FACTORS CAUSING STUDENTS' ANXIETY IN SPEAKING

THESIS

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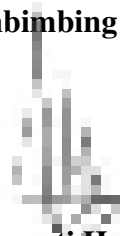   Yang membuat pernyataan

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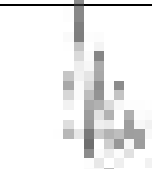
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ABSTRAK

Dian Eka Saputri 15 3004 00026. Judul Skripsi: **"FACTOR CAUSING STUDENTS' ANXIETY IN PUBLIC SPEAKING CLASS OF ENGLISH DEPARTMENT AT IAIN BATUSANGKAR".** Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Batusangkar.

Permasalahan dalam penelitian adalah ditemukannya kecemasan mahasiswa Bahasa Inggris IAIN Batusangkar yang mengambil mata kuliah *public speaking*ketika tampil didepan kelas. Penelitian ini bertujuan untuk menganalisis faktor apa saja yang membuat mahasiswa merasa cemas dalam penampilan atau *performing* didalam kelas speaking.

Penelitian ini menggunakan metode *descriptive quantitative* dengan pendekatan kuantitatif degan menggunakan *cross-sectional design.* Populasi dalam penelitian ini adalah mahasiswa semester 7yang berjumlah 62 orang yang terdaftar pada tahun ajaran 2020/2021. Pada penelitian ini, peneliti menggunakan teknik *total sampling*, dalam hal ini maka sampel dalam penelitian ini adalah sebesar 62 mahasiswa. Instrumen yang digunakan dalam penelitian ini adalah *questionnaire* yang berisi tentang faktor yang menyebabkan kecemasan bagi mahasiswa didalam kelas public speaking. Angket sebelumnya di validasi terlebih dahulu oleh beberapa ahli. Hasil validitas instrumen ini dihitung dengan rumus *Aiken* dengan hasil secara umum adalah 0,73 (high) , sedangkan hasil dari masing-masing validator adalah 0.85 (very high) untuk validator pertama, 0.67 (high) untuk validator kedua dan 0.67 (high) untuk validator ketiga. Hasil dari reliabilitas instrumen adalah 0.85 (very high). Setelah itu peneliti menyebarkan instrumen kepada responden melalui google form.

Setelah data dianalisis,ditemukan bahwa ada beberapa faktor yang menyebabkan mahasiswa Bahasa Inggris mengalami kecemasan dalam kelas yaitu *vocabulary storage, linguistic problem, lack of confidence, lack of preparation, fear in misunderstanding, fear of being laughed, issue of correction, negative evaluation, phobia infront of people, anxiety in blank 'forgot' what to say, feeling shyness, fear of rejection, fear of failure*dan didapatkan bahwa faktor paling tinggi yang meyebabkan mahasiswa jurusan Tadris Bahasa Inggris dalam kelas *Public Speaking* adalah *lack of confidence*terletak pada kategori tinggi dengan persentase sebesar 91.94%dengan rata-rata 7.7. Jika dispesifikasikan pada prinsipnya, maka kecemasan mahasiswa dalam kelas speaking adalah sebagai berikut: *vocabulary storage* terletak pada kategorisangat tinggi dengan persentase 67.74%, *linguistic problem*terletak pada kategorisangat tinggidengan persentase 77.42% , *lack of confidence*terletak pada kategorisangat tinggi dengan persentase 91.94%, *lack of preparation*terletak pada kategorisangat tinggi dengan persentase 72.58%, *fear in misunderstanding*terletak pada kategoritinggi dengan persentase 66.13%, *fear of being laughed*terletak pada kategorisangat tinggi dengan persentase 59.68%, *issue of correction*terletak pada kategorisangat tinggi dengan persentase 80.65%, *negative evaluation*terletak pada kategorisangat tinggi dengan persentase 74.19%, *phobia in front of people*terletak pada kategoritinggi dengan persentase 54.84%,

*anxiety in blank 'forgot' what to say*terletak pada kategoritinggi dengan persentase 66.13%, *feeling shyness*terletak pada kategorisangat tinggi dengan persentase 53.23%, *fear of rejection*terletak pada kategorisangat tinggi 83.87%, *fear of failure*terletak pada kategorisangat tinggi dengan persentase 51.61%. Jadi, faktor penyebab kecemasan tertinggi mahasiswa Jurusan Tadris Bahasa Inggris dalam kelas *public speaking* adalah *lack of confidence* dengan kategoritinggidengan persentase sebesar 91.94%.

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CHAPTER I
INTRODUCTION

A. Background of The Problem

Speaking is one of the productive skills that demands English language learners to have huge courage and confidence in conveying message to the listener. It is crucial for everyone build good communication among them. In Indonesia, English-speaking is a foreign language that should be mastered by every learner from junior high school up to university level. It is because the main goal of mastering the target language is mastering speaking skills. Therefore, foreign language learners tend to perceive that speaking is a success criterion in mastering a language.

Then, speaking is also a main skill that must be mastered by EFL students. According toTanveer (2007) many EFL students express inability in their public speaking. Sometimes students acknowledge their failure in their performance in speaking English. In addition Horwitz, *et al* (1986), students maybe good in learning other English skills but they have :mental block˘ while it comes to perform public speaking by using English as foreign language. Public speaking is important skill that should be mastered by English students. English student need to be able to apply their speaking skill especially in particular situation, such as making presentation, group discussion, sharing information, and so on. According to Siegell (2012), public speaking refers to communication practice of a speaker in sharing idea with audiences.

Based on previous explanation, it can be understood that public speaking is speaking in front of people in public place with particular purposes whether to inform, to entertain, to persuade the audiences. In public speaking class, English students are asked to learn and practice public speaking in every meeting. However, public speaking is not easy. Public speaking is the process of designing and delivering a message to audiences. It means that public speaking is a challenging activity to deliver

it. Hence, English students need particular class that provide knowledge and skill fpr English student in mastering public speaking.

Actually, English department of IAIN Batusangkar provide student with public speaking skills, especially in public speaking class. In this case, students learn how to be good speakers in public place. Students also practice in designing a message to audiences and then delivering it to audiences in front of the class every week. However, public speaking is challenging subject for student because they have to stand as public speaker for the first time in front of the class. In other word English student still beginner in public speaking.

Because of that, the researcher conducted a preliminary research in public speaking class of English department at IAIN Batusangkar. The researcher took video recordedwhen English students performed public speaking. From the video analysis result, it can be known that speaking was serious problem in students˘ performance. They didn˘t have vocabulary mastery and less knowledge of grammar in English. Hence, it made student couldn˘t speak fluently. Than student also appeared to be shy, uncomfortable, have not confident, and loss for word in speaking English performance. Further, student tended to postpone their performance when the lecturer asked them to perform in front of the class. Thus, it can be conclude that vocabulary mastery grammar influent, students˘anxiety and self-problem affected their English performance.

In addition, anxiety became a problem to the foreign language learner who contributes himself in conveying a message and building communication in their environment.Foreign language speaking anxiety is a common phenomenon in classroom activities in teaching English as a foreign language in Indonesia, especially in English Teaching Department of IAIN Batusangkar. The students pose less willingness to participate in foreign language classroom activities. Moreover, the most problem in foreign language classroom is English Language learners often express their anxiety while speaking and communicating in the target language.

Thus, poor performance was generally expressed by the learners with the high anxiety feeling. Besides, the anxiety faced by the foreign language learner influences to one˘s level of achievement and language proficiency. It is in accordance with Dordinejad and Ahmadabad stated that foreign language anxiety is an obstacle thatinfluences one˘s acquisition in mastering a language.

In fact that, public speaking can˘tbe separated with anxiety. The anxiety not only faced by beginners speaker, but also it can be happen to professional one while speaking in front of the audiences. Anxiety is defined as a state of uneasiness and apprehension of fear caused by the anticipation of something threatening. According to Kirkwood and Melton (2002), anxiety disorders are among the most common mental disorders encountered by public speakers.Anxiety is defined as to :the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the automatic nervous system˘ by Spielberger (1983).

Anxiety is one of the most well documented psychological phenomena. The definition of anxiety ranges from an amalgam of overt behavioral characteristics that can be studied scientifically to introspective feelings that are epistemologically inaccessible Casado&Dereshiwsky, (2001). Broadly speaking, anxiety is the subjective feelingof tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. Traditionally, the nature of anxiety has been differentiated into trait anxiety, situational anxiety, and state anxiety. Though no clear delineation between these three categories can be claimed, the differences can roughly be identified on a continuum from stability to transience, with trait anxiety related to a generally stable predisposition to be nervous in a wide range of situations on one end, and a moment-to-moment experience of transient emotional state on the other.

According to Nevid et al (2005) anxiety is generalized state of apprehension or foreboding. It means that when people have to do something or perform in front of many people the feeling of foreboding is

appears and it shows their anxiety. Likewise, Sara (2016) defines that anxiety is one of the most negatively influential affective variables, which prevents learners from successful learning a foreign language it makes language learners nervous and afraid, which may contribute to poor oral performance. More ever, they cannot increase their ability to perform in front of many people caused by their high anxiety.

It has been explained before that anxiety is someoneˇs feeling of nervousness in facing an event in a particular situation. The anxiety is often evoked for students in English speaking class. Commonly, the anxious feeling is appeared because students have lack of language feature in English (vocabulary, grammar, and word choice), fluency, accuracy, and comprehension in speaking skill. Moreover, it can influence the studentsˇ self-confident, such as afraid of being laughed by other students. Finally, it has effect toward their performance in speaking skill. Thus, the anxious student in speaking performance is categorized into state anxiety. It is because students feel threatening when they are order to practice speaking in front of their class.

Lanefeldt (2011) argued that `speaking anxiety is something that has a great impact oneˇs self- confidence when the speaker speaks out and shows what one knows ̠. The students who experience failure in speaking performance, they will better to quiet than taking a risk to fail again. Hence, it is important for teacher to make effective class in stimulating them to speak. Horwitz, Horwitz, and Cope (1986) stated that the students who have problem in speaking, they will have greater difficulty in speaking in foreign language class.

To sum up, anxiety is serious problem for students that can influence theirachievement in speaking performance. For this reason, Antony (2004) claimed that it is necessary to overcome studentsˇ anxiety in speaking performance. The students can plan for change, change the way of think, confront anxiety-provoke situation, change the way to communicate and

improving relationship, medicate, copy with rejection, meet new people, learn to make presentation with confidence, and stop trying to be perfect.

Similarly, Lazarus cited in Ghufron (2010) also states that state anxiety is a temporary emotional reaction that occurs in certain situations perceived as a threat, for example, takes the test, surgery, or other. This situation is determined by a subjective feeling of tension. Then, trait anxiety is a disposition to be anxious in the face of a wide variety of situations (a reflections of personality). Moreover, Nevid*et al* (2005) state that anxiety is a condition or state of worry apprehension who complained that something bad is going to happen. Lost of things to worry about, for example: our health, social relationship, tests, career, international relation, and environmental conditions.

Based on the explanation above, there are two common kinds of anxiety. They are state anxiety and trait anxiety. State anxiety can be defined as temporary emotional reaction that occurs in certain situations perceived as a threat, for example, takes the rest, surgery, or other. In contrast, trait anxiety is a permanent predisposition to be anxious.

Furthermore, speaking anxiety that faced by people is influenced by many factors. For example, having a negative attitude toward foreign language activities is one of the factors influences students˘ anxiety. Based on Hewitt and Stephenson as cited in SenelElaldi˘s(2016)study assume that foreign language anxiety can occur if students are involved in several negative experiences in a foreign language context. The students feel discouraged to show their abilities in English language skills. According to Hashemi and Abbasi(2013)the friendlier and more informal the language classroom environment, the less the anxiety leads to the bad language performance. Formal language classroom settings become a source of stress to the foreign learner to master the target language because it demands learners to deliver the speaking to be more correct based on grammatical structures in the target language. As it was reported in Price's interview study, many anxious students tremble enough to show their

performance in front of their fellow since they greatly pay attention to some mistake that they will make. Therefore, an effective collaborative activity among teachers and students is highly emphasized to reduce the students˘ anxiety.

Furthermore, other researchers, Liu and Ni(2015) mention other common factors causing students˘ speaking anxiety are insufficient vocabulary storage, linguistics problem, lack of confidence and preparedness. Even some literatures do not confirm the best way to teach speaking, it does emphasize to all teachers to have sufficient understanding to use a variety of teaching methods and materials to support learners˘ achievement, reduce and overcome their anxiety. It is important that teachers should strengthen the students˘ self-esteem to obtain their ability in speaking

Furthermore, other researchers, Huyen (2003), Boonkit (2010), Liu (2011), and others mention other common factors causing students˘ speaking 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 could lead to the students˘ difficulties in language reception and productions and becomes an obstacle that hinders them to express themselves in English. It can be said that lack of vocabulary was identified as a main cause for students˘ anxiety in oral English classroom. This occurred because they only have limited words. Inability to express the idea because of lack of confidence is one of another cause of anxiety in oral English classroom. Students˘ lack of confidence usually occurs when they realize that his/ her partner do not understand while they are having a conversation. In this case, they tend to keep silence rather than keep speaking English.

Based on the explanations from some expert previously about factor influencing anxiety, it shows that there are several factors caused anxiety to the learners, they are lack of vocabulary, lack of confidence, fear of

making mistakes, fear of being laughed at by other students, lack of preparation, linguistic problem, and shyness.

Based on the phenomenon above, the researcher interestedto conduct a research about **"Factors Causing Speaking Anxietyby the English Teaching Department Studentsat IAIN Batusangkar".**

B. Identification of the Problem

English Teaching Department of IAIN Batusangkar facilitates students with public speaking class to improve their English skill especially in public speaking. In fact, the researcher found that students have problems with anxiety in performing infront of the classroom. This problems can be influenced by several factors as mentioned in background.

Based on the background of the problem above, the researcher wants to conduct a research about Factors Causing Speaking Anxiety by the English Teaching Department Students at IAIN Batusangkar.

C. Limitation and Formulation of the Problem

There are some anxiety in English specially in basic skills. Based on the background and the identification of the problem above, the researcher limits the anxiety in speaking to find problem of the research to find factors students˘speaking anxiety in public speaking.

D. Research Questions

The research question of this research can be formulated as in the following:

1. What are the factors students˘speaking anxiety in public speaking ?

E. Definition of the Key Terms

1. Speaking English

Speaking English means a skill to use English appropriately to express some idea, opinions, or feelings in order to give or get information and knowledge from other people who do communication.

2. Public Speaking

Public speaking is a process of a speaking to a group of people in a structured manner intended to inform, influence or entertain the audience. It is commonly understood as a type of face-to-face speaking between individuals and audience for the purpose of communication. In this case, public speaking here means performing a presentation infront of the public speaking classroom to deliver some purposes.

3. Anxiety

Anxiety means feeling of frustation, self-doubt, or worry that can distrub someone to do something. It is the feeling of tension, apprehension, nervous, and worry associated with an around of the autonomic nervous system. In this research, anxiety is feeling like anxious, worried and fear that felt by student IAIN Batusangkar in speaking performance in public speaking class registered in 2017/2018 academic year.

F. Purpose of The Research

The purpose of this research to find outthe factors causing are students˘ speakinganxiety in public speaking.

G. Significance of the Research

This research hope fully can give contribution to:

1. English Students

The researcher hope that the result of this research can give contribution to the students about the factors causing students˘ speakinganxiety in public speaking.

2. The lecturer

   The result of this research can give contribution to lecturer. The lecturer may get information or feedback about the factors causingstudentsˇspeakinganxiety in public speaking.

3. The researcher

   For the researcher it was increase her knowledge about the levels and factors causingstudentsˇ speakinganxiety in public speaking. Besides, it is requirement in getting the bachelor degree (S1) at English Teaching Department IAIN Batusangkar.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. **Review of Related Theories**

   1. **Speaking**

      a. **Definitions of Speaking**

      The definitions of speaking are various. Become a fluent speaker requires knowledge towards the language itself and its usage in the real communication in daily life. Chaney in Kanyi (2006) gives the definitions of speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Hence, Tarigan (1990) defines that speaking is a language skill that is developed since child life, which is produced by listening skill, and at that period speaking skill is learned. It is clear that language is a way of communication which cannot be separated from daily life.

      Furthermore Hayriye (2006) states that speaking is to select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter. Being a fluent speaker requires many knowledge towards the language learnt itself and its usage in the real communication. By speaking we do not mean merely uttering words through mouth. It means conveying the message through the words of mouth. Then Bailey and Savage (1994) statesthat speaking in a second or foreign language has often been viewed as the most demanding of the four skills. Clark and Clark (in Nunan, 1991) state that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener.

      Attempting to elaborate more on the interactive nature of speaking, Burns & Joyce (1997) and Luoma (2004) define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form

and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking. It is often spontaneous, open ended, and evolving.

In conclusion, speaking is a way of communication that is always develop and make us easily interact in daily life. In addition. Speaking is a skill to use a language appropriately to express some idea, opinions, or feelings in order to give or get information and knowledge from other people who do communication.

b. The Importance of Speaking

Humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking ability in order to communicate easily and effectively with other people. Rivers (1981) studied the use of language outside the classroom situation and understood that speaking is used twice as much as reading and writing combined.

Learning to speak also demands a lot of practice and attention. We learn to speak our mother tongue just by listening and repeating. In a similar manner, a foreign language is learnt by imitation and reproduction. Richards (2008) states `When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on, because they wish to be friendly and to establish a comfortable zone of interaction with others˴. This

indicates that speaking fluently or being good in oral communication is a core aspect of human to stay connected to each other. Since language is an instrument of communication, there is no excuse for a language learner for not being able to speak the language learnt.

In conclusion speaking is very important because learners should have enough English speaking ability in order to communicate easily and effectively with other people and also as a main aspect of people to stay connected each other in any circumstances.

c. **Purpose of Speaking**

It was argued that the purpose of speaking can be either transactional or interactional. Apparently, there are some differences between the spoken language used in both transactional and interactional discourse.Nunan (1989) states in transactional discourse, language is used primarily for communicating information. Language serving this purpose is 'message' oriented rather than 'listener' oriented. Clearly, in this type of interaction, accurate and coherent communication of the message is important, as well as confirmation that the message has been understood. Examples of language being used primarily for a transactional purpose are: news broadcasts, descriptions, narrations and instructions (Richards, 1990). Speaking turns serving this purpose tend to be long and involve some prior organization of content and use of linguistic devices to signal either the organization or type of information that will be given Basturkmen(2002).

On the other hand, some conversations are interactional with the purpose of establishing or maintaining a relationship. This latter kind is sometimes called the interpersonal use of language. It plays an important social role in oiling the wheels of social

intercourse Yule(1989). Examples of interactional uses of language are greetings, small talks, and compliments. Apparently, the language used in the interactional mode is listener oriented. Speakers' talk in this type tends to be limited to quite short turns Dornyei&Thurrell(1994) and Richards (1990).

Then, in spite of the distinctions between the two types, in most circumstances, interactional language is combined with transactional language. This helps to ease the transactional tasks to be done by keeping good social relations with others. In, other words, we can say that speakers do one thing by doing another Brazil(1995). So both purposes can be viewed as two dimensions of spoken interaction.

In conclusion, there are four purpose of speaking such as to inform, to entertain, to persuade, and to discuss. First to inform, to inform means that the speakers want to inform and share ideas, information, process feeling or opinion to the hearer and give knowledge as well in particular purpose. Second to entertain, to entertain means that the speaker wants to make the hearer feels happier with the materials which are selected preliminary, based on their entertainment value. Third to persuade, to persuade means that the speaker tries to confirm the hearer to do something in certain activity. Fourth to discuss, to discuss means that the speaker wants to discuss something because the purpose of speaking is to make some decisions and planning.

2. **Public Speaking**

   a. **Definition of public speaking**

Public speaking is commonly understood as the formal,face-to-face talking of a single person to a group of listeners.There are some definitions of public speaking by experts. Slagel(2009:194) states public speaking is a form of communication thatsecks an outcome,

public speakers seek not simply to expressthemselves but to have an effect on their listeners. Furthermore,Siegel (2012:1) states public speaking refers to the communicationpractice of a speaker sharing ideas with an audience primarilythrough speech. Nikitina (2011:10) also gives definition of publicspeaking She states public speaking as a process, an act and an artof making a speech before an audience.

Public speaking is speaking in front of people in publicplace in for speech performance whether is to inform, toentertain, to share, and to motivate person. In sharing knowledge,transforming and giving some information, ideas and many otherstudents have to pay attention to their performance in order to maketheir listener understand what they are talking about.

Based on explanation above, the researcher can concludethat public speaking is a process of making and giving speech inpublic place to share ideas, information and knowledge to theaudiences. It is also can give an effect depend on the message thatis given before to the audiences.

b. The Essential Elements of Public Speaking

In public speaking a speaker presents a relativelycontinuous message to a relatively large audience in a uniquecontext. Like all communication, public speaking is a transactionalprocess, a process whose elements are interdependent.

Each of elements in the public speaking process dependson and interacts with all other elements. Devito (2013:3-6) statesthere are several essential elements of Public Speaking. They areSpeaker, Message, Channels, Noise, Audience, Context, Deliveryand Ethics. The first is Speaker. In conversation the speaker's roleoccurs in short spurts. In public speaking a speaker delivers arelatively long speech and is usually not interrupted. As the publicspeaker, a speaker is the center of the transactionThe second is Message. In both conversation

and publicspeaking the message has a purpose. Generally in conversation aspeaker does not give any real thought to how he or she is going toorganize his or her message. In public speaking, actually, organization is crucial because it adds clarity to the message andtherefore makes it easier for listeners to understand and toremember what he or she is saying. The third is Channels. It is themedium that carries the message signals from sender to receiver.Both the auditory and the visual channels are significant in publicspeaking like eye contact, body movement, hand and facialgestures in sending visual messages. The fourth is Noise. It isanything that distorts the message and prevents the listeners fromreceiving the message as a speaker intended it to be received. Allpublic speaking situations involve noise. A speaker will not be ableto totally eliminate it, but he or she can try to reduce its effects.Making the language more precise, organizing the thoughts morelogically, and reinforcing the ideas with visual aids are some waysto combat the influence of noise.

