

## **Anxiety factors in delivering ideas of Indonesian EFL learners in undergraduate level**

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**Abstract:** This research aimed to explore the anxiety factors in delivering ideas that befall students of English and Literature Department along with the strategy that they used to cope with their anxiety. The combination between quantitative and qualitative method were used in collecting the data from 20 participants taken by accidental sampling. These participants consisted of 10 presenters and 10 audiences that covered six active students, two less active students, six silent students and the rest of them were also silent students except their turn as presenters. The data of anxiety factors were gotten from participants' answer on questionnaires whereas the strategies to cope with their anxiety were taken from interviewing active and less active students. Those data were analyzed using sequential explanatory model. The result revealed that the most influential factors created students' anxiety in speaking are fear of negative evaluation and error correction, lack of class preparation, little declarative knowledge, testing situation and competitiveness with percentage of each is 100%, and, the common strategies used by the active students and less active students to alleviate their anxiety are gaining experience to build confidence and making concept before speaking.

Keywords: anxiety factors, strategy to alleviate anxiety, silent students, active students

### **Introduction**

Anxiety is a common feeling that emerges in the first time we do something or once we face a new situation. The same case in learning foreign language process, it is not rare the lecturer asks to give any comment or opinion about the subject that we learn about. Students may feel anxious about the response that they will accept from the lecturer and another student after delivering their opinion.

Spielberger in Mahmoodzadeh (2012: 467) defined anxiety as the subjective feeling of tension, nervousness, apprehension, and worry that associated with the arousal of the nervous system. It is also associated with feelings of uneasiness, frustration, self-doubt and it is related to learning process. Those anxiety factors block students to express their opinion and prefer to keep silent than to speak. Their silence in class also makes the lecturer difficult to assess whether they understand or not about the subject. Indeed, the teacher who does not care about the passive students may decide that they are lack of comprehension about the subject even irresponsible, even though they actually understand better than the active students. In

order to cope with their anxiety, some students choose to keep silent, avoid eye contact, even behave as if they are busy looking for the answer by reading book.

In accordance with anxiety factors have been founded by Young (1991), the writer then felt interested in doing research toward English Learners in undergraduate level to reveal aspects that affect them whether to or not to express their ideas during discussion process in classroom.

### **Research methodology**

In this research, the writer used mixed method. Based on Creswell (2009: 211), mixed method is a research method that combines between qualitative method and quantitative method to be used together in a research to get more comprehensive, valid, reliable, and objective data. This method use Sequential Explanatory model that characterized by doing data collection and quantitative data analysis in the first phase, and followed by collecting data and analyzing qualitative data in the second stage, and then analyzing data in a whole to take a conclusion from the data analysis.

Accidental sampling was used to take subjects of the research depend on the person who accidentally met the criteria as the participants. As cited by Etikan (2015) ‘Accidental samples’ is also known by convenience sampling because the elements may be selected in the sample simply as they just happen to be situated. The participants were the 4th semester students of AG-1 and Ag-2 of English and Literature Department of Alauddin State Islamic University Makassar.

In pre-observation, the writer used a table of physical symptoms of anxiety that includes the physical symptoms and got 20 participants. There were 10 presenters divided into 3 groups, and 10 audiences consist of active students, less active students and silent students. To have the data about anxiety factors, the writer took the presenters, active students, less active students and silent audiences who always set in the same place during the observation, whereas for strategy to alleviate anxiety was taken from the active and less active audiences.

The writer used questionnaires that include some statements related to anxiety factors to know the anxiety factors that the students felt. The writer also used interview sheet that contained nine questions to know the way the active students cope with their anxiety. In order to help the writer in collecting and analyzing the data, the writer used video recorder to record the participants’ activities during the observation.

The anxious level would be divided into three level, they are low anxiety, moderate anxiety and high anxiety. To decide the interval and the percentage, the writer used formulas as follow:

$$Interval = \frac{Total\ point}{3}$$

$$P = \frac{fq}{N} \times 100\%$$

Notes:

P = Percentage

fq = Number of frequency

N = Total participants

Table 1. Interval score of anxiety level

| Interval Score | Category |
|----------------|----------|
| 0-11           | Low      |
| 12-23          | Moderate |
| 24-35          | High     |

(Adapted from Sugiyono, 2013: 184)

### Definition of anxiety

Horwitz (1986: 128) defined foreign language anxiety as a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning which is arising from the uniqueness of the language learning process”. Mac Intyre and Gardner in Chowduri (2014: 10) added that the language anxiety is the feeling of tension and apprehension that appear when learners use a language. Brown (2000: 150) stated that even though we already know about what anxiety is and most of us have felt anxious in some condition, it is still uneasy to define the term of anxiety. Anxiety is related to feelings of uneasiness, frustration, self-doubt, apprehension, or worry.

By virtue of those previous definition of anxiety, the writer came to conclusion that anxiety is uncomfortable feeling include worry, tension, afraid, doubt because of having low self-confidence and self-esteem or afraid of negative evaluation, and it emerges when someone is about to do something.

### Symptom of anxiety

Barton et.al in their research (2014) stated that there some common symptoms of anxiety that befall people. There are psychological symptoms and physical symptoms. Some psychological symptoms of anxiety include difficulty concentrating, feelings of trepidation, excessive or irrational fear of a specific object or situation, and stress. Physical symptoms include fatigue, heart palpitation and trembling. Baldwin et.al (2014) in their journal cited that muscle tension is also physical symptoms of anxiety, whereas a marked, persistent and unreasonable fear of being observed or evaluated negatively by other people, in social or performance situation is the psychological symptoms.

