THE RELATIONSHIP BETWEEN GLOSSOPHOBIA AND STUDENTS' LEARNING STYLES IN SPEECH ACTIVITY

A THESIS

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ENGLISH EDUCATION DEPARTMENT FACULTY OF TEACHER TRAINING AND EDUCATION MUSLIM UNIVERSITY OF MAROS

2021

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2021

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HALAMAN PERSETUJUAN

HALAMAN PERSETUJUAN

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Setelah diteliti dan diperiksa, maka Skripsi ini telah memenuhi syarat untuk disetujui.

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HALAMAN PENGESAHAN

I believe in love at the first sight because
I have loved my mother since I opened my eyes

- Zulfitri

DEDICATION

I dedicate my thesis work to my family, a special feeling of gratitude to my loving parents, wholeheartedly, I just wants to say thank and I am very grateful to Allah for giving me parents who love me and always support me all the time starting from the ups and downs, they are always there. Thanks for them for giving me strength to reach for the stars and chase my dreams. One of my reasons to achieve my dreams is because of them too, and I know this is not the end of everything.

I dedicate my thesis to my beloved grandparents and brothers and sisters Zulkifli, Zul Astri, Zulya Hamida, Zulkarnain and also all of the families who have given me a lot of motivation and have been there to be listener.

Finally, I would like to dedicate my thesis for the highest appreciation, love and gratitude to Alfian Asmar and my friends Megawati Try Oktavia, Nur Hapsah, Munawwara, Dewi Faratiwi, Nur Aeni, Auliah Hamkah, Nadia Indah Amaliah, Nurul Almirah, DDI High School students and friends whom I cannot mention their name one by one.

This thesis is only the beginning of my journey. I realize that this thesis was not completed perfectly. Therefore, any suggestions and constructive criticism will be accepted with pleasure.

Zulfitri

ABSTRACT

Zulfitri. **2021**. The relationship between glossophobia and students' learning styles in speech activity (Supervised by Zul Astri and Nurul Fachrunnisa)

Glossophobia known as social phobia which is a big problem in delivering public speeches. This study aims to elaborate the correlation between learning styles and students' anxiety in speaking skill, to find out the problems faced by students in speech activity, to describe the solutions that can be recommended to solve the problem faced by the students. The researcher used mixed methods namely quantitative and qualitative methods to describe the data found from the field through observation, questionnaires and interviews. The population of this research were 41 students of Class X IPA of SMA DDI Alliritengae. Class X IPA consists of two class namely X IPA 1 and X IPA 2. After using purposive sampling technique, there are 13 students chosen to be the samples of this research. The finding of this study showed that 61.5% of the total respondents who have anxiety are visual learners, 23.1% are auditory learners. Furthermore, 7.7% of the total respondents who have glossophobia are kinesthetic learners and 7.7% are visual-auditory learners. There are some problems faced by the students related to glossophobia namely fear of making mistakes in speaking in front of class, lack of confidence in speaking in front of class, fear of being offended by the words that are said when speaking in front of class, afraid to speak spontaneously, feeling shaky when speaking in front of class, feeling cold all over when doing public speaking in front of class, embarrassment arises when speaking in front of class, the voice suddenly becomes hoarse when doing public speaking.There are some solutions that can be recommended to the students experience glossophobia namely trying to calm down or relax before giving a speech in front of the class, trying to pretend no one sees him talking in front of the class, make small notes before addressing the class (not spontaneous), practice in front of the mirror, drafting small notes to avoid something that could offend before addressing the class and also drink enough.

Keywords: Glossophobia, Learning Style, Speech.

ABSTRAK

Zulfitri. **2021**. Hubungan Glossophobia dengan Gaya Belajar Siswa Dalam Kegiatan Pidato (Dibimbing oleh Zul Astri dan Nurul Fachrunnisa)