The fifth is Audience. In conversation the audience" isoften one listener or perhaps a few. The audience in publicspeaking is relatively "large," even millions. In some publicspeaking situations, a speaker may know his or her audience quitewell. In other situations, a speaker would not know his orher audience quite so well and would have to analyze them. Thesixth is Context. Speaker and listeners operate in a physical, sociopsychological, temporal, and cultural context. The contextinfluences you as the speaker, the audience, the speech, and theeffects of the speech. The physical context is the actual place inwhich a speaker gives his or her speech like in the room or theauditorium.

The seventh is Delivery. In conversation a speaker normallydoes not think of how he or she delivers or presents his or hermessage; a speaker does not concerns him or herself with how tostand or gesture

or how to raise or lower his or her vocal volume.In public speaking, the situation is different. Because publicspeaking is a relatively new experience and a speaker will probablyfeel uncomfortable and self-conscious at first, he or she maywonder what to do with his or her hands or whether or not shouldmove about. With time and experience, a speaker will find that hisor her delivery will follow naturally from what he or she is saying.just as it does in conversation. And the eight is Ethics. Because ofspeech will have an effect on the listeners, a speaker have anobligation to consider the moral implication of his or her message.

Furthermore, Slagell (2012:3) states there are severalfundamentals principles of the process of public speaking. They arespeaker, listeners/audiences, message, channel, feedback,interference and context. The first is Speaker. It is perhaps the mostobvious part of the public speaking transaction, but there aremust not be overlooked.complexities inCommunication begins within the mind of the speaker as he or sheperceives and processes his or her own experiences and learningand makes decisions about the goal(s) of a speech and the strategiesbest suited to accomplishing those tasks. The second is Listener/Audience. The existence of an audience is essential to the publicspeaking situation. The complexities of the mental landscape ofaudience members-individually and as groups- is part of whatmakes public speaking a creative challenge that is never fullymastered.

The third is Message. A third complex feature of the publicspeaking process is the message itself. By definition, the message isthe meaning received and understood by the members of theaudience. In general, the closer the message received is to themessage intended by the speaker, the more effective thepresentation. The fourth is Channel. The intended and unintendedmessage projected by speaker come to the

listeners through someline of communication that the speakers typically call a channel ormedium.

The fifth is Feedback. It means the element of thecommunication process that makes it a transactional experience.The sixth is Interference. When something prevents our messagefrom reaching those with who are communicating, interference isthe culprit. The seventh is Context. It refers to the situation withinwhich the public speaking exchange occurs.

Based on the theories, it can be concluded the essentialelements of public speaking depend on the two experts previously in the comparative table. They are seen in table below :

Table 2.1. Comparative Table of The Essential Elements of PublicSpeaking

Devito (2013:3-6)	Slagell (2012:3)
a. Speaker b. Message c. Channel s d. Noise e. Audience f. Context g. Delivery h. Ethics	a. Speaker b. Listener/audience. c. Message d. Channel e. Feedback f. Interference g. context

c. **Characteristic of a Successful inPublic Speaking**

Speaking as foreign language has the most important of the four skill; moreover, learning how to speak English fluently is not that easy to achieve. It needs the ability to comprehend the speech as well as to speak. The ability to speak fluently presupposes not only a knowledge of language on the spot. In short, the students must understand how language works and they must also be able to express their idea in the real situation (Harmer, 2001).

In order to have students could speak English fluently, the students have to know the characteristics of successful speaking

activity. According to Ur (2000), the characteristics of a successful speaking activity are:

1) Learners talk a lot

    As much as possible of the period of time alloted to the activity is in fact occupied by learner talk. This seems obvious, but often most time is taken up with teacher talk or pauses.

2) Participants is even

    Classroom discussion is not dominated by a minority of talk active participants: all get a chance to speak, and contribution are fairly evenly distributed.

3) Motivation is high

    Learners are eager to speak: because they are interest in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4) Language is of an acceptable level

    Learners express themselves in utterance that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

    Based on the theories above, it can be concluded that to be success in speaking someone should be learner talk a lot, participant is even, high motivation and language is of an acceptable level. Also in mean to success speak English fluently, someone must use English language in speak more often and involve their selves to speak English in current life.

d. **Problems of public speaking**

    Speaking problems are some problems that make someone lacks of speaking ability. According to Doris and Jessica (2007) language problems actually serve as one of the important

reasons behind poor academic performance. These problems may become the obstacles for the students to enhance and improve their speaking ability. The reasons why the students are having problems in their speaking are they are poor in grammar, vocabulary, and pronunciation. Those problems are belong to linguistics problems.

Other problems that may become a barrier for the students to become a good English speakers is the psychological problems. Xinghua (2007) states that psychological problems are those problems which often interfere your emotional and physical health, your relationships, work productivity, or life adjustment such as nervous, lack of self confident and afraid to speak. These problems may affect students performance in their speaking. Khan (2005) claims in his research that some of his participants have psychological problems in speaking.

Meanwhile, Ur (1996) eludes four factors that make speaking difficult for second or foreign language students. The first is Inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that speech attracts. The second is nothing to Say. Even if they are not inhibited, we often hear learners complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.

The Third is Mother-Tongue Use. In classes where all or a number of the learners share the same mother tongue, they may tend to use it; because it is easier and unnatural to speak to one another in a foreign language, and because they feel less : exposed˘

if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes particularly the less disciplined or motivated ones to keep speaking the target language. The fourth is Low or Uneven Participation. Only one participant can talk at a time if he or she is to be heard, and in a large this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

3. Anxiety

a. Definition of Anxiety

Anxiety is defined as a state of uneasiness and apprehension of fear caused by the anticipation of something threatening. According to Kirkwood and Melton (2002), anxiety disorders are among the most common mental disorders encountered by public speakers.Anxiety is defined as to :the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the automatic nervous system˘ by Spielberger (1983). Furthermore, Chorpita and Barlow (1998) also mentioned that anxiety is a state of conceptual or central nervoussystem characterized by activity of the behavioral inhibition system".

Anxiety is one of the most well documented psychological phenomena. The definition of anxiety ranges from an amalgam of overt behavioral characteristics that can be studied scientifically to introspective feelings that are epistemologically inaccessible (Casado&Dereshiwsky, 2001). Broadly speaking, anxiety is the subjective feelingof tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. Traditionally, the nature of anxiety has been differentiated into trait

anxiety, situational anxiety, and state anxiety. Though no clear delineation between these three categories can be claimed, the differences can roughly be identified on a continuum from stability to transience, with trait anxiety related to a generally stable predisposition to be nervous in a wide range of situations on one end, and a moment-to-moment experience of transient emotional state on the other.

According to Nevid et al (2005) anxiety is generalized state of apprehension or foreboding. It means that when people have to do something or perform in front of many people the feeling of foreboding is appears and it shows their anxiety. Besides, Horwitz et al (1986) declare that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.

Likewise, Sara (2016) defines that anxiety is one of the most negatively influential affective variables, which prevents learners from successful learning a foreign language it makes language learners nervous and afraid, which may contribute to poor oral performance. More ever, they cannot increase their ability to perform in front of many people caused by their high anxiety. Abderrezzag (2010) also defines anxiety as unpleasant state evoking avoided behaviors and defenses. It makes the learner feel bad and does not have a lot of courageous to face the audience. Thus, Brown (2002) states that anxiety is one of feeling can stop you from having self confidence. Brown also defines anxiety is a feeling afraid making mistakes because you feel your teacher will think you are stupid or your classmate will laugh at you. Moreover, scovel in Brown (2000) anxiety is feeling of uneasiness, frustration, self-doubt, apprehension, or worry.

Based on the explanation above, the researcher can conclude that anxiety is a very complex human feeling or reaction

that has both physical and mental elements to it. They are feelings of uneasiness, frustration, apprehension, afraid, and self-doubt that can stop human from having self-confidence. In this case, speech anxiety is all of human feeling that explained previously comes up when giving a speech in front of audiences.

b. **Kinds of Anxiety**

There are two kinds of anxiety faced by some people. Macintyre and Gardner in Brown (2007) state taht anxiety can be experienced at various levels. At the deepest or global level is called trait anxiety and at a more momentary or situational level is called state anxiety. Trait anxiety is a more permanent bias to be anxious. Some people are predictably and generally anxious about many things. State anxiety is experienced need in relation to some particular even or acts.

Similarly, Lazarus cited in Ghufron (2010) also states that state anxiety is a temporary emotional reaction that occurs in certain situations preceived as a threat, for example, takes the test, surgery, or other. This situation is determined by a subjective feeling of tension. Then, trait anxiety is a disposition to be anxious in the face of a wide variety of situasions (a reflections of personality). Then Ghufron (2010) states that anxiety is unpleasant subjective experience of the worries or tensions in the from of feelings of anxiety, tension, and emotions experienced by someone. Similarly, spielberger in Brown (2007) states that anxiety is-the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system.

Trait anxiety refers to the global or general anxiety, learnersˇ permanent feelings of anxiety whatever the situation is. Trait anxiety means that this anxiety becomes a constant personality variable and a part of learnersˇ personality who are

always anxious whenever they feel threatening about anything Brown in Auoatef (2015). Another type of anxiety is state anxiety which refers to feelings of stress and fear learners experience when they confront a threat. It is a temporary anxiety, a response to a stimulus that cause anxiety for example before a test, :˘ state anxiety is experienced in relation to some particular event or act :˘. In addition, Auoatef (2015) said that state anxiety increases the level of avoidance motivation, largely because of worry and other self-concerned thoughts.

Based on the explenation above, there are two common kinds of anxiety. They are state anxiety and trait anxiety. State anxiety can be defined as temporary emotuonal reaction that occurs in certain situations perceived as a threat, for example, takes the rest, surgery, or other. In contrast, trait anxiety is a permanent predisposition to be anxious.

c. **Symptoms of Anxiety**

According to Katz in Afrizal (2016) there are several physical syptoms of anxiety, they are:

1. Trembling or shaking
2. Cold clammy hand
3. Shaky voice
4. Rapid heartbeat
5. Sweating
6. Blushing
7. Dizziness
8. Shortness of breath
9. Digestive discomfort
10. And forgetting something you know or were about say.

Furthermore, Murad et al, as quated by Monna (2011) write the symptoms of anxiety. They are :

1) Physical characteristics of anxiety, such as: anxiety, nervousness, trembling or shaking hands or limbs, sensation of tight band around the forehead binding, firmness in the skin pores abdomen or chest, sweating, sweaty palms, dizziness or fainting, mouth or throat feels dry, hard to talk, difficulty in breathing, short breathing, pounding heart or pounding, vibrating, the fingers or limbs become cold, dizziness, feel weak or numb, difficulty in swallowing, stiff neck or back, there are disturbances or nausea, abdominal pain, chills, frequent urination, the face feels flushed.

2) Behavioralcharacteristics of anxiety

There are some behavior characteristics of anxiety such as: avoidance behavior, embedded and dependent behavior and behavior shake.

3) Characteristic of cognitive anxiety

There are some characteristics of cognitive anxiety, such as: worried about something, feeling of fear or apprehension be distributed about something that happened in the future, fear of losing control, fear of inability to solve the problem, worried about trivial things, thinking about the same annoying over and over again, think that should be able to escape from the crowds, if not definitely going to pass out, the mind feels jumbled or confused and it˘s hard to concentrate or focus the mind.

The last theory comes from Lejla (2012), he divides students˘ anxiety symptoms in public speaking into two part, there are body and mind. In this research Lejla found several symptoms of body and mind. In the body symptoms he finds 6 anxiety symptoms, they are:

1. Nervousness
2. Stomach tingling

3. Sweating

4. Blushing

5. Shaky voice

6. Frightened

And for mind symptoms Lejla finds 5 anxiety symptoms, they are:

1. Saying wrong

2. Embarrassed

3. Get laugh at

4. Focus on the task

5. Try to relax

Based on explanation above, it can be said that they are three symptoms of anxiety. First is physical anxiety such as: trembling or shaking hands or limbs, dizziness or fainting, mouth or throat feels dry, hard to talk, pounding heart, feel weak or numb and the face feels flushed. Second is behavioral such as: embedded and dependent behavior and behavior shake. The last is cognitive (mind) factor such as: worried about something, fear or losing control, fear of inability to solve the problem and it˘s hard to concentrate or focus the mind.

d. Factors Causing Speaking Anxiety

Students˘ fear of making mistakes in speaking English has been a common issue, especially in EFL context like in Indonesia. The students feared making mistakes and being laugh at , which made them very anxious when speaking English to other in class, like previous study that has done by (Kurihara 2006; Liu, 2007; Risati, 2011).

Further explanation, Baldwin (2011, as cited in Juhana, 2010: 20) argues that speaking in front of people is one of the more

common phobias that the students encounter and feeling of shyness makes their mind go `blank‿ forget what to say. In addition, Ericson (2009; 36) says that shyness may be caused by the low self esteem and an accompanying fear of rejection. From the source above, paying attention to this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom. More, Ghufron and Risnawita (2010) explain that anxiety is influenced by several factors include fear of failure, frustration on the results of past actions, negative self-evaluation, self-negative feelings about its capabilities, and the negative orientation.

Learning anxiety can be attributed into several factors. Based on Horwitz(1986), in the context of foreign language learning, learner may feel anxious due to problem related to three dimension of anxiety. Firstly, communication apprehension Secondly, fear of negative evaluation thirdly, a general feeling of anxiety The description of these components will lay the foundation for the Indrianty: Students˘Anxiety concept of foreign language anxiety, providing an insight to comprehend the source of anxiety. As the focus in this study is on speaking skill, those components will be explained below:

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). On the other hand, Horwitz et al (1986:128, cited in Tanver, 2007: 11) define communication apprehension as `a type of shyness characterized by fear or anxiety about communication with other people‿. Relevant to the statement mention above, Tanver (2007:13) argues that communication apprehension

may exist in most everyday communication situations, or may even be part of a general anxiety trait that arises in many facets of an individual˘s life and learners‖ personality traits such as shyness, quietness, and reticence are considered too frequently precipitate communication apprehension.

b. Fear of Negative Evaluation

Fear of negative evaluation is an extension of the second component of foreign language anxiety because it is not limited to test-taking situations; rather, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in foreign language class (Horwitz et al., 1986: 127). It is also boarder in the sense that it pertains not only to the teachers‖ evaluation of the students but also to the perceived reaction of other students as well (Tanveer, 2007: 14).

c. Test anxiety

An understanding test anxiety is also related to the discussionof foreign language anxiety. Test anxiety, as explain by Horwitz at al. (cited in Tanveer, 2007: 12) refers to a type of performance anxiety stemming from a fear of failure. Test anxiety is quite pervasive in language classroom because of its continuous performance evaluative nature. As test anxiety is treated differently when dealing with oral communication, the other two components can be focused on in examining the attitudes in English oral communication classroom.

Further, Ghufron and Risnawita (2010) explain some factors influencing anxiety. Anxiety is influenced by several factors include fear of failure, frustration on the results of past actions,negative self-evaluation, self-negative feelings about its capabilities, and the negative orientation.Moreover, Nevid*et al* (2005) state that anxiety is a condition or state of worry

apprehension who complained that something bad is going to happen. For example: health, social relationship, tests, career, international relation, and environmental conditions.

Furthermore, Ghufron and Risnawita (2010) added that there are two factors that cause anxiety. They are negative experience in the past and irrational thinking.

1) Negative experiences in the past

This experience is an unpleasant things in the past about the events that are likely to occur again in the future, if the individual is facing the same situation or event and also unpleasant, for example, had failed the test. This is a common experience that raises student anxiety in the face of the test.

2) Irrational thinking

Irrational thinking is an anxiety that occurs not because of an incident but rather the belief or conviction about incident. Examples of irrational thinking called fallacy, namely:

a) Catastrophic failure

Catastrophic failure is the assumption of the individual. The individual feel anxiety, incompetence and she/he cannot resolve the problems.

b) Perfection

All the individual want the perfection she/ he expects to behave perfectly and there is no defect. The perfection will become a target and sources of inspiration for them.

c) Agreement

The agreement appear because there is belief pf false based on idea that there is something virtual. It is not only desirable, but also to achieve the consentof a friend or fellow student.

d) Inappropriate generalization

Inappropriate generalization is a situation of over generalization. It occurs in people who have a little bit of experience.

Then, according to O'Hair et al (2007) mentions several factors lead speaker to anxiety as follow:

1) Lack positive experience. It produces the higher of level of speaking anxiety, especially toward female. With negative experiences from the speaker, it led unfavorable reaction from the audiences.

2) Feeling different. It means that the speaker feel different from than usual. For example, speaking in front of audiences makes him or her extra sensitive. Then, sometimes the speaker assumes that being different or somehow being inferior.

3) Being the center of attention. It means sometimes th speaker more thinks critically rather than audiences does. The speaker think a lot about how the audience members appear to behave toward speaker during the speech.

Based on the explanation above, it can be known that there are several factors caused anxiety to the learners in speaking English. They are as follows lack of vocabulary, lack of confidence, fear of making mistakes, fear of being laughed at by other students, lack of preparation, linguistic problem, and shyness.

The researcher will try to draw the factors causing students speaking skills by several experts in the the table above:

Table 2.1 Specification Of Factors Causing Students'Speaking Anxiety In Public Speaking

No	Liu and Ni (2015)	Worde (2003)	Marwan (2007)	Aftat in Juhana(2010)	Baldwin in Juhana (2010)	Ericson (2009)	Ghufron and Risnawati (2010)	Conclusion
1	Insufficient vocabulary storage	-						Lack of vocabulary storage
2	Linguistic problem	-						Linguistic problem
3	Lack of confidence	-					Self negative feeling about its capabilities	Lack of confidence
4	Lack of preparedness	-	Lack of preparation					Lack of preparation
5		Fear in misunderstanding						Fear in misunderstanding
6		Fear of being laughed by audience						Fear of being laughed by audience

7				Issue of correction			Issue of correction
8				Negative evaluation		Negative self evaluation	Negative evaluation
9				Phobia in speaking in front of people		Frustration on the results of past actions	Phobia in speaking in front of people
10				Blank `forgot_ what to say			Blank `forgot_ what to say
11				Feeling off shyness	Shyness		Feeling of shyness
12					Fear of rejection		fear of rejection
13						Fear of failure	Fear of failure

B. Review of Relevant Studies

Previous studies useful as a reference for the researchers in their research. It used to show the difference between the previous research with the current research in order to avoid being a claim. The researcher found some previous study about speaking anxiety in second language learning, some are: First, a thesis made by Arlinda (2014), entitled `Students˘ Strategies in Overcoming Language Anxiety in Speaking English˝, the result from the research showed that it conducted to investigate the factors that cause language anxiety in speaking English and the students˘ strategies in overcoming language anxiety in speaking English. The research employed descriptive qualitative case study. The participants were 34 students of language program class in one of senior high schoolingBandung. The data were obtained from questionnaire and interview. The findings showed that the factors caused language anxiety in speaking English were: fear of speaking class, students˘ low proficiency in speaking English, fear of making mistakes, fear of negative evaluations and self-related cognition. Moreover, the strategies which were used by the students in overcoming their anxiety were: preparation, resignation, relaxation, peer seeking and positive thinking. Furthermore, those strategies could reduce the students˘ anxiety in speaking English.

The similarities of the research conducted by Arlinda (2014) and the researcher are Arlinda both of research is about anxiety in speaking class, then the differences both of research conducted by Arlinda and researcher are Arlinda focuses on strategies in overcoming anxiety in speaking class while the researcher focuses on the factors causing anxiety in speaking class.

Second, thesis made by Ernawati (2013), entitled `The Anxiety of English Public Speaking of The Fourth Semester Students of English Education Department of Teacher Training and Education Faculty of Muria Kudus University in The Academic Year 2013/2014˝, the result from the research showed that it conducted to find out the anxiety of

English public speaking of the fourth semester students and also to explain the way how to overcome the anxiety. The research employed descriptive qualitative case study. There were 32 students who participated in this research. The data were obtained from questionnaire. The finding showed that almost all the students felt more anxious at pre-performance stage than at performance stage of English public speaking, and almost all the students did not feel anxious at pre-preparation and preparation stage of English public speaking. Moreover, almost all the students overcome their anxiety at pre-preparation stage by choose to feel relax and say `everything will be okay` when the lecturer announce the date of speech assignment. Meanwhile, at preparation stage almost all of the students choose the topic that they have mastered to overcome their anxiety. At pre-preparation stage,almost of them choose to try to feel relax and rehearse again the speech to overcome it. While at preparation stage, almost of them choose to imagine that they are in a good atmosphere when they deliver their speech to overcome their anxiety.

The focus of the previous studies was on the students˘ anxiety in speaking class and the focus of the present study is also on students anxiety in learning English language especially speaking. In addition, the subject that observed in this present study was the fifth semester students of English Education Department at IAIN Batusangkar B class, meanwhile the subject of the previous studies was students of language program class of Senior High School, the fourth semester students of English Education Department of Muria Kudus University and the students of Junior High School in Bandung. The method to collect data in this study, the researcher employed observation and interview, meanwhile the previous studies employed interview and distributing questionnaire. Moreover, the instruments used to collect the data in this study were field notes and interview guide, whereas the instruments used in the previous studies were questionnaire, interview guide and Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz et al.

