EFL LEARNERS' ANXIETY IN ORAL PRESENTATION IN LAW DEPARTMENT AT UNIVERSITAS MUHAMMADIYAH MALANG

THESIS

In Partial Fulfillment of the Requirements for
The Degree of Master of Education
In the subject of English Language Education

by:

HENI OKTARINA
201810560211007

DIRECTORATE OF POSTGRADUATE PROGRAM
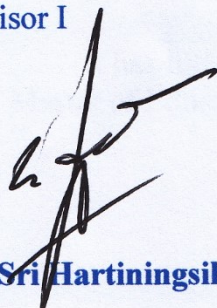**UNIVERSITAS MUHAMMADIYAH MALANG**
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EFL LEARNERS' ANXIETY IN ORAL PRESENTATION IN LAW DEPARTMENT AT UNIVERSITAS MUHAMMADIYAH MALANG

Written by:
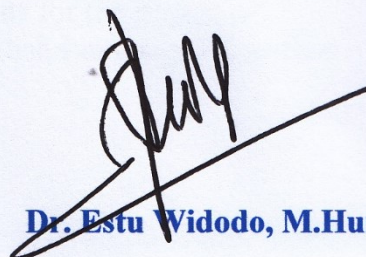
HENI OKTARINA
201810560211007

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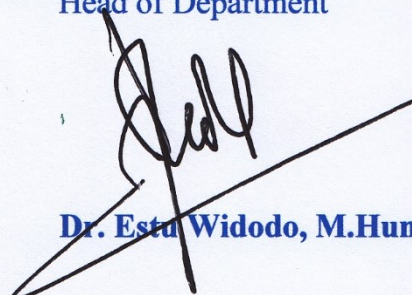
Advisor I

Advisor II

Dr. Sri Hartiningsih, M.M

Dr. Estu Widodo, M.Hum

Director of the Directorate of
Postgraduate Program

Head of Department

Prof. Akhsanul In'am, Ph.D

Dr. Estu Widodo, M.Hum

T H E S I S

Written by:

HENI OKTARINA
201810560211007

has been examined in front of examiners
on **Wednesday, 07 October 2020** and decided that
It has fulfilled one of the requirements for the degree of
Master of Education in the Subject of English Language Education

The Examiners

Chief   : Dr. Sri Hartiningsih, M.M

Secretary   : Dr. Estu Widodo, M.Hum

1st Examiner : Dr. Sudiran

2nd Examiner : Dr. Hartono

LETTER OF STATEMENT

I, the undersigned :

Name   : **HENI OKTARINA**

NIM   : **201810560211007**

Study Program   : **Magister Pendidikan Bahasa Inggris**

Hereby, declare that :

1. The thesis entitled : **EFL LEARNERS' ANXIETY IN ORAL PRESENTATION IN LAW DEPARTMENT AT UNIVERSITAS MUHAMMADIYAH MALANG** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.

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HENI OKTARINA

MOTTO AND DEDICATION

Motto

"Education is the key to unlock the golden door of freedom".

George Washington Carver

DEDICATION

I present this thesis special for

My beloved parents,

My family,

My friends,

My special partner,

Thank you for the support

ACKNOWLEDGEMENTS

Malang, 17 November 2020

The Writer,

Heni Oktarina

EFL LEARNERS' ANXIETY IN ORAL PRESENTATION IN LAW DEPARTMENT AT UNIVERSITYOF MUHAMMADIYAH MALANG

Heni Oktarina
Dr. Estu Widodo, M.Hum. (NIDN. 0020056801)
Dr. Sri Hartiningsih, M.M. (NIDN.0728036401)
Master of English Language Education,Universitas Muhammadiyah Malang
heniokta.94@gmail.com

ABSTRACT

This study was intended to investigate the level of language anxiety of EFL students in the ESP program in law department at University of Muhammadiyah Malang.In this study, the researcher usedquantitative approach with survey research design. The survey research was conducted at University of Muhammadiyah Malang in the first semester of ESP program in law department (class A and B).The total population in this research was 78 students. In this study, the Foreign Language Classroom Anxiety Scale (FLCAS) instrument (Howitz et.al, 1986) was used to collect the data.This study also aims to investigate the types of anxiety that provokes students feel nervous when making oral presentations in language classroom.Based on the results of information from respondents, the finding showed that the foreign language anxiety level in oral presentation among EFL students in the ESP program in law department demonstrated that 96% of the students experience low level anxiety of FLCA as the toppercentage, 2% of students having moderate low anxiety and 2% of students having moderate anxiety. The findingimplies that students of law department at university of Muhammadiyah Malang seem to have low-level anxiety in terms of foreign language classroom anxiety. Research on the three types of anxiety also showed that communication apprehension, test anxiety, and fear of negative evaluations may have a major impact on the teaching and learning process of students, especially in speaking foreign languages. Based on the results of this research, communication apprehension was found as a type of FLA which is the main source of participant FLA followed by fear of negative evaluation andanxiety test.

Keywords: Foreign Language Anxiety, Oral Presentation, Types of anxiety.

ABSTRAK

Heni Oktarina, 2020. Kecemasan Pelajar EFL Dalam Presentasi Lisan di Jurusan Hukum di Universitas Muhammadiyah Malang. Program Pascasarjana Pendidikan Bahas2a Inggris, Universitas Muhammadiyah Malang. Dosen Pembimbing: 1. Dr. Sri Hartiningsih, M.M. 2. Dr. Estu Widodo, M.Hum.

Heni Oktarina
Dr. Sri Hartiningsih, M.M.
Dr. Estu Widodo, M.Hum.
Postgraduate Program of English Language Education
Universitas Muhammadiyah Malang
heniokta.94@gmail.com

Penelitian ini bertujuan untuk mengetahui tingkat kecemasan berbahasa siswa EFL program ESP jurusan hukum Universitas Muhammadiyah Malang. Dalam penelitian ini peneliti menggunakan pendekatan kuantitatif dengan desain penelitian survei. Penelitian survei dilakukan di Universitas Muhammadiyah Malang pada semester pertama program ESP di jurusan hukum (kelas A dan B). Jumlah populasi dalam penelitian ini adalah 78 siswa. Dalam penelitian ini, instrumen Skala Kecemasan Ruang Kelas Bahasa Asing (FLCAS) (Howitz et.al, 1986) digunakan untuk mengumpulkan data. Penelitian ini juga bertujuan untuk mengetahui jenis-jenis kecemasan yang memprovokasi siswa merasa gugup saat membuat presentasi lisan di kelas bahasa. Berdasarkan hasil informasi dari responden, ditemukan bahwa tingkat kecemasan bahasa asing dalam presentasi lisan pada siswa EFL program ESP di jurusan hukum menunjukkan bahwa 96% siswa mengalami kecemasan tingkat rendah FLCA sebagai persentase teratas, 2 % siswa mengalami kecemasan sedang dan 2% siswa mengalami kecemasan sedang. Hasil penelitian menunjukkan bahwa mahasiswa Fakultas Hukum Universitas Muhammadiyah Malang tampak memiliki tingkat kecemasan yang rendah dalam hal kecemasan kelas bahasa asing. Penelitian tentang ketiga jenis kecemasan juga menunjukkan bahwa ketakutan komunikasi, kecemasan ujian, dan ketakutan terhadap evaluasi negatif dapat berdampak besar pada proses belajar mengajar siswa, terutama dalam berbicara bahasa asing. Berdasarkan hasil penelitian ditemukan communication apprehension sebagai jenis FLA yang menjadi sumber utama FLA partisipan diikuti dengan evaluasi rasa takut akan evaluasi negatif dan tes kecemasan.

