Factors Contributing Students’ Anxiety in Interpersonal Speaking Class

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Abstract

This present study aims to investigate factors contributing students’ anxiety in Interpersonal Speaking Class. This study addresses the following questions: (a) What factors contribute to students anxiety during Interpersonal Speaking class? (b) How do anxious students cope with their anxiety? This study used a descriptive method that was taken from the questionnaire and interview. The data came from 5 semi-structured interviews. As case study, the participants consisted of 5 first year students enrolled in Interpersonal Speaking class offered at English Department of Satya Wacana Christian University. The five students were selected as the subject after they responded to a questionnaire. The questionnaire was taken from foreign language classroom anxiety scale FLCAS, developed by Horwitz, Horwitz and Cope (1986).

The study found two main findings. The first finding is factors contributing students’ anxiety in Interpersonal Speaking class. The reason why students felt anxious was because their individual presentation. The factors affecting their anxiety when they had individual presentation were, afraid of making mistakes, lack of preparation, limited vocabulary, grammatical errors, lack of self-confidence, friends and embarrassment. The second finding was how anxious students cope with anxiety. Such as, made note, took a deep breath before presentation, and inserted jokes in presentation. Pedagogical implications of the findings will also be addressed at the end of the paper.

Key words: anxiety, Interpersonal Speaking Class

Introduction

As been known there are four basic skills that have to be mastered in learning a second/foreign language and speaking is one of the essential skills. That is why in EFL classes Speaking classes are provided to improve students’ communicative competence. Indeed, this is a reason English Department of Satya Wacana Christian University provides speaking courses. In English Department there are three speaking courses, Interpersonal Speaking, Transactional Speaking, and Public Speaking. For first year students, they must take the Interpersonal Speaking class. Transactional Speaking and Public Speaking classes are speaking classes that first year students may take after they take Interpersonal Speaking. In Interpersonal Speaking
course students are introduced to English language functions that will allow the students to present themselves to each other as well as practicing the language in various situations. Furthermore, the course also trains students with pronunciation practice. The purpose of the speaking classes is to develop students’ speaking ability.

Generally, EFL students want to have successful presentations in every speaking class. Yet, anxiety problem seems entail in language learning process. Woodrow (2006), also urged that anxiety is clearly an issue in language learning and has a demoralizing effects on speaking English for some students. As I experienced in my speaking classes, my hardest time was when I took Interpersonal Speaking. English is not my daily language, thus sometimes it makes me unconvinced to speak in English. Having presentation in foreign language, it might be effortless for senior EFL students. Yet, it might not be easy for first year students.

When I was junior student, I felt nervous when I presented in front of the class, even it was a simple presentation. I always thought about my diction, grammar and pronunciation, as I had never done it before. I was afraid of making mistakes and being commented by the teacher. What made it more complicated was my lecturers and speaking materials did not provide the strategies to deal with anxiety in delivering presentations. As a result, I had to struggle by myself to decrease my anxiety while I was presenting.

Based on my experience above, I am interested in finding the answer of the following research questions:

1. What factors contribute to students’ anxiety during Interpersonal Speaking class?
2. How do the anxious students deal with their anxiety?

Furthermore, the significant of this study is to give an illustration to language teachers, new language students, and anxious students about the existence of language anxiety that commonly occur in language learning. Indeed, this study is used to help language teachers to select and find materials that suit to their students’ situations. By reading this paper, it is hoped would be beneficial for anxious students, particularly in speaking skill.
Theoretical / Conceptual Framework

Anxiety definition

Anxiety is a normal feeling of human that comes out because worrying about something. According to Stevenson (2008), anxiety is a feeling of uneasiness and fear which usually along with feeling of something terrible experience will occur. Yeşilyurt, Yavuz, & Aydin (2006) defines anxiety as the feeling of always feel uncomfortable and often think that he/she is in danger position.

In accord with previous statement, Horwitz, Horwitz, & Cope (1986) also argue that anxiety is the subjective feeling of stress, dread, jumpiness and nervousness associated with an arousal of autonomic nervous system. Alshawa & Alhayek (2009) assert, anxiety refers to an emotional circumstances overwhelmed by uncommon feeling. As a conclusion, anxiety may appear because of many factors like what have been stated above. Indeed, anxiety is a natural feeling of someone that appears anytime. However, some people feel anxiety as a threat, because they cannot manage their anxiety properly.

