CHAPTER I
INTRODUCTION

This chapter gives an overview of the background of the study, the research questions of study, the objectives of study, significance of study, scope and limitation of the study and definitions of key terms.

A. Background of the Study

The students in English Major, especially in English Teacher Education Major are expected to have high proficiency level in all aspects of English, such as pronunciation, grammar, vocabulary, discourse, and language skills. But it is different case if the students are EFL (English as a Foreign Language) students. Being EFL students, who do not speak English everyday maybe less challenging for some, but it is quite challenging for most of the students. As an EFL student who is studying in English Teacher Education Major, the researcher found out that there are many kinds of challenges during the courses, for instance: feeling unconfident and afraid to make mistakes when doing presentation, showing opinions or arguments in a discussion, or even goes blank in some situations. These challenges can influence the students' affective variables, such as students' beliefs, attitudes, personality characteristics, motivation, self-esteem, and anxiety. Among these variables, students' anxiety is needed to be studied.

Anxiety is a feeling of uncomfortable suspense.[3] According to Spielberger, it is a complicated and multidimensional phenomenon and can be described as a personal feeling of tension, apprehension, nervousness, and worry affiliated with an arousal of the automatic nervous system.[4] The researcher agreed that anxiety is such an important factor that can affect foreign language learning because it deals with the emotional reactions of the students. Anxiety researchers usually mentioned three mainstream kinds of anxiety. The first is *Trait Anxiety,* which is regarded as a part of personality [5]. The second is *State Anxiety*,

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[3] S. Rachman, *Anxiety*, Psychology Press,Hove, East Sussex, UK, 1998. cited in An Exploration of Foreign Language Anxiety and English LearningMotivation by Meihua Liu andWenhong Huang

[4] C. D. Spielberger, *Manual for the State-Trait Anxiety Inventory (Form Y)* (Palo Alto, CA: Consulting Psychologists Press, 1983)

[5] T. Scovel, "The Effect of Affect; A Review of the Anxiety Literature," *Language Learning,* 28 (1978), p. 132.

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which is defined as an apprehension felt at a specific moment in time as a reaction towards a real situation.[6] The last is *Situation-Specific Anxiety.* It is related to unique apprehension which happens in particular situations.[7] The anxiety experienced by the students in English Teacher Education Major falls under this type. This type of anxiety leads to the term of *"Language Anxiety" and "Foreign Language Anxiety (FLA).*

The worry and negative emotional response occured when learning or using a second language is called as Language Anxiety.[8] Abu–rabia mentioned that the foreign language student who is recognized as having anxiety is usually anxious, physically insecure, and difficult to engage in situational learning.[9] This situation often happens in the foreign language classroom, including English classrooms, so anxiety experienced in a classroom is called as Foreign Language Classroom Anxiety (FLCA) by Horwitz, E.K, Horwitz, M., and Cope. They advanced the theory of FLCA as a definite complex of self-perceptions, feelings, beliefs, and behaviors pertained to classroom language learning occuring from the uniqueness of the language learning process.[10] It can be concluded that any negative emotional feelings toward foreign language learning is recognized as a foreign language anxiety.

Anxiety has been a matter of considerable interest in language education setting for educators since it is a major challenge to foreign language learning that the students need to face.[11] Many studies in this topic have been conducted in recent years. To name a few, Gardner and MacIntyre conducted several studies to understand the process of anxiety in second language learning and to identify the effect of anxiety on students' language achievement. Next, Horwitz et al. made significant contributions of anxiety research in foreign language

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[6] C. D. Spielberger, Ibid. p.15

[7] Ellis, R. (1994). The study of second language acquisition. Oxford: Oxford University Press.

[8] MacIntyre, P. D. (1998). Language anxiety: A review of the research for language teachers. In D. J. Young (Ed.), *Affect in foreign language and second language learning* (pp. 24-45). Boston: McGraw-Hill.

[9] Abu-Rabia, S. (2004). Teachers" Role, Learners" Gender Differences, and FL Anxiety Among Seventh-

Grade Students Studying English as a FL. *Educational Psychology*, *24* (5), 711-721. p 712

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

[11] Wu K (2010). The relationship between language learners' anxiety and learning strategy in the CLT classrooms. Int. Educ. Stud. 3(1):174-191.

learning's field. They developed an instrument to measure FLA which will be used in this study. They also promoted interest and concern in anxiety research among foreign language educators. There are other similar studies by Aida, Campbell, Ortiz, Phillips, Bailey, Young, Kitano, Aydin, etc. that can be added to the list. But, among those studies, there is still a limited number of studies involving students at the undergraduate level in Indonesia, especially in State Islamic University of Sunan Ampel. Thus, the researcher wants to enrich the studies of FLCA in this university.

