

CHAPTER IV

RESULT OF RESEARCH AND DISCUSSION

In this chapter the reseacher will present and discuss the statistical result of the data. Based on instrument that are used in conducting the research. This research is designed to know the The Influence of Students Anxiety on Public Speaking of Smile's Ramadhan English Supercamp in Bidorong Pakong Pamekasan Madura. The items will be presented are : presentation of data, hypothesis testing, and discussion.

A. Presentation of Data

After collecting all of data that researcher needs, the next step in presentation of data into form of result of research. The data that will be described is data that researcher got during the research process In Smile's Ramadhan English Supercamp in Bidorong Pakong Pamekasan Madura. The data that will be described are the result of questionnaire a method to collect two variables, namely the variable X (independent variable) and variable Y (the dependent variable). In this case, the variable X is the Public Speaking and the variable Y is Students Anxiety.

1. Data Presentation of Questionnaire

Questionnaire is a list of questions given to others people who are willing to respond according to the request for use.¹ So the questionnaire ia a list questions that are willing to answer according they understand or know from the question or questionnaire is a list of questions that must be filled in by the person to be measured, namely the respondent. In this research, reseacher used questionnaire to collect the data. For the purposes of quantative analysis, the answer can be scored, as bellow :

Strongly Agree	given a score	5
Agree	given a score	4
Disagree	given a score	3
Strongly Disagree	given a score	1

So the answer from the respondents will be scored by scale likert and the data must be valid and reliable, to know the validity and reliability of the data the researcher uses construct validity and coefficient alpha.

Table 4.1

Table of Coefficient Value of Correlation “R” Product Moment²

	The distribution value r_{table}
Significance	5%

¹SuharsimiArikunto, *ProsedurPenelitianSuatuPendekatanPraktik*, (Jakarta: RinekaCipta, 2006), Page268.

²Sudijono, *Pengantar Statistik Pendidikan*. P., 402.

N	25
r _{table}	0.381

1. Questionnaire of public speaking

a. Validity of questionnaire public speaking

To testing the validity of questionnaire, the researcher uses SPSS 20 that is:

Pearson Correlation	.104	.103	.567*	.128	1	.000	.022	.328	.226	.100	-.086	.190	.157	.126	.022	.359
Sig. (2-tailed)	.619	.625	.003	.542		1.000	.918	.109	.278	.634	.683	.363	.453	.548	.918	.078
N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Pearson Correlation	.210	.413*	.082	.167	.000	1	.171	.138	.307	.098	.112	.285	.013	.148	.347	.386
Sig. (2-tailed)	.314	.040	.697	.424		1.000	.415	.511	.136	.641	.593	.167	.951	.479	.089	.057
N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Pearson Correlation	.499*	.531**	.235	.512*	.022	.171	1	.280	.115	.513**	.617*	.419*	.562*	.394	.630*	.740*
Sig. (2-tailed)	.011	.006	.259	.009	.918	.415		.175	.585	.009	.001	.037	.003	.051	.001	.000
N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Pearson Correlation	-.020	.204	.541*	.086	.328	.138	.280	1	.203	.075	.108	.415*	.632*	.282	.498*	.558*
Sig. (2-tailed)	.925	.328	.005	.684	.109	.511	.175		.331	.722	.606	.039	.001	.172	.011	.004
N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Pearson Correlation	.586**	.410*	.233	.131	.226	.307	.115	.203	1	-.146	.167	.361	.242	.349	.203	.547*
Sig. (2-tailed)	.002	.042	.263	.533	.278	.136	.585	.331		.487	.425	.076	.243	.087	.330	.005
N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Pearson Correlation	.407*	.082	.013	.682*	.100	.098	.513*	.075	-.146	1	.214	-.017	.405*	.045	.538*	.425*
Sig. (2-tailed)	.043	.698	.951	.000	.634	.641	.009	.722	.487		.305	.935	.045	.830	.006	.034

