

**PUBLIC SPEAKING ANXIETY LEVELS AMONG ENGLISH
DEPARTMENT STUDENTS OF UNIVERSITAS BRAWIJAYA**

UNDERGRADUATE THESIS

BY

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**STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURE
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA**

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UNDERGRADUATE THESIS

Presented to
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for the degree of *Sarjana Sastra*

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ABSTRACT

Chaerani, Nurul. 2016. **Public Speaking Anxiety Levels among English Department Students of Universitas Brawijaya.** Study Program of English, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya, Malang. Supervisor: Emy Sudarwati.

Key words: public speaking, anxiety level, anxiety factors

This study aims of finding out the levels of public speaking anxiety among students of English Department Universitas Brawijaya. There were two problems of the study: (1) What is the level of public speaking anxiety by the student of *Fakultas Ilmu Budaya* Universitas Brawijaya as foreign language learners and (2) What are the factors that facilitate public speaking anxiety by the students of *Fakultas Ilmu Budaya* Universitas Brawijaya as foreign language learners.

This study uses qualitative approach since the data collected are in the forms of statements and interview. This research design was field analysis since the study analyzed the statements of English Department students. The students consisting of 23 students are chosen by random sampling.

This study found that there are two public speaking anxiety levels among the students which are moderate public speaking anxiety level and low public speaking anxiety level. Meanwhile, the average level among the student is moderate public speaking anxiety level. The factors facilitating anxiety level are internal and external factor. Internal factor consists of several aspects from individual differences which are (1) aptitude, (2) learning style, (3) learning strategy and (4) motivation. External factors are classroom atmosphere such as (1) eye contact, (2) the number of audience, (3) audience attention and (4) the interlocutor. English Department Students of Universitas Brawijaya have anxious feeling norm. Anxiety is proper and natural thing that happens in presenting something as long as the level is not high. When someone is preparing something good to do that means she/he is avoiding bad thing to happen.

The writer suggests the next researcher to investigate anxiety levels from different aspects: gender, ages, social status and so on. Moreover, since this study used questionnaire to get the level and used interview to get the factor, whereas the future researcher can use other instruments to analyze the data affecting anxiety.

ABSTRAK

Chaerani, Nurul. 2016. **Tingkat Kecemasan Mahasiswa Program Studi Sastra Inggris Universitas Brawijaya Terhadap *Public Speaking*** Program Studi Sastra Inggris. Fakultas Ilmu Budaya, Universitas Brawijaya, Malang. Pembimbing: Emy Sudarwati

Kata Kunci: *public speaking*, tingkat kecemasan, faktor kecemasan.

Penelitian ini bertujuan untuk mencari tahu tingkat kecemasan mahasiswa Sastra Inggris Universitas Brawijaya terhadap *public speaking*. Terdapat dua rumusan masalah: (1) apa tingkat kecemasan mahasiswa Sastra Inggris Universitas Brawijaya terhadap *public speaking* dan (2) apa saja faktor yang mempengaruhi tingkat kecemasan mahasiswa Sastra Inggris Universitas Brawijaya terhadap *public speaking*.

Penelitian ini menggunakan pendekatan kualitatif karena data yang dikumpulkan adalah dalam bentuk pengakuan dan wawancara. Rancangan penelitian ini adalah analisis lapangan dari pengakuan para mahasiswa. Terdiri dari 23 mahasiswa yang dipilih secara acak.

Dalam penelitian ini ditemukan ada dua tingkat kecemasan yang dialami oleh mahasiswa yaitu tingkat kecemasan menengah terhadap *public speaking* dan tingkat kecemasan rendah terhadap *public speaking*. Dimana ditemukan bahwa para mahasiswa tersebut rata-rata mempunyai tingkat kecemasan menengah terhadap *public speaking*. Faktor yang mempengaruhi tingkat kecemasan tersebut ada dua, yaitu faktor dalam dan luar. Faktor dalam yang ditemukan merupakan beberapa aspek dari *individual differences*, yaitu (1) bakat alami, (2) gaya belajar, (3) strategi belajar dan (4) motivasi. Faktor luar yang ditemukan merupakan bentuk dari suasana kelas, (1) yaitu kontak mata, (2) jumlah peserta yang dihadapi, (3) perhatian peserta dan (4) siapa peserta yang sedang dihadapi. Mahasiswa Sastra Inggris Universitas Brawijaya mempunyai tingkat kecemasan yang normal. Kekhawatiran merupakan perasaan yang wajar dirasakan ketika akan menampilkan sesuatu di depan umum, selama tingkat tersebut tidak tinggi. Ketika seseorang mempersiapkan sesuatu dengan baik, hal itu merupakan cara untuk menghindari hal buruk terjadi. Hal inilah yang membuat timbulnya kecemasan yang wajar.

Penulis menyarankan peneliti selanjutnya untuk menyelidiki tingkat kecemasan dari aspek yang berbeda: jenis kelamin, usia, status sosial dan sebagainya. Penulis juga menyarankan peneliti selanjutnya menggunakan metode yang berbeda dari metode pernyataan dari daftar pertanyaan untuk mendapatkan tingkat kecemasan tersebut dan metode wawancara untuk mendapatkan faktor yang mempengaruhi tingkat kecemasan tersebut.

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Hopefully, this study can be useful for everyone especially students in English Department who are interested in Linguistics.

Malang, 2016

The writer

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problems of the study, objectives of the study and definition of key terms.

1.1 Background of the Study

The developments of many things are influenced by a well-communication of a thought. Without a well-communication an excel thought does not count everything. Communication is expressing ideas or feeling to other people not only by utterances but also by means of various kinds of communication like writings, gestures and so on.

Nowadays, many people realize that communication is important in daily life. Using language as our tool in communication is a simple thing that most people do. As all know that communication aims information, guidance and emotion which are all needed in viability should be able to well-communicated during conversation.

Fundamental thing in communication is speaking. Speaking is a part of communication that has specific definition than communication. A Skill to pronounce sounds or words even sentences is called as speaking. This simple thing in daily activities might enact difficulties especially public speaking. It requires special expertise from practice, learn or expertise of birth.

Speaking mother tongue generally takes knowledge of topic and confidence. In order to speak foreign language it takes more aspect like language proficiency where language proficiency of mother tongue usually already mastered then foreign language proficiency. In this case, speaker cannot rely on natural ability only but learn and practices are needed. Many things obstruct the ability in speaking foreign language. People are not used to speak with foreign language is the most influencing thing in learning speaking foreign language.

Indonesia has language which is different from English. Indonesian must not used to be speaking English as the foreign language. Besides the unusual habit in using foreign language, limited vocabulary also obstructs Indonesian to speak English. Though there are many good ideas in the speaker's mind, he/she will not be able to utter it with limited vocabulary. Another aspect that obstructs the ability of speaking is pronunciation. Sometimes, hard and error nous pronunciation make the speaker shy and stops speaking.

Learning and practice are important in speaking foreign language. Both things can be obtained through an institutional, whether it is formal or informal.

Second Language Acquisition is a subject that discusses learning second language after learning the first language. All second language learners, regardless of age, have already acquired at least one language (Lightbown and Spada, 20011 p.30).

Indonesia has more than one local language and national language called as 'bahasa'. Some Indonesian learners have already learned the second language, whether English as the second, the third or the fourth language. Aside from writing and reading, English as foreign language is also taught in speaking.

Speaking foreign language in public is a big challenge. It is not easy as speaking mother tongue. Some cases obstruct the ability of speaking and influence one's performance in of speaking. There are roles of emotional variables in second or foreign language learning. The variables are temperament, aptitude, personality, age, sex, motivation, creativity, self esteem, belief and anxiety. From the emotional variable mentioned the writer focus on anxiety only. It often appears when someone performs public speaking. Anxiety is a stage of apprehension, a vague fear that is only indirectly associated with its object, which is generated through the arousal of limbic system, the primitive, subcortical "chassis" of cerebrum, which plays an important, indirect role in many kinds of human enterprises including communications (Scovel,1978 p.134).

Considering the importance of communication in daily life and public speaking among students in learning foreign language, the writer is interested in acknowledging the levels of anxiety in students of *Fakultas Ilmu Budaya* Universitas Brawijaya. The students of *Fakultas Ilmu Budaya* Universitas Brawijaya are chosen to limit the scope of data source. They have already taught English as second or foreign language. Therefore, through this study it can be seen whether they understand and apply their knowledge effectively in communicating using English as foreign language.

As the participants of the research, the writer uses one Public Speaking Class, Universitas Brawijaya *Fakultas Ilmu Budaya* (FIB) English Literature that consists of at least 23 students. Public speaking class of the 3rd semester is chosen because the students are studying about practicing public speaking foreign

language such as debate, presentation, and so on. The writer uses FIB English Literature that accredited B which means good as the object since it is done to observe how the language learners apply their ability and language learning in public speaking. A class that consists at 23 students is considered sufficient to depute the research object. This research does not compare the level of anxiety of language learners as it is done to observe the level of anxiety. In limiting the scope of the study, 23 students in one class is adequate as sample of the whole students of FIB English Literature.

The writer uses some references of some theories for this present research. However, the writer focuses on McCroskey's Personal Report of Public Speaking Anxiety (PRPSA) instrument as the reference of anxiety levels. McCroskey J.C (2013) instrument is considered as simple and understandable, and clear in describing anxiety level theory.

This study focuses on the effort to find out the level of anxiety in public speaking based on the learner of English as a foreign language. The place of speaking is done in real public speaking class where the learners of English as second or foreign language learn. This study also emphasizes to find out the individual differences that facilitate learner in speaking English as second or foreign language.

Hopefully this research gives enrichment for next researchers who are interested in individual differences especially in anxiety levels. Second, the writer could enrich her knowledge in Second Language Acquisition, individual

differences, anxiety and speaking. Third, the students of English Department are expected to improve their knowledge about anxiety levels among students of *Fakultas Ilmu Budaya* Universitas Brawijaya in speaking English as the foreign language learner. Thus, the anxiety in speaking English as the foreign language learner can be avoided. This research is related to the field of Second Language Acquisition which has been acquired in the 5th semester and it can be used to enrich the study of linguistic and also related to the field of Public Speaking which has been acquired in 3rd semester and it can be used to enrich a study of speaking as well.

1.2 Problems of the Study

Based on the background of the study, the writer is interested in finding out the answers to the questions:

1. What is the level of public speaking anxiety by English Department student of *Fakultas Ilmu Budaya* Universitas Brawijaya as foreign language learners?
2. What are the factors that facilitate public speaking anxiety by English Department student of *Fakultas Ilmu Budaya* Universitas Brawijaya as foreign language learners?

1.3 Objectives of the Study

The objectives of the study are also specified into two objectives as follow:

1. To investigate the level of public speaking anxiety among English Department students of *Fakultas Ilmu Budaya* Universitas Brawijaya as foreign language learners.
2. To investigate the factors facilitating public speaking anxiety among English Department students of *Fakultas Ilmu Budaya* Universitas Brawijaya as foreign language learners.

1.4 Definition of Key Terms

Based on the review of related literature on this study, the writer provides some definitions of key terms as follows;

1. **Second Language:** A language other than the mother tongue that person or community uses for public communication, especially in trade, higher education, and administration (Collins Dictionary, 2013).
2. **Anxiety:** a stage of apprehension, a vague fear that is only indirectly associated with its object, it is generated through the arousal of limbic system, the primitive, subcortical "chassis" of cerebrum, which plays an important, indirect role in many kinds of human enterprises including communications (scovel,1978 p.134).
3. **Public Speaking:** it is an act which differs from written communication in that the audience is present. Gathered for some occasion. That the occasion has norms and expectations that a speaker must be recognized. (Chaney, 1998).

4. **Students of English Department Universitas Brawijaya:** learners
studying English Language and literature in Faculty of Cultural
Studies Universitas Brawijaya.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter elaborates review of related literature focusing on second language acquisition, anxiety theory, speaking anxiety of foreign language, and the previous studies as well.

2.1 Second Language Acquisition

Any language that is learned after the first language (mother tongue) can be called as Second Language Acquisition (SLA). Thus, SLA can be the third or fourth language learning. SLA is defined as both the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language (Saville-Troike, 2006, p.2).

The processes of learning first language commonly happen naturalistic in earlier of childhood. The nature of learning language can refer to acquisition.

Second language learning aims to some cases like communication for international travel, higher education and marriage. Elsewhere, a local variety of a language may be actively suppressed or stigmatized, sometimes even by people who speak it natively themselves, resulting in a need for widespread second language acquisition for educational, employment, and other purposes (Doughty and Long, 2005 p.4). As we know most of people grow up in society where they need to know a language or more when they travel to another town even countries.

According to Doughty and Long, 2005 p.4 “the 300-400 million people whose

native language is English, for examples, are greatly outnumbered by 1-2 billion people from whom it is an official second language'. Thus, learning second language such as English is important for several cases.

Second language learners might find some obstructions to speak. The obstructions are like the habit in the second language, limited vocabulary and lack self confidence which can be in the form of anxiety. Those might be the influence of their first language. Dulay *et al* (1982, p.36) say that SLA concerns with the study of the way in which an individual becomes able to use one or more languages different from his first language which takes place in natural setting or through normal classroom instruction, and can be attained at childhood or during the adult age. Thus, to learn speaking second language needs more supporting aspect than a naturalistically first language acquisition such as language learning.

2.1.1 Second Language Learning

Second Language Learning (SLL) is identical with second language acquisition. According to Mitchell and Myles (2004, p.5), Second Language Learning is "the learning of any language to any level, provided only that the learning of the second language take place sometimes later than the acquisition of the first language". SLL more than just acquisition of the second language that naturalistic get from the environment. It needs practice and learning about the second language.

Acquisition is the form of implicit learning, informal learning and natural learning. Language learning is another way to develop second language

competence. Learning described by Krashen (1982) as a conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. Learning second language, include speaking need an intensive practice or learning.

From the explanation above, there are two ways in getting second language. One is called acquisition that is subconscious process in which learners are not aware that they have acquired the language. Then other is called learning that involves conscious process in which the learners are aware of rules of language they have learned

2.2 Factors Influencing Language Learning

Acquisition and learn second language are affected by some factors. The factors might be individual differences and affective factors. According to Doughty and Long (2005, p.589), individual differences in second language learning, principally foreign language aptitude motivation, have generated to the most consistent predictors of second language learning success. Besides individual differences, affective factors namely mood or feeling when learning second language also affects the language learning.

Ellis with regard to the statement says an opinion as follows:

“learners’ affective factors are obviously of crucial importance in accounting for individual differences in learning outcomes. Whereas learners’ beliefs about language learning are likely to be fairly stable, their affective states tend to be volatile, effecting not only overall

progress but responses to particular learning activities on a day-by day and event moment-by moment basis” (Ellis, 1994, p.483).

2.2.1 Individual Differences

Level of proficiency of second language acquisition will be different in every second language learner. Individual differences are link to the acquisition of second language. Individual differences (IDs) are the characteristics or traits towards the difference of each individual (Dornyei, 2005 p.1). The goal of learning language effects’ the individual differences of the learner.

According to Van Patten and Bennati (2010, p.42), individual differences are the variation of dissimilar learners in gaining level of proficiency over time.

Second foreign language learning can be facilitated by self-regulated. Indirectly, the goal and the interest of language learner have a big effect to the development of learning second language.

There are several aspects considered in individual differences regarding second language acquisition which are foreign language aptitude, learning style, learning strategies and motivation. One of the aspects is foreign language aptitude.

According to Doughty and Long (2005, p.590), foreign language aptitude is that there is a specific talent for learning foreign languages which exhibits considerable variation between learners. A person who has foreign language aptitude mostly innate the ability of language they learned. However, the aptitude is not relatively fixed learning foreign language. Aptitude also needs to be related

to more general abilities such as intelligence, so it can effectively functions as a subset of more general view of human variation.

Individual difference is important object in SLA which influences the language learner. Several aspects of individual differences are thing that can decrease level of speaking anxiety. Language learner who can manage or obtain some aspects of individual differences will show a low speaking anxiety when perform.

2.2.2 Affective Factors

Affective factors are the most important factor in SLA. These factors include emotion, feeling, mood, manner attitude and so on. All these factors, especially, motivation, self-confidence and anxiety, decide the input and output of the second language. Affective factors will surely influence the development of language learner to speaking foreign language.

The factors of emotion, feeling, manner, attitude, especially motivation, self-confidence and anxiety can cause an affective filter. According to Krashen (1982, p.31) affective filter is a kind of psychological obstacle that prevents language learner from absorbing available comprehensible input completely.

Affective factors have negative and positive impact. Negative emotions prevent efficient processing of language input, and on the contrary, the positive emotions promote the efficiency of the process (Hui Ni Journal 2012). When language learners have high motivation, self-confidence and low level of anxiety,

they have low filters and so receive and take in plenty of input. On the other hand, learners with low motivation, little self-confidence and a high level of anxiety have high filters and therefore they obtain little input.

In analyzing speaking foreign language of the language learner, many researchers do not use only linguistic description but turn to psychological factors that affective factors in language learner. Learning outcomes of individual differences are rated by affective factors. Speaking foreign language need more learning outcomes to support the ability of speaking. With regard to one of affective factors which is anxiety, language learner especially speaking foreign language learner could prevent the high level of anxiety. Affective factors might influence affective filter which appears.

2.2.3 Anxiety

Anxiety is another particular affective factor. It is one of the most prominent and pervasive emotions. Anxiety is the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the automatic nervous system (Spielberger 1983). Feeling nervous in some situation and certain moment, in a new experience and unusual thing arouse an emotion of anxiety.

Anxious learners are more often engaged in task-irrelevant cognitive processing than their non-anxious counterparts, and the task irrelevant processing activities (Eysenck, 1979). In other words, anxious learners may be anxious about their being anxious, thus hampering the capacity of their working memory.

Language anxiety is specific emotion of psychological phenomena documented of anxiety. Language anxiety is a form of situation-specific anxiety, and research on language anxiety should employ measure of anxiety experienced in particular second/foreign language context. According to MacIntyre *et al*, (1998 p.27), language anxiety is the worry and negative emotional reaction aroused when learning or using a second language.

2.2.4 Foreign Language Anxiety

Foreign language anxiety also has been conceptualized by Horwitz and Cope, (1991 p.31), foreign language anxiety as distinct concept of self-perceptions, beliefs, feelings, and behaviors, related to classroom language learning arising from the uniqueness of the language learning process. The most effect of foreign language anxiety from self-impression.

In a paper, Horwitz and Cope (1986), clearly articulated the concept of foreign language anxiety. The authors recognized that language anxiety is a situation-specific anxiety construct, largely independent of the other types of anxiety. The concept of anxiety is closely associated with attitude and motivation.

Language anxiety has been mostly associated with spoken language competency. Learners can experience increase of anxiety when they are required to complete oral task. However, according to Horwitz, 2001 there is a recent trend to identify more specifically the relationship between anxiety and other language competences, for example reading and listening anxiety. Although general foreign language anxiety has been found to be independent of target language, levels of

some categories of anxiety are found to vary by target language and seem to be related to the specific writing system.

According to Horwitz, 2001, content that when considering the issue of language anxiety and classroom practice, it is important to keep cultural difference in mind. Some practice perceived by one group of learners as comfortable may prove stressful for learners from a different cultural group, who are used to different types of classroom organization.

A few studies have concerned with the sources of language anxiety and fears of negative evaluation. For example, according to Horwitz et al. (1986), fear of negative evaluation is triggered by the teacher as a fluent speaker and the classmates. In this regard, Young (1991) argued that the reason why learners do not participate in the classroom activities is the fear of making verbal error.