Types of Anxiety

Woodrow (2006) stated in educational research anxiety is commonly classified as three types, trait anxiety, state anxiety, and situation specific anxiety. The first is trait anxiety, this state is more permanent disposition to be anxious, is viewed as an aspect of personality. A common sense of human is included as trait anxiety. According Williams and Andrade, (2008) asserted that trait anxiety is the tendency of a person to feel tension regardless of the particular circumstances. The second is state anxiety; it is an apprehension that is experienced at a particular time as a response to certain situation (Aydin, Yavuz, & Yeşilyurt, 2006).

Additionally, MacIntyre and Gardner (1989) confirmed that state (situational) anxiety is nervousness or tension at a particular moment in response to some outside stimulus (as cited in Williams and Andrade, 2008, p.2). The third is situational specific anxiety, it is related to
apprehension aroused at specific situations and events (Ellis, 1994). Daly (1991), declared the example of situational anxiety was communication anxiety, that might arise when people interact orally (as cited in Williams and Andrade, 2008, p.2). (Horwitz, Horwitz & Cope, 1986) added another type of anxiety is fear of negative evaluation, which might be occur when people fear about what others think of them (as cited in Williams and Andrade, 2008, p.2)

Symptoms of Anxiety

Generally, people consider anxiety such as sweating and the heartbeats faster when doing presentation/speech, those cannot be mentioned as anxiety. They called symptoms of anxiety.

It is rather hard to differentiate between types of anxiety and symptoms of anxiety. However, Fink (2000) states that the symptoms of anxiety are divided into two clusters they are:

1. Somatic overreactivity compose of symptoms such as sweating, flushing and shallow breathing, and reports of heart palpitation, intestinal discomforts, and aches, and pain. Indeed, according Morris, Davis and Hutchings (1981) affirmed that somatic anxiety refers to learners’ perceptions of the physiological effects of the anxiety experience as reflected stimulation and horrible feeling states (as cited in Cubukcu, 2007, p.134).

2. Cognitive/physic anxiety composes to intrusive and unnecessary thoughts, worrying, rumination, restlessness and feeling of muscle tensions. Furthermore, Cubukcu (2007) also mentioned that cognitive anxiety refers to the mental characteristic of anxiety experience including negative expectations, worry with performance and distress about others’ perceptions.
Source of Anxiety

Some researchers have revealed factors contributing students’ anxiety which suited within my study. Liu (2007) conducted a research on 27 first-year non-English majors enrolled in the English Listening & Speaking Course in a Chinese university in Beijing. The result of this research discovered that most of students experienced language anxiety. There were nine factors affecting students’ anxiety. They were lack of vocabulary, low English proficiency, lack of preparation, lack of practice, fear of making mistakes and being laughed at, fear of losing face, fear of being focus of attention, fear of being unable to follow and understand others, inability to express ideas, and the last was memory disassociation.

Furthermore, Williams and Andrade (2008) conducted an investigation among 243 Japanese students in 31 English speaking classes at four universities in Japan. They found that language anxiety was often connected with the output and processing stages of the language learning process. Additionally, they discovered some common sources of anxiety experienced by the students. Williams and Andrade (2008) reported, students were anxious when they had to deliver a self-introduction at the beginning of the course, as they feared of making bad impression. It was also mentioned that the students felt incapable delivering their ideas, because they were worry about grammar and correct pronunciation. Moreover, the teachers and friends cause students’ anxieties. Usually, anxious students did not know how to response what the teacher said. And they did not know how to react when the teacher called them in unpredictable order as well. Furthermore, the anxious students felt uncomfortable when he/she was speaking, the classmates stared at him/her.

According to Renée von Wörde (2003), there were five factors contributing students’ anxiety in their speaking class. The first was non-comprehension. Non-comprehension was the incapability to follow what was being said in the classroom. The second was speaking activity. It means the activities in class make students feeling overwhelmed and nervous when speaking, because of limited vocabulary or limited grammatical knowledge. The third factor was pedagogical and instructional practices, in this factor teacher became the main reason for
students, as they felt uncomfortable. For instance, when teacher was calling on students one after another in seating order, it made the students very anxious. The fourth was error correction; it said that students became annoyed when the teacher corrected the error before students had time to accomplished formulate a response. Indeed, it made the students lose their focus. The last was native speakers. Students seemed had a negative perception of being distinguished to the native speakers. As students believed that, the teachers taught overdue to the native speaker in some way.

