightaway.

☐ Yes, I do. I take a deep breath and try to remember the words I want to say.

☐ Yes, I do. I close my eyes and keep telling myself that I can speak it out.

☐ Other... <-- open-ended option

2. Do you feel nervous when you are being asked by your lecturer to volunteer some opinions or answers? How do you overcome it?

☐ No, I don't. I like to volunteer my answers and opinions to the others.

☐ Yes, I do. I try to relax and then say anything comes on my mind to answer it.

The results of the questionnaire were analyzed from each student's response to find out the students' responses in the open-ended options. After that, the researcher classified the most common ways that the students do to overcome their ELCA. The results are displayed in the pictures of below:

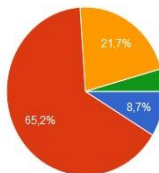
Picture 4. 4

Responses of Semi Open-ended Questionnaire (Item 1)

Comprehension Apprehension

1. Do you ever feel like "you have many words to say but you just can't speak it out"? How do you overcome this kind of feeling?

23 tanggapan



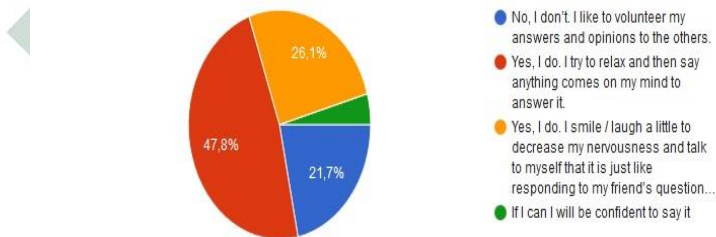
- No, I don't. If I want to say something I always say it straightaway.
- Yes, I do. I take a deep breath and try to remember the words I want to say.
- Yes, I do. I close my eyes and keep telling myself that I can speak it out.
- I tell my partner that I have many to say. If you have more time, so I will tell you. Some of they said that they will listen to it. So, I just keep tellin...

Picture 4.4 shows that 65,2% of the students chose option 2: *“Yes, I do. I take a deep breath and try to remember the words I want to say”*. 21,7% of them chose option 3: *“Yes, I do. I close my eyes and keep telling myself that I can speak it out”*. Only 8,7% of them chose option 1: *“No, I don’t. If I want to say something I always say it straightaway”* and the rest is 1 open-ended answer that says *“I tell my partner that I have many to say. If you have more time, so I will tell you. Some of they said that they will listen to it. So, I just keep telling them about it”*

Picture 4. 5
Responses of Semi Open-ended Questionnaire (Item 2)

2. Do you feel nervous when you are being asked by your lecturer to volunteer some opinions or answers? How do you overcome it?

23 tanggapan

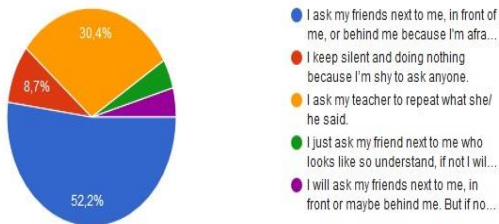


Picture 4.5 shows that 47,8% of the students chose option 2: *“Yes, I do. I try to relax and then say anything comes on my mind to answer it”*. 26,1% chose option 3: *“Yes, I do. I smile / laugh a little to decrease my nervousness and talk to myself that it is just like responding to my friend’s question but in a decent way”*. 21,7% chose option 1: *“No, I don’t. I like to volunteer my answers and opinions to the others”* and the rest is 1 open-ended answer that says *“If I can I will be confident to say it”*.

Picture 4. 6
Responses of Semi Open-ended Questionnaire (Item 3)

3. What do you do if you couldn't understand what is your teacher saying?

23 tanggapan

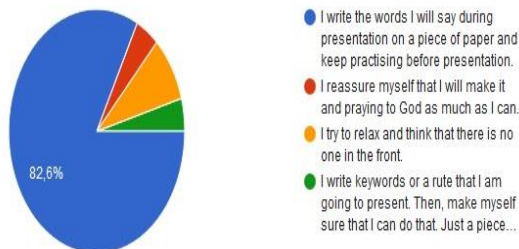


Picture 4.6 shows that 52,2% of the students chose option 1: “*I ask my friends next to me, in front of me, or behind me because I'm afraid to ask my lecturer*”. 30,4% chose option 3: “*I ask my teacher to repeat what she/he said*”. 8,7% chose option 2: “*I keep silent and doing nothing because I'm shy to ask anyone*”. The rest are 2 open-ended answers that say “*I just ask my friend next to me who looks like so understand*” and “*I will ask my friends next to me, in front or maybe behind me.*”

Picture 4. 7
Responses of Semi Open-ended Questionnaire (Item 4)