2.2.5 The Cause and Effect of Language Anxiety

Language anxiety is attributable to different causes. Horwitz et al, (1986) explicate that primary source of language anxiety are communication apprehension, fear of negative evaluation and anxiety test. A case study from Price, (1991), conclude the difficulty of foreign language classes are personal perception of aptitude, certain personality variables (e.g perfectionism and fear of public speaking), and stressful classroom experiences. Speaking foreign language is one of the similar causes of language anxiety.

In addition, Young, (1991), identified six potential sources of language anxiety from three aspects. The potential sources are the learner, the teacher, and

the instructional practice. He claimed that language anxiety is caused by personal and interpersonal anxiety, learner beliefs about language learning, instructor beliefs about language teaching, instructor learner interaction, classroom procedures, and language testing.

On contrary, MacIntyre, (1995), argued that language anxiety constitutes part of social anxiety, which stem primarily from the social and the communicative aspect of language learning. Anxiety plays an essential role in language learning as a social cognitive activity. A recursive relation exists between anxiety, cognition and behavior. Moreover anxiety can interfere in all language acquisition stages such as input, output and process. In other words understanding the causes and consequences of language anxiety from a contextual point of view is vital in facilitating the language acquisition process and development.

From the explanations above, the source of language anxiety affects of the learner, the teacher and the classroom or interaction among the learner, the teacher and classroom. The language anxiety also effect among three of them, the learner, the teacher and classroom interaction.

2.2.6 Anxiety Levels

Based on McCroskey, J.C (2013) Measurement Instrument Database for the Social Science, levels of anxiety consist of three levels. Those are high, low and moderate levels of anxiety. There are several statements in this instrument that sometimes happen in self which could indicate the one of three levels anxiety.

My hands tremble when I am giving a speech, that statement is indicate high anxiety level. Low anxiety level indicates by statement I do not dread giving a speech. Then statement of right after giving a speech I feel that I have had pleasant experience indicating a moderate anxiety level. Those are some examples of the instrument of McCroskey statements about acknowledgement that indicate level of anxiety.

2.2.7 Anxiety Levels Affecting Factors

Horwitz, 2001, further claimed that classroom atmosphere, teacher support, task orientation, and focus of instructions are all elements that influence student's anxiety level under instructional conditions. Those elements are external factors indicating levels of anxiety.

According to Horwitz and Cope, 1986, in their article "Foreign Language Classroom Activity" argue that foreign language anxiety could have an influence of learners' communication strategies in classroom. That is the high anxious learners seem to avoid making an effort on difficult message in target language. As Dornyei and Skehan, 2001, stated that individual differences in second language learning, principally foreign language aptitude and motivation, have generated the most consistent predictors of second language learning success. Anxiety levels might be affected by one or more aspects of individual differences. Depend on the level of anxiety, when the level is high, less individual differences might be the cause.

Therefore, there are two main factors affecting anxiety levels. First is the external factor such as the environment of language learning, classroom, teacher support, task orientation and focuses of the instruction of the task. Then there is internal factor that comes from one or more aspects of individual differences. Those aspects are aptitude, learning style, learning strategies and motivation.

2.3 Speaking

In Oxford Advance Dictionary the definition of speaking is to express or communicate opinions, feelings, ideas, etc., by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic).

Another expert Brudden (1995), states that speaking is an activity which is done by a person to communicate with others in order to express ideas, feelings, as well as opinions to achieve a particular goal. While Chaney (1998) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. Furthermore, Kayfetz (1992) says that speaking is human verbal communication which set out with the ability of utilizing mechanism that will involve oral production language.

The definition of speaking can be concluded as the activity of communication with others purpose to express ideas, feeling and willingness.

Speaking skill is one aspect in communication. The most challenging speaking skill is public speaking which could create a certain level of anxiety for some people.

2.3.1 Public Speaking Anxiety

In second language learning, the parts of communications with others are the most important part that can provide speaking anxiety to learners. There is an interrelation of skills in speaking to participate in the negotiation of meaning (Savignon, 1991). It seems like foreign language anxiety is most concern with oral aspects of communication in language use, which is speaking.

As quote on Wimonnit Chaokongjakra's article "Speaking Anxiety in Foreign Language Learners", it is said that University of Texas suggested that foreign language anxiety centered on the two of fundamental tasks necessary for foreign language learning, that are listening and speaking. Although the difficulties of speaking are big problems of foreign language learners, they have to feel comfortable to respond a drill or uttering prepared speeches of foreign language class.

According to Horwitz, 2001 p.127, a number of students believe nothing should be said in the foreign language until it can be said correctly and that is not okay to guess unknown foreign language. This misleading belief of learning language could produce anxiety, because learners are expected to communicate in target language before fluency, and making error is not accepted.

Worry and emotionally comprise the nature of anxiety. Worry refers to one's concern about performance or other people's evaluation. Emotionally refers to concomitant negative feeling caused by psychological functioning (Eysenck, 1979 p.378).

Eysenck, 1979, also demonstrate from a cognitive point of view that most of the empirical studies set performance efficiency (e.g test scores) as the criterion when examining the influence of anxiety, while it is in fact processing effectiveness that is paralyzed when anxiety comes to play. He argued that it may not be legitimate to use performance efficiency as a measure to process effectiveness if the effort expenditure is not equivalent among highly and lowly anxious learner, as anxious learner tend to be hard working, in some cases, overly hard working.

2.4 Personal Report of Public Speaking Anxiety (PRPSA)

The instrument that the researcher used in analyzing the data is Personal Report of Public Speaking Anxiety (PRPSA) that created by McCroskey J.C in 2013. PRPSA is a measurement instrument data base for the social science that considered could gave suitable anxiety result of the sample. The researcher uses the original instrument without modifying the form of the instrument. That is diversiform of questionnaire that consists of 34 questions. There are several possible answers that have been provided. Those several possible answers might lead the sample to provide information about their personal public speaking anxiety.

Directions: Below are 34 statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5

- _____ 1. While preparing for giving a speech, I feel tense and nervous.
- _____ 2. I feel tense when I see the words “speech” and “public speech” on a course outline when studying.
- _____ 3. My thoughts become confused and jumbled when I am giving a speech.
- _____ 4. Right after giving a speech I feel that I have had a pleasant experience.
- _____ 5. I get anxious when I think about a speech coming up.
- _____ 6. I have no fear of giving a speech.
- _____ 7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.
- _____ 8. I look forward to giving a speech.
- _____ 9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.
- _____ 10. My hands tremble when I am giving a speech.
- _____ 11. I feel relaxed while giving a speech.
- _____ 12. I enjoy preparing for a speech.
- _____ 13. I am in constant fear of forgetting what I prepared to say.
- _____ 14. I get anxious if someone asks me something about my topic that I don't know.
- _____ 15. I face the prospect of giving a speech with confidence.
- _____ 16. I feel that I am in complete possession of myself while giving a speech.
- _____ 17. My mind is clear when giving a speech.
- _____ 18. I do not dread giving a speech.
- _____ 19. I perspire just before starting a speech.
- _____ 20. My heart beats very fast just as I start a speech.
- _____ 21. I experience considerable anxiety while sitting in the room just before my speech starts.

- _____ 22. Certain parts of my body feel very tense and rigid while giving a speech.
- _____ 23. Realizing that only a little time remains in a speech makes me very tense and anxious.
- _____ 24. While giving a speech, I know I can control my feelings of tension and stress.
- _____ 25. I breathe faster just before starting a speech.
- _____ 26. I feel comfortable and relaxed in the hour or so just before giving a speech.
- _____ 27. I do poorer on speeches because I am anxious.
- _____ 28. I feel anxious when the teacher announces the date of a speaking assignment.
- _____ 29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.
- _____ 30. During an important speech I experience a feeling of helplessness building up inside me.
- _____ 31. I have trouble falling asleep the night before a speech.
- _____ 32. My heart beats very fast while I present a speech.
- _____ 33. I feel anxious while waiting to give my speech.
- _____ 34. While giving a speech, I get so nervous I forget facts I really know.

Scoring: To determine your score on the PRPSA, complete the following steps:

Step 1. Add scores for items 1, 2, 3, 5, 9, 10, 13, 14, 19, 20, 21, 22, 23, 25, 27, 28, 29, 30, 31, 32, 33, and 34

Step 2. Add the scores for items 4, 6, 7, 8, 11, 12, 23, 16, 17, 18, 24, and 26

Step 3. Complete the following formula:

$$\text{PRPSA} = 72 - \text{Total from Step 2} + \text{Total from Step 1}$$

Your score should be between 34 and 170. If your score is below 34 or above 170, you have made a mistake in computing the score.

High = > 131

Low = < 98

Moderate = $98-131$

Mean = 114.6; SD = 17.2

2.5 Previous Study

In this study, the writer used two previous studies to broaden the knowledge and to get other perspective to do investigation. The first is conducted by James Larson from Scott Campbell National University entitle Public Speaking Anxiety: Comparing Face-to-face and Web-based Speeches.

He tried to find out whether or not students have a different level of anxiety when giving a speech to group of people in a traditional face-to-face classroom setting to a speech given to an audience (visible on a project screen) into a camera using distance or web based technology. This research used theory of Dunbar, Brooks, & Miller 2006 as the reference. Two instruments used to indicate the level of anxiety. One tool for gathering the data was a 16-question survey comparing the experiences that was completed after giving both speeches.

For many of the questions, participants were given three options; web-based delivery, face-to-face delivery or uncertain. The other instrument used for collecting the data was a heart rate monitor that each student wore during both speeches. Based on results using both instruments, there were no significant differences in the amount of anxiety between delivering a traditional face-to-face speech and a speech given using web-conferencing technology.

The second study is conducted by Gaibani and Elmenfi (2014) entitled “The Role of Gender in Influencing Public Speaking Anxiety”. This study investigates the role of gender in influencing public speaking anxiety. The researchers used McCroskey, 1977 theory. This study addresses the research questions relating to the role played by English gender in influencing the occurrence of public speaking anxiety among the postgraduate students attending the intensive English language program at the University Utara Malaysia. The result reveals that though gender has positive relationship with the public speaking anxiety among the study, however there is no significant impact of gender on public speaking anxiety found.

Based on the previous studies, the writer tries to conduct another research about public speaking anxiety levels among second or foreign language learner. There are similarities between the previous study and the study is present by the writer. First the research discusses affective factors which become one of the factors influencing anxiety. Second, both the previous study to the present study discuss about public speaking anxiety. Public speaking anxiety level is another similarity that becomes the references for writer to observe the level of anxiety.

There are differences between the previous study and the study. This present does study more observation about the levels of anxiety among language learner in FIB English Literature Universitas Brawijaya. To investigate the level, the writer does not compare the age or gender like the previous study did. The writer also limits the kind of anxiety in public speaking area of debate,

presentation, and speech while the previous study divided the kind of anxiety in public speaking area into face-to-face and web-based.

Those previous studies help the writer in broadening her knowledge and getting other perspectives to do investigation. Also, the writer may have the instance of how to collect and analyzed the data. Hopefully this study can be also used as a reference for research in the relation of anxiety language learning and public speaking.



CHAPTER III

RESEARCH METHOD

This chapter presents the method that is applied in conducting the present study. It includes the research design, data source, data collection, and data analysis.

3.1 Research Design

This research adopts qualitative approach with survey as the research method. The choice will be informed by the fact that qualitative inquirer deals with data that are in the form of words or pictures rather than numbers and statistics (Ary et al, 2010, p.426). Even the researcher uses the numeric data and scoring instrument, this research design is explained by content analysis. That is because this research design is a content analysis since content analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of materials Ary *et al*, (2010). Qualitative approach is also considered as appropriate method to do observation on factors effecting public speaking anxiety.

The result of the research is also possible through careful and systematic selection of a representative sample through sampling procedure. Sampling is considered to have absolutely central to ensure that the result project has external validity. By qualitative method, the findings of the study will apply wider coverage beyond the particular project. Given the objective of this study which is

to determine the public speaking anxiety levels in relation of second or foreign language learner, English language, the qualitative approach is considered as good approach.

Based on the instrument that the researcher used which is PRPSA, there are 34 statements that could indicate the anxiety levels. Those statements were counted according to the classification of the statement. There are some statements indicate high, low and moderate level of anxiety. For example;

Scoring: To determine your score on the PRPSA, complete the following steps:

Step 1. Add scores for items 1, 2, 3, 5, 9, 10, 13, 14, 19, 20, 21, 22, 23, 25, 27, 28, 29, 30, 31, 32, 33, and 34

Step 2. Add the scores for items 4, 6, 7, 8, 11, 12, 23, 16, 17, 18, 24, and 26

Step 3. Complete the following formula:

$PRPSA = 72 - \text{Total from Step 2} + \text{Total from Step 1}$

Your score should be between 34 and 170. If your score is below 34 or above 170, you have made a mistake in computing the score.

High = > 131

Low = < 98

Moderate = 98-131

Mean = 114.6; SD = 17.2

Qualitative method also will give subjective judgment of this study to determine the public speaking anxiety affecting factors in relation to foreign language learner. An interview with the object is realized as better method to answer the research problem of anxiety affecting external and internal factors. It can also be done by observing class situation whether the samples show their anxiety in the moment, before and after of speaking. Combination of objective and subjective measurement yield better result.

There are four aspects in individual differences which become the internal factor affecting anxiety. They are aptitude, learning style, learning strategy and motivation. The following question number 1, 2, 3 and 4 could detect if there is aptitude, learning style, learning strategy or motivation affecting anxiety in public speaking of the object.

These kinds of questions might answer internal factor influencing the degree of anxiety;

1. Do you feel that you have aptitude in speaking especially in public? Or you have intelligence in public speaking?
2. For public speaking class do you have your own learning style to prepare the performance? What kind of learning style you do?
3. Do you do special learning strategy to face your performance in public speaking class? What kind of learning strategy you do?
4. Is there something motivated you to make you are willing to success in public speaking class? What kind of motivation you have?

Different from external factor, internal factor affecting anxiety could be various. According to Horwitz, 2001, he further claimed that classroom atmosphere, teacher support, task orientation, and focus of instructions are all elements that influence student's anxiety level under instructional conditions.

Therefore, the question of the interview to detect the external affecting factor of anxiety should be personal questions. The researcher should make the object describe about the factor that make them feel anxious or not.

In performing public speaking, the following questions are raised to reveal anxiety level:

1. Do you feel any pressure from the environment of the class? What kind of pressure? eye contact and attention from the audience, the number of audience, the interlocutor and etc.
2. Do you think a task to speak in public is a challenge even a burden?

Those interviewed questions were asked to the subject of study to suit with the questioner that they fill before. That case is done to put the researcher know the factor that facilitating their anxiety levels.

3.2 Data Source

The data source of this study is the public speaking performance from students and personal situation in the public speaking class of *Fakultas Ilmu*

Budaya Universitas Brawijaya. The data were taken by using purposive sampling technique, since the researcher selected a specific subgroup from the population.

Purposive sampling is “sample elements judge to be typical, or representative, are chosen from the population” (Ary, *et al.*,2010, p.156). It is usually used for

attitude and opinion surveys. It is the appropriate one to be used by the writer since the study analyzed performance of students in public speaking.

The writer got the data related to the anxiety levels of public speaking that show by the third semester students of *Fakultas Ilmu Budaya* Universitas Brawijaya who learned in public speaking class. The reason for choosing those certain participants was because those students are studying English as their foreign language, especially studying English public speaking.

There are several classes of Public Speaking course in English Literature *Fakultas Ilmu Budaya*. However, there was one class that was investigated as the subject of the analysis. The writer has done an investigation about several Public Speaking Class situations. During the preliminary observation, class A was revealed to be the most competing class. Thus, the writer decides to choose A class as the object as known that a classroom with high competition will show affective factor and will be easier to analyze the anxiety level.

The writer limits the number of the respondents by setting up certain criteria since not all the population can be participated as respondents. The populations are the 225 students whose take Public Speaking course. However, in this study, the researcher decided to take 10% or about 23 random students from the total population of 225 students whose take Public Speaking course. Based on Arikunto (2006, p.130), in taking sampling from population that if the population number is ≥ 100 , the sampling size is 10-20% or 20-25% of the population. Those 23 students are decided as the sample because the researcher wanted to do a deep analysis on the anxiety levels which the participants show in their performance of public speaking. Another, it is because of the practical consideration such as the limit time and feasibility of the research (Ary, *et al.*, 2010).

3.3 Data Collection

According to Ary, *et al.*, p.430., (2010), the most common data collection method used in qualitative research are (1) observation (participant and non participant), (2) interviewing and (3) document analysis. In this study, the

researcher more focused on interview and document analysis because she wanted to do an objective evaluation regarding students' public speaking anxiety levels.

In collecting her data, the researcher uses the following steps:

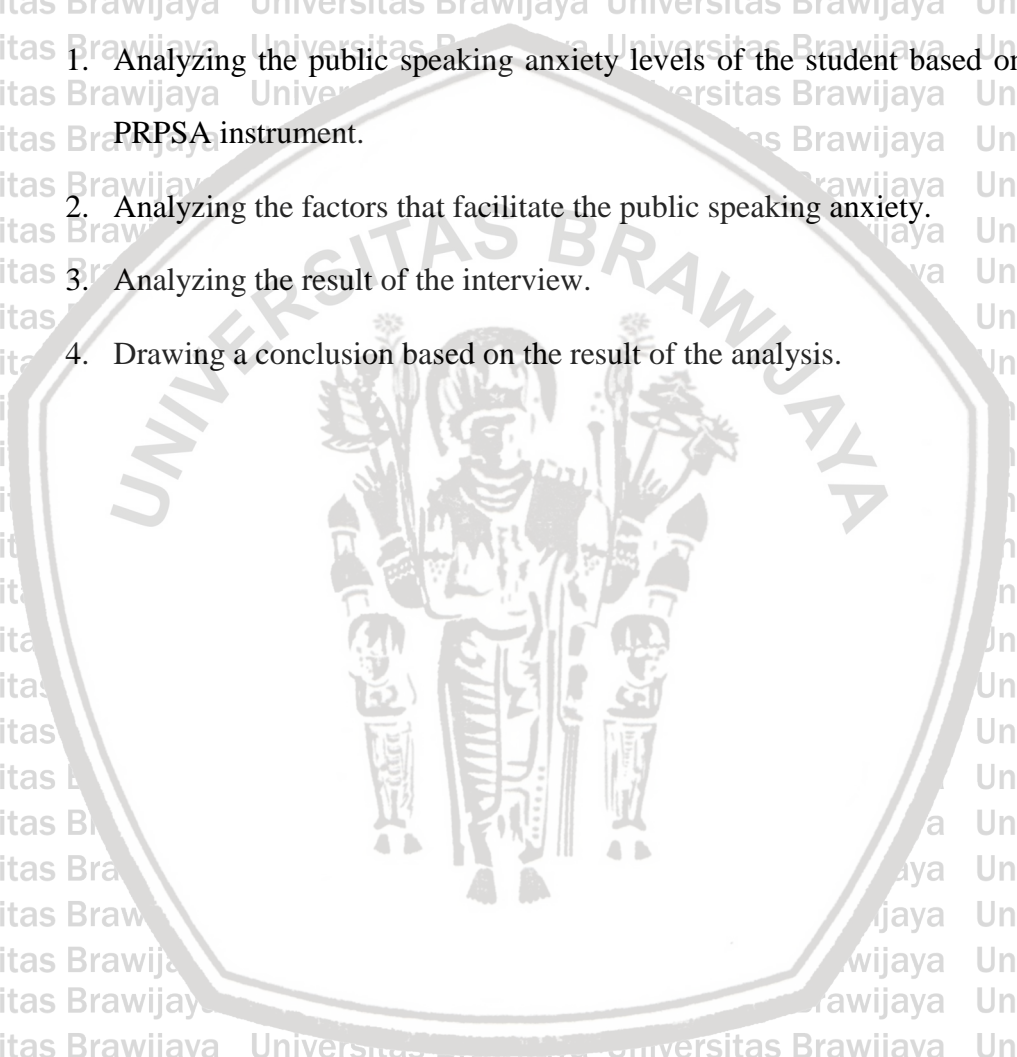
1. Going to academic of Faculty of Cultural Studies to take notes of the third semester students who take Public Speaking course.
2. Designing the instrument of the study. The writer used the instrument of MacCroskey, J.C (2013) entitled Personal Report of Public Speaking Anxiety (PRPSA).
3. Designing a paper related to the interviewed questions used in the study. The interview was used by the researcher to determine whether the factors that influence the public speaking anxiety of the students.
4. Asking students to feel in the questionnaire
5. Interviewing the students in relation the anxiety level in presenting public speaking

3.4 Data Analysis

Data analysis is a process whereby, the writer systematically searches and arranges the data in order to increase his understanding of the data and to enable them to present what they have learned to others (Ary, *et al.*, 2010, p.465).

