STUDENTS' ANXIETY IN PUBLIC SPEAKING

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DECLARATION

I hereby declare that the paper entitled **"Students' Anxiety in Public Speaking"** is completely my own work. I am fully aware that I have qouted some statments and ideas from many resources. All qoutations are properly acknowledged in the texts. Should there be any claim on the originality or owenship of this paper, I would be prepared to take any legal responsibility.

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PREFACE

Alhamdullilaahirabbil'alaamin, all praises are dedicated to Allah Subhanahu Wata'ala for His blessing, health and strength that enable the writer to finish the paper entitled "Students' Anxiety in Public Speaking". This paper is submited to fulfill one of the requirments for *Sarjana Pendidikan* examination in the English Education Study Program Faculty of Teacher Training and Educational Science, Pakuan University.

The writer realizes that this paper has not been perfect yet. It is because of her knowledge and also experience. Therefore, she will be grateful for all criticisms, corrections, and suggestions to make this paper better. Finnaly, she hopes this paper may be useful for all people who read it and the writer herself.

Bogor, June 2020

The Writer

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ABSTRACT

Public speaking is a place to help students enhance their speaking skill, therefore students are facing problems especially in speaking skills as they are lacking of confidence because of public speaking anxiety. This study aims to investigate the factors and level of students' anxiety on public speaking. The research is conducted to the fifth grade students English Education Study Program, Faculty of Teacher Training and Educational Sciences of Pakuan University. The researcher uses qualitative approach and descriptive method is applied to describe factors of students' anxiety in public speaking. The data are gained by distributing questionnaire and interviewing the students and the lecturer. The result shows that the fifth semester students of English Education Study Program of Pakuan University were in the moderate level of public speaking anxiety. Among the three types of speaking anxiety such as communication apprehension, fear of negative evaluation and test anxiety, the dominant type of speaking anxiety was test anxiety.

Key word: anxiety, public speaking subject.

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CHAPTER I

INTRODUCTION

A. Background of the Study

In learning English, students are expected to be able to master all language skills of English such as listening, reading, speaking, and writing. It is based on the goal of English teaching. One of crucial skill is speaking, speaking as productive skill. It is skill that the students will be judged upon most in real-life situation. It is an important part of everyday interaction and the first impression of a person is based on the students' ability to speak fluently and comprehensibly.

In speaking class, students have already known and familiar with public speaking which usually conducted by individual. Both in school or university, commonly used public speaking as part of course. In the implementation of public speaking should prepare carefully and mastery the material that will be delivered. Despite having mastered the material, some problems during public speaking such as nervousness, fearfulness, uncomfortable that is called anxiety. Anxiety, simply speaking is a kind of troubled feeling in the mind. It is a subjective feeling of tension, apprehension, and worry associated with an arousal of the automatic nervous system. It makes anxiety has a big effect in students' performance in public speaking. One problem of the students is related to emotion. If students were experiencing emotional strain, it can inhibit

or disturb the concentration of study. Emotion is important in the conversation or classroom activities, since it has good impact on learning. Brown states that emotions affect learning in the most fundamental way because they are the foundations of the learning strategy and technique. It means every state in students self that accompanied of affective both at the weak level and broad level.

In the regard of foreign language, students' emotions tend to be more discouraging rather than encouraging. One of the emotional states that make such process become difficult is anxiety. Anxiety can be divided such as feeling of tension, worry that will impede students' ability to perform successfully in a foreign language classroom. According to Oxford, "Most language research shows a negative relationship between anxiety and performance. For example, when the teacher asks students to practice in front of the class, some of them thought that if they make mistake their classmate will laugh at them. So they preferred to be quite. That condition leads the students to feel anxious in classroom and it may influence their speaking ability.

In some cases, when the students come forward to present the material, then the students make mistakes because their mispronounce words in the English language, the lecturer is commenting directly. Surely, it would make psychology of students' become distracted, because it will feel embarrassed. Sometimes it makes students become "blank". Speaking might have its own numerous researches. Among the four language skills, much attention of

research on anxiety has been given to speaking skill. This case is also based on the fact that speaking skill is likely more complex compared to other skills. Some many variables can influence learners' speaking performance. Among these variables, language anxiety is very common problem that influences students' speaking performance.

Since anxiety can have main effects in speaking performance, it is important to know the students' anxiety. Therefore, the researcher wanted to analyze how students' anxiety towards their speaking performance at public speaking class more deeply.

B. Reason for Choosing the Topic

Public speaking is one of the students' activities in individually. It becomes one of the way to increase their speaking ability and to make the students self confident in classroom. In the process, some aspects are involved such as a speaker, topic to present, audience, media etc. All of the aspects give some effect to the students' performance on presentation activity.

Additionally, in public speaking class students suppose to be more preparing about the material. They appear generally unprepared for the rigors of independent study and are often unable to present their work or ideas in original or creative ways. The self-direction and active participation demanded by a challenge such as the research and delivery of a public speaking causes some students to react with anxiety, confusion, and lack of understanding.

In many cases, there are several problems in having public speaking. First, it is related to student's conditions such as their feelings, and student's hesitancy the audiences cannot be accepted what the students' present, not confidence, poor preparation. Second, as the students present the material suddenly the teacher or lecturer interrupting the presentation, it will make the student become destructed their focuses. Some cases of public speaking encourage the writer to choose the topic. It makes her interested and wants to analyze students' anxiety towards their speaking performance.

C. The Aim of the Research

The aim of this study is to know the level of students' Speaking anxiety at public speaking classroom and to find out the causes of the students' speaking anxiety.

D. Research Question

The research questions of this research as follows:

1. How is the students' anxiety level at fifth semester students of Pakuan University?
2. What are the factors influencing students' anxiety in public speaking performance?

E. Research Focus

The writer focuses on analyzing students' anxiety towards their public speaking performance at fifth semester students of Pakuan University specifically on level of anxiety and factors causing students' anxiety.

F. Operational Definition

In this research, several terms need to be defined based on theories written in chapter II and writers' understanding. The definitions of terms in this research are as follows:

Anxiety is a negative feeling that someone has in certain time. Anxiety is a feeling where people feel uncertain or hesitant with their ability or what they want to do. This anxiety can be described that the students has low self-confidence, so it can distracted students' performance.

Public speaking is the process and act of speaking to a group of people in a structured, which aim to inform, influence, or entertain the audience. At least, at the end of the speech, the audience should be able to bring back a message that they can learn from the speech. Public speaking is one of the lessons in speaking class. Beside that public speaking is important to support their career.

G. Research Significance

The finding of this research is expected to be useful:

The writer expects this study give benefits to the lecturer/teacher. It helps lecturer/teacher to concern in evaluating process of public speaking, beside that this research can help to know students who feel anxious in public speaking class. So, the atmosphere in the class will be more conducive.

For the students, it gives them information about public speaking and helps them learn how to manage presentation anxiety. Then, it can help students to increase their speaking ability and their self-confidence. In addition, the writer expects this study give benefits to the reader, it gives a new idea to continue the research about students' anxiety in public speaking class. For the researcher, it completely gives a new knowledge about anxiety in public speaking subject.

CHAPTER II

THEORETICAL FOUNDATION

A. Anxiety

1. The Definition of Anxiety

Basically, anxiety is a mental health disorders characterized by feelings of worry, afraid, nervousness, or a fear strong enough to interfere in daily activities. It is a natural psychological reaction towards what we are worry or fear about something in particular situation or something that might happened in the future. It has different meaning with worry and nervous.

Anxiety is associated with feelings of being uneasy, frustrated, apprehensive, or worried, plays an important affective role in language learning (Brown, 2000). Additionally, B.B Wolman (1989) stated as a feeling of someone's own weakness and inability to cope with real or imaginary threats that it has close relationship with foreign language learning. It also related to Kirkwood and Melton (2002), anxiety disorders are among the most common mental disorders encountered by public speakers. People who feel anxiety while speaking in public generally tend to avoid situations where they have to perform, but when they encounter such situations, they suffer intense distress and anxiety. Horwitcz (1986: 125) claims that "Anxiety is described by psychologists as a subjective

feeling of tension, apprehension, nervousness, and wrong associated with an arousal of the autonomic nervous system.

Anxiety is a common thing that experienced by everyone when speaking in front of people or public. In education program, student experience anxiety in learning such as when the students doing presentation by individually or in a group. Thonburry (2005: 28) states that ‘’lack of vocabularies, improper grammatical, fears of mistakes are some factors that can contribute to speaking failure and causing an acute sense of anxiety when it comes to speaking.”

Moreover, the problem of language anxiety not only happens to beginner but also the university students who usually deal with English.” Anxiety may suddenly appear and can cause a lack of confidence and give the affect of students’ performance. Johnson (2010: 6) states “some of the people get so anxious about making a mistake that the people’s anxiety get out of control when speaking or performing in public.” It means that actually people can solve anxiety by themselves.

Anxiety can be experienced by the students or someone who are doing perform in front of class or public. These feelings arise because of fear, nervousness. This case related with students performance in presentation by individually or group. If the feeling arises, it will affect with the student’s performance. Such as they will speak hesitantly in deliver the material, sometime it can make the students become “blank”, look hurried.

Therefore, their speaking are going to be slow and they will repeat many word when their deliver the material. ‘’Anxiety in public speaking is very common among both college students and the general population. Some estimates are that as many as 20-85% of people experience more or less anxiety when they need to speak in public’’, (Katz, 2000). It can conclude that anxiety is very influence in the students’ performance. In brief, anxiety is a normal feeling that is happened in someone. When someone has a problem then they feel anxiety to face it, it will give a good impact if they can manage their anxiety into positive feeling.

2. Type of Anxiety

Based on psychological perspective, anxiety is classified into three types. They are trait, state and situation-specific anxiety (MacIntyre & Gardner, 1989).

a. Trait Anxiety

It is defined as anxiety can be faced by people in situation of a wide of circumstance. It is viewed as an aspect of personality. Pappamihiel (2002) cited in Riasty (2011) states that trait anxiety is the tendency of a person to be nervous or feel anxious irrespective of the situation she/he is expose to. It is relevant with Spielberger (1983) cited in Kondo (2009) states that trait anxiety is an individual tendency to be

anxious in any situation. It is as a more permanent predisposition to be anxious that occurs at activation of the autonomic nervous system.

b. State Anxiety

It is combination of trait and situation specific anxiety that is experience at the particular moment in time as a response to a definite situation (Spielberger, 1983) it is refered to situational anxiety. The nervousness or tension occurs at the particular moment in response to some outside stimulus.

c. Specific-Situations Anxiety

It is defined as trait anxiety limited to a given context (MacIntyre & Gardner, 1991). It is intrigued by specific situation or event over time such as public speaking, examination or class participation (Eliss, 1994). Thus, language anxiety can be included in situation.

Briefly, the trait and the state anxiety are differed by the situation and duration. Someone with trait anxiety may feels anxious in every condition in long duration. It can be happened when the other people feel relax. On the other hand, a person with state anxiety will only feel anxious when they think that the situation will risk him. That is why the kind of this anxiety is happened temporary. The anxious feeling will disappeared when the person passed the dangerous event. Lastly, someone in specific-situations anxiety feel anxiety in certain moment or activity. Situation and environment may affect someone's performance.

3. The Factor of Anxiety

In the context of foreign language learning, Horwitz (1986) argues that anxiety can be attributed into three factors. The factor of anxiety related to performance anxieties, such as communication apprehension, test anxiety and fear of negative evaluation. Here are the explanations.

a. Communication Apprehension

Communication apprehension is a fear or anxiety about actual or anticipated communication with other individuals and is a behavioral trait related to the psychological constructs of shyness and reticence (McCroskey, 1984), it relates to oral communication in most everyday communication situations, it is defined as a type of shyness characterized by fear or anxiety about communication with other people (Horwitz, 1986) cited in Tanver (2007). For example in learning process when the students get nervous to speak English with the teacher.

b. Test Anxiety

According to Wu and Chan (2004), test anxiety can accur when students have poor performance in the previous test. It means that test enxiety is related to someone's fear of test-taking situation. In this case, they have irrational perception in evaluative situation. It is quite pervasive in language classroom because of its continuous performance evaluative nature. For example; the common factors causing students' anxiety includes lack of vocabulary, lack of confidence, fear of making

mistakes and being laughed at, lack of preparation and shyness. Lack of vocabulary knowledge can lead the students' difficulties in language reception and productions and also becomes an obstacle to express themselves in English (Smith, 2011) as cited in (Juhana, 2010). Thus, the students develop a negative perspective about test.

c. Fear of Negative Evaluation

According to Lucas, Miraflores & Go (2011) Argues that "Fear of negative evaluation is the apprehensions about other evaluation which may include avoidance of evaluative situation and the expectation that other might evaluate the negatively". It means that anxiety occurs when students have negative thought about the result.

In conclusion, the factors of students anxiety are divided into three major problems. First, the factors are categorized as communication apprehension. In this case, the students feel anxious because of embrace feeling when speak in front of class. Secondly, the factors are called as test anxiety. It means that the students feel worry when they have to face the English test. It is due to the level of difficulty of the test. Lastly, the anxiety is appeared because fear of negative evaluation. It can be implied that someone feels anxious when he or she to speak in every social evaluate situation, such as an interview.