N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Pearson Correlation	.396*	.484*	.220	.245	-.086	.112	.617*	.108	.167	.214	1	.442*	.193	.664*	.363	.576*
Sig. (2-tailed)	.050	.014	.291	.238	.683	.593	.001	.606	.425	.305		.027	.355	.000	.075	.003
N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Pearson Correlation	.493*	.601**	.492*	-.143	.190	.285	.419*	.415*	.361	-.017	.442*	1	.515*	.624*	.244	.678*
Sig. (2-tailed)	.012	.001	.013	.495	.363	.167	.037	.039	.076	.935	.027		.008	.001	.240	.000
N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Pearson Correlation	.408*	.214	.504*	.128	.157	.013	.562*	.632*	.242	.405*	.193	.515*	1	.180	.567*	.644*
Sig. (2-tailed)	.043	.305	.010	.542	.453	.951	.003	.001	.243	.045	.355	.008		.389	.003	.001
N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Pearson Correlation	.488*	.678**	.364	.138	.126	.148	.394	.282	.349	.045	.664*	.624*	.180	1	.213	.668*
Sig. (2-tailed)	.013	.000	.074	.512	.548	.479	.051	.172	.087	.830	.000	.001	.389		.307	.000
N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Pearson Correlation	.398*	.256	.151	.462*	.022	.347	.630*	.498*	.203	.538**	.363	.244	.567*	.213	1	.677*
Sig. (2-tailed)	.049	.216	.471	.020	.918	.089	.001	.011	.330	.006	.075	.240	.003	.307		.000
N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Pearson Correlation	.683**	.687**	.527*	.478*	.359	.386	.740*	.558*	.547**	.425*	.576*	.678*	.644*	.668*	.677*	1
Sig. (2-tailed)	.000	.000	.007	.016	.078	.057	.000	.004	.005	.034	.003	.000	.001	.000	.000	.000

.N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
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** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

To know which item of questionnaire is valid or not, we must see the r_{table} . In this research the total of students is 25 students, and all students are the participant of this research. So the totals of participant are 25 students, and the researcher uses significance 5%, and the r_{table} is 0,381. Based on the data above, there are some of item questionnaire which not valid is 1. This is the explanation 1 is not valid because value of pearson correlation is $-0,359 < r_{table} 0,381$.

After testing the validity of questionnaire, there are 1 item of questionnaire which not valid because the value of pearson correlation is lowest than r_{table} , and there are 14 item of questionnaire is valid because the value pearson correlation is highest than r_{table} .

b. Reliability of questionnaire public speaking

To know reliability of questionnaire, the researcher uses internal consistency reliability and calculates the linguistic intelligence score using coefficient alpha, also called Cronbach alpha. To measure the questionnaire is reliable or not, we must know the level of significance and r_{table} , that is:

Table 4.3

Table of Coefficient Value of Correlation “R” Product Moment

	The distribution value r_{table}
Significance	5%
N	25
r_{table}	0.381

To measure the reliability of questionnaire, the researcher uses SPSS 20 to make the researcher easier and decimate misinterpretation, are as follows:

Table 4.4

	N	%
Valid	25	100.0
Cases Excluded ^a	0	.0
Total	25	100.0

Table 4.5

Cronbach's Alpha	N of Items
.859	15

Table 4.6

Item total statistics :

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1	54.92	111.077	.623	.843
X2	55.16	110.640	.626	.843
X3	54.60	120.000	.435	.853
X4	55.16	118.723	.381	.857
X5	54.68	124.393	.237	.864
X6	54.48	124.427	.313	.859
X7	55.16	110.307	.683	.840
X8	54.84	118.057	.455	.853
X9	54.92	116.660	.426	.855
X10	54.36	124.407	.372	.856
X11	54.72	119.543	.516	.850
X12	54.24	114.023	.613	.844
X13	54.56	116.507	.586	.846

X14	54.84	115.723	.591	.846
X15	54.88	112.777	.596	.845

Based on the data above, the result of Alpha is higher than $r_{table}(0,381)$, so all items of questionnaire is reliable.

2. Questionnaire students anxiety
 - a. Validity of questionnaire students anxiety

To testing the validity of questionnaire, the researcher uses SPSS 20 that is:

Table 4.7
Testing of validity questionnaire students anxiety

		Correlations																				
		Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	SUMY
Y1	Pearson Correlation	1	-	.468*	-	.251	-.223	-.219	-.198	-	-.123	-.245	.639*	.440*	.105	-.307	-.154	-.310	.142	.594*	-.520**	-.186
	Sig. (2-tailed)		.042	.018	.029	.225	.284	.293	.343	.013	.559	.237	.001	.028	.618	.136	.463	.131	.499	.002	.008	.373
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Y2	Pearson Correlation	-.410*	1	.020	.416*	-.115	.044	-.031	.197	.428*	.238	.300	.397*	-.346	-.119	.338	.021	.404*	.107	.550*	.160	.320
	Sig. (2-tailed)	.042		.926	.039	.584	.833	.883	.346	.033	.252	.145	.049	.090	.572	.099	.920	.045	.611	.004	.446	.119
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Y3	Pearson Correlation	.468*	.020	1	-.115	.213	-.379	-	-.277	-	-.123	-.323	-	.348	-.096	-.309	-	-.170	.253	-.361	-.552**	-.510**
	Sig. (2-tailed)	.018	.926		.585	.307	.062	.038	.180	.039	.558	.115	.023	.088	.648	.133	.050	.417	.222	.076	.004	.009
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Y4	Pearson Correlation	-.437*	.416*	-.115	1	.536*	.173	-.021	.626*	.381	.570*	.119	.161	.525*	-.155	.669*	.154	.485*	.029	.468*	.419*	.462*
	Sig. (2-tailed)	.029	.039	.585		.006	.409	.922	.001	.060	.003	.571	.443	.007	.459	.000	.463	.014	.889	.018	.037	.020

	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Y5	Pearson Correlation	.251	-.115	.213	.536*	1	-.379	-.045	-.421*	-.335	-.235	-.256	-.044	.365	.195	-.491*	-.016	-.472*	.240	-.410*	-.442*	-.108
	Sig. (2-tailed)	.225	.584	.307	.006		.061	.832	.036	.102	.259	.217	.836	.072	.351	.013	.940	.017	.247	.042	.027	.608
Y6	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Pearson Correlation	-.223	.044	-.379	.173	-.379	1	.217	.519*	.418*	.344	.688*	.177	-.114	.129	.005	.413*	.513*	-.181	.240	.421*	.347
Y7	Sig. (2-tailed)	.284	.833	.062	.409	.061		.297	.008	.038	.092	.000	.397	.587	.538	.981	.040	.009	.385	.247	.036	.089
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Y8	Pearson Correlation	-.219	-.031	-.418*	-.021	-.045	.217	1	.303	.221	.027	.238	.338	.039	.211	.019	.164	-.023	.048	.122	.387	.391
	Sig. (2-tailed)	.293	.883	.038	.922	.832	.297		.141	.289	.896	.251	.099	.853	.311	.929	.433	.911	.821	.562	.056	.053
Y9	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Pearson Correlation	-.198	.197	-.277	.626*	-.421*	.519*	1	.153	.638*	.394	-.091	-.075	.274	.514*	.402*	.611*	.047	.183	.338	.576**	
Y10	Sig. (2-tailed)	.343	.346	.180	.001	.036	.008	.141		.465	.001	.051	.665	.723	.185	.009	.046	.001	.823	.381	.098	.003
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Y9	Pearson Correlation	-.490*	.428*	-.415*	.381	-.335	.418*	.221	.153	1	.143	.446*	.584*	-.494*	-.429*	.235	.194	.133	-.028	.636*	.623**	.412*
	Sig. (2-tailed)	.013	.033	.039	.060	.102	.038	.289	.465		.494	.025	.002	.012	.032	.257	.352	.527	.896	.001	.001	.041
Y10	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Pearson Correlation	-.123	.238	-.123	.570*	-.235	.344	.027	.638*	.143	1	.250	.104	-.250	-.080	.472*	.315	.347	.000	.354	.170	.551**

SUMY	Pearson Correlation	-.186	.320	.510*	.462*	-.108	.347	.391	.576*	.412*	.551*	.366	.379	-.139	.175	.486*	.569*	.382	.115	.392	.561**	1
	Sig. (2-tailed)	.373	.119	.009	.020	.608	.089	.053	.003	.041	.004	.072	.062	.507	.403	.014	.003	.059	.583	.053	.004	
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

To know which item of questionnaire is valid or not, we must see the r_{table} . In this research the total of students is 25 students, and all students are the participant of this research. So the totals of participant are 25 students, and the researcher uses significance 5%, and the r_{table} is 0,381. Based on the data above, there are some of item questionnaire which not valid is 1, 2, 5, 6, 11, 12, 13, 14, 18. This is the explanation is not valid because value of pearson correlation is -0,186, 320, 0,108, 0,347, 0,366, 0,139, 0,175, 0,115 $< r_{table}$ 0,381.