In analyzing the data, the researcher used some steps as follows:

1. Analyzing the public speaking anxiety levels of the student based on the PRPSA instrument.
2. Analyzing the factors that facilitate the public speaking anxiety.
3. Analyzing the result of the interview.
4. Drawing a conclusion based on the result of the analysis.



CHAPTER IV

FINDING AND DISCUSSION

This chapter presents analysis of the data and discussion based on findings. It consists of two sections namely finding and discussion.

4.1 Finding

This sub-chapter discusses the level of anxiety among student of English Department, Universitas Brawijaya and the factors which facilitate it. The writer explains the findings and gives example of the anxiety levels from the statements.

Based on the statements of students in stating the questionnaire, the writer classified the level anxiety based on McCroskey J.C (2013) theory found into the table. The data analyzed was taken from the statements of 23 students who take Public Speaking Course in 3rd semester of English Department, Universitas Brawijaya.

Table 4.1. The Level of Public Speaking Anxiety among English Department Student, Universitas Brawijaya

| Respondents | Levels | | |
|-------------|------------|--------------------|--------------|
| | Low <98 | Moderate 98-131 | High >131 |
| 1 | | 102 | |
| 2 | | 98 | |
| 3 | | 118 | |
| 4 | 86 | | |

Table Continued...

| Respondents | Low <98 | Moderate 98-131 | High >131 |
|-------------------|--------------------|-----------------------|---|
| 5 | | 102 | |
| 6 | | 117 | |
| 7 | | 129 | |
| 8 | | 130 | |
| 9 | 90 | | |
| 10 | | 103 | |
| 11 | 97 | | |
| 12 | 91 | | |
| 13 | 90 | | |
| 14 | | 101 | |
| 15 | 75 | | |
| 16 | | 115 | |
| 17 | 86 | | |
| 18 | | 105 | |
| 19 | | 113 | |
| 20 | | 118 | |
| 21 | | 114 | |
| 22 | 77 | | |
| 23 | 88 | | |
| Total : 23 | 780/9= 86.6 | 1.550/14=110.7 | 2.330/23 =101.3 Moderate |

Table 4.1 shows that from 23 students, there is no considered to have high level of public speaking anxiety. There are 14 students who are categorized as having as moderate level of anxiety with the average value of 110.7. Then, for those who have low public speaking anxiety level are 9 students with the average value of 86.6. Afterwards, the total score from public speaking anxiety levels of 14 moderate and 19 low students showed an average value of 101.3. The point shows that the average student level of public speaking anxiety is moderate.

4.1.1 Anxiety Levels

Based on the students' statements, the writer found two levels of public speaking anxiety based on instrument purposed by McCroskey J.C (2013) which are described in the sub-chapters as follow:

4.1.1.1 Moderate Anxiety

Although there none of the respondent is considered to have high level of anxiety, the writer found that there are two respondents almost close to the high level score. The score of high anxiety is >131 and one of the respondents showed 130 while the other one showed a score of 129.

Table 4.2 Statements that Indicate High Public Speaking Anxiety Level.1:Strongly Disagree, 2:Disagree, 3: Neutral, 4:Agree, 5:Strongly Agree. (showed by 14 respondents of moderate public speaking anxiety level)

| Statements that Indicate High Public Speaking Anxiety Level | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| I feel tense when I see the words 'speech' and 'public speech' on a course outline when studying | 1 | 2 | 6 | 4 | 1 |
| I get anxious when I think about speech coming up | | | 4 | 8 | 2 |
| My hands tremble when I am giving a speech | | 4 | 4 | 5 | 1 |
| I am constant fear of forgetting what I prepare to say | | 4 | 4 | 4 | 2 |
| certain parts of my body feel very tense and rigid while giving a speech | | | 9 | 5 | |
| When the instructor announces a speaking assignment in class, I can feel myself getting tense | | 1 | 6 | 7 | |
| While preparing for giving a speech, I feel tense and nervous | | | 1 | 9 | 4 |
| I experience considerable anxiety while sitting in the room just before my speech starts. | | 1 | 5 | 7 | 1 |
| Realizing that only a little time reminds in a speech makes me very tense and anxious | | 1 | 9 | 4 | |
| When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow. | | 1 | 4 | 8 | 1 |
| During an important speech I experience a feeling of helplessness building up inside me. | | | 9 | 5 | |

Table Continued...

| Statements that Indicate High Public Speaking Anxiety Level | 1 | 2 | 3 | 4 | 5 |
|--|----------|-----------|------------|-----------|-----------|
| I have trouble falling asleep the night before a speech | 2 | 7 | 5 | | |
| My heart beats very fast while I present a speech | | 1 | 3 | 10 | |
| While giving a speech, I get so nervous I forget facts I really know | | 2 | 7 | 4 | 1 |
| I breath faster just before starting a speech | 1 | 3 | 8 | 1 | 1 |
| I do poorer speeches because I am anxious | | 3 | 8 | 2 | 1 |
| I feel anxious when the teacher announces the date of a speaking assignment. | | 1 | 12 | 1 | |
| Total | 4 | 31 | 104 | 84 | 15 |

There are several statements from the questionnaire that indicated high level of anxiety. Although some respondents are indicated to have moderate public speaking anxiety levels, they agree even strongly agree for some high anxiety statements. "I feel tense when I see the words 'speech' and 'public speech' on a course outline when studying". That statement indicated very high anxiety and there are two respondents who have the score which are almost close to high anxiety level. This showed the fact that the students get tense when they hear about the speech even before their turn to speak. Another high anxiety statement is "I get anxious when I think about speech coming up". That statement could mean that speech task is burdening therefore they get anxious for speech that will happen.

"My hands tremble when I am giving a speech"

The respondents of moderate anxiety response mostly agree with this statement. However, the respondent that has the score which is close to high

anxiety showed his strongly agree answer. This respondent also gives strongly agree answer to another high anxiety statement, “I am constant fear of forgetting what I prepare to say”. Then, for high anxiety statement of “certain parts of my body feel very tense and rigid while giving a speech”, there are 5 moderate respondents said agree. While for the statement “When the instructor announces a speaking assignment in class, I can feel myself getting tense”, 7 of the moderate anxiety respondents answered agree, it is half of the total moderate anxiety respondents number. The last statement about high anxiety that is mostly answered agree and strongly agree is “While preparing for giving a speech, I feel tense and nervous”. There are 4 agree, 9 strongly agree and 3 neutral.

In the questionnaire there also moderate anxiety statements. Moderate and high anxiety statement closely same, if high anxiety statement says that, ‘I am feeling nervous when giving a speech’, then moderate anxiety says that, ‘I am feeling nervous just before I start a speech’. It is differentiated by word when and just before. If the first statement, it means that ‘I nervous in the whole time I give a speech’, however the second statement, means that, ‘I just feeling nervous when starting the speech, the moment after that I can control my feeling’.

Table 4.3 List of Statements that Indicate Moderate Public Speaking Anxiety Level (1:Strongly Disagree, 2:Disagree, 3: Neutral, 4:Agree, 5:Strongly Agree) (showed by 14 respondents of moderate public speaking anxiety level)

| Statements that Indicate Moderate Public Speaking Anxiety Level | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Although I am nervous just before starting speech, I soon settle down after starting and feel calm and comfortable | | 1 | 4 | 5 | 4 |
| I get anxious if someone ask me something about my topic that I don't know | | | 4 | 8 | 2 |
| I perspire just before starting speech | 1 | 5 | 5 | 3 | |
| My heart beats very fast just as I start a speech | | 1 | 4 | 6 | 3 |

Table Continued...

| Statements that Indicate Moderate Public Speaking Anxiety Level | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|-----------|-----------|-----------|
| I feel anxious while waiting to give my speech | | | 2 | 8 | 4 |
| Total | 1 | 7 | 19 | 30 | 13 |

“Although I am nervous just before starting speech, I soon settle down after starting and feel calm and comfortable”. This kind of statement indicated moderate anxiety level because the feeling is normal, even when they are feeling nervous it can be handled soon they start to give speech, 5 respondents of moderate category said agree and 3 respondents of moderate anxiety level said strongly agree for that statement. Another statement is “I get anxious if someone ask me something about my topic that I don’t know”, 8 respondents whose level are moderate answered agree and 2 answered strongly agree. That statement showed a proper feeling, because generally people will get anxious if they cannot answer something that they should have known. Then, there is statement about, “I perspire just before starting speech”, there are 3 respondents of moderate anxiety category said agree and the rest of 14 respondents gave neutral answer. “My heart beats very fast just as I start a speech”, there are 6 respondents of moderate anxiety says agree and 3 answered strongly agree. The last moderate anxiety statement is, “I feel anxious while waiting to give my speech”. There are 4 who gave strongly agree answer, 8 agree and 2 neutral for that statement.

From those statements that indicate moderate level of anxiety which the score is 98-131, there are 2 respondents have 129-130 score that close to high anxiety level of public speaking. There are 6 respondents have 113-118 score, for 101-105 there are 5 respondents and there is one respondent has close score to low

anxiety level which the score is 98. Thus there are 14 respondents who tall under moderate anxiety level of public speaking with average value of 110.7.

4.1.1.2 Low Anxiety

The writer found 9 respondents who have low anxiety level of public speaking. Different from some of 14 respondents who are indicated as moderate by stated agree and strongly agree of high anxiety statements, respondents who are indicated as low anxiety level mostly answer neutral and disagree about the moderate anxiety statement. This could be assumed that respondents who are indicated as moderate anxiety might be close to high anxiety level of public speaking. Thus, respondents of low anxiety might be consistent to their level.

Table 4.4 List of Statements that Indicate Low Public Speaking Anxiety Level (1:Strongly Disagree, 2:Disagree, 3: Neutral, 4:Agree, 5:Strongly Agree) (showed by 9 respondents of low public speaking anxiety level)

| Statements that Indicate Low Public Speaking Anxiety Level | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|-----------|-----------|----------|
| I have no fear of giving a speech | | | 5 | 4 | |
| I look forward to giving a speech | | 1 | 2 | 5 | 1 |
| I feel relax while giving a speech | | 1 | 4 | 4 | |
| I enjoy preparing for a speech | 2 | | 2 | 3 | 2 |
| I face the prospect of giving a speech with confidence | | | 3 | 6 | |
| I feel that I am in complete possession of myself while giving a speech | | | 3 | 6 | |
| My mind is clear when giving a speech | | 1 | 6 | 2 | |
| I do not dread giving a speech | | 1 | 4 | 4 | |
| While giving a speech, I know I can control my feelings of tension and stress | | 2 | 2 | 4 | 1 |
| I feel comfortable and relaxed in the hour or so just before giving a speech | | 1 | 6 | 1 | 1 |
| Total | 2 | 7 | 37 | 39 | 5 |

There are 10 low anxiety statements in McCroskey J.C (2013) instrument. First, "I have no fear of giving a speech". From the statement found there are 4 respondents who are indicated as low anxiety level group, while there are 5 persons who answer neutral. Second, "I look forward to giving a speech". That statement showed a confidence to show up in case of public speaking. The writer found 5 respondents of low anxiety answer agree, one answer strongly agree, one answer neutral and one disagree regarding the statement. It means that even the respondents are identified to have low public speaking anxiety, they do not have confidence in dealing with eye contact. Next is the statement of "I feel relax while giving a speech". This statement really shows a calm feeling indicating very low anxiety. From this statement the writer found 4 respondents of low anxiety group said agree, 4 said neutral and one says disagree. "I enjoy preparing for a speech". This statement showed that speech is not a burdened however a passion to do. There are 3 respondents of low anxiety stated agree, 2 stated strongly agree, 2 said neutral and 2 said strongly disagree. This means that there some of low anxiety respondents feel enjoy to the speech, some are willing to give a speech and some are not be up to speech. Then statement of "I face the prospect of giving a speech with confidence", there are 6 respondents of low anxiety answered agree and 3 answered neutral. That shows some of low anxiety respondent are feeling ordinary to speech. Further statement is "I feel that I am in complete possession of myself while giving a speech", 6 respondents say agree and 3 say neutral. That statement shows some respondents feel they have aptitude because it they themselves who do the speech. Some show they have to make an

effort for their selves to do the speech. "My mind is clear when giving a speech".

For this statement found there are 2 respondents of low anxiety say agree, 6 say neutral and one says disagree. It could be assumed that there is still respondent of low anxiety that cannot control his/her mind. Then next statement is "I do not dread giving a speech". The writer found there are 4 respondents of low anxiety answered agree, 4 answered neutral and one answered disagree. This means that feeling dread still appears in respondent with low anxiety of public speaking.

"While giving a speech, I know I can control my feelings of tension and stress", for this statement found there are 4 respondents say agree, 2 neutral, 2 disagree and one strongly agree. It can be assumed that there still a respondent of low anxiety cannot controlling the feeling while speech. The last statement of low anxiety is "I feel comfortable and relaxed in the hour or so just before giving a speech". This statement shows calm and no fear of speech. The writer found there are 6 respondents stated neutral, one agree, one disagree and one strongly agree.

The lowest score of low anxiety level from the respondent found by the writer is 75 and the highest score is 97. The total score of low anxiety respondent is 780 which get from calculating 75, 77, 86, 86, 88, 90, 90, 91 and 97 scores. The 9 respondents of low public speaking anxiety levels have average number of 86.6.

4.2 Anxiety Levels Affecting Factors

From the findings, the writer found that there are two levels appear in public speaking anxiety of 23 students from English Department Universitas Brawijaya. There are 14 students indicated as moderate public speaking anxiety

level and 9 students indicated to have low public speaking anxiety level. Thus, the average level of English Department student of Universitas Brawijaya is moderate.

By doing an interview, the writer found the factors affecting the level of public speaking anxiety. There are two main factors, which are internal and external factor. Internal factor that found are aptitude, learning style, learning strategy and motivation (which also could be external factor), where those factor come from individual differences. Then external factors are classroom atmosphere, teacher and student interaction, eye contact and other situation in speaking room. The descriptions of affecting factors are described in the sub-chapter as follows:

4.2.1 Internal Factors

According to Doughty and Long (2005, p.590), There are several aspects considered in individual differences regarding second language acquisition which are aptitude, learning style, learning strategies and motivation.

4.2.1.1 Aptitude

There are several aptitude factors found to affect public speaking anxiety levels. The writer found from 14 respondents who indicated as moderate public speaking anxiety level, there are 4 of them confessed has aptitude. Aptitude found when they are answered the question of "Do you feel that you have aptitude in speaking especially in public? Or you have intelligence in public speaking?". The answer describe as follows:

Iya sih

Yes

b. *Iya untuk berbicara dengan teman, saya merasa punya bakat alami, tapi kalo bicara di depan orang asing saya merasa masih kurang*

When talking to my friends I think that **I have aptitude**, but when I speak in front of stranger I feel that I am not enough good.

c. *Aku merasa ada bawaan tapi karena kurang percaya diri dan kurang lancar masih harus belajar lagi.*

I feel that I have aptitude, but because I feel less confidence I still have to learn more.

d. *Saya punya tapi rada belibet kalo misalnya gugup*

I have aptitude, but little bit intricate when I am nervous.

Those examples are the utterances when the students are asked about their aptitude in public speaking. The bolded words in (a) show that the students confessed that has aptitude in speaking especially public speaking. However in Indonesia language the student added *sih* (in Indonesia language *sih* is affix), where this affix could mean conviction even hesitation. From the interview, the writer observed this student answered *iya sih* by showing a hesitation by explaining complicatedly. Further, the bolded words in (b) also show the confession of aptitude. However, it does not really appear when the student has to speak to strangers. Then, in (c) the student confessed about the aptitude yet has to learn more to cope with the confidence. Last utterance in (d), the student confessed the aptitude however still have problem when speaking in front of public if the students feel nervous.

From the utterances, the writer found that some students of moderate level of public speaking anxiety confessed that they have aptitude in speaking

especially public speaking. However, the writer still found the hesitation and or the reason explanation of their confessed.

Aptitude is mostly found in some students that are indicated as low level of public speaking anxiety. From 9 students indicated as low anxiety, 7 of them confessed that they have aptitude in speaking especially public speaking.

Statements of the confessed can be seen in these following utterances:

- a. *Ada sih dari keluarga aku soalnya suka ngomong*
There is, from my family, because they love to speak.
- b. *Ada dari suara saya yang bagus*
There is, from my good voice
- c. *Saya merasa punya keahlian dalam berbicara namun kalau memakai bahasa inggris saya masih kurang*
I feel like I have aptitude in speaking but when using English I feel not good enough.
- d. *Iya*
Yes.
- e. *Iya*
Yes.
- f. *Aku ngerasa punya*
I feel that I have.
- g. *Iya, aku ngerasa nyaman speaking*
Yes, I feel comfortable when speaking.

The bolded words are the utterances from respondents showing their confession of aptitude in public speaking. The differences appear between the respondents that are indicated as moderate and low level. First, the respondents of moderate level mostly used the word 'but' when confessing that they have

aptitude. However, the respondents of low level mostly showed a conviction in their utterances when explaining their aptitude in speaking especially public speaking. Then, respondents that are indicated as low anxiety level mostly confessed that they have aptitude. It is showed from 9 respondents who are indicated to have low anxiety level. There are 7 respondents confessed that they have aptitude, while the respondents of moderate anxiety mostly confessed that they do not the aptitude. It is showed that there are 14 respondents of moderate anxiety, 10 of them confessed that they do not have the aptitude.

4.2.1.2 Learning Style

There are several learning style factors found to affect public speaking anxiety levels. The writer found from 14 respondents who are indicated as moderate public speaking anxiety level. There are 8 of them confessed to have their own learning style. Learning style found when they answered the question of “For public speaking class do you have your own learning style to prepare the performance? What kind of learning style you do? ”. The answer is described as follows:

a. *Ya dicatet dulu*

Yes, I **note** it first

b. *Aku nyatet poin poinnya aja*

I just take **note** for the points

c. *Punya, aku catet dulu apa yang mau aku omongin dan kalo ada yang bisa ditambah lagi aku tambahn. Yang penting ada catetannya sih.*

I have, first I am **taking note** for what I am going to say and if there is something important I added it to my note. The most important there is the note.

d. *Iya harus saya **catet** dulu poin pentingnya*

Yes, I have to take the **note** of the important point.

e. *Punya, aku lebih seneng **dengerin** dulu materinya baru practice*

I have it, I'd rather **listen to the topic** first and then practice it.

f. ***Nyatet** apa yang mau diomongin*

Taking note for what I am going to say.

g. *Iya, saya biasanya **ditulis** dulu*

Yes, usually I **note** it first.

h. *Saya **dengerin** lagu instrumental buat tenangin dan bangkitin mood*

saya

I am **listening instrumental** to make me calm and my mood up.