Semiun in Wahyuni (2014) cited that people who feel anxious always feel restless, uncomfortable, nervous, foot moving or tap it to the floor, get shocked easily when hearing a load sound, tension, panic, sweaty, they will do something like reading book as if they are looking for the answer, quick palpitation, increasing blood pressure, blushing, feel cold and trembling in hand and foot, hard breathing, and body perspiring in whole. Setiaji (2012) stated that physical symptoms of anxiety disorders can be characterized by blushing, perspiring, trembling, fast palpitation, stomachache problem, queasy, vibrate voice, muscle tension, confusing, diarrhea, and sweaty palms, difficult to say something, and difficult to make eye contact.

### ***Anxiety factors in delivering ideas***

#### **1. Low self-esteem**

Krashen in Young (1991: 427) suggested that an individual's degree of self-esteem is highly related to language anxiety. Self-esteem is related to individual believes himself to be capable, significant, successful and worthy in what they are doing. They need such acknowledgment to increase their self-esteem so they can regard himself and show it to others by verbal reports and other overt expressive behavior. The students with high self-esteem will not feel worry about what people say about him. The important thing is he has done his best as well as he believes in himself.

#### **2. Over Explicit Error Correction and Fear of Negative Evaluation**

Harsh manner of correcting student errors is often cited as provoking anxiety. In addition, learners consistently report anxiety over responding incorrectly, being incorrect in front of their peers and looking or sounding dumb (Young, 1991: 429). Students sometimes feel doubt to speak and tend to silent rather than receive negative evaluation from teacher because of their fault when speaking. It cannot be blamed when the learners prefer to freeze than to express their ideas even though not all teachers do that such negative evaluation, but they always put in mind some cases that they have seen in learning process about how shy when teacher

directly correct other learner's mistakes in negative way. It forces them to freeze so they are still on the safe side.

#### **3. State Anxiety**

State anxiety is the feeling of worry or stress that takes place at a particular moment under a particular circumstance and often accompanies physical signs such as perspiration, sweaty palms, dry mouth, muscle contractions and tension, and increased heart rate. A state anxiety is not stable and is likely to change from moment to moment and from circumstance to circumstance. In this case is restricted in delivering ideas or speaking in foreign language learning process.

#### **4. Afraid of Speaking in Front of Class**

Anxieties associated with classroom procedures center primarily on having to speak in the target language in front of a group. For example, Koch and Terrell in Young (1991) found that more than one-half of their subjects reported oral presentations in front of the class and oral skits as the most anxiety-producing activities in their Natural Approach classes. In addition, Young found that more than sixty-eight percent of her subjects reported feeling more comfortable when they did not have to get in front of the class to speak.

#### **5. Competitiveness**

Kayaoğlu (2013), in his study, found that participants reported that the competition in classroom to be the best students is what makes them pointed by lecturer to speak, or in other case they raise their hands hoping they get a chance to deliver their ideas, but the lecturer did not point them, it will cause the students feel reluctant to speak. When they are demanded to be the best students, they will do their best. But once they are fail to do so, they will feel anxious to do that again because of losing face or getting negative evaluation. Zhang and Zhong (2012: 28) also stated that some anxious language learners tend to overly concern about the competence of others and compare their own performance in a self-underrated manner with those of their peers. The students who have

anxiety because of competitiveness classroom will always feel that their peers are more proficient in what they study about.

#### 6. Lack of Class Preparation

Sometimes the grammar of foreign language will become the factors of feeling anxious. So, when learners get difficulties in grammar, they become anxious. Automatically when they lack of grammar, they will feel hard to speak using foreign language. This trouble may make them anxious to delivering their ideas. It also happens if learners are lack of vocabularies of that foreign language. It can be said that the learners will get difficulties and cause the anxious because of they are lack of linguistics items and preparation related to material.

#### 7. Testing Situation

Foreign language anxiety frequently shows up in testing situations. Students commonly report to counselors that they know a certain grammar point but forget it during a test or an oral exercise when many grammar points must be remembered and coordinated simultaneously. The student realizes, usually some time after the test that s/he knew the correct answer but put down the wrong one due to nervousness. If the student realizes s/he is making preventable errors during the test, anxiety and errors may escalate

#### 8. Little Declarative Knowledge

Practice with item-types also gives learners information about "performance expectations." For example, if a test contains contextual situations, the instructor should give students an ex- ample of the way they will be expected to perform, e.g., "On the test, I will ask you to respond to a variety of situations, such as, 'What would you say to the hotel clerk if you wanted to obtain a room for three nights and you wanted to pay half of the bill with your Master- card and the other half with a check?'" (Young, 1991: 434).

#### 9. Lack of Group Membership

Young (1991: 428) cited that certain psychological phenomena are particular to the foreign language setting, such as the concepts of "group membership" and existential anxiety. Anxiety in the language learning context is wrapped up in the phenomenon refers to as "club membership." The affective filter is down when students consider themselves as a member of the group.

#### 10. Uneven Allocation of Turn

Some students will feel more anxious in speaking when they do not know when the lecturer probably points them to answer a question or to give an opinion. This uneven turn situation makes them tense, upset, instead they forget what they supposed to say. The same case with other students who like speaking when they are required to speak, when their answer has prepared for answering that question or giving any comments but not pointed by lecturer to speak, or in other case they raise their hands hoping they get a chance to deliver their ideas but the lecturer did not point them, it will cause the students feel reluctant to speak. When they go through this experience many times, it can make them lazy to speak. In a long period of time, they will feel anxious to speak.