4. Level of Anxiety

According to Towsend (1996), there are four level of anxiety those are low anxiety, moderate anxiety, high anxiety, and panic. Low anxiety related with strained situation happened in daily life and cause someone become aware and increase their perception. Low anxiety can motivate learning and provide improvement and creativity. Manifestation arise on this level are exhaustion, irritable, perception tended to increase, high awareness, able to learn, motivation is increase, and attitude base on the situation.

Meanwhile, moderate anxiety enables someone to focuses on important problem and turns aside the other problems, therefore someone has main attention, but he/she can do something directed. Manifestation happened on this level are the increase of exhaustion, heart beat faster, breath heavily, muscle suspense increase, speak faster with high volume, narrow perception, able to learn but not optimally, concentration decrease, selective attention and focuses on stimulation that do not increase anxiety, offended easily, impatient, easy to forget something, easy to angry and cry.

The next is high anxiety, which is extremely reducing someone's perception. Someone with high anxiety tends to focuses on something detailed and specific, and also do not think too much on another problem. Someone who are on this level of anxiety need more guidelines in order to focuses on another area. Manifestation that arise on this level are sometimes complaint about vertigo, headache, insomnia, frequently

urinate, diarrhea, area of perception become narrower, do not want to learn effectively, focus on him/herself and his/her desires to omit the high anxiety, feeling over a barrel, confused, and disorientation.

The last level is panic. Panic is related to agape with surprise, fear, and terror because of lost control. Someone who is panic cannot do something although by direction. Symptoms that usually occur on this level of anxiety are hard to breath, pupil dilatation, look pale, incoherent talk, cannot perceive on a simple order, scream, cry out, experience hallucination and deletion.

In summary, a person who has a certain level of anxiety has been found to be a facilitative tool for an individual to perform ineffectively. The combination of feeling anxiety can lead to interference with performance through mind blocking, attention resources, more cognitive interference, worries and fears induced by anxiety. anxiety is a specific-situation that refers to anxiety conditions that are experienced during study process and could be disturbance of academic performance. Study anxiety has two dimensions include physiological arousal and cognitive anxiety.

B. Speaking

1. Definition of Speaking

Speaking is very important for us in learning a language, because the purpose of learning a language is to be able to communicate by using the language. Speaking is one of the capabilities to use a language. Brown (2003: 140 in Noravni Batavia) states that is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness or a test taker's listening skill, which necessarily compromises reliability and validity of an oral production test. In addition, Harris (1969:81 in Noravni Batavia) says that speaking is complex factor that is requiring the simultaneous of number of different abilities which often develop at different rate.

Either four or five components are generally recognized in the analysis of pronunciation, grammar, and fluency. Speaking is a way to express knowledge, share feelings and show performance. Furthermore, learning to speak is not different from learning other skills such as listening, reading, and writing. Students have to practice a lot because no one can achieve a maximum goal without a process of eliminating, errors and in consistencies. We can also say that learning to speak is more difficult than learning to understand to spoken language, because more concern for arrangement of speaking efforts is acquired in the part of the teacher. The entire process needs a greater period of time to develop that it does in listening comprehension.

Furthermore, speaking is the productive aural/oral skill. It consist of producing systematic verbal utterance to convey meaning (Nunan, 2003:48). According to Cameron (2001:40) state that speaking is the active use of language to express meaning so that other people can make sense of them. Speaking means convey an idea in specific purpose. Based on Brown (2004:140) speaking is a productive skill that can be directly and empirically observed.

From the definition above, it can be concluded that speaking is a skill to share someone's ideas, information, suggestion and feeling to another people in oral form.

2. Public Speaking

Public speaking is the activity of speaking to a group of people/public that has various purposes such as to tell a story, to tell an experience, to inform about a message, and also to motivate others. Public speaking is one of subject of speaking class in university and school, beside that public speaking it can be used for leadership/personal, business, customer services, and large of communication.

It is a speech delivered by an individual in front of a group of people or audience. It is also includes group presentations or impromptu speaking, and it is a strong element of monologue, but dialogue can be built in with question and answer or discussion with the audience afterward.

The public speech is a formal communication event, a showcase where the speaker becomes the center of attention and has a chance to star or to fail in the eyes of a number of people. Usually, people spend more time in preparing a public speech than planning the inter-personal and small group communication. The public speech is an established communication occasion with well-understood patterns of how people ought to behave and communicate. “Once people know what kind of speech occasion it is, people will also know a good deal about what is expected of us as a speaker or as an audience member” (Borman and Borman, 1981:158).

Furthermore, Dwyer & Fus (1999) examine the relationship between public speaking self efficacy and communication apprehension. Bygate (1987) states that in speaking, the presence of an interlocutor necessitates the presence of two conditions. They are reciprocity condition and time pressure condition. The reciprocity condition refers to there is more than one participant in speaking. It means that the speaker should adjust to what the listener’s topic and the listener should actively participate in the conversation. Time pressure refers to the lack of preparation in impromptu or spontaneous speech (Asakereh & Dehghannezhad, 2015). In addition, challenging, stimulating, and supportive environment can influence language learning and speaking skills in particular learning (Fraser, 2007; Kolb & Kolb, 2005). Speaking has many different aspects and categories from the communicative view (Harmer, 2007). Accuracy involves the use of grammar correctly, grammar, and pronunciation practice. In addition,

fluency is the ability of persistence in speaking spontaneously. Accordingly, the teachers should consider those things in developing students' learning. Public speaking is a process of designing and delivering a message to the audience (Wrench et al., 2012). To be a good public speaker, planning and organizing the topic or material are needed. There are three types of public speaking based on the intended purpose: informative, persuasive, and entertaining (Wrench et al., 2012). The most common types of public speaking are informative. The purpose of informative speech is to share knowledge with others. It happens in the classroom, the teachers share their knowledge with the students. Persuasive speaking is how the speakers try to persuade others. The speaker must convince, motivate, and invite the audience to change or move to be better. Then entertaining speaking involves organizing some events such as presenting and accepting awards, introduction to wedding toasts, delivering eulogies at funerals, and memorial services to after-dinner speeches. Whereas students who have public speaking class hold some benefits. These benefits include developing critical thinking, fine-tuning verbal and non-verbal skills, and overcoming a fear of public speaking.

On the other hand, Slagell and Amy (2012) argued that public speaking refers to the communication practice of a speaker sharing ideas with an audience primarily through speech. The term encompasses a great many communication contexts, including events as different as delivering an oral report on company profits to a closed meeting of a board of trustees,

addressing millions of listeners. The fundamental notion underlying public speaking as a form of communication is that it is an embodied and oral act.

However, public speaking has evolved as a form of communication, and it overlaps couple of types of communication. Individuals engaged in the specific tasks of interviewing, deliberating, debating, mediating conflict, demonstrating, or communicating with visuals are likely to engage in public speaking as well. Therefore, the fundamental concepts of public speaking relate type of communication. It is a process of designing and delivering a message to the audience. Thus, for a public speaker, planning and organizing the topic or material are needed.

C. The Relationship between Anxiety Level and Speaking Performance

Speaking is a tool of communication to convey the ideas, messages and feelings to audience. Some students can use English; they learn English especially speaking at the first grade of senior high school. In fact, they cannot speak English well because some of the students have different level of anxiety in speaking. They are afraid of making mistakes in speaking, they seldom to speak because they have lack of vocabulary, they are not confident to convey the message and always wait for their friends to speak first that reason they have the same idea. In addition, Brown says communication apprehension arises from learners' inability to adequately express mature thoughts and ideas. It means that students who cannot

express their idea are caused anxiety. In addition, Gardner and MacIntyre (1993 in Lawrence Jun Zhang Maintain:

> Language learning anxiety is related to how an individual reacts in a nervous manner when speaking in the second language, and that the motivated individual is one who devotes considerable effort in activities to achieve his or her goal.

It means anxiety can be decreased by how the students control their nervous manner when they speak English. When the learners or students have high anxiety level, any efforts to acquire second language as well will be disturbed and they might fail to acquire second language.

Addition of Bailey (1983 in Lawrence Jun Zhang) states that "a contributing factor to learners' success or failure to master second or foreign language is the manner that learners orchestrate their worries, apprehension, and even dread when faced with a certain language task" It means that this anxiety can be either a strong motivational variable which can stimulate learners or debilitating factor, which could hinder the learners from achieving the expected goals. Based on the explanation above, it can be said that theoretically, the students who have a high level of anxiety will have a low speaking ability. Students who have a low level of anxiety will have a high speaking ability. Conceptually, there is correlation between anxiety level and speaking ability.

In addition, Rico (2013 : 54) argue that Anxiety about language learning is feelings of self consciousness, desire to speak perfectly, and fear of making mistakes. Using a foreign language can threaten a person's sense

of self because speakers know they cannot represent themselves fully in a new language or understand others readily. The term anxiety refers to the complex set of negative emotions, which include fear, apprehension, and worry. Horwitz (1986) stated that anxiety is "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system".

According to Spielberger and Rickman (1990), anxiety is an unpleasant emotional apprehension (as cited in Cheng 2009). People with high levels of trait anxiety are generally nervous people in many different situations; they lack emotional stability (Goldberg, 1993 as cited in Cheng 2009). According to Eysenck (1979, as cited in Cheng 2009), trait anxiety impairs the cognitive function of memory and learning, leads to avoidance behaviors, and has some other negative effects. In addition, MacIntyre and Gardner (1991) state that within a large group of people, the situation provoking anxiety will differ, even among individuals showing similar trait anxiety scores (as cited in Cheng 2009). It could be concluded that anxiety is a term referring to a collection of negative feelings such as fear, apprehension, and worry which could lead people to be unstable. While, language anxiety is related to "a distinct complex of self perceptions, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process", (Horwitz, 1986).

In short, anxiety is a sort of nervousness related to physical tension that is all too painfully familiar to those involved. Language anxiety is

caused by various causes during learning process. Anxiety that interferes with the learning process affects most speaking activities and is not simply related to specific situations such as oral presentations in front of the public. Speech or oral communication anxiety are feelings or nervousness, dread, and concern that people experience before, during, or after public speaking. In addition, anxiety has long been recognized by educators as a potential problem in foreign language classroom. Anxious student will have difficulty in their language learning and practice since anxiety affects cognition processing.

D. Related Research

The researcher found some studies related to students' anxiety in speaking. The first was Farhan Raja (2017) entitled "Anxiety Level in Students of Public Speaking: Causes and Remedies Journal of Education and Educational Development" The purpose of this study is to analyze the reasons behind the anxiety level in undergraduate students of a public speaking class and recommend strategies to overcome this fear. This study was entailed quantitative research paradigm on a sample of 50 students using convenience sampling technique from a reputable private sector business school in Karachi. The findings showed that students who fear public speaking can perform well if they use certain strategies to fight their fears. 75% participants admitted their fear of public speaking and 95% participants agreed that if proper counseling, instruction and coaching is

provided, this fear can be overcome. Research revealed that exposure to virtual environment can facilitate student confidence and enables themto face audience irrespective of the size.

The second was a study from Santriza (2017) entitled ”An Analysis of Students’ Anxiety in Speaking Performance”. This study is focused on identifying the factor of students’ anxiety in speaking performance. Thus, a questionnaire was distributed to the students. The questionnaire was adapted from Horwitz and Horwitz (1986). This study is a qualitative research. The sample of this study was students of SMA Negeri 5 Banda Aceh. Then, the data was analyzed by putting the total of students’ response of every statement into graphic. It was found that there are 72 % of the students who experienced the anxiety of test, 73% of the students feel anxious in communicative apprehension, and 55 % of them were getting anxious in fear of negative evaluation. Based on the result, the factors of students’ anxiety in speaking English is categorized into three major type of anxiety, namely test anxiety, communicative apprehension, and fear of negative evaluation inputs, lack of confidence and then low English proficiency.

The effect of anxiety on foreign language learning has been the subject of a growing body of research, which has focused mostly on students studying foreign languages. Both of the research above shows how anxiety becomes one of crucial problem in speaking performance. This research also has the same topic to be analyzed.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

This study was to investigate the causes of students' anxiety to speaking English. This research was conducted by using a qualitative research with a case study approach to investigate the causes of the students' anxiety to speaking English. Sukmadinata (2011:60) states "Qualitative approach is a research that is pointed to describe and analyze phenomenon, perception, or social experience the participant by an individual or group." The researcher chose a case study approach because in a case study approach will explore the data detailed, depth collecting data that involving multiple sources of information. A descriptive method is used to describe data collection. Some data were taken in this research are observation, questionnaire and interview. It was used describing the students' anxiety in speaking.

B. Research Site and Participants

The research site was English Education Study Program, Faculty of Teacher Training and Educational Sciences of Pakuan University. The participants of this research were three class of the fifth semester students in class A, B, C. The writer determines the subject by using purposive sampling technique since it is determined the sample of source data with consideration.

C. Data Collection Technique

To obtain the data, the writer collected the data in the process of the study and used triangulation technique for checking the validity of data.