**Strategies Dealing with Language Anxiety**

In addition to the sources of anxiety, I also employ strategies dealing with anxiety in language learning. Many studies noted variety of strategies to deal with anxiety, and this study follows the same patterns. The most general idea to reduce anxiety is to make the language classroom environment less formal and more pleasant, where students can make faults without looking or sounding unskilled (Tanveer, 2007). It is essential for teachers to be friendly rather than strict and critical in class, which construct less anxious situation when students responding to teachers. Indeed, teachers should be more aware of the existence of anxious students and show empathy to them (Liu, 2007).

Another way to decrease anxiety is teacher should openly discuss foreign language classroom anxiety with students and persuade them to look for help when they need. Moreover, Worku (2008) uttered that teachers should correct students’ errors wisely, because unwise corrections will make students more freighted. Wisely means it better for teachers to reproof students’ mistakes after students finished their speech. If the teachers give corrections in the middle of their speech, the students will lose of concentration. Indeed, teachers need to be careful about how they criticize students’ mistakes (pronunciation, grammar, and vocabulary) as not all students, feel pleased with corrections. Teachers are okay to correct students directly in front of their classmates, but the teachers cannot rebufke in sarcastic words. Since, it makes students reluctant to speak in speaking class.
Foss and Reitzel also suggested the teachers asked students to express any fears and write on the board. It aimed to see that they were not alone in facing their anxiety. Another strategy for reducing anxiety was to use anxiety graph. Anxiety graph intended to identify the highest level of anxiety in communication (as cited in Young, 1991 p. 431).

Furthermore, language teachers should notice and understand the nature of students’ language anxieties. It can differ from one student to another. Hence, it is crucial for teachers to aware of language anxiety that students might be suffer from. Therefore, the teachers are expected to organize the activities that will be best address the ways that can be developed fruitfully by these types of learners to conquer their personal language anxieties (Lucas, Miraflores, & Go, 2001). Indeed, they recommended five ways for learners to cope with their anxiety. The first is preparation, it refers to calculating the coming threat by improving learning strategies, such as study harder, make some notes/summary from the teacher. The second is relaxation ,it entails strategy to reduce somatic anxiety symptoms, such as “I take a deep breath” and “I try to calm down”. The third is positive thinking, this step aims to divert attentions from tense situation to amusing situation. The forth is peer seeking, for anxious students, realizing that others students having the same problem able to give secure feeling. The last is resignation. According to Kondo and Ying-Ling (2004), resignation is categorized by students’ unwillingness to do anything to ease their language anxiety.

In line with prior statements, Finch (2001) reported that asking students to present feedback on the effective climate of the classroom, it implied an atmosphere of trust, which enable to the teacher to indentify non-cognitive factors that might hinder the learning. The materials were also affecting the anxiety level. Take for example, if materials taken were beyond students’ ideas, the students will reluctant and only master the materials partially. Yet, if the materials were related to their daily activities, personal realities, perceptions and experiences, it would be more fascinating. He also noted that self-assessment helped students to establish their own weakness and strength, and enable to evaluate their own learning. considered to minimize high language anxiety.
Young (1991), to help reducing the anxiety students might need to practice self-talk. Positive self-talk able to be a crucial part in reducing anxiety. Kurtus (2001) also argued some techniques reducing language anxiety might be applied by students were be well-prepared before speaking, have enough practice, have a backup in case we forget what to say, reduce the fear of your audience, and relax just before speak. Thus, some recommended suggestions above might not be applied in all situations. It means that what may work in one case may not work in another.

In brief, anxiety is a crucial mater in leaning a language. Consequently, ways to help students dealing with anxiety in learning language must be observed thoughtfully by language teachers.

The Study

Context of the Study

The setting of the study was English Department of Satya Wacana Christian University (SWCU). It was located in a small town of Salatiga, Central Java, Indonesia. The participants in this study were 5 first year students who taking Interpersonal Speaking classes. Interpersonal Speaking course is a required course in ED students must take. According to Interpersonal Speaking syllabus, this course focuses on the establishment and maintenance of social relation. Indeed, it involves introduction to English language functions that will enable the students to present themselves to each other as well as practicing the language in various situations. The course also equips students with pronunciation practice. Moreover, I choose Interpersonal Speaking class because most of the students still have no experience about oral assignments that might lead to students’ anxiety.