Related to the previous studies that have been conducted in State Islamic University of Sunan Ampel, a study 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*" inspired the researcher to conduct the present study. 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.[12]

The next study is a case study 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

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[12] Imaniar. (2016). *Students' Writing Anxiety Levels in Proposal Writing Course in Fifth Semester at English Education Department State Islamic University of Sunan Ampel Surabaya.* A Thesis. English Teacher and Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University Surabaya.

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%).[13]

The previous studies mentioned above are under the field of flanguage anxiety. However, the researcher has not find the studies dealing with the students' Foreign Language Classroom Anxiety (FLCA) in English classrooms 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 4th 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.

B. Research Questions

Based on the background of the study that has been described, the researcher formulated two research questions as in the following:

1. What are the English Language Classroom Anxiety (ELCA) levels of the 4th semester students in English Teacher Education Department at State Islamic University of Sunan Ampel Surabaya?
2. How do the 4th semester students overcome their Foreign Language Classroom Anxiety (ELCA)?

C. Objectives of the Study

Based on the research questions, the objectives of this study are:

1. To determine the students' English Language Classroom Anxiety (ELCA) levels in English Teacher Education Department at State Islamic University of Sunan Ampel Surabaya.
2. To find out the ways that the students do to overcome their English Language Classroom Anxiety (ELCA).

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[13] 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.

D. Significance of the Study

This study will be beneficial for the students, teachers or lecturers, and educational practitioners and researchers.

1. For the Students:

a. To provide an overview about Foreign Language Classroom Anxiety (FLCA) and English Language Classroom Anxiety (ELCA).

b. To make the students aware about the importance how to manage and overcome their FLCA and English Language Classroom Anxiety (ELCA).

2. For the Lecturers:

a. To give the lecturers deeper information and knowledge about foreign language classroom anxiety (FLCA) and English Language Classroom Anxiety (ELCA).

b. To give the lecturers insight to provide less anxious and enjoyable foreign language classrooms.

3. For the Researchers:

a. Hopefully this study can be a reference to the other researchers who are keen to study about students' anxiety, particulary in foreign language classroom anxiety (FLCA) and English Language Classroom Anxiety (ELCA).

E. Scope and Limitation of the Study

    1. Scope of the Study

The scope of this study is students' English Language Classroom Anxiety (ELCA). In this study, the researcher focused on the analysis of the levels of the students' ELCA in English Teacher Education Department at State Islamic University of Sunan Ampel Surabaya. The researcher also focuses on the ways that the students do to overcome their ELCA.

    2. Limitation of the Study

The limitation of this study is within the 4th semester students of Speaking for Formal Setting Class (Class C) in English Teacher Education Department at State Islamic University of Sunan Ampel Surabaya during academic period of 2017-2018.

F. Definition of Key Terms

To avoid misunderstanding and to build the same perception, the researcher describes the key terms that often found in the study as the following:

1. **Foreign Language Classroom Anxiety (FLCA)**

   As mentioned earlier, FLCA is a definite complex idea of self-perceptions, feelings, beliefs, and behaviors pertained to classroom language learning occuring from the uniqueness of the language learning process.[14] In this study, FLCA refers to any definite complex self, feelings, beliefs, and behaviors pertained to classroom language learning that are experienced by the 4th semester students in English Teacher Education Department at State Islamic University of Sunan Ampel Surabaya during the process of learning English.

2. **English Language Classroom Anxiety (ELCA)**

   In this study, the term English Language Classroom Anxiety is a modified term of Foreign Language Classroom Anxiety (FLCA). It refers to any definite complex self-perceptions, feelings, beliefs, and behaviors pertained to English classrooms that are experienced by the 4th semester students in English Teacher Education Department at State Islamic University of Sunan Ampel Surabaya during the process of learning English.

3. **Overcome**

   The term "overcome" means "deal" with something. If we overcome a problem or feeling, it means that we succesfully deal with it and control it.[15] In this study, the problem or the feeling that is needed to be overcame is the 4th semester students' English Language Classroom Anxiety (ELCA). So, "overcome" here refers to how the students "deal" with their English Language Classroom Anxiety (ELCA). In addition, "overcome" also means "manage". Tran said that when the students manage their anxiety, they find ways to make the best out of it.

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

[15] Collin Cobuild Dictionary 2006