1. Questionnaire

The questionnaire is used to collect the data to answer research questions. The writer applied the form of the questionnaire from Foreign Language Classroom Anxiety Scale (FLCAS) with five alternatives answer: strongly agree, agree, neutral, disagree and strongly disagree. Those scales are used to clarify students' anxiety based on levels and factors causing the anxiety: communication apprehension, fear of negative evaluation and test anxiety. The questionnaire was administered in Bahasa Indonesia to prevent the misunderstanding. The last, participants were asked to check the statements carefully and read thoroughly for checking the validity of data.

2. Interview

Interview is a data collection technique by interviewing selected individual as a respondent. This research was used structural interview by the researcher to take the problem of student speaking anxiety in English. The researcher used the guidelines to make interview based on the indicators that have been listed; identifying the causes of students'

anxiety in public speaking and the level of anxiety that experienced by students involving feeling, behavior, and physiological response.

D. Data Analysis Technique

After collecting the data, the writer describes them as follows

1. Data from the Questionnaire

   The research question can be answered and presented descriptively through the data that obtained from the questionnaire. After that, it is encoded then classifying and interpreted according to the research question. To enrich the answer of questions the writer uses kinds of calculation to support the data. In analyzing the reliability of the questionnaire, the data is examined as follows

   a. Counting every answer of questionnaire to determine the frequency using Likert scale theory

   b. Counting the percentile by using $\frac{Total\ score}{X}$x100

      Note:

      Total score = the frequency of respondents' answer

      X = the highest point x a number of respondents (5x20)

c. Interpreting the data of questionnaire by using the criteria on the table below

Table 3.1
Table of interpreting criteria

Percentage	Meaning
0% - 19,99%	Strongly disagree
20% - 39,99%	Disagree
40% - 59,99%	Neutral
60% - 79,99%	Agree
80% - 100%	Strongly agree

d. Describing the data from questionnaire.

2. Data from the Interview

To make the interview effective, the writer uses a recorder to record the students' answers. In analyzing the result of the interview is transcribed and summarized.

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E. Validity Checking

The writer uses triangulation to check the validity of the data. It is done by comparing the data from the result of the instruments: questionnaire and interview. Triangulation is a technique to validate the data that use another object to compare the result of interview on the object of research". It is done by comparing the data taken from the documentation, observation and interview.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

In this chapter, the researcher presents the finding of the research. It presents some discussions dealing with the collected data of questionnaire and interview. This chapter covers the description of data and data analysis.

1. The Data From Questionnaire

The data were collected from distributing questionnaire. The questionnaire was set in closed-ended form that consisted of 39 statements with 2 indicators. The writer uses Likert Scale to calculate the result from questionnaire by counting every answer to find out the percentages for describing the result from questionnaire. The result is shown in table 4.1 below:

Table 4.1
The Result of Questionnaire:

Factor of Students' Anxiety

Indicators	Statements		Frequency of respondent's					Index percentage
			SA	A	N	D	SD	
Communication Apprehension	1.	I am very tense and nervous when speak up in front of class.	2	6	11	3	-	66%
	2.	I am anxious when deliver a speech in public.	2	9	9	2	-	84%
	3.	I have no fear of giving a speech.	1	4	12	4	4	60%
	4.	Communicating at public usually makes me uncomfortable.	-	4	13	4	-	58%
	5.	Lecturer's question makes me uncomfortable.	-	6	11	4	1	57%
Fear of negative evaluation	6.	I am afraid of making mistake in public speaking performance.	3	8	8	2	1	69%
	7.	I'm afraid that my lecturer is ready to correct every mistake I make in public speaking.	2	4	5	8	3	54%
	8.	I rarely worry about seeming foolish to others.	2	8	8	2	2	73%
	9.	I worry about what people will think of my performance.	2	3	10	4	3	55%
	10.	I am afraid that people will find fault with me in public speaking.	3	7	7	4	1	64%
	11.	I am unconcerned with audience point of view	2	4	11	2	3	60%

		about me.						
	12.	I am unconcerned even if I know people are forming an unfavorable impression of me.	1	6	11	-	4	60%
Test anxiety	13.	I feel anxious when I will start my public speaking performance.	4	14	4	-	-	80%
	14.	I have trouble sleeping the night before a test.	1	7	4	7	3	56%
	15.	I will panic when I have to speak in public without material preparation.	11	7	2	1	1	84%
	16.	I have prepared the debate material well, but I still feel worried.	3	12	5	1	1	74%
	17.	I'm worry about the lecturer's assessment toward my public speaking performance.	5	6	9	1	1	80%

Table 4.2
The Result of Questionnaire:

Level of Anxiety

Indicators	Statements		Frequency of respondent's					Index percentage
			SA	A	N	D	SD	
Low Anxiety	18.	I can hundle my anxiety in public speaking performance.	4	7	7	4	-	70%
	19.	I am not excited about my public speaking performance.	2	3	5	9	3	53%
	20.	My anxiety motivate me to be more prepared.	8	5	6	2	1	75%
	21.	When I'II speak in public, I feel more sensitive than usual.	5	6	7	3	1	70%
	22.	I can control myself in public speaking performance.	5	6	10	1	-	74%
Moderate Anxiety	23.	My heartbeat is getting faster when I deliver a speech.	5	5	5	4	3	64%
	24.	I feel a shortness of breath.	4	6	3	4	5	60%
	25.	My concentration is decrease while giving a speech.	2	3	12	3	2	60%
	26.	I feel more sensitive when speak in public.	2	2	9	8	1	56%
	27.	Certain parts of my body feel very tense and rigid while giving a speech.	2	4	6	8	2	56%
	28.	My mind goes easily blank when giving a speech	3	7	7	4	1	66%
High Anxiety	29.	My anxiety causes a headache if I deliver a speech.	2	1	3	3	9	44%
	30.	I have trouble sleeping the night before a test.	2	5	5	3	7	53%

	31.	My anxiety cause diarrhea or urinate before perform.	4	1	5	5	7	51%
	32.	My thoughts become confused and jumbled when I am giving a speech.	2	4	8	3	5	55%
	33.	My anxiety makes me only concern on me.	5	7	3	2	5	64%
Panic	34.	Anxiety in public speaking makes me out of control.	3	2	7	8	2	56%
	35.	I looked pale when delivering a speech.	1	3	10	6	2	55%
	36.	A shortness of breath makes me difficult to breath.	1	2	8	5	6	48%
	37.	Anxiety makes my speech is not relevant.	1	5	10	3	3	58%
	38.	High tense of anxiety makes me want to cry.	1	2	2	5	12	37%
	39.	Anxiety in delivering speech makes me get hallucination.	1	2	3	5	11	39%

Notes:

SD =Strongly Agree
A =Agree
N =Neutral
D =Disagree
SD =Strongly Disagree

Table 4.1 shows students' responses based on three indicators: communication apprehension, test anxiety and fear of negative evaluation. These are related to respondent's statements toward the factors of anxiety.

a) Communication Apprehension

There are five statements of this category. It relates to oral communication that defined as a type of shyness characterized by fear or anxiety about communication with other people. In this case, students' responses show that they definitely feel nervous when speak up in front of class. 84% respondents agree that delivering a speech makes them anxious. Moreover, a half of them feel uncomfortable make interaction with the audience on public speaking performance.

b) Fear of Negative Evaluation

Second indicator is fear of negative evaluation that consists of six statements. It occurs when students have negative thought about the result. Based on students' responses, can be seen that they rarely worry about seeming foolish to audience. Few of them are afraid of what people will think of their performance. Moreover, half of them are unconcern about lecturer evaluation towards their performance.

c) Test Anxiety

The last indicator is about test anxiety. Students' anxiety can occur when students have poor performance in the previous test. It means that test anxiety is related to someone's fear of test-taking situation. In this case, they have irrational perception in evaluative situation. Based on the result of questionnaire, most of them worry about their performance as speaking assessment. They will panic when delivering

a speech without material preparation. Even though they have prepared well, anxiety can still happen.

Table 4.2 shows students' responses based on the level of anxiety on public speaking performance. This indicator consist of low anxiety, moderate anxiety, high anxiety and panic anxiety.

a. Low Anxiety

Based on the result, it can be concluded that most of students can handle their anxiety while delivering a speech on public speaking performance. They argued that they can control themselves even though the anxiety disturb them. In fact, it motivate them to prepare their performance well.

b. Moderate Anxiety

There are six statements covering this anxiety level. The result shows that many of them feel heartbeat faster, breath heavily, muscle suspense increase, concentration decrease, offended easily, even easy to forget something.

c. High Anxiety

Six statements of this level shows that the anxiety makes few students have headache, insomnia at the night before a test, frequently urinate, diarrhea, do not want to learn effectively, focus on him/herself and his/her desires to omit the high anxiety and confused.

d. Panic

The result shows that few students is panic. Their anxiety makes them cannot do something although by direction. Symptoms that usually occur on this level of anxiety are hard to breath, look pale, incoherent talk, cry out, experience hallucination. However, it can be seen that this level do not happen to many students. Most of them can control their anxiety on public speaking performance.

According to the questionnaire result can be concluded that factor of causing students' anxiety on public speaking performance is test anxiety and they on low anxiety level. It can seen from their anxiety related to students' fear of test-taking situation. In this case, they have irrational perception in evaluative situation. It is quite pervasive in language classroom because of its continuous performance evaluative nature. Moreover, symptom that usually occurs on low level of anxiety show students can handle their anxiety while delivering a speech even though it can motivate them to prepare.

2. Data from Interview

Interview was done as a second and third step of instrument in gaining the data. Interview was done to the 6 students and 1 lecturer as the respondents. There were some questions of interview which indicates 3 indicators. 3 indicators are communication apprehension, test anxiety, and fear of negative evaluation and level of anxiety. In process of taking data interview, recorder was used to record the data and transcribe the data.

a. Data Interview to the Students

The second step in gaining the data as interview that was done on November 26th until December 15st 2019 to the fifth semester in public speaking class. In taking data interview, the writer chose six students as participant. The writer divided the data based on the indicators; type of anxiety and level of anxiety. The explanation of data from interview to the students as follow:

1. Factors of Anxiety

1) Communication Apprehension

In this case, the writer gives some questions about the feeling of the students when they did public speaking. The respondents talked how their feel in public speaking class. Four of five respondents (R#1, R#2, R#3 and R#4) claimed that they feel nervous when they start to speak in front of the class. It can be seen based on statement of respondent #R2 in excerpt#1 below:

Excerpt#1

Perasaan sih yang pastinya nervous, grogi di awal aja sih biasanya. [absolutely, feeling nervous usually at the beginning of speaking]

It was also supported by the statement of R#4.

Excerpt#2

Pertama pastinya grogi deg-degan terus takutnya kehilangan ide kalo udah didepan trus takut dikomen sama dosen. [Firstly, of course, I am nervous and afraid of losing the idea when speak in front of the class commented by the lecturer.]

Meanwhile one respondent #5 said she doesn't feel nevous when speak in public. In supported by her statement below

Excerpt #3

Kalau di depan kelas sih aku masih bisa seneng ya, ada pride tersendirilah kalau melakukannya di depan kelasa. Aku ga deg-degan malah excited. [If in the front of class I am happy and excited to speak. I am not nervous, I just feel like I have a pride to do it]

For the questions number 1, it can be concluded that mostly respondents said they felt nervous when starting the public speaking.

Next question is about asking students how they speak communicatively in public. All respondent said they feel not confidence when they do eye-contact with the audience. It can be reviewed by the respondents' answer in excerpt#4 below

Excerpt#4

Sebenernya gak berani sih, cuma karena memang harus kontak mata ya mau gak mau harus dilakuin.

[Actually, I don't dare to make eye contact but whatever the situation goes I have to do it.]

It was support by the statement of R#5 in excerpt#5.

Excerpt#5

Terkadang mungkin aku juga tidak begitu banyak melakukan eye contact ke semua audience tapi hanya ke beberapa, kadang kalo melakukan eye contact aku merasa lebih waspada dan bikin aku kadang merasa ke distruct gitu.

[Sometimes, maybe I don't make too much eye contact to all audiences but only to a few, sometimes when I make eye contact I feel more strained and make me feel disturbed.]

For the questions number 2, it can concluded that most respondents said that they not confidence to do eye contact when speak in public. It makes them feel nervous and afraid of losing their concentration. Based on the answer of all respondents it can be interpreted that communication apprehension is causes the students anxiety when they do public speaking.

2) Fear of Negative Evaluation

The next question is about asking how students feel if they get negative comment. It can be reviewed by the respondents' answer in excerpt#6 below:

Excerpt#6

Kita kan kalo tampil ingin yang terbaik, jadi kalau dinilai yang negatif kaya agak kecil hati, cuma ya ambil positifnya aja. [We want to give the best performance. So, negative comment may make me down. However, I'll take positive side]

It was also supported by the statement of R#2 in excerpt#7

Excerpt#7

Deg-degan sih pastinya, tapi ya aku kasih yang terbaik aja. [Absolutely, feeling nervous yet I'll give the best

However, they responded students' comment as something that encouraged them to improve their performance better. It is seen by their statement in excerpt #8

Excerpt#8

Kalau untuk dosen sendiri karena saya menganggap dosen itu seorang ahli jadi memang tau benar kesalahan kita dimananya, jadi tau hal mana sajakah yang harus diperbaiki, jadi saya terima saja. [I consider the lecturer as an expert, so she really know our mistakes and what thing need to be fixed. I just accept it.]