Kata Kunci: Kecemasan Bahasa Asing, Presentasi Lisan, Jenis Kecemasan.

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Background

In everyday life people use language to communicate with other people. For EFL students, language is an important component for students to express their ideas. As stated by Khomarudin (2012), most of students in the EFL class expect themselves to be able to achieve the goal of producing English verbally in the process of learning English. Learning English has become a challenging subject for Indonesian people.EFL is used as a foreign language by English learners who do not use English as their daily language. For example, students in Indonesia are considered EFL students because they learn English which is not the official language in that country.

Learning English as a foreign language is one of the problems for students who are not using a foreign language as their daily communication language. The use of language is important in human activity. Language functions is to help people understand about their feeling when the people communicate with others. However, learning a foreign language is not always as fun as imagined.

Learning foreign languages sometimes makes some students find some difficult and confused to understand the material provided, especially for students who do not use a foreign language as the language used to communicate in their speaking habitual. Learning foreign language is very important. The most important reason needed in learning a foreign language for now and in the future is where the people can communicate directly with various communities around them and from various countries to be able to support increased learning about problems in society. Basically English is very important in the Law Department. The importance of English is to increase our insight and ability to communicate and solve problems.

MacIntyre (1999: 27) analyzed Foreign Language Anxiety is a form of negative emotions that appear when studying or when the learning process using a second language. Learning a new language can interfered with students' emotional state which causes them to feel scared, worried, and tense when they learn about

L2 (MacIntyre & Gardner, 1994, 1991). According to the researchers, anxiety that occurs in foreign language classes is triggered by certain interactive situations (Yang, 2012). In fact, although different language skills are associated with Foreign Language Anxiety, students' fear of communicating publicly with a language they do not master completely can be the biggest source of anxiety triggers in L2 classes on oral production (Choi, 2016).

From several definitions that have been proposed by several previous researchers regarding foreign language anxiety. Feelings of fear about anxiety that sometimes cannot be controlled by the students are a psychological aspect of students (Javed et.al., 2013). Student anxiety related to the psychological impact of students in terms of their feelings, self-esteem, and self-confidence in foreign language classes is supported by several previous researchers (Trang, 2012: 69). Oral presentations can trigger student anxiety if they make mistakes in a foreign language classes because in a foreign language class students are needed to be able to interact, participate, and communicate in a foreign language. (Horwitz, et. al :128) pointed out that, Anxiety can have profound effects on many aspects of foreign language learning, it is important to be able to identify students who are very anxious in foreign language classes. Some students report many psycho-physiological symptoms that are commonly associated with anxiety (tension, trembling, sweating, palpitations, and sleep disorders).

Anxiety has been identified as a general emotion. The reaction when they are faced with the task of listening and speaking in a foreign language target. Anxiety is one of the most frequently observed problems in the language learning process. The factor that can make students often feel anxious is when they make oral presentations because they feel confused about the topic discussed and also the lack of preparation before students present the material in front of the audience. During this learning process, severe anxiety reactions are formed due to students' perceptions. Language anxiety as an aspect of language acquisition is not a new phenomenon. Language anxiety is an emotional state that can have a negative impact on student learning methods and achievement in language classes. This can cause poor performance which can interfere with the learning

process of students so that many students can experience nervousness when making oral presentations.

Anxiety can affect the students' oral communication in using foreign languages, so that anxiety is considered as a factor that affects the learning process of foreign languages. Some research shows that delivering an oral presentation is considered as the most stressful communicative event that is assessed by Student. Oral presentations become a more important part of language, especially in the university environment. Radzuan and Kaur (2011 :1437) stated that, oral presentations are considered as planned and drilled lectures or speeches that are not approved in memory or reading directly from the script. Oral presentations are academic oral activities that are commonly carried out by students and this is involves students routinely and sometimes this triggers anxiety.

There are many advantages of oral presentations to students, namely the integration of four language skills: speaking, listening, reading and writing, opportunities to learn to use technology and as a preparation for real life. Furthermore, oral presentations serve a variety of purposes which reflect intellectual values and academic skills (Morita, 2000: 287). The importance of oral presentation skills is widely recognized. Many instructors in variousthe education level teaches their students to give oral presentations in the learning process.

Furthermore, Ayres et. al (2017) conducted study the result showed that, most of law students feel anxious when they spoke in front of many audiences and it can impact to their performance. Actually, in law academic education the students have to be able to speak fluently in front of many people. So, the main purpose of this research is to know whether the student still feel anxiousto produce the material in oral presentation fluently or not. Several previous studies have been conducted by the former researchers telling about EFL learners' language anxiety in oral presentation.

This research is conducted to answer the followng questions : 1) What is the language anxiety level of EFL learners in the ESP program at the Law

department at University of Muhammadiyah Malang?, 2) Do the three types of Foreign Language Anxiety provokes students' language anxiety in oral presentation?

Review of Related Literature

The Nature of Anxiety

Novikasari (2019: 4) stated that, all humans generally experience anxiety. Several factors and problems can be a source of anxiety. Most of these things can interfere with the learning process and can affect the emotional state of students when making oral presentations in class as well as when speaking in public.

A low level of self-confidence can make students feel anxious or afraid of something they are doing. Mayer (2008) stated that, a condition of feeling afraid, anxious, tense, and extremely nervous is a characteristic of anxiety. In many cases, anxiety can cause student achievement to decrease in mastery of the target language. Brown (2000: 151) point out that, feelings of fear, insecurity, anxiety, discomfort, and stress are forms of anxiety.