Glossophobia dikenal sebagai fobia sosial yang merupakan masalah besar dalam menyampaikan pidato publik. Penelitian ini bertujuan untuk mengelaborasi hubungan antara gaya belajar dan kecemasan siswa dalam keterampilan berbicara, untuk mengetahui masalah yang dihadapi siswa dalam aktivitas berbicara, untuk menggambarkan solusi yang dapat direkomendasikan untuk memecahkan masalah yang dihadapi siswa. Peneliti menggunakan metode campuran yaitu metode kuantitatif dan kualitatif untuk menggambarkan data yang ditemukan dari lapangan melalui observasi, kuesioner dan wawancara. Populasi dalam penelitian ini adalah 41 siswa kelas X IPA SMA DDI Alliritengae. Kelas X IPA terdiri dari dua kelas yaitu X IPA 1 dan X IPA 2. Setelah menggunakan teknik purposive sampling, dipilih 13 siswa untuk dijadikan sampel penelitian ini. Hasil penelitian menunjukkan bahwa 61,5% dari total responden yang mengalami kecemasan adalah pembelajar visual, 23,1% adalah pembelajar auditori. Selanjutnya, 7,7% dari total responden yang memiliki glossophobia adalah pembelajar kinestetik dan 7,7% adalah pembelajar visual-auditori. Ada beberapa masalah yang dihadapi siswa terkait glossophobia yaitu takut salah berbicara di depan kelas, kurang percaya diri berbicara di depan kelas, takut tersinggung dengan kata-kata yang diucapkan ketika berbicara di depan kelas, takut berbicara spontan, merasa gemetar saat berbicara di depan kelas, merasa kedinginan sekujur tubuh saat melakukan public speaking di depan kelas, rasa malu muncul saat berbicara di depan kelas, tiba-tiba suara menjadi serak saat melakukan public speaking. Ada beberapa solusi yang dapat direkomendasikan untuk siswa yang mengalami glossophobia yaitu mencoba untuk tenang atau rileks sebelum memberikan pidato di depan kelas, mencoba berpura-pura tidak ada yang melihat dia berbicara di depan kelas, membuat catatan kecil sebelum berbicara di depan kelas (tidak spontan), berlatih di depan cermin, menyusun catatan kecil untuk menghindari sesuatu yang dapat menyinggung perasaan sebelum berbicara di depan kelas dan juga minum yang cukup.

Kata kunci: Glossophobia, Gaya Belajar, Bicara

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FOREWORD

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The Writer

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CHAPTER I
INTRODUCTION

A. Background

Glossophobia or anxiety in speaking is a fear of public speaking. Public speaking anxiety stems from students' fear of being embarrassed in public in unknown situations. Students are afraid of making mistakes, confused, or generally judged by their listeners. Students' anxiety about speaking sometimes stems from past experiences that end when they make mistakes and until the fear arises in themselves. There are many things someone experiences when they are afraid of speaking in public. Most of those who have a strong fear when speaking in public fear being judged, humiliated, or rejected. They might have had an unpleasant experience before even the heartbeat is so fast, trembling, shortness of breath, muscle tension, and have a desire to go alone that is often felt.

Actually, people can interact easily but unfortunately, not a few who feel very scared and very worried when they have to do it. Apparently, there are still many people who rarely can make speech and or a presentation well and smoothly in public because they have fear of speaking in public. (Arun et al., 2013; Hancock et al., 2010) revealed that public speaking anxiety is none other than known as Glossophobia, in which 75% of the population experiences this fear and is one of the most common fright has expressed fear in speaking or commonly referred to as Glossophobia is defined as a complex that is very different from self-perception, feelings, something confidences, to behavior related to the use of language for communication outside the class, (Zheng, 2008).

One of the reasons why the researcher took the theme of this study was

because the researcher herself experienced glossophobia. The signs experienced by the researcher were shaking both before speaking in public and when speaking in public so that her voice became hoarse with fear, a fast heart rate and cold sweat on the feet and hands, so that the heart became chaotic. In addition, researcher once wanted to run away and left the place because of fear.

Furthermore, Researcher involved additional research variables in this study that relate to individual natural factors. Astri (2019) states that students as individuals have some differences and similarities that cannot be avoided as natural factors by teachers. Those differences and similarities can be derived both as genesis factors and habits. They could be in the form of age, motivation, interest, attitude, aptitude, learning styles and learning strategies. And for this research, the researcher involved students learning style.

Based on the rationale about the problems faced by the students in speech activity and the importance of students' learning style identification, the researcher tries to find a relationship between glossophobia and students' learning styles where it is known that learning style is an important element that is part of students' natural factor.

B. Research Questions

Based on the background above, the researcher formulates the research questions as follows:

1. How is the relationship between glossophobia and students' learning styles in speech activity ?
2. What are the problems faced by students in speech activity?

3. What are the solutions that can be recommended to solve the problem faced by the students?

C. Research Objectives

The objectives of this research are:

1. To elaborate the relationship between glossophobia and students' learning styles in speech activity.
2. To find out the problems faced by students in speech activity.
3. To describe the solutions that can be recommended to solve the problem faced by the students.