4. What do you do if you are anxious before doing presentation?

23 tanggapan



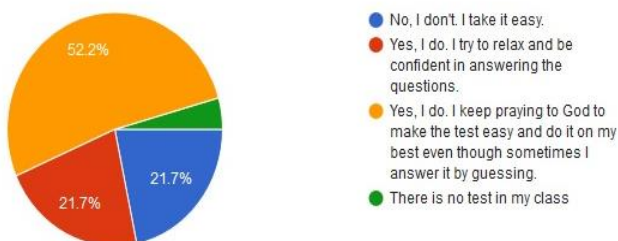
Picture 4.7 shows that 82,6% of the students chose option 1: *“I write the words I will say during presentation on a piece of paper and keep practicing before presentation”*. 4,6% them chose option 2: *“I reassure myself that I will make it and praying to God as much as I can”*. 8,3% of them chose option 3: *“I try to relax and think that there is no one in the front”*. The rest is 1 open-ended answer that says *“I write keywords or a rute that I am going to present. Then make myself sure that I can do that. Just a piece of of paper will help me”*.

Picture 4. 8

Responses of Semi Open-ended Questionnaire (Item 5)

Do you feel unease during tests? How do you overcome it?

responses



Picture 4.8 shows that 52,2% of the students chose option 3: *“Yes, I do. I keep praying to God to make the test easy and do it on my best even though sometimes I answer it by guessing”*. 21,7% of them chose option 2: *“Yes, I do. I try to relax and be confident in answering the questions”*. 21,7% chose option 1: *“No. I take it easy”* and the rest is 1 open-ended answer that says *“There is no test in my class”*. This answer is confusing because every class has 2 tests in minimum; Middle Test (UTS) and Final Test (UAS). The researcher assumed that the student misunderstood about *Test Anxiety*. Luckily, this answer came up in the first round of responses which is the first 7 responses, so the researcher clarified to the students that *Test Anxiety* refers to any

examination in their class, not the kind of a test for entering University or maybe the other kinds of tests.

Picture 4. 9
Responses of Semi Open-ended Questionnaire (Item 6)

What do you usually prepare before taking tests?

tanggapan



Picture 4.9 shows that 39,1% of the students chose option 1: “I usually prepare everything including studying over the lesson again, prepare my mental and body health by going to my favorite places days before tests and avoiding sleep late at night”. 39,1% chose option 2: “I study hard before doing tests. I study a night or some hours before the day”. 17,4% chose option 3: “*I do not prepare much except I study the lessons that I don't really understand*”. The rest is 1 open-ended answer that says “*No test in my class*”. As the researcher has already explained in the previous paragraph, this answer indicates the student misunderstood the definition of *Test Anxiety*.

Picture 4. 10
Responses of Semi Open-ended Questionnaire (Item 7)

3. What do you fear the most about tests? What do you do to overcome your fear?

23 tanggapan

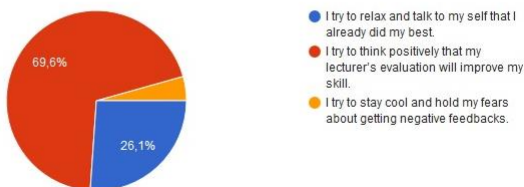


Picture 4.10 shows that 56,5% of the students chose option 3: *"I'm afraid that my answers are mostly wrong and I have to take remedial test. I try to keep calm and study hard before taking tests"*. 26,1% of them chose option 2: *"I'm not afraid of getting Cs, because tests are not the only way to measure my knowledge"*. The rest of them chose option 1: *"I'm afraid that I will get a "C". I study hard before doing test"* and there are 3 open-ended answers that say: "No test in my class", "I will directly study when I don't know something without waiting for the test", "The reality that I do not understand make me study hard before the tests".

Picture 4. 11
Response of Semi Open-ended Questionnaire (Item 8)

1. What do you do to boost your confidence when your lecturer evaluates you?

23 tanggapan

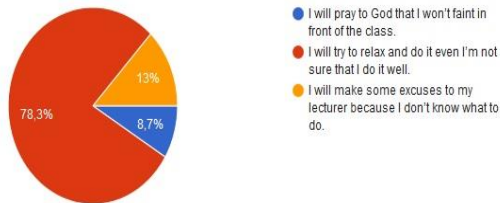


Picture 4.11 shows that 69,6% of the students chose option 2: *“I try to think positively that my lecturer’s evaluation will improve my skill”*. 26,1% of them chose option 1: *“I try to relax and talk to myself that I did my best”*. The rest chose option 3: *“I try to stay cool and hold my fears about getting negative feedbacks”*.

Picture 4. 12
Response of Semi Open-ended Questionnaire (Item 9)

2. What do you do if you are being asked to present or practice in front of class without any preparation?

23 tanggapan

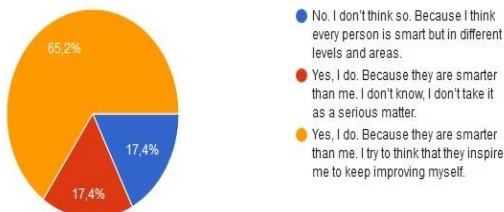


Picture 4.12 shows that 78,3% of the students chose option 2: *“I will try to relax and do it even I’m not sure that I do it well”*. 13% of them chose option 3: *“I will make some excuses to my lecturer because I don’t know what to do”*. 8,7% of them chose option 1: *“I will pray to God that I won’t faint in front of the class”*.