After testing the validity of questionnaire, there are 9 item of questionnaire which not valid because the value of pearson correlation is lowest than r_{table} , and there are 11 item of questionnaire is valid because the value pearson correlation is highest than r_{table} .

Based on the data above, some of the item of questionnaire students anxiety is reliable because the value of r_{total} is higher than r_{table} . The explanations are as follows:

1. Item 3 is valid because r_{total} is 0,510 $> r_{table}$ 0,381
2. Item 4 is valid because r_{total} is 0,462 $> r_{table}$ 0,381
3. Item 7 is valid because r_{total} is 0,391 $> r_{table}$ 0,381
4. Item 8 is valid because r_{total} is 0,576 $> r_{table}$ 0,381
5. Item 9 is valid because r_{total} is 0,412 $> r_{table}$ 0,381
6. Item 10 is valid because r_{total} is 0,551 $> r_{table}$ 0,381
7. Item 15 is valid because r_{total} is 0,486 $> r_{table}$ 0,381
8. Item 16 is valid because r_{total} is 0,569 $> r_{table}$ 0,381
9. Item 17 is valid because r_{total} is 0,382 $> r_{table}$ 0,381

10. Item 19 is valid because r_{total} is $0,392 > r_{\text{table}} 0,381$

11. Item 20 is valid because r_{total} is $0,561 > r_{\text{table}} 0,381$

c. Reliability of questionnaire students anxiety

To know reliability of test, the researcher uses internal consistency reliability and calculates the test of speaking achievement score using coefficient alpha, also called Cronbach alpha. To measure the test is reliable or not, we must know the level of significance and r_{table} , that is:

Table 4.8

The Table Coefficient Value of Correlation “R” Product Moment

	The distribution value r_{table}
Significance	5%
N	25
r_{table}	0,381

To measure the reliability of test of speaking achievement, the researcher uses SPSS 20 to make the researcher easier and decimate misinterpretation, are as follows:

Table 4.9

Case Processing Summary		
	N	%
Valid	25	100.0
Cases Excluded ^a	0	.0
Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Table 4.10

Reliability Statistics	
Cronbach's Alpha	N of Items
.644	20

Table 4.11

Item total statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Y1	70.48	44.927	-.432	.684
Y2	70.84	36.890	.346	.617
Y3	70.96	47.123	-.440	.719
Y4	71.24	35.190	.483	.598
Y5	70.40	45.417	-.405	.693
Y6	70.88	34.860	.430	.602
Y7	70.60	38.333	.231	.632
Y8	70.96	30.790	.695	.552
Y9	70.76	39.190	.351	.626
Y10	70.72	34.627	.521	.592
Y11	70.72	38.293	.520	.616
Y12	70.28	39.127	.169	.639
Y13	70.68	43.060	-.185	.674
Y14	71.12	38.610	.160	.642
Y15	71.28	35.543	.350	.615
Y16	71.08	33.910	.529	.588
Y17	70.68	37.393	.521	.609
Y18	70.72	40.877	.074	.646
Y19	70.80	38.833	.390	.623
Y20	70.68	34.893	.478	.597

Based on the data above, the result of Alpha is higher than r_{table} (0,381), so some of items is 3, 4, 7, 8, 9, 10, 15, 16, 17, 19, and 20 of questionnaire students anxiety is reliable.

After testing the validity and reliability of both variables, public speaking and students anxiety, Entry the result of both variables as follows:

Table 4.12

The Result of Public speaking and Students Anxiety

NO	Variables	
	Public speaking (X)	Students anxiety (Y)
1	42	60
2	43	70
3	63	71
4	71	65
5	75	70
6	73	75
7	67	77
8	71	76
9	67	78
10	69	71
11	63	75
12	54	62
13	63	80
14	53	84
15	68	94
16	60	76
17	58	67

18	63	67
19	50	70
20	66	71
21	41	79
22	40	72
23	40	74
24	44	73
25	55	80
Total	145	1837

After the researcher get the data between variable X and variable Y. And the next step the researcher correlate both variable by using formula of product moment. To make the researcher easy to correlate both of them so, the researcher will analyse used table as follow:

Table 4.13

Table of Preparation to Find Out the Coefficient of Product

NO	Variables		X ²	Y ²	XY
	Linguistic Intelligence (X)	Speaking Achievement (Y)			
1	42	60	1764	3600	2520
2	43	70	1849	4900	3010
3	63	71	3969	5041	4473
4	71	65	5041	4225	4615
5	75	70	5625	4900	5250
6	73	75	5329	5625	5475
7	67	77	4489	5929	5159
8	71	76	5041	5776	5396

9	67	78	4489	6084	5226
10	69	71	4761	5041	4899
11	63	75	3969	5625	4725
12	54	62	2704	3844	3348
13	63	80	3969	6400	5040
14	53	84	2809	7056	4452
15	68	94	4624	8836	6392
16	60	76	3600	5776	4560
17	58	67	3364	4489	3886
18	63	67	3969	4489	4221
19	50	70	2500	4900	3500
20	66	71	4356	5041	4686
21	41	79	1681	6241	3239
22	40	72	1600	5184	2880
23	40	74	1600	5476	2960
24	44	73	1936	5329	3212
25	55	80	3025	6400	4400
Total	1453	1837	86463	131207	107524

a. Analyzing the data by statistical analysis

Based on data above, the researcher gets some points about two variables are Linguistic Intelligence and Students' Speaking Achievement as follow:

$$X = 1453$$

$$Y = 1837$$

$$X^2 = 86463$$

$$Y^2 = 131207$$

$$XY = 107524$$

After that, the researcher will count the correlate both of them by using correlation - pearson product moment:

$$r_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{(n(\sum x^2) - (\sum x)^2)(n(\sum y^2) - (\sum y)^2)}}$$

$$r_{xy} = \frac{25(\sum 107524) - (\sum 1453)(\sum 1837)}{\sqrt{(25(\sum 86463) - (\sum 1453)^2)(25(\sum 131207) - (\sum 1837)^2)}}$$

$$r_{xy} = \frac{(1531450) - (1390390)}{\sqrt{(748600 - 664225)(3508000 - 2910436)}}$$

$$r_{xy} = \frac{141060}{\sqrt{(84375)(597564)}}$$

$$r_{xy} = \frac{141060}{\sqrt{50419462500}}$$

$$r_{xy} = \frac{141060}{224542.78}$$

$$r_{xy} = 0.628$$

The data of questionnaire as folow :

1. Item of questionnaire

In this research, to collect the data the researcher used questionnaire to public speaking items which is 15 questions and questionnaire to students anxiety items which consist of 20 questions based on students anxiety. The researcher gives score in the questionnaire is scores high than 60 above. Between 51-60 as medium anxiety, and lower 50 below for low anxiety.

2. Name list of students

Collecting the data the researcher used a list from the students of smile's ramadhan English supercamp which is consisted of 25 students in bicorong pakong pamekasan Madura.

Table 4.14

The name list of student

No	Students Name List
1	Sobrun Zaini
2	Haris Saputra
3	Moh Reyhan Ar Rofi
4	Ahmad Muzakki

5	Mohammad Zainuddin
6	Musyarrofah Khulud
7	Muflihatus Solihah
8	Ulfatur Rohmah
9	Dhani
10	Moh Gufron Azizi
11	Moh Imron
12	Achmad Jailani
13	Robiatul Adawiyah
14	Aisyah Febrianti
15	Mahgfirotul Khufiah
16	Nurul Toyyibah
17	Imamatul Khoir
18	Annisa Salsabila
19	Moh Ridwan
20	Moh Affan Bahrori
21	Moh Farel
22	Mamrur Rofiq