Foreign Language Anxiety

Foreign language anxiety is a phenomenon that affects the majority of language students. When learning a foreign language the students' deal with stress, doubt, difficulty, loss of trust, conflict and negative negotiations. Solving problems that occur in schools related to English lessons has become a tradition of activities for students. Kurtus (2001) stated that, fear when making mistakes or fear of looking less intelligent is a major factor in the fear experienced by students in language classes. In addition, they are also afraid of other people's judgments if they making mistakes. The main factor that makes students reluctant to speak English in the classroom is when students make mistakes.

Hashemi(2011: 2) agreement, during the last few decades that language anxiety is recognized as a specific aspect that becomes an obstacle in learning a second language or a foreign language. Therefore, language anxiety can have a negative impact on how to learn or acquire the target language. Psychological construction is anxiety which is generally described by psychologists as a state of fear, a vague fear that is only indirectly related to an object. In facilitating the students to be able to practice their new language, assigning students to do oral presentation has been an alternative.Moreover, Sivadjati (2016) claimed that,

giving an oral presentation is a challenge because the presenter needs to be able to deliver a message with a good language so that the audience could understand it easily. In other words, giving an oral presentation is a good practice to equip the students with not only experience in delivering their materials in public with a proper language but also opportunities to improve their confidence. In fact, to be able to do so, the presenter needs to have good presentation skills. Otherside, Hyland (2018 : 2) said that, the ability to give an oral presentation is an important skill in a varied range of careers, and training in public speaking can help develop important linguistic and personal qualities in students.

Cognitive factors

In foreign languages, there are several factors that can trigger student anxiety when speaking in a foreign language class. Learning topics, themes, and interlocutors can trigger students' anxiety in a foreign language class. When EFL students communicate with other people, what they need to pay attention to is getting used to communicating with the learning topics they are learning. Students' speaking ability is a cognitive factor based on the knowledge that students have. Students will easily generate ideas and be able to face problems in language class if they are asked to get used to being able to communicate using topics related to foreign languages when they are in a foreign language class.

Kasbi and Shirvan (2017) analyzed speaking anxiety and students' lack of interest in participating in foreign language classes due to the high level of student anxiety. Furthermore, to improve students' ability to communicate, students need to be given appropriate discussion topics. When students get an assessment that they cannot balance, it can make students experience anxiety and can cause fear when facing situations they do not understand (Mouhoubi-Messadh, 2017). In this regard, Anandari (2015) stated that, the inability of students to master the topics they learn in foreign language classes can cause students in the EFL class to experience anxiety.

Al-Nouh et al. (2015) argued, to reduce students' anxiety levels in the language class it is necessary to free students in choosing the topics they want to discuss and which they are able to master, because in this way students who are

familiar with the topics they discuss will be easier to understand and convey about the content of the topics they have studied so that students will not feel overwhelmed when explaining the content of the topics they want to discuss in front of the class or in front of the crowd. Lack of students' understanding of foreign languages can also cause anxiety for students when asked to do a presentation in front of a crowd without any clear preparation and concepts (Raja, 2017). Reduced self-confidence when speaking in front of other people can affect students' attitudes when in front of large crowds.

Patel and Jain (2008) state that communication is one of them language function to provide information that other people need. Therefore, the anxiety caused in communication occurs because EFL students do not understand how to explain the ideas and topics they convey in class (Anandari, 2015). When other people do not understand what is explained by students, students will feel worried. In addition, Raja (2017) stated that, student performance plays an important role in increasing the number of viewers. Student performance and abilities can affect audience capacity. Students will feel anxious and think that their appearance is boring and dissatisfied with their appearance if the audience is small.

Sadeghi et al. (2013) highlighted that foreign language learners can experience stress when the reaction of their interlocutors corrects mistakes when they speak. This can cause students to feel less confident. To communicate well in a foreign language class, students must have good knowledge and understanding of vocabulary (Brown, 2004). Apart from being able to pronounce vocabulary clearly, students must also be able to understand what they are talking about. Then, students must know how to order the correct vocabulary because most students experience less self-confidence and anxiety when they have difficulty mastering linguistics. Melouah (2013) explains, students who underestimate linguistic abilities and are unsure of their knowledge when speaking are the cause of their reduced self-confidence. Some linguists (for example Kasbi & Shirvan, 2017; Mukminin et al., 2015) concluded that the emergence of anxiety is influenced by reduced knowledge of vocabulary and linguistic grammar arrangement.

Affective Factors

        Affective factors are a source of anxiety which includes the feelings and personalities of students. If students want to feel confident when speaking, in language learning students need to remember the topic being studied. Before communicating with other people, students need to have an understanding of the topics they want to convey to others. Kasbi and Shirvan (2017), in their research, revealed that a high level of speaking anxiety is influenced by the lack of knowledge of students about the topics they discuss. Reduced knowledge of the topics discussed is caused by students' lack of interest in finding out more information about the topic. Students will feel anxious when asked to talk about topics they are not good at.

        People speaking in foreign language classes can also cause anxiety. In EFL classes, teachers and students communicate frequently. Therefore, student anxiety can occur when communicating with their teachers. Therefore, teachers must choose learning methods to help students be more creative and able to follow the learning process well in the language class.

Deliver Presentations

        Before starting a speech, students must first look at the topics they want to convey to others. When making presentations, students need to pay attention to the circumstances around them so that they are able to see how other people care about what they say when speaking in front of many people. Students need to interact with the audience when making presentations in front of many people to attract interest in stage performances conducted by students. In Ambekar (2010), there are several ways that students can effectively make presentations in public, including:

Speaking through the eyes

        A good speakers in a speech need to look at the situation around them by pausing before starting the speech. This process is done so that the speaker is able to understand how to attract the audience's interest to pay attention to what the speaker wants to convey. The speaker can also control eye contact with the

audience when making a speech to create an impression on the audience so that the audience won't miss it during the speech.

Sound level

Sound level is an important factor in delivering a speech so that the audience can hear the speaker's voice clearly. With the skill of practicing and practicing the sound level it will be more effective and can be an important point for the speaker when making a speech. In giving a speech, a speaker must be able to assist the voice to improve the quality of the voice and correct speech when speaking.

Audience Awareness

In a speech, the speaker needs to pay attention to several important points to see a picture of the condition of the listener during the speech. These points can relate to the audience's interests, which sometimes fluctuate during a speech. In his speech, the speaker invites the audience to be involved in a live meeting in understanding the contents of the speech discussion by speaking or other speaking to attract the audience's interest to speak. Often the audience feels disinterested when listening to a speech because the speaker speaks in a difficult way and interacts with the audience during the speech.

Face expressions

The face is a mirror of a person's personality. The contents of one's mind can be known through facial expressions. For example, when someone smiles it can indicate that the person is friendly. A person experiences anxiety when the forehead shrinks and so on. Different forms of expression are a form of expression of one's emotions in communicating.