Meanwhile, one respondent said that lecturer's and audience's comment didn't affect toward her performance. It was supported by the statement of R#5 in excerpt#9.

Excerpt#9

Biasa aja sih soalnya karena tidak begitu berorientasi kepada nilai, yang penting penampilan aku dan yang penting aku sudah

memberikan yang terbaik.

[Just normal because it is not oriented to assignment, the important thing is my appearance and I've given my best.]

Excerpt #10

Kadang biasa aja sih kalo temen yang menilai.

[There is no impact of friends' comment on my performance]

Some respondents said that they are worried if they got negative comment in public speaking class. However they accept it as improving evaluation. It means that fear of negative evaluation is not dominant the factor that causes the students' anxiety in public speaking performance.

3) Test of Anxiety

The questions are about how students' reaction when their performance are assessed by lecturer and how they prepared their performance. It can be seen based on the interview result of R#2 in excerpt#11 below:

Excerpt#11

Lebih nervous dari biasanya

[More nervous as usual.]

It was also supported by the statement from R#3 in excerpt#12.

Excerpt#12

Deg-degan sih pastinya dan aku berusaha menghapal tapi malah nge-blank, karena nervous.

[Nervous, of course, and I tried to memorize but instead it was blank, because of feeling nervous]

On the other hand, one respondent said that feeling nervous is usually happen at the beginning of public speaking. Moreover, it encourage her to prove her skill. It is stated based on excerpt #13

Excerpt #13

Merasa tertantang aja sih dan aku ingin buktiin kalo aku itu bisa, tapi pasti sedikit nervous diawal, tapi untuk selanjutnya biasa aja siih, karena yg sudah-sudah juga seperti itu.

[Feel challenged anyway and I want proof that I can, but it must be a little nervous at the beginning, but it is going well, as usual]

Public speaking assessment also encouraged students to make preparation well. It can be reviewed to the statement from R#2.

Excerpt#14

Untuk persiapan harus cukup matang sih karena kan diberi deadline satu minggu jadi kita punya waktu lebih untuk mempersiapkannya.

[For preparation, it must be more prepared because we are given a one-week-deadline, so we have more time to prepare.]

In the last indicators of factor of anxiety, it can be concluded that most of the respondents feel more anxiety when know their performance effect public speaking assessment. However, it motivates students more prepare to give the best result.

2. Level of Anxiety

In this indicator, the writer give some questions related to students' anxiety level and what the respondents feel and react during do public speaking. Most of them said that there are no significant physical changes when they feel anxious. It is stated based on the students' statement of #R2 below:

Excerpt #15

Paling cuma deg-degan aja sih gak sampe ada perubahan fisik yang signifikan dan gak sampe gemeteran juga. I feel like my heartbeat is getting faster, but there is no significant physical changes like shaking or something like that.

It is supported by the other statement of #R below

Excerpt #16

Enggak sih, paling jantung aja deg-degan sampe kenceng banget terus sampe tangan keringetan. No, just the heartbeat is so intense that it keeps on sweating.

However, the high level of anxiety effect on students' performance is relized by them. In this case, some students have their own reaction R#4

Excerpt #17

Kalo didepan umum deg-degan banget kadang sampe sakit perut, tapi kalo di depan kelas deg-degan juga, cuma masih dalam tahapan masih bisa mengontrol diri.

In public, my anxiety sometimes got me have stomach ache, but I can still control myslef.

It is supported by the other statement of #R5 and #R3 below:
Excerpt #18

Paling separah-parahnya aku deg-degan terus menerus jadinya malah blank dan stuck. The worst anxiety level that make my mind blank and stuck.

Exercpt #19

Separahnya tuh kalo aku lagi tampil didepanka dan suka bicaranya kecepetan dan pengen cepat selesai. The worst thing if I perform in front of class is talking quickly because I want to finish it quickly.

b. Data Interview to the Lecturer

Data interview to the lecturer were taken on December 13th 2019 in public speaking class. The writer interviewed one lecturer as respondent (#6) who public speaking subject in fifth semester. In interviewing the lecturer, the writer got more information about students' cause factor of anxiety and the level of anxiety. The explanation of data from interview to the lecturer is as follow:

1) Communication Apprehension

The first question is about lecturer's opinion toward students' performance in public speaking class. She shared how students deliver material in front of the audience. The respondent conveyed that the student looked anxious at the beginning of their

performance. It can be seen based on the interview result to the R#6 in excerpt#14 such as below:

Excerpt#20

Kalo penampilan sih banyak yang bagus ya, tapi walaupun begitu banyak juga yang kurang, nah yang saya liat dari peningkatan yang semester berikutnya adalah di semester ini saya menerapkan pokoknya anak-anak itu harus nonton video dari Thed Talk lalu mereka pilih satu video yang menurut mereka materinya mereka paham, mereka dengarkan berkali-kali lalu mereka bikin imitasi dari, ketika anak itu paham kadi bisa menirukan dengan baik. Some students showed a good performance yet the other students were not. Well, what I see from the improvement in the following semesters is that in this semester I basically asked the children to watch videos from Thed Talk and then they chose a video and learn through it.

However, the students still shows their anxiety when they start to perform. It is stated by the respondent in excerpt #15 bellow

Excerpt #21

Jadi untuk yang kurang menguasai sangat terlihat, karena mereka seperti memoraizing/menghafal, padahal saya selalu tekankan untuk ambil saja intinya untuk ditampilkan, ada juga yang mengulang2 kata contohnya seperri "I would like to....., I would like to....", karena mereka mungkin lupa apa yang akan mereka bicarakan jadi terlihat sangat tidak natural. So for the students who lack mastering the material are visible, because they are like memorizing, even though I always emphasize to just show the point, there are also students who repeat words for example such as "I would like to ....., I would like to ... ", because they might forget what they are going to talk about so it looks very unnatural.

2) Fear of Negative Evaluation

The next question is about whether the students feeling anxious on public speaking when in the end they will be given comment by lecturer and the audience. It can be seen from the statement R#6 in excerpt #22

Excerpt #22

Setiap orang yang tampil itu saya tunjuk 2 observer di kelas untuk memberikan komen, komentar observer iru rata2 hampir sama, walaupun observer agak lebih halus mereka bilang, "your performanceis good, but...", kalo saya gk ada kata seperti itu, kalo gak Good ya saya bilang gk good. I appointed 2 observers in the class to comment person who perform, observer comments are almost the same, even though the observer is somewhat more subtle they say, "your performance is good, but ...", but I don't have a word like that , if it's not Good, I say it's not good.

3) Test Anxiety

Questions number two is about test anxiety indicator. It is about asking lecturer observation of the cause why students feel anxious on public speaking. The respondent claimed that the students are afraid of getting bad score because the lecturer did not take score from other activities, she only scored the students from their public speaking performance. It can be seen from the statement of R#6 in excerpt#18.

Excerpt#23

Iya saya menilai mereka dari praktek nya, bukan dari teori nya, karena tidak ada teori. Dari awal sudah saya bilang bahwa tidak ada yg written sama sekali, jadi penentuan saya ngasih skor pure dari penampilan mereka. [I assest them by practice, not by theory, because there is no theory. From the beginning I said that there is no writting, my determination gave a pure score from their performance.]

The result of interview with lecturer shows that the most dominant factor causing students anxiety is test anxiety. It causes students fear of getting bad score because the score just taken from public speaking performance. The lecturer's assessment is crucial in this case.

2. Level of Anxiety

In this indicator, the writer giving questions related to students' level of anxiety. The lecturer said that students have different reaction when they were anxious. It is stated by her statement bellow:

Excerpt #24

Kadang mahasiswa ketika sedang gugup mengulang-ngulang kata, melihat ke langit2 jadi tidak eye contact terus kadang gemetar juga kadang suka banyak yang lupa. When feel nervous, they keep repeating words, looking up at the ceiling so that they don't get eye contact, tremble and lost of word.

The worst thing that students do is stated in exceprt # bellow

Excerpt #25

Iya itu gugup, sehingga gara-gara gugup dia jadi lupa kalau dia mau ngomong apa, bahkan ada yang sampai ngomong cuma sebentar tiba-tiba bilang “thankyou...”, padahal slide nya masih banyak karena dia lupa, jadi saya kasih kesempatan lagi sampe 3 kali. Dan yang paling parah itu ada beberapa siswa kadang blank saat melakukan penampilan. Yes, it is nervous. Because of nervousness he forgot what he wanted to say, even they just started public speaking and saying "thankyou ...", even though the slides were still a lot because he forgot, so I gave him another chance until 3 times. And the worst thing is that there are some students sometimes blank when performing.

It can be concluded that students’ anxiety reflect various reaction towards their appearance and performance. Anxiety makes them sometimes cannot control themselves such as losing concentration, shaking, etc.

B. Data Analysis

Anxiety can be experienced by the students or someone who are doing perform in front of class or public. These feelings arise because of fear, and nervousness. This case related with students performance in public speaking. If the feeling arises, it will affect with the student’s performance. In this case, the writer shows the relation between students’ anxiety and public speaking performance in the research. The writer presents the data analysis,

which involves the result of analyzing the causing factors why students are anxious in public speaking performance and also students' anxiety level. The data comes from questionnaire and interview.

From the result of the questionnaire, the respondents argue that when they speak in front of the class they feel anxious. The most dominant factor of anxiety is test anxiety. The respondents claime they feel anxious when their performance as determiner of public speaking assessment. Moreover, their anxiety gives an effect on their appearance while delivering a speech. It can be seen from their reaction in public speaking performance such as heartbeat faster, concentration decrease, shaking, etc. Thus, the factor of the anxiety that the students respond in the questionnaire affects on their performance in public speaking class.

The second is analyzing the transcript of interview with students. All of the factors causing the students anxiety in public speaking, but the most dominant factor is test anxiety. According to the interview result, most of students were anxious because of classroom procedure especially speaking. They said that speaking or performing in English class made them afraid and anxious. Moreover, their anxiety affects on public speaking performance. However, they have various ways to solve the problem such as taking preparation and understanding of the topic to eliminate the chance of having anxiety during a public speaking activity.

Moreover, the data interview to the lecturer shows that the most influencing factor of students' anxiety on public speaking is test anxiety. The

lecturer said that students are nervous because the score of public speaking subject was only taken in three times of public speaking performance. As stated by Brown (2000) that anxiety has different meaning with worry and nervous. Anxiety, associated with feelings of being uneasy, frustrated, apprehensive, or worried, plays an important affective role in language learning.

People who feel trait anxiety can be seen from their ability to understand the nature of certain environmental stimuli and stressful situations as more or less difficult or they tend to have an attitude and reaction. It means that anxiety has an effect on students who will take a test, even though the students has learned and mastered the material if they are nervous, they will forget what they have learned. In short test anxiety is fear of exam or quiz and other assignments that used to evaluated students performance.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the finding discussed, it can be concluded the fifth semester students of English Education Study Program of Pakuan University were in the moderate level of public speaking anxiety. Among the three types of speaking anxiety such as communication apprehension, fear of negative evaluation and test anxiety, the dominant type of speaking anxiety was test anxiety. However, after having the deep interview about it, the research showed that all types in speaking anxiety were in the relationship. The reasons of having anxiety because the students were worried about the consequence of failing in the speaking test. This study was carried out to investigate the anxiety level in the students of public speaking and to provide sufficient results which prove that this fear is very common among individuals, especially in university.

B. SUGGESTION

According to the result of the research, the writer has some suggestions for the readers especially for the students who want to deliver a speech, lecturers and the next researcher.

For better performance of students in public speaking, it should be having a time for preparation and needs some practicing activities in the speaking class. Better preparation and understanding of the topic decrease the chance of making a mistake or getting off track during a public speaking activity. Practicing complete speech several times would certainly give the speakers an edge. They can practice it with a small number of people they are at ease with.

The result shows test anxiety causes students' anxiety in public speaking performance. The findings of this study suggest that the atmosphere in a class motivates and supports the students in delivering a speech. Furthermore, the findings can raise awareness of students' self-confidence in public speaking. Thus, the lecturer as facilitator and instructor needs to help students realize that being stressful is natural.

The last for the next researcher who wants to conduct the research, the writer gives suggestion for applying triangulation to collect the data. It should be better if the next researcher applies instruments such as interview, questionnaire and observation. In this case, observation helps the researcher to know real condition and situation in the class. These instruments are important to gain the valid data.