Picture 4. 13
Response of Semi Open-ended Questionnaire (Item 10)

3. Do you think that your classmates are better than you? Why or Why not?
 How do you do to remove that kind of feeling?

23 tanggapan



Picture 4.13 shows that 65,2% of the students chose option 3: *“Yes, I do because they are smarter than me. I try to think that they inspire me to keep improving myself”*. 17,4% of them chose option 1: *“No. I don’t think so. Because I think every person is smart but in different levels and areas”*. 17,4% chose option 2: *“Yes, I do because they are smarter than me. I don’t know. I don’t take it as a serious matter”*.

Picture 4. 14
Response of Semi Open-ended Questionnaire (Item 11)

4. What do you do if you pronounce an English word incorrectly and your classmates laugh at you?

23 tanggapan



Picture 4.14 shows that 39,1% of the students chose option 3: *"I will laugh a little, take a deep breath, try to stay cool because making mistakes is normal"*. 34,8% of them chose option 1: *"I will laugh at myself as well to decrease my shyness and then I try to pronounce correctly"*. 26,1% chose option 2: *"I will hide my red face by covering my face and try to pronounce correctly"*.

From the results above, there are 19 statements that can be indicated as ways of the students to overcome their English Language Classroom Anxiety (ELCA). Those are displayed in the table 4.3:

Table 4. 3
Students' Ways to Overcome Their ELCA

Item	Component of FLCA	Statements of Overcoming ELCA	Percentages of Students Who Selected the Item	Average (%)
1.	Communication Apprehension	"I take a deep breath and try to remember the words I want to say".	65%.	38%
2.		"I close my eyes and keep telling myself that I can speak it out".	22%	
3.		"I try to relax and then say anything comes on my mind to answer it".	48%	
4.		"I smile or laugh a little to decrease my nervousness and talk to myself that it is just like responding to my friend's question but in a decent way"	26%	
5.		"I ask my friends next to me, in front of me, or behind me because I'm afraid to ask my	52%	

		lecturer”.		
6.		“I ask my teacher to repeat what she or he said”.	30%	
7.		“I write the words I will say during presentation on a piece of paper and keep practicing before presentation”.	87%	
8.		“I reassure myself that I will make it and praying to God as much as I can”.	4,3%	
9.		“I try to relax and think that there is no one in the front”.	8,7%	
10.	Test Anxiety	I keep praying to God to make the test easy and do it on my best even though sometimes I answer it by guessing”	52,2%	42%
11.		“I try to relax and be confident in answering the questions”.	21,7%	
12.		“I usually prepare everything including studying over the lesson again, prepare my mental and body health by going to my favorite places days before tests and avoiding sleep late at night”.	39%	
13.		“I’m afraid that my answers are mostly wrong and I have to take remedial test. I try to keep calm and study hard before taking tests”.	56,5%	

14.	Fear Negative Evaluation	of	“I try to think positively that my lecturer’s evaluation will improve my skill”.	67%	48%
15.			“I try to relax and talk to myself that I did my best”.	26%	
16.			“I will try to relax and do it even I’m not sure that I do it well”.	78%	
17.			I try to think that they inspire me to keep improving myself”	65%	
18.			“I will laugh a little, take a deep breath, try to stay cool because making mistakes is normal”	39%	
19.			“I will laugh at myself as well to decrease my shyness and then I try to pronounce correctly”.	35%	
20.			“I will hide my red face by covering my face and try to pronounce correctly”	26%	

B. Discussion

After obtaining and presenting the research findings, the researcher inferred them by reflecting on some theories. It has a purpose to avoid any misconception and misunderstanding between the researcher and the readers.

1. The ELCA Levels of the 4th Semester Students

Macintyre stated that affective factors, specifically anxiety, are the challenge in the process of language learning.⁷³ It has been

⁷³ Di, Q. 2010. *A study of English language anxiety among Chinese college students*. Cited in Nimat, N. 2013. *An Investigation of English Language Anxiety: Experiences of Undergraduates Students in Bangladesh*. A Dissertation.

proven in this study that 22 of the 4th semester students in English Teacher Education Department of UIN Sunan Ampel Surabaya experienced some indicative anxiety feelings in their classrooms. They experience significant levels of English Language Classroom Anxiety (ELCA). Krashen affirmed that anxiety level is one feature that can differentiate between high and low performers in language classrooms because anxiety can have a strong impact on the affective filter.⁷⁴ Hence, anxiety plays a crucial role in the students' English classroom experiences.