Posture

Visually, if the speaker is experiencing anxiety or shows insignificant body movements. This can be interpreted that body movements have an effect on the level of stability of the speaker's understanding when making a speech in front of many people. So, a speaker needs to practice readiness before they make a speech to minimize the possibility that unwanted events occur during the speech.

Dress Sense

To support the appearance of the speaker during a speech, a speaker usually pays attention to their dress appearance to make them look more attractive when speaking in front of many people. Appearance or fashion sense can also be decisive in attracting the audience's interest. It can also create positive conditions for the speaker to support his performance.

Anxiety Factors in Presentations

Asnur (2010) stated that, there are two factors that can trigger student anxiety in presentations, namely as follows:

Internal factors

a) Fear of failure

Speakers will feel scared when they feel unable to answer questions from others. Students will feel panic when making mistakes. So that this can lead to a low level of student confidence when making presentations in front of a crowd.

b) Fear of criticism

Students often feel afraid and anxious about speaking in public for fear of failure and fear of negative judgments from others of their appearance. Students feel anxious about not being able to answer questions from the audience. Therefore, most students can experience fear to answer questions that they have not previously understood.

c) Conflicting emotions

In a presentation, students often feel worried about the results of the presentation they are presenting in public. This was caused by conflicting thoughts about some of their wishes while doing the presentation. some speakers want to be successful and are afraid of failure when making a public presentation. This can reduce student performance in carrying out presentations.

d) Speech anxiety

In this case, there are some speakers who are anxious and worried about their speech that they have not mastered. So that it can trigger mistakes that the speaker can make when making a presentation. Speaking anxiety can often cause

students to think about the successes or failures they might experience while speaking in public. The possibility of this can also obsess students to strive to maximize their performance in order to produce good performances.

e) Negative experiences

Students' negative experiences when speaking in public make students afraid to do it again. Students will feel hesitant to repeat failures that have been experienced before, which raises doubts to speak again in public. It can also hinder student performance when making their next presentation. So, it is necessary for students to re-evaluate past failures to serve as lessons in order to produce better performance when making their next presentation.

f) Fear of losing material yarn

Anxiety when doing a presentation can be felt when the speakers do not master the material they are discussing. According to Asnur (2010), the lack of practice and preparation when making a presentation will make the speaker experience difficulties during the presentation. Loss of confidence is caused by a lack of understanding of the material presented during the presentation.

g) Fear of being stopped

When doing a presentation, students who are not well performing will usually be stopped. These factors can increase students' fear if they experience failure. However, for students who experience low levels of anxiety, this can be used as motivation to prepare for the next better presentation.

h) Think negative

Speakers' performances during presentations can fail if they cannot overcome negative thinking while preparing for the presentation or after making the presentation. Students need to train themselves to reduce anxiety when making presentations in order to make it easier for students to make presentations. So that the presentation can go according to what the speaker wants.

External factors

a) Condition of the presentation room

Students' anxiety during presentations is also influenced by the situation in the room. The atmosphere in the room that seems quiet and serious can trigger

student fear when making a presentation. For students who have no experience making presentations, this can result in students experiencing high levels of anxiety if students do not prepare themselves well for presentations.

b) Failure to Practice

Public speaking anxiety can be caused by failing to practice speech. Failure in speech can be caused by the unpreparedness of students in preparing speech material. Most students who experience failure are due to lack of preparation and practice before making a presentation.

c) Physical factors

Excessive feelings of anxiety can cause the student's physical condition to deteriorate. As a result, students will be vulnerable to decreased performance due to excessive negative thinking. Excessive anxiety can worsen students' understanding of the topics they are studying.

Anxiety can have a major impact on some aspects of learning related to foreign languages. In addition, to identify students' anxiety in foreign language classes, the researchers used the FLCAS adapted from (Horwitz et al. 1986), where there are three types of language anxiety in their questions, included:

Table 2.1 Types of Language Anxiety

Types of Anxiety	Question Number
Communication Apprehension	8,17,21,13,1,12,15,5
Test Anxiety	14,19,11,3,9,6,7,10
Fear of Negative Evaluation	20,4,18,2,16

It regards to foreign language learning, students' poor understanding of communication is caused by their peers and educating authorities over their production (Horwitz et al., 1991). Communication concerns allude to stress compared to verbal communication. students who perform verbal communication who are worried have a tendency to more focus on what the audience thinks about them when they give presentations. Therefore, sharing the information with others by communicating the results of thoughts by looking at discourse is one of the basic techniques for reducing anxiety. Daly (1991) illustrates communication

worries are a natural reaction. The basic reason for that is some quality of identity, for example, shyness, quiteness or doubt.

The negative assessment of anxiety refers to a person's concern about what others think of them and the feeling that this concern is generally dispelled (Horwitz et al. 1991). Negative assessment anxiety is defined as feeling uncomfortable in a condition and experiencing anxiety when communicating in front of many people. Ohata (2005) conducted a study on the main factors that cause anxiety in Japanese English students. The results showed that students experienced extreme anxiety and stress during class presentations because students experienced fear of negative aspects of assessment that they experienced during the class activities.

Level of Anxiety

There are four levels of anxiety those are low anxiety, moderate anxiety, high anxiety, and panic. Low anxiety related with strained situations that occur in daily life that can motivate students to improve their learning skills and increase creativity based on the situation.Meanwhile, moderate anxiety enable someone to focuses on important issues. On this level can cause a person to experience reduced concentration, but he can do something directed.The next is high anxiety. Someone with high anxiety tends to focuses on something detailed and specific. On this level of anxiety need more guidelines in order to focus.On this level sometimes complaint about vertigo, headaches, insomnia, often urination, do not want to learn effectively, Focus on him and his desires to omit the high anxiety.The last level is panic. Panic related with fear, due to losing control. Someone who panic usually experience anxiety, look pale, incoherent talk and so on (Towsend in Asnur 2010:46).

Mistakes when speaking in public will make students feel worried. The worry that students feel can be caused by excessive negative thinking during students' public speaking. They are afraid of not being able to attract the audience's attention when they see their performance. They feel unsure of what they are conveying because of a lack of preparation and practice before making a presentation. In some cases anxiety can have common sign and symptoms

include: Feeling nervous, having an increased heart rate, breathing rapidly, sweating, and trembling. This situation can have a major impact to students which experience high level of anxiety and it can impact to their less of performance.