Participants

The participants of this study were 5 first year 2011 students who were taking Interpersonal Speaking class, semester II/2011-2012 at English Department of Satya Wacana
Christian University. Furthermore, all the participants were new batch, so that was their first time taking Interpersonal Speaking class. At first, I distributed the FLCAS questionnaire to 36 students of Interpersonal Speaking randomly. After finishing counted the result, there were 5 students who had high anxiety in their Interpersonal Speaking class. There were 4 females participants and 1 male participant. The 5 participants are considered enough to represent the other Interpersonal Speaking students to know factors contributing their anxiety because they are in the same level.

**Instrument of Data Collection**

The study made use of descriptive qualitative research. The data was qualitative because it investigated a kind of phenomenon, which was found in ED students’ life in speaking class. The data used for this research were the result from the questionnaire and interview. I used questionnaire from FLCAS by Horwitz to know the students’ anxiety level. After having the result of FLCAS, then the I conducted interviews to get further and details information about what factors make students anxious in Interpersonal Speaking class and how they cope with their anxiety. The interviews in the present study took 10-15 minutes on average and were recorded and transcribed.

**Procedure of Data Collection**

First, before distributing the questionnaire to students, the students were informed that the survey would have no effect on their Interpersonal Speaking grade and their names were not published. Second, I distributed the questionnaire, which taken from FLCAS to 36 students who were taking Interpersonal Speaking. Then, I analyzed the data and found students who had high anxiety in the speaking class. After finding the result, I conducted interviews to the 5 subjects that considered anxious. The interviews were in a tape recorder and note down the important points of the interview result.
Data Analysis

The data analysis was begun by distributing FLCAS questionnaire from Horwitz, Horwitz, & Cope (1986). The questionnaire consists of 33 questions, and 5 alternatives answers. They are (1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly agree. After having the 36 questionnaire from Interpersonal Speaking students, I counted the result. To know the result was by calculating agree and strongly agree answers in the questionnaire. If the student had more agree and strongly agree then disagree and strongly disagree, it means that he/she was regarded anxious. As a result, 5 students were found anxious when they were in Interpersonal Speaking class. Then, the 5 subjects were interviewed one by one. The list of interview questions asked were: (1) Have they felt anxious in Interpersonal Speaking Class? (2) Which activity that makes them anxious? (3) What factors that make them anxious? (4) How do they deal with their anxiety when they in Interpersonal Speaking Class?

The following themes was identified in the data analysis:

1. Sources of anxiety in Interpersonal Speaking class
2. Strategies used students to cope with their anxiety

Finding and Discussion

Based on data I took from the questionnaire, 5 students considered were anxious in Interpersonal Speaking class. Then, the 5 students were interviewed about what factors make them anxious in Interpersonal Speaking class, and how they coped with their anxiety. Various factors lead to students’ anxiety in Interpersonal Speaking Class, especially when they had individual presentation. The participants mentioned their source of anxiety, such as afraid of making mistakes, lack of preparation, limited vocabulary, grammatical errors, and lack of self-confidence, friends and embarrassment. Below is deeper discussion about factors contributing students anxiety and how they coped with their anxiety.
The Factors contributing students anxiety in Interpersonal Speaking Class

1. Afraid of making mistakes

One of factors students’ anxieties in Interpersonal Speaking was afraid of making mistakes. As Liao reported, “I like to speak English, but when I am in front of others, I will be nervous and can’t say any words, because I am afraid others will laugh at me if I make some mistakes” (as cited in Liu, 2007, p.130). It is similar to what one of the participants said.

(Participant 1/ my translation): “It is quite hard for me to express ideas and I am afraid that my friends misunderstand what I say.”

Another participant also stated (Participant 3/ my translation): ”I am afraid of making mistakes when I say something, I think that the word sounds wrong.”

Based on the 2 participants’ reasons, it can be seen that mistakes made them anxious when they spoke in presentation. However, Xiuqin (2006) also argue that making errors are not something to be frightened since mistakes are unpreventable in learning second language/foreign language class.

2. Lack of preparation

Another common reason for students, why they felt nervous was they lack of preparation such unprepared the materials, and lack of practice.