The similarities between thesis write by Ernawati (2013) and the researcher conducted by the researcher is focuses on anxiety in speaking class, then the diffrences both of research are Ernawati focuses on anxiety in English public speaking in pre-presentation while the researcher focuses on factors that causing anxiety in speaking class while in presentation in front of the class.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

The design of this research was quantitative descriptive with cross-sectional design which is one in which data are collected from selected individuals at a single point in time. According to Gay and Airasian (2012), this design has the advantage of providing data relatively quickly-you do not have to wait for years before you have your data and can begin to analyze and draw conclusions.

Descriptive research,Gay and Airasian (2012) states that descriptive research involves collecting data in order to answer questions concerning the current status of subject study _. The description is in the form of words and language, in a specific context naturally and by utilizing a variety of natural methods. Dealing with the theory, this study conducted to find factors causing anxiety in speaking performance especially in English students who registered in 2020/2021 academic year.

B. Population and Sample

1. Population

According to Gay and Airasian (2012), population is the group of interest to the researcher, the group to which she or he would like the result of the researcher to be generalized. It can be intended that population is the researcher̆s group focus for conducting the data for her/his research. The population of this research was all the students of English Teaching Department in the fifth semester registered in 2017/2018 academic year. The number of the students were64 students. The researcher took them as population because they have taken public speaking class. It was classified in the following table:

Table 2.
Population of the Research

No.	Class	Number of student
1	TBI A	20
2	TBI B	25
3	TBI C	17
TOTAL		62

2. Sample

Sample is representation of population. Gay and Airasian (2012), states that sampling is the process of selecting a number of individual for a study in which such a way that represent the larger group from which they were selected.The researcher used total sampling, it means the researcher took all of students as sample, because the population less than 100. According to Fraenkel and Wallen (2009: 106), in the descriptive researcher, the minimun sample is 100. In other words, the researcher used total sampling technique to take the sample. According to Sugiyono (2010), total sampling technique is all members of the population are used as sample. It means the sample for this research was 62 students that werethe fifth semester studentsof English Teaching Department registered in 2020/2021 academic year.

C. Technique of Data Collection

1. Research Instrument

In this research the researcher used questionnaire as an instrument to discover factors causing students˘ speaking anxiety by the English Teaching Department Students at IAIN Batusangkar.

Questionnaire is a technique in collecting data or some written questions that is used to get information and responses from the respondent. According to Sugiyono (2007: 199) questionnaire as one of techniques data analysis that was done by giving a group of written questions of statements to the repondents to be answer. It is suitable

for this research because questionnaire can be used if there is a big number of respondents.

In this research the researcher used closed-ended questionnaire. According to Sugiyono (2007: 201) closed-ended questionnaire is questions that need short answer of the respondent just need tochoose one answer from the questionnaire. The items of questionnaire developed based on theories of factors causing anxiety in speaking performance. By using closed-ended questionnaire, it helped the respondents answered quickly and the researcher easy to conduct data analysislater.

The questionnaire constucted by researcher in Indonesia language. Which is used some step to construct the questionnaire. First, the researcher identifying variable of the problem. Second, elaborating variable into sub variable. Third, finding out the indicators of each sub variable. Fourth, finding out the sub indicators of indicators. Fifth, ranking description from each sub indicators into questionnaire items. The last, completing questionnaire with instruction (Arikunto 2005: 135). The questionnaire items were 28 items . Which is the questionnaire distributed by using google form. Because when the researcher distributed at the time all of students are online based lecturing becuase there was a global pandemic.

In measuring instruments the researcher used Likert Scale as basic type to measure questionnaire. Gay, et al. (2012: 157) states that Likert Scale is aimed to ask individual to respond to a series of statement. The scale is divided into five categoriees. They are Strongly Agrees for *Sangat Setuju (SS),* Agrees for *Setuju (S),* Undecided for *Ragu-Ragu (RR),* Disagrees for *Tidak Setuju (TS),* Strongly Disagrees for *Sangat Tidak Setuju (STS).*In order to score the scales of factors causing anxiety in speaking performance, the researcher uses Likert scale (Gay and Airasian 2012). They are five categories: Always (A) which stand for *selalu*(SL), often (O) which

stand for *sering*(SR), sometimes (SS) which stand for *kadang-kadang*(KD), seldom (SM) which stand for *jarang*(JR), and never (N) which stand for *tidakpernah*(TP).

Table 3.

Sample of questionnaire

No	Pernyataan	Jawaban				
		SL	SR	KD	JR	TP
1.	Sayatakutketikaterjadi salah pengucapan dalam berbahasa Inggris			✓		

The scores are given based on the type of each item. If the items are positive, the score will be arranged as follows, *selalu*(always) = 5, *Sering* (often) = 4, *kadang-kadang* (sometime) = 3, *jarang*(seldom) = 2, and *tidakpernah* (never) = 1. On the other hand, if the items are negative, the score will be arranged as follows, *selalu* (always) = 1, *sering* (often) = 2, *kadang-kadang* (sometimes) = 3, *jarang* (seldom) = 4, and *tidakpernah*(never) = 5.

Table 4.

The Scale for Categories Statement

Categories	Statement	
	Positive	Negative
Selalu	5	1
Sering	4	2
Kadang-kadang	3	3
Jarang	2	4
Tidak pernah	1	5

To get the correct data of the questionnaire, the most importantprinciples are validity and reliability.

a. Validity

According to Gay (2000), validity is the most important qualityof a test and it is the degree to which a tesmeasureswhat it is supposed to measures. The researcher conducted several ways toensure the validity of the contents of the instrument. According toHendryady (2017: 171) content validity ensures that measurementsinclude a sufficient set of items and represent concepts.

According to Sugiyono (2010), technically the content validitytesting can be helped by using table specification. After theresearch instrument wascompleted, the researcher asked threevalidators to validate the instrument by attaching an applicationletter willing to be a validator, validation sheet, grid ofquestionnaire, and research instruments.

Thefirst validator was anEnglish lecturer who hasknowledge about students anxiety. Then, the second validator was anEnglish lecturer, who teach language testing, where in this subjectthe lecturer teach how to arrange and make a good test. Then, the lastvalidator was anEnglish lecturer who teach writing subject, the lecturer was considered that she hasskills and knowledgesabouthow to write a good sentences for arranging a questionnaire.

According to Matondang (2009), content validity of a testdoes not have a certain amount calculated statistically but it isunderstood that the test is valid based on a review of the tablespecification.

Therefore, content validity is actually based on logical analysis, it does not constitute a validity coefficientcalculated statistically. However, to be more convincing about the contentvalidity of this instrument, researchers used the Aiken's V formulainHendryady (2017) to calculate the content-

validity coefficientbased on the results of evaluating two validators for an item interms of the extent of the item. Represents the measured construct.The following is the Aiken formula that researchers use:

$$V = ij \ s /[n(C^- 1)]$$

$$S = R^- lo$$

Where: lo = Lowest scoring rate

C = Highest score

R = The number given by the validator

n = Number of validator

The validity of this research instrument in general after using *Aiken's* formula is 0,73 (high), whereas the validity of the instrument based on each validator 1 was (0,85) very high from the first validator, (0,67) high from the second validator and (0,67) high from the third validator. This instrument is considered as **valid**. For more detail calculation, see appendix (6)

b. Reliability

Gay, Mills and Airasian (2012) states that reliability is thedegree to which a test consistently measures whatever it ismeasuring. Reliable is consistent, it means establish by determinedthe relationship between score resulting from administering thesame test, the same group on different occasions. Reliability of thequestionnaire analyzed by using *Spearman Brown*:

$$r_i = \frac{2.rb}{1+rb}$$

Where:

r_i = Instrument Reliability.

r_b= Correlation index between two instrument halves.

The reliability of the questionnaire was 0,85, it means that the reliability of the questionnaire reliable and categorized as **very high.** For more calculation see appendix (7)

2. Research Procedures

This research conducts by applying several steps as follows:

A. Preparation

    1. Finding the research problem tha the researcher interested in.

    2. Collecting the sources and references related with the research problem.

    3. Writing thesis proposal.

    4. Consulting the questionnaire with the advisor.

    5. Preparing questionnaire.

    6. Consulting the questionnaire with the advisor.

    7. Having the seminar proposal

    8. Consulting and revising thesis proposal after seminar to the advisor

B. Whilst Operation

    1. Getting license to do the research

    2. Validate the questionnaire to the validators

    3. Revising the questionnare

    4. Distributing the questionnaire to the respondents via google form through the linkhttps://forms.gle/9Pu6jfh2BrpcDJLk

    5. Collecting the questionnaire from the respondents

C. Post Operation

    1. Coding the questionnaire

    2. Tabulating the data

    3. Analyzing the data

    4. Interpreting the result

    5. Drawing conclusion and suggestion

D. Technique of Data Analysis

After collecting the data, descriptive analysis was used in this research to analyze the data. The data was analyzed by using some steps. They are as follow:

1. Collecting the data
2. Calculating the data from questionnaire
3. Tabulating the data into the table
4. Checking and calculating frequency of students˘ answer for each option by using formula that suggest by Sudijono (2005:43), that is:

$$P = F/N \times 100\%$$

Where: P= Percentage

F= Frequency of total score

N= number of sample

5. Describe and interpret the data by using term below:

Mean + 1.5 SD   Very High

————————————→ High
Mean + 0.5 SD

————————————→ Moderate

Mean ˉ 0.5 SD
————————————→ Low

Mean ˉ 1.5 SD
————————————→ Very Low
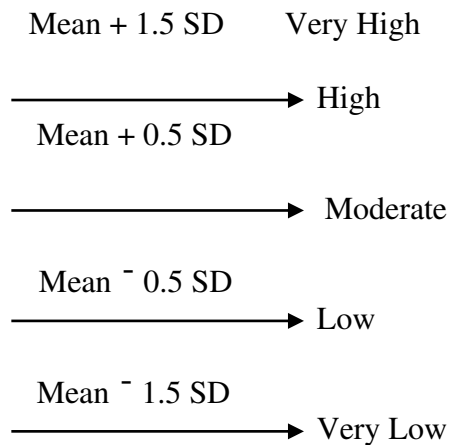
Where SD: Deviation Standard

6. Finding maximum score and minimum score, class interval, frequency, and percentage of the data.
7. Drawing the conclusion based on the result of Mean.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Data Description

This chapter is about the description, data analysis and discussion about factor causing students�’ speaking anxiety in public speaking class of English Department at IAIN Batusangkar registered in 2017/2018 Academic Year.

The following table is a score of factor causing students�’ speaking anxiety in public speaking class. The score can be seen in the table below:

Table 4.1

Factors Causing Students' Speaking Anxiety in Public Speaking Class

No	Factors	Mean	Category	Percentage
1	Lack of Vocabulary Storage	7.8	Very High	67.74%
2	Linguistic Problem	15.5	Very High	77.42%
3	Lack of Confidence	7.7	High	91.94%
4	Lack of Preparation	7.9	Very High	72.58%
5	Fear in Misunderstanding	8.1	High	66.13%
6	Fear of Being Laughed	7.6	Very High	59.68%
7	Issue of Correction	8.0	Very High	80.65%
8	Negative Evaluation	8.0	Very High	74.19%
9	Phobia In Front of People	7.0	High	54.84%
10	Blank `Forgot_ What to Say	8.1	High	66.13%
11	Feeling of Shyness	7.6	Very High	53.23%
12	In Fear of Rejection	8.0	Very High	83.87%
13	Fear of Failure	7.6	Very High	51.61%

Then, based of the table above, it can be concluded that the highest percentage lack of confidence with category high and the percentage was 91.94%. Furthermore, the researcher calculated the frequencies table of factor causing students˘ speaking anxiety in public speaking class in the table frequency as follows:

Table 4.2

Frequency Table of Factor Causing Students' Speaking Anxiety in Public Speaking Class

Score	Frequency
88	1
96	1
97	2
98	2
100	1
101	3
102	1
103	3
104	2
105	2
106	4
107	2
109	2
110	1
111	7
112	12
113	6
114	4
116	1
120	1
121	2
122	1
125	1
Total	**62**

Based on the frequency table above, we can conclude that there was 1 student who got the lowest score 88, and also 1 who got the highest score 125. The frequency in the table is the number of students who got score from the result of questionnaire. Moreover, the histogram can be seen as follow:

Histogram 1

Frequency of Factor Causing Students' Anxiety in Public Speaking Class
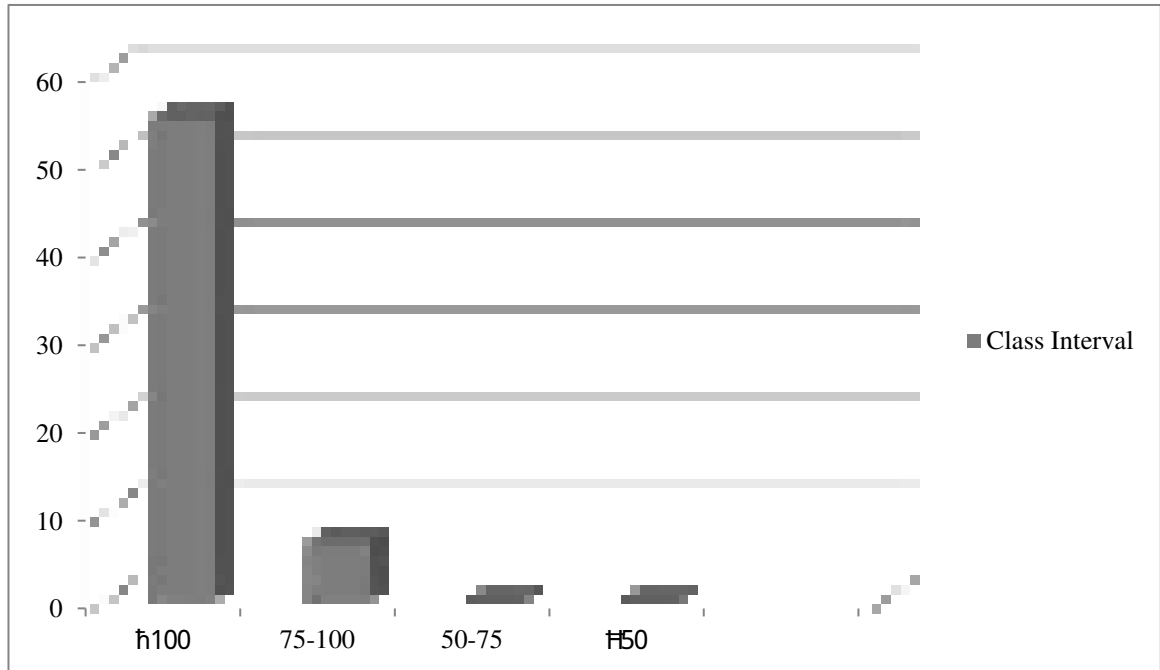
Then, the categorizing of factor causing studentsˇ anxiety in public speaking class can be seen as follows:

Table 4.3

Category of Factor Causing Students' Anxiety in Public Speaking Class

Class Interval	F	Percentage	Interpretation
≥100	55	88,71%	Very High
75-100	7	11,29%	High
50-75	0	0%	Low
≤50	0	0%	Very Low

Based on the table above, it can be seen that factor causing studentsˇ anxiety in public speaking class in general wasvery high in average 108,903. Moreover, the percentage histogram of factors causing studentsˇ speaking anxiety can be seen as follow:

Histogram 2

Percentage ofFactors Causing Students' Anxiety in Public Speaking Class

FACTORS CAUSING STUNDETS'
SPEAKING ANXIETY

⊠ Factors Causing Stundets' Speaking Anxiety
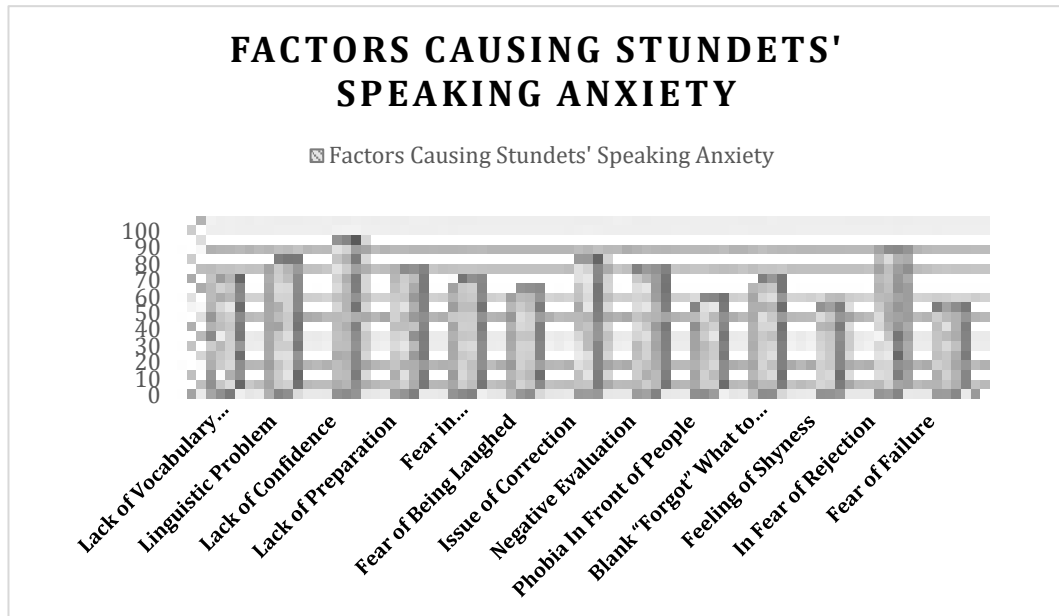
Moreover, the researcher got the intensity of factor causing students˘ speaking anxiety in public speaking class that divided into 13 principles that are: lack of vocabulary storage, linguistic problem, lack confidence, lack of preparation, fear in misunderstanding, fear of being laughed by audience, issue of correction, negative evaluation, speaking in front of people, forgot what to say, feeling of shyness, fear of rejection and the last one is fear of failure. The data analysis of each principle can be seen in the data analysis below.

B. Data Analysis

There are 13 principles of students˘ speaking anxiety in public speaking class, they are lac of vocabulary storage with 2 items, linguistics problem with 4 items, lack of confidence with 2 items, lack of preparation with 2 items, fear in misunderstanding with 2 items, fear of being laughed by audience with 2 items, issue of correction with 2 items, negative evaluation with 2 items, phobia speaking in front of people with 2 items, blank what to say with 2 items, feeling of shyness with 2 items, fear of rejection with 2 items, fear of failure with 2 items. The data can be seen as follows:

1. Lack of Vocabulary Storage

The score of students˘ speaking anxiety in lack of vocabulary storage can be seen in the table below:

Table 4.4

Score of Factor Causing Students' Speaking Anxiety in Lack of Vocabulary Storage

No	Respondent	Score	No	Respondent	Score
1	R.1	9	32	R.32	7
2	R.2	8	33	R.33	7
3	R.3	8	34	R.34	8
4	R.4	9	35	R.35	7
5	R.5	8	36	R.36	9
6	R.6	9	37	R.37	8
7	R.7	8	38	R.38	7
8	R.8	7	39	R.39	8
9	R.9	7	40	R.40	9
10	R.10	7	41	R.41	8
11	R.11	8	42	R.42	8
12	R.12	8	43	R.43	6
13	R.13	8	44	R.44	8
14	R.14	8	45	R.45	7
15	R.15	8	46	R.46	9
16	R.16	8	47	R.47	8
17	R.17	8	48	R.48	8
18	R.18	7	49	R.49	8
19	R.19	8	50	R.50	7
20	R.20	9	51	R.51	9
21	R.21	7	52	R.52	9
22	R.22	8	53	R.53	9
23	R.23	7	54	9R.54	9

24	R.24	8	55	R.55	7
25	R.25	8	56	R.56	8
26	R.26	8	57	R.57	8
27	R.27	7	58	R.58	8
28	R.28	8	59	R.59	8
29	R.29	7	60	R.60	8
30	R.30	7	61	R.61	8
31	R.31	7	62	R.62	7
Score Total					486
Mean					7,8

Based on the table above, the researcher calculated the frequencies table of studentsˇ speaking anxiety in vocabulary storage was showed by frequency table as follow:

Table 4.5

Frequency of Students' Speaking Anxiety in Vocabulary Storage

Score	Frequency
6	1
7	19
8	31
9	11
Total	**62**

Based on the frequency table above, we can conclude that there was 1 student, who got the lowest score of 6, and there are 11, who got highest score of 9. Then, the categorizing of studentsˇ speaking anxiety in vocabulary storage can be seen as follow:

Table 4.6

Category of Factor Causing Students' Speaking Anxiety in Vocabulary Storage

Class Interval	F	Percentage	Interpretation
≥7.2	42	67,74%	Very High
5.4-7.2	20	32,26%	High
3.6-5.4	0	0,00%	Low
≤3.6	0	0,00%	Very Low

From the table above, it can be seen that the factor causing studentsˇ speaking enxiety in vocabulary storage was 67,74% or very high in average 7,8. Moreover, the histogram can be seen as follows:

Histogram 3
Percentages of Factor Causing Students' Anxiety in Vocabulary Storage
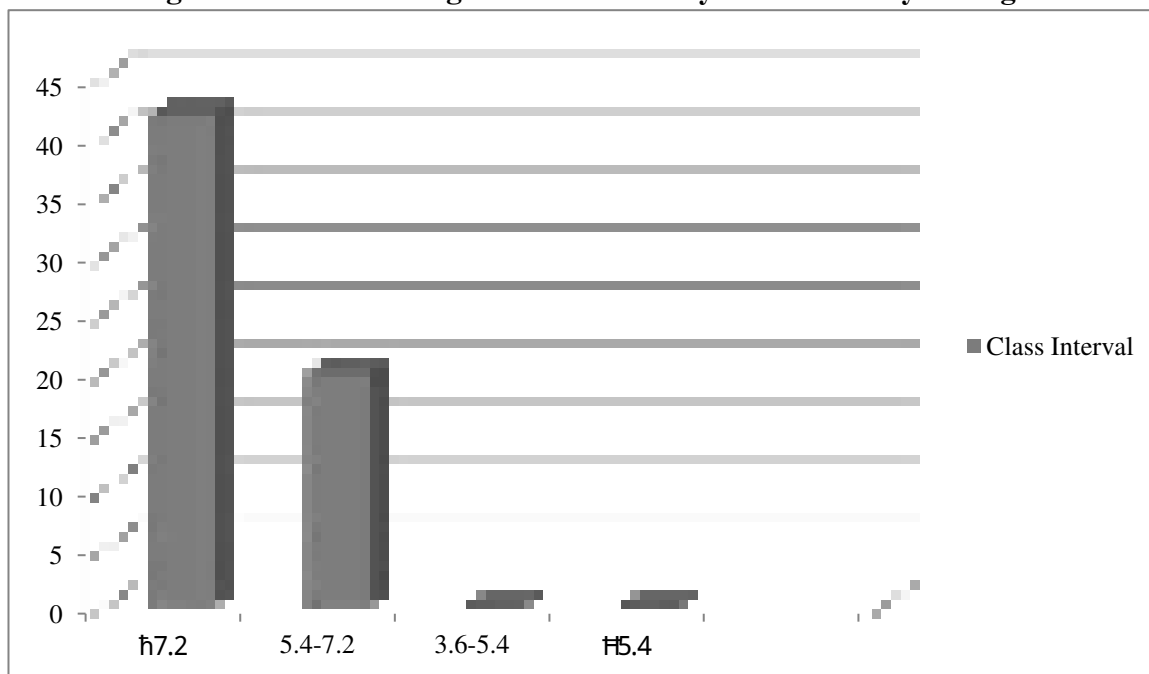
2. Linguistic Problem

The score of students' speaking anxiety in lingustic problem can be seen in the table below:

Table 4.7
Score of Factor Causing Students' Speaking Anxiety in Linguistic Problem

No	Respondent	Score	No	Respondent	Score
1	R.1	15	32	R.32	15
2	R.2	14	33	R.33	16
3	R.3	14	34	R.34	14
4	R.4	15	35	R.35	16
5	R.5	17	36	R.36	17
6	R.6	16	37	R.37	15
7	R.7	15	38	R.38	16
8	R.8	13	39	R.39	16
9	R.9	14	40	R.40	17
10	R.10	14	41	R.41	16
11	R.11	15	42	R.42	11
12	R.12	15	43	R.43	16
13	R.13	16	44	R.44	14
14	R.14	16	45	R.45	16
15	R.15	14	46	R.46	17

16	R.16	16	47	R.47	17
17	R.17	15	48	R.48	16
18	R.18	16	49	R.49	13
19	R.19	16	50	R.50	15
20	R.20	14	51	R.51	17
21	R.21	16	52	R.52	18
22	R.22	14	53	R.53	18
23	R.23	16	54	R.54	16
24	R.24	16	55	R.55	16
25	R.25	15	56	R.56	16
26	R.26	16	57	R.57	17
27	R.27	16	58	R.58	14
28	R.28	14	59	R.59	18
29	R.29	16	60	R.60	16
30	R.30	15	61	R.61	16
31	R.31	15	62	R.62	15
Total Score					959
Mean					15.5

Based on the table above, the researcher calculated the frequencies table of students˘ speaking anxiety in linguistic problem was showed by frequency table as follow:

Table 4.8
Frequency of Factor Causing Students' Speaking Anxiety in Linguistic Problem

Score	Frequency
11	1
13	2
14	11
15	13
16	25
17	7
18	3
Total	62

Based on the frequency table above, we can conclude that there are 1 student, who got the lowest score of 11, and there are 18, who got highest score of 18. Then, the categorizing of students˘ speaking anxiety in linguistic problem can be seen as follow:

Table 4.9
Category of Factor Causing Students' Speaking Anxiety in Linguistic
Problem

Class Interval	F	Percentage	Interpretation
≥14.4	48	77.42%	Very High
10.8 – 14.4	14	22.58%	High
7.2 – 10.8	0	0.00%	Low
≤7.2	0	0.00%	Very Low

From the table above, it can be seen that the factor causing students˘

speaking enxiety in vocabulary storage was 77.42% or very high in average 15.5.

Moreover, the histogram can be seen as follows:

Histogram 4
Percentages of Factor Causing Students' Anxiety in Linguistic Problem
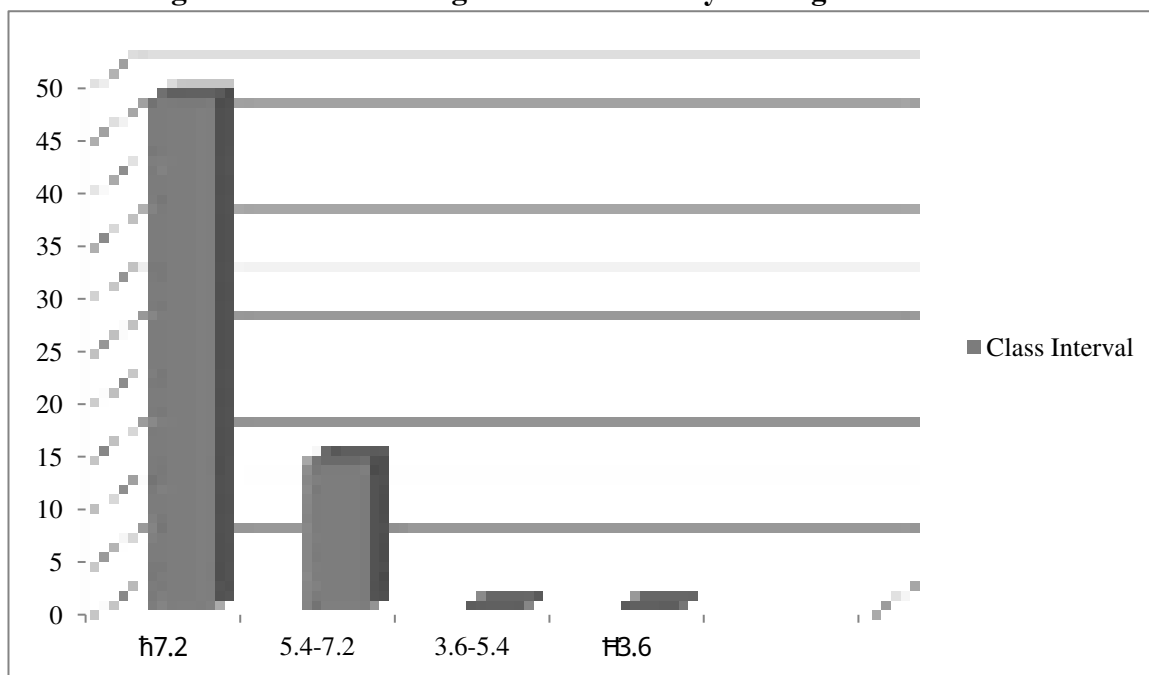
3. Lack of Confidence

The score of students˘ speaking anxiety in lack of confidence can be seen in
the table below:

Table 4.10
Score of Factor Causing Students' Speaking Anxiety in Lack of Confidence

No	Respondent	Score	No	Respondent	Score
1	R.1	9	32	R.32	8
2	R.2	8	33	R.33	8
3	R.3	8	34	R.34	7
4	R.4	7	35	R.35	8
5	R.5	8	36	R.36	8
6	R.6	7	37	R.37	8
7	R.7	7	38	R.38	8
8	R.8	6	39	R.39	8
9	R.9	7	40	R.40	8
10	R.10	7	41	R.41	8
11	R.11	7	42	R.42	6
12	R.12	7	43	R.43	8
13	R.13	8	44	R.44	8
14	R.14	8	45	R.45	8
15	R.15	8	46	R.46	10
16	R.16	7	47	R.47	7
17	R.17	7	48	R.48	8
18	R.18	8	49	R.49	7
19	R.19	8	50	R.50	7
20	R.20	8	51	R.51	8
21	R.21	8	52	R.52	9
22	R.22	6	53	R.53	8
23	R.23	8	54	R.54	8
24	R.24	8	55	R.55	8
25	R.25	7	56	R.56	8
26	R.26	8	57	R.57	8
27	R.27	8	58	R.58	7
28	R.28	6	59	R.59	9
29	R.29	8	60	R.60	8
30	R.30	8	61	R.61	9
31	R.31	8	62	R.62	7
Total Score					478
Mean					7.7

Based on the table above, the researcher calculated the frequencies table of students˘ speaking anxiety in lack confidence was showed by frequency table as follow:

Table 4.11
Frequency of Factor Causing Students' Speaking Anxiety in Lack of
Confidence

Score	Frequency
6	4
7	16
8	37
9	4
10	1
Total	62

Based on the frequency table above, we can conclude that there were4 students, who got the lowest score of 6, and there was 1 student, who got highest score of 10. Then, the categorizing of students˘ speaking anxiety in lack of confidence can be seen as follow:

Table 4.12
Category of Factor Causing Students' Speaking Anxiety in Lack of
Confidence

Class Interval	F	Percentage	Interpretation
≥ 8	5	8.06%	Very High
$6 - 8$	57	91.94%	High
$4 - 6$	0	0.00%	Low
≤ 4	0	0.00%	Very Low

From the table above, it can be seen that the factor causing students˘ speaking enxiety in lack of preparation was 91.94% or positive in average 7.7. Moreover, the histogram can be seen as follows:

Histogram 5
Percentages of Factor Causing Students' Anxiety in Lack of Confidence
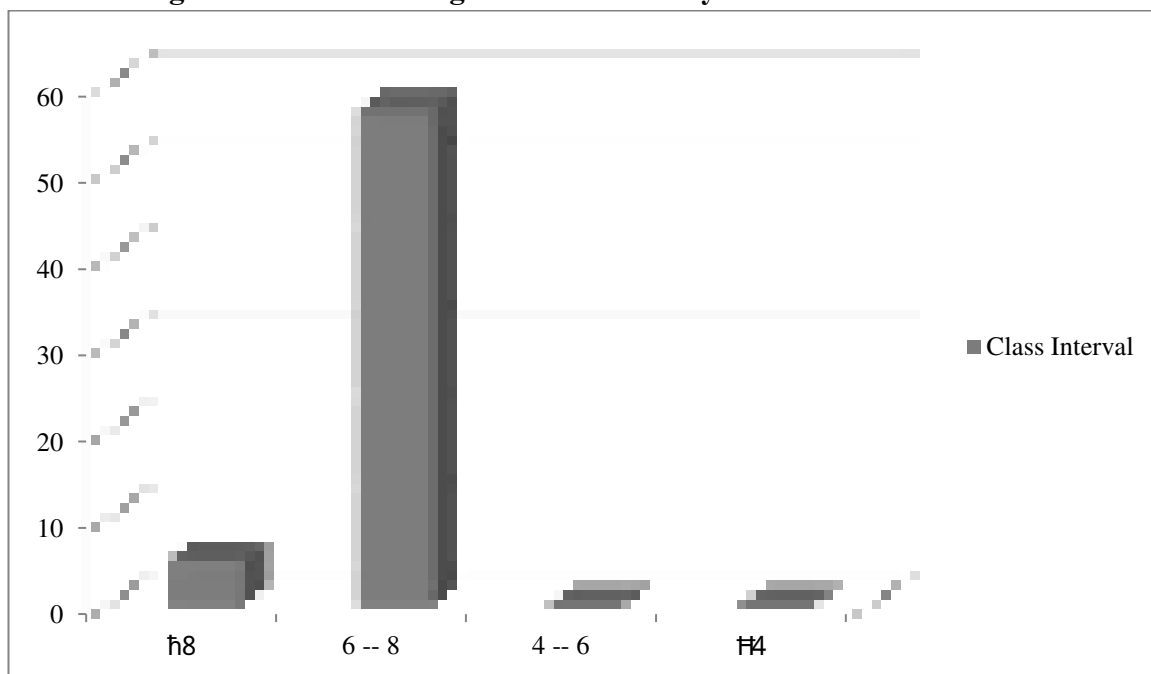
4. Lack of Preparation

The score of students˘ speaking anxiety in lack of preparation can be seen in the table below:

Table 4.13
Score of Factor Causing Students' Speaking Anxiety in lack of preparation

No	Respondent	Score	No	Respondent	Score
1	R.1	7	32	R.32	8
2	R.2	8	33	R.33	8
3	R.3	8	34	R.34	7
4	R.4	8	35	R.35	8
5	R.5	8	36	R.36	8
6	R.6	9	37	R.37	8
7	R.7	7	38	R.38	8
8	R.8	7	39	R.39	8
9	R.9	7	40	R.40	8
10	R.10	7	41	R.41	8
11	R.11	8	42	R.42	7
12	R.12	7	43	R.43	8
13	R.13	8	44	R.44	7
14	R.14	9	45	R.45	8
15	R.15	7	46	R.46	9

16	R.16	8	**47**	R.47	9
17	R.17	7	**48**	R.48	8
18	R.18	7	**49**	R.49	7
19	R.19	8	**50**	R.50	8
20	R.20	7	**51**	R.51	9
21	R.21	8	**52**	R.52	9
22	R.22	7	**53**	R.53	8
23	R.23	8	**54**	R.54	8
24	R.24	8	**55**	R.55	8
25	R.25	8	**56**	R.56	8
26	R.26	8	**57**	R.57	8
27	R.27	8	**58**	R.58	7
28	R.28	8	**59**	R.59	9
29	R.29	9	**60**	R.60	8
30	R.30	8	**61**	R.61	8
31	R.31	8	**62**	R.62	7
Total Score					487
Mean					7.9

Based on the table above, the researcher calculated the frequencies table of students˘ speaking anxiety in lack of preparation was showed by frequency table as follow:

Table 4.14
Frequency of Factor Causing Students' Speaking Anxiety in Lack of Preparation

| Score	Frequency
7	17
8	37
9	8
Total	62

Based on the frequency table above, we can conclude that there were17 students, who got the lowest score of 7, and there were8, who got highest score of 9. Then, the categorizing of students˘ speaking anxiety in lack of preparation can be seen as follow:

Table 4.15

Category of Factor Causing Students' Speaking Anxiety in Lack of Preparation

Class Interval	F	Percentage	Interpretation
≥7.2	45	72.58%	Very High
5.4 – 7.2	17	27.42%	High
3.6 – 5.4	0	0.00%	Low
≤3.6	0	0.00%	Very Low

From the table above, it can be seen that the factor causing students˘ speaking enxiety in lack of preparation was 72.58% very high in average 7.9. Moreover, the histogram can be seen as follows:

Histogram 6

Percentages of Factor Causing Students' Anxiety in Lack of Preparation
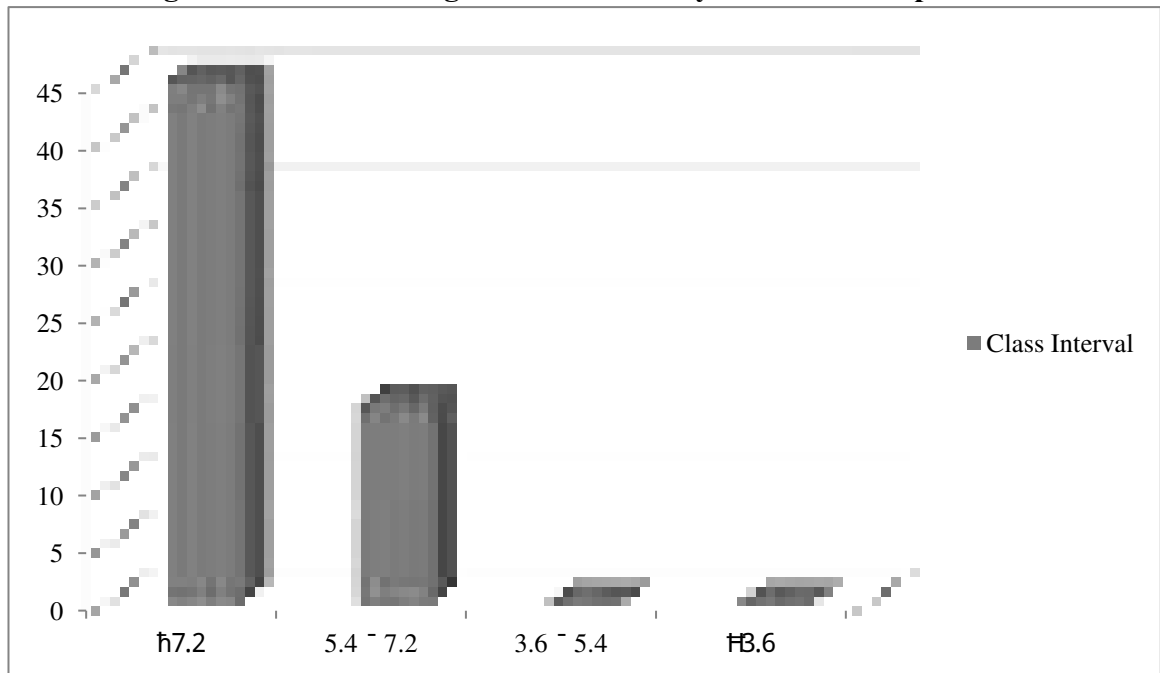
5. Fear in Misunderstanding

The score of studentsˇ speaking anxiety in fear in misunderstanding can be seen in the table below:

Table 4.16
Score of Factor Causing Students' Speaking Anxiety in Fear in Misunderstanding

No	Respondent	Score	No	Respondent	Score
1	R.1	8	32	R.32	8
2	R.2	9	33	R.33	8
3	R.3	8	34	R.34	7
4	R.4	8	35	R.35	8
5	R.5	10	36	R.36	9
6	R.6	7	37	R.37	9
7	R.7	8	38	R.38	9
8	R.8	7	39	R.39	8
9	R.9	7	40	R.40	8
10	R.10	7	41	R.41	8
11	R.11	7	42	R.42	7
12	R.12	8	43	R.43	8
13	R.13	9	44	R.44	7
14	R.14	9	45	R.45	7
15	R.15	7	46	R.46	9
16	R.16	9	47	R.47	8
17	R.17	8	48	R.48	9
18	R.18	8	49	R.49	8
19	R.19	8	50	R.50	9
20	R.20	8	51	R.51	9
21	R.21	8	52	R.52	9
22	R.22	7	53	R.53	9
23	R.23	8	54	R.54	8
24	R.24	8	55	R.55	9
25	R.25	8	56	R.56	9
26	R.26	8	57	R.57	8
27	R.27	8	58	R.58	7
28	R.28	9	59	R.59	9
29	R.29	8	60	R.60	9
30	R.30	9	61	R.61	7
31	R.31	9	62	R.62	8
Total Score					505
Mean					8.1

Based on the table above, the researcher calculated the frequencies table of students˘ speaking anxiety in fear in misunderstanding was showed by frequency table as follow:

Table 4.17

Frequency of Factor Causing Students' Speaking Anxiety in Fear in Misunderstanding

| Score	Frequency
7	13
8	28
9	20
10	1
Total	62

Based on the frequency table above, we can conclude that there were 13 students, who got the lowest score of 7, and there 1 student, who got highest score of 10. Then, the categorizing of students˘ speaking anxiety in fear in misunderstanding can be seen as follow:

Table 4.18

Category of Factor Causing Students' Speaking Anxiety in Fear in Misunderstanding

Class Interval	F	Percentage	Interpretation
≥8	21	33.87%	Very High
6 – 8	41	66.13%	High
4 – 6	0	0.00%	Low
≤4	0	0.00%	Very Low

From the table above, it can be seen that the factor causing students˘ speaking enxiety in fear in misunderstanding was 66.13 % positive in average 8.1. Moreover, the histogram can be seen as follows:

Histogram 7
Percentages of Factor Causing Students' Anxiety in Fear in
Misunderstanding
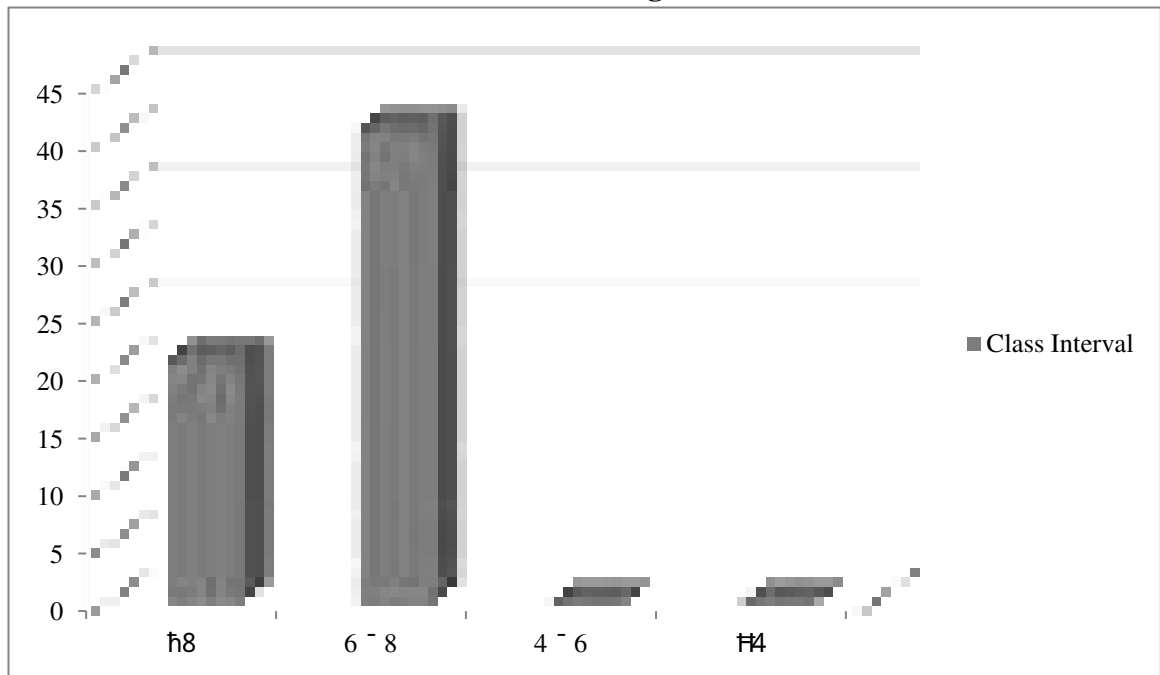
6. **Fear of Being Laughed by Audience**