Based on the finding, there are 3 types of the students' ELCA levels; "High Anxious", "Moderate Anxious", and "Low Anxious". Among 22 students, almost all of them are categorized in "Moderate Anxious" level (91%). The rest 9% is coincidentally divided into two; 4,5% of the students are categorized in "High Anxious" and 4,5% of them are categorized in "Low Anxious" level. The discussion of each ELCA level is described below:

a. The High Level of English Language Classroom Anxiety (ELCA)

As stated earlier, there was only 4,5% of the students who experienced "High Anxious" level of ELCA. It was Student H with the score 125. Based on her ELCA Scale's response, she agreed almost all negative sentences and disagreed in a half of all positive sentences. It means that she was actually having a high level of anxiety. Wu asserted that high levels of anxiety tend to have a negative effect on the language acquisition process.⁷⁵ It could be very difficult for high anxious students to enjoy the class. If they could not enjoy the class, they will be difficult to absorb the lesson compared to low anxious students.

Student H even chose "*Strongly Agree*" on item 3: "*I tremble when I know that I'm going to be called on in the class*", item 7: "*I keep thinking that the other students are*

⁷⁴ Krashen, S. D. (1981). Attitude and aptitude in second language acquisition and learning. In *Second language acquisition and second language learning* (pp. 19-39). Oxford: Pergamon Press.

⁷⁵ Wu, K. (2010). The Relationship between Language Learners' Anxiety and Learning Strategy in the CLT Classrooms. *International Education Studies*, 3, 174-175. Retrieved from <http://www.ccsenet.org/journal/index.php/ies/article/viewFile/4979/4151> p. 174.

better at English than I am”, item 23: *“I always feel that the other students speak English better than I do”*, and item 31: *“I am afraid that the other students will laugh at me when I speak English”*. Item 3 is a reflecting statement of the component *Test Anxiety*. It shows that Student H has a fear of being called in the class. “High Anxious” students’ big challenge is to be called on in front of the class without preparation. This activity causes a great anxiety for them. The students in Worde’s study even described that the procedure when their teacher called on them sequentially by the order in which they are seated as a tension-building and torturous procedure.⁷⁶ This is serious; teachers should give some time to students before calling them to respond in the target language. So the students, especially “High Anxious” students will not feel under pressured of being called on in the class.

Item 7, 23 and 31 are reflecting statements of the component *Fear of Negative Evaluation*. When student H thinks that her classmates are better than her at English, it means that she has low self-esteem which produces anxiety. The importance of low self-esteem has been emphasized in a study by Price⁷⁷. As mentioned by Nimat, many participants in Price’s study compared themselves to other language learners and believed their language skill was not as strong as them and that everyone else was underestimating them.⁷⁸ These beliefs lead the students to increase their anxiety level. Thus, the students have to minimize such false beliefs so that their anxiety level will not increase.

Regarding the items which reflect the component *Communication Apprehension*, student H chose “Agree”

⁷⁶ Worde, R. (2003). Students’ perspectives on foreign language anxiety. *Inquiry*, 8(1). Retrieved from <http://www.vccaedu.org/inquiry/inquiry> spring2003/i-81-worde.html

⁷⁷ Price, M. L. (1991). The subjective experience of foreign language anxiety: Interviews with highly anxious students. In E. K. Horwitz & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications* (pp. 101-108). Englewood Cliffs, NJ: Prentice-Hall.

⁷⁸ Nimat, N. 2013. *An Investigation of English Language Anxiety: Experiences of Undergraduates Students in Bangladesh*. A Dissertation.

on item 9: “*I start to panic when I have to speak without preparation in the class*”. Probably, student H has traumatic experiences while performing without preparation so it leads her to have this kind of feeling. There is a worse possibility that she may avoid interacting with others in certain classroom activities as Horwitz et al. described in their influential study in 1986. They described that extremely anxious students are strongly motivated to avoid involving in the classroom activities they fear most, they may appear simply unprepared or indifferent.⁷⁹ She also chose “*Disagree*” on item 18: “*I feel confident when I speak English in the class*”. She felt unconfident while speaking English in front of her lecturer and her classmates. Young mentioned that speaking in front of the class has been frequently cited as evoking anxiety.⁸⁰ It proves that speaking in front of others is one of greatest sources of anxiety.

b. The Moderate Level of English Language Classroom Anxiety (ELCA)

In this study, “*Moderate Anxious*” level is the most level that the students are categorized in. 91% of the students are “*Moderate Anxious*” students but their scores are quite high. The score for this level range from 76 to 119 and the students’ scores range from 93 to 117. The highest score from this level is 117 which are just 2 numbers with the maximum score of the level. It means that they are potential to increase their ELCA level into “*High Anxious*” level.

Based on the findings, there are big percentages of students’ agreement on several items. There are 4 items that are related with the component **Test Anxiety**; item 10: “*I worry about the consequences of failing classes*” (72,2%), item 3: “*I tremble when I know that I’m going to*

⁷⁹ Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *Modern Language Journal*, 70 (2), 125-32.