D. Significance of Research

It is known that everything done always has benefits, there are two benefits of this research as follows:

1. The research findings will be useful for high school students at DDI Alliritengae in helping them to identify their learning styles.
2. Students can find out the problems they face when speaking in public and can have solutions to solve those problems

This research will contribute to other researchers who are interested in analyzing and investigating the relationship between glossophobia and learning styles to other skills (Writing, Reading and Listening)

E. Definition of Terms

1. Glossophobia

Glossophobia is the fear of public speaking (Hancock et al., 2010) and comes from the Greek glōssa, meaning tongue, and phobos, fear or dread.

2. Learning Style

Learning style is a method in which a student begins to master, process, and retain new and difficult information (Dunn & Dunn in De Porter and Hernacki, 2004).

3. Speech

Speech is two-way, that is, the speaker must pay attention to the interlocutor even though the speaker dominates the conversation. (Pinkan Putriyani, 2019)

CHAPTER II
LITERATURE REVIEW

A. Previous Studies

The first, the research was conducted by Mohd Amirul Atan et al, (2020) entitled Evaluating University Students' Speaking Anxiety in English Oral Presentations. The findings revealed that the participants for this study experienced a moderate level of speaking anxiety in English oral presentation. There is no statistically significant difference with regards to gender on speaking anxiety level found which indicated that gender is not a strong factor of speaking anxiety among the participants. Moreover, there is also no significant difference on speaking anxiety level detected by students' program, exhibiting that program was not a factor of speaking anxiety among the participants. However, the findings displayed that in relation to English proficiency level, there is a significant difference on speaking anxiety level shown by students which explained that proficiency level indeed influences the participants' speaking anxiety. Future studies on speaking anxiety might want to explore more on the influence of English proficiency level towards speaking anxiety and other factors that influence speaking anxiety. A possible focus can also be on the pedagogical methods in reducing speaking anxiety among ESL learners. Different research designs are also recommended so as to provide a holistic insight on the issue of speaking anxiety.

Second, the research was conducted by Perveen, Hasan & Aleemi (2018) entitled the Fear of Public Speaking for Female and Male Students, University of Karachi". This research aims to identify (a) whether the level of anxiety in women

is greater than that of men when speaking in public. (b) whether students tend to be more afraid when speaking in front of the opposite type (c) if there is a link between reduced anxiety about speaking in public. And in fact, women are more afraid than male students when making public speeches at Karachi University students.

The third, the research was conducted by Andrew Yau Hau Tse (2012) entitled "Glossophobia of University Students in Malaysia" The objectives of this study are twofold: a) to survey whether women have a higher level of anxiety when giving public speaking presentations than men; and b) to investigate whether teaching affective learning strategies helps reduce public speaking anxiety. The same questionnaire was administered at the start and end of the public speaking course. It turns out that a total of 202 students were selected as subjects. The surface revealed that a) in fact girls had higher levels of anxiety than boys and b) male and female students experienced much less anxiety after they were taught how to manage their stress.

Next, the fourth research was conducted by Dansieh et al, (2021). In his Research, Glossophobia: The Fear of Public Speaking in ESL Students in Ghana. Glossophobia, an individual's anxiety of public speaking, has been observed to be a common phenomenon among students. The present study explores factors associated with glossophobia among ESL students of a tertiary institution in Upper-West Ghana, the Dr. Hilla Limann Technical University, makes recommendations for improvement in their public speaking skills. The study combined both quantitative and qualitative research approaches in an opinion poll

involving 46 participants from the Level 300 class of the Secretaryship and Management Studies of the Business School. Participants acknowledged the importance of public speaking, but conceded that at some point in their student lives, when they had to speak in public, glossophobia prevented them from making a good impression on the audience. Speaking English before a crowd was identified as the most dreaded experience. Low self-confidence in speaking in public; lack of constant speaking experience and lack of knowledge in public speaking; fear of making mistakes and being laughed at; inadequate preparation and timidity were also identified as challenges affecting participants' ability to speak English in public. To help students overcome that phobia, the study recommends that strategies with the appropriate communication to see positive attitudes and create the desirable atmosphere for boosting students' confidence.