From the explanation above, it can be concluded that anxiety is the fear of students if they experience failure, get negative assessments, reduce student performance in delivering material so that they do not succeed in conveying well to others when speaking in public. Anxiety is a negative influence that can reduce the quality of students' foreign language learning. Therefore, it is important for students to try to understand foreign languages to improve performance results as desired by students.
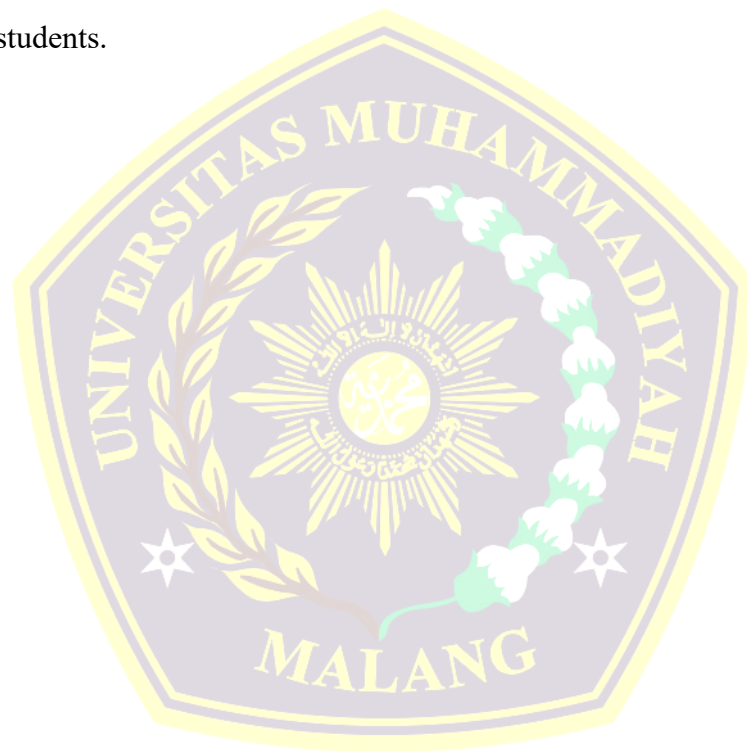
Research Method

Research Design

The research method used by researchers in this study is a quantitative method, according to Cresswell (2012), quantitative research is a method of collecting data in numerical form that describes phenomena. This research method focused on survey design because in this study the researcher used a sample to be measured.

Population and Sample

The participants who participated this study were the second semester students of ESP Program at the Law Department at University of Muhammadiyah Malang in academic year 2019/2020. The total population of this study are 216 students, but the sample who participated this reserch are 78 students which consist of 2 classes.

Data CollectionTechnique

The researcher collected the data from the result of questionnaire that was administered to all participants in ESP program at the law depatment at University of Muhammadiyah Malang. The topic used by the researcher in FLCA in oral presentation is about criminology. To know the students level of anxiety in FLCA in ESP program at the law department at University of Muhammadiyah Malang, the researcher used open structure of questionnaires.It consists of 21 items which are rated on a 5-point Likert scale ranging from 1 ('strongly disagree') to 5 ('strongly agree'). The structure of questionnaire is adapted from Horwitz et.al (1986).

Before the researcherconduct the research to collect the information about the EFL learners' anxiety in oral presentation at the law department at University of Muhammadiyah Malang. The researcher asked permission to the lecturer who teaches the ESP program at the law department at University of Muhammadiyah Malang. After the researcher got the permission from the lecturer, the researcher prepare the material of questionnaire which the researcher used as the research instrument to collect the data in this research.

After the researcher administered the questionnaire to all of the participant in the ESP program at the law department at University of Muhammadiyah Malang. The researcher calculate the data using Ms. Excel to get the total score of students response of the questionnaire. After the researcher get the total scores of student response using Ms. Excel, then the reseacher calculated the data using SPSS to get the result of all the total scores related to the validity, realiability, mean score, and standard deviation of the questionnaire.

Data analysis

In this study, the researchers used the FLCAS Questionnaire (Foreign Language Classroom Anxiety Scale) proposed by (Horwitz et al. 1986), to collect data from respondents. Data obtained through analysis using SPSS 24.0. The FLCAS is an instrument for assessing general foreign language anxiety. In this study, 21 items were rated on a 5-point likert scale ranging from 1 ('strongly disagree') to 5 ('strongly agree'). The FLCAS was used in this study is to assess three types of performance anxiety related to foreign language anxiety consisting of: communication anxiety (items 8,17,21,13,1,12,15, and 5), test anxiety (items 14,19, 11, 3,9,6,7, and 10), and fear of negative evaluations (items 20,4,18,2, and 16). The total score of all item scales ranges from 33 to 165.

Developing Instruments

Validity

Validity refers to the description of the students' results of the test that are ensured and a test can be said valid if follow the requirements of a good test that is arranged for the students (Ouzouni et al, 2011).

Reliability

Reliability is about the stability of measure, the measurement instrument is consistent and the scores is reliable (Ouzouni et al, 2011).

Research Findings and Discussion

Research Findings

        The data were collected through the results of questionnaire data filled out by 78 students of law department in academic year 2019/2020. The findings in this study were arranged based on the research problems: 1) What is the language anxiety level of EFL learners in the ESP program at the law department at University of Muhammadiyah Malang?, 2) Do the three types of FLA provokes students' language anxiety in oral presentation?

        To measured students' foreign language anxiety level in this study, the questionnaire used contained 21 items. The total scores used ranged from 33 to 165. To find out the level of student anxiety in the language class, the language anxiety score is divided into five levels: scores with a value (X = 33-82) are included in the very low anxiety level category, the scores with a value(X = 83-89) are included in moderately low anxiety level category, scores with a value (X = 90-98) are included in the category of moderate anxiety level, scores with a value (X = 99-108) included in the moderately high anxiety level category, and a score with a value (X = 109-165) included in the high anxiety category. According to Un (2012), the level of anxiety in a foreign language is low if the total score obtained by students is less than 99, the total score of moderate anxiety levels starts from a total score of 99 to 132, and an indication of a high level of anxiety if the total score is more than 132. To measure the level of foreign language anxiety in students' oral presentation, the overall mean score of all students experiencing anxiety were calculated. Students who participated in this study were students at the law department at University of Muhammadiyah Malang in academic year 2019/2020.

4.1. The Level of Anxiety

        Based on the scale mentioned above, the level of anxiety of the subjects in this study was divided into five levels of anxiety which are presented in Table 4.1.1.

 Table 4.1.1. Anxiety levels for learners recruited in the current study (N=78)

No.	Scores	Level of FLA	Total	% of Total N
1.	33 – 82	Very low anxiety	76	96%
2.	83 – 89	Moderately low anxiety	1	2%
3.	90 – 98	Moderate anxiety	1	2%
4.	99 – 108	Moderately high anxiety	-	-
5.	109 – 165	High anxiety	-	-

*Very Low anxiety indicate students have low level of anxiety.