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SK

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Jalan Pakuan Kotak Pos 452, E-mail fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

25 November 2019

Nomor : 1954/WADEK I/FKIP/XI/2019
Perihal : Izin Penelitian

Yth. Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama	:	RIA APRIANI
NPM	:	031113182
Program Studi	:	PENDIDIKAN BAHASA INGGRIS
Semester	:	Akhir

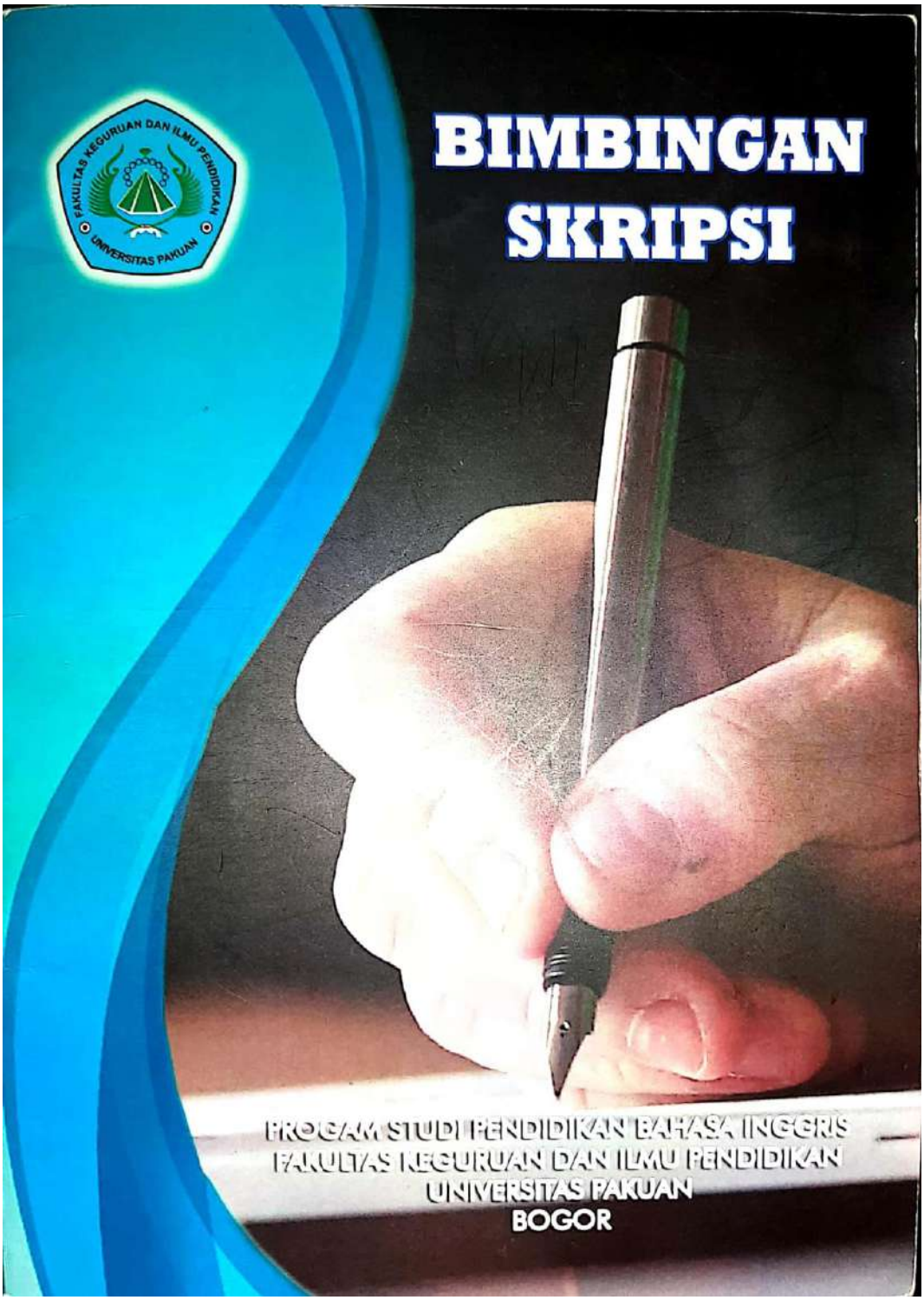
Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 26 Desember s.d. 28 Desember 2019 mengenai: STUDENTS' ANXIETY IN PUBLIC SPEAKING

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Bidang Akademik,

Dr. Enka Sutisna, M. Pd.
NIK . 1 1101 033 404


BIMBINGAN
SKRIPSI
PROGAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS PAKUAN
BOGOR

IDENTITAS MAHASISWA

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Tempat, Tgl Lahir	: Ciamis, 12 Mei 1994
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Program Studi	: Pend. Inggris
Tahun Masuk/Angkatan	: 2013
Judul Skripsi	: Students' Anxiety
	: In Public Speaking
Pembimbing	: 1. Dr. Enjis Sutisna, M.Pd.
	2. Gusnadi, M.M.

Bogor, ... 20.....

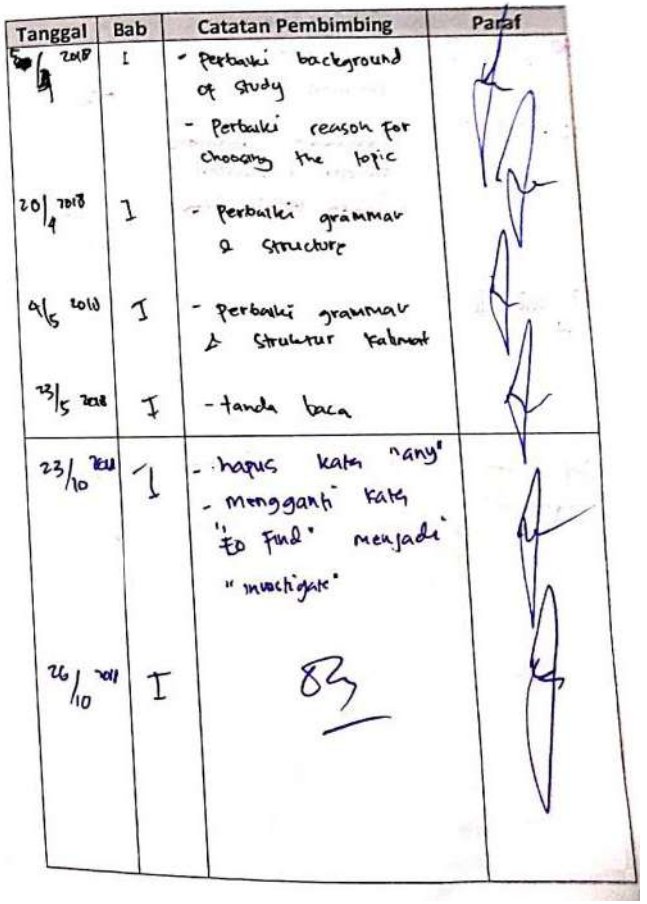
Ketua Program Studi,

.....

ETIKA PENULISAN SKRIPSI

Etika dan norma yang harus diperhatikan peneliti antara lain:

1. Berperannya sebagai ilmuan di masyarakat.
2. Proses, hasil dan produk dari laporan hasil penelitiannya akan dibaca oleh banyak orang termasuk masyarakat akademis.
3. Tidak melakukan pencurian ide orang lain yang disebut plagiarism yaitu mengutip tanpa menunjukan sumbernya.
4. Tidak mengubah informasi responden dengan pengertian yang berbeda atau bertolak belakang.
5. Tidak mengganti angka-angka hasil penelitian di dalam tabulasi data atau membuat data sendiri.
6. Tidak berbohong tentang metodologi yang dipergunakan dalam penelitian.
7. Tidak mengklaim penelitian orang lain.
8. Tidak memaksakan kehendak agar responden memberikan informasi kepadanya.



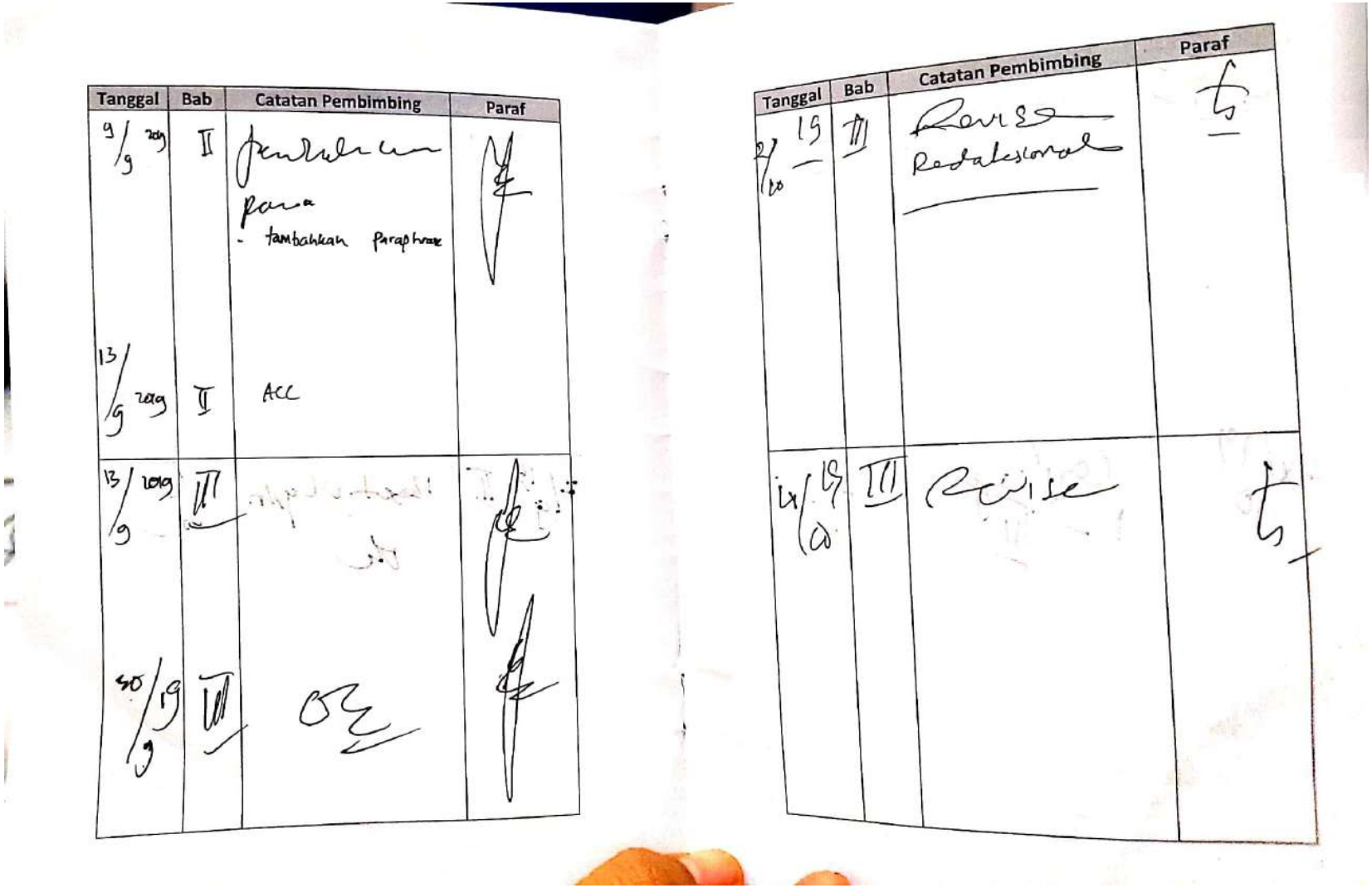
Tanggal	Bab	Catatan Pembimbing	Paraf
[illegible] 2018	I	- Perbaiki background of study - Perbaiki reason for choosing the topic	
20/4 2018	I	- Perbaiki grammar & structure	
9/5 2018	I	- Perbaiki grammar & Struktur kalimat	
23/5 2018	I	- tanda baca	
23/10 2018	I	- hapus kata "any" - mengganti kata "to find" menjadi "investigate"	
26/10 2018	I		

Tanggal	Bab	Catatan Pembimbing	Paraf
27/10 19	III	Revise tue aspect	[signature]
28/10 19		Cengkapan. 1 – III	[signature]

Tanggal	Bab	Catatan Pembimbing	Paraf
9/3 20	IV	Revise	[signature]
11/3 20	IV	- Perbaiki Cover	[signature]