As the participant confirmed (Participant 2 / my translation): “I don’t have enough practice, I forget the materials that I am going to present. It makes me nervous.”

The other participants (Participant 3 / my translation) said: “I lacked of preparation in materials and I don’t have enough practice. I am unwilling to do the assignments, so in the D-day I just make scratch for some points. And it makes me anxious.”
Also another participant (Participant 5 / my translation) mentioned: “I have many assignments, so I always feel reluctant to make preparation for my presentation. Since I am lack of preparation, it makes me nervous in presentation.”

From the reasons above, it showed vividly that lack of preparation affected their anxiety in speaking class, particularly presentation. Many previous studies stated that preparation became one of major factors that made students anxious. (Kurtus, 2001; Liu, 2007) also mentioned “preparation”, in their top lists how to overcome anxiety. Hence, it is obvious that lack of preparation becomes one of the issues contributing students’ anxiety in speaking class.

3. Limited vocabulary

The participants regarded that limited vocabulary was also one factor why they felt anxious. As whenever they speak, they did not know some words in English.

The participant (Participant 1/my translation) said: “It is hard for me to express my ideas, because I have limited vocabulary and grammar.”

The participant (Participant 4/my translation) confirmed: “If I want to say something or answer a question, I don’t know some of words in English. Sometimes, I know the English words but I feel reluctant to say because from the beginning I thought I must not know the word. So, in the end I puzzled and I don’t know what to say.”

The participant (Participant 5/ my translation) mentioned : “I am new batch and my English is not fluent. So, I fear of making mistakes in vocabulary.”

Below is an excerpt, which has the same idea with 3 explanations above:
“I don’t have exact words to express my ideas…sometimes I am conscious I am not using the right word…I always feel nervous speaking English because I do not have enough vocabulary” (as cited in Tanveer, 2007, p.50)

Those sentences showed one’s difficulty in regarding vocabulary (Tanveer, 2007). However, limited vocabulary might hindered the process of learning a language. Thus, limited vocabulary should be noted as one of factors contributing anxiety.

4. Grammatical errors

Grammatical errors cannot be avoided particularly in learning second/foreign language. Students are accustomed to use their mother tongue taken for granted. However, students should memorize and understand the structures of the second/foreign language that might unfamiliar. Hence, grammatical errors commonly trigger an anxiety for learners.

As the participant (Participant 1/ my translation) mentioned:” I am fear of grammatical errors because I am afraid that my presentation is not good.”

The participant (Participant 3/ my translation) was also said :” I am very afraid of grammatical errors, but my friends help me.”

The participant (participant 4/ my translation) : “I’m afraid of grammatical errors because the lectures must know which one is correct. And this makes me worry about my grammar.”

Therefore, grammatical errors might happen because Indonesian language does not have tenses. In Bahasa Indonesia there is no certain verb to explain it is for present, future, or past.

Consequently, Indonesian students tend to have difficulties in memorizing structures of English sentences which different from Bahasa Indonesia. The case is similar with a Taiwan ESL learner. She reported, “When I speak I am unsure which form of verb to use, I always think first
before I say.” She further explained that in her mother tongue, verbs only have one form (as cited in Tanveer, 2007, p.49).

Concerning to linguistics difficulties, grammar is to be the second most important difficulty for EFL/ESL learners when they learn to speak second/foreign language (Tanveer, 2007). In short, grammar has a big opening to set up learners’ anxiety in learning second/foreign language.

5. Lack of self-confidence

As I interviewed the participants, they said that one of factors that made him anxious was their self-confidence.

The participant (Participant 1/ my translation) uttered: “I lack of self-confidence and often forget what I am going to say. So, whenever I am in front of class I speak awkwardly.”

The participant (Participant 3/ my translation) said: “I am also afraid that my friends will laugh at me, I lack of confidence.”

According to Cubukcu (2007), an anxious student will perform unsuccessfully in his/her foreign language learning, in other way those who good in a language class are they with little anxiety. In brief, lack of self-confidence is one of important factors needed to be concerned, because it is determined to one’s successful learning.