23	Shudiqil Amin
24	Nailatul Azizah
25	Jumaidi

Table 4.15**Score of Questionnaire public speaking**

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
1	1	1	5	1	5	4	1	5	3	3	1	5	5	1	1	42
2	4	4	1	3	4	4	1	1	3	4	4	4	1	4	1	43
3	5	5	5	3	5	5	5	3	4	5	4	5	5	3	3	63
4	4	5	5	5	4	5	4	5	4	5	5	5	5	5	5	71
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
6	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	73
7	4	5	5	3	5	5	4	5	4	4	4	5	5	5	4	67
8	5	5	5	5	5	4	5	5	5	4	4	5	5	4	5	71
9	4	4	5	4	5	5	4	3	5	5	5	5	4	4	5	67
10	5	4	4	5	4	4	4	5	5	5	4	5	5	5	5	69
11	5	5	3	4	3	4	4	5	5	4	3	5	4	5	4	63
12	5	3	4	1	5	1	3	3	5	3	4	5	5	4	3	54
13	4	4	5	4	3	4	4	4	5	4	5	5	4	4	4	63
14	1	4	3	1	1	4	5	5	1	4	5	5	5	4	5	53
15	4	4	5	5	5	4	5	4	4	5	4	5	5	4	5	68
16	4	1	5	3	5	4	5	4	1	5	5	5	4	4	5	60
17	3	4	3	4	4	5	4	4	4	4	4	5	3	3	4	58
18	5	4	5	3	5	5	3	3	5	5	3	5	4	5	3	63
19	5	4	3	4	1	4	4	1	1	5	4	5	4	4	3	50
20	5	5	4	5	4	5	4	5	4	5	5	5	5	4	5	66
21	4	1	1	4	1	5	3	1	5	4	3	1	3	1	4	41
22	1	1	3	4	5	4	1	4	1	5	1	1	3	1	5	40
23	1	1	4	5	4	1	3	3	1	5	4	1	3	3	1	40
24	1	4	5	1	4	5	1	3	4	1	4	4	1	5	1	44
25	4	1	5	1	3	4	1	5	5	4	4	5	5	4	4	55

Table 4.16
Score of Questionnaire anxiety

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total skor	
1	5	1	5	1	5	3	3	1	3	3	3	3	5	3	1	3	3	3	3	3	3	60
2	4	4	5	3	4	4	4	4	3	4	4	4	5	4	1	3	5	3	3	3	3	70
3	4	3	3	3	5	4	5	3	4	4	4	5	3	3	1	3	3	4	4	3	3	71
4	4	4	4	3	4	1	4	1	4	1	3	5	3	1	3	1	3	4	4	3	3	65
5	4	3	3	1	5	4	5	1	4	1	4	5	5	5	1	4	3	4	3	5	5	70
6	3	4	3	4	4	5	4	5	4	4	4	5	3	3	4	4	4	4	4	4	4	75
7	4	5	3	3	3	5	4	4	4	4	4	5	3	4	4	4	5	4	5	4	4	77
8	3	3	1	4	3	4	5	5	4	4	4	4	3	4	5	4	4	3	4	5	5	76
9	4	4	5	4	5	1	4	3	3	5	3	5	4	4	5	4	3	5	4	3	3	78
10	5	4	4	3	4	4	4	4	3	4	4	3	4	4	3	4	4	4	3	3	3	71
11	5	1	3	4	3	4	4	5	3	4	3	3	4	4	4	3	4	4	3	4	4	75
12	5	3	4	1	5	3	3	3	3	3	4	3	5	4	3	3	3	4	3	1	1	62

13	4	4	3	4	3	4	4	4	4	4	5	5	4	4	4	4	4	3	4	5	80
14	4	4	3	3	5	4	5	5	4	4	4	5	5	4	3	4	4	5	4	5	84
15	4	4	1	3	5	4	5	4	4	5	4	5	4	4	4	5	4	3	4	5	94
16	3	4	3	4	4	5	4	4	4	4	4	5	3	3	4	4	5	4	4	4	76
17	4	4	4	3	5	1	3	3	3	3	3	3	4	4	3	3	4	4	3	3	67
18	3	4	3	4	4	4	4	4	4	4	4	5	4	4	3	4	4	3	4	5	67
19	4	4	4	3	4	4	4	3	4	5	4	5	3	1	3	1	3	4	4	3	70
20	4	5	4	4	4	3	3	3	4	4	3	4	3	3	4	1	4	3	4	4	71
21	4	4	3	4	3	4	4	4	5	5	4	5	3	1	4	5	4	4	4	5	79
22	4	4	4	4	4	4	3	3	4	4	4	4	3	3	4	4	4	4	4	4	72
23	4	4	4	4	4	4	1	3	4	4	4	4	4	3	3	4	4	4	4	4	74
24	4	4	5	4	3	4	5	5	4	4	4	3	5	4	4	3	4	4	4	5	73
25	5	4	5	4	5	4	4	5	4	4	4	3	4	4	3	4	4	4	3	3	80

The following table provided of result of the first subsidiary research question which was to find out the students level. The final questionnaire score was got from summed point of each statement in the questionnaire