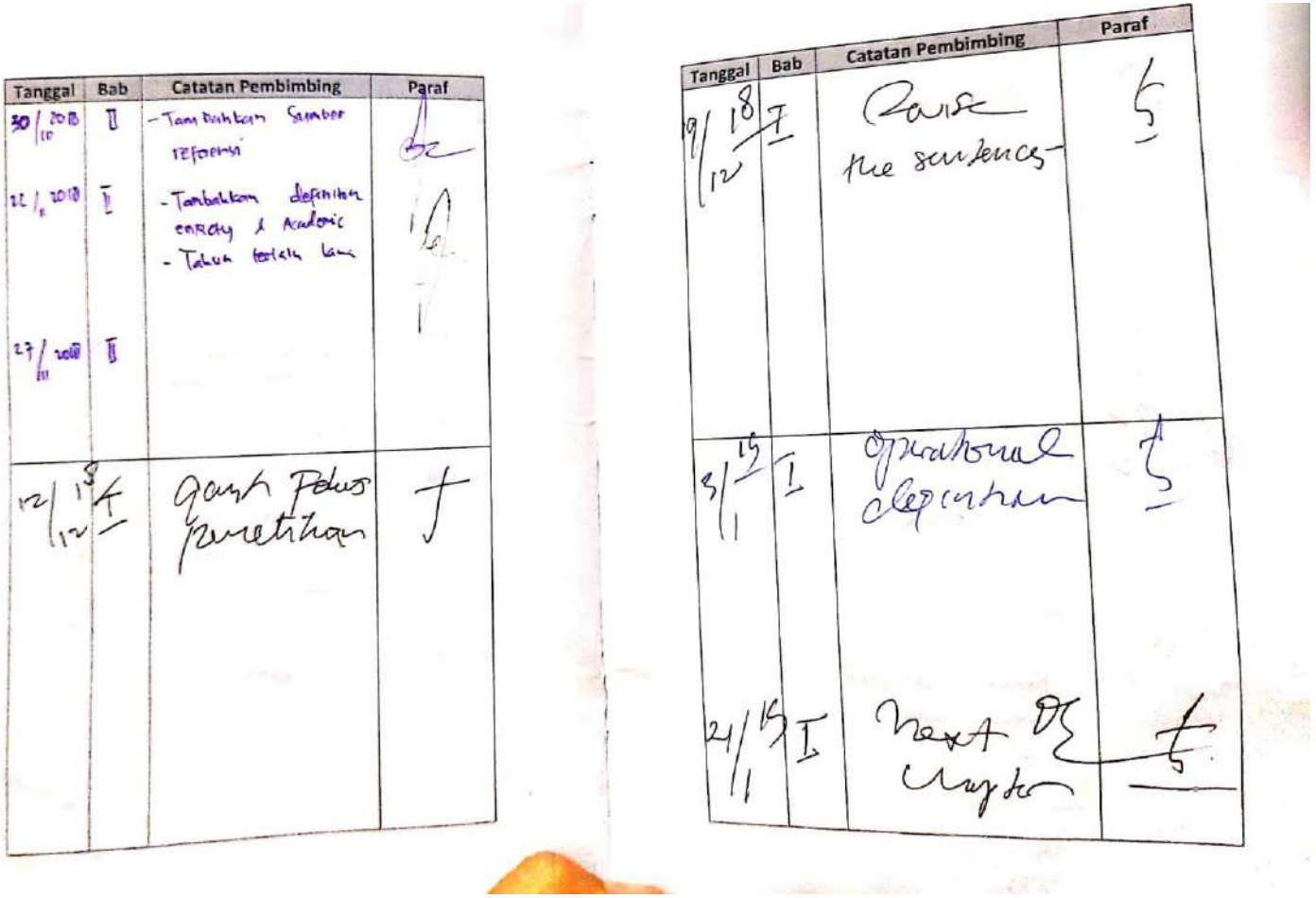
Tanggal	Bab	Catatan Pembimbing	Paraf
9/9 2019	II	Perbaikan Bab II - tambahkan Paraphrase	
13/9 2019	II	ACC	
13/9 2019	III		
30/9 19	III	ACC	

Tanggal	Bab	Catatan Pembimbing	Paraf
2/10 19	III	Revisi Redaksional	
14/10 19	III	Revisi	



Tanggal	Bab	Catatan Pembimbing	Paraf
9/9 2019	II	Perbaikan Bab II - tambahkan Paraphrase	
13/9 2019	II	ACC	
13/9 2019	III		
30/9 19	III		

Tanggal	Bab	Catatan Pembimbing	Paraf
9/10 19	III	Revisi Redaksional	
14/10 19	III	Revisi	



Tanggal	Bab	Catatan Pembimbing	Paraf
30/10 2018	II	- Tambahkan Sumber Reformasi	
22/11 2018	I	- Tambahkan definition entity & Academic - Tahun terlalu lama	
27/11 2018	II		
12/12	I	Garis Pokus penelitian	

Tanggal	Bab	Catatan Pembimbing	Paraf
9/12 18	I	Revise the sentences	
3/1 19	I	Operational definition	
24/1 19	I	Next BAB Chapter	

Questionnaire Guidance for the Students

Nama :

Hari/tanggal :

Tempat :

Indicators		Statements
Factors of Students' Anxiety	Communication Apprehension	1. Saya merasa gugup ketika berbicara di hadapan orang banyak. 2. Saya merasa gugup ketika menyampaikan materi di hadapan orang banyak. 3. Saya merasa tidak takut saat berbicara di depan umum 4. Saya merasa tidak nyaman ketika audiens memberikan pertanyaan. 5. Saya merasa tidak nyaman ketika dosen memberikan pertanyaan saat *public speaking*.
	Fear of negative evaluation	*6.* Saya merasa takut mengatakan atau melakukan kesalahan saat *public speaking.* 7. Saya takut dosen mengkritik penampilan saya saat *public speaking.* 8. Saya takut terlihat bodoh dihadapan *audience.* 9. Saya khawatir mengenai pendapat *audience* atas penampilan saya. 10. Saya khawatir orang lain akan menemukan kesalahan saya ketika *public speaking*. 11. Saya tidak peduli dengan pendapat orang lain atas penampilan saya. 12. Saya tidak peduli ketika saya mendapati orang lain berkomentar buruk tentang saya.
	Test anxiety	*13.* Saya merasa sangat gugup ketika akan memulai *public speaking.* 14. Saya mengalami gangguan tidur di malam sebelum akan melakukan *public speaking*. 15. Saya merasa tidak tenang ketika belum mempersiapkan diri dan materi sebelum tampil. 16. Saya tetap merasa gugup meskipun sudah mempersiapkan diri dan materi dengan baik. 17. Saya merasa gugup ketika dosen terlihat menilai

		penampilan saya.
Level of Anxiety	Low Anxiety	18. Saya merasa bisa mengatasi rasa gugup ketika menyampaikan materi. 19. Saya merasa tidak bergairah ketika akan melakukan *public speaking.* 20. Rasa gugup yang saya rasakan membuat saya termotivasi untuk mempersiapkan diri dengan baik. 21. Perasaan saya lebih peka dari biasanya ketika akan melakukan *public speaking*. 22. Saya masih bisa mengontrol diri dalam menghadapi *public speaking.*
	Moderate Anxiety	23. Jantung saya berdegup kencang ketika berbicara di depan orang banyak. *24.* Nafas saya terasa berat saat melakukan *public speaking.* 25. Konsentrasi saya berkurang saat saya berbicara di depan banyak orang. 26. Perasaan saya sangat sensitif ketika sedang berbicara di depan publik. 27. Otot saya terasa tegang saat berbicara di depan banyak orang. 28. Saya merasa mudah lupa dan bingung ketika berbicara di depan banyak orang.
	High Anxiety	29. Rasa gugup membuat saya merasa sakit kepala ketika akan melakukan *public speaking*. 30. Saat malam menjelang *public speaking* saya mengalami gangguan tidur. 31. Saya sering buang air kecil bahkan diare ketika merasa gugup saat melakukan *public speaking*. 32. Rasa gugup saat *public speaking* membuat saya bingung dalam bertindak. 33. Rasa gugup saat *public speaking* membuat saya tidak bisa memikirkan hal lain selain diri sendiri.
	Panic	34. Rasa gugup saat *public speaking* membuat saya tidak bisa mengontrol diri. 35. Rasa gugup yang saya rasakan saat *public speaking* sering kali membuat saya terlihat pucat. 36. Saya mengalami kesulitan untuk bernafas saat merasa gugup melakukan *public speaking*. 37. Rasa gugup membuat saya tidak relevant saat

		berbicara di depan banyak orang. 38. Rasa gugup yang tak terkendali membuat membuat saya ingin menangis. 39. Rasa gugup yang rasakan saat public speaking membuat saya memikirkan hal lain yang tidak nyata (berhalusinasi).

Interview Guidance for the Students

Nama :

Hari/tanggal :

Tempat :

Indikator :

1. Factors of students' anxiety

   A. Communication Apprehension

   1. Bagaimana perasaan Anda ketika melakukan *public speaking* di depan kelas?

   2. Bagaimana sikap anda ketika melakukan kontak mata langsung dengan *audience*?

   B. Fear of negative evaluation

   3. Bagaimana perasaan Anda ketika dosen menilai penampilan *public speaking* Anda?

   4.Bagaimana sikap dan perasaan Anda mengenai pendapat dosen saat menilai penampilan *public speaking* Anda?

   5. Bagaimana perasaan anda dengan pendapat orang lain akan penampilan Anda?

   C. Test Anxiety

   5. Bagaimana perasaan Anda ketika akan melakukan *Public speaking*?

   6. Bagaimana Anda mempersiapkan diri untuk *public speaking*?

   7. Berpengaruhkah pada penampilan Anda saat hasil penilaian *public speaking* menjadi penentu nilai mata kuliah?

   8. Apa perbedaan yang Anda rasakan saat *public speaking* menentukan nilai mata kuliah Anda dibandingkan jenis mata kuliah lain?

2. Level of anxiety

   8. Saat gugup, adakah perubahan fisik yang Anda rasakan? Contoh gemetar, jantung berdetak kencang atau bahkan merasakan sakit kepala?

   9. Separah apa rasa gugup yang Anda rasakan?

   10. Apakah rasa gugup saat *public speaking* dapat memotivasi Anda lebih giat berlatih untuk mendapatkan hasil yang baik?

   11. Sejauh mana Anda dapat mengatasi rasa gugup yang dirasakan?

Interview Guidance for the Lecturer

Nama Dosen :

Hari/tanggal :

Tempat :

Indikator :

1. Factors of students' anxiety

   A. Communication Apprehension

      1. Bagaimana menurut Anda penampilan mahasiswa saat *public speaking*?
      2. Terlihatkah dengan jelas rasa gugup yang mereka rasakan ketika berbicara di depan umum?
      3. Kontak semacam apa yang Anda lakukan saat berada di kelas *public speaking*?

   B. Fear of negative evaluation

      4. Bagaimana reaksi mahasiswa ketika Anda menyampaikan kritik atau pertanyaan saat kelas *public speaking*?
      5. Dapatkah mahasiswa lain memberikan pertanyaan atau pendapat mengenai penampilan rekannya?
      6. Adakah perbedaan saat Anda memberikan pendapat dan tidak dalam kegiatan public speaking?

   C. Test Anxiety

      7. Apakah penampilan *public speaking* menjadi penentu dalam memberikan nilai mata kuliah?
      8. Adakah perbedaan signifikan saat mahasiswa mengetahui dan tidak mengetahui bahwa penampilannya sebagai penentu nilai mata kuliah mereka?
      9. Seperti apa penilaian *public speaking*?

2. Level of anxiety

      10. Bagaimana sikap gugup mahasiswa yang Anda lihat saat *public speaking*?
      11. Adakah rasa gugup mahasiswa yang mengganggu penampilan mereka saat *Public speaking*?
      12. Menurut Anda sejauh mana mahasiswa dapat mengatasi rasa gugup yang mereka rasakan saat public speaking?

Interview Guidance for the Students

Nama : Anya

Hari/tanggal : 13 Desember 2019

Tempat : Universitas Pakuan Bogor

Indikator :

3. Factors of students' anxiety

A. Communication Apprehension

1. Bagaimana perasaan Anda ketika melakukan *public speaking* di depan kelas?

2. Bagaimana sikap anda ketika melakukan kontak mata langsung dengan *audience*?

B. Fear of negative evaluation

3. Bagaimana perasaan Anda ketika dosen menilai penampilan *public speaking* Anda?

4.Bagaimana sikap dan perasaan Anda mengenai pendapat dosen saat menilai penampilan *public speaking* Anda?

5. Bagaimana perasaan anda dengan pendapat orang lain akan penampilan Anda?

C. Test Anxiety

6. Bagaimana perasaan Anda ketika akan melakukan *Public speaking*?

7. Bagaimana Anda mempersiapkan diri untuk *public speaking*?

8. Berpengaruhkah pada penampilan Anda saat hasil penilaian *public speaking* menjadi penentu nilai mata kuliah?

9. Apa perbedaan yang Anda rasakan saat *public speaking* menentukan nilai mata kuliah Anda dibandingkan jenis mata kuliah lain?

4. Level of anxiety

10. Saat gugup, adakah perubahan fisik yang Anda rasakan? Contoh gemetar, jantung berdetak kencang atau bahkan merasakan sakit kepala?

11. Separah apa rasa gugup yang Anda rasakan?

12. Apakah rasa gugup saat *public speaking* dapat memotivasi Anda lebih giat berlatih untuk mendapatkan hasil yang baik?