The bolded words from the examples are the learning strategy used by the respondents. The moderate anxiety respondents mostly take note as the learning strategy. One of them prefer to listen the topic that is going to be presented and one of them just listen to music as the learning strategy to make her/himself calm and get spirit.

Learning style also found in 6 from 9 respondents who are indicated as low anxiety level of public speaking. The following utterances showing their confessions:

a. *Cuma **dengerin** dan baca.*

Just **listening and reading.**

b. *Ada, aku harus **nyatet** poin poinnya.*

There is, I have to take **note of the point.**

c. *Sebelum presentasi saya **dengerin** lagu yang saya sukain dulu buat*

saya semangat dan relax. Kalau di kelas saya lebih dengerin lagu

yang saya suka tapi kalo lomba dan lain-lain saya dengerin lagu

yang lembut.

Before presentation I **listen to a song** that I like to relaxing and spiriting. If in the class I prefer listen a song that I like but if in the competition I prepare to a calm one.

- d. *Untuk pendalaman materi saya **butuh ketenangan** sehingga bisa lebih cepat memahami materi untuk bahan bicara dan saya **melatih cara berbicara**.*

For deep studying I need calmest situation so could be faster to understand the topic for presentation and I practicing the way I speak.

- e. *Saya **catet materinya**.
I am **noted the topic**.*

- f. *Saya **membiasakan diri aja dengan keramaian** biar gk malu pas tampil.*

I **adapt myself with crowded** so I won't be shy when I am performing.

The bolded words are the learning style from the 6 respondents who are indicated as low anxiety level of public speaking. Half of them have the same learning style with moderate anxiety respondents that noticed the topic. One of them also has learning style which is same as the moderate anxiety respondent, the style is listening the topic. Then there is one of them need to have a calm situation and practice the speaking as the learning style. And the last, there is respondent has who is accustomed to having crowded situation, so when presentation starts as he/she just feels comfortable with large audience.

4.2.1.3 Learning Strategy

There are several learning strategy factors found in affecting public speaking anxiety levels. The writer found from 14 respondents who are indicated to be as moderate public speaking anxiety level. There are 10 of them confessed

that they have their own learning strategy. Learning strategy found when they answered the question of “Do you do special learning strategy to face your performance in public speaking class? What kind of learning strategy you do?”.

The answer describe as follows:

a. *Iya biasanya **baca-baca materinya sebelum tampil.***

Yes, I usually **read** the topic before presentation.

b. *Strategiku pokoknya harus **prepare dulu dan memahami materi.***

My strategy is I have to **prepare** first and understand the topic.

c. *Iya strateginya yang penting **kuasain materi.***

Yes, the important strategy is **mastering the topic.**

d. *Strategiku **latihan di depan cermin terus dan ngomong sendiri.***

My strategy is **practicing** by facing mirror and **talk to myself.**

e. ***Dipelajari paling tidak sekilas saja.***

Just **learn** at least once.

f. *Kalo aku sih lebih sekalian **practicenya** tadi kak, jadi sekalian belajar dan latihan.*

For me, I prefer to **practice**, so I do it in one go.

g. ***Prepare apa yang mau diomongin***

Prepare what I am going to say.

h. ***Latihan sebelum tampil sih***

Practice before the presentation.

i. *Strategi saya **practice** gitu.*

My **strategy** is practice.

j. *Iya **latihan** terus menerus.*

Yes, **practicing** more and more

The bolded words are the learning strategy is used by 10 respondents of moderate anxiety level. They mostly use strategy of practicing before presenting in front of the class. There are 4 students used this strategy, one of them practicing by facing mirror. Further, prepare the topic of presentation is the strategy that used

by 3 respondents of moderate anxiety level. One of them reading and one other just learn at least the point of the topic that will be present.

Learning strategy also found in 2 of 9 respondents who are indicated to have low anxiety level of public speaking. The following utterances are from them:

a. *Ada sih tapi Cuma sekedar **preparation** aja.*

There is, but just like common **preparation**.

b. *Kalo buat lomba aku punya strategi khusus misalnya **latihan ngmong di kamar**. Tapi kalo untuk presentasi tugas biasa, gk ada, ya biasa aja.*

If it is for competition I have a special strategy by **practicing speaking in my room**. But for presentation in class, I do not have strategy, just like usual.

The writer found strategies used by low anxiety respondents but they are not as many as strategies used by moderate anxiety respondents. The respondents who are indicated to have low anxiety level do not really need special strategy when presenting in front of class. The example can be seen from the word that is bolded in (a). Students confessed that they have strategy, however that is not a special strategy because they said ‘Cuma sekedar *preparation* aja’, which means that they just like to have common preparation. Then, the example from the bolded word in (b), the other student confessed that she/he has a strategy by saying, “practicing in my room”. However, the student showed that she/he just feels common to show or to present speaking in class because they confess that they do not have special strategy for that.

From the interview about learning strategy, the writer found that respondents who are indicated to have low anxiety, do not need and or do not do special learning strategy like moderate anxiety respondents do. Some of low anxiety respondents do have their own learning style, however they do not really have or and do learning strategy for public speaking tasks.

4.2.1.4 Motivation

There are several motivations factors found to affect public speaking anxiety levels. Motivation is divided into two classifications, namely internal and external. This sub-chapter discusses about the internal, while the external will be discuss in next sub-chapter. The writer found from 14 respondents who are indicated to have moderate public speaking anxiety level. There are 8 of the respondents who confessed to have internal motivation for public speaking. The motivation found when they answered the question of “Is there something that motivate you to be successful in public speaking class or is there something that motivate you to make willingness to succeed in public speaking class?”. The answers are described as follow:

a. Saya termotivasi dari dalem diri saya dan juga pengaruh luar.

I am motivated from internal and also external influence.

b. Ada, aku merasa public speaking itu penting sekali dan aku sadar kalo aku gk dapet bakat speaking dari lahir, jadi aku termotivasi untuk improve speaking aku karena ini penting sekali.

Yes, I think that public speaking is very important and I know that I did not have the aptitude of speaking from birth, so I am motivated to improve my speaking because this is very important.

c. Motivasi saya, saya ingin mengimprove kemampuan berbicara saya

My motivation is I want to improve my speaking ability.

d. *Saya berusaha supaya bisa public speaking dengan baik, karena saya merasa masih kurang*

I try to be good in speaking in front of public, because I feel that I am not good enough.

e. *Motivasi aku sih supaya bisa lebih lancar dan lebih bagus lagi dalam public speaking kan malu juga kalo kelihatan nervous karena gk mempersiapkan diri.*

My motivation is I want to be more fluent and better in public speaking. It will be shame if I look nervous because of lack preparation.

f. *Ada, saya pengen mengasah bakat yang saya tidak punya supaya punya*

Yes, I want to practice my aptitude that I do not have before so that I will have it later.

g. *Motivasi dari dalam pengen nyampaikan ide dan pendapat aku*

Internal motivation, I want convey my idea and my opinion.

h. *Iya, dari dalam aku pengen bisa ngomong di depan umum dan mereka bisa ngerti apa yang aku katakan. Kalo dari luar aku merasa kalo aku bisa seperti yang lainnya.*

Yes, deep inside I want to be able to speak up in front of public and the public will understand what I say while external I just feel I could speak fluently like the others.

The writer found more than a half of moderate anxiety respondents have internal motivation. The motivations to make them good enough in public speaking appear because they do not have aptitude in public speaking. They also get motivated to be a person who could convey their own opinion in a good way and public will easily understand and accept what they say.

Internal motivation is also found in respondents who are indicated to have low anxiety level of public speaking. From 9 low anxiety respondents, there are 2 respondents who get internal motivations for public speaking. This can be seen from the following statements:

a. *Ada yang memotivasi dari dalam diri aku dan dari luar juga.*

Motivation comes from inside and outside me.

b. *Saya ingin mendorong diri saya sendiri agar lebih lancar dan tertata, saya juga termotivasi untuk menggunakan ilmu saya di masyarakat dan tentunya motivasi untuk mendapatkan nilai bagus*

I want to push myself in order to be fluent and well-organized, I also motivated to use my knowledge in public social and to get better score.

The writer found that the respondents of low anxiety level are less motivated from internal. There are 9 low anxiety respondents and 7 of them are less motivated from internal. Respondent who states her opinion in statement (a) does not really want to show her/his motivation. While, respondent who confirms utterance in statement (b) is very motivated. It is shown because he/she utters more than one motivation in his/her utterance.

4.2.2 External Factors

According to Horwitz (2001), it claimed that classroom atmosphere, teacher support, task orientation, and focus of instructions are all elements that influence student's anxiety level under instructional conditions. The writer found several statements from moderate anxiety level about classroom atmosphere. "Do you feel any pressure from the environment of the class? What kind of pressure?"

eye contact and attention from the audience, the number of audience, who are people you are facing and etc.” That is the question answered by moderate anxiety respondents and describe as follows:

a. *Iya kadang eye contact, dosen, temen-temen yang jumlahnya banyak dan gk perhatiin bikin gugup.*

Sometimes eye contact, lecturer, so many friends and those who are not paying attention to my speech make me nervous.

b. *Kalo gk diperhatiin itu sih pressure.*

If they are not watching me, that is pressure.

c. *Iya semuanya kadang bikin gugup.*

Yes, all of it sometimes makes me nervous.

d. *Saya pernah ngerasa gugup karena eye contact, jumlah audience dan orang yang saya hadapi. Saya kalo gugup biasanya meninggalkan sesuatu untuk dikatakan.*

I ever feel tense because eye contact, so many audience and with whom I am facing. If I am nervous, I usually left something that I should tell.

e. *Kalo jumlah audiencenya banyak bikin nervous mbak.*

So many audiences make me nervous.

f. *Iya, kalo temen biasa aku lebih enjoy. Tapi kalo yg gk aku kenal dan keliatan diremehin itu sudah bikin down. Tapi kalo eye contactnya itu karena antusias atau interest aku jadi tambah semangat.*

If the audiences are friends that I have known, it will be enjoyable but if the audiences are strangers and they look like they scorned me, those will make me down. However, if they give enthusiastic or interested eye contacts, that will make me more exited.

g. *Iya saya ngerasa nervous dilihatin temen-temen apalagi dia lebih pintar.*

Yes I am nervous if my friends are watching me. Furthermore they are smarter than me.

h. Saya nervous kalo jumlah audiencenya dan eye contactnya berlebihan, selebihnya biasa aja.

I am nervous if there are so many audience and eye contact, more than that just common thing.

i. Saya gugup kalo menghadapi org yang lebih expert.

I am nervous when I am facing someone who is an expert than me.

j. Aku susah banget membangun eye contact, jadi hal ini sih yang menghambat aku. Kalo menghadapi orang yang lebih di atas aku kempuannya juga bikin aku gugup.

It is difficult for me to build eye contact, so this case is burden me.

When I am facing someone who is higher and the ability is more than me, those make me nervous.

k. Saya pernah mengalaminy, terutama kalo jumlah audiencenya banyak dan menatapi aku.

I ever in that situation, especially when there are so many audiences watching me.

l. Iya, biasanya kalo eye contact bikin saya malu mbak.

Yes, usually eye contact makes me shy.

m. Iya, audience yg banyak dan org yang expert atau lebih baik cara ngomongnya bikin nervous,

Yes, so many audiences and someone who is an expert or they have better way in speaking than me, make me nervous.

n. Iya, ketika audiencenya gk dapet apa maksud aku.

Yes, if the audiences do not catch the meaning.

There are 14 moderate anxiety respondents who stated that they get pressure from the classroom atmosphere. One aspect from classroom atmosphere is eye contact. This aspect is mostly found as the factor that makes 8 out of 14 moderate anxiety respondents feel nervous and tense. Eye contact makes some of

them feel shy to present in front of the class. There is also one of them who confessed that eye contact also could make her excited, if the eye contact shows an enthusiasm or interested response. It is similar with the other students if the eye contact is testing the argument or scorning the presentation, that what makes them very tense. The writer also found the opposite case happen to one respondent, that she/he feels so tense or stressful if the audiences do not pay attention to his/her presentation. Besides the eye contact and audience attention, there is a case of 'number of audience'. The respondents of moderate anxiety also get tense when there are many audiences in the room. It is shown by 7 respondents who confessed if many audiences make them nervous. Other aspect of classroom atmosphere found is facing someone expert or smarter than the respondents. There are 7 respondents confessed that this aspect could make them feel tense or nervous. The last case that makes the respondents feeling stressful is about classroom atmosphere is when the audience does not catch the meaning of what they deliver.

All of 14 respondents of moderate anxiety level get pressure and nervous feeling with regard to classroom atmosphere.

Classroom atmosphere including eye contact, 'number of audience', less attention and topic mastery also become some pressures which make the respondents to have low anxiety level in speaking. The writer found there are 2 out of 9 low anxiety respondents confessed this pressure:

- a. *Iya terkadang saya merasakan beberapa tekanan, misalnya eye contact berpengaruh sekali saat saya menjelaskan hanya stuck pada satu pandangan seperti pada slide power point, kemudian jumlah audience yang banyak dan kurang memperhatikan membuat saya*

merasa gugup, secara pribadi juga orang yang lebih expert sebagai audience saya membuat saya takut apabila mereka melihat kesalahan saya kare ilmu saya belum sampai seperti mereka.

Sometimes I feel some pressures, for example the influence of eye contact when I am explaining, stuck on one sight like power point slide, there amount of the audiences and less attention make me feel nervous. Personally, someone who is an expert as my audience makes me afraid if they know my mistake since I am not as good as them, yet.

b. Kalo tegangan sih gk, nervous sedikit sih tapi setelah itu ya sudah biasa aja.

I am not really feel the pressure, just bit nervous but after that, I feel good as usual.

According to Horwitz et al. (1986), fear of negative evaluation is triggered by the teacher's existence who serves as a fluent speaker and the existence of their classmates. In this regard, Young (1991) argued that the reason why learners do not participate in the classroom activities they are afraid of making verbal error. One of low anxiety respondents confessed he/she gets much pressure from classroom atmosphere such as eye contact, facing many audiences and facing someone who is expert than him/her, because he/she afraid about making mistakes. Another student confessed that pressure does not really appear because of classroom atmosphere. However the respondents confessed that he/she is little bit nervous and he/she just feel common after that. This shows that there is one of low anxiety respondents who really get pressure from classroom atmosphere. While another one just feels, little bit nervous and could handle the feeling soon afterward.

Different from moderate anxiety respondents, low anxiety respondents do not get much pressure from classroom atmosphere. It is shown by 7 of 9 respondents who confessed that they felt familiar with the classroom atmosphere.

4.2.2.1 Motivation

There are several external motivations that found in affecting public speaking anxiety levels. The writer found from 14 respondents who indicated as moderate public speaking anxiety level, there are 6 of them confessed has external motivation for public speaking. The motivations describe as follows:

- a. *Iya pengen bisa lolos dengan baik makanya termotivasi.*
Yes I want to pass with good score so I get motivated
- b. *Saya termotivasi dari dalam diri saya dan juga pengaruh luar*
I am motivated from internal and also external influence.
- c. *Iya saya pengen biasa kayak temen-temen saya gitu mbak.*
Yes, I just want to be like my friends.
- d. *Ada, aku merasa public speaking itu penting sekali dan aku sadar kalo aku gk dapet bakat speaking dari lahir, jadi aku termotivasi untuk improve speaking aku karena ini penting sekali.*
Yes, I think that public speaking is very important and I know that I did not have the aptitude of speaking from birth, so I am motivated to improve my speaking because this is very important.
- e. *Iya, dari dalam aku pengen bisa ngomong di depan umum dan mereka bisa ngerti apa yang aku katakan. Kalo dari luar aku merasa kalo aku bisa seperti yang lainnya.*

Yes, from internal I want to be able speak up in front of public and public will understand what I say while I just feel I could speak fluently like others.

a. *Termotivasi karena public speaking dibutuhkan dalam dunia kerja.*

Get motivated because public speaking is needed in work world.

The writer found that respondents of moderate anxiety mostly have external factor motivation because they think public speaking is important for their future career. The respondents also confessed that external motivation that they have to be like their friends who are good in public speaking. The other motivation from external is the respondents want to get good grade in public speaking.

External motivation mostly found from respondents who are indicated to have low anxiety level of public speaking. From 9 low anxiety level respondents, there are 8 of them get motivations for public speaking external factor. Utterances from their confession can be seen in the following statements:

a. *Ada yang memotivasi dari dalam diri aku dan dari luar juga.*

There is one thing that motivated me both internal and external.

b. *Motivasinya biar orang memperhatikan dengan baik dan tertarik dengan apa yang kita tampilkan.*

My motivation is to make others to pay attention and interested in what we present.

c. *Motivasinya saya Cuma nilai sih, tapi I give my best.*

The motivation is just the grades, but I give my best.

d. *Saya ingin mendorong diri saya sendiri agar lebih lancar dan tertata, saya juga termotivasi untuk menggunakan ilmu saya di masyarakat dan tentunya motivasi untuk mendapatkan nilai bagus.*

I want to push myself for more fluent and structured, I also get motivated to use my knowledge for social

e. *Ada, saya pengen dapet nilai bagus.*

Yes, I want to get a good grade

f. *Termotivasi kalo liat orang lain bagus, aku juga harus bisa seperti mereka.*

Get motivated when I see others are good, I have to be like them.

g. *Termotivasi karena suka membuat orang tertarik dan tau apa yang aku informasikan.*

Get motivated because I like to make others interested in what I am informed.

h. *Motivasiku ya buat org penasaran dan interesting terus dapat applause*

My motivations are to make others curious and interested, then to get applause.

The writer found that mostly the respondents of low anxiety get external motivation. There are 2 respondents who get internal and external motivation.

However, from 9 respondents of low anxiety in public speaking 7 of them get external motivation then one of them does not get motivation at all.

4.3 Discussions

From the findings, the writer found two levels of anxiety in public speaking by student of English Department Universitas Brawijaya. First is moderate level of public speaking anxiety with average of 110.7 point from 14 respondents. Then, there is low level of public speaking anxiety with average of 86.6 point from 9 respondents. Thus, student of English Department Universitas

Brawijaya have moderate level of public speaking anxiety with average of 101.3 pout of 23 samples.

The writer also found the affecting anxiety level factors which are internal and external. Internal factor found is individual difference aspects which are aptitude, learning style, learning strategy and internal motivation. While the external factor that found is the classroom atmosphere such as eye contact, number of audience, audience attention, facing someone smarter or expert than the respondents and also external motivations.

Respondents who are indicated as moderate anxiety level of public speaking mostly found that they have not aptitude in public speaking. Since they have not the aptitude, they mostly get motivation from internal themselves. Moderate anxiety respondents also mostly pay attention to their learning style and learning strategy to pass the public speaking task. The 14 respondents also get pressure from several aspects of classroom atmosphere that make them as moderate anxiety of public speaking.

Different from moderate anxiety respondents, respondents who are indicated as low anxiety level of public speaking mostly found that they have aptitude in public speaking. Thus, they are not too motivated from inside because of the aptitude of public speaking. Some of the low anxiety respondents get motivated to do good public speaking because that is their responsibility. Even though there are some of them who do not feel motivated to do public speaking.