The score of students˘ speaking anxiety in fear of being laughed can be seen in the table below:

Table 4.19
Score of Factor Causing Students' Speaking Anxiety in Fear of Being
Laughed

No	Respondent	Score	No	Respondent	Score
1	R.1	6	32	R.32	7
2	R.2	8	33	R.33	8
3	R.3	8	34	R.34	7
4	R.4	7	35	R.35	8
5	R.5	7	36	R.36	8
6	R.6	9	37	R.37	8
7	R.7	8	38	R.38	8
8	R.8	7	39	R.39	8
9	R.9	7	40	R.40	7
10	R.10	7	41	R.41	8

11	R.11	7	42	R.42	6
12	R.12	8	43	R.43	8
13	R.13	8	44	R.44	6
14	R.14	8	45	R.45	8
15	R.15	7	46	R.46	8
16	R.16	7	47	R.47	8
17	R.17	6	48	R.48	7
18	R.18	8	49	R.49	7
19	R.19	8	50	R.50	8
20	R.20	8	51	R.51	8
21	R.21	8	52	R.52	8
22	R.22	6	53	R.53	8
23	R.23	8	54	R.54	7
24	R.24	8	55	R.55	8
25	R.25	7	56	R.56	8
26	R.26	8	57	R.57	8
27	R.27	7	58	R.58	9
28	R.28	8	59	R.59	7
29	R.29	9	60	R.60	8
30	R.30	7	61	R.61	9
31	R.31	7	62	R.62	7

Based on the table above, the researcher calculated the frequencies table of students˘ speaking anxiety in fear of being laughed was showed by frequency table as follow:

Table 4.20
Frequency of Factor Causing Students' Speaking Anxiety in Fear of Being Laughed

| Score	Frequency
6	5
7	20
8	33
9	4
Total	62

Based on the frequency table above, we can conclude that there were 5 students, who got the lowest score of 6, and there were 4 students, who got highest score of 9. Then, the categorizing of students˘ speaking anxiety in fear of being laughed can be seen as follow:

Table 4.21

Category of Factor Causing Students' Speaking Anxiety in Fear of Being Laughed

Class Interval	F	Percentage	Interpretation
≥7.2	37	59.68%	Very High
5.4 – 7.2	25	40.32%	High
3.6 – 5.4	0	0	Low
≤3.6	0	0	Very Low

From the table above, it can be seen that the factor causing students˘ speaking enxiety in fear of being laughed was 59.68% very high in average 7.6. Moreover, the histogram can be seen as follows:

Histogram 8

Percentages of Factor Causing Students' Anxiety in Fear of Being Laughed
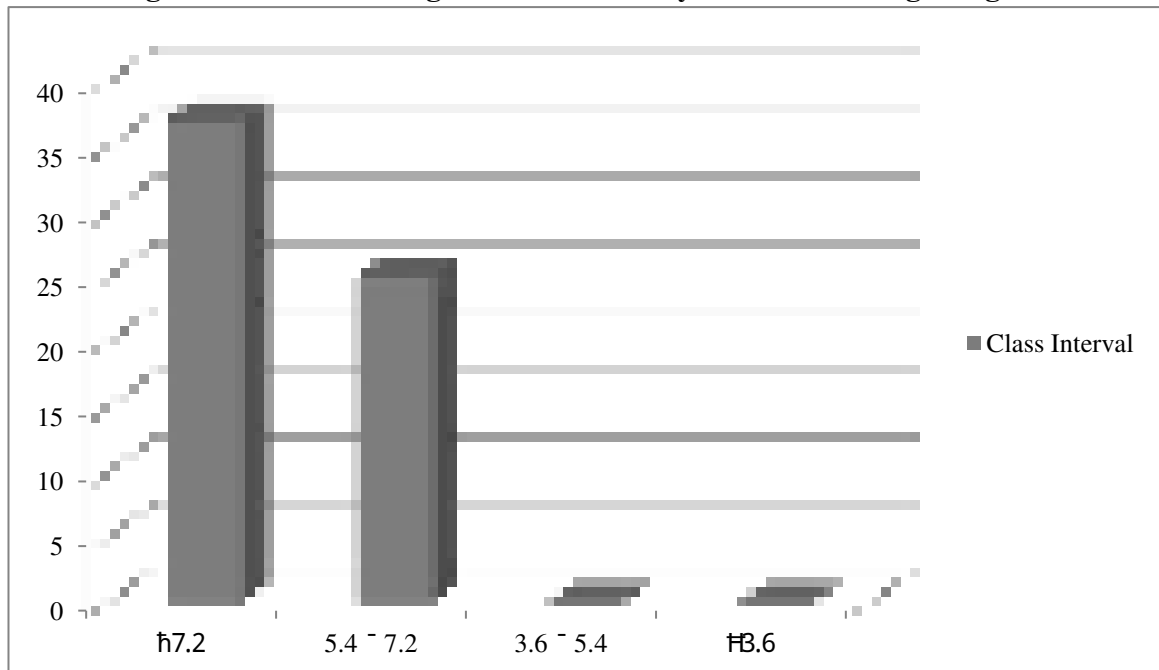
7. Issue of Correction

The score of students˘ speaking anxiety in issue of correction can be seen in the table below:

Table 4.22

Score of Factor Causing Students' Speaking Anxiety in Issue of Correction

No	Respondent	Score	No	Respondent	Score
1	R.1	8	32	R.32	8
2	R.2	8	33	R.33	8
3	R.3	8	34	R.34	7
4	R.4	8	35	R.35	8
5	R.5	9	36	R.36	9
6	R.6	7	37	R.37	8
7	R.7	8	38	R.38	8
8	R.8	7	39	R.39	8
9	R.9	7	40	R.40	9
10	R.10	7	41	R.41	9
11	R.11	7	42	R.42	7
12	R.12	7	43	R.43	7
13	R.13	8	44	R.44	8
14	R.14	8	45	R.45	8
15	R.15	9	46	R.46	9
16	R.16	8	47	R.47	8
17	R.17	9	48	R.48	7
18	R.18	7	49	R.49	7
19	R.19	8	50	R.50	8
20	R.20	8	51	R.51	9
21	R.21	8	52	R.52	8
22	R.22	8	53	R.53	9
23	R.23	8	54	R.54	8
24	R.24	8	55	R.55	8
25	R.25	8	56	R.56	9
26	R.26	8	57	R.57	8
27	R.27	9	58	R.58	8
28	R.28	8	59	R.59	9
29	R.29	8	60	R.60	8
30	R.30	8	61	R.61	9
31	R.31	9	62	R.62	9
Total Score					499
Mean					8.0

Based on the table above, the researcher calculated the frequencies table of students˘ speaking anxiety in issue of correction was showed by frequency table as follow:

Table 4.23
Frequency of Factor Causing Students' Speaking Anxiety in Issue of
Correction

| Score	Frequency
7	12
8	35
9	15
Total	62

Based on the frequency table above, we can conclude that there were 12 students, who got the lowest score of 7, and there were 15 students, who got highest score of 9. Then, the categorizing of students˘ speaking anxiety in issue of correction can be seen as follow:

Table 4.24
Category of Factor Causing Students' Speaking Anxiety in Issue of
Correction

Class Interval	F	Percentage	Interpretation
≥7.2	50	80.65%	Very High
5.4 – 7.2	12	19.35%	High
3.6 – 5.4	0	0	Low
≤3.6	0	0	Very Low

From the table above, it can be seen that the factor causing students˘ speaking enxiety in issue of correction was 80.65 % very high in average 8.0. Moreover, the histogram can be seen as follows:

Histogram 9
Percentages of Factor Causing Students' Anxiety in Issue of Correction
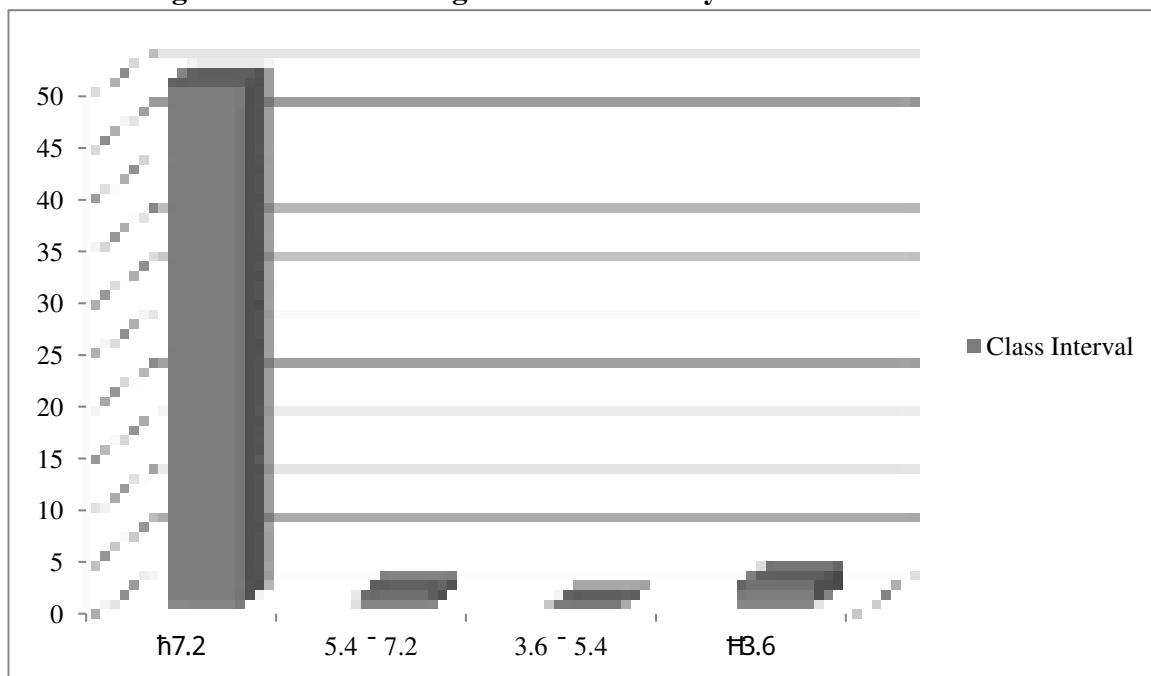
8. Negative Evalution

The score of students˘ speaking anxiety in negative evaluation can be seen in the table below:

Table 4.25
Score of Factor Causing Students' Speaking Anxiety in Negative Evaluation

No	Respondent	Score	No	Respondent	Score
1	R.1	8	32	R.32	8
2	R.2	8	33	R.33	8
3	R.3	7	34	R.34	7
4	R.4	8	35	R.35	8
5	R.5	8	36	R.36	7
6	R.6	9	37	R.37	9
7	R.7	8	38	R.38	8
8	R.8	8	39	R.39	8
9	R.9	8	40	R.40	7
10	R.10	7	41	R.41	8
11	R.11	7	42	R.42	7
12	R.12	9	43	R.43	8
13	R.13	8	44	R.44	8
14	R.14	8	45	R.45	9
15	R.15	7	46	R.46	8
16	R.16	9	47	R.47	7

17	R.17	7	**48**	R.48	9
18	R.18	8	**49**	R.49	7
19	R.19	8	**50**	R.50	7
20	R.20	9	**51**	R.51	9
21	R.21	8	**52**	R.52	9
22	R.22	8	**53**	R.53	9
23	R.23	8	**54**	R.54	8
24	R.24	7	**55**	R.55	8
25	R.25	8	**56**	R.56	8
26	R.26	8	**57**	R.57	9
27	R.27	9	**58**	R.58	7
28	R.28	8	**59**	R.59	9
29	R.29	8	**60**	R.60	8
30	R.30	7	**61**	R.61	8
31	R.31	7	**62**	R.62	8
Total Score					493
Mean					8.0

Based on the table above, the researcher calculated the frequencies table of students˘ speaking anxiety in negative evaluation was showed by frequency table as follow:

Table 4.26
Frequency of Factor Causing Students' Speaking Anxiety in Negative Evaluation

| Score	Frequency
7	16
8	33
9	13
Total	62

Based on the frequency table above, we can conclude that there were16, who got the lowest score of 7, and there were13, who got highest score of 9. Then, the categorizing of students˘ speaking anxiety in negative evaluation can be seen as follow:

Table 4.27
Category of Factor Causing Students' Speaking Anxiety in Negative Evaluation

Class Interval	F	Percentage	Interpretation
≥7.2	46	74.19%	Very High
5.4 – 7.2	16	25.81%	High
3.6 – 5.4	0	0	Low
≤3.6	0	0	Very Low

From the table above, it can be seen that the factor causing students˘ speaking enxiety in negative evaluation was 74.19% very high in average 8.0. Moreover, the histogram can be seen as follows:

Histogram 10
Percentages of Factor Causing Students' Anxiety in Negative Evaluation
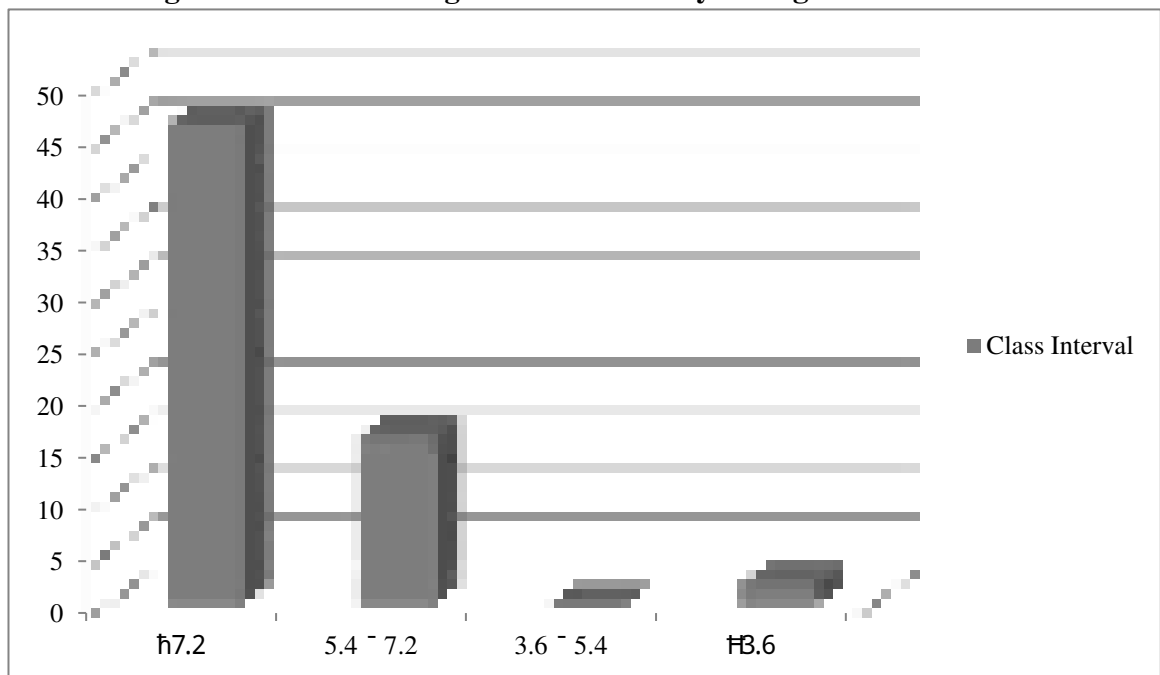
9. Phobia Speaking in front of People

The score of students˘ speaking anxiety in phobia speaking in front of people can be seen in the table below:

Table 4.28

Score of Factor Causing Students' Speaking Anxiety in Phobia Speaking in front of People

No	Respondent	Score	No	Respondent	Score
1	R.1	6	32	R.32	6
2	R.2	7	33	R.33	8
3	R.3	6	34	R.34	7
4	R.4	6	35	R.35	8
5	R.5	6	36	R.36	7
6	R.6	7	37	R.37	6
7	R.7	6	38	R.38	8
8	R.8	6	39	R.39	8
9	R.9	7	40	R.40	8
10	R.10	6	41	R.41	8
11	R.11	7	42	R.42	5
12	R.12	6	43	R.43	8
13	R.13	8	44	R.44	7
14	R.14	8	45	R.45	7
15	R.15	5	46	R.46	9
16	R.16	8	47	R.47	8
17	R.17	7	48	R.48	8
18	R.18	8	49	R.49	6
19	R.19	8	50	R.50	8
20	R.20	5	51	R.51	7
21	R.21	8	52	R.52	7
22	R.22	6	53	R.53	6
23	R.23	8	54	R.54	7
24	R.24	8	55	R.55	6
25	R.25	4	56	R.56	7
26	R.26	8	57	R.57	9
27	R.27	7	58	R.58	6
28	R.28	6	59	R.59	7
29	R.29	7	60	R.60	8
30	R.30	6	61	R.61	8
31	R.31	8	62	R.62	7
Total Score					434
Mean					7.0

Based on the table above, the researcher calculated the frequencies table of students˘ speaking anxiety in phobia speaking in front of people was showed by frequency table as follow:

Table 4.29
Frequency of Factor Causing Students' Speaking Anxiety in Phobia Speaking in front of People

| Score	Frequency
4	1
5	3
6	17
7	17
8	22
9	2
Total	62

Based on the frequency table above, we can conclude that there was1 student, who got the lowest score of 4, and there were 2 students, who got highest score of 9. Then, the categorizing of students˘ speaking anxiety in phobia speaking in front of people can be seen as follow:

Table 4.30
Category of Factor Causing Students' Speaking Anxiety in Phobia Speaking in front of People

Class Interval	F	Percentage	Interpretation
≥7.2	24	38.71%	Very High
5.4 – 7.2	34	54.84%	High
3.6 – 5.4	4	6.54%	Low
≤3.6	0	0.00%	Very Low

From the table above, it can be seen that the factor causing students˘ speaking enxiety in phobia speaking in front of people was 54.84% positive in average 7.0. Moreover, the histogram can be seen as follows:

15	R.15	8	46	R.46	10
16	R.16	7	47	R.47	8
17	R.17	8	48	R.48	8
18	R.18	9	49	R.49	7
19	R.19	8	50	R.50	8
20	R.20	7	51	R.51	9
21	R.21	8	52	R.52	9
22	R.22	7	53	R.53	10
23	R.23	8	54	R.54	8
24	R.24	9	55	R.55	9
25	R.25	7	56	R.56	9
26	R.26	9	57	R.57	8
27	R.27	8	58	R.58	7
28	R.28	7	59	R.59	9
29	R.29	7	60	R.60	8
30	R.30	8	61	R.61	8
31	R.31	9	62	R.62	9
Total Score					505
Mean					8.1

Based on the table above, the researcher calculated the frequencies table of students˘ speaking anxiety in blank `forgot‿ what to say was showed by frequency table as follow:

Table 4.32
Frequency of Factor Causing Students' Speaking Anxiety in Blank "Forgot" What to Say

Score	Frequency
7	14
8	27
9	19
10	2
Total	**62**

Based on the frequency table above, we can conclude that there were14 students, who got the lowest score of 7, and there were2 students, who got highest score of 10. Then, the categorizing of students˘ speaking anxiety in blank `forgot‿ what to say can be seen as follow:

Table 4.33

Category of Factor Causing Students' Speaking Anxiety in Blank "Forgot" What to Say

Class Interval	F	Percentage	Interpretation
≥8	21	33.87%	Very High
6 – 8	41	66.13%	High
4 – 6	0	0.00%	Low
≤4	0	0.00%	Very Low

From the table above, it can be seen that the factor causing students˘ speaking enxiety in blank `forgot˷ what to say was 66.13% positive in average 8.1. Moreover, the histogram can be seen as follows:

Histogram 12

Percentages of Factor Causing Students' Anxiety in Blank "Forgot" What to Say
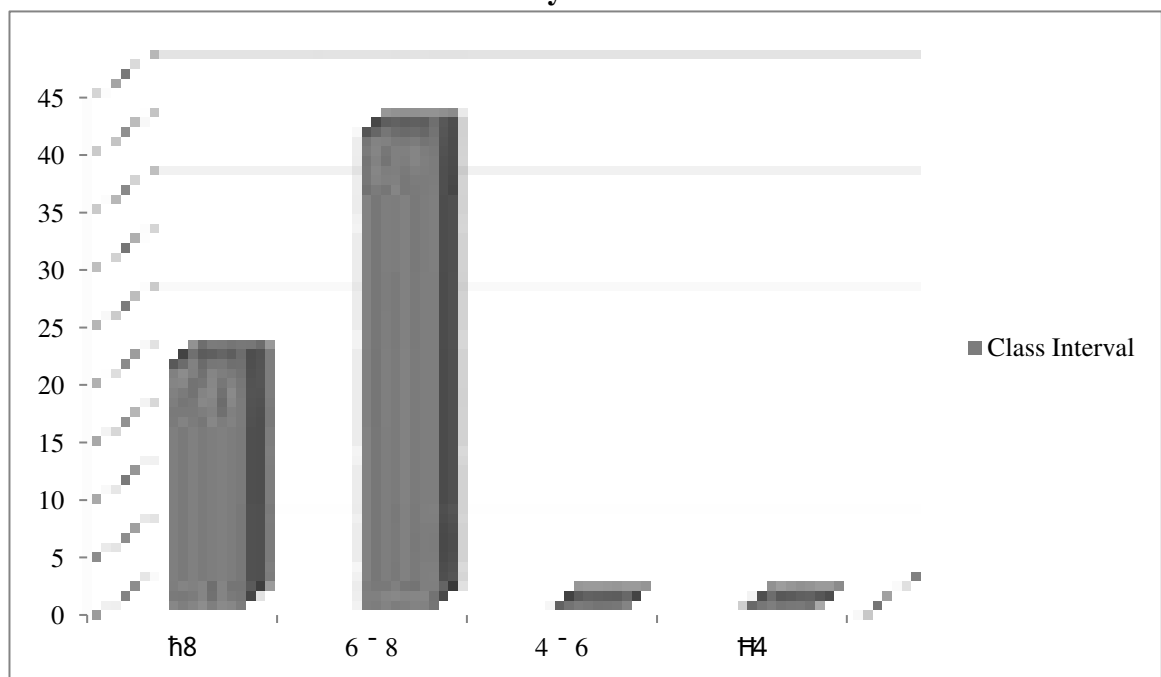
11. Feeling of Shynesss