#### *Learners' positive strategy in coping with anxiety*

In his Journal, Tseng (2012: 84-85) stated some strategies to reduce students' anxiety. They are:

##### 1. Examine the thoughts that cause the fear

In learning process, it is human being to make mistakes especially in learning foreign language, of course because that is not learners' language and they are not familiar with it. Instead of having enough knowledge deals with that language, the learners is also demand to apply that language orally or in written. Hence, it is important to realize that perfection is an impossible goal and that is not a requisite for success.

2. Learn how to relax

The more relax someone feels, the more anxiety decreased. Because learning process encloses psychological aspect, it is important to make learners feel enjoy the class during learning process. It is better to sit comfortably and straight in the classroom seat. Before class or during class, take long, slow breaths, hold it for four or five seconds and release it slowly.

3. Know what you want to say

Ideas is in mind and it is needed to be spoken out by using suitable words so that what listeners understand can be the same with the ideas in the speakers' mind. It is important to understand deeply the material and do not memorize it, because once some words are forgotten, it will make the speakers get stuck.

4. Concentrate on the message rather than on the people

Do not worry about what people may think if you make a mistake in the message you are trying to communicate. Instead concentrate on producing a message to make communication successful.

5. Avoid sitting in the rear of the classroom

Gradually move forward to the middle or front of the class. It is good to be closer proximately to the person wish to speak with to make speaking easier.

6. Gain experience to build confidence

When learner is familiar with speaking in front of the class, they will get a high level of

self-confidence, because practicing make perfect.

### Findings and discussion

The result of anxiety factors in this part was gotten from giving questionnaire to the participants and asking them about their feeling to make sure that they really feel anxious to speak, include the physical symptoms of anxiety that the writer could not see directly. The writer also enclosed physical symptoms of anxiety of each participant based on observation in the subsequent explanation. In getting the answer about the strategy to cope with anxiety, the writer interviewed the active students and the less active students. Those data then were related to the theory and previous findings.

#### *Anxiety factors in delivering ideas of Indonesian EFL learners of undergraduate*

The questionnaire used to identify participants' anxiety level consisted of 35 questions represented the ten anxiety factors dealt with Young's theory. The more participants said yes in the questionnaire, the higher level of anxiety they felt. Table 2 above shows that great deal participants were in moderate to high level of anxiety. For the detail percentage of each factor can be seen in appendix 1. Based on the result of questionnaire, the lowest point of the participants is 15 points whereas the highest is 31 points out of 35 maximum points. In subsequence of this part, the writer would describe the anxious factors experienced by each participants and also the physical symptoms of anxiety showed during the observation.

Table 2. Accumulation Percentage of Students' Anxiety Factors

| No. | Anxiety Factors  | Percentage |
|-----|--|------------|
| 1.  | Low self-esteem  | 35%        |
| 2.  | Over explicit error correction and fear of negative evaluation | 100%       |
| 3.  | State anxiety  | 80%        |
| 4.  | Afraid of speaking in front of class                           | 70%        |
| 5.  | Competitiveness  | 85%        |
| 6.  | Lack of class preparation                                      | 100%       |
| 7.  | Testing situation  | 90%        |
| 8.  | Little declarative knowledge                                   | 100%       |
| 9.  | Lack of group membership                                       | 55%        |
| 10. | Uneven allocation of turn                                      | 55%        |

### 1. Low self-esteem

Based on the questionnaire result, 55% of participants had moderate self esteem, 35% of participants were in low self-esteem level and only 10 percent of participants who have high self-esteem. Participants with low self-esteem are characterized by their unsure feeling toward themselves. In the questionnaire, 4 out of 7 participants answer that they never feel quite sure of themselves when they are speaking in English. 6 out of 7 participants admitted that even though they prepared well for English class, they still feel anxious about that. In case volunteer answer in class during discussion, half of the participants with low self-esteem feel embarrassed to do that even they prefer to be pointed by the lecturer to give answer than by their own willing.

Those cases are the things indicated that the participants have low self-esteem that inhibited them to speak in class. 5 out of 7 participants with low self esteem were silent during observation, except they who had presentation at that time. They also prefer to work with friends than alone. This self-esteem factor is in line with what Wahyuni (2014: 52), who stated that the students who have enough self-esteem could reduce the anxious feeling befall themselves in doing presentation and speaking in public. They will do a presentation as a challenge to increase their speaking ability rather than as a scary thing to do.

In other hand of what the writer found during observation, there is one of participants who have low self-esteem but he was active in class asking question or giving comment. Found this difference, the writer did an interview to know what made him could speak in class with his low self-esteem. He reported if he believed that by forcing himself to speak, it can decrease his anxious feeling by the time he speaks, because for him the nervousness only befalls the person who unfamiliar with speaking.

### 2. Over explicit error correction and fear of negative evaluation

85% participants answer 'yes' in the questionnaire that state 'I would be more willing speak to volunteer answers in class if I weren't so afraid of saying the wrong thing'. It is a normal thing for being afraid in making mistake. It is because they do not want to receive negative error correction from the lecturer. More than half participants admitted it. However, it is commonly befalls the silent participants, but it does not mean that the active students do not.

Most of participants are in fear category of fear of negative evaluation level, with 50% of total percentage. Participant 1, 2, 10, and participant 12 are some of them which categorized as active students who always ask question or give comment during observation conducted and participant 11 is less active student who felt inferior because

of he is the highest semester in that class, and the rest of the them are the silent students. 30 % participants in very fear category are silent students, except participant 4, whereas the students who only felt little bit fear of negative evaluation is 20%.