Low anxiety respondents also have their own learning style like the moderate anxiety respondents. However, they do not do a special learning strategy to pass

the public speaking task. These respondents do not really get pressure from classroom atmosphere that make their speaking anxiety low.

After discussing the findings, the writer compares the present study with the previous study. The first previous study by James Larson used two instruments which are 16-question survey and heart rate monitor. Based on results using both instruments, there are no significant differences in the amount of anxiety between delivering a traditional face to face speech and speech given using web-conferencing technology.

The second previous study is conducting by Gaibani and Elmenfi (2014).

This study used McCroskey, (1977) theory about the role gender in influencing public speaking anxiety. The result is reveal that though gender has positive relationship with public speaking anxiety among the study, however there is no significant impact of gender of public anxiety found.

The differences between the result of this study with the result of previous study is that this study get the anxiety level of English Department student by using instrument of McCroskey J.C (2013). The level is moderate public speaking anxiety. There are some factors found in facilitating the level which are internal and external and focus in students of English Department only.

Besides, different cultures also might facilitate the differences between this study with the previous studies which are conducted in America and Malaysia.

CHAPTER V

CONCLUSIONS AND SUGESTIONS

This chapter covers conclusion of the results and the suggestion for the next researcher

5.1 Conclusions

Based on the problems and the analysis of the data obtained, the writer concludes that English Department students of Universitas Brawijaya are public speaker which have good standard. This is because they do not have trouble with public speaking anxiety. English Department students of Universitas Brawijaya have moderate anxiety of public speaking with average value of 101.3. Even though they do not have trouble with public speaking anxiety, they still have anxious feeling as anxious are proper and natural things that happen in presenting something as long as the level is not too high. This is happen because when someone is preparing something good to do that is mean she/he is avoiding bad thing happen, then when the moment there appears anxiety.

Apparently, someone who feels that does not have an aptitude as public speaker, however always learn to be good public speaker prop to moderate public speaking anxiety. They disposed to prepare all needed thing such as make a special learning strategy for speaking. Someone who has a moderate public speaking anxiety have two motivations which are from internal and external and the internal motivation is greater than the external. They are anxious about what

they are going to present. Then because of the anxious they prepare thing and the preparation make good presentation.

While someone who has an aptitude as public speaker prop to be low public speaking anxiety. They are not pushing themselves from inside, however they are pushed from outside. The interested from low anxiety public speaker is they do not really think about a burden and obstruction when presenting something, however they always think that presenting something is a challenge.

Those persons are positive thinkers.

However, public speaker who has low anxiety levels not always a great public speaker. Low anxiety could appear when someone is not interested in speak even appear when someone scorned to present something. Even so, a good public speaker disposed could handle the anxiety.

5.2 Suggestions

This research can be used as a reference to investigate the same area of study. The writer offers some suggestions that may be useful to enrich the future researches. First, this research investigates the public speaking anxiety among student of English Department students as foreign language learners and the factor facilitating. The writer suggests the next researchers to investigate different aspects such as gender, ages, social status and so on. Moreover, this study used questionnaire to get the level and used interview to get the factor, whereas the future researcher can use other instruments.

Second, the next researcher can investigate the differences between public speaking anxiety using Bahasa Indonesia and foreign language. Last, the next researcher can use other theories about public speaking anxiety levels. Hopefully, this study can be used as a starting point for other researchers to analyze public speaking anxiety levels.

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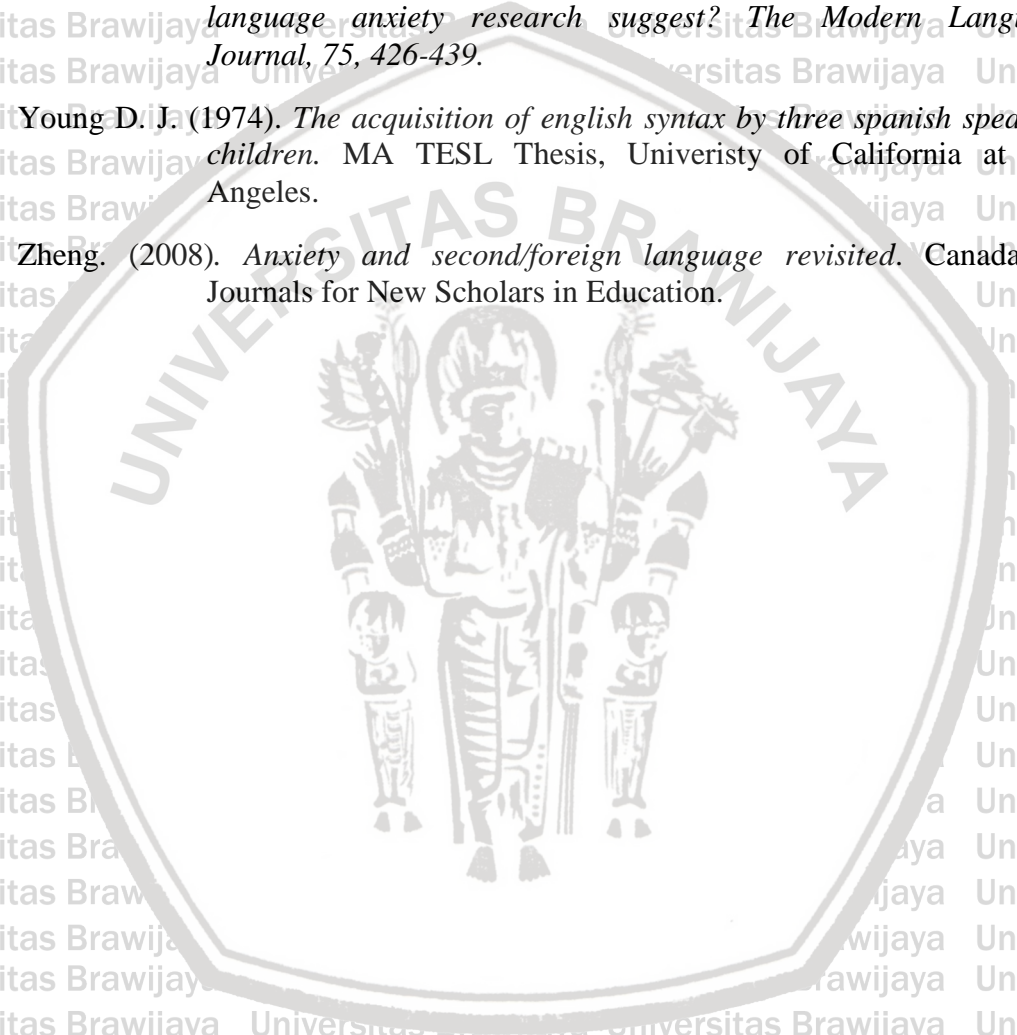
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Appendix 1. Questionnaire of Public Speaking Anxiety Level from McCroskey J.c (2013)

Instrument Title: Personal Report of Public Speaking Anxiety (PRPSA)

Instrument Author: McCroskey, J. C.

Cite instrument as: McCroskey, J. C.. (2013) . Personal Report of Public Speaking Anxiety (PRPSA) . Measurement

Instrument Database for the Social Science.

Retrieved from www.midss.ie

Directions: Below are 34 statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5

- _____ 1. While preparing for giving a speech, I feel tense and nervous.
- _____ 2. I feel tense when I see the words “speech” and “public speech” on a course outline when studying.
- _____ 3. My thoughts become confused and jumbled when I am giving a speech.
- _____ 4. Right after giving a speech I feel that I have had a pleasant experience.
- _____ 5. I get anxious when I think about a speech coming up.
- _____ 6. I have no fear of giving a speech.
- _____ 7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.
- _____ 8. I look forward to giving a speech.
- _____ 9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.
- _____ 10. My hands tremble when I am giving a speech.
- _____ 11. I feel relaxed while giving a speech.
- _____ 12. I enjoy preparing for a speech.

- _____ 13. I am in constant fear of forgetting what I prepared to say.
- _____ 14. I get anxious if someone asks me something about my topic that I don't know.
- _____ 23. I face the prospect of giving a speech with confidence.
- _____ 16. I feel that I am in complete possession of myself while giving a speech.
- _____ 17. My mind is clear when giving a speech.
- _____ 18. I do not dread giving a speech.
- _____ 19. I perspire just before starting a speech.
- _____ 20. My heart beats very fast just as I start a speech.
- _____ 21. I experience considerable anxiety while sitting in the room just before my speech starts.
- _____ 22. Certain parts of my body feel very tense and rigid while giving a speech.
- _____ 23. Realizing that only a little time remains in a speech makes me very tense and anxious.
- _____ 24. While giving a speech, I know I can control my feelings of tension and stress.
- _____ 25. I breathe faster just before starting a speech.
- _____ 26. I feel comfortable and relaxed in the hour or so just before giving a speech.
- _____ 27. I do poorer on speeches because I am anxious.
- _____ 28. I feel anxious when the teacher announces the date of a speaking assignment.
- _____ 29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.
- _____ 30. During an important speech I experience a feeling of helplessness building up inside me.
- _____ 31. I have trouble falling asleep the night before a speech.

32. My heart beats very fast while I present a speech.

33. I feel anxious while waiting to give my speech.

34. While giving a speech, I get so nervous I forget facts I really know.

Scoring: To determine your score on the PRPSA, complete the following steps:

Step 1. Add scores for items 1, 2, 3, 5, 9, 10, 13, 14, 19, 20, 21, 22, 23, 25, 27, 28, 29, 30, 31, 32, 33, and 34

Step 2. Add the scores for items 4, 6, 7, 8, 11, 12, 23, 16, 17, 18, 24, and 26

Step 3. Complete the following formula:

$$\text{PRPSA} = 72 - \text{Total from Step 2} + \text{Total from Step 1}$$

Your score should be between 34 and 170. If your score is below 34 or above 170, you have made a mistake in computing the score.

High = > 131

Low = < 98

Moderate = 98-131

Mean = 114.6; SD = 17.

Appendix 2. Operational Interview Questions about Factor that facilitated Public Speaking Anxiety Level.

Name :

Level of Anxiety :

| No | Question |
|----|---|
| 1. | Do you feel that you have aptitude in speaking especially in public? Or you have intelligence in public speaking? |
| 2. | For public speaking class do you have your own learning style to prepare the performance? What kind of learning style you do? |
| 3. | Do you do special learning strategy to face your performance in public speaking class? What kind of learning strategy you do? |

| | |
|----|---|
| 4. | Were there something motivated you to success in public speaking class or were there something motivated you to make willingness success in public speaking class? What kind of motivated you have? |
| 5. | Do you feel any pressure from the environment of the class? What kind of pressure? eye contact and attention from the audience, the number of audience, who are people you are facing and etc. |

Appendix 3. Transcriptions of 23 Students Statements

Name : Aricha Hikmah
NIM : 145110107111010
Phone :
Id Line/What's UP :

Directions: Below are 34 statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5

- 4 1. While preparing for giving a speech, I feel tense and nervous.
 4 2. I feel tense when I see the words "speech" and "public speech" on a course outline when studying.
 4 3. My thoughts become confused and jumbled when I am giving a speech.
 5 4. Right after giving a speech I feel that I have had a pleasant experience.
 3 5. I get anxious when I think about a speech coming up.
 2 6. I have no fear of giving a speech.
 2 7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.
 2 8. I look forward to giving a speech.
 4 9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.
 4 10. My hands tremble when I am giving a speech.
 4 11. I feel relaxed while giving a speech.
 2 12. I enjoy preparing for a speech.
 3 13. I am in constant fear of forgetting what I prepared to say.

- 5 14. I get anxious if someone asks me something about my topic that I don't know.
- 4 23. I face the prospect of giving a speech with confidence.
- 2 16. I feel that I am in complete possession of myself while giving a speech.
- 2 17. My mind is clear when giving a speech.
- 2 18. I do not dread giving a speech.
- 4 19. I perspire just before starting a speech.
- 4 20. My heart beats very fast just as I start a speech.
- 3 21. I experience considerable anxiety while sitting in the room just before my speech starts.
- 4 22. Certain parts of my body feel very tense and rigid while giving a speech.
- 3 23. Realizing that only a little time remains in a speech makes me very tense and anxious.
- 4 24. While giving a speech, I know I can control my feelings of tension and stress.
- 3 25. I breathe faster just before starting a speech.
- 3 26. I feel comfortable and relaxed in the hour or so just before giving a speech.
- 5 27. I do poorer on speeches because I am anxious.
- 3 28. I feel anxious when the teacher announces the date of a speaking assignment.
- 4 29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.
- 4 30. During an important speech I experience a feeling of helplessness building up inside me.
- 3 31. I have trouble falling asleep the night before a speech.
- 4 32. My heart beats very fast while I present a speech.
- 4 33. I feel anxious while waiting to give my speech.
- 3 34. While giving a speech, I get so nervous I forget facts I really know.

LEVEL :Moderate 130

Name : Zuraida Aulia R

NIM : 145110107111009

Phone :

Id Line/What's UP :

Directions: Below are 34 statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5

- 4 1. While preparing for giving a speech, I feel tense and nervous.
- 3 2. I feel tense when I see the words "speech" and "public speech" on a course outline when studying.
- 4 3. My thoughts become confused and jumbled when I am giving a speech.
- 4 4. Right after giving a speech I feel that I have had a pleasant experience.
- 5 5. I get anxious when I think about a speech coming up.
- 3 6. I have no fear of giving a speech.
- 4 7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.
- 4 8. I look forward to giving a speech.
- 4 9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.
- 5 10. My hands tremble when I am giving a speech.
- 2 11. I feel relaxed while giving a speech.
- 3 12. I enjoy preparing for a speech.
- 3 13. I am in constant fear of forgetting what I prepared to say.
- 5 14. I get anxious if someone asks me something about my topic that I don't know.
- 4 15. I face the prospect of giving a speech with confidence.
- 3 16. I feel that I am in complete possession of myself while giving a speech.
- 2 17. My mind is clear when giving a speech.
- 2 18. I do not dread giving a speech.
- 4 19. I perspire just before starting a speech.
- 5 20. My heart beats very fast just as I start a speech.
- 3 21. I experience considerable anxiety while sitting in the room just before my speech starts.
- 4 22. Certain parts of my body feel very tense and rigid while giving a speech.
- 3 23. Realizing that only a little time remains in a speech makes me very tense and anxious.
- 2 24. While giving a speech, I know I can control my feelings of tension and stress.
- 4 25. I breathe faster just before starting a speech.
- 2 26. I feel comfortable and relaxed in the hour or so just before giving a speech.
- 3 27. I do poorer on speeches because I am anxious.
- 3 28. I feel anxious when the teacher announces the date of a speaking assignment.
- 3 29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.

3 30. During an important speech I experience a feeling of helplessness building up inside me.

 2 31. I have trouble falling asleep the night before a speech.

 4 32. My heart beats very fast while I present a speech.

 5 33. I feel anxious while waiting to give my speech.

 4 34. While giving a speech, I get so nervous I forget facts I really know.

LEVEL : Moderate 139

Name : Andi Srinning S.A

NIM : 1451101011111080

Phone :

Id Line/What's UP :

Directions: Below are 34 statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5

 5 1. While preparing for giving a speech, I feel tense and nervous.

 3 2. I feel tense when I see the words "speech" and "public speech" on a course outline when studying.

 4 3. My thoughts become confused and jumbled when I am giving a speech.

 4 4. Right after giving a speech I feel that I have had a pleasant experience.

 4 5. I get anxious when I think about a speech coming up.

 2 6. I have no fear of giving a speech.

 4 7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.

 3 8. I look forward to giving a speech.

 3 9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.

 4 10. My hands tremble when I am giving a speech.

 3 11. I feel relaxed while giving a speech.

 3 12. I enjoy preparing for a speech.

 4 13. I am in constant fear of forgetting what I prepared to say.

 4 14. I get anxious if someone asks me something about my topic that I don't know.

 4 15. I face the prospect of giving a speech with confidence.

 3 16. I feel that I am in complete possession of myself while giving a speech.

 3 17. My mind is clear when giving a speech.

 3 18. I do not dread giving a speech.

 4 19. I perspire just before starting a speech.

- 5 20. My heart beats very fast just as I start a speech.
- 4 21. I experience considerable anxiety while sitting in the room just before my speech starts.
- 4 22. Certain parts of my body feel very tense and rigid while giving a speech.
- 2 23. Realizing that only a little time remains in a speech makes me very tense and anxious.
- 3 24. While giving a speech, I know I can control my feelings of tension and stress.
- 2 25. I breathe faster just before starting a speech.
- 3 26. I feel comfortable and relaxed in the hour or so just before giving a speech.
- 3 27. I do poorer on speeches because I am anxious.
- 2 28. I feel anxious when the teacher announces the date of a speaking assignment.
- 4 29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.
- 3 30. During an important speech I experience a feeling of helplessness building up inside me.
- 3 31. I have trouble falling asleep the night before a speech.
- 4 32. My heart beats very fast while I present a speech.
- 5 33. I feel anxious while waiting to give my speech.
- 4 34. While giving a speech, I get so nervous I forget facts I really know.

LEVEL

:Moderate 118

Name : Muthia Imantari

NIM : 145110101111001

Phone :

Id Line/What's UP :

Directions: Below are 34 statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5

- 5 1. While preparing for giving a speech, I feel tense and nervous.
- 3 2. I feel tense when I see the words "speech" and "public speech" on a course outline when studying.

- 4 3. My thoughts become confused and jumbled when I am giving a speech.
- 3 4. Right after giving a speech I feel that I have had a pleasant experience.
- 4 5. I get anxious when I think about a speech coming up.
- 4 6. I have no fear of giving a speech.
- 4 7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.
- 4 8. I look forward to giving a speech.
- 4 9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.
- 4 10. My hands tremble when I am giving a speech.
- 3 11. I feel relaxed while giving a speech.
- 4 12. I enjoy preparing for a speech.
- 4 13. I am in constant fear of forgetting what I prepared to say.
- 5 14. I get anxious if someone asks me something about my topic that I don't know.
- 4 23. I face the prospect of giving a speech with confidence.
- 3 16. I feel that I am in complete possession of myself while giving a speech.
- 2 17. My mind is clear when giving a speech.
- 3 18. I do not dread giving a speech.
- 3 19. I perspire just before starting a speech.
- 4 20. My heart beats very fast just as I start a speech.
- 4 21. I experience considerable anxiety while sitting in the room just before my speech starts.
- 4 22. Certain parts of my body feel very tense and rigid while giving a speech.
- 4 23. Realizing that only a little time remains in a speech makes me very tense and anxious.
- 3 24. While giving a speech, I know I can control my feelings of tension and stress.
- 4 25. I breathe faster just before starting a speech.
- 2 26. I feel comfortable and relaxed in the hour or so just before giving a speech.
- 3 27. I do poorer on speeches because I am anxious.
- 3 28. I feel anxious when the teacher announces the date of a speaking assignment.
- 4 29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.
- 4 30. During an important speech I experience a feeling of helplessness building up inside me.
- 3 31. I have trouble falling asleep the night before a speech.
- 4 32. My heart beats very fast while I present a speech.

4 33. I feel anxious while waiting to give my speech.

4 34. While giving a speech, I get so nervous I forget facts I really know.

LEVEL : Moderate 118

Name : Rina Indrayani

NIM : 145110100111001

Phone :

Id Line/What's UP :

Directions: Below are 34 statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly

Agree=5

4 1. While preparing for giving a speech, I feel tense and nervous.