*Moderately low anxiety indicate students who have a low level of anxiety but still experience anxiety

*Moderate anxiety indicate students with better anxiety levels and more manageable than other levels

*Moderately high anxietyindicate excessive worry that can cause students can not think clearly.

*High anxiety indicate students have a high level of anxiety.

Table 4.1 the results shows of the participant distribution. The total sample who completed the survey in this study (N = 78). The description in the table above shows participant anxiety level. The results of the analysis of this study indicate that the highest level of student anxiety with very low anxiety level of FLCA with a percentage of 96%, students who experience moderate low anxiety 2%, and 2% students experience moderate anxiety.

4.2. Types of Language Anxiety

In this study, the mean scores and standard deviations were analyzed to determine the three types of performance anxiety associated with FLA (communicative apprehension, test anxiety, and fear of negative evaluation). For the sake of understanding, the data relating to this research are arranged in ascending. The instrument with the highest score indicates that all samples have higher FLA levels.

Table 4.2.1. shows the results of participants' communicative apprehension. As can be observed, there were three of the highest anxiety-inducing factors reported by participants associated with speaking anxiety: 'I feel

very self-conscious about speaking the foreign language in front of other students' (item 12, x = 3.23),' I get nervous when I don't understand every word the language teacher says' (item 15, x = 3.64), and 'I start to panic when I have to speak without preparation in language class' (item 5, x = 3.83). The average score on the first two items in this category was above 2.5 points on a 5-point scale, which indicates that the FLA level students experienced was quite large. In line with previous research studies (Yang, 2012), the results of this study indicate that when using L2 in the classroom, ESP students seem to feel uncomfortable. For most students, this can create fear and anxiety. Whereas the three anxiety items with the lowest score results, the data show that, 'I would not be nervous about speaking a foreign language with a native speaker' (item 8 *, x = 2.59), which is believed to be the least anxiety-inducing factor in terms of communication apprehension.

Table 4.2.1. Participants' level of communication apprehension.

Items : Communication apprehension		N	Mean	SD
8.*	I would not be nervous speaking the foreign language with native speakers.	78	2.59	0.859
17.	I get upset when I don't understand what the teacher is correcting.	78	2.64	1.319
21.*	I feel confident when I speak in foreign language class.	78	2.83	1.133
13.	I get nervous and confused when I am speaking in my language class.	78	2.95	1.005
1.	I never feel quite sure of myself when I am speking in my foreign language class.	78	3.09	1.095
12.	I feel very self-conscious about speaking the foreign language in front of other students.	78	3.23	0.882
15.	I get nervous when I don't understand every word the language teacher says.	78	3.64	1.019

5.	I start to panic when I have to speak without preparation in language class.	78	3.83	1.263
	Overall mean = 3.10			

*Reversed values: The highest scores represent at all times a high anxiety level.

From the three types of performance anxiety associated with FLCA, the highest overall mean score of communication apprehension was (x = 3.10), this indicates that this factor is the most anxiety-provoking factor for ESP students. In (Table 4.3), concerned about test anxiety, anxiety performance related to this type of anxiety that most trigger test anxiety, as follows: 'I worry about the consequences of failing my foreign language class' (item 6, x = 3.47),' In language class, I can get so nervous I forget things I know '(item 7, x = 3.47), and' I can feel my heart pounding when I'm going to be called on in language class' (item 1, x = 3.54). In this finding, most of the students did not feel comfortable in the language classroom because they were concerned about the consequences that could have failing on their language subjects.

Table 4.2.2. Participants' level of test anxiety.

Items : Test anxiety		N	Mean	SD
14.*	When I'm on my way to language class, I feel sure and relaxed.	78	2.63	1.163
19.*	I am usually at case during tests in my language class.	78	2.83	0.918
11.*	I don't feel pressured to prepare very well for language class.	78	2.87	1.024
3.	I tremble when I know that I'm going to be called on in language class.	78	3.13	1.097
9.	Even if I am well prepared for language class, I feel anxious about it.	78	3.27	1.113
6.	I worry about the consequences of failing my foreign language class.	78	3.47	0.893
7.	In language class, I can get so nervous I forget things I know.	78	3.47	1.159
10.	I can feel my heart pounding when I'm going to be called on in language class.	78	3.54	0.863
	Overall mean = 3.15			

*Reversed values: The highest scores represent at all times a high anxiety level.

As can be observed, with regard to test anxiety on this item showing all items on the type of test anxiety, the students scored an average above 2.5 points on a 5-point scale. In addition, if the score is below 3 points on the scale, it indicates that most students did not experience high levels during the test in their language class. The overall mean score on test anxiety was (x = 3.15).

In (Table 4.4), regarding the fear of negative evaluation. The respondent admitted they were very nervous when the language teacher asked questions that they had not prepared in advance (item 16, x = 3.68), (Choi, 2016). In fact, in this category the item with the highest score with an average score above 2.5 on a 5-point scale, which indicates that the item is a highly anxiety provoking aspect. Overall mean score of fear of negative evaluation was (x = 3.25), this type of anxiety was considered the second source of FLCA after communication apprehension.

Table 4.2.3. Participants' level of fear of negative evaluation.

Items : Fear of negative evaluation		N	Mean	SD
20.	It embarasses me to volunteer answer in my language class.	78	2.81	0.968
4.	I keep thinking that the other students are better at languages than I am.	78	3.17	1.133
18.	I am afraid that the other students will laugh at me when I speak the foreign language.	78	3.31	0.997
2.*	I don't worry about making mistakes in language class.	78	3.32	0.960
16.	I get nervous when the language teacher asks questions which I haven't prepared in advance.	78	3.68	1.190
Overall mean = 3.25				

*Reversed values: The highest scores represent at all times a high anxiety level.

Discussion

In the discussion of the findings of this study, this study focuses on previous research theories that have included language anxiety in oral presentation of EFL learners in the ESP program at the law department at University

Muhammadiyah Malang in academic year 2019/2020. The research findings related to the research questions showed that students experienced low level anxiety FLCA with a percentage of 96% as the highest percentage of anxiety levels, 2% of students experience moderate low anxiety, meanwhile 2% of students experience moderate anxiety in oral presentation among EFL learners in the ESP program at the law department at University Muhammadiyah Malang. Therefore, the results showed that students at the law department at University Muhammadiyah Malang seemed to have a low level of anxiety in foreign language classes.