When the writer made sure it with asking some of silent students, participant 17 and participant 18 admitted it. They felt they are lack in grammar and pronunciation. Afraid if the question is a silly thing to be asked or out of the material is also the things they afraid of. It was also experienced by the active students. Instead of feeling afraid about others' opinion, they prefer trying to do not care too much about it. They believed that everyone could make mistake especially in learning process because nobody is perfect.

Fear of negative evaluation and correction from classmates or teacher in foreign language class is one of influential factors caused anxious feeling to speak that also was cited by Horwitz (1986: 128). He defined it as apprehension about others' evaluation, avoidance of evaluation situation, and the expectation that the others would evaluate oneself negatively. In line with this factor, Asnur's findings (2010: 94) showed that 5 out of 10 of her total participants admitted that they felt afraid of criticism. Some of them felt fear if they could not answer the question from the lecturer whereas others felt afraid of the judgment they would receive after presentation.

Differ from related findings of some researchers in chapter II, in this research there is one participant who admitted that she is not afraid of receiving negative evaluation from her classmates. It is not a shame thing for being laughed by their friends, as long as she felt sure that what she talked about is not a silly thing.

### 3. State anxiety

Studying in the class where the students are obligated to use full English and studying in class where the students are free to use Indonesian language created quite different atmosphere. Most of participants who silent in class is in very fear level of state anxiety. They answered that they feel more anxious

studying in this class than another class. Beside language factor, educational background of the lecturer also becomes a big influential factor created their fear, as what they reported to the writer. It could be seen in the first day observation that only one participant who speak in the class discussion, whereas in the next observation day, there are many students who asked question and gave comment even do debate. It was because different lecturer in first day and next day observation. That shows that some of them only feel fear in certain situation.

The result of participants state anxiety factors stated that only 20% of total participants who were not anxious about this class, while the rest 45% are anxious and 35% are very anxious.

Based on the observation, not anxious students looked relaxed in class without indication of anxious feeling. While most of the anxious and very anxious level students showed how anxious they are by behaving as they are focus on reading book, in order to avoid eye contact with the lecturer, while this class was taught by an assistant, they are looked more relaxed even keep their eyes more on the presenters than their book.

This factor accordance with what Brown (2005: 151) has stated that anxiety is the anxious feeling experienced by people in relation to some particular event or act. It was because everyone has his/her own anxiety source. In this case, the students who had anxious and very anxious level of anxiety, in their questionnaire, they answered that they felt more tension and nervous in full English class than non English class. it proved that state anxiety can affect students' anxious feeling.

### 4. Fear of speaking in front of the class

All of silent participants answered that they feel more comfortable in class when they do not have to get in front of the class. Participant 14, for instance, she reported in interview that actually she have learnt about the material well in the night before presentation. However, when she got in front of the class to present her material, she become nervous, trembling, difficult to make

eye contact, even she forget all the material she have learnt. She got blank at the time. It because of she afraid of speaking in front of the class that created higher anxious feeling when speak. Participant 8 also admitted that in the beginning of presentation, she felt so nervous and cod palms, but after some minutes, she felt better. It indicated that she feel anxious in speaking in front of the class.

10 participants who had presentation during observation had been interviewed by the writer to know how they feel when they did presentation. They said that they felt nervous, heart pounding, tension, even trembling in the beginning of the presentation. After some minutes speaking, their anxious feeling reduce little by little until the end of the presentation. It showed that speak in front of the class can be a factor why the students got anxious.

The case above is equal with Tseng's finding on his research (2012: 82) about anxiety factors that found that one of his participants felt nervous when she did a presentation or gave a short talk in front of the class. He also stated that other participants shared the same opinion that speaking in front of the whole class or in public caused anxiety for most of learners. Zhipping (2013: 5) in his research about students' anxiety factors found one of his participants reported that he felt shy and somehow afraid of facing public, while another one admitted that he felt more anxious because he had a presentation to present in public.

In this case, participant 11 even did not feel fear of being in front of the class. It could be shown by his physical appearance during presentation, he looked relaxed, making good eye contact, even though sometimes he did foot movement, but overall seem as usual. After interviewing him, he reported that he take the chance (when he was pointed as a moderator in that day) as a challenge to practice and improve his ability in speaking English

## 5. Competitiveness

The result of questionnaire showed that 55% of participants felt that their classmates are more proficient then themselves and only 15% who did not. Participant 14 until participant 19 who categorized as silent students are influenced by this factor that caused them to keep freezing in class. It made them feel inferior to speak in class.

Beside by virtue of the result of questionnaire, the writer also did an interview to ask the participants about their thought toward their classmates. Participant 4 reported that the reason why sometimes he felt anxious to speak in class is because of feeling inferior, the feeling that his friends is more competent than himself in that subject. It caused him suddenly feel unnecessary to express what he supposed to. Different with participant 4, participant 2 in his questionnaire showed that he never think he is not better than his classmates, in other words he felt he could do as well as his classmates do, so do participant 10 and participant 12.

It indicated that competitiveness in class give bigger pressure to the students which block them to speak. As what had found by Zhang, one of influential factor caused the students feel anxious to show up their ability is the thought that their fellows are more proficient in the subject they learn (Zhang, 2012: 28).

## 6. Lack of class preparation

Large deal of participants admitted that their anxious feeling depend on how well their preparation before attending the class, especially for the presenters, even though Participant 11 did not feel any difference between attending the class prepared than unprepared, it is just the same. Because this class is using full English during discussion, practice speaking English more will help them to face the discussion, as what they admitted on questionnaire. It showed that one of the biggest influential factors is class preparation.