4 2. I feel tense when I see the words "speech" and "public speech" on a course outline when studying.

4 3. My thoughts become confused and jumbled when I am giving a speech.

3 4. Right after giving a speech I feel that I have had a pleasant experience.

3 5. I get anxious when I think about a speech coming up.

1 6. I have no fear of giving a speech.

3 7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.

2 8. I look forward to giving a speech.

3 9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.

3 10. My hands tremble when I am giving a speech.

2 11. I feel relaxed while giving a speech.

2 12. I enjoy preparing for a speech.

3 13. I am in constant fear of forgetting what I prepared to say.

2 14. I get anxious if someone asks me something about my topic that I don't know.

2 15. I face the prospect of giving a speech with confidence.

3 16. I feel that I am in complete possession of myself while giving a speech.

2 17. My mind is clear when giving a speech.

2 18. I do not dread giving a speech.

3 19. I perspire just before starting a speech.

4 20. My heart beats very fast just as I start a speech.

2 21. I experience considerable anxiety while sitting in the room just before my speech starts.

- 3 22. Certain parts of my body feel very tense and rigid while giving a speech.
- 3 23. Realizing that only a little time remains in a speech makes me very tense and anxious.
- 1 24. While giving a speech, I know I can control my feelings of tension and stress.
- 2 25. I breathe faster just before starting a speech.
- 3 26. I feel comfortable and relaxed in the hour or so just before giving a speech.
- 3 27. I do poorer on speeches because I am anxious.
- 3 28. I feel anxious when the teacher announces the date of a speaking assignment.
- 4 29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.
- 3 30. During an important speech I experience a feeling of helplessness building up inside me.
- 1 31. I have trouble falling asleep the night before a speech.
- 4 32. My heart beats very fast while I present a speech.
- 4 33. I feel anxious while waiting to give my speech.
- 3 34. While giving a speech, I get so nervous I forget facts I really know.

LEVEL

:Moderate 117

Name : Luly Prastuty

NIM : 145110101111024

Phone :

Id Line/What's UP :

Directions: Below are 34 statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5

- 4 1. While preparing for giving a speech, I feel tense and nervous.
- 3 2. I feel tense when I see the words "speech" and "public speech" on a course outline when studying.
- 4 3. My thoughts become confused and jumbled when I am giving a speech.

- 4 4. Right after giving a speech I feel that I have had a pleasant experience.
- 4 5. I get anxious when I think about a speech coming up.
- 2 6. I have no fear of giving a speech.
- 3 7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.
- 3 8. I look forward to giving a speech.
- 3 9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.
- 2 10. My hands tremble when I am giving a speech.
- 4 11. I feel relaxed while giving a speech.
- 3 12. I enjoy preparing for a speech.
- 4 13. I am in constant fear of forgetting what I prepared to say.
- 4 14. I get anxious if someone asks me something about my topic that I don't know.
- 5 23. I face the prospect of giving a speech with confidence.
- 3 16. I feel that I am in complete possession of myself while giving a speech.
- 1 17. My mind is clear when giving a speech.
- 3 18. I do not dread giving a speech.
- 3 19. I perspire just before starting a speech.
- 5 20. My heart beats very fast just as I start a speech.
- 5 21. I experience considerable anxiety while sitting in the room just before my speech starts.
- 3 22. Certain parts of my body feel very tense and rigid while giving a speech.
- 3 23. Realizing that only a little time remains in a speech makes me very tense and anxious.
- 4 24. While giving a speech, I know I can control my feelings of tension and stress.
- 3 25. I breathe faster just before starting a speech.
- 2 26. I feel comfortable and relaxed in the hour or so just before giving a speech.
- 3 27. I do poorer on speeches because I am anxious.
- 3 28. I feel anxious when the teacher announces the date of a speaking assignment.
- 4 29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.
- 4 30. During an important speech I experience a feeling of helplessness building up inside me.
- 3 31. I have trouble falling asleep the night before a speech.
- 4 32. My heart beats very fast while I present a speech.
- 5 33. I feel anxious while waiting to give my speech.

4 34. While giving a speech, I get so nervous I forget facts I really know.

LEVEL : Moderate 115

Name : Alpi Rimba Hesti

NIM : 145110101111070

Phone :

Id Line/What's UP :

Directions: Below are 34 statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly

Agree=5

5 1. While preparing for giving a speech, I feel tense and nervous.

4 2. I feel tense when I see the words "speech" and "public speech" on a course outline when studying.

4 3. My thoughts become confused and jumbled when I am giving a speech.

4 4. Right after giving a speech I feel that I have had a pleasant experience.

4 5. I get anxious when I think about a speech coming up.

2 6. I have no fear of giving a speech.

3 7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.

3 8. I look forward to giving a speech.

4 9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.

4 10. My hands tremble when I am giving a speech.

3 11. I feel relaxed while giving a speech.

3 12. I enjoy preparing for a speech.

4 13. I am in constant fear of forgetting what I prepared to say.

4 14. I get anxious if someone asks me something about my topic that I don't know.

3 15. I face the prospect of giving a speech with confidence.

3 16. I feel that I am in complete possession of myself while giving a speech.

3 17. My mind is clear when giving a speech.

3 18. I do not dread giving a speech.

3 19. I perspire just before starting a speech.

3 20. My heart beats very fast just as I start a speech.

4 21. I experience considerable anxiety while sitting in the room just before my speech starts.

3 22. Certain parts of my body feel very tense and rigid while giving a speech.

- ___4___23. Realizing that only a little time remains in a speech makes me very tense and anxious.
- ___3___24. While giving a speech, I know I can control my feelings of tension and stress.
- ___3___25. I breathe faster just before starting a speech.
- ___2___26. I feel comfortable and relaxed in the hour or so just before giving a speech.
- ___4___27. I do poorer on speeches because I am anxious.
- ___3___28. I feel anxious when the teacher announces the date of a speaking assignment.
- ___4___29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.
- ___3___30. During an important speech I experience a feeling of helplessness building up inside me.
- ___2___31. I have trouble falling asleep the night before a speech.
- ___4___32. My heart beats very fast while I present a speech.
- ___4___33. I feel anxious while waiting to give my speech.
- ___3___34. While giving a speech, I get so nervous I forget facts I really know.

LEVEL

:Moderate 114

Name : Avia Hemawati
 NIM : 145110100111027
 Phone :
 Id Line/What's UP :

Directions: Below are 34 statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5

- ___4___1. While preparing for giving a speech, I feel tense and nervous.
- ___1___2. I feel tense when I see the words "speech" and "public speech" on a course outline when studying.
- ___3___3. My thoughts become confused and jumbled when I am giving a speech.
- ___3___4. Right after giving a speech I feel that I have had a pleasant experience.
- ___4___5. I get anxious when I think about a speech coming up.
- ___2___6. I have no fear of giving a speech.
- ___5___7. Although I am nervous just before starting a speech, I soon settle down

- after starting and feel calm and comfortable.
- 2 8. I look forward to giving a speech.
- 3 9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.
- 3 10. My hands tremble when I am giving a speech.
- 1 11. I feel relaxed while giving a speech.
- 3 12. I enjoy preparing for a speech.
- 5 13. I am in constant fear of forgetting what I prepared to say.
- 4 14. I get anxious if someone asks me something about my topic that I don't know.
- 4 23. I face the prospect of giving a speech with confidence.
- 1 16. I feel that I am in complete possession of myself while giving a speech.
- 2 17. My mind is clear when giving a speech.
- 2 18. I do not dread giving a speech.
- 2 19. I perspire just before starting a speech.
- 3 20. My heart beats very fast just as I start a speech.
- 4 21. I experience considerable anxiety while sitting in the room just before my speech starts.
- 4 22. Certain parts of my body feel very tense and rigid while giving a speech.
- 3 23. Realizing that only a little time remains in a speech makes me very tense and anxious.
- 3 24. While giving a speech, I know I can control my feelings of tension and stress.
- 5 25. I breathe faster just before starting a speech.
- 3 26. I feel comfortable and relaxed in the hour or so just before giving a speech.
- 4 27. I do poorer on speeches because I am anxious.
- 3 28. I feel anxious when the teacher announces the date of a speaking assignment.
- 4 29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.
- 4 30. During an important speech I experience a feeling of helplessness building up inside me.
- 1 31. I have trouble falling asleep the night before a speech.
- 3 32. My heart beats very fast while I present a speech.
- 5 33. I feel anxious while waiting to give my speech.
- 3 34. While giving a speech, I get so nervous I forget facts I really know.

LEVEL : Moderate (113)

Name Uni : Galih Ajeng S.Y

NIM : 145110100111018

Phone :

Id Line/What's UP :

Directions: Below are 34 statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5

- 4 1. While preparing for giving a speech, I feel tense and nervous.
- 2 2. I feel tense when I see the words "speech" and "public speech" on a course outline when studying.
- 3 3. My thoughts become confused and jumbled when I am giving a speech.
- 4 4. Right after giving a speech I feel that I have had a pleasant experience.
- 4 5. I get anxious when I think about a speech coming up.
- 2 6. I have no fear of giving a speech.
- 3 7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.
- 3 8. I look forward to giving a speech.
- 4 9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.
- 3 10. My hands tremble when I am giving a speech.
- 2 11. I feel relaxed while giving a speech.
- 3 12. I enjoy preparing for a speech.
- 2 13. I am in constant fear of forgetting what I prepared to say.
- 4 14. I get anxious if someone asks me something about my topic that I don't know.
- 4 23. I face the prospect of giving a speech with confidence.
- 3 16. I feel that I am in complete possession of myself while giving a speech.
- 3 17. My mind is clear when giving a speech.
- 2 18. I do not dread giving a speech.
- 2 19. I perspire just before starting a speech.
- 4 20. My heart beats very fast just as I start a speech.
- 4 21. I experience considerable anxiety while sitting in the room just before my speech starts.
- 3 22. Certain parts of my body feel very tense and rigid while giving a speech.
- 3 23. Realizing that only a little time remains in a speech makes me very tense and anxious.
- 4 24. While giving a speech, I know I can control my feelings of tension and stress.
- 3 25. I breathe faster just before starting a speech.

- 2 26. I feel comfortable and relaxed in the hour or so just before giving a speech.
- 2 27. I do poorer on speeches because I am anxious.
- 3 28. I feel anxious when the teacher announces the date of a speaking assignment.
- 3 29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.
- 3 30. During an important speech I experience a feeling of helplessness building up inside me.
- 2 31. I have trouble falling asleep the night before a speech.
- 4 32. My heart beats very fast while I present a speech.
- 4 33. I feel anxious while waiting to give my speech.
- 2 34. While giving a speech, I get so nervous I forget facts I really know.

LEVEL

:Moderate (105)

Name : Ulfa Yuniarti
NIM : 145110101111004
Phone :
Id Line/What's UP :

Directions: Below are 34 statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly

Agree=5

- 4 1. While preparing for giving a speech, I feel tense and nervous.
- 4 2. I feel tense when I see the words "speech" and "public speech" on a course outline when studying.
- 5 3. My thoughts become confused and jumbled when I am giving a speech.
- 5 4. Right after giving a speech I feel that I have had a pleasant experience.
- 5 5. I get anxious when I think about a speech coming up.
- 3 6. I have no fear of giving a speech.
- 4 7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.
- 3 8. I look forward to giving a speech.
- 4 9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.
- 4 10. My hands tremble when I am giving a speech.

- 4 11. I feel relaxed while giving a speech.
- 3 12. I enjoy preparing for a speech.
- 2 13. I am in constant fear of forgetting what I prepared to say.
- 2 14. I get anxious if someone asks me something about my topic that I don't know.
- 4 23. I face the prospect of giving a speech with confidence.
- 3 16. I feel that I am in complete possession of myself while giving a speech.
- 3 17. My mind is clear when giving a speech.
- 3 18. I do not dread giving a speech.
- 1 19. I perspire just before starting a speech.
- 2 20. My heart beats very fast just as I start a speech.
- 4 21. I experience considerable anxiety while sitting in the room just before my speech starts.
- 3 22. Certain parts of my body feel very tense and rigid while giving a speech.
- 4 23. Realizing that only a little time remains in a speech makes me very tense and anxious.
- 3 24. While giving a speech, I know I can control my feelings of tension and stress.
- 3 25. I breathe faster just before starting a speech.
- 4 26. I feel comfortable and relaxed in the hour or so just before giving a speech.
- 3 27. I do poorer on speeches because I am anxious.
- 3 28. I feel anxious when the teacher announces the date of a speaking assignment.
- 4 29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.
- 4 30. During an important speech I experience a feeling of helplessness building up inside me.
- 2 31. I have trouble falling asleep the night before a speech.
- 4 32. My heart beats very fast while I present a speech.
- 3 33. I feel anxious while waiting to give my speech.
- 3 34. While giving a speech, I get so nervous I forget facts I really know.

LEVEL : Moderate (103)

Name : Zuraida Aulia R

NIM : 145110107111009

Phone :

Id Line/What's UP :

Directions: Below are 34 statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5

- _____ 1. While preparing for giving a speech, I feel tense and nervous.
- _____ 2. I feel tense when I see the words "speech" and "public speech" on a course outline when studying.
- _____ 3. My thoughts become confused and jumbled when I am giving a speech.
- _____ 4. Right after giving a speech I feel that I have had a pleasant experience.
- _____ 5. I get anxious when I think about a speech coming up.
- _____ 6. I have no fear of giving a speech.
- _____ 7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.
- _____ 8. I look forward to giving a speech.
- _____ 9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.
- _____ 10. My hands tremble when I am giving a speech.
- _____ 11. I feel relaxed while giving a speech.
- _____ 12. I enjoy preparing for a speech.
- _____ 13. I am in constant fear of forgetting what I prepared to say.
- _____ 14. I get anxious if someone asks me something about my topic that I don't know.
- _____ 15. I face the prospect of giving a speech with confidence.
- _____ 16. I feel that I am in complete possession of myself while giving a speech.
- _____ 17. My mind is clear when giving a speech.
- _____ 18. I do not dread giving a speech.
- _____ 19. I perspire just before starting a speech.
- _____ 20. My heart beats very fast just as I start a speech.
- _____ 21. I experience considerable anxiety while sitting in the room just before my speech starts.
- _____ 22. Certain parts of my body feel very tense and rigid while giving a speech.
- _____ 23. Realizing that only a little time remains in a speech makes me very tense and anxious.
- _____ 24. While giving a speech, I know I can control my feelings of tension and stress.
- _____ 25. I breathe faster just before starting a speech.
- _____ 26. I feel comfortable and relaxed in the hour or so just before giving a speech.
- _____ 27. I do poorer on speeches because I am anxious.

_____28. I feel anxious when the teacher announces the date of a speaking assignment.

_____29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.

_____30. During an important speech I experience a feeling of helplessness building up inside me.

_____31. I have trouble falling asleep the night before a speech.

_____32. My heart beats very fast while I present a speech.

_____33. I feel anxious while waiting to give my speech.

_____34. While giving a speech, I get so nervous I forget facts I really know.

LEVEL

Name : Zuraida Aulia R
 NIM : 145110107111009
 Phone :
 Id Line/What's UP :

Directions: Below are 34 statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5

_____1. While preparing for giving a speech, I feel tense and nervous.

_____2. I feel tense when I see the words "speech" and "public speech" on a course outline when studying.

_____3. My thoughts become confused and jumbled when I am giving a speech.

_____4. Right after giving a speech I feel that I have had a pleasant experience.

_____5. I get anxious when I think about a speech coming up.

_____6. I have no fear of giving a speech.

_____7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.

_____8. I look forward to giving a speech.

_____9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.

_____10. My hands tremble when I am giving a speech.

_____11. I feel relaxed while giving a speech.

_____12. I enjoy preparing for a speech.

_____13. I am in constant fear of forgetting what I prepared to say.

_____14. I get anxious if someone asks me something about my topic that I don't know.

- _____ 23. I face the prospect of giving a speech with confidence.
- _____ 16. I feel that I am in complete possession of myself while giving a speech.
- _____ 17. My mind is clear when giving a speech.
- _____ 18. I do not dread giving a speech.
- _____ 19. I perspire just before starting a speech.
- _____ 20. My heart beats very fast just as I start a speech.
- _____ 21. I experience considerable anxiety while sitting in the room just before my speech starts.
- _____ 22. Certain parts of my body feel very tense and rigid while giving a speech.
- _____ 23. Realizing that only a little time remains in a speech makes me very tense and anxious.
- _____ 24. While giving a speech, I know I can control my feelings of tension and stress.
- _____ 25. I breathe faster just before starting a speech.
- _____ 26. I feel comfortable and relaxed in the hour or so just before giving a speech.
- _____ 27. I do poorer on speeches because I am anxious.
- _____ 28. I feel anxious when the teacher announces the date of a speaking assignment.
- _____ 29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.
- _____ 30. During an important speech I experience a feeling of helplessness building up inside me.
- _____ 31. I have trouble falling asleep the night before a speech.
- _____ 32. My heart beats very fast while I present a speech.
- _____ 33. I feel anxious while waiting to give my speech.
- _____ 34. While giving a speech, I get so nervous I forget facts I really know.

LEVEL

Name : Zuraida Aulia R

NIM : 145110107111009

Phone :

Id Line/What's UP :

Directions: Below are 34 statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5

- _____ 1. While preparing for giving a speech, I feel tense and nervous.
- _____ 2. I feel tense when I see the words "speech" and "public speech" on a course outline when studying.
- _____ 3. My thoughts become confused and jumbled when I am giving a speech.
- _____ 4. Right after giving a speech I feel that I have had a pleasant experience.
- _____ 5. I get anxious when I think about a speech coming up.
- _____ 6. I have no fear of giving a speech.
- _____ 7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.
- _____ 8. I look forward to giving a speech.
- _____ 9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.
- _____ 10. My hands tremble when I am giving a speech.
- _____ 11. I feel relaxed while giving a speech.
- _____ 12. I enjoy preparing for a speech.
- _____ 13. I am in constant fear of forgetting what I prepared to say.
- _____ 14. I get anxious if someone asks me something about my topic that I don't know.
- _____ 15. I face the prospect of giving a speech with confidence.
- _____ 16. I feel that I am in complete possession of myself while giving a speech.
- _____ 17. My mind is clear when giving a speech.
- _____ 18. I do not dread giving a speech.
- _____ 19. I perspire just before starting a speech.
- _____ 20. My heart beats very fast just as I start a speech.
- _____ 21. I experience considerable anxiety while sitting in the room just before my speech starts.
- _____ 22. Certain parts of my body feel very tense and rigid while giving a speech.
- _____ 23. Realizing that only a little time remains in a speech makes me very tense and anxious.
- _____ 24. While giving a speech, I know I can control my feelings of tension and stress.
- _____ 25. I breathe faster just before starting a speech.
- _____ 26. I feel comfortable and relaxed in the hour or so just before giving a speech.
- _____ 27. I do poorer on speeches because I am anxious.
- _____ 28. I feel anxious when the teacher announces the date of a speaking assignment.
- _____ 29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.