The score of students˘speaking anxiety in feeling of shyness can be seen in the table below:

Table 4.33
Score of Factor Causing Students' Speaking Anxiety in Feeling of Shynesss

No	Respondent	Score	No	Respondent	Score
1	R.1	7	32	R.32	7
2	R.2	7	33	R.33	8
3	R.3	7	34	R.34	6
4	R.4	8	35	R.35	8
5	R.5	8	36	R.36	8
6	R.6	7	37	R.37	7
7	R.7	7	38	R.38	8
8	R.8	6	39	R.39	8
9	R.9	7	40	R.40	9
10	R.10	7	41	R.41	8
11	R.11	7	42	R.42	6
12	R.12	7	43	R.43	8
13	R.13	8	44	R.44	7
14	R.14	8	45	R.45	8
15	R.15	7	46	R.46	9
16	R.16	8	47	R.47	8
17	R.17	7	48	R.48	8
18	R.18	8	49	R.49	7
19	R.19	8	50	R.50	7
20	R.20	7	51	R.51	9
21	R.21	8	52	R.52	9
22	R.22	7	53	R.53	9
23	R.23	8	54	R.54	8
24	R.24	7	55	R.55	9
25	R.25	7	56	R.56	8
26	R.26	7	57	R.57	8
27	R.27	8	58	R.58	7
28	R.28	7	59	R.59	9
29	R.29	9	60	R.60	7
30	R.30	7	61	R.61	9
31	R.31	8	62	R.62	7
Total Score					473
Mean					7.6

Based on the table above, the researcher calculated the frequencies table of students˘ speaking anxiety in feeling of shyness was showed by frequency table as follow:

Table 4.34
Frequency of Factor Causing Students' Speaking Anxiety in Feeling of Shyness

Score	Frequency
6	3
7	26
8	24
9	9
Total	62

Based on the frequency table above, we can conclude that there were 3 students, who got the lowest score of 6, and there were 9 students, who got highest score of 9. Then, the categorizing of students˘ speaking anxiety in feeling of shyness can be seen as follow:

Table 4.35
Category of Factor Causing Students' Speaking Anxiety in Feeling of Shyness

Class Interval	F	Percentage	Interpretation
≥7.2	33	53.23%	Very High
5.4 – 7.2	29	46.77%	High
3.6 – 5.4	0	0.00%	Low
≤3.6	0	0.00%	Very Low

From the table above, it can be seen that the factor causing students˘ speaking enxiety in feeling of shyness was 53.23% very high in average 7.6. Moreover, the histogram can be seen as follows:

Histogram 13
Percentages of Factor Causing Students' Anxiety in Feeling of Shyness
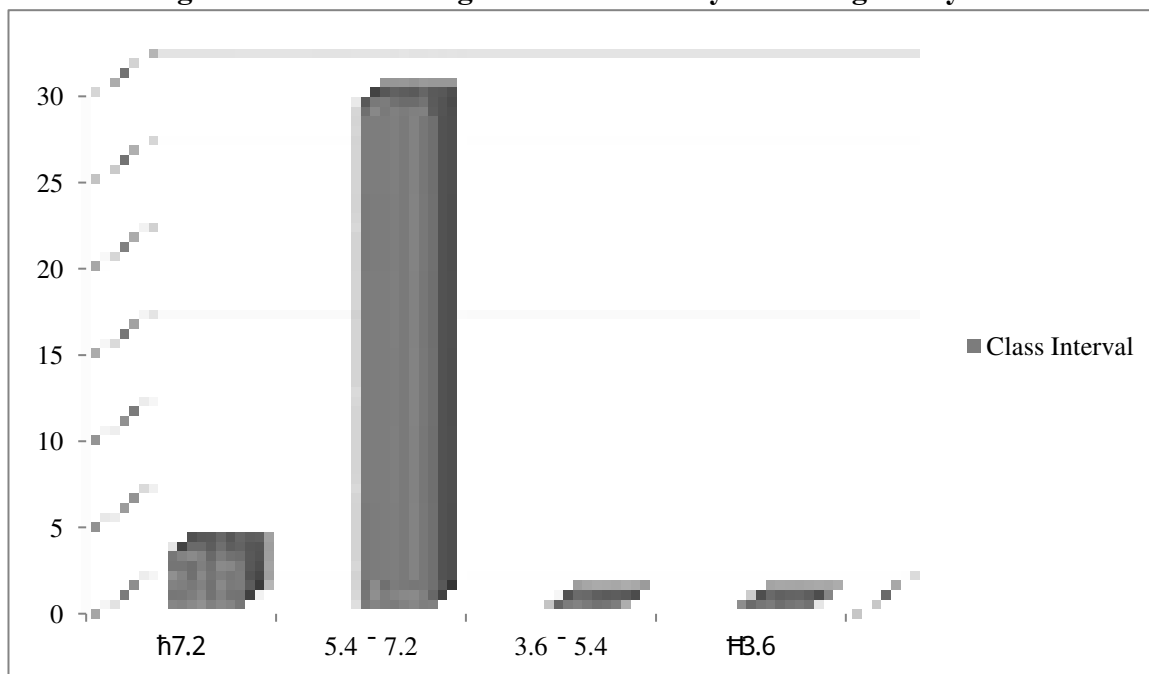
12. Fear of Rejection

The score of students˘ speaking anxiety in lingustic problem can be seen in the table below:

Table 4.36
Score of Factor Causing Students' Speaking Anxiety in Fear of Rejection

No	Respondent	Score	No	Respondent	Score
1	R.1	6	32	R.32	8
2	R.2	8	33	R.33	8
3	R.3	8	34	R.34	6
4	R.4	8	35	R.35	8
5	R.5	8	36	R.36	7
6	R.6	9	37	R.37	8
7	R.7	8	38	R.38	8
8	R.8	8	39	R.39	8
9	R.9	7	40	R.40	8
10	R.10	7	41	R.41	8
11	R.11	8	42	R.42	7
12	R.12	9	43	R.43	8
13	R.13	8	44	R.44	8
14	R.14	8	45	R.45	9
15	R.15	7	46	R.46	9

16	R.16	8	47	R.47	8
17	R.17	8	48	R.48	8
18	R.18	8	49	R.49	8
19	R.19	8	50	R.50	8
20	R.20	8	51	R.51	9
21	R.21	8	52	R.52	9
22	R.22	7	53	R.53	9
23	R.23	8	54	R.54	9
24	R.24	9	55	R.55	8
25	R.25	7	56	R.56	8
26	R.26	8	57	R.57	8
27	R.27	8	58	R.58	8
28	R.28	8	59	R.59	8
29	R.29	8	60	R.60	8
30	R.30	8	61	R.61	8
31	R.31	7	62	R.62	8
Total Score					493
Mean					8.0

Based on the table above, the researcher calculated the frequencies table of students˘ speaking anxiety in fear of rejection was showed by frequency table as follow:

Table 4.37
Frequency of Factor Causing Students' Speaking Anxiety in Fear of Rejection

| Score	Frequency
6	2
7	8
8	43
9	9
Total	**62**

Based on the frequency table above, we can conclude that there were 2 students, who got the lowest score of 6, and there were9 students, who got highest score of 9. Then, the categorizing of students˘ speaking anxiety in fear of rejection can be seen as follow:

Table 4.38

Category of Factor Causing Students' Speaking Anxiety in Fear of Rejection

Class Interval	F	Percentage	Interpretation
≥7.2	52	83.87%	Very High
5.4 – 7.2	10	16.13%	High
3.6 – 5.4	0	0.00%	Low
≤3.6	0	0.00%	Very Low

From the table above, it can be seen that the factor causing students˘ speaking enxiety in fear of rejection was 83.87% very high in average 8.0. Moreover, the histogram can be seen as follows:

Histogram 13

Percentages of Factor Causing Students' Anxiety in Fear of Rejection
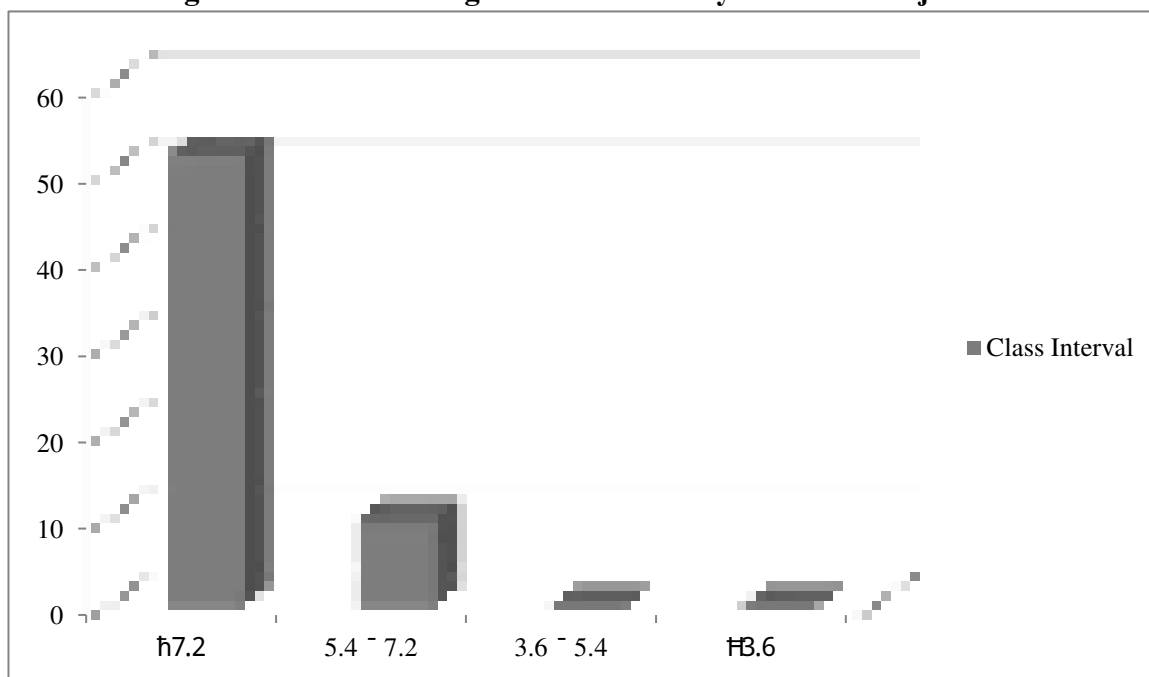
13. Fear of Failure

The score of students˘ speaking anxiety in fear of failure can be seen in the table below:

Table 4.39

Score of Factor Causing Students' Speaking Anxiety in Fear of Failure

No	Respondent	Score	No	Respondent	Score
1	R.1	7	32	R.32	7
2	R.2	6	33	R.33	8
3	R.3	7	34	R.34	7
4	R.4	7	35	R.35	8
5	R.5	7	36	R.36	7
6	R.6	7	37	R.37	7
7	R.7	7	38	R.38	8
8	R.8	8	39	R.39	8
9	R.9	8	40	R.40	9
10	R.10	7	41	R.41	8
11	R.11	7	42	R.42	6
12	R.12	7	43	R.43	8
13	R.13	8	44	R.44	7
14	R.14	8	45	R.45	8
15	R.15	7	46	R.46	9
16	R.16	8	47	R.47	8
17	R.17	7	48	R.48	8
18	R.18	8	49	R.49	7
19	R.19	8	50	R.50	9
20	R.20	7	51	R.51	8
21	R.21	8	52	R.52	9
22	R.22	7	53	R.53	9
23	R.23	8	54	R.54	8
24	R.24	8	55	R.55	7
25	R.25	7	56	R.56	8
26	R.26	7	57	R.57	6
27	R.27	8	58	R.58	7
28	R.28	7	59	R.59	9
29	R.29	7	60	R.60	9
30	R.30	8	61	R.61	8
31	R.31	7	62	R.62	7
Total Sore					470
Mean					7.6

Based on the table above, the researcher calculated the frequencies table of students˘ speaking anxiety in fear of failure was showed by frequency table as follow:

Table 4.40
Frequency of Factor Causing Students' Speaking Anxiety in Fear of Failure

Score	Frequency
6	3
7	27
8	25
9	7
Total	62

Based on the frequency table above, we can conclude that there were 3 students, who got the lowest score of 6, and there were 7 students, who got highest score of 9. Then, the categorizing of students˘ speaking anxiety in fear of failure can be seen as follow:

Table 4.41
Category of Factor Causing Students' Speaking Anxiety in Fear of Failure

Class Interval	F	Percentage	Interpretation
≥7.2	32	51.61%	Very High
5.4 – 7.2	30	48.39%	High
3.6 – 5.4	0	0.00%	Low
≤3.6	0	0.00%	Very Low

From the table above, it can be seen that the factor causing students˘ speaking enxiety in fear of failure was 51.61% very high in average 7.6. Moreover, the histogram can be seen as follows:

Histogram 14
Percentages of Factor Causing Students' Anxiety in Fear of Failure
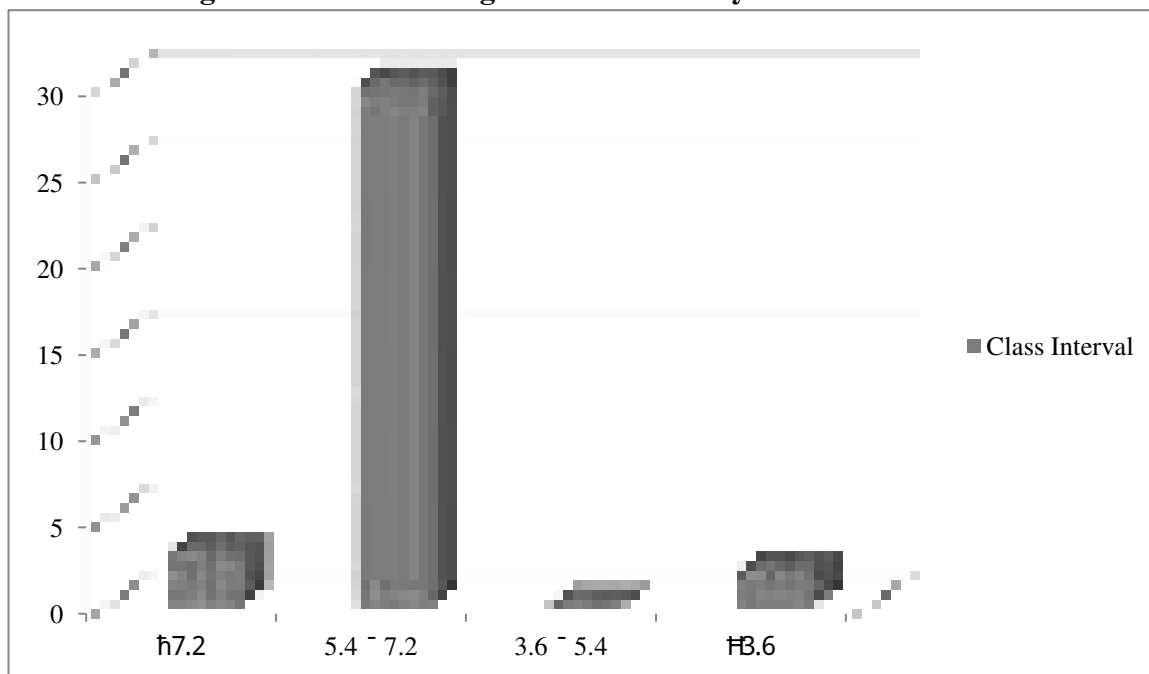
C. Discussion

Based on the data analysis about factors causing students˘ speaking anxiety in public speaking class of English Department at IAIN Batusangkar, it had showed some results that could be taken about factors causing students˘ anxiety in speaking class. There was Likert Scale to describe those results. They are very high, high, low and very low.

Related to the explanation of experts above, after the data were analyzed. It was found that 88,71% very high, 11,29% high and 0% low. It can be seen that the highest percentage was very high in general. Which means that all students faced the factors causing anxiety in public speaking class.

After analyzing 13 factors of students˘ anxiety, the researcher found the variation of students speaking anxiety, they are; factor causing students˘ speaking anxiety in lack of vocabulary storage in the categoryvery highwith 67.74% which mean that students felt that their vocabulary storage was one of the factor that made them anxiety in public

speaking class. Then, factor causing students˘ speaking anxiety in linguistic problem was in the categoryvery high with 77.42%. Which means that the linguistics problem could be the factor in public speaking class. In factor causing students˘ speaking anxiety in lack of confidence, the result was in the categoryhigh with 91.94%. It means that lack of confidence was the one of the factor that caused anxiety for students. Then, factor causing students˘ anxiety in lack of preparation was in the categoryvery high with 72.58%. It means that students felt that in public speaking, lack of preparation was one of the factor in the class.

Furthermore, factor causing students˘ speaking anxiety in fear in misunderstanding was in the categoryhigh with 66.13%. It means that the students˘ fear in misunderstanding was one of the factor that the students felt anxiety during speaking class. Next, factor causing students˘ anxiety speaking in fear of being laughed by audience was in the categoryvery high with 59.68%. It means that fear of being laughed was one of the factor that the students felt anxiety during speaking class because their mindset they will be laughed by their friends or audience, it will make them anxiety in speaking class. Then, factor causing students˘ speaking anxiety in issue of correction was in the categoryvery high with 80.65%. It means that the students felt issue of correction was one of the obstacle during public speaking class. Moreover, factor causing students˘ speaking in negative evaluation was in the category very high with 74.19%. It means that negative evaluation was one of the factor that made students˘ anxiety because the students think that they will get negative evaluation after performing in front of the class so that they got anxiety. And then, factor causing the students˘ speaking anxiety in phobia infront of people was in the categoryhigh with 54.84%. It means phobia infront of people was one of the factor that the students felt anxiety during speaking class.

Then, factor causing students˘ speaking anxiety in blank :forgot˘ what to say was in the categoryhigh with 66.13%. It means that students felt anxiety in case that they are afraid in blank or forgot what to say in

front of the class. In factor causing students˘ speaking anxiety in feeling of shyness was in the categoryvery high with 53.23%. It means that the feeling of shyness also make students feel anxiety during public speaking class.

Next, factor causing students˘ speaking anxiety in fear of rejection was in the category very high 83.87. It means fear of rejection was one of the factor that the students felt anxiety during speaking class. Then, factor causing students˘ speaking anxiety in fear of failure was in the categoryvery high with 51.61%. It means that the students feel anxiety because the fear of failure, the students feel that they will fail in performing during public speaking class. That mindset brings the anxiety to the students.It can be seen that, in all the factors that caused anxiety in public speaking class, students˘ reponses were very high and also high. The result of the research showed that the students faced all factors in anxiety during public speaking class.

Based on the explanation above, the result of the research showed that the students faced all factors in anxiety during public speaking class. It is supportedby relevant research conducted by Arlinda (2014). The findings showed that there were some factors that also causing language anxiety in speaking English such as: fear of speaking class, students˘ low proficiency in speaking English, fear of making mistakes, fear of negative evaluations and self-related cognition. In her research, the highest factor of factors causing anxiety in speaking wasfear of speaking class in the category was very high with 79.54%. Students felt fear facing the speaking class because of the underpressure of the class and lecturer itself. They had to perform infront of the class every week and it created frightened atmosphere in the speaking class. To compare, in this research, the highest factor of students speaking anxiety was lack of confident with 91.94%. It was because, in the speaking class situation, students must prepare eveything before performing what they have been prepared. In contrast,

less preparation make the students feel not confident to perform infront of the class. They will be nerveous, and this will lead them to anxiety.

As well as the results of research conducted by Ernawati (2013). The finding showed that almost all the students felt more anxious at pre-performance stage than at performance stage of English public speaking. In her research, the highest factor of factors causing anxiety was pre-performance or preparation with 68.59%. It means that the students had to prepare eveything before performing. While preparing made students felt anxious. This result supported this research with the result that lack of confident was the highest factor that causing anxiety. This anxiety occurred because the students thought that they could not present a good performance. It created that anxiety itself. The less preparation made students felt no confident that lead them into anxiety.

In short, based on these results. It can be conluded that the students faced all the factors that causing anxiety in public speaking class and the highest factor was lack of confidentin the category very high with 91.94%.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research analysis above, the researcher concluded that the factors causing students˘ anxiety in public speaking class in generalwere very high (88.71%), high (11.29%) and low (0%). This research also answered the research question about factors causing students˘ speaking anxiety in public speaking class that were: lack of vocabulary storage, linguistics problem, lack of confidence, lack of preparation, fear of misunderstanding, fear of being laughed, issue of correction, negative evaluation, phobia in front of people, blank `forgot_ what to say, feeling of shyness, fear of rejection and the last was fear of failure. To conclude, lack of preparation was the highest factor of factors causing students˘ speaking in speaking class in the category high with 91.94%.