75% of total participants in their questionnaire result showed that their anxious feeling is lower when they came to class with preparation related to the subject. Some participants reported that they do not too brave to speak in class used full English is because of they lack in grammar and pronunciation. Participant 18, for instance, she said that she was afraid if her fellows cannot catch what she meant. Most of presenters who had presentation also shared the same opinion about that. They admitted that they will feel more nervous to present their material when they did not prepare it well before the presentation day. More sufficient their preparation, more low the anxious feeling they felt. In a same line Koyaoglu (2013: 250) summed up in his journal that lack of linguistics knowledge in foreign language class process is one of biggest factor in creating students' anxiety in speaking.

#### 7. Testing situation

When the lecturer grades the students, there will be certain feeling emerged in students' self. There will be a pressure in speaking English in class. 90% participants answered that they become mess up when they know that the lecturer graded them when they do presentation, ask question or give addition in the discussion.

Participants who did not feel afraid of testing situation were only 10% while the rest of participants were in little fear and fear level. This factor however made some of participants become mess up even got blank and forgot about what they want to say. Some of them still could speak but not fluently and said the same words repeatedly. Participant 8, for example, when she did a presentation with a lecturer assistant in frontage her, the writer could see how anxious she was by hearing her vibrate voice, difficult to say something, foot movement and sometimes become forgetful about the material. She reported that she feel sensation of heart pounding in the beginning of the presentation, but it was reduce by the time she speak until the end of the presentation.

In her thesis, Chowdury (2014: 13) also shared the same findings that anxiety during

test is a common problem that mostly students have. The thought of how if they fail in the test, or how if the question that the teacher or audiences ask in presentation is different with what they have learnt are the things made them more anxious even during studying process in the day before the test or presentation held. Then, it will become more anxious in the test or presentation when they suddenly forgot a key word and got stuck at that moment. Asnur (2010: 97) also founded that one of her participants reported that he could hear the questions that the examiners asked, but when he was going to answer it, s/he suddenly forgot.

#### 8. Little declarative knowledge

The result of questionnaire showed that anxious feeling of 90% of participants was depended on their declarative knowledge about the material, especially for the presenters and the students who want to ask question.

Related to this case, the writer has interviewed some participants. Participant 1, for instance, she stated that the more they know well the material, the more low the anxious feeling they felt. As long as she has learnt about what she will present, she will feel more relaxed presenting her material to her classmates. Even thought as a normal student she still felt little bit nervous once she began to deliver the material. So as participant 2, as long as he has sufficient knowledge about the material and sure that what he said will give additional knowledge to the presenters and the audiences, he would express his ideas. It is a same case in testing situation when the students do not know the specific question that they would receive could create anxious feeling.

Participant 2 in his interview, he said that the more they know well about what they want to say in discussion, the lower anxious feeling he felt at that time. It showed that his anxious feeling related to his knowledge about related material. The same case with all participants, they said that they feel very relaxed when they have studied a great deal the night before. They are also more willing to speak in class if the material is a current event and interesting. More interesting the

topic, more they know about that, it make them more relaxed to speak because they already know about the material or topic well'

In line with what the writer found, Young (1991: 429) cited that the more unfamiliar and ambiguous the test tasks and formats, the more the learners' anxiety produced. Based on the questionnaire result, all participants except participant 9 and participant 13, answer that they feel very relaxed in class when they have studied a great deal the night before.

#### 9. Lack of group membership

There were 55% participants who felt more relaxed speaking when they know the audiences better. When they felt that they are not a part of the audiences, they will feel more nervous to speak. Participants 6 in her interview, she said that she did not feel afraid to express her thought in class because she believed that her classmates are her friends. They already know about her weakness and strength. So there is no reason to be silent in class when she has something to say or to ask. She tried to look brave, even thought it could not hide her trembling and nervousness when she spoke. It is also showed by participant 1, 10 and participant 12 that they feel the same with participant 6. Participant 1, for instance, when the writer asked her about how if her classmates laugh at her, she replied gladly with big smile by saying 'I am not afraid if my friends laugh at me.'

It is absolutely right that when we know with whom we speak to, we could guess the potential response we will receive from them. When we know that they are our friends and sure that they will give positive response because we are the same who still learn the same language target, the anxiousness will fade away. As what cited by Krashen in Young (1991: 429) that the effective filter is down when you consider yourself as a member of language target group.

#### 10. Uneven allocation of turn

Each student has different personality. There are students who like to speak when the lecturer pointed them, and there are also the students who do not like that way. 9 out of 20 participants prefer to speak by their own willing is because when the lecturer pointed them in a sudden while they do not have any ideas to be delivered, it will be a big problem could created anxious feeling to speak, whereas the rest of them who want to speak after being pointed by the lecturer is because they feel embarrassed and not sure about their answer. In other hand, 11 out of 20 students are anxious when they do not know when their name would be probably mentioned. They also prefer to volunteer answer by themselves than being pointed by the lecturer to do so.

Participant 1, 2, 10, and participant 12 are the active students in class. However, in the result of questionnaire indicated that they feel anxious when they are pointed by the lecturer in a sudden immediately. It was because there will be a certain feeling of fear in that moment. 55% of participants preferred to answer or give comment by their own willing, or if the lecturer always pointed the students to speak, they hope that the lecturer give schedule or inform them some minutes before they have to speak so they have time to think what they would say. Despite on those participants who do not like to be pointed, the rest 45% participants in their questionnaire answered that they preferred to be called on to give addition or comment rather than to volunteer. It is in line with the Young's findings (1990: 543) that as much 35% of his respondents of university students admitted that they are more willing to speak when the teacher informs them the schedule before.