_____30. During an important speech I experience a feeling of helplessness building up inside me.

_____31. I have trouble falling asleep the night before a speech.

_____32. My heart beats very fast while I present a speech.

_____33. I feel anxious while waiting to give my speech.

_____34. While giving a speech, I get so nervous I forget facts I really know.

LEVEL

Name : Zuraida Aulia R

NIM : 145110107111009

Phone :

Id Line/What's UP :

Directions: Below are 34 statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5

_____1. While preparing for giving a speech, I feel tense and nervous.

_____2. I feel tense when I see the words "speech" and "public speech" on a course outline when studying.

_____3. My thoughts become confused and jumbled when I am giving a speech.

_____4. Right after giving a speech I feel that I have had a pleasant experience.

_____5. I get anxious when I think about a speech coming up.

_____6. I have no fear of giving a speech.

_____7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.

_____8. I look forward to giving a speech.

_____9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.

_____10. My hands tremble when I am giving a speech.

_____11. I feel relaxed while giving a speech.

_____12. I enjoy preparing for a speech.

_____13. I am in constant fear of forgetting what I prepared to say.

_____14. I get anxious if someone asks me something about my topic that I don't know.

_____15. I face the prospect of giving a speech with confidence.

_____16. I feel that I am in complete possession of myself while giving a speech.

_____17. My mind is clear when giving a speech.

_____18. I do not dread giving a speech.

_____19. I perspire just before starting a speech.

- _____20. My heart beats very fast just as I start a speech.
- _____21. I experience considerable anxiety while sitting in the room just before my speech starts.
- _____22. Certain parts of my body feel very tense and rigid while giving a speech.
- _____23. Realizing that only a little time remains in a speech makes me very tense and anxious.
- _____24. While giving a speech, I know I can control my feelings of tension and stress.
- _____25. I breathe faster just before starting a speech.
- _____26. I feel comfortable and relaxed in the hour or so just before giving a speech.
- _____27. I do poorer on speeches because I am anxious.
- _____28. I feel anxious when the teacher announces the date of a speaking assignment.
- _____29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.
- _____30. During an important speech I experience a feeling of helplessness building up inside me.
- _____31. I have trouble falling asleep the night before a speech.
- _____32. My heart beats very fast while I present a speech.
- _____33. I feel anxious while waiting to give my speech.
- _____34. While giving a speech, I get so nervous I forget facts I really know.

LEVEL

Name : Zuraida Aulia R
NIM : 145110107111009
Phone :
Id Line/What's UP :

Directions: Below are 34 statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5

- _____1. While preparing for giving a speech, I feel tense and nervous.
- _____2. I feel tense when I see the words "speech" and "public speech" on a course outline when studying.
- _____3. My thoughts become confused and jumbled when I am giving a speech.

4. Right after giving a speech I feel that I have had a pleasant experience.
5. I get anxious when I think about a speech coming up.
6. I have no fear of giving a speech.
7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.
8. I look forward to giving a speech.
9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.
10. My hands tremble when I am giving a speech.
11. I feel relaxed while giving a speech.
12. I enjoy preparing for a speech.
13. I am in constant fear of forgetting what I prepared to say.
14. I get anxious if someone asks me something about my topic that I don't know.
15. I face the prospect of giving a speech with confidence.
16. I feel that I am in complete possession of myself while giving a speech.
17. My mind is clear when giving a speech.
18. I do not dread giving a speech.
19. I perspire just before starting a speech.
20. My heart beats very fast just as I start a speech.
21. I experience considerable anxiety while sitting in the room just before my speech starts.
22. Certain parts of my body feel very tense and rigid while giving a speech.
23. Realizing that only a little time remains in a speech makes me very tense and anxious.
24. While giving a speech, I know I can control my feelings of tension and stress.
25. I breathe faster just before starting a speech.
26. I feel comfortable and relaxed in the hour or so just before giving a speech.
27. I do poorer on speeches because I am anxious.
28. I feel anxious when the teacher announces the date of a speaking assignment.
29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.
30. During an important speech I experience a feeling of helplessness building up inside me.
31. I have trouble falling asleep the night before a speech.
32. My heart beats very fast while I present a speech.
33. I feel anxious while waiting to give my speech.

34. While giving a speech, I get so nervous I forget facts I really know.

LEVEL

Name : **Zuraida Aulia R**

NIM : **145110107111009**

Phone :

Id Line/What's UP :

Directions: Below are 34 statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly

Agree=5

- _____ 1. While preparing for giving a speech, I feel tense and nervous.
- _____ 2. I feel tense when I see the words "speech" and "public speech" on a course outline when studying.
- _____ 3. My thoughts become confused and jumbled when I am giving a speech.
- _____ 4. Right after giving a speech I feel that I have had a pleasant experience.
- _____ 5. I get anxious when I think about a speech coming up.
- _____ 6. I have no fear of giving a speech.
- _____ 7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.
- _____ 8. I look forward to giving a speech.
- _____ 9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.
- _____ 10. My hands tremble when I am giving a speech.
- _____ 11. I feel relaxed while giving a speech.
- _____ 12. I enjoy preparing for a speech.
- _____ 13. I am in constant fear of forgetting what I prepared to say.
- _____ 14. I get anxious if someone asks me something about my topic that I don't know.
- _____ 15. I face the prospect of giving a speech with confidence.
- _____ 16. I feel that I am in complete possession of myself while giving a speech.
- _____ 17. My mind is clear when giving a speech.
- _____ 18. I do not dread giving a speech.
- _____ 19. I perspire just before starting a speech.
- _____ 20. My heart beats very fast just as I start a speech.
- _____ 21. I experience considerable anxiety while sitting in the room just before my speech starts.
- _____ 22. Certain parts of my body feel very tense and rigid while giving a speech.
- _____ 23. Realizing that only a little time remains in a speech makes me very tense and anxious.

- _____24. While giving a speech, I know I can control my feelings of tension and stress.
- _____25. I breathe faster just before starting a speech.
- _____26. I feel comfortable and relaxed in the hour or so just before giving a speech.
- _____27. I do poorer on speeches because I am anxious.
- _____28. I feel anxious when the teacher announces the date of a speaking assignment.
- _____29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.
- _____30. During an important speech I experience a feeling of helplessness building up inside me.
- _____31. I have trouble falling asleep the night before a speech.
- _____32. My heart beats very fast while I present a speech.
- _____33. I feel anxious while waiting to give my speech.
- _____34. While giving a speech, I get so nervous I forget facts I really know.

LEVEL

Name : **Zuraida Aulia R**
 NIM : **145110107111009**
 Phone :
 Id Line/What's UP :

Directions: Below are 34 statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5

- _____1. While preparing for giving a speech, I feel tense and nervous.
- _____2. I feel tense when I see the words "speech" and "public speech" on a course outline when studying.
- _____3. My thoughts become confused and jumbled when I am giving a speech.
- _____4. Right after giving a speech I feel that I have had a pleasant experience.
- _____5. I get anxious when I think about a speech coming up.
- _____6. I have no fear of giving a speech.
- _____7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.
- _____8. I look forward to giving a speech.

- _____ 9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.
- _____ 10. My hands tremble when I am giving a speech.
- _____ 11. I feel relaxed while giving a speech.
- _____ 12. I enjoy preparing for a speech.
- _____ 13. I am in constant fear of forgetting what I prepared to say.
- _____ 14. I get anxious if someone asks me something about my topic that I don't know.
- _____ 15. I face the prospect of giving a speech with confidence.
- _____ 16. I feel that I am in complete possession of myself while giving a speech.
- _____ 17. My mind is clear when giving a speech.
- _____ 18. I do not dread giving a speech.
- _____ 19. I perspire just before starting a speech.
- _____ 20. My heart beats very fast just as I start a speech.
- _____ 21. I experience considerable anxiety while sitting in the room just before my speech starts.
- _____ 22. Certain parts of my body feel very tense and rigid while giving a speech.
- _____ 23. Realizing that only a little time remains in a speech makes me very tense and anxious.
- _____ 24. While giving a speech, I know I can control my feelings of tension and stress.
- _____ 25. I breathe faster just before starting a speech.
- _____ 26. I feel comfortable and relaxed in the hour or so just before giving a speech.
- _____ 27. I do poorer on speeches because I am anxious.
- _____ 28. I feel anxious when the teacher announces the date of a speaking assignment.
- _____ 29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.
- _____ 30. During an important speech I experience a feeling of helplessness building up inside me.
- _____ 31. I have trouble falling asleep the night before a speech.
- _____ 32. My heart beats very fast while I present a speech.
- _____ 33. I feel anxious while waiting to give my speech.
- _____ 34. While giving a speech, I get so nervous I forget facts I really know.

LEVEL

Name : **Zuraida Aulia R**

NIM : 145110107111009

Phone :

Id Line/What's UP :

Directions: Below are 34 statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5

1. While preparing for giving a speech, I feel tense and nervous.
2. I feel tense when I see the words "speech" and "public speech" on a course outline when studying.
3. My thoughts become confused and jumbled when I am giving a speech.
4. Right after giving a speech I feel that I have had a pleasant experience.
5. I get anxious when I think about a speech coming up.
6. I have no fear of giving a speech.
7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.
8. I look forward to giving a speech.
9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.
10. My hands tremble when I am giving a speech.
11. I feel relaxed while giving a speech.
12. I enjoy preparing for a speech.
13. I am in constant fear of forgetting what I prepared to say.
14. I get anxious if someone asks me something about my topic that I don't know.
15. I face the prospect of giving a speech with confidence.
16. I feel that I am in complete possession of myself while giving a speech.
17. My mind is clear when giving a speech.
18. I do not dread giving a speech.
19. I perspire just before starting a speech.
20. My heart beats very fast just as I start a speech.
21. I experience considerable anxiety while sitting in the room just before my speech starts.
22. Certain parts of my body feel very tense and rigid while giving a speech.
23. Realizing that only a little time remains in a speech makes me very tense and anxious.
24. While giving a speech, I know I can control my feelings of tension and stress.
25. I breathe faster just before starting a speech.
26. I feel comfortable and relaxed in the hour or so just before giving a speech.

_____27. I do poorer on speeches because I am anxious.

_____28. I feel anxious when the teacher announces the date of a speaking assignment.

_____29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.

_____30. During an important speech I experience a feeling of helplessness building up inside me.

_____31. I have trouble falling asleep the night before a speech.

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_____8. I look forward to giving a speech.

_____9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.

_____10. My hands tremble when I am giving a speech.

_____11. I feel relaxed while giving a speech.

_____12. I enjoy preparing for a speech.

_____13. I am in constant fear of forgetting what I prepared to say.

- _____ 14. I get anxious if someone asks me something about my topic that I don't know.
- _____ 23. I face the prospect of giving a speech with confidence.
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- _____ 4. Right after giving a speech I feel that I have had a pleasant experience.
- _____ 5. I get anxious when I think about a speech coming up.
- _____ 6. I have no fear of giving a speech.
- _____ 7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.
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- _____ 13. I am in constant fear of forgetting what I prepared to say.
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- _____25. I breathe faster just before starting a speech.
- _____26. I feel comfortable and relaxed in the hour or so just before giving a speech.
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LEVEL

Appendix 4. Transcriptions of 23 Students Interview answered.

Name : Aricha

Level of Anxiety : Moderate (130)

| No | Question |
|----|--|
| 1. | Do you feel that you have aptitude in speaking especially in public? Or you have intelligence in public speaking? Gk ada |
| 2. | For public speaking class do you have your own learning style to prepare the performance? What kind of learning style you do? Ya dicatet dulu |
| 3. | Do you do special learning strategy to face your performance in public speaking class? What kind of learning strategy you do? Iya biasanya baca-baca materinya sebelum tampil |
| 4. | Were there something motivated you to success in public speaking class or were there something motivated you to make willingness success in public |

| | |
|-----------|--|
| | speaking class? What kind of motivated you have? Iya pengen bisa lolos dengan baik makanya termotivasi |
| 5. | Do you feel any pressure from the environment of the class? What kind of pressure? eye contact and attention from the audience, the number of audience, who are people you are facing and etc. Iya kadang eye contact, dosen, temen-temen yang jumlahnya banyak dan gk perhatiin bikin gugup. |

Name : Zuraida

Level of Anxiety : Moderate (129)

| No | Question |
|-----------|---|
| 1. | Do you feel that you have aptitude in speaking especially in public? Or you have intelligence in public speaking? Enggak sih kak |
| 2. | For public speaking class do you have your own learning style to prepare the performance? What kind of learning style you do? Biasa aja |
| 3. | Do you do special learning strategy to face your performance in public speaking class? What kind of learning strategy you do? Gk ada juga |
| 4. | Were there something motivated you to success in public speaking class or were there something motivated you to make willingness success in public speaking class? What kind of motivated you have? Karena biasa-biasa aja sih jadinya gk ada motivasi |
| 5. | Do you feel any pressure from the environment of the class? What kind of pressure? eye contact and attention from the audience, the number of audience, who are people you are facing and etc. Kalo gk diperhatiin itu sih pressure |

Name : Muthia Imantari

Level of Anxiety : Moderate (118)

| No | Question |
|-----------|---|
| 1. | Do you feel that you have aptitude in speaking especially in public? Or you have intelligence in public speaking? Enggak tuh |
| 2. | For public speaking class do you have your own learning style to prepare the |

| | |
|----|--|
| | performance? What kind of learning style you do? Biasa saja sih |
| 3. | Do you do special learning strategy to face your performance in public speaking class? What kind of learning strategy you do? Emm gk ada kayaknya |
| 4. | Were there something motivated you to success in public speaking class or were there something motivated you to make willingness success in public speaking class? What kind of motivated you have? Motivasi kayaknya biasa aja deh |
| 5. | Do you feel any pressure from the environment of the class? What kind of pressure? eye contact and attention from the audience, the number of audience, who are people you are facing and etc. Iya semuanya kadang bikin gugup |

Name : Andi Sring Sakti Assmawi

Level of Anxiety : Moderate (118)

| No | Question |
|----|---|
| 1. | Do you feel that you have aptitude in speaking especially in public? Or you have intelligence in public speaking? Iya sih |
| 2. | For public speaking class do you have your own learning style to prepare the performance? What kind of learning style you do? Aku nyatet poin poinnya aja |
| 3. | Do you do special learning strategy to face your performance in public speaking class? What kind of learning strategy you do? Strategiku pokoknya harus prepare dulu dan memahami materi |
| 4. | Were there something motivated you to success in public speaking class or were there something motivated you to make willingness success in public speaking class? What kind of motivated you have? Saya termotivasi dari dalem diri saya dan juga pengaruh luar |
| 5. | Do you feel any pressure from the environment of the class? What kind of pressure? eye contact and attention from the audience, the number of audience, who are people you are facing and etc. Saya pernah ngerasa gugup karena eye contact, jumlah audience dan orang yang saya hadapi. Saya kalo gugup biasanya meninggalkan sesuatu untuk |

dikatakan.

Name : **Rina Indrayani**

Level of Anxiety : **Moderate (117)**

| No | Question |
|----|--|
| 1. | Do you feel that you have aptitude in speaking especially in public? Or you have intelligence in public speaking? Enggak |
| 2. | For public speaking class do you have your own learning style to prepare the performance? What kind of learning style you do? Sama aja sama belajar yg lain sih mbak, baca-baca gitu |
| 3. | Do you do special learning strategy to face your performance in public speaking class? What kind of learning strategy you do? Iya strateginya yang penting kuasai materi. |
| 4. | Were there something motivated you to success in public speaking class or were there something motivated you to make willingness success in public speaking class? What kind of motivated you have? Iya saya pengen biasa kayak temen-temen saya gitu mbak. |
| 5. | Do you feel any pressure from the environment of the class? What kind of pressure? eye contact and attention from the audience, the number of audience, who are people you are facing and etc. Kalo jumlah audiencenya banyak bikin nervous mbak |

Name : **Luly Prastuty**

Level of Anxiety : **Moderate (115)**

| No | Question |
|----|---|
| 1. | Do you feel that you have aptitude in speaking especially in public? Or you have intelligence in public speaking? Gk, tapi aku ngerasa semua itu bias dilatih. |
| 2. | For public speaking class do you have your own learning style to prepare the performance? What kind of learning style you do? Punya, aku catet dulu apa yang mau aku omongin dan kalo ada yang bisa ditambah lagi aku tambahin. Yang penting ada catetannya sih. |
| 3. | Do you do special learning strategy to face your performance in public speaking class? What kind of learning strategy you do? Strategiku latihan di depan cermin terus dan ngomong sendiri. |

| | |
|----|--|
| 4. | <p>Were there something motivated you to success in public speaking class or were there something motivated you to make willingness success in public speaking class? What kind of motivated you have?</p> <p>Ada, aku merasa public speaking itu penting sekali dan aku sadar kalo aku gk dapet bakat speaking dari lahir, jadi aku termotivasi untuk improve speaking aku karena ini penting sekali.</p> |
| 5. | <p>Do you feel any pressure from the environment of the class? What kind of pressure? eye contact and attention from the audience, the number of audience, who are people you are facing and etc.</p> <p>Iya, kalo temen biasa aku lebih enjoy. Tapi kalo yg gk aku kenal dan keliatan diremehin itu sudah bikin down. Tapi kalo eye contactnya itu karena antusias atau interest aku jadi tambah semangat. Sebenarnya sih kalo lupa itu bukan Cuma karena nervous, tapi juga kurang persiapan. Jadi kalo aku, selama aku mempersiapkan semuanya aku gk bakal lupa karena ada catetan.</p> |

Name : Alpi Rimba Hesti

Level of Anxiety : Moderate (114)

| No | Question |
|----|---|
| 1. | <p>Do you feel that you have aptitude in speaking especially in public? Or you have intelligence in public speaking?</p> <p>Eenggak</p> |
| 2. | <p>For public speaking class do you have your own learning style to prepare the performance? What kind of learning style you do?</p> <p>Mengalir aja saat belajar dikelas</p> |
| 3. | <p>Do you do special learning strategy to face your performance in public speaking class? What kind of learning strategy you do?</p> <p>Nggak ada strategi khusus yang aku siapin</p> |
| 4. | <p>Were there something motivated you to success in public speaking class or were there something motivated you to make willingness success in public speaking class? What kind of motivated you have?</p> <p>Karena aku pemalu aku gk terlalu termotivasi di public speaking</p> |
| 5. | <p>Do you feel any pressure from the environment of the class? What kind of</p> |

pressure? eye contact and attention from the audience, the number of audience, who are people you are facing and etc.