B. Suggestion

Based on the result of this research, the researcher gives some suggestion:

1. Speaking Lecturer

   From the result of the research, lack of preparation was the highest factor in factors causing students anxiety in public speking class. Therefore, for speaking lecturer, the researcher suggest that lecturer should concern about this factor. Lecturer should give clear instruction for what must be prepared before performing speaking in front of the class. Also, the lecturer should give explanation that the more students prepare the presentation, the less anxiety occurs for them because they will feel confident to perform.

2. Students

   From the result of this research, lack of confident was the highest factor. Therefore, the researcher suggest the students to concern about

this factor in speaking because any forms of performance needs well preparation including speaking performance. Preparation makes the performance becomes better because it will make us mastering what has been preparedand the students will feel confident to perform infront of the class. If this factor still happens or students still do this factor, there will always be anxiety in speaking class.

3. Next researchers

Based on the result of the research, the researcher suggest to other researcher to consider to do other research about students˘ strategies to overcome their anxiety in speaking class or in spesific like debate or speech

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Appendix 1 : Table Specification of the Instrumen

	Liu and Ni (2015)	Worde (2003)	Marwan (2007)	Aftat in Juhana(2010)	Baldwin in Juhana (2010)	Ericson (2009)	Ghufron and Risnawati (2010)	Conclusion
1	Insufficient vocabulary storage	-						Lack of vocabulary storage
2	Linguistic problem	-						Linguistic problem
3	Lack of confidence	-					Self negative feeling about its capabilities	Lack of confidence
4	Lack of preparedness	-	Lack of preparation					Lack of preparation
5		Fear in misunderstanding						Fear in misunderstanding
6		Fear of being laughed by audience						Fear of being laughed by audience
7				Issue of correction				Issue of correction
8				Negative evaluation			Negative self evaluation	Negative evaluation
9					Phobia in		Frustration on	Phobia in

					speaking in front of people		the results of past actions	speaking in front of people
10					Blank `forgot_ what to say			Blank `forgot_ what to say
11					Feeling off shyness	Shyness		Feeling of shyness
12						fear of rejection		fear of rejection
13							Fear of failure	Fear of failure

Appendix 2 : Grid of Questionnaire

Variable	Sub-variable	Indicator	Sub-indicator	Example of items		Total item
				(+)	(-)	
Factors CausingStudents˘ Speaking Anxietyin PublicSpeaking class of EnglishDepartment at IAIN Batusangkar	Students˘ speaking anxiety	Lack of vocabulary storage	Takut berbicara bahasa Inggris karena keterbatasan kosakata yang dimiliki	Saya cemas berbicara bahasa Inggris di depan kelas karena keterbatasan kosakata yang dimiliki	Saya menikmati penampilan saya saat berbicara bahasa Inggris di depan kelas karena banyaknya vocabulary yang saya kuasai	2
		Linguistic problem	Cemas karena memiliki masalah dengan unsur kebahasaan seperti: grammatical dan pronounciation	Saya memiliki kecemasan saat berbicara bahasa Inggris di depan kelas karena penguasaan grammar saya lemah	Saya merasa kemampuan berbicara bahasa Inggris saya saat tampil didepan kelas bagus karena menguasai grammar	2
				Saya cemas saat berbicara bahasa Inggris didepan	Saya yakin dengan penampilan saya dalam berbahasa	4

90

				kelas karena pengucapan bahasa Inggris saya yang jelek	Inggris karena pengucapan bahasa Inggris saya yang bagus	
		Lack of confidence	Kurang percaya diri dalam berbicara Bahasa Inggris	Saya tidak mampu untuk tampil berbicara bahasa inggris didepan banyak audien	Saya percaya diri berbicara bahasa Inggris didepan banyak audien karena saya memiliki kemampuan bahasa inggris yang bagus	2
		Lack of preparation	Kurangnya persiapan untuk tampil berbicara bahasa Inggris didepan kelas	Saya cendrung menunda-nunda waktu untuk tampil berbicara bahasa Inggris karena saya merasa belum siap tampil	Saya siap untuk tampil berbicara bahasa Inggris saat diminta untuk tampil didepan kelas karena saya sudah mempersiapkan diri sebelumnya	2
		Fear in misunderstanding	Khawatir terhadap ide yang disampaikan tidak dipahami oleh audien	Saat berbicara bahasa Inggris didepan kelas saya khawatir ide yang saya sampaikan tidak dipahami oleh audien	Saya berani berbicara bahasa Inggris di depan audien, karena saya yakin apa yang saya sampaikan mudah dipahami oleh audien	2

		Fear of being laughed by audience	Takut ditertawakan oleh audien saat berbicara bahasa Inggris	Saya tidak mau tampil berbicara bahasa inggris, karena saya takut ditertawakan oleh audien ketika saya tampil di depan kelas	Ketika berbicara bahasa Inggris didepan kelas, saya tidak peduli apabila ada audien yang tertawa, bagi saya itu wajar	2
		Issue of correction	Takut dikritik dalam menyampaikan ide, opini atau argumen ketika berbicara bahasa Inggris didepan kelas	Saya merasa cemas tampil berbicara bahasa Inggris, karena saya takut dikritik oleh audien karena ide atau argumen dan opini yang saya sampaikan tidak sesuai dengan topik yang dibahas	Saat tampil berbicara bahasa Inggris, saya tidak masalah apabila ide atau argumen yang saya sampaikan dikritik oleh audien, karena bagi saya yang penting tampil dan berbicara didepan kelas	2
		Negative evaluation	Takut mendapatkan hasil yang jelek ketika tampil berbicara bahasa Inggris	Saat tampil berbicara bahasa Inggris, saya khawatir hasil atau nilai penampilan saya tersebut jelek	Ketika saya tampil berbicara bahasa inggris didepan kelas, saya tidak menghiraukan hasil atau nilai dari penampilan saya	2

					tersebut	
		Phobia in speaking in front of people	Trauma tampil didepan orang banyak	Saya takut tampil berbicara bahasa Inggris didepan kelas karena saya pernah dipermalukan saat berbicara didepan orang banyak	Saya semangat untuk tampil berbicara bahasa Inggris karena penampilan saya selalu baik dan diapresiasi audien	2
		Blank `forgot_ what to say	Lupa apa yang mau dikatakan ketika tampil	Ketika saya lupa konsep saat tampil berbicara bahasa Inggris, itu membuat saya panik sehingga tidak tau apa yang mau disampaikan	Pada saat tampil berbicara bahasa Inggris, saya tetap tenang meskipun kadang lupa apa yang akan disampaikan sehingga saya bisa mengatasinya dengan mudah	2
		Feeling of shyness	Malu untuk berbicara bahasa Inggris didepan banyak orang	Saat saya tampil berbicara bahasa Inggris didepan kelas saya hanya menundukkan kepala dan tidak berani menatap atau melihat audien saat berbicara	Saya adalah orang yang berani berbicara didepan orang banyak, sehingga untuk tampil berbicara bahasa Inggris didepan kelas bukanlah masalah bagi saya	2
		Fear of rejection	Takut diabaikan	Pada saat saya	Pada saat tampil	2

			audien ketika berbicara bahasa Inggris didepan kelas	tampil berbicara bahasa Inggris didepan kelas saya diabaikan dan tidak didengarkan audien membuat saya menjadi cemas karena merasa tidak dianggap	berbicara bahasa Inggris didepan kelas ketika saya diabaikan oleh audien saya tetap semangat untuk melanjutkan penampilan saya	
		Fear of failure	Takut tampil karena takut gagal	Saya adalah orang yang takut gagal, sehingga pada saat tampil berbicara bahasa Inggris di depan kelas saya merasa cemas karena tidak bisa menampilkan penampilan yang bagus	Bagi sya kegagalan itu adalah hal yang biasa sehingga pada saat tampil berbicara bahasa Inggris , saya tetap fokus tampil dan tidak memusingkan bagus atau tidaknya penampilan saya	2

The Factors Causing Students' Speaking Anxiety in Public Speaking Class of English Department at IAIN Batusangkar

A. Pengantar

Angket ini digunakan hanya untuk kepentingan penelitian ilmiah,pernyataan-pernyataan dibawah ini berhubungan dengan *The Factors Causing Students' Speaking Anxiety in Public Speaking Class of English Department at IAIN Batusangkar*

yaitu kecemasan yang dirasakan oleh mahasiswa semester 5 jurusanTadris Bahasa Inggris ketika berbicara bahasa Inggris di depan kelas. Isilah angket ini sesuai dengan apa yang anda rasakan. Jawaban yang diberikan akan dijamin kerahasiaannya. Atas bantuan dan kerjasamanya saya ucapkan terimakasih.

B. Petunjuk Pengisian

Nyatakan pilihan teman-teman berdasarkan apa yang dilakukan, alami danrasakan dengan cara memberi tanda checklist (Ŧ) pada salah satu dari pilihan jawaban berikut:

SL untuk Selalu

SR untuk Sering

KD untuk Kadang-kadang

JR untuk Jarang

TP untuk Tidak Pernah

C. Contoh Pengisian

No	Pernyataan	Alternatif jawaban				
		SL	SR	KD	JR	TP
1	Saya takut ketika terjadi salah pengucapan dalam berbahasa Inggris	Ŧ				

Jadi berdasarkan pernyataan diatas, dapat disimpulkan bahwa saya selalu takut ketika terjadi salah pengucapan dalam berbahasa Inggris.

Bacalah pernyataan dibawah ini dengan benar dan teliti, berikanlah tandachecklist (Ŧ) pada salah satu dari jawaban ini sesuai dengan apa yang dilakukandan dirasakan.

N	Pernyataan	Alternatif Jawaban				
		SL	SR	KD	JR	TP
1	Saya cemas berbicara bahasa Inggris di depan kelas karena keterbatasan kosakata yang dimiliki					
2	Saya merasa cemas saat berbicara bahasa Inggris di depan kelas karena penguasaan grammar saya lemah					
3	Saya cemas saat berbicara bahasa Inggris didepan kelas karena pengucapan bahasa Inggris saya yang jelek					
4	Saya tidak mampu untuk tampil berbicara bahasa inggris didepan banyak audien					
5	Saya cendrung menunda-nunda waktu untuk tampil berbicara bahasa Inggris karena saya merasa belum siap tampil					

No	Pernyataan					
6	Saat berbicara bahasa Inggris didepan kelas saya khawatir ide yang saya sampaikan tidak dipahami oleh audien					
7	Saya tidak mau tampil berbicara bahasa inggris, karena saya takut ditertawakan oleh audien ketika saya tampil di depan kelas					
8	Saya merasa cemas tampil berbicara bahasa Inggris, karena saya takut dikritik oleh audien karena ide atau argumen dan opini yang saya sampaikan tidak sesuai dengan topik yang dibahas					
9	Saat tampil berbicara bahasa Inggris, saya khawatir hasil atau nilai penampilan saya tersebut jelek					
10	Saya takut tampil berbicara bahasa Inggris didepan kelas karena saya pernah dipermalukan saat berbicara didepan orang banyak					
11	Ketika saya lupa konsep saat tampil berbicara bahasa					

	Inggris, itu membuat saya panik sehingga tidak tau apa yang mau disampaikan					
12	Saat saya tampil berbicara bahasa Inggris didepan kelas saya hanya menundukkan kepala dan tidak berani menatap atau melihat audien saat berbicara					
13	Pada saat saya tampil berbicara bahasa Inggris didepan kelas saya diabaikan dan tidak didengarkan audien membuat saya menjadi cemas karena merasa tidak dianggap					
14	Saya adalah orang yang takut gagal, sehingga pada saat tampil berbicara bahasa Inggris di depan kelas saya merasa cemas karena tidak bisa menampilkan penampilan yang bagus					
15	Saya menikmati penampilan saya saat berbicara bahasa Inggris di depan kelas karena banyaknya kosakata yang saya kuasai					
16	Saya merasa					

	kemampuan berbicara bahasa Inggris saya saat tampil didepan kelas bagus karena menguasai grammar				
17	Saya yakin dengan penampilan saya dalam berbahasa Inggris karena pengucapan bahasa Inggris saya yang bagus				
18	Saya percaya diri berbicara bahasa Inggris didepan banyak audien karena saya memiliki kemampuan bahasa Inggris yang bagus				
19	Saya siap untuk tampil berbicara bahasa Inggris saat diminta untuk tampil didepan kelas karena saya sudah mempersiapkan diri sebelumnya				
20	Saya berani berbicara bahasa Inggris di depan audien, karena saya yakin apa yang saya sampaikan mudah dipahami oleh audien				
21	Ketika berbicara bahasa Inggris didepan kelas, saya tidak peduli				

	apabila ada audien yang tertawa, bagi saya itu wajar				
22	Saat tampil berbicara bahasa Inggris, saya tidak masalah apabila ide atau argumen yang saya sampaikan dikritik oleh audien, karena bagi saya yang penting tampil dan berbicara didepan kelas				
23	Ketika saya tampil berbicara bahasa inggris didepan kelas, saya tidak menghiraukan hasil atau nilai dari penampilan saya tersebut				
24	Saya semangat untuk tampil berbicara bahasa Inggris karena penampilan saya selalu baik dan diapresiasi audien				
25	Pada saat tampil berbicara bahasa Inggris, saya tetap tenang meskipun kadang lupa apa yang akan disampaikan sehingga saya bisa mengatasinya dengan mudah				
26	Saya adalah orang yang berani berbicara didepan orang banyak, sehingga untuk				

No						
	tampil berbicara bahasa Inggris didepan kelas bukanlah masalah bagi saya					
27	Pada saat tampil berbicara bahasa Inggris didepan kelas ketika saya diabaikan oleh audien saya tetap semangat untuk melanjutkan penampilan saya					
28	Bagi saya kegagalan itu adalah hal yang biasa sehingga pada saat tampil berbicara bahasa Inggris , saya tetap fokus tampil dan tidak memusingkan bagus atau tidaknya penampilan saya					

Batusangkar

September 2020

Nama _____

Nim

LEMBAR VALIDASI ANGKET

FACTORS CAUSING STUDENTS' SPEAKING ANXIETY IN PUBLIC SPEAKING CLASS OF ENGLISH DEPARTMENT AT IAIN BATUSANGKAR

Peneliti   : Dian Eka Saputri

NIM   : 15300400026

Petunjuk

1. Untuk memberikan penilaian terhadap angket, Bapak/Ibu cukup memberikan tanda *checklist*(Ŧ) pada kolom yang disediakan.

2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:

   1 = tidak valid

   2 = kurang valid

   3 = cukup valid

   4 = valid

   5 = sangat valid

3. Huruf-huruf yang terdapat pada kolomyang dimaksud berarti:

   A = Dapat digunakan tanpa revisi

   B = Dapat digunakan dengan revisi sedikit

   C = Dapat digunakan dengan revisi sedang

   D = Dapat digunakan dengan banyak sekali revisi

   E = Tidak dapat digunakan

No.	Aspek Penilaian	Skor penilaian					Ket.
		1	2	3	4	5	
1.	Format angket a. Memenuhi bentuk baku penulisan sebuah angket						
2.	Bahasa yang digunakan a. Penyusunan kalimat sesuai dengan tata bahasa yang baik dan benar						
	b. Ketepatan pemilihan bahasa dalam						

	menguraikan materi						
3.	Butir pernyataan angket						
	a. Pernyataan angket mudah dipahami						
	b. Pernyataan angket mudah diukur						
	c. Kesesuaian butir pernyataan angket terhadap aspek yang dinilai						
	d. Butir angket sudah dapat mengukur indikator						

Penilaian secara umum

	Aspek Penilaian	Skor Penilaian					Ket.
		A	B	C	D	E	
1.	Penilaian secara umum terhadap angket						

Saran-saran:

....

....

....

Batusangkar,   September 2020

Validator,

Appendix 5 : Validation Result From the Validator

a. Validator pertama

LEMBAR VALIDASI ANGKET

FACTORS CAUSING STUDENTS'SPEAKING ANXIETY IN PUBLIC

SPEAKING CLASS OF ENGLISH DEPARTMENT AT IAIN

BATUSANGKAR

Peneliti   : Dian Eka Saputri

NIM   : 15300400026

Petunjuk

4. Untuk memberikan penilaian terhadap angket, Bapak/Ibu cukup memberikan tanda *checklist*(Ŧ) pada kolom yang disediakan.

5. Angka-angka yang terdapat pada kolom yang dimaksud berarti:

   1 = tidak valid

   2 = kurang valid

   3 = cukup valid

   4 = valid

   5 = sangat valid

6. Huruf-huruf yang terdapat pada kolomyang dimaksud berarti:

   A = Dapat digunakan tanpa revisi

   B = Dapat digunakan dengan revisi sedikit

   C = Dapat digunakan dengan revisi sedang

   D = Dapat digunakan dengan banyak sekali revisi

   E = Tidak dapat digunakan

No.	Aspek Penilaian	Skor penilaian					Ket.
		1	2	3	4	5	
1.	Format angket b. Memenuhi bentuk baku penulisan sebuah angket				V		

No.	Aspek Penilaian					
2.	Bahasa yang digunakan		**V**			
	c. Penyusunan kalimat sesuai dengan tata bahasa yang baik dan benar					
	d. Ketepatan pemilihan bahasa dalam menguraikan materi		**V**			
3.	Butir pernyataan angket			**V**		
	e. Pernyataan angket mudah dipahami					
	f. Pernyataan angket mudah diukur			**V**		
	g. Kesesuaian butir pernyataan angket terhadap aspek yang dinilai			**V**		
	h. Butir angket sudah dapat mengukur indikator			**V**		

Penilaian secara umum

No.	Aspek Penilaian	Skor Penilaian					Ket.
		A	**B**	**C**	**D**	**E**	
1.	Penilaian secara umum terhadap angket		V				

Saran-saran:

Perhatikanpenulisanhurufbesardalampenulisan**Inggris**dalamfrasaBahasaInggris.G

unakanistilah**berbicarabahasaInggris**bukanberbicarasaja, karena data yang

akandijaringadalahsaatberbicarabahasaInggris

Perbaiki item no 16 & 19, karenapernyataannyasama ....

....

....

Batusangkar,   Agustus 2020
Validator,

Yuliana Kasuma, SS., M.Pd.
NIP. 19760705 200312 2 003

Angket Penelitian

The Factors Causing Anxiety in Speaking Performance

A. Pengantar

Angket ini digunakan hanya untuk kepentingan penelitian ilmiah,pernyataan-pernyataan dibawah ini berhubungan dengan The *factors causing anxiety in speaking performance* yaitu kecemasan yang dirasakan oleh mahasiswa semester 5 jurusanTadris Bahasa Inggris ketika speaking performance di depan kelas. Isialah angket ini sesuai dengan apa yang anda rasakan. Jawaban yang diberikan akan dijamin kerahasiaannya. Atas bantuan dan kerjasamanya saya ucapkan terimakasih.

B. Petunjuk Pengisian

Nyatakan pilihan teman-teman berdasarkan apa yang dilakukan, alami danrasakan dengan cara memberi tanda checklist (Ŧ) pada salah satu dari pilihan jawaban berikut:

SL untuk Selalu

SR untuk Sering

KD untuk Kadang-kadang

JR untuk Jarang

TP untuk Tidak Pernah

C. Contoh Pengisian

N	Pernyataan	Alternatif jawaban				
		SL	SR	KD	JR	TP
1	Saya takut ketika terjadi salah pengucapan dalam berbahasa Inggris	Ŧ				

Jadi berdasarkan pernyataan diatas, dapat disimpulkan bahwa saya selalu takut ketika terjadi salah pengucapan dalam berbahasa Inggris.

Bacalah pernyataan dibawah ini dengan benar dan teliti, berikanlah tandachecklist (Ŧ) pada salah satu dari jawaban ini sesuai dengan apa yang dilakukandan dirasakan.

No	Pernyataan	Alternatif Jawaban				
		SL	SR	KD	JR	TP
1	Saya takut ketika terjadi salah pengucapan dalam berbicara berbahasa Inggris di depan kelas					
2	Saya khawatir ketika dosen memberikan evaluasi ketika saya berbicara dalam bahasa Inggris di depan kelas					
3	Saya takut gagal dalam mengikuti perkuliahan *public speaking*					
4	Saya merasa gelisah ketika berbicara bahasaInggrisdi depan kelas					
5	Saya takut membuat kesalahan ketika tampil berbicarabahasaInggris di depan kelas					
6	Saya cemas dengan penampilan sebelumnya akan mempengaruhi penampilan selanjutnya di depan kelas					
7	Saya terlalu memikirkan rasa cemas saya saat sedang tampil berbicarabahasaInggrisdi depan kelas					
8	Saya merasa terbebani oleh penampilan minggu sebelumnya di kelas *public speaking*					
9	Saya cemas dengan kemampuan berbahasa					

	Inggris saya yang rendah karena kurangnya Vocabulary					
10	Saya cemas dengan kemampuan berbicara bahasa Inggris saya yang rendah karena kurangnya kemampuan*grammar*					
11	Saya takut ketika di kritik oleh dosen setelah tampil di depan kelas					
12	Saya kurang percaya diri ketika berbicara dalam bahasa Inggris di depan kelas					
13	Saya biasa saja ketika terjadi salah pengucapan dalam berbahasa Inggris					
14	Saya biasa saja ketika dosen memberikan evaluasi ketika saya berbicara di depan kelas					
15	Saya percaya diri ketika berbicara bahasa Inggris di depan kelas					
16	Saya enjoy ketika tampil atau berbicara bahasaInggrisdi depan kelas					
17	Saya terlalu percaya diri ketika tampil di depan kelas					
18	Saya tidak cemas dengan penampilan sebelumnya akan mempengaruhi penampilan saya selanjutnya didepan kelas					
19	Saya enjoy saat tampil atau berbicara di depan kelas (samadengan item 16)					
20	Saya enjoy dengan penampila minggu					

	sebelumnya dikelas					
21	Saya merasa kemampuan bahasa Inggris saya bagus karena banyak nya vocabulary yang saya kuasai					
22	Saya merasa kemampuan bahasa Inggris saya bagus karena grammar yang saya kuasai					
23	Saya biasa saja ketika di kritik setelah tampil di depan kelas					
24	Saya merasa biasa saja ketika berbicara dalam bahasa Inggris					

Batusangkar   Agustus 2020

Nama _____

Nim

b. validator 2

111

c. validator 3

Appendix 6 :Validity Of Instrument

A. Content Validity coefficent ˉ Aikenˇs V

Aikensˇ (1985) formulated the Aikensˇ formula for calculating content=validity based on the result of an expert panelˇs evaluation of n (3) people on an item in terms of the extent to which the item represented the contract being measured.