#### *Students' strategy in coping with anxiety*

*Table 3. Students' strategies in coping with anxiety*

| Strategies                              | Participants |
|---|--------------|
| Examine the thoughts that cause anxiety | 2            |

|  |                       |
|--|-----------------------|
| Sitting in frontage  | 12                    |
| Sitting in the backside of classroom                             | 10                    |
| Know what you want to say and Make concept before speaking       | 2, 4, 6, 10, 11, 12   |
| Concentrate on message rather than audience                      | 6, 12                 |
| Learn how to relax   | 6, 10                 |
| Gain experience to build confidence                              | 1, 2, 4, 6, 9, 11, 12 |
| Stop imagine negative response of your friends                   | 2, 6                  |
| Avoiding excessive eye contacts and do not do too much movements | 11                    |

### 1. Examine the thought caused anxiety

By interviewing participant 2, the writer found that this strategy is used by him to alleviate his anxious feeling in speaking. He explained that everyone is different in personality, which means that each student has her/his own factors caused her/his anxiety that might differ from others. So, the first step to face anxious feeling is to know the cause of it and find the suitable way to alleviate it. Because of in the beginning of semester he felt so afraid speaking in class and he knew it caused by his unfamiliar with condition as the student of university where he was demanded to speak much, hence he faced his fear by trying speaking in class and joining some organizations. This strategy made him familiar with speaking. Now, he is one of active students and can speak relaxed in class discussion.

Other cases, some students might feel uneasy in class where the students should use full English, but feel relaxed in other classes. Most of students might do not like if the lecturer corrected their mistakes directly in front of their fellows and made them shy, in the subsequent of class they do not want to speak any more. By examining what probably cause anxiety and then find out the way facing that factor rather than avoiding, it will alleviate their anxiety.

Setiaji (2012: 9) in his paper approved that strategy. He explained some ways can be used to reduce social anxiety. First step is by

identifying the most anxious situation or activity. After knowing the cause, step by step begin from a small thing try to do that activity until you feel more relaxed doing that.

### 2. Sitting in frontage

Participant 12 argued that speaking in the backside of class will catch lecturer's attention more. He felt more pressured speaking in the backside than frontage, that is why he decided sitting in frontage of class. Sitting in frontage is one of the strategies used to alleviate anxious. During observation, participant 15, 16, and 18 always sit in the same spot, in frontage. Even though they never asked question or gave comment in class, at least, the lecturer can see that they watch the discussion well.

About this strategy, Tseng (2012: 85) also cited that the more we near the person we speak to, for example the lecturer or the presenters, the easier we speak and the anxious will reduce.

### 3. Sitting in backside of classroom

In this case participant 6 is one of the active participants who use this strategy to cope with anxiety. She always sat in the middle of the class or in the backside. He shared that by sitting in the middle of class, she will be covered by her classmate in frontage so teacher could not see her. She also felt more relaxed when she expressed her mind in the middle of the class. Not only for participant 6, a great deal of silent students always choose middle and backside seats, such as participant 17, participant 19 and participant 20, they never sat in frontage.

Different with Tseng (2012) that suggest to sit in frontage to reduce anxiety when speak, participant 10 preferred to sit in backside. In his opinion, backside of classroom is a place where the classmates will give little attention rather than when he speaks in frontage. That is why sitting in backside is one of his strategies to speak more relaxed in class.

4. Know what you want to say and make concept

This is the common strategy applied by the active and less active students to alleviate their anxiety. There were 75% of them use it in order to make them easier in delivering their ideas. Participant 4 applied it. He decided the diction he would use, the sentence patters, grammar and the ideas. Same line with participant 4, participant 2 and participant 10 also make such concept in their mind before speaking, but more focus on the thing they wanted to share, not too focus on grammar, as long as what they said is understandable.

If those participants made concept in their mind, participant 6 made a written concept to make her easier to speak and it could help her if she suddenly forget what a key words. In other hands, participant 11 and 12 besides making concept, if they found something new from the presenters during the presentation, they will write it down, so when they have something to ask or share to the audiences and presenters, it will make them easier to do that. By interviewing the less active and active participant, participant 1 and participant 9 did not make any concept, instead only said directly when there are something emerges in their mind.

Although they do not write down the concept on a paper, at least they recognize it on their mind about what the supposed to say or ask. Related to this strategy, Tseng (2012: 85) also argued that we need to think through the ideas, vocabulary, structure, and the intonation to represent the ideas appropriately.

5. Concentrate to the message rather than the audience

Participant 6 and participant 12 in alleviating their anxiety in speaking, they focus on the ideas that they want to share to the audience or the question that they want to ask. Even though it is a normal thing to keep thinking of the response of others such as how if their classmates laugh at them when they made a mistake during speaking, or how if the

question is out of the material, and other possible responses, they do not take it as a inhibition to speak.

Although it is possible to receive negative response from the classmates, the do not care about it too much. As long as what they wanted to say is a helpful ideas for the presenters and they felt sure about that ideas, they felt having a responsibility to speak. They do not want if what they have known by reading related material just they keep by themselves without sharing it to their fellows. By concentrating more to the message will reduce anxious feeling toward the audiences. It is in line with Tseng's suggestion (2012: 85) to do not worry about what people may think about oneself when s/he make mistake in the message s/he is trying to communicate, instead concentrate on producing a message to make successful communication.

6. Learn how to relax

By asking some participants about their own strategy used to reduce anxious feeling in speaking, Participant 6 and participant 10 admitted this strategy. When Participant 10 answered the question from the audience, firstly he smiled and he began with a light thing or something funny that made the audiences burned into laugh, but of course that thing was still related to the material. When the audience felt relaxed, he began talking the arduous material. Different from Participant 10, Participant 6 more focus on making herself feel relaxed.