Iya saya ngerasa nervous dilihatin temen temen apalagi dia lebih pintar

Name : Avia Hemawati

Level of Anxiety : Moderate (115)

| No | Question |
|----|---|
| 1. | Do you feel that you have aptitude in speaking especially in public? Or you have intelligence in public speaking? Saya kurang hoby speaking lebih ke writing |
| 2. | For public speaking class do you have your own learning style to prepare the performance? What kind of learning style you do? Saya biasa aja ngalir gitu aja |
| 3. | Do you do special learning strategy to face your performance in public speaking class? What kind of learning strategy you do? Nggak ada strategi khusus |
| 4. | Were there something motivated you to success in public speaking class or were there something motivated you to make willingness success in public speaking class? What kind of motivated you have? Motivasi saya, saya ingin mengimprove kemampuan berbicara saya |
| 5. | Do you feel any pressure from the environment of the class? What kind of pressure? eye contact and attention from the audience, the number of audience, who are people you are facing and etc. Saya nervous kalo jumlah audiencenya dan eye contactnya berlebihan, selebihnya biasa aja. |

Name : Galih Ajeng S.Y

Level of Anxiety : Moderate (105)

| No | Question |
|----|--|
| 1. | Do you feel that you have aptitude in speaking especially in public? Or you have intelligence in public speaking? Iya untuk berbicara dengan teman, saya merasa punya bakat alami, tapi kalo bicara di depan orang asing saya merasa masih kurang |
| 2. | For public speaking class do you have your own learning style to prepare the performance? What kind of learning style you do? |

| | |
|----|---|
| | Iya harus saya catet dulu poin pentingnya. |
| 3. | Do you do special learning strategy to face your performance in public speaking class? What kind of learning strategy you do? Dipelajari paling tidak sekilas saja |
| 4. | Were there something motivated you to success in public speaking class or were there something motivated you to make willingness success in public speaking class? What kind of motivated you have? Saya berusaha supaya bisa public speaking dengan baik, karena saya merasa masih kurang |
| 5. | Do you feel any pressure from the environment of the class? What kind of pressure? eye contact and attention from the audience, the number of audience, who are people you are facing and etc. Saya gugup kalo menghadapi org yang lebih expert |

Name : Ulfa Yuniarti

Level of Anxiety : Moderate (103)

| No | Question |
|----|--|
| 1. | Do you feel that you have aptitude in speaking especially in public? Or you have intelligence in public speaking? Aku merasa ada bawaan tapi karena kurang pd dan kurang lancar masih harus belajar lagi. |
| 2. | For public speaking class do you have your own learning style to prepare the performance? What kind of learning style you do? Punya, aku lebih seneng dengerin dulu materinya baru practice |
| 3. | Do you do special learning strategy to face your performance in public speaking class? What kind of learning strategy you do? Kalo aku sih lebih sekalian practicenya tadi kak, jadi sekalian belajar dan latihan |
| 4. | Were there something motivated you to success in public speaking class or were there something motivated you to make willingness success in public speaking class? What kind of motivated you have? Motivasi aku sih supaya bias lebih lancar dan lebih bagus lagi dalam public speaking kan malu juga kalo kelihatan nervous karena gk mempersiapkan diri. |
| 5. | Do you feel any pressure from the environment of the class? What kind of pressure? eye contact and attention from the audience, the number of |

audience, who are people you are facing and etc.
 Aku susah banget membangun eye contact, jadi hal ini sih yang menghambat aku. Kalo menghadaapi orang yang lebih di atas aku kempuannya juga bikin aku gugup. Aku gugup pernah sampai lupa dan blank sama sekali.

Name : Mariyatul Qibtiyah

Level of Anxiety : Moderate (102)

| No | Question |
|----|--|
| 1. | Do you feel that you have aptitude in speaking especially in public? Or you have intelligence in public speaking? Kayaknya gk sih kalo di public tapi kalo ngomong face to face bisa. |
| 2. | For public speaking class do you have your own learning style to prepare the performance? What kind of learning style you do? Nyatet apa yang mau diomongin |
| 3. | Do you do special learning strategy to face your performance in public speaking class? What kind of learning strategy you do? Prepare apa yang mau diomongin |
| 4. | Were there something motivated you to success in public speaking class or were there something motivated you to make willingness success in public speaking class? What kind of motivated you have? Termotivasi karena public speaking dibutuhkan dalam dunia kerja. |
| 5. | Do you feel any pressure from the environment of the class? What kind of pressure? eye contact and attention from the audience, the number of audience, who are people you are facing and etc. Saya pernah mengalaminy, terutama kalo jumlah audiencenya banyak dan menatapiku. |

Name : Mukhlis D

Level of Anxiety : Moderate (102)

| No | Question |
|----|---|
| 1. | Do you feel that you have aptitude in speaking especially in public? Or you have intelligence in public speaking? |

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|----|---|
| | Enggak, biasa-biasa saja |
| 2. | For public speaking class do you have your own learning style to prepare the performance? What kind of learning style you do? Iya, saya biasanya ditulis dulu. |
| 3. | Do you do special learning strategy to face your performance in public speaking class? What kind of learning strategy you do? Latihan sebelum tampil sih |
| 4. | Were there something motivated you to success in public speaking class or were there something motivated you to make willingness success in public speaking class? What kind of motivated you have? Ada, saya pengen mengasah bakat yang saya tidak punya supaya punya |
| 5. | Do you feel any pressure from the environment of the class? What kind of pressure? eye contact and attention from the audience, the number of audience, who are people you are facing and etc. Iya, biasanya kalo eye contact bikin saya malu mbak. |

Name : Aji Wiranto Nugroho

Level of Anxiety : Moderate (101)

| No | Question |
|----|---|
| 1. | Do you feel that you have aptitude in speaking especially in public? Or you have intelligence in public speaking? Saya punya tapi rada belibet kalo misalnya gugup |
| 2. | For public speaking class do you have your own learning style to prepare the performance? What kind of learning style you do? Saya dengerin lagu instrumental buat tenangin dan bangkitin mood saya. |
| 3. | Do you do special learning strategy to face your performance in public speaking class? What kind of learning strategy you do? Strategi saya practice gitu |
| 4. | Were there something motivated you to success in public speaking class or were there something motivated you to make willingness success in public speaking class? What kind of motivated you have? Motivasi dari dalam pengen menyampaikan ide dan pendapat aku |
| 5. | Do you feel any pressure from the environment of the class? What kind of pressure? eye contact and attention from the audience, the number of audience, who are people you are facing and etc. Iya, audience yg banyak dan org yang expert atau lebih baik cara |

ngomongnya bikin nervous, tapi aku bias ngatasinnya sejauh ini. Aku gugup bias sampai lupa tapi aku masih bias improve pake bahasa aku sendiri.

Name : Erdiyan

Level of Anxiety : Moderate (98)

| No | Question |
|----|---|
| 1. | Do you feel that you have aptitude in speaking especially in public? Or you have intelligence in public speaking? No, I often join competition so I can. |
| 2. | For public speaking class do you have your own learning style to prepare the performance? What kind of learning style you do? No, I don't |
| 3. | Do you do special learning strategy to face your performance in public speaking class? What kind of learning strategy you do? Yes, Practicing more and more. |
| 4. | Were there something motivated you to success in public speaking class or were there something motivated you to make willingness success in public speaking class? What kind of motivated you have? Yes, from inside I want to be able speak up in front of public and public will understand what I say while outside I just feel I also could if other could speak fluently. |
| 5. | Do you feel any pressure from the environment of the class? What kind of pressure? eye contact and attention from the audience, the number of audience, who are people you are facing and etc. Yes, if the audiences don't catch the meaning. |

Name : Sarwendah Kusuma NT

Level of Anxiety : Low (97)

| No | Question |
|----|---|
| 1. | Do you feel that you have aptitude in speaking especially in public? Or you have intelligence in public speaking? Enggak |
| 2. | For public speaking class do you have your own learning style to prepare the performance? What kind of learning style you do? Cuma dengerin dan baca |
| 3. | Do you do special learning strategy to face your performance in public |

| | |
|----|--|
| | speaking class? What kind of learning strategy you do? Ada sih tapi Cuma sekedar preparation aja. |
| 4. | Were there something motivated you to success in public speaking class or were there something motivated you to make willingness success in public speaking class? What kind of motivated you have? Ada yang memotivasi dari dalem diri aku dan dari luar juga. |
| 5. | Do you feel any pressure from the environment of the class? What kind of pressure? eye contact and attention from the audience, the number of audience, who are people you are facing and etc. Aku gk ada merasa tekanan, biasa aja. |

Name : Amalia

Level of Anxiety : Low (91)

| No | Question |
|----|---|
| 1. | Do you feel that you have aptitude in speaking especially in public? Or you have intelligence in public speaking? Ada sih dari keluarga aku soalnya suka ngomong. |
| 2. | For public speaking class do you have your own learning style to prepare the performance? What kind of learning style you do? Ada, aku harus nyatet poin poinnya. |
| 3. | Do you do special learning strategy to face your performance in public speaking class? What kind of learning strategy you do? Kalo buat lomba aku punya strategi khusus misalnya latihan ngmong di kamar. Tapi kalo untuk presentasi tugas biasa, gk ada, ya biasa aja. |
| 4. | Were there something motivated you to success in public speaking class or were there something motivated you to make willingness success in public speaking class? What kind of motivated you have? Motivasinya biar orang memperhatikan dengan baik dan tertarik dengan apa yang kita tampilkan. |
| 5. | Do you feel any pressure from the environment of the class? What kind of pressure? eye contact and attention from the audience, the number of audience, who are people you are facing and etc. Kalo di lomba, audience yang terlalu banyak dan asing buat kaki aku bergetar. Tapi kalo temen-temen aku sendiri biasa aja. Tapi aku gugup |

pernah sampai lupa aku alihkan pandangan ke lain jadi bias diatasin lagi.

Name : Aditya P Adrianputra

Level of Anxiety : Low (90)

| No | Question |
|----|---|
| 1. | Do you feel that you have aptitude in speaking especially in public? Or you have intelligence in public speaking? Ada dari suara saya yang bagus. |
| 2. | For public speaking class do you have your own learning style to prepare the performance? What kind of learning style you do? Sebelum presentasi saya dengerin lagu yang saya sukain dulu buat saya semangat dan relax. Kalau di kelas saya lebih dengenin lagu yang saya suka tapi kalo lomba dan lain-lain saya dengerin lagu yang lembut. |
| 3. | Do you do special learning strategy to face your performance in public speaking class? What kind of learning strategy you do? Saya gk punya strategi khusus. |
| 4. | Were there something motivated you to success in public speaking class or were there something motivated you to make willingness success in public speaking class? What kind of motivated you have? Motivasinya saya Cuma nilai sih, tapi I give my best |
| 5. | Do you feel any pressure from the environment of the class? What kind of pressure? eye contact and attention from the audience, the number of audience, who are people you are facing and etc. Saya sih biasa aja, temen-temen sudah saya kenal jadi saya ngerasa nyaman. kalau orang yang saya hadapin baru saya kenal biasanya saya gugup tapi masih bias di overcome. |

Name : Muhammad Fathul Muin

Level of Anxiety : Low (90)

| No | Question |
|----|---|
| 1. | Do you feel that you have aptitude in speaking especially in public? Or you have intelligence in public speaking? Saya merasa punya keahlian dalam berbicara namun kalau memakai bahasa inggris saya masih kurang I feel that I have ability in speaking but when speaking English I think that I still have to learn more. |

| | |
|----|---|
| 2. | <p>For public speaking class do you have your own learning style to prepare the performance? What kind of learning style you do?</p> <p>Untuk pendalaman materi saya butuh ketenangan sehingga bisa lebih cepat memahami materi untuk bahan bicara dan saya melatih cara berbicara.</p> |
| 3. | <p>Do you do special learning strategy to face your performance in public speaking class? What kind of learning strategy you do?</p> <p>Tidak ada strategi khusus yang saya lakukan karena spontan saja dengan gaya belajar saya.</p> |
| 4. | <p>Were there something motivated you to success in public speaking class or were there something motivated you to make willingness success in public speaking class? What kind of motivated you have?</p> <p>Saya ingin meng incourage diri saya sendiri agar lebih lancer dan tertata, saya juga termotivasi untuk menggunakan ilmu saya di masyarakat dan tentunya motivasi untuk mendapatkan nilai bagus.</p> |
| 5. | <p>Do you feel any pressure from the environment of the class? What kind of pressure? eye contact and attention from the audience, the number of audience, who are people you are facing and etc.</p> <p>Iya terkadang saya merasakan beberapa tekanan, misalnya eye contact berpengaruh sekali saat saya menjelaskan hanya stuck pada satu pandangan seperti pada slide power point, kemudian jumlah audience yang banyak dan kurang memperhatikan membuat saya merasa gugup, secara pribadi juga orang yang lebih expert sebagai audience saya membuat saya takut apabila mereka melihat kesalahan saya kare ilmu saya belum sampai seperti mereka.</p> |

Name : Clarissa

Level of Anxiety : Low (88)

| No | Question |
|----|--|
| 1. | <p>Do you feel that you have aptitude in speaking especially in public? Or you have intelligence in public speaking?</p> <p>Iya</p> |
| 2. | <p>For public speaking class do you have your own learning style to prepare the performance? What kind of learning style you do?</p> <p>Saya catet materinya</p> |
| 3. | <p>Do you do special learning strategy to face your performance in public speaking class? What kind of learning strategy you do?</p> |

| | |
|----|---|
| | Nggak ada sih |
| 4. | Were there something motivated you to success in public speaking class or were there something motivated you to make willingness success in public speaking class? What kind of motivated you have? Nggak ada motivasi kayaknya |
| 5. | Do you feel any pressure from the environment of the class? What kind of pressure? eye contact and attention from the audience, the number of audience, who are people you are facing and etc. Biasanya audience banyak bikin gk nyaman tapi biasa aja gk gugup |

Name : Elsha

Level of Anxiety : Low

| No | Question |
|----|---|
| 1. | Do you feel that you have aptitude in speaking especially in public? Or you have intelligence in public speaking? Iya |
| 2. | For public speaking class do you have your own learning style to prepare the performance? What kind of learning style you do? Gk ada biasa aja. |
| 3. | Do you do special learning strategy to face your performance in public speaking class? What kind of learning strategy you do? Gk ada yang penting materinya tau. |
| 4. | Were there something motivated you to success in public speaking class or were there something motivated you to make willingness success in public speaking class? What kind of motivated you have? Ada, saya pengen dapet nilai bagus |
| 5. | Do you feel any pressure from the environment of the class? What kind of pressure? eye contact and attention from the audience, the number of audience, who are people you are facing and etc. Kadang sama orang yang saya hadapi, tapi ya jarang sih. |

Name : Erica Teresa E

Level of Anxiety : Low (86)

| No | Question |
|----|---|
| 1. | Do you feel that you have aptitude in speaking especially in public? Or you have intelligence in public speaking? |

| | |
|----|--|
| | Aku ngerasa punya |
| 2. | For public speaking class do you have your own learning style to prepare the performance? What kind of learning style you do? Gaya belajar sendiri, khususnya gk ada. Lebih kayak spontanitas gitu yang penting aku mengerti sama apa yang mau disampaikan. Kalo lebih disiapkan malah bisa lupa. |
| 3. | Do you do special learning strategy to face your performance in public speaking class? What kind of learning strategy you do? Tidak perlu strategi khusus. |
| 4. | Were there something motivated you to success in public speaking class or were there something motivated you to make willingness success in public speaking class? What kind of motivated you have? Termotivasi kalo liat orang lain bagus, aku juga harus bisa seperti mereka. |
| 5. | Do you feel any pressure from the environment of the class? What kind of pressure? eye contact and attention from the audience, the number of audience, who are people you are facing and etc. Kalo tegangan sih gk, nervous sedikit sih tapi setelah itu ya sudah biasa aja. |

Name : Restu Aditya

Level of Anxiety : Low (77)

| No | Question |
|----|---|
| 1. | Do you feel that you have aptitude in speaking especially in public? Or you have intelligence in public speaking? Iya aku ngerasa nyaman speaking |
| 2. | For public speaking class do you have your own learning style to prepare the performance? What kind of learning style you do? Saya nggak punya gaya belajar |
| 3. | Do you do special learning strategy to face your performance in public speaking class? What kind of learning strategy you do? Yang penting aku tau materinya aja, gk perlu nyiapin strategi khusus. |
| 4. | Were there something motivated you to success in public speaking class or were there something motivated you to make willingness success in public speaking class? What kind of motivated you have? Termotivasi karena suka membuat orang tertari dan tau apa yang aku informasikan. |
| 5. | Do you feel any pressure from the environment of the class? What kind of |

pressure? eye contact and attention from the audience, the number of audience, who are people you are facing and etc.

Ya pernah sih kalo nggak tau materinya.

Name : Bima Teguh

Level of Anxiety : Low (75)

| No | Question |
|----|--|
| 1. | Do you feel that you have aptitude in speaking especially in public? Or you have intelligence in public speaking? Bakat alami sih enggak Cuma suka bgt liat org tertarik dengan apa yg kita bicarakan. |
| 2. | For public speaking class do you have your own learning style to prepare the performance? What kind of learning style you do? Saya membiasakan diri aja dengan keramaian biar gk malu pas tampil. |
| 3. | Do you do special learning strategy to face your performance in public speaking class? What kind of learning strategy you do? Gk ada sih, paling Cuma siapin materi dan mental biasa aja |
| 4. | Were there something motivated you to success in public speaking class or were there something motivated you to make willingness success in public speaking class? What kind of motivated you have? Motivasiku ya buat org penasaran dan interesting terus dapat applause |
| 5. | Do you feel any pressure from the environment of the class? What kind of pressure? eye contact and attention from the audience, the number of audience, who are people you are facing and etc. Gk sih malah aku merasa tertantang dan lebih competitive |



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
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3. Program Studi : Sastra Inggris
4. Topik Skripsi : Linguistik
5. Judul Skripsi : *Public Speaking Anxiety Levels Among English Department Students of Universitas Brawijaya*
6. Tanggal Mengajukan : 14 September 2015
7. Tanggal Selesai Revisi : 05 Januari 2016
8. Nama Pembimbing : Emy Sudarwati, S.S, M.Pd
9. Keterangan Konsultasi (*)

| No | Tanggal | Materi | Pembimbing | Paraf |
|----|-------------------|----------------------------------|--------------------------|-------|
| 1. | 14 September 2015 | Pengajuan Judul | Emy Sudarwati, S.S, M.Pd | |
| 2. | 15 September 2015 | Persetujuan Judul | Emy Sudarwati, S.S, M.Pd | |
| 3. | 21 September 2015 | Pengajuan Bab I, II & III | Emy Sudarwati, S.S, M.Pd | |
| 4. | 28 September 2015 | Konsultasi Bab I, II & III | Emy Sudarwati, S.S, M.Pd | |
| 5. | 05 Oktober 2015 | Pengajuan Revisi Bab I, II & III | Emy Sudarwati, S.S, M.Pd | |
| 6. | 12 Oktober 2015 | Konsultasi Revisi | Emy Sudarwati, S.S, M.Pd | |

| | | | |
|-----|------------------|--|--------------------------|
| | | Bab I, II & III | |
| 7. | 19 Oktober 2015 | Pengajuan Revisi Bab I, II & III | Emy Sudarwati, S.S, M.Pd |
| 8. | 26 Oktober 2015 | Konsultasi Bab I, II & III | Emy Sudarwati, S.S, M.Pd |
| 9. | 02 November 2015 | Pengajuan Revisi Bab I, II & III | Emy Sudarwati, S.S, M.Pd |
| 10. | 09 November 2015 | ACC Seminar Proposal | Emy Sudarwati, S.S, M.Pd |
| 11. | 20 November 2015 | Seminar Proposal | Emy Sudarwati, S.S, M.Pd |
| 12. | 01 Desember 2015 | Konsultasi Bab IV & V | Emy Sudarwati, S.S, M.Pd |
| 13. | 07 Desember 2015 | Pengajuan Draft Bab I, II, III, IV & V | Emy Sudarwati, S.S, M.Pd |
| 14. | 14 Desember 2015 | Pengajuan Revisi Bab I, II, III, IV & V | Emy Sudarwati, S.S, M.Pd |
| 15. | 21 Desember 2015 | Konsultasi Revisi Bab I, II, III, IV & V | Emy Sudarwati, S.S, M.Pd |
| 16. | 28 Desember 2015 | ACC Seminar | Emy Sudarwati, S.S, M.Pd |

| | | Hasil | |
|-----|-----------------|----------------|--------------------------|
| 17. | 08 Januari 2016 | Seminar Hasil | Emy Sudarwati, S.S, M.Pd |
| 18. | 26 Januari 2016 | Ujian Skripsi | Emy Sudarwati, S.S, M.Pd |
| 19. | 28 Januari 2016 | ACC Penjurusan | Emy Sudarwati, S.S, M.Pd |

10. Telah dievaluasi dan diuji dengan nilai :

Dosen Pembimbing

Mengetahui,
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