13. Sejauh mana Anda dapat mengatasi rasa gugup yang dirasakan?

Answer:

1. Kalo didepan kelas sih aku maih bisa seneng ya, ada pride tersendiri lah kalo melakukannya didepan kelas, aku gk deg2an malah exited.
2. Terkadang mungkin aku juga tidak begitu banyak melakukan eye contact ke semua audience tapi hanya ke beberapa, kadang2 kalo melakukan eye contact aku merasa lebih waspada dan bikin aku kadang2 ngrasa ke distruct gitu.
3. Biasa aja siih soalnya karena tidak begitu berorientasi kepada nilai, yang penting penampilan aku dan yg penting aku sudah memberikan yang terbaik.
4. Aku sih seneng2 aja karena itu merupakan evalusi buat penampilan aku.
5. Mungkin untuk komen2 baik aku seneng karena iru bukti kalo mereka memperhatikan dan mengapresiasi penampilan aku tapi kalo yg buruk itu merupakan kesalahan yang dilakukan oleh anya dan harus ditindak lanjuti.
6. Merasa tertantang aja sih dan aku ingin buktiin kalo aku itu bisa, tapi pasti sedikit nerves diawal, tapi untuk selanjutnya biasa aja siih, karena yg sudah2 juga seperti itu.
7. Untuk persiapan anya bukan tipikal orang yang jauh2 hari sudah persiapan tapi memang sudah memikirkan materi yang akan dibawakan, tapi hanya belajar sedikit2 tapis intens.
8. Iya pasti berpengaruh, karena kita pasti akan dipersiapkan lebih.
9. Kalo untuk public speaking justru aku gk merasa deg2an, malah aku concern nya ke reading sma writing kalo speaking anya sediri emang suka ama mata pelajarannya karena bisa memberikan inspirasi kepada orang2 tentang penampilan aku.
10. Untuk nervesnya sndiri paling hanya deg2an aja siih Cuma kadang yang harya diwaspadai yaitu blanknya itu, walaupun sudah Menguasai materi kadang suka blank kalo deg2an.
11. Paling separah2nya aku deg2an terus menerus jadinya malah blank dan stuck.
12. Iya pastinya karena bisa mengevaluasi hasil2 sebwlumnya yang kurang.
13. Anya ngatasin itu ya cuman dengan cara lebih fokus dan kembali lagi mengingat apa yang harus diutarakan.

Interview Guidance for the Students

Nama : Gina

Hari/tanggal : 13 Desember 2019

Tempat : Universitas Pakuan Bogor

Indikator :

5. Factors of students' anxiety

A. Communication Apprehension

1. Bagaimana perasaan Anda ketika melakukan *public speaking* di depan kelas?

2. Bagaimana sikap anda ketika melakukan kontak mata langsung dengan *audience*?

B. Fear of negative evaluation

3. Bagaimana perasaan Anda ketika dosen menilai penampilan *public speaking* Anda?

4.Bagaimana sikap dan perasaan Anda mengenai pendapat dosen saat menilai penampilan *public speaking* Anda?

5. Bagaimana perasaan anda dengan pendapat orang lain akan penampilan Anda?

C. Test Anxiety

6. Bagaimana perasaan Anda ketika akan melakukan *Public speaking*?

7. Bagaimana Anda mempersiapkan diri untuk *public speaking*?

8. Berpengaruhkah pada penampilan Anda saat hasil penilaian *public speaking* menjadi penentu nilai mata kuliah?

9. Apa perbedaan yang Anda rasakan saat *public speaking* menentukan nilai mata kuliah Anda dibandingkan jenis mata kuliah lain?

6. Level of anxiety

10. Saat gugup, adakah perubahan fisik yang Anda rasakan? Contoh gemetar, jantung berdetak kencang atau bahkan merasakan sakit kepala?

11. Separah apa rasa gugup yang Anda rasakan?

12. Apakah rasa gugup saat *public speaking* dapat memotivasi Anda lebih giat berlatih untuk mendapatkan hasil yang baik?

13. Sejauh mana Anda dapat mengatasi rasa gugup yang dirasakan?

Answer:

1. Awalnya sih nerves, tapi lama kelamaan sih biasa aja, karena di lingkungan kelas.
2. Kadang kalo saya melakukan kontak mata hanya dengan orang yg ada didepan saya saja , jadi gk lihat kanan kiri, hanya sebagian saja.
3. Kadang kalo misalnya, biasanya siih ohh yaudah biasa aja tapi setelah penampilan suka kepikiran sama penampilan sendiri, aduuh kira2 tadi bagua gk ya penampilan saya.
4. Kalau untuk dosen sendiri karena saya menganggap dosen itu seorang ahli jadi memang tau benar kesalahan kita dimana2nya, jadi tau hal2 mana sajakah yang harus diperbaiki, jadi saya terima saja.
5. Kadang biasa aja sih kalo temen yang menilai.
6. Pasti nerves banget niih, apalagi pas awal2 pasti deg2an banget tapi kalo pembukaan udah terlewati kesananya lancar2 aja siih.
7. Kalau saya tipe orang yang prepare, misalajnya dadi jauh2 hari memang mempersiapkan kaya misalnya dikasih tugasnya hari ini sampai rumah saya langsung persiapkan materinya.
8. Gak terlalu siih, biasa aja.
9. Biasa aja, justru saya lebih kawatir sama mata pelajaran yang lain, kalau untuk speaking siih biasa aja.
10. Paling Cuma deg2an aja siih, tapi gk sampe gemetar siih.
11. Ya paling Cuma deg2an aja siih, trus jadi banyak minum.
12. Iya, apalagi kalau untuk mendapatkan nilai kan teh ya.
13. Saya sih biasanya untuk mengatasinya dengan cara diem aja dan berdoa aja sih paling tapi sambil ngapalin

Interview Guidance for the Students

Nama : Nuel

Hari/tanggal : 13 Desember 2019

Tempat : Universitas Pakuan Bogor

Indikator :

7. Factors of students' anxiety

A. Communication Apprehension

1. Bagaimana perasaan Anda ketika melakukan *public speaking* di depan kelas?

2. Bagaimana sikap anda ketika melakukan kontak mata langsung dengan *audience*?

B. Fear of negative evaluation

3. Bagaimana perasaan Anda ketika dosen menilai penampilan *public speaking* Anda?

4.Bagaimana sikap dan perasaan Anda mengenai pendapat dosen saat menilai penampilan *public speaking* Anda?

5. Bagaimana perasaan anda dengan pendapat orang lain akan penampilan Anda?

C. Test Anxiety

6. Bagaimana perasaan Anda ketika akan melakukan *Public speaking*?

7. Bagaimana Anda mempersiapkan diri untuk *public speaking*?

8. Berpengaruhkah pada penampilan Anda saat hasil penilaian *public speaking* menjadi penentu nilai mata kuliah?

9. Apa perbedaan yang Anda rasakan saat *public speaking* menentukan nilai mata kuliah Anda dibandingkan jenis mata kuliah lain?

8. Level of anxiety

10. Saat gugup, adakah perubahan fisik yang Anda rasakan? Contoh gemetar, jantung berdetak kencang atau bahkan merasakan sakit kepala?

11. Separah apa rasa gugup yang Anda rasakan?

12. Apakah rasa gugup saat *public speaking* dapat memotivasi Anda lebih giat berlatih untuk mendapatkan hasil yang baik?

13. Sejauh mana Anda dapat mengatasi rasa gugup yang dirasakan?

Answer:

1. Perasaan siih yang pastinya nerves, grogi di awal aja sih biasanya.
2. Berani2 aja siih, biasa aja, kecuali audience nya yang jail, biasanya temen di kelas siih kadang kalo aku liat ke arah mereka kadang bikin ketawa trus konsentrasi buyar.
3. Deg2an sih pastinya, tapi ya aku kasih yang terbaik aja.
4. Setuju aja sih, soalnya kan untuk koreksi diri sendiri.
5. Cukup diterima ajah apapun pendapat mereka tentang penampilan ku, jadi ya biasa aja.
6. Lebih nerves sih biasanya.
7. Untuk persiapan harus cukup matang siih karena kan diberi deadline satu minggu jadi kita punya waktu lebih untuk mempersiapkannya.
8. Berpengaruh tentunya, agar jadi motivasi dalam belajar.
9. Kalo saya siih lebih deg2an saat public speaking dibanting mata kuliah yang lain.
10. Paling cua deg2an aja siih gk sampe ada perubahan fisik yang signifikan dan gak sampe gemeteran juga.
11. Kebetulan tadi saya habis presentasi, deg2an pas di awal2 kadang2 blank tiba2 dosen peringatin saya untuk lebih tenang dan akhirnya aku bisa lebih tenang.
12. Iya tentunya jadi motivasi agar lebih baik.
13. Paling minum kopi dan ngemil2 aja sih biar gk tegang.

Interview Guidance for the Lecturer

Nama Dosen : Istiqlaliah Nurul Hidayati, M.Pd.

Hari/tanggal :10 Desember 2020

Tempat : Universitas Pakuan Bogor

Indikator :

3. Factors of students' anxiety

A. Communication Apprehension

1. Bagaimana menurut Anda penampilan mahasiswa saat *public speaking*?
2. Terlihatkah dengan jelas rasa gugup yang mereka rasakan ketika berbicara di depan umum?
3. Kontak semacam apa yang Anda lakukan saat berada di kelas *public speaking*?

B. Fear of negative evaluation

4. Bagaimana reaksi mahasiswa ketika Anda menyampaikan kritik atau pertanyaan saat kelas *public speaking*?
5. Dapatkah mahasiswa lain memberikan pertanyaan atau pendapat mengenai penampilan rekannya?
6. Adakah perbedaan saat Anda memberikan pendapat dan tidak dalam kegiatan public speaking?

C. Test Anxiety

7. Apakah penampilan *public speaking* menjadi penentu dalam memberikan nilai mata kuliah?
8. Adakah perbedaan signifikan saat mahasiswa mengetahui dan tidak mengetahui bahwa penampilannya sebagai penentu nilai mata kuliah mereka?
9. Seperti apa penilaian *public speaking*?

4. Level of anxiety

10. Bagaimana sikap gugup mahasiswa yang Anda lihat saat *public speaking*?
11. Adakah rasa gugup mahasiswa yang mengganggu penampilan mereka saat *Public speaking*?
12. Menurut Anda sejauh mana mahasiswa dapat mengatasi rasa gugup yang mereka rasakan saat public speaking?

Answer:

1. Kalo penampilan siih banyak yang bagus ya, tapi walaupun begitu banyak juga yang kurang, nah yang saya liat dari peningkatan yang semester2 berikutnya adalah di semester ini saya menerapkan pokoknya anak2 itu harus nonton video2 dari Thed Talk lalu mereka pilih satu video yang menurut mereka materinya mereka paham, mereka dengarkan berkali2 lalu mereka bikin imitasi dari, ketika anak itu pabam kadi bisa menirukan dengan baik. Kalau dulu saya juga pake Thed talk tapi kan hanya sekilas2 saja hanya sebagai contoh, kalau ini immitate one of the video, tapi engga seluruh kaa harus sama, tapi intinya saja.
2. Jadi untuk yang kurang menguasai sangat terlihat, karena mereka seperti memoraizing/menghafal, padahal saya selalu tekankan untuk ambil saja intinya untuk ditampilkan, ada juga yang mengulang2 kata contohnya seperri "I would like to....., I would like to....", karena mereka mungkin lupa apa yang akan mereka bicarakan jadi terlihat sangat tidak natural.
3. Hanya eye contact saja.
4. Setiap orang yang tampil itu saya tunjuk 2 observer di kelas untuk memberikan komen, komentar observer iru rata2 hampir sama, walaupun observer agak lebih halus mereka bilang, "your performanceis good, but...", kalo saya gk ada kata seperti itu, kalo gk Good ya saya bilang gk good.
5. Paling hanya observernya aja, tapi bukan pertanyaan tapi langsung komen.
6. Saya selalu memberikan pendapat, karena kan mereka juga punya kesempatan 2 kali performance dalam satu semester.
7. Iya saya menilai mereka dari praktek nya, bukan dari teori nya, karena tidak ada teori.
8. Dari awal sudah saya bilang bahwa tidak ada yg written sama sekali, jadi penentuan saya ngasih skor pure dari penampilan mereka.
9. Silde, dippertemuan pertama saya menjelaskan slide yg bagua seperti apa. Kemudian yang kedua outfit, karena saya juga gk mau merka tampil menggunakan sendal jepit jeans bolong tapi yang terbesar itu adalah kontennya trus gaya mereka untuk how to open the prentation. Untuk konten sekitar 70%, outfit 15%, slide 15%.
10. Kadang mahasiswa ketika sedang gugup mengulang2 kata, melihat ke langit2 jadi tidak eye contact trus kadang gemetar juga kadang suka banyak yang lupa.
11. Iya itu gugup, sehingga gara2 gugup dia jadi lupa kalau dia mau ngomong apa, bahkan ada yang sampai ngomong Cuma sebentar tiba2 bilang "thankyou...", padahal slide nya masih banyak karena dia lupa, jadi saya kasih kesempatan lagi sampe 3 kali. Dan yang paling parah itu ada beberapa siswa kadang2 blank saat melakukan penampilan.
12. Saya sih selalu kasih kritik kepada siswa agar memahami bukan menghafal, jadi kalau ada kata yang lupa itu gak akan blank, karena kan

memahami bukan menghafal, makanya saya saya selalu tekankan untuk fahami, fahami, fahami. Jadi saya lihat sih anak2 yang lumayan bagus itu mereka use they own words, misalnya judul presentasinya “seven keys of success”, contoh yang mereka beri itu walaupun materinya dari si Thed talks tapi contoh yang mereka berikan tentang kehidupan mereka sendiri, jadi related sama kehidupan sehari2.