The fifth research by Ajeng Intan Nur Rahmawati (2018) which conducted research entitled "Psychological experiences can cause fear of speaking anxiety (glossophobia)". A number of studies explain that 75% of people in the world have experienced glossophobia. The study also revealed that, compared to men, women were more likely to develop glossophobia. The purpose of this study was to determine the dynamics of psychological experiences and gender roles that influence the existence of glossophobia through narrative counseling. The data was collected qualitatively through observation and depth interviews with five students of SMA Negeri 13 Surabaya and it turned out that most of the students were afraid of being laughed at and insulted. They are also anxious about past bad experiences that will repeat themselves when speaking in public places which

psychologically affects students to be able to determine glossophobia easily.

Based on previous research, different comparisons were found. Researcher is not only looking for glossophobia informants but also looking for learning styles so that each individual and researcher knows it is easier to determine learning strategies.

B. Theoretical Background

1. Glossophobia

Glossophobia is the fear of public speaking (Hancock et al., 2010) and comes from the Greek glōssa, meaning tongue, and phobos, fear or dread. Glossophobia is one type of social phobia (social phobia) or social anxiety disorder. Compared to other types of social phobia, people with glossophobia have milder symptoms, where they are not afraid of meeting new people or doing activities in front of other people. The fear that a person experiences when speaking in public is known as glossophobia. This phobia can happen to anyone, from any age range. The fear of speaking in public in the language of psychology is commonly known as Glosso phobia. People who experience fear of speaking in public (Glossophobia) tend to experience confusion in front of small or large crowds (Khan, 2015).

People experiencing the fear of speaking tend to get confused easily even in front of small crowds. Their voices became weak and their bodies began to tremble. They may even sweat, blush and feel palpitations. they get anxious easily before and even think for a moment about wanting to speak in public (Khan 2015).

We found that useful comparisons were found between gender, with male and female speakers being observed to experience various degrees of fear when speaking in universal publicity. said the survey, women encountered more (27%) fear about public speaking than men (14%) (Hancock, Stone, Brundage, & Zeigler, 2010). Public speaking terror affects the speaker physiologically, for example, some may face dry mouth, increased blood pressure, shaking. because of worry, embarrassment looks stupid and silly (Kushner, 2004). People who experience speaking anxiety tend to be easily confused, especially in front of a crowd. Their voices became weak and their bodies began to shake. They may even sweat, blush and feel a pounding heart. They are prone to fear the moment before and, even more so, think about making speeches or relating to other people, ignoring opportunities that stimulate group concern for someone personally, discomfort, nausea, and nervousness.

The symptoms shown by people who experience glossophobia are:

a. Severe or ordinary anxiety arises in the mind when communicating with any group
b. Avoiding events that focus the attention of the group
c. Feeling sad, nauseous, or feeling panicked in such circumstances (Smith, 2012).

2. Anxiety

Everyone in everyday life must have experienced various kinds of feelings. The feelings experienced can be in the form of pleasant feelings and unpleasant feelings. Pleasant feelings include feelings of joy when you get good

grades in exams, feelings of happiness because you pass exams with good achievements, feelings of joy because you pass your favorite school entrance test, etc. Unpleasant feelings such as feelings of sadness because they failed in their favorite school entrance exams, feelings of fear when they will meet a fierce teacher, feelings of anxiety when asked to come to the front of the class by the teacher, etc.

Anxiety is widely defined by people. Anxiety can generally be defined as "feelings of high anxiety, tension, anxiety, flutter and anxiety related with the excitement of the autonomic nervous system" (Horowitz et al., 1986).

Globally, fear is seen as a permanent function, which some people like. At the pleasure or situational level, fear can be felt as a response to a certain atmosphere or action Brown (1994), for example by giving a speech. The question of whether this structure is related to the context of second language education is still being discussed, although different interpretations of linguistic fear are presented in terms of the situational nature of anxiety.

Malonay (2014) the interplay between anxiety and cognition, illustrating how anxiety can compromise performance on cognitively-demanding tasks and lead people to perform below their ability. Using math anxiety and test anxiety as examples, we highlight key findings from psychology, cognitive science, and neuroscience, to show that how one approaches an anxiety-inducing situation can have a large impact on how that person ultimately performs. We end by discussing who is most susceptible to anxiety-induced poor performance and suggest promising techniques which may help to reduce the negative impact of

anxiety on performance.