Table 4.17

Score from the summed points of each statement in the Questionnaire students anxiety level

No	Score	Level
1	60	High
2	70	High
3	71	High
4	65	High
5	70	High
6	75	High
7	76	High
8	78	High

9	71	High
10	75	High
11	71	High
12	62	High
13	80	High
14	84	High
15	94	High
16	76	High
17	67	High
18	67	High
19	70	High
20	71	High
21	79	High
22	72	High
23	74	High
24	73	High

25	80	High
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Based on score above the all of students feel anxiety, the questionnaire presented the analysis of students level of fear and anxiety when doing public speaking. Moreover the table showed that from 25 students 25 were indicated had high level of fear anxiety. It means that most of the students sometimes felt fear anxious when speak in public speaking and 0 had medium level of fear anxiety. And 0 had low level of fear and anxiety which means that those students were rarely faced fear and anxiety when doing public speaking.

B. Discussion of Finding

This research is to find out the research problem. This is using of students anxiety on public speaking of smile's ramadhan English supercamp in bicorong pakong Madura and the significant the influence of students anxiety on public speaking of smile's ramadhan English supercamp in bicorong pakong Madura.

Regarding to answer this research problem, the researcher has done some test such as questionnaire to measuring the influence of students anxiety on public speaking of smile's ramadhan English supercamp in bicorong pakong Madura.

The researcher used one test such as questionnaire. Before having the questionnaire to students, the researcher used alpha formula because the test is real test and will be not scored simply is right or wrong.

In this study there were two research problem that the researcher wanted to study, nasmely :

1. There is any influence of students anxiety on public speaking of smile's ramadhan english supercamp in Bicolorong Pakong Pamekasan Madura

From the researchers have analyzed data from the questionnaire results that have been given 20 question of questionnaire to students course In Smile's Ramadhan English Supercamp in Bicolorong Pakong Pamekasan Madura. In this section of discussion, the reseacher use alpha formula to function to determine the reability of the questionnaire. In analyzing the questionnaire above, the result is obtained that there is any influence of students anxiety on public speaking of smile's ramadhan english supercamp in Bicolorong Pakong Pamekasan Madura. It is proved by comparing the result of r_{xy} with r_{table} . The result of r_{xy} is 0.628 and the value of r_{table} 0.381. So the result of r_{xy} is highest than r_{table} ($0.628 > 0.381$). So, based on the hypotheses is the alternative hypotheses is accepted.

And from data above, suitable with the book from S,Rahman anxiety is the tense, unsettling anticipation of a threatening but vague event a feeling of uneasy suspense. It is a negative effect so closely related to fear that in many circumstances the two terms are used interchangeably, like anxiety, fear

also combination of tension and unpleasant anticipation.³ So anxiety is not a lesser and pale form of fear and in many ways is more difficult to tolerate than fear.

2. How is significance influence of students anxiety when do public speaking of Smile's ramadhan english supercamp in Bidorong Pakong Pamekasan Madura.

From the the reseacher has given 20 questionnaire to students course In Smile's Ramadhan English Supercamp in Bidorong Pakong Pamekasan Madura. The questions a questionnaire such as give mark (√) in the table. Is there any influence from the score or result from student's questionnaire because the result is here are 25 student get high score, 0 students get medium score, and 0 students get low score. The researcher also found that were many student's got high score on the questionnaire or many students fell anxiety when public speaking in front of class.

From the data above, reseacher conclude the taking course is there any influence on students anxiety on public speaking of smile's ramadhan english supercamp in Bidorong Pakong Pamekasan Madura.

Theory from Simeun in Aryadillah book that anxiety is classified as an emotional state physiological aurosal.

1. Neorithic anxiety

Neorithic anxiety is fear of the danger that is not known.

³ S. Rachman, *Anxiety Second Edition, University Of British Columbia*, (Canada : Psychology Press, 2004) Page.3-4.

2. Moral anxiety

Moral anxiety is of the conflict between the superego.

3. Realistic's anxiety

Realistic's anxiety is known as an unpleasant and not specific feeling anxiety of a danger that might be occur.⁴

Based on data above this theory also support the result and kinds of students anxiety when doing public speaking. Anxiety also make the students feel nervous.

⁴ Aryadillah, *Kecemasan Dalam Public Speaking* (Jakarta Selatan: Cakrawala, 2017) Page 198-199.