B. Content validity criteria

    0,8 ˉ 1   = very high validity

    0,6 ˉ 0,79   = high validity

    0,40 ˉ 0,59   = moderate validity

    0,20 ˉ 0,39   = very low validity

C. The formula proposed by Aikens is as follows

$$V = \sum s[n(C-1)]$$

S = R ˉ lo

Ket : lo = lowest scoring rate (1)

C = highest scoring rate (5)

R = the number given by validator

    a. **General validity**

Valid ator	Item 1		Item 2		Item 3		Item 4		Item 5		Item 6		Item 7	
	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S
1	5	4	4	3	4	3	4	3	4	3	5	4	5	4
2	4	3	4	3	4	3	4	3	4	3	3	2	3	2
3	4	3	3	2	3	2	4	3	4	3	4	3	4	3
ij s	10		8		8		9		9		9		9	

The S value is derived from the given value and substracted from the lowest score (lo, and the value of ij s is obtained from the sum of the S scores, thus V can be calculated as follows :

1. Item 1

$$V = \sum s[n(C - 1)]$$
$$= 10/[3\ (5\ ^-\ 1)]$$
$$= 10/\ [3(4)]$$
$$= 10/12$$
$$= 0,83$$

2. Item 2

$$V = \sum s[n(C - 1)]$$
$$= 8/\ [3\ (5^-\ 1)]$$
$$= 8/\ [3(4)]$$
$$= 8/12$$
$$= 0,66$$

3. Item 3

$$V = \sum s[n(C - 1)]$$
$$= 8/\ [3\ (5\ ^-\ 1)]$$
$$= 8/\ [3(4)]$$
$$= 8/12$$
$$= 0,66$$

4. Item 4

$$V = \sum s[n(C - 1)]$$
$$= 9/\ [3\ (5\ ^-\ 1)]$$
$$= 9/\ [3\ (4)]$$
$$= 9/12$$
$$= 0,75$$

5. Item 5

$$V = \sum s[n(C-1)]$$

$$= 9/ [3 (5 ˉ 1)]$$

$$= 9/ [3 (4)]$$

$$= 9/12$$

$$= 0{,}75$$

6. Item 6

$$V = \sum s[n(C-1)]$$

$$= 9/ [3 (5 ˉ 1)]$$

$$= 9/ [3 (4)]$$

$$= 9/12$$

$$= 0{,}75$$

7. Item 7

$$V = \sum s[n(C-1)]$$

$$= 9/ [3 (5 ˉ 1)]$$

$$= 9/ [3 (4)]$$

$$= 9/12$$

$$= 0{,}75$$

D. Results obtained

Validator	Item 1		Item 2		Item 3		Item 4		Item 5		Item 6		Item 7	
	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S
1	5	4	4	3	4	3	4	3	4	3	5	4	5	4
2	4	3	4	3	4	3	4	3	4	3	3	2	3	2
3	4	3	3	2	3	2	4	3	4	3	4	3	4	3
ij s	10		8		8		9		9		9		9	
V	0,83		0,66		0.66		0,75		0,75		0,75		0,75	

E. Conclusion

V value for item 1 (0,83) item 2 (0,66) item 3 (0,66) item 4 (0,75) item 5 (0,75) item 6 (0,75) item 7 (0,75). Aikensˇ V corfficient value

ranges from 0,6to 0,79 with a validity of 0,73 (high). This can already be considered to have adequate content validity.

b. Validity of each validator

1) First validator

Vali dato r	Item 1		Item 2		Item 3		Item 4		Item 5		Item 6		Item 7	
	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S
1	5	4	4	3	4	3	4	3	4	3	5	4	5	4
ij s	4		3		3		3		3		4		4	

The S value is derived from the given value and subtracted from the lowest score (lo), and the value of ij s is obtained from the sum of the S scores, thus V can be calculated as follows :

1. Item 1
$$V = \sum s[n(C-1)]$$
$$= 4/ [1(5^{-}1)]$$
$$= 4/ [1(4)]$$
$$= 4/4$$
$$= 1$$

2. Item 2

$$V = \sum s[n(C-1)]$$
$$= 3/ [1(5^{-}1)]$$
$$= 3/ [1(4)]$$
$$= 3/4$$
$$= 0,75$$

3. Item 3
$$V = \sum s[n(C-1)]$$
$$= 3/ [1(5^{-}1)]$$
$$= 3/ [1(4)]$$
$$= 3/4$$
$$= 0,75$$

4. Item 4

$$V = \sum s[n(C-1)]$$

$$= 3/\,[1(5^{-}1)]$$

$$= 3/\,[1(4)]$$

$$= 3/4$$

$$= 0{,}75$$

5. Item 5

$$V = \sum s[n(C-1)]$$

$$= 3/\,[1(5^{-}1)]$$

$$= 3/\,[1(4)]$$

$$= 3/4$$

$$= 0{,}75$$

6. Item 6

$$V = \sum s[n(C-1)]$$

$$= 4/\,[1(5^{-}1)]$$

$$= 4/\,[1(4)]$$

$$= 4/4$$

$$= 1$$

7. Item 7

$$V = \sum s[n(C-1)]$$

$$= 4/\,[1(5^{-}1)]$$

$$= 4/\,[1(4)]$$

$$= 4/4$$

$$= 1$$

A. Result obtained

Validator	Item 1		Item 2		Item 3		Item 4		Item 5		Item 6		Item 7	
	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S
1	5	4	4	3	4	3	4	3	4	3	5	4	5	4
ij s	4		3		3		3		3		4		4	
V	1		0,75		0,75		0,75		0,75		1		1	

B. Conclusion

V value for item 1 (1) item 2 (0,75) item 3 (0,75) item 4 (0,75) item 5 (0,75) item 6 (1) item 7 (1). Aikens˘V cofficient value ranges from 0,8 to 1 with a validity of 0,85 (very high). This can already be considered to have adequate content validity.

2) Second validator

Validator	Item 1 Score (R)	S	Item 2 Score (R)	S	Item 3 Score (R)	S	Item 4 Score (R)	S	Item 5 Score (R)	S	Item 6 Score (R)	S	Item 7 Score (R)	S
1	4	3	4	3	4	3	4	3	4	3	3	2	3	2
ij s	3		3		3		3		3		2		2	

The S value is derived from the given value and subtracted from the lowest score (lo), and the value of ij s is obtained from the sum of the S scores, thus V can be calculated as follows :

1. Item 1

$$V = \sum s[n(C - 1)]$$

= 3/ [1(5 ˉ 1)]

= 3/ [1(4)]

= 3/4

= 0,75

2. Item 2

$$V = \sum s[n(C - 1)]$$

= 3/ [1(5 ˉ 1)]

= 3/ [1(4)]

= 3/4

= 0,75

3. Item 3

$$V = \sum s[n(C - 1)]$$

= 3/ [1(5 ˉ 1)]

= 3/ [1(4)]

= 3/4

= 0,75

4. Item 4

$V = \sum s[n(C - 1)]$

= 3/ [1(5 ̄ 1)]

= 3/ [1(4)]

= 3/4

= 0,75

5. Item 5

$V = \sum s[n(C - 1)]$

= 3/ [1(5 ̄ 1)]

= 3/ [1(4)]

= 3/4

= 0,75

6. Item 6

$V = \sum s[n(C - 1)]$

= 2/ [1(5 ̄ 1)]

= 2/ [1(4)]

= 2/4

= 0,5

7. Item 7

$V = \sum s[n(C - 1)]$

= 2/ [1(5 ̄ 1)]

= 2/ [1(4)]

= 2/4

= 0,5

A. Result obtained

Vali dato r	Item 1		Item 2		Item 3		Item 4		Item 5		Item 6		Item 7	
	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S
1	4	3	4	3	4	3	4	3	4	3	3	2	3	2
ij s	3		3		3		3		3		2		2	
V	0,75		0,75		0,75		0,75		0,75		0,5		0,5	

B. Conclusion

V value from item 1 (0,75) item 2 (0,75) item 3 (0,75) item 4 (0,75) item 5 (0,75) item 6 (0,5) item 7 (0,5). Aikensˇ V corfficient value ranges from 0,6 to 0,79 with a validity of 0,67 (high). This can already be considerede to have adequete content validity.

3) Third validator

Vali dato r	Item 1		Item 2		Item 3		Item 4		Item 5		Item 6		Item 7	
	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S
1	4	3	3	2	3	2	4	3	4	3	4	3	4	3
ij s	3		2		2		3		3		3		3	

The S value is derived from the given value and subtracted from the lowest score (lo), and the value of ij s is obtained from the sum of the S scores, thus V can be calculated as follows :

1. Item 1

$V = \sum s[n(C - 1)]$

$= 3/ [1(5 ˉ 1)]$

$= 3/ [1(4)]$

$= 3/4$

$= 0,75$

2. Item 2

$V = \sum s[n(C - 1)]$

$= 2/ [1(5 ˉ 1)]$

$= 2/ [1(4)]$

$= 2/4$

$= 0,5$

3. Item 3

$V = \sum s[n(C - 1)]$

$= 2/ [1(5 ˉ 1)]$

$\qquad$ = 2/ [1(4)]

$\qquad$ = 2/4

$\qquad$ = 0,5

4. Item 4

$V = \sum s[n(C-1)]$

$\qquad$ = 3/ [1(5 ˉ 1)]

$\qquad$ = 3/ [1(4)]

$\qquad$ = 3/4

$\qquad$ = 0,75

5. Item 5

$V = \sum s[n(C-1)]$

$\qquad$ = 3/ [1(5 ˉ 1)]

$\qquad$ = 3/ [1(4)]

$\qquad$ = 3/4

$\qquad$ = 0,75

6. Item 6

$V = \sum s[n(C-1)]$

$\qquad$ = 3/ [1(5 ˉ 1)]

$\qquad$ = 3/ [1(4)]

$\qquad$ = 3/4

$\qquad$ = 0,75

7. Item 7

$V = \sum s[n(C-1)]$

$\qquad$ = 3/ [1(5 ˉ 1)]

$\qquad$ = 3/ [1(4)]

$\qquad$ = 3/4

$\qquad$ = 0,75

A. Result obtained

Vali dator	Item 1		Item 2		Item 3		Item 4		Item 5		Item 6		Item 7	
	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S
1	4	3	3	2	3	2	4	3	4	3	4	3	4	3

ij s	3	2	2	3	3	3	3
V	0,75	0,5	0,5	0,75	0,75	0,75	0,75

B. Conclusion

V value from item 1 (0,75) item 2 (0,5) item 3 (0,5) item 4 (0,75) item 5 (0,75) item 6 (0,75) item 7 (0,75). Aikens˘ V corfficient value ranges from 0,6 to 0,79 with a validity of 0,67 (high). This can already be considerede to have adequete content validity.

Appendix 7 : Reliability of Instrument

No	Ganjil	Genap
R1	52	53
R2	55	52
R3	54	51
R4	55	52
R5	57	57
R6	63	49
R7	53	51
R8	51	47
R9	52	50
R10	49	48
R11	54	49
R12	56	50
R13	56	57
R14	57	57
R15	51	50
R16	55	56
R17	50	53
R18	56	55
R19	56	56
R20	54	50
R21	56	56
R22	49	48
R23	56	56
R24	57	55
R25	51	49
R26	57	54
R27	56	56
R28	53	50
R29	57	54
R30	52	54
R31	52	57
R32	54	52
R33	56	56
R34	48	48
R35	56	56
R36	56	57
R37	56	53
R38	56	57
R39	56	56
R40	56	60

R41	56	57
R42	45	43
R43	56	55
R44	50	51
R45	56	55
R46	61	64
R47	57	55
R48	56	56
R49	49	49
R50	54	56
R51	61	59
R52	62	60
R53	62	59
R54	56	55
R55	56	56
R56	57	57
R57	57	56
R58	52	49
R59	60	61
R60	55	58
R61	57	57
R62	53	53

$$r_i = \frac{2.rb}{1+rb}$$

Result = 0,850

Conclusion = Reliable

Category = Very High

Appendix 8 : Data Tabulation

No Responden	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17	Item 18	Item 19	Item 20	Item 21	Item 22	Item 23	Item 24	Item 25	Item 26	Item 27	Item 28	Total Skor
R1	5	5	4	5	5	5	3	4	4	3	5	4	3	4	4	3	3	4	2	3	3	4	4	3	4	3	3	3	105
R2	5	4	4	5	5	5	4	5	4	3	4	4	4	3	3	3	3	3	3	4	4	3	4	4	4	3	4	3	107
R3	5	4	4	5	5	5	4	5	4	3	4	4	4	4	3	3	3	3	3	3	4	3	3	3	4	3	4	3	105
R4	4	4	4	4	5	4	4	5	4	3	5	4	5	4	4	4	3	3	3	4	3	3	4	3	4	4	3	3	107
R5	5	5	4	4	5	5	4	5	4	3	5	4	4	4	4	4	4	4	3	5	3	4	4	3	4	4	4	3	114
R6	5	4	5	4	5	4	5	4	5	4	5	4	5	4	4	3	4	3	4	3	4	3	4	3	4	3	4	3	112
R7	4	4	4	3	4	5	4	4	5	3	4	4	4	4	3	4	3	4	3	3	4	4	3	3	4	3	4	3	104
R8	4	4	3	3	4	4	3	4	4	3	4	3	4	5	3	3	3	3	3	3	4	3	4	3	4	3	4	3	98
R9	4	4	4	4	4	4	4	4	4	4	5	4	4	4	3	3	3	3	3	3	3	3	4	3	4	3	3	4	102
R10	4	4	4	4	4	4	4	4	4	3	4	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	97
R11	4	4	5	4	5	4	4	4	4	4	4	4	4	4	4	3	3	3	3	3	3	3	3	3	4	3	4	3	103
R12	5	4	4	4	4	4	4	4	5	3	4	4	5	4	4	4	3	3	3	4	4	3	4	3	3	3	4	3	106
R13	5	5	4	5	5	5	5	5	4	5	5	4	5	5	3	3	4	3	3	4	3	3	4	3	3	4	3	3	113
R14	5	4	4	5	5	5	5	4	4	5	4	4	5	4	3	4	4	3	4	4	3	4	4	3	4	4	3	4	114
R15	5	4	4	4	4	4	4	5	4	2	4	4	4	4	3	3	3	4	3	3	3	4	3	3	4	3	3	3	101
R16	5	5	4	4	5	5	4	4	5	5	4	4	5	5	3	3	4	3	3	4	3	4	4	3	3	4	3	3	11

ID																													Total
6																													1
R17	4	5	4	4	4	4	3	5	4	3	5	4	4	4	3	3	3	3	3	4	3	4	3	4	3	3	4	3	103
R18	5	5	4	4	4	5	5	4	4	4	5	5	4	4	3	3	4	4	3	3	3	3	4	4	4	3	4	4	111
R19	5	5	5	5	4	4	4	5	5	5	5	4	4	4	3	3	3	3	4	4	4	3	3	3	3	4	4	4	112
R20	4	4	4	4	4	4	4	5	5	1	4	4	4	4	4	3	3	4	3	4	3	4	3	4	3	3	4	3	104
R21	5	4	4	4	5	4	4	4	5	4	4	4	5	4	3	4	4	4	3	4	4	4	3	4	4	4	3	4	112
R22	4	4	4	3	4	4	3	5	5	3	4	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	97
R23	5	5	5	4	4	4	4	5	5	5	4	4	4	4	3	3	3	4	4	4	3	3	3	4	4	4	4		112
R24	5	5	4	5	4	4	5	4	4	5	5	4	5	5	3	3	4	3	4	4	3	4	3	3	4	3	4	3	112
R25	4	4	4	4	5	4	4	5	4	1	4	4	4	4	3	4	3	3	3	4	3	3	4	3	3	3	3	3	100
R26	4	4	5	4	5	5	4	5	4	5	5	4	5	4	4	3	4	3	3	4	3	4	3	4	3	3	3	3	111
R27	5	5	4	4	5	4	4	5	5	4	5	5	4	3	3	3	4	4	3	4	3	4	4	3	3	3	4	4	112
R28	4	4	4	3	4	5	4	5	5	2	4	4	4	4	3	3	3	3	4	4	4	3	3	4	3	3	4	3	103
R29	4	4	5	5	5	4	5	5	4	4	4	5	5	4	3	3	4	3	4	4	4	3	4	3	3	4	3	3	111
R30	4	5	4	4	5	5	4	5	4	3	5	4	4	4	3	3	3	4	3	4	3	3	3	3	3	3	4	4	106
R31	4	4	4	4	5	5	4	5	4	4	5	4	4	4	3	4	3	4	3	4	3	4	3	4	4	4	3	3	109
R32	4	4	4	4	5	5	4	5	4	3	5	4	5	4	3	4	3	4	3	3	3	3	4	3	4	3	3	3	106
R33	5	4	4	5	4	4	5	4	4	5	4	4	5	4	3	4	4	3	4	4	3	4	4	3	4	4	3	4	112
R34	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	96
R35	5	5	4	5	5	4	5	5	4	5	5	4	5	5	3	3	4	3	3	4	3	3	3	4	3	3	4	3	3	112
R36	5	5	4	4	4	5	4	5	4	4	5	4	4	4	4	4	4	4	4	4	4	3	3	4	4	3	3		11

6																													3
R37	4	5	4	4	4	5	4	4	5	3	5	4	4	4	3	3	3	4	4	4	4	4	4	3	4	3	4	3	109
R38	5	5	4	4	5	5	4	4	5	5	4	4	5	5	3	3	4	4	3	4	4	4	3	3	4	4	3	3	113
R39	5	5	5	4	5	5	5	4	5	5	5	4	5	5	3	3	3	4	3	3	3	4	3	3	3	4	3	3	112
R40	5	5	4	4	5	4	4	5	4	4	5	5	4	5	4	4	4	4	3	4	3	4	3	4	4	4	4	4	116
R41	5	5	5	4	4	5	5	5	4	4	5	5	5	4	3	3	3	4	4	3	3	4	4	4	3	3	3	4	113
R42	3	3	3	3	4	4	3	4	4	2	4	3	4	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	88
R43	5	5	4	4	4	5	5	4	4	4	5	5	4	4	3	3	4	4	4	3	3	3	4	4	3	3	4	4	111
R44	4	4	4	4	4	4	3	4	4	4	4	4	4	4	3	3	3	4	3	3	3	4	4	3	3	3	4	3	101
R45	5	5	4	5	4	4	5	4	5	4	4	5	5	5	3	4	3	3	4	3	3	4	4	3	3	3	4	3	111
R46	5	5	4	5	5	5	4	5	5	4	5	5	5	5	4	4	4	5	4	4	4	4	3	5	5	4	4	4	125
R47	5	5	5	4	5	4	5	5	4	4	5	4	4	5	3	3	4	3	4	4	3	3	3	4	3	4	4	3	112
R48	5	5	4	5	4	5	4	4	5	5	4	5	5	4	3	3	4	3	4	4	3	3	4	3	4	3	3	4	112
R49	4	4	3	4	4	5	4	4	3	2	4	4	4	4	3	3	3	3	3	3	3	3	4	4	3	3	4	3	98
R50	5	4	4	4	5	5	4	4	4	5	4	4	5	5	3	4	3	3	3	4	4	4	3	3	4	3	3	4	110
R51	5	5	4	4	5	5	4	5	5	4	5	5	5	5	4	4	4	4	4	4	4	4	4	3	4	4	4	3	120
R52	5	5	5	5	5	5	4	5	5	4	5	5	5	5	4	4	4	4	4	4	4	3	4	3	4	4	4	4	122
R53	5	5	5	4	5	5	4	5	5	3	5	5	5	5	4	4	4	4	3	4	4	4	4	3	5	4	4	4	121
R54	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	3	4	4	3	4	4	4	4	111
R55	5	5	4	4	5	5	5	5	5	3	5	5	4	4	3	4	3	4	3	4	3	3	3	3	4	4	4	3	112
R5	5	5	5	4	5	5	4	5	5	4	5	4	4	4	3	3	3	4	3	4	4	4	3	3	4	4	4	4	11

6																												4
R57	5	5	4	5	5	5	4	4	5	5	4	4	4	2	3	4	4	3	3	3	4	4	4	4	4	4	4	113
R58	4	4	4	3	4	4	5	4	4	2	4	4	5	3	3	3	3	4	3	3	4	4	3	4	3	3	3	101
R59	5	5	5	5	5	5	3	5	5	4	5	5	4	5	4	4	4	4	4	4	4	4	3	4	4	4	4	121
R60	5	5	4	4	5	5	4	5	4	5	4	4	5	5	3	4	3	4	3	4	4	3	4	3	4	3	3	113
R61	4	4	5	5	4	4	5	5	4	4	4	5	5	4	3	3	4	4	4	3	4	4	4	4	4	4	3	114
R62	4	4	4	4	4	5	4	5	4	3	5	4	5	4	3	4	3	3	3	3	3	4	4	4	4	3	3	106
TOTAL SCORE																												6752

Appendix 9 : Example of Filled Google Form Questionnaire

Appendix 10 : Surat Penelitian