People with public speaking anxiety often avoid situations that lead to anxiety or performance- related situations, but when they are avoided, those situations that are most anxious and anxious are tolerated. Also, proactive anxiety often occurs when an individual visualizes a situation before the actual experience (for example, anxiety every day about giving a presentation in a semester several weeks into the future). Although individuals with these types of acute responses often realize that their fear is excessive and / or unreasonable, they are unable, without any assistance, to change their responses in these cases.

Fear of public speaking is associated with fear as well as fear of communication. This is a feeling of panic associated with widely known physical sensations of increased heart rate and respiratory rate, rapid reactions, and tension in the shoulder and neck area (Muhammad et al,2009).

According to Sudrajat (2010) anxiety is one of the individual emotions related to the feeling of being threatened by something, usually to the object of a threat that is not so clear. Anxiety with a reasonable intensity is considered to have a positive value as motivation. But if the intensity is very strong and negative, it will actually cause harm and can interfere with the physical and psychological conditions of the individual concerned.

According to Nevid, et al (2005) anxiety is a condition that has the characteristics of physiological arousal, unpleasant feelings of tension, and a comprehensive feeling. Comprehensiveness means a state of worry that something bad will happen. For example, students are worried that they will not be able to

answer questions well from classmates after they have finished delivering their results in front of the class.

3. Types of Anxiety

Gunartomo (2002) states that conceptually in anxiety, anxiety is known as trait anxiety which shows a relatively permanent emotional state in a person in assessing the same situation and conditions. This anxiety will be experienced by someone when the person assesses the situation that has been experienced before is the same as the situation that will be experienced next, even though the actual situation faced at the next time is different from the situation experienced at the previous time and the anxiety experienced is also different.

Speilberger (as cited Slameto 1995) distinguishes anxiety into two parts, namely:

a. Anxiety as a trait (trait anxiety), is a person's tendency to feel threatened by a number of conditions that are actually harmless.

b. Anxiety as a state (state anxiety), which is a temporary emotional state or condition in a person, which is characterized by feelings of tension and worry that are consciously and subjectively experienced, and increased activity of the autonomic nervous system.

Freud (1993) divides anxiety into 3 types, namely:

a. Realistic anxiety is the fear of real threats or dangers that exist in the outside world or the environment.

b. Neurotic anxiety is the fear that various instincts (instincts) will get out of control, and cause him to do something that can get him punished.

Neurotic anxiety isn't it?

Fear of the instincts themselves, but of the punishment that would befall if an instinct were to be released. This anxiety develops based on experiences gained by a person in childhood, related to punishments and threats from parents and other people who have authority. For example, students have the instinct to cheat when working on exam questions. If the student's instinct to cheat cannot be controlled properly, the student will be punished by the teacher who at that time knew that the student was cheating while working on the exam questions.

c. Moral anxiety is a fear of conscience.

Individuals, who have a good conscience, tend to feel guilty or ashamed if they do or think something that is contrary to morals. Similar to neurotic anxiety, moral anxiety also develops based on experiences gained by someone who has committed acts that violate norms in childhood, related to punishment and threats from parents and other people who have authority.

4. Causes of Anxiety

According to Sundari (2005), the causes of anxiety experienced by a person include:

a. Feeling guilty. For example, someone does something that goes against his conscience or his beliefs. A student, who cheated during an exam and broke out in cold sweat when the examiner passed in front of him, was afraid that he would be known to be cheating.

b. As a result of seeing and knowing the dangers that threatens him. For example, someone who is driving knows that the vehicle he is riding has the brakes jammed. The person becomes anxious if there is a collision and he is the cause.

Based on the opinion of several figures about the causes of anxiety, the author tries to define the causes of anxiety from the author's point of view. Based on the opinion of the figures Sudrajat (2010), the cause of anxiety according to the author is the demands of the school curriculum that are too high with assignments too much is given by the teacher, school conditions with rules that are too strict that make students feel pressured and the attitude of students who feel guilty when doing something that is against their conscience such as cheating when the exam takes place and cheating is what makes students feel anxious and uncomfortable.

5. Symptoms of Anxiety

There are symptoms of anxiety that appear in a person that can be directly seen and some that cannot be seen immediately. Symptoms of anxiety that can be seen immediately can provide information to us that we or others are experiencing feelings of anxiety. In this study, it will be more focused on the symptoms of anxiety that are visible and can be seen directly and felt by the individual himself.