6. Friends / Classmates

Classmates are also having important role in learning language fruitfully. Yet, friends often make anxious situations in language classroom. As a result, the situation makes learners felt nervous and uncomfortable when they speak. Likewise, one of the participants mentioned:

The participant (Participant 4/ my translation) uttered: They make me forget what I am going to say, they make me confused about some words in English … I often
nervous, because they stare at me. When I am in front of the class, I am afraid that my friends will ask me.

The participant (Participant 5/ my translation) also said: “I usually well-prepared about the materials and I knew about what I am going to say. But, when I look at my classmates, they stare at me. I am nervous I forget what I am going to say.”

Additional report also mentioned from other participants (Participant 4/ my translation): “I am also afraid that my friends will laugh at me and I often nervous because my friends stare at me.”

Feeling uncomfortable when being stared at by other students while speaking is one of anxiety source which commonly experienced by language learners. According to Tsiplakides (2009) fear of negative evaluation from peers was common factor appeared in language learning. Yet, even it was a natural sense, classmates still became factors contributing students anxiety in their learning process.

7. Embarrassment

In learning second/foreign language, embarrassment becomes one of the factors contributing students’ anxiety. Similar to what the participant confirmed.

The participant (Participant 1/ my translation) said: “The point is I’m scared of being laughed by friends.”

Other statements was from the participant (Participant 2/ my translation), said: “I don’t really like performing in public, I’m shy.”
One more explanation from the participant (Participant 3/ my translation) confirmed: “I am afraid that my friends would laugh at me… I am such a timid person and I find difficulty in expressing ideas.”

The excerpt above explained that learning speaking a second/foreign language entails possibility of embarrassment (Kessler, 2010). Thus, embarrassment factor need to be alarmed in learning language.

How the Students Coped with their Anxiety Problem in Interpersonal Speaking Class

In order to overcome their anxiety, the participants also mentioned their own strategies that they have done. The following present the analysis of how the anxious students coped with their anxiety based on the interview.

1. Afraid of making mistakes

It has been explained that most of the participant afraid of making mistakes. As the participant 1 and participant 3 told they were afraid of making mistakes. In addition, the following are excerpts illustrate their attitude when they handle the problem.

Participant 1 : “I don’t know, at first I am nervous and afraid of making mistakes. However, when I already in front of the class, I was okay.”

Participant 3 : “I try not to care of anything. I try to say what is coming to my mind”.

The excerpts above demonstrated even the students were afraid of making mistakes, they tried looking for a solution to made them felt better. Such as, tried to say whatever came through her mind.

2. Lack of preparation

Below are interview quotes that showed students (participant 2,3,and 5) explanations how they get by their lack of preparation.
Participant 2: “I try to memorize what I have written and try to present it. Even I worry that I will out of context and listeners don’t get the ideas, but I keep on presenting.”

Participant 3: “As I’m a person who makes easy my the assignments, consequently I make the notes/scratch in the day I’m going to presentation.”

Participant 5: “Improvised. I just go to my next point or skip what I forget.”

The previous excerpts displayed what students did when they lack of preparation. However, they tried to handle by trying to recall the notes, making scratch, and improvise.

3. Limited vocabulary

Below is the excerpts that show strategies displayed to overcome their limited vocabulary while presentation.

Participant 1: “Even I’m not sure about vocabulary used, I keep going with my presentation.”

Participant 4: “Sometimes I know words that I’m going to say in English, but then I unsure that the words are correct. As a result, I remind silent.”

Participant 5: “When I don’t know a word in English, I look for a similar word that has same meaning.”

From the explanation above depicted how student coped with limited vocabulary. One of them keep trying to explain even the meaning will incomplete. Another strategies used was by changing the words into different words, which had similar meaning. Moreover, the other strategies was, the participant chose to remain silent when she doesn’t know the vocabulary.
4. Grammatical Errors

Grammatical errors seem to entail speaking problems. However, here are the quotations of how students managed with their grammatical matter.

Participant 1: “I just keep going with my presentation, even I ‘m afraid of grammatical errors.”

Participant 3: “Luckily, my friends are willing to help me. They are not laughed at me, but they help to correct.”

Participant 4: “For grammar, I take some time to think before I speak. I questioning myself whether the grammar right or wrong. But, I keep on trying to say. And I calm myself by taking deep breath and praying.”

The excerpts illustrated that even the students were worry about their grammatical errors; they kept trying to continue their presentation. Indeed, participant 4 tried to relax even she was doubt about the grammar.