Beside participant 10's argument, Abbasi (2013: 643) in his journal took one of strategies from Mejias that when the students think how to relax in the beginning anxiety stimuli emerges, anxiety is reduced in the subsequent oral communication situation.

7. Gain experience to build confidence

All of active and less active students do this strategy to reduce their anxious feeling in speaking. Participant 2 always practice speaking in class and join English and non-English organization to increase his confidence in speaking in front of people.

Same with him, participant 12 also argued that the anxious feeling only occur in a people who unfamiliar with speaking in front of people. By practice more, it increases their ability in speaking in front of the class. Beside by making oneself familiar with speaking in front of people, some of participants force themselves to speak, even only for getting point from lecturer, as what admitted by participant 10. Others participants also admitted that they always say what emerge on their mind directly or if there is something they do not agree with.

The active students who always deliver their opinion in class do not mean that they have no anxious feeling. Everyone has his/her own things that s/he anxious about. What the writer found after interviewing the active participants and less active participants is trying even forcing themselves to speak is what they did to face anxious feeling. Participant 1 and participant 9 suggested that what comes to our mind is a thing we have to share to our friends and what we doubt about or what we do not understand must be said instead keep it by our self with a lot of question. In other words, one of strategy to alleviate anxiety is by opening our self to our friends.

Those strategies above they did in order to gain experience to increase self-confidence. One of needs to be brave in delivering ideas is self confidence. In line with what Wahyuni (2014: 55) found on her research, that there is negative coefficient between self-confidence and anxiety in speaking. It means that the higher level of self-confidence, the lower anxious feeling in speaking will occur. So, by more practice speaking in class will build self-confidence.

#### 8. Stop imagine negative response of friends

Based on the participants' answers during interview, participant 2 and participant 6 used this strategy to face anxious feeling when they want to speak in class. They felt quite sure that their classmates already knew about their weakness and lack by the times they spent together in the same class during two years. If their classmates laughed, they believed their laughing is not mocking laugh, but there is something funny made them

laugh, and it is not necessary to mind it. By holding this belief, they felt relaxed speaking in class and there is no reason to keep freezing in class when they have something to say.

Similar to this finding, Setiaji (2012: 10) also suggested this strategy to his social phobia disorder patients to notice carefully how many times the situation they afraid of have really happened in their life. They might found if what they always anxious about have never happened in the reality, instead just the irrational beliefs. This belief is often thought by the students than make them do not want to speak in class. They always felt afraid how if their classmates laugh at them once they made mistakes. They kept thinking that their fellows will think them stupid when they ask a silly question that they themselves really do not know.

#### 9. Avoiding excessive eye contact and do not do too much movement

Avoiding eye contact and decreasing movements during speak is what participant 11 did to fade his anxious feeling in speaking or presenting material in discussion. He argued that, look at someone eye's in speaking can increase nervousness, hence to make himself comfortable in delivering his ideas, he use this strategy. He also suggested that, it is better to do not do many movements during speaking because the concentration will be divided between movements and the message. So, it is important thing to limit the movements during speaking.

It is true that making eye contact with person we speak to is the factors that could make some people anxious in speaking, but it does not mean avoiding totally instead not intense. In reducing anxious, this strategy is also commonly used by the silent students who do not want to be asked or pointed by the lecturer. By behaving busy reading book in order to avoid lecture's eyes successes did by them because they are too afraid to speak. As what stated by Zhiping (2013: 6) that students always look down, writing, or checking their bags so the lecturer did not point them to answer question.

What participant 11 did is not to avoid lecturer's command, but to reduce his nervous feeling when speaking. He added, the important thing to be noticed is we do not do many movements. For some people, doing additional movements such as holding pen or doing hands movement is the trick to hide nervousness, but for participant 11, it is something that could mess your concentration up. Hence if he wanted to more focus on the ideas he wanted to say, decreasing movements is the best way.

## Conclusion

The speaking anxiety level of participants is in moderate level to high level. The percentage of students with moderate level of anxiety is at the rate of 55% whereas the high level of anxiety is at the rate of 45%. The most common factor befell the students are fear of error correction and negative evaluation, lack of class preparation, little declarative knowledge, testing situation, the thought that their friends are more better, state anxiety and afraid of speaking in front of the class. As much 55% of participants' anxiety were influenced by uneven allocation of turn and lack of group membership and 35% of participants were influenced by their low self-esteem. Students with high anxiety level are mostly influenced by low self-esteem, testing situation, afraid of speaking in front of the class and fear of negative evaluation and error correction, whereas students with moderate anxiety level are mostly influenced by lack of group membership.

The strategies that they used to alleviate their anxiety in speaking covers (a) examine the thoughts caused anxiety, (b) sitting in frontage, (c) sitting in the backside of class room, (d) making concept before speaking and knowing what they want to say, (e) concentrate on message rather than audience, (f) learn how to relax, (g) gain experience to build confidence, (h) stop imagine negative response of friends, and (i) avoiding excessive eye contacts and do not do too much movements. There is no dissimilarity strategy used by the students with high anxiety category and the students with moderate anxiety level. The common strategies

that they used to alleviate their anxious feeling are gain experience to build confidence and making concept before speaking.