⁸⁰ Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest? *The Modern Language Journal*, 75(4), 426-437.

be called on in the class” (68,2%), item 12: “*In the class, I can get so nervous I forget things I know*” (68,2%), and item 20: “*I can feel my heart pounding when I’m going to be called on in the class*” (54,5%). Item 10 indicates that the students were frightened that they could not pass the classes and have to take remedial classes. This is similar with a study of 313 students enrolled in first-year English classes at a Chinese university by Mak. She also reported that the students were worried over personal failure and the negative consequences of failing classes.⁸¹

Item 12 reflects what Horwitz et al stated that anxious students have difficulties on concentrating and remembering information.⁸² This is possibly due to their anxiety state, because some students feel more relaxed and can remember vocabulary or sentence structures clearly while they are in a good state of mind.

Item 3 and 20 indicates that the students were frightened of being called on by their lecturer in the class. They were nervous and shaking to respond or speak English in the class. This is in line with the findings of Young⁸³ and Mak’s studies. Gustafson mentioned that many students in Young’s study felt afraid and anxious about being put *on the spot* to respond in the target language and about getting to perform *in front of the class* and preferred to volunteer answers⁸⁴. Similarly, several participants in Mak’s study reported that they preferred to volunteer answers because giving spontaneous responses in front of the class makes them more anxious. To reduce the students’ anxiety when they are being called on in the class, teachers can offer the students to volunteer answers instead of calling them unexpectedly and randomly.

⁸¹ Mak, B. (2011). An exploration of speaking-in-class anxiety with Chinese ESL learners. *System: An International Journal of Educational Technology and Applied Linguistics*, 39 (2)

⁸² Horwitz, et al. Ibid

⁸³ Young, D. J. (1990). An investigation of students’ perspectives on anxiety and speaking. *Foreign Language Annals*, 23(6)

⁸⁴ Gustafson, L. 2015. *A Teacher’s Handbook for Reducing Anxiety in Foreign and Second Language Classrooms. A Master’s Project Capstone (A Master Thesis)* p.26

Furthermore, there are 3 items which have big percentages of students' agreement from the component ***Fear of Negative Evaluation***. The first is item 7: *"I keep thinking that the other students are better at English than I am"* (71,2%). The second is item 33: *"I get nervous when the lecturer asks questions which I haven't prepared in advance"* (68,2%). Last but not least is item 23: *"I always feel that the other students speak English better than I do"* (59,1%). Item 7 and 23 indicates that the students have high negative perceptions of themselves about their English abilities. They tend to compare their abilities with others. In Bailey's study of several language learning diaries of adult learners, she found that fears of public failure, feelings of inadequacy, and self-comparisons to classmates were common.⁸⁵ Although it is common for EFL students to think that the other students are better than them, they should be more confident with their scholastic competence and keep maintaining a positive mind-set that every student has their own strength and weakness in learning English as a foreign language.

Item 33 indicates that the students would be nervous if their lecturer suddenly asks them questions and they have to answer without preparation. Nimat recognized that students in her study became more nervous when they have to deal with randomness and unpredictability, which can switch an apparently innocuous question from the teacher into a nightmare experience. It means that the students should not be forced to answer questions without preparation. Many participants in Mak's study expressed feelings of panic about having to speak without advanced preparation⁸⁶ because it "is not as prevalent as in activities that simply require students to recite something they have prepared".⁸⁷ Thus, the lecturer should give adequate

⁸⁵ Bailey, K. M. (1983). Competitiveness and anxiety in adult second language learning: Looking at and through the diary studies. In H. W. Seliger & M. H. Long (Eds.), *Classroom oriented research in second language acquisition* (pp. 67-103). Rowley, Massachusetts: Newbury House.

⁸⁶ Mak, B. 2011. Ibid

⁸⁷ Gustafson, L. 2015. Ibid

amount of time for them to prepare before asking them some questions.

Moreover, another 3 items which have big percentages of the students' agreement come from the component **Communication Apprehension**. They are item 9: "*I start to panic when I have to speak without preparation in the class*" (68,2%), item 15: "*I get upset when I don't understand what the lecturer is correcting*" (63,6%), and item 29: "*I get nervous when I don't understand every word the lecturer says*" (59,1%). Item 9 indicates the similar situation with item 33 which already discussed in the previous paragraph. The students are not ready to speak unexpectedly without preparing what are the words that they will say. As we know that speaking is the most anxiety-provoking among other language skills. Horwitz reported that students are very self-conscious when they are required to involve in speaking activities which expose their deficiencies and these feelings often lead to "fear, or even panic".⁸⁸ Therefore, the students need to choose the appropriate words before speaking in front of the class, especially if their vocabulary size are still not advanced. The students also need some time to practice before speaking in front of the class so that they can practice how to pronounce the words correctly. According to Young, anxious students were afraid of committing a verbal error.⁸⁹ If they commit a verbal error, they would be embarrassed. Once they feel embarrassed, they will likely have traumatic experiences which make them hesitant to actively speak in the class.