The sources of anxiety in foreign languages in the context of the types of anxiety adapted from Horwitz et al. (1986) indicated that test anxiety is a significant source of the anxiety phenomenon in foreign languages. Factors that make students feel anxious in foreign language classes are test anxiety. Students' negative assumptions can make students experience anxiety about the implementation of upcoming tests (Horwitz et al. 1991). Based on the findings of this study, it seems that most students experienced low levels of speaking anxiety. In the context of EFL Turkey by Debreli and Demurkan (2016), the results obtained from Turkish students and Cypriot Turkish students show the same results. Compared with the findings of previous studies, the findings in this study can be said this study are better than those of previous studies because in previous research findings, students' anxiety levels are higher and it can have an impact on their foreign language performance and their specific language skills (for example Cheng et al. 1999; Sellers, 2000).

The main source of FLA related to the second question states that the performance factor is a source that causes student anxiety in foreign language classes. According to Horwitz et al. (1986), communication apprehension is one of the factor that support Foreign Language Anxiety in language classes. In any EFL communication, people who have communication concerns will usually have difficulty talking with other people. However, everyone's anxiety will vary depending on how they are talking. Some studies have found that making public presentation tends to cause more anxiety than having conversations. Singh (2012)

observed that when students speak in front of groups, students with average performance have an understanding of communication that they cannot handle. Other researchers (for example Anandari, 2015; Rahman, 2017; Raja, 2017) also found that most students experience speaking anxiety when they have to speak in public. As a result, when speaking in front of other people, many students tend to feel uncomfortable, embarrassed, and anxious. It can be said that almost everyone experiences anxiety when facing exams. In the process of learning English in class, many students experience anxiety.

From the information above, it can be concluded that the total questions in the questionnaire consist of 21 items which consist of 8 items related to communication apprehension, 8 items related to test anxiety and 5 items related to fear of negative evaluations. Thus, it can be said that the three types of foreign language anxiety experienced by students at the lawdepartment in language classes can have a major impact on the teaching and learning process, especially in speaking foreign languages. To measure students' anxiety in language class, the researchers used all three types of FLA.
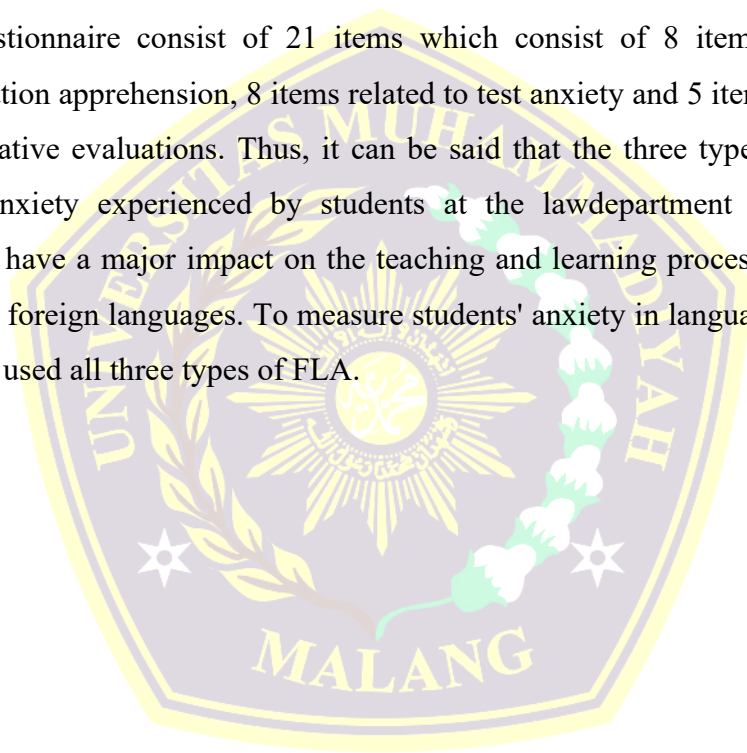
Conclusion

Based on the results of the study, the results showed that most of the ESP students in the English class (96%) seemed to experience a low level of anxiety. These findings indicate that FLA can have a negative impact on English language learning. Among the types of performance anxiety, the main source of student anxiety is understanding communication, especially speaking anxiety. Thus, in the context of the L2, ESP students admitted to feeling confused, uncomfortable and anxious when they used English. Fear of negative evaluations appears to be the second anxiety-provoking factor associated with FLA. Therefore, in language class learning students feel reluctant to give voluntary answers and they admit to being nervous when given questions that they have not prepared in advance because they feel embarrassed. The excessive anxiety experienced by students can prevent students from improving their oral communication skills.

The findings of this study are important to be used as a reference for students who often experience anxiety in language class, especially when taking foreign language lessons. Students can observe what factors trigger anxiety in the language class in the explanation related to oral presentation anxiety described by the researchers in the results of the research above, so that they are able to overcome the anxiety problems they often experience in foreign language classes.

The findings in this study also expected to provide understanding to teachers in order to create and provide a learning environment that contributes to reducing students' anxiety levels when speaking in public by reflecting on the causes of FLA. The results of this study can also be used as a reference for further research on how FLA affects the language learning process and how to deal with it. This research can be used as a resource for other researchers in conducting further studies on language anxiety, particularly the source of anxiety in language classes. In addition, teachers or other researchers can also learn related strategies used by both students and teachers related to FLA that occur in their class because each student may work on FLA questions differently.

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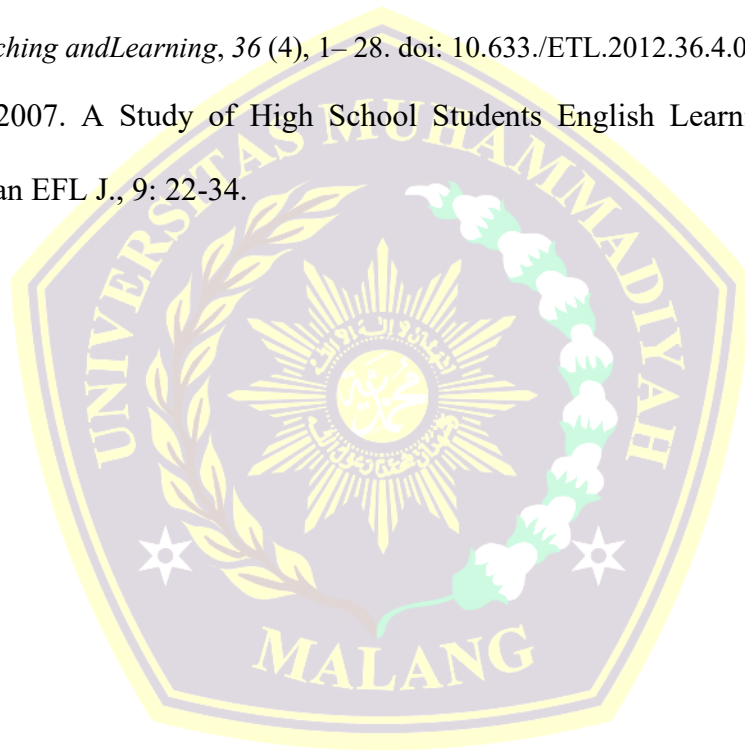
APPENDIX

Surveys on EFL learners' anxiety in oral presentation

Name   :

Gender   :   Male ☐   Female ☐

The following statements are about EFL learners' anxiety in oral presentation. There is no wrong or right answer. Please read the statements carefully and select (√) the choice corresponding to the degree of your agreement or disagreement.