Fabella (1993) mentions psychological symptoms of anxiety through:

a. Behavior that likes to brag and show off. Boasting means saying something that is not true or not in accordance with reality and what is meant by showing off is showing something, both goods and the success

achieved to others in excess.

b. Congenital nervousness or speech impediment.
c. Avoidance of anxiety-producing situations by sleeping, occupying oneself or daydreaming. Delusion here means to think about something that has not happened or is not real.
d. The emergence of certain reactions to stimuli (less responsive or too sensitive). For example, students feel that something is wrong, such as messy hair or unkempt clothes when in front of the class. The reactions that were raised by students because of these feelings, students often smoothed their hair with their fingers or students became little by little tidying up their clothes when in front of the class.
e. Behavior that turns out to be weird. For example, the attitude of a student who is usually friendly and kind, suddenly becomes indifferent to others and easily offended.

Symptoms of anxiety physiologically (physically) that can be felt by the individual himself according to Fabella (1993:75) stated that “Loss of appetite or excessive appetite, digestive disorders such as heartburn, diarrhea or frequent urination, heart pounding, reddened face, cold sweats that usually appear on the palms of the hands or face, dizziness and headache and stiffness or pain in the muscles due to spasms”.

If the anxiety is getting worse, it will cause trouble sleeping or waking up in the middle of the night.

Daradjat (1985) mentions the physical symptoms of anxiety that can be

seen by others and can be felt by the individual himself, among others:

a. The fingertips felt cold.

b. Irregular digestion or experiencing digestive disorders such as ulcers.

c. Fast heartbeat.

d. Sweating too much.

e. Not sleeping well.

f. Loss of appetite.

g. Headache.

h. Shortness of breath is caused by a fast heart rate.

Daradjat (1985) mentions symptoms of mental or psychological anxiety when a person is experiencing anxiety, including:

a. Feeling scared.

b. Felt there would be danger.

c. Can't focus.

d. Helpless.

e. Inferiority.

f. Loss of confidence.

g. Not peaceful.

h. Want to run away from the reality of life.

According to Supratiknya (1995) the symptoms of anxiety as follows:

a. Always filled with tension, anxiety and uncertainty that is uncertain (diffuse uneasiness).

b. Too sensitive (irritable) in the association, and often feel incapable,

inferior, depressed all sad.

c. Difficult to concentrate and difficult to make decisions, all afraid of being wrong.

d. Often complains that the muscles are often tense, especially in the neck and around the top of the shoulders, have severe (chronic) diarrhea, frequent urination, and suffer from sleep disorders such as insomnia and nightmares.

e. Often has trouble breathing and pounding for no apparent reason.

According to Nevid, et al (2005:168) the symptoms of anxiety that appear physically include:

a. Anxiety, nervousness.

b. Shaking or shaking hands or limbs.

c. Sweat a lot.

d. Sweaty palms.

e. Dizziness or fainting.

f. Difficulty speaking or difficulty breathing.

g. A pounding or pounding heart.

h. A vibrating voice.

i. Frequent urination and diarrhea.

j. Neck and back feel stiff.

k. Fingers or limbs that becomes cold.

l. Cold and damp hands.

m. Chills.

n. Stomach upset and nausea.

o. Dry mouth or throat.

p. The face felt red.

6. How to identify Students' Anxiety

Researcher detect the level of anxiety of students using TMAS ***(****Taylor Manifest Anxiety Scale)* Questionnaire. It is an instrument for measuring anxiety. TMAS contains 50 statement items in the form of statements that describe the tendency to experience anxiety, which are marked with the words "often", "rarely", and "never". Respondents were asked to choose the answer "yes" if the statement was in accordance with their situation and the answer "no if the statement was not in accordance with their circumstances. High or low anxiety is determined by the high and low total score obtained. The higher the total score obtained, the level of anxiety also increases tall.

The TMAS questionnaire consists of 13 unfavorable statements (statements no. 3, 4, 9, 12, 15, 18, 20, 25, 29, 38, 43, 44, 50) and 37 favorable statements (statements no. 1, 2, 5, 6 , 7, 8, 10, 11, 13, 14, 16, 17, 19, 21, 22, 23, 24, 26, 27, 28, 30, 31, 32, 33, 34, 35, 36, 37, 39 , 40, 41, 42, 45, 46, 47, 48, 49). Each answer to the favorable statement is worth 1 for a "yes" answer and 0 for a "no" answer. The unfavorable statement is worth 1 for the "no" answer and 0 for the "yes" answer. The cut off points are as follows:

a. Score < 21 means not anxious

b. Score > 21 means anxious

An instrument is said to have high validity if the instrument carries out its measuring function or provides measurement results that are in accordance with

the purpose of the measurement Hidayah (2010). The TMAS questionnaire has the following validity: sensitivity 90%, specificity 90.4%, electivity 92.5% with a correlation test reliability using a *Chronbach* obtained results equal to 0.86 (Kusuma, 2011).