The next are item 15 and item 29. These items indicates that the students were having some difficulties to comprehend what their lecturer said in the classroom. This matter can be included in the listening skill of the students. Krashen mentioned in Young's interview⁹⁰ that listening in

⁸⁸ Horwitz, et al. 1986. Ibid. p. 128

⁸⁹ Young. 1991. Ibid

⁹⁰ Young, D. J. (1992). Language anxiety from the foreign language specialist's perspective: Interviews with Krashen, Omaggio Hadley, Terrell and Rardin. *Foreign Language Annals*, 25(2), 157-172.

the target language can produce anxiety if the input is not understandable. It could be because the lecturer spoke too fast or the students who were not familiar with the words. So, the students are confused how to admit that they do not understand what was being said the teacher. They also afraid to ask the teacher about it. Thus, “the lecturer is not prompted to repeat or re-phrase an utterance in order to facilitate understanding”. Finally, as Gustafson said, students’ anxiety increases and language acquisition cannot occur due to the lack of comprehensible input.

c. The Low Level of English Language Classroom Anxiety (ELCA)

The percentage of the student who is categorized in “Low Anxious” level is exactly the same with “High Anxious” level. There is only 4,5% of the total students. It means that only 1 student who is categorized in this level. It is student E. The score is 73; 2 numbers below the maximum score in this level (75). Being the one who got the lowest score of FCLA Scale, student E is the only one who is considered as a less-anxious student among 22 students in this study. It can be seen from her responses in FLCA Scale that she chose “*Strongly disagree*” in almost all negative statements. She even rejected item 10: “*I worry about the consequences of failing classes*”, item 13: “*It embarrasses me to volunteer answers in the class*”, item 26: “*I feel more tense and nervous in my language class than in my other classes*”, and item 27: “*I get nervous and confused when I am speaking English in the class*”. These items contain the statements about students’ worry, embarrassment, nervousness, tension and confusion while learning English. It proves that student E is not having a serious amount of those negative emotions while learning English in the class.

Furthermore, student E chose “*Strongly agree*” on item 2: “*I don't worry about making mistakes in the class*” and item 18: “*I feel confident when I speak English in the class*”. It indicates that student E is very confident. She is not afraid to speak English. She is also not afraid to

commit mistakes because she has such a high motivation in learning English. She is aware that making mistakes is normal for students. It means that she has a strong personality. Mahmud and Suryana believed that the non-anxious learners tend to have good resilience.⁹¹ Wenden and Rubin⁹² also believed that good students are characterized as having positive attitude and outgoing.⁹³ By having a good resilience, being outgoing and having positive attitude, the students will not be anxious easily when they commit mistakes, being evaluated or even being embarrassed by their classmates. Consequently, they will receive more input easily while learning English in class because they can manage their anxiety level well.

2. The Students Ways to Overcome Their ELCA

Based on the findings, the researcher found 19 statements which reflect kinds of ways that were used by the students to overcome their ELCA. Those 19 statements are classified into 5 common ways that are described below:

1. Developing Positive Self-talk (Self Encouragement)

As defined by Weinberg, positive self-talk is a technique that allows a person to keep their focus on the task at hand while ignoring failures in the past and looking forward to future.⁹⁴ Indryastuti also said that positive self-talk is talking positively towards our own selves which can give motivation and strength to do certain activities. From the definitions above, it shows that positive thinking is very important for the students, especially anxious students in English classrooms. When the students are faced with anxiety-provoking activities in class such as when they are doing presentation, being called

⁹¹ Mahmud, S and Suryana, A. *Coping with Language Anxiety of Second Language Users: A Psychological Approach*.

⁹² Cited in Turula, A, 'Language anxiety and classroom dynamics: a study of adult learners', *Forum English Teaching*, Bureau of Educational and Cultural Affairs, Office of English Language Programs, vol. 40, no.2, viewed 4 October, 2005, < <http://exchanges.state.gov/forum/vols/vol40/no2/p.28.htm>.>

⁹³ Mahmud, S and Suryana. Ibid

⁹⁴ Weinberg RS, Smith J, Jackson A. 1984. *Effect of association, dissociation and positive self-talk strategies on endurance performance*

to volunteer answers spontaneously, or when they have to take impromptu tests, they absolutely need to develop their positive self-talk. If they could not develop their self-talk, they would not be success to overcome those anxiety-provoking classroom activities.