5. Lack of confidence

Lack of confidence was one of students’ problems when they were presenting. However, they should be able to handle the problem. These were excerpts about how they deal with their self-confidence problem.

Participant 1: “When I already in front of class, I was okay. My nervous gone.”

Participant 3: “I don’t really care. I just concentrate to finish my presentation.”

In summary, students are trying to face their problem, even they realized it was not comfortable to be the center of attention. The first participant seemed trying to face whatever might occur. While the second participant tried to focus on how she finished the presentation fast.
6. Friends / classmates

The students felt anxious if they realized that their peers in class would underestimate by laughing at their mistakes.

Participant 3: “First, I assumed that my classmates would laugh at my unstructured grammar while presentation. But, the fact they help me when I did mistakes in grammar.”

Participant 4: “I’m afraid of being laughed by my friends. However, when I already presented my presentation, I felt less anxious.”

Participant 5: “When my friends stare at me I become more anxious. But, I try to insert jokes or funny stories to break the unfriendly atmosphere.”

There were some techniques used by the students to deal with their negative feeling of their classmates. It presented that classmates distributed factor of anxiety in speaking class. However, Williams and Andrade (2008) explained that anxious feeling decreased when learners in the class have not known each other well.

Furthermore, it was true because when I asked participant 2, about what kind of feeling she felt in presentation after she knew her classmates, she was okay and felt less anxious. Likewise the explanation from what the participant 2.

The participant (Participant 2/ my translation) uttered: “Well, at first I assumed that they would laughed at my unstructured grammar when I presentation, but the fact they helped me.”

In short, classmates/ friend which affect anxiety could be coped by getting know each other.

7. Embarrassment

These were excerpts about how students cope with their embarrassment in speaking Interpersonal class:
Participant 1: “I just do what I should do without trying to consider anything else.”

Participant 4: “I usually ensure myself that I can do it.”

Participant 2: “I try to make jokes and insert funny story, just make me relax and close to listeners. So, it will make me more comfortable.”

Those quotations described how students tried to deal with their uncomfortable feeling, like embarrassment.

In short, factors contributing students’ anxiety was more focus only when they had individual presentation. They turned into more anxious because generally, they lacked of preparation and had negative perceptions about what is going to happen in their presentation. The unrealistic perceptions of language and achievement can lead to frustration toward students’ poor performance of language learning. Hence, students tried to realize and recognize their weakness in learning, and developed their language proficiency.

**Conclusion and Pedagogical Implication**

This study is expected to discover factors contributing students’ anxiety in speaking class and how they overwhelm their anxiety, especially students in Interpersonal Speaking class. The result of this paper indicated that speaking students still experienced anxiety problems in second/foreign language learning. The anxiety appeared particularly in individual presentation. Furthermore, factors that lead to students’ anxiety were afraid of making mistakes, lack of preparation, limited vocabulary, grammatical errors, lack of self-confidence, friends/classmates and embarrassment. As addition, anxious students also mentioned their strategies related with their anxiety. It stated one of the participants said, by inserting funny story to her presentation; it helped her to reduce her anxiety. Another strategy said was by saying what was coming to her mind. Generally, anxious students did not have particular strategies to increase their anxiety, their anxiety disappeared when they already had presentation.
As first year students, they might not have much knowledge in coping with anxiety so, it is important for them to learn and adjust. It is also advisable for teachers to correct students’ mistakes directly, but not in a harsh way, otherwise it makes the students disgrace and uncomfortable. If teachers alert students without noticing students’ feeling, the students will prefer to study language passively (writing and reading), whereas in real life students are also need to use the language actively (speaking and listening). However, students should realize their weakness, so they will able to handle their anxiety problem in presentation. Liu (2007) stated that students should acknowledge how to deal with their anxiety, take for example by improving their proficiency and get prepared for the materials.

Thus, the way to correct students’ mistakes need to be concerned seriously by language teachers. If the teachers do not notice the existence of anxious learners, students will reluctant to study as they are afraid of teachers’ comments that cause frustration. Therefore, teachers need to have close relationship with students to make pleasant environment in learning second/foreign language.

A further research about factors contributing students’ anxiety and how to deal with anxiety in other speaking classes (Transactional Speaking classes, and Public Speaking classes) are need to be set out in order to discover other anxiety factors and strategies to overcome language anxieties.