Questionnaire Guidance for the Students

Nama : Mega Astuti

Hari/tanggal : Senin 16 - 12 - 2019

Tempat :

Indicators		Statements	1	2	3	4	5
Factors of Students' Anxiety	Communication Apprehension	1. Saya merasa gugup ketika berbicara di hadapan orang banyak.			✓		
		2. Saya merasa gugup ketika menyampaikan materi di hadapan orang banyak.			✓		
		3. Saya merasa tidak takut saat berbicara di depan umum		✓			
		4. Saya merasa tidak nyaman ketika audiens memberikan pertanyaan.			✓		
		5. Saya merasa tidak nyaman ketika dosen memberikan pertanyaan saat *public speaking*.		✓		~~✓~~	
	Fear of negative evaluation	6. Saya merasa takut mengatakan atau melakukan kesalahan saat *public speaking*.		✓		~~✓~~	
		7. Saya takut dosen mengkritik penampilan saya saat *public speaking*.			✓		
		8. Saya takut terlihat bodoh dihadapan *audience*.			✓		
		9. Saya khawatir mengenai pendapat *audience* atas penampilan saya.		~~✓~~	✓		
		10. Saya khawatir orang lain akan menemukan kesalahan saya ketika *public speaking*.		~~✓~~	✓		
		11. Saya tidak peduli dengan pendapat orang lain atas penampilan saya.		~~✓~~	✓		
		12. Saya tidak peduli ketika saya mendapati orang lain					

		berkomentar buruk tentang saya.					
	Test anxiety	13. Saya merasa sangat gugup ketika akan memulai *public speaking.* 14. Saya mengalami gangguan tidur di malam sebelum akan melakukan *public speaking.* 15. Saya merasa tidak tenang ketika belum mempersiapkan diri dan materi sebelum tampil. 16. Saya tetap merasa gugup meskipun sudah mempersiapkan diri dan materi dengan baik. 17. Saya merasa gugup ketika dosen terlihat menilai penampilan saya.					
Level of Anxiety	Low Anxiety	18. Saya merasa bisa mengatasi rasa gugup ketika menyampaikan materi. 19. Saya merasa tidak bergairah ketika akan melakukan *public speaking.* 20. Rasa gugup yang saya rasakan membuat saya termotivasi untuk mempersiapkan diri dengan baik. 21. Perasaan saya lebih peka dari biasanya ketika akan melakukan *public speaking.* 22. Saya masih bisa mengontrol diri dalam menghadapi *public speaking.*					
	Moderate Anxiety	23. Jantung saya berdegup kencang ketika berbicara di depan orang banyak. 24. Nafas saya terasa berat saat melakukan *public speaking.* 25. Konsentrasi saya berkurang saat saya berbicara di depan					

		banyak orang. 26. Perasaan saya sangat sensitif ketika sedang berbicara di depan publik. 27. Otot saya terasa tegang saat berbicara di depan banyak orang. 28. Saya merasa mudah lupa dan bingung ketika berbicara di depan banyak orang.			✓ ✓ ✓		
	High Anxiety	29. Rasa gugup membuat saya merasa sakit kepala ketika akan melakukan *public speaking*. 30. Saat malam menjelang *public speaking* saya mengalami gangguan tidur. 31. Saya sering buang air kecil bahkan diare ketika merasa gugup saat melakukan *public speaking*. 32. Rasa gugup saat *public speaking* membuat saya bingung dalam bertindak. 33. Rasa gugup saat *public speaking* ;membuat saya tidak bisa memikirkan hal lain selain diri sendiri.		✓ ✓ ✓	✓ ✓	✓ ✓	
	Panic	34. Rasa gugup saat *public speaking* membuat saya tidak bisa mengontrol diri. 35. Rasa gugup yang saya rasakan saat *public speaking* sering kali membuat saya terlihat pucat. 36. Saya mengalami kesulitan untuk bernafas saat merasa gugup melakukan *public speaking*. 37. Rasa gugup membuat saya tidak relevant saat berbicara di depan banyak orang. 38. Rasa gugup yang tak		✓	✓ ✓ ✓ ✓		

		terkendali membuat membuat saya ingin menangis.		✓			
		39. Rasa gugup yang rasakan saat public speaking membuat saya memikirkan hal lain yang tidak nyata (berhalusinasi).		✓		✓	

Keterangan =

1 =Strongly Agree

2 =Agree

3 = Neutral

4 = Disagree

5 = Strongly Disagree

Nama : Anita
Class : 5A.

Questionnaire Guidance for the Students

Nama :

Hari/tanggal :

Tempat :

Indicators		Statements	1	2	3	4	5
Factors of Students' Anxiety	Communication Apprehension	1. Saya merasa gugup ketika berbicara di hadapan orang banyak.				✓	
		2. Saya merasa gugup ketika menyampaikan materi di hadapan orang banyak.		✓			
		3. Saya merasa tidak takut saat berbicara di depan umum		✓			
		4. Saya merasa tidak nyaman ketika audiens memberikan pertanyaan.				✓	
		5. Saya merasa tidak nyaman ketika dosen memberikan pertanyaan saat *public speaking*.		✓			
	Fear of negative evaluation	6. Saya merasa takut mengatakan atau melakukan kesalahan saat *public speaking*.		✓			
		7. Saya takut dosen mengkritik penampilan saya saat *public speaking*.					✓
		8. Saya takut terlihat bodoh dihadapan *audience*.		✓			
		9. Saya khawatir mengenai pendapat *audience* atas penampilan saya.					✓
		10. Saya khawatir orang lain akan menemukan kesalahan saya ketika *public speaking*.		✓			
		11. Saya tidak peduli dengan pendapat orang lain atas penampilan saya.					✓
		12. Saya tidak peduli ketika saya mendapati orang lain		✓			

		berkomentar buruk tentang saya.					
	Test anxiety	13. Saya merasa sangat gugup ketika akan memulai *public speaking.* 14. Saya mengalami gangguan tidur di malam sebelum akan melakukan *public speaking.* 15. Saya merasa tidak tenang ketika belum mempersiapkan diri dan materi sebelum tampil. 16. Saya tetap merasa gugup meskipun sudah mempersiapkan diri dan materi dengan baik. 17. Saya merasa gugup ketika dosen terlihat menilai penampilan saya.	✓				✓ ✓ ✓
Level of Anxiety	Low Anxiety	18. Saya merasa bisa mengatasi rasa gugup ketika menyampaikan materi. 19. Saya merasa tidak bergairah ketika akan melakukan *public speaking.* 20. Rasa gugup yang saya rasakan membuat saya termotivasi untuk mempersiapkan diri dengan baik. 21. Perasaan saya lebih peka dari biasanya ketika akan melakukan *public speaking.* 22. Saya masih bisa mengontrol diri dalam menghadapi *public speaking.*	✓			✓ ✓	✓
	Moderate Anxiety	23. Jantung saya berdegup kencang ketika berbicara di depan orang banyak. 24. Nafas saya terasa berat saat melakukan *public speaking.* 25. Konsentrasi saya berkurang saat saya berbicara di depan		✓ ✓			✓

		banyak orang.					
		26. Perasaan saya sangat sensitif ketika sedang berbicara di depan publik.				✓	
		27. Otot saya terasa tegang saat berbicara di depan banyak orang.				✓	
		28. Saya merasa mudah lupa dan bingung ketika berbicara di depan banyak orang.	✓				
	High Anxiety	29. Rasa gugup membuat saya merasa sakit kepala ketika akan melakukan *public speaking*.					✓
		30. Saat malam menjelang *public speaking* saya mengalami gangguan tidur.					✓
		31. Saya sering buang air kecil bahkan diare ketika merasa gugup saat melakukan *public speaking*.					✓
		32. Rasa gugup saat *public speaking* membuat saya bingung dalam bertindak.	✓				
		33. Rasa gugup saat *public speaking* membuat saya tidak bisa memikirkan hal lain selain diri sendiri.					✓
	Panic	34. Rasa gugup saat *public speaking* membuat saya tidak bisa mengontrol diri.		✓			
		35. Rasa gugup yang saya rasakan saat *public speaking* sering kali membuat saya terlihat pucat.		✓			
		36. Saya mengalami kesulitan untuk bernafas saat merasa gugup melakukan *public speaking*.					✓
		37. Rasa gugup membuat saya tidak relevant saat berbicara di depan banyak orang.		✓			
		38. Rasa gugup yang tak					✓

		terkendali membuat membuat saya ingin menangis. 39. Rasa gugup yang rasakan saat public speaking membuat saya memikirkan hal lain yang tidak nyata (berhalusinasi).					✓

Keterangan =

1 =Strongly Agree = sangat setuju

2 =Agree = setuju

3 = Neutral = Netral

4 = Disagree = tidak setuju

5 = Strongly Disagree = sangat tidak setuju

Questionnaire Guidance for the Students

Nama : FAHMI NAJIB FUADI

Hari/tanggal : Kamis/19

Tempat : Kelas

Indicators		Statements	1	2	3	4	5
Factors of Students' Anxiety	Communication Apprehension	1. Saya merasa gugup ketika berbicara di hadapan orang banyak.			✓		
		2. Saya merasa gugup ketika menyampaikan materi di hadapan orang banyak.				✓	
		3. Saya merasa tidak takut saat berbicara di depan umum			✓		
		4. Saya merasa tidak nyaman ketika audiens memberikan pertanyaan.			✓		
		5. Saya merasa tidak nyaman ketika dosen memberikan pertanyaan saat *public speaking*.			✓		
	Fear of negative evaluation	6. Saya merasa takut mengatakan atau melakukan kesalahan saat *public speaking*.					✓
		7. Saya takut dosen mengkritik penampilan saya saat *public speaking*.					✓
		8. Saya takut terlihat bodoh dihadapan *audience*.					✓
		9. Saya khawatir mengenai pendapat *audience* atas penampilan saya.					✓
		10. Saya khawatir orang lain akan menemukan kesalahan saya ketika *public speaking*.					✓
		11. Saya tidak peduli dengan pendapat orang lain atas penampilan saya.					✓
		12. Saya tidak peduli ketika saya mendapati orang lain					✓

		berkomentar buruk tentang saya.					
	Test anxiety	13. Saya merasa sangat gugup ketika akan memulai *public speaking.* 14. Saya mengalami gangguan tidur di malam sebelum akan melakukan *public speaking.* 15. Saya merasa tidak tenang ketika belum mempersiapkan diri dan materi sebelum tampil. 16. Saya tetap merasa gugup meskipun sudah mempersiapkan diri dan materi dengan baik. 17. Saya merasa gugup ketika dosen terlihat menilai penampilan saya.		✓ ✓ ✓ ✓	✓		
Level of Anxiety	Low Anxiety	18. Saya merasa bisa mengatasi rasa gugup ketika menyampaikan materi. 19. Saya merasa tidak bergairah ketika akan melakukan *public speaking.* 20. Rasa gugup yang saya rasakan membuat saya termotivasi untuk mempersiapkan diri dengan baik. 21. Perasaan saya lebih peka dari biasanya ketika akan melakukan *public speaking.* 22. Saya masih bisa mengontrol diri dalam menghadapi *public speaking.*		✓ ✓ ✓ ✓	✓		
	Moderate Anxiety	23. Jantung saya berdegup kencang ketika berbicara di depan orang banyak. 24. Nafas saya terasa berat saat melakukan *public speaking.* 25. Konsentrasi saya berkurang saat saya berbicara di depan		✓ ✓ ✓	✓		

		banyak orang.						
		26. Perasaan saya sangat sensitif ketika sedang berbicara di depan publik.	✓					
		27. Otot saya terasa tegang saat berbicara di depan banyak orang.		✓				
		28. Saya merasa mudah lupa dan bingung ketika berbicara di depan banyak orang.	✓					
	High Anxiety	29. Rasa gagup membuat saya merasa sakit kepala ketika akan melakukan *public speaking*.				✓		
		30. Saat malam menjelang *public speaking* saya mengalami gangguan tidur.					✓	
		31. Saya sering buang air kecil bahkan diare ketika merasa gugup saat melakukan *public speaking*.	✓					
		32. Rasa gugup saat *public speaking* membuat saya bingung dalam bertindak.			✓			
		33. Rasa gugup saat *public speaking* membuat saya tidak bisa memikirkan hal lain selain diri sendiri.		✓				
	Panic	34. Rasa gugup saat *public speaking* membuat saya tidak bisa mengontrol diri.		✓				
		35. Rasa gugup yang saya rasakan saat *public speaking* sering kali membuat saya terlihat pucat.		✓				
		36. Saya mengalami kesulitan untuk bernafas saat merasa gugup melakukan *public speaking*.			✓			
		37. Rasa gugup membuat saya tidak relevant saat berbicara di depan banyak orang.			✓			
		38. Rasa gugup yang tak				✓		

		terkendali membuat membuat saya ingin menangis. 39. Rasa gugup yang rasakan saat public speaking membuat saya memikirkan hal lain yang tidak nyata (berhalusinasi).	✓				

Keterangan =

1 =Strongly Agree

2 =Agree

3 = Neutral

4 = Disagree

5 = Strongly Disagree