There is a saying that says “there is no greater motivator than your own self”. This is accurate to describe how students develop their self-talks to boost their confidence, mood and motivation in learning English. In this study, in which the students experience some levels of English Language Classroom Anxiety (ELCA), positive self-talks has a great contribution in overcoming the students’ ELCA. Most of the ways that were used by the student to overcome their ELCA are kinds of developing positive self-talks. It was found that 67% of the students chose statement “*I try to think positively that my lecturer’s evaluation will improve my skill*”. 65% of them chose statement “*I try to think that they inspire me to keep improving myself*”. 26% of them chose “*I try to relax and talk to myself that I did my best*”. The rest 26% chose “*I smile / laugh a little to decrease my nervousness and talk to myself that it is just like responding to my friend’s question but in a decent way*” and 22% chose “*I close my eyes and keep telling myself that I can speak it out*” and 20% chose “*I reassure myself that I will make it and praying to God as much as I can*”. These statements are consistent with a claim made by Mahmud and Suryana that “anxious students try to build a positive self-image”.⁹⁵ It can be concluded that the students used several ways of building positive self-talk vary from “trying to be confident, imagining themselves giving a great performance, thinking of something enjoyable, or not thinking of the negative results.”⁹⁶

2. Relaxation

It is widely known that relaxation is one of the most frequently ways to reduce worry, nervousness, fear, tension, and the other feelings of anxiety including English Language

⁹⁵ Mahmud, S and Suryana. Ibid

⁹⁶ Ibid.

Classroom Anxiety (ELCA). According to Bernstein et al. the relaxation responses is any technique or procedure that helps people become relaxed.⁹⁷ When students feel anxious in the class, and then do some relaxation, they will surely feel relieved. Merrel argued that there are many ways to carry out relaxation training with students and it is essential for practitioners to select the method of training that is most suitable for the specific students involved in the intervention, and for the particular circumstances in which this intervention takes place.⁹⁸ In this study, the researcher found three techniques of relaxation that were used by the students, namely:

a. Deep Breathing

To bring the students to a calmer state, students can use the techniques of continuous relaxation, deep breathing, and meditation.⁹⁹ Breathing deeply is one of relaxation technique that is often used to reduce anxiety. Although breathing deeply is considered as a short-term way to reduce anxiety but it the easiest way to decrease the students' anxiety. Based on the findings, there are 65% of the students who chose statement "*I take a deep breath and try to remember the words I want to say*". This technique was simply done by the students before they did a presentation in front of the class. There is also other technique suggested by Grasha; the students can breath deeply in and out for three to five minutes. It is an effective way to reduce tension¹⁰⁰. In short, the students breath deeply to diminish their anxiety during English classrooms, especially in this case, during their presentation.

⁹⁷ Bernstein, D. A., Borkovec, T., & Hazlett-Stevens, H. (2000). *New Directions in Progressive Relaxation Training: A Guidebook for Helping Professionals*. Praeger Publishers.

⁹⁸ Merrell, K. (2008). *Helping Students Overcome Depression and Anxiety: A Practical guide*. Guilford Press.

⁹⁹ Oxford, R. (1990). Applying indirect strategies to the four language skills. In *Language learning strategies: What every teacher should know* (pp. 151-191). Boston, MA: Heinle and Heinle.

¹⁰⁰ Cited in Kondo, DS and Yang YL 2004. 'Strategies for coping with language anxiety: the case of students of English in Japan', *ELT Journal*, vol. 58, pp. 258-265.

b. Keep Calm and Be Confident

In addition to deep breathing, the students was also trying to be calm and confident to decrease their anxiety. In this study, the students did this to overcome their anxiety during taking tests. There are 56,5% of the students who chose statement *"I try to keep calm and study hard before taking tests"*. There are also 33% who chose statement *"I try to relax and be confident in answering the questions"*. The students was trying to be confident in volunteering answers even though they have fear that their answers will turn out wrong. This is good for anxious students rather than they give up and try to avoid such activities in the classroom.

c. Using Nervous Laughter

Levenson stated that a laughter is an impermanent, mild form of dissociation from distress that promises joy in response to stressful situations.¹⁰¹ Nervous laughter is a kind of laughter that is released when a person is faced in situations that make them nervous and uncomfortable. In this study, laughing nervously was found as one of the students' ways to overcome their ELCA. Based on the findings, there are 39% of the students chose statement *"I will laugh a little, take a deep breath, trying to stay cool because making mistakes is normal"*. 35% of them also chose statement *"I will laugh at myself as well to decrease my shyness and then I try to pronounce correctly"*. These statements show that the students laughed nervously during presentation in the class. They also laughed nervously when they made mistakes during their classroom's performances. This in line with what Freud said that people laugh to remove excess nervous

¹⁰¹ Levenson, R. W. (1988). Emotion and the autonomic nervous system: A prospectus for research on autonomic specificity. In H. Wagner (Ed.), *Social psychophysiology and emotion: Theory and clinical applications* (pp. 17-42). London: Wiley. Cited In Keltner, D and Bonanno, G. A. A Study of Laughter and Dissociation: Distinct Correlates of Laughter and Smiling During Bereavement. *Journal of Personality and Social Psychology*, 1997, Vol. 73, No. 4, 687-702

"energy"¹⁰². Thus, it can be said that it happened to the students as well. They used their nervous laughter to reduce their unusual nervous energy while doing presentation, especially when they make mistakes and then their classmates laugh at them.