Foreign Language Classroom Anxiety Scale (FLCAS)
(Adapted from Horwitz et al. 1986)

No.	Statement	SA	A	N	D	SD
1.	I never feel quite sure of myself when I am speking in my foreign language class.					
2.	I don't worry about making mistakes in language class.					
3.	I tremble when I know that I'm going to be called on in language class.					
4.	I keep thinking that the other students are better at languages than I am.					
5.	I start to panic when I have to speak without preparation in language class.					
6.	I worry about the consequences of failing my foreign language class.					
7.	In language class, I can get so nervous I forget things I know.					
8.	I would not be nervous speaking the foreign language with native speakers.					
9.	Even if I am well prepared for language class, I feel anxious about it.					
10.	I can feel my heart pounding when I'm going to be called on in language classs.					
11.	I don't feel pressured to prepare very well for language class.					
12.	I feel very self-conscious about speaking the foreign language in front of other students.					
13.	I get nervous and confused when I am speaking in my language class.					
14.	When I'm on my way to language class, I feel sure and relaxed.					
15.	I get nervous when I don't understand every word the language teacher says.					
16.	I get nervous when the language teacher asks questions which I haven't prepared in advance.					
17.	I get upset when I don't understand what the teacher is correcting.					
18.	I am afraid that the other students will laugh at me when I speak the foreign language.					
19.	I am usually on the case during tests in my language class.					
20.	It embarasses me to volunteer answer in my language class.					
21.	I feel confident when I speak in foreign language class.					

SA = Strongly Agree   N = Neither   SD = Strongly Disagree

A = Agree   D = Disagree

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
66,31	105,385	10,266	21

Case Processing Summary

		N	%
Cases	Valid	78	100,0
	Excluded[a]	0	,0
	Total	78	100,0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,816	,818	21

Reliability Statistics

Cronbach's Alpha	N of Items
,816	21

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item1	63,22	96,484	,358	,809
item2	62,99	97,753	,353	,809
item3	63,18	92,201	,568	,798
item4	63,14	93,188	,499	,802
item5	62,47	90,668	,546	,798
item6	62,83	94,660	,571	,800
item7	62,83	96,972	,310	,812
item8	63,72	97,841	,400	,808
item9	63,04	95,206	,412	,806
item10	62,77	93,245	,683	,796
item11	63,44	103,158	,057	,823
item12	63,08	103,890	,040	,822
item13	63,36	98,571	,291	,812
item14	63,68	93,649	,461	,804
item15	62,67	95,628	,437	,805
item16	62,63	92,392	,506	,801

item17	63,67	99,160	,171	,822
item18	63,00	94,000	,537	,801
item19	63,47	102,279	,122	,819
item20	63,50	97,578	,359	,809
item21	63,47	97,292	,305	,812

Item Statistics

	Mean	Std. Deviation	N
Item1	3,09	1,095	78
Item2	3,32	,960	78
Item3	3,13	1,097	78
Item4	3,17	1,133	78
Item5	3,83	1,263	78
Item6	3,47	,893	78
Item7	3,47	1,159	78
Item8	2,59	,859	78
Item9	3,27	1,113	78
Item10	3,54	,863	78
Item11	2,87	1,024	78
Item12	3,23	,882	78
Item13	2,95	1,005	78
Item14	2,63	1,163	78
Item15	3,64	1,019	78

Item16	3,68	1,190	78
Item17	2,64	1,319	78
Item18	3,31	,997	78
Item19	2,83	,918	78
Item20	2,81	,968	78
Item21	2,83	1,133	78
Scores	66,31	10,266	78

Statistics

		Item1	Item2	Item3	Item4	Item5	Item6	Item7
N	Valid	78	78	78	78	78	78	78
	Missing	0	0	0	0	0	0	0
Mean		3,09	3,32	3,13	3,17	3,83	3,47	3,47
Std. Error of Mean		,124	,109	,124	,128	,143	,101	,131
Median		3,00	3,00	3,00	3,00	4,00	4,00	4,00
Mode		3	3	3	3	4	4	4
Std. Deviation		1,095	,960	1,097	1,133	1,263	,893	1,159
Variance		1,200	,922	1,204	1,284	1,595	,798	1,343
Range		5	4	5	4	5	4	5
Minimum		0	1	0	1	0	1	0
Maximum		5	5	5	5	5	5	5
Sum		241	259	244	247	299	271	271

Statistics

		Item8	Item9	Item10	Item11	Item12	Item13	Item14
N	Valid	78	78	78	78	78	78	78
	Missing	0	0	0	0	0	0	0
Mean		2,59	3,27	3,54	2,87	3,23	2,95	2,63
Std. Error of Mean		,097	,126	,098	,116	,100	,114	,132
Median		3,00	3,00	3,00	3,00	3,00	3,00	3,00
Mode		3	4	3	3	3	4	3
Std. Deviation		,859	1,113	,863	1,024	,882	1,005	1,163
Variance		,739	1,238	,745	1,048	,777	1,010	1,353
Range		3	4	4	4	4	4	4
Minimum		1	1	1	1	1	0	1
Maximum		4	5	5	5	5	4	5
Sum		202	255	276	224	252	230	205

Statistics

		Item15	Item16	Item17	Item18	Item19	Item20	Item21
N	Valid	78	78	78	78	78	78	78
	Missing	0	0	0	0	0	0	0
Mean		3,64	3,68	2,64	3,31	2,83	2,81	2,83
Std. Error of Mean		,115	,135	,149	,113	,104	,110	,128
Median		4,00	4,00	3,00	3,00	3,00	3,00	3,00
Mode		4	4	1	3	3	3	3
Std. Deviation		1,019	1,190	1,319	,997	,918	,968	1,133

Variance	1,038	1,415	1,740	,995	,842	,937	1,284
Range	5	5	4	4	4	4	4
Minimum	0	0	1	1	1	1	1
Maximum	5	5	5	5	5	5	5
Sum	284	287	206	258	221	219	221

Statistics

Scores

N	Valid	78
	Missing	0
Mean		66,31
Std. Error of Mean		1,162
Median		66,00
Mode		64[a]
Std. Deviation		10,266
Variance		105,385
Range		55
Minimum		36
Maximum		91
Sum		5172

a. Multiple modes exist. The smallest value is shown