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*Appendix 1. Detail Percentage of each anxiety factors (result of questionnaire)*

| P  | 1             |              |               | 2                    |               |                    | 3      |        |        | 4      |        | 5      |        |        | 6          | 7           |        |         |          | 8            |          |         | 9              | 10             | Total | Anxiety level |
|----|---------------|--------------|---------------|----------------------|---------------|--------------------|--------|--------|--------|--------|--------|--------|--------|--------|------------|-------------|--------|---------|----------|--------------|----------|---------|----------------|----------------|-------|---------------|
|    | High<br>(0-3) | Mod<br>(4-6) | Low<br>(7-10) | Little Fear<br>(0-2) | Fear<br>(3-4) | Very Fear<br>(5-7) | F<br>2 | L<br>1 | N<br>0 | F<br>1 | N<br>0 | V<br>2 | L<br>1 | N<br>0 | V<br>(3-4) | VF<br>(3-4) | F<br>2 | LF<br>1 | VNF<br>0 | Yes<br>(2-3) | Mod<br>1 | No<br>0 | Yes 1/<br>No 0 | Yes 1/<br>No 0 |       |               |
| 1  |               | 6            |               |                      | 4             |                    |        | 1      |        | 1      |        |        | 1      |        | 4          |             |        | 1       |          | 3            |          |         | 0              | 1              | 22    | Mod.          |
| 2  |               | 6            |               |                      | 4             |                    |        | 1      |        |        | 0      |        |        | 0      | 4          |             |        |         | 0        | 3            |          |         | 1              | 1              | 20    | Mod.          |
| 3  |               |              | 7             |                      |               | 7                  | 2      |        |        | 1      |        |        | 1      |        | 4          | 4           |        |         |          | 3            |          |         | 0              | 0              | 29    | High          |
| 4  | 2             |              |               |                      |               | 7                  |        | 1      |        | 1      |        |        | 1      |        | 4          | 3           |        |         |          | 3            |          |         | 1              | 1              | 24    | High          |
| 5  |               |              | 7             |                      | 4             |                    |        | 1      |        |        | 0      | 2      |        |        | 4          | 3           |        |         |          | 3            |          |         | 1              | 0              | 25    | High          |
| 6  |               | 5            |               | 2                    |               |                    |        | 1      |        |        | 0      | 2      |        |        | 4          |             | 2      |         |          | 3            |          |         | 0              | 1              | 20    | Mod.          |
| 7  |               |              | 8             | 2                    |               |                    | 2      |        |        | 1      |        |        | 1      |        | 3          | 4           |        |         |          | 2            |          |         | 1              | 1              | 25    | High          |
| 8  |               |              | 7             |                      |               | 6                  |        | 1      |        | 1      |        | 2      |        |        | 4          | 4           |        |         |          | 3            |          |         | 1              | 0              | 29    | High          |
| 9  |               | 5            |               | 1                    |               |                    | 2      |        |        | 1      |        | 2      |        |        | 3          |             | 2      |         |          | 2            |          |         | 1              | 0              | 19    | Mod.          |
| 10 |               | 6            |               |                      | 3             |                    |        |        | 0      |        | 0      |        |        | 0      | 4          |             |        |         | 1        | 3            |          |         | 0              | 1              | 18    | Mod.          |
| 11 |               |              | 7             |                      | 3             |                    |        |        | 0      | 1      |        | 2      |        |        | 3          |             |        |         | 1        | 3            |          |         | 1              | 1              | 22    | Mod.          |
| 12 |               |              | 7             |                      | 3             |                    |        | 1      |        |        | 0      |        |        | 0      | 3          |             | 2      |         |          |              | 1        |         | 0              | 1              | 18    | Mod.          |
| 13 |               | 5            |               | 1                    |               |                    |        |        | 0      |        | 0      |        | 1      |        | 4          |             |        |         | 0        | 3            |          |         | 0              | 1              | 15    | Mod.          |
| 14 |               | 5            |               |                      | 4             |                    | 2      |        |        | 1      |        | 2      |        |        | 4          |             |        | 1       |          | 3            |          |         | 0              | 1              | 23    | Mod.          |
| 15 |               | 6            |               |                      | 4             |                    | 2      |        |        | 1      |        | 2      |        |        | 4          | 4           |        |         |          | 3            |          |         | 1              | 0              | 27    | High          |

**Note:**

**Abbreviation**

P : Participants

F : Fear N : Not

V : Very L : Little

LF : Little Fear VF : Very Fear

Mod. : Moderate VNF : Very Not Fear

|                |       |        |
|----------------|-------|--------|
| Participant 11 | M A W | Male   |
| Participant 12 | M S H | Male   |
| Participant 13 | Z M R | Male   |
| Participant 14 | M F   | Female |
| Participant 15 | M M   | Female |
| Participant 16 | A Q   | Female |
| Participant 17 | K     | Female |
| Participant 18 | D     | Female |
| Participant 19 | A N   | Male   |
| Participant 20 | I A I | Female |

*Appendix 2. Profile of Participants*

| Participant Number | Initial Name | Sex    |
|--------------------|--------------|--------|
| Participant 1      | P N S        | Female |
| Participant 2      | R K P        | Male   |
| Participant 3      | A            | Female |
| Participant 4      | M E          | Male   |
| Participant 5      | N D J        | Female |
| Participant 6      | S A          | Female |
| Participant 7      | R H          | Male   |
| Participant 8      | S            | Female |
| Participant 9      | P N          | Female |
| Participant 10     | M F          | Male   |

**Column number of Factors**

1. Self-esteem
2. Fear of negative evaluation
3. State anxiety
4. Afraid of speaking in front of the class
5. Competitiveness
6. Lack of class preparation
7. Testing situation
8. Little declarative knowledge
9. Uneven allocation of turn
10. Lack of group membership