3. Prepare Well

The next way used by the students to overcome their ELCA is to be well-prepared before class. 83% of the students chose statement *"I write the words I will say during presentation on a piece of paper and keep practicing before presentation"* and 39% of them chose statement *"I usually prepare everything including studying over the lesson again, prepare my mental and body health by going to my favorite places days before tests and avoiding sleep late at night"*. These items show that the students prepare everything before they present or before taking tests. Of course, there is no student who wants to fail their class performance. So, they try to do their best to prepare and practice so that they may perform as good as non-anxious or low-anxious students. As MacIntyre and Gardner said that the anxious students may perform as good as the non-anxious students when they have enough time to prepare and practice the tasks.¹⁰³

Furthermore, it can be said that well preparation is essential for anxious students since it has two advantages. The first advantage, as Mahmud and Suryana described, that preparation may enable the anxious students to realize that they are actually at the same level as bright students. The second advantage is preparation makes them know how to manage their anxiety, stress, and insecurity.¹⁰⁴ Hence, it is essential for the students to be well-prepared before they perform or before taking tests in their English classrooms.

¹⁰² Freud, S. (1959). Humor. In Strachey, J. (Ed.), *Collected papers of Sigmund Freud* (Vol. 5). New York: Basic Books. (Original work published 1928)Cited in Keltner.....

¹⁰³ Cited in Argaman, O and Salim Abu- Rabia 2002, 'The influence of language anxiety on English reading and writing tasks among native Hebrew speakers', *Language, Culture, and Curriculum*, vol. 15. no. 2.

¹⁰⁴ Mahmud,S. ibid

4. Seeking Help from Others

As mentioned by Ryan, Gheen, and Midgley¹⁰⁵, help-seeking is an important self-regulatory strategy that contributes to student learning. Specifically, it is a behaviour of the students in which they ask for help to their classmates or their lecturers. Generally, when the students do not understand something, they would seek help from others. In this study, most of the students who experience “High Anxious”, “Moderate Anxious”, and “High Anxious” levels of ELCA sought help when they did not understand what the teacher said. It can be seen from the statement: *“I ask my friends next to me, in front of me, or behind me because I’m afraid to ask my lecturer”*. 52% of the students reported that instead of seeking help towards their lecturer, they prefer asking to their classmates. Researchs show that familiarity and friendship were important factors in whom they would ask for help.¹⁰⁶ Otherwise, when the students already bond with the lecturer, they would seek help to their lecturer. It was found that 30% of the students prefer to seek help from their lecturer: *“I ask my teacher to repeat what she/he said”*. This finding is in line with Newman & Schwager’s finding. They have found that when students perceived mutual affection with the teacher, they were more likely to report that they asked for help in the classroom.¹⁰⁷

Surprisingly, there are 9% of the students who were unwilling to seek help from others. They reported that they kept silent when they do not understand what the lecturer said. They did nothing because they were shy to ask anyone. It indicates that the students’ anxiety level can lead into problems with their social skill because “help-seeking is a combination of

¹⁰⁵ Ryan, A. M., M. H. Gheen, and C. Midgley. 1998. ‘Why do some students avoid asking for help? An examination of the interplay among students’ academic efficacy, teachers’ social-emotional role, and the classroom goal structure’. *Journal of Educational Psychology* 90/3: 528–35.

¹⁰⁶ See Nelson Le-Gall, S., & Gumerman, R. A. (1984). Children’s perceptions of helpers and helper motivation. *Journal of Applied Developmental Psychology*, 5, 1-12.; Winre, M. G., Hicks, R., McVey, G., & Fox, J. (1988). Age and sex differences in choice of consultant for various types of problems. *Child Development*. 59, 1046-1055.

¹⁰⁷ Newman, R. S. 1990. ‘Children’s help seeking in the classroom: the role of motivational factors and attitudes’. *Journal of Educational Psychology* 82/1:

cognitive aspects and social engagement, in which both a learning strategy and a social interaction with others".¹⁰⁸ Thus, they have to learn to diminish their shyness when they need to ask for help. They have to be aware that it is for their learning sake.

5. Praying to God

The last but not least way that the students used to overcome their ELCA is *Praying to God*. The findings show that 52% of the students chose the statement: "*I keep praying to God to make the test easy and do it on my best even though sometimes I answer it by guessing*". There is a very little literature on this matter even though it is considered as an important way to overcome anxiety. The only literature that the researcher found is the results of Aminah's study¹⁰⁹. It shows that 77% of the students in her study pray to God before they perform in front of the class to reduce their anxiety.

¹⁰⁸ Ryan, A. M., M. H. Gheen, and C. Midgley. 1998. 'Why do some students avoid asking for help? An examination of the interplay among students' academic efficacy, teachers' social-emotional role, and the classroom goal structure'. *Journal of Educational Psychology* 90/3: 528–35.

¹⁰⁹ Aminah, Ta'linaya (2016), *Pre-Service Teachers' anxiety in the First Teaching Practice in Microteaching Class (PPL1) in English Teacher Education Department*. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University of Sunan Ampel Surabaya.