C. Learning Theories

According to Winkle (1987, as cited in Syahrul, 2009:18) explains learning as follows:

> "Belajar merupakan kegiatan mental yang tidak dapat disaksikan dari luar. Apa yang sedang terjadi dalam diri seseorang yang sedang belajar tidak dapat diketahui secara langsung hanya dengan mengamati orang itu. Bahkan, hasil belajar orang itu tidak langsung kelihatan, tanpa orang itu melakukan sesuatu yang menampakkan kemampuan yang telah diperoleh melalui belajar. Maka berdasarkan perilaku yang disaksikan, dapat ditarik kesimpulan bahwa seseorang telah belajar."

Based on explanation above, we cannot just judge someone is learning when he/she is attending class or study group. Physically, He/ She is attending that class or study group. Mentally, however, he/she is not doing any learning process. On the other words, we may not judge someone is not learning when he/she is not in a study group or learning community because he is probably learning what he/she is seeing and listening around him/her. We can just judge someone has learnt from his ability in acquiring learning process. Therefore, learning is not only physical activity but it is also mental activity.

Similar to Hilgrad's statement above, Hudgins (1977:9) defines "learning is an activity which includes a change of some kind in what the leamer knows. or in his disposition toward someone or something or in what he is able to do. This can occur through interaction with the environment." Based on Hilgrad's

statement, we can conclude that interaction with the environment can be as process of learning.

In addition, Grobach in (Suryabrata,2004:23) argues that "Learning is shown by a change in behavior as a result of experience". Researcher can conclude Grobach 's argument is similar with arguments above that learning process can be categorized as a change of behavior. In this research, the researcher ap plies classroom observation and speaking ability measurement so the change of behavior of students can be seen.

D. Learning Style

1. The definition of Learning Styles

Learning style is a method in which a student begins to master, process, and retain new and difficult information (Dunn & Dunn, 1987) in De Porter & Hernacki (2004: 110). People perceive and process data in various tricks according to their strengths, presumptive and sensory. This mix of description and processing is built on a unique learning style.

Rasyid (1992: 51) stated that “Most people learn easier in certain areas and in certain circumstances than others. Under different circumstances, the student felt various levels of comfort from pleasure to pain.”

Rasyid (1992: 52) states that "Everyone tends to have a preferred learning style and familiarize themselves with their learning styles based on 3 types of education, namely affective, cognitive and psychomotor which are spoken of by learning style”.

Not only that, Kolb (1984) as reported by Ramadhani (2010: 8) informs that “Learning style is a style that allows education to be oriented in the preferred manner." Kolb explained that different people naturally prefer a different style of education. as well as various aspects that influence a person's preferred style.

Based on all the quotes above, these experts have the same interpretation of learning styles even though they are expressed in different styles. Researcher can define learning styles as everyone's style for capturing and storing new knowledge, data, and skills that can change their behavior; and it tends to be the activities that a person does in a learning environment which can be different for each person.

2. Types of learning styles

Dunn and Dunn in Potter and Hernacki (2004: 114) recognize 3 basic learning styles which are called perceptual learning styles. There are 3 main types of learning styles, as follows:

a. Visual learners, namely students who learn through vision. These students need to look at the teacher's body language and facial expressions in order to fully master the lesson content. They tend to sit in the front row of the class to get away from visual obstacles. They may think about photos and learn very well from visuals including: diagrams, pictorial reading novels, overhead transparencies, videos, flipcharts, and handouts. Throughout lectures or class discussions, visual learners often take detailed notes to absorb data.

b. Auditory learners, are members of students who learn through careful attention. They learn best through verbal lectures, dialogue and paying close attention to what other people have to say. Auditory learners interpret the underlying meaning of speech by examining tone of voice, tone, velocity, and other nuances. Written data may mean little until it is heard. These students often discover the benefits of reading aloud and wearing recording equipment.

c. Tactile or Kinesthetic learners, are students who learn through movement, applying and feeling. Tactile and Kinesthetic students learn very well through a direct approach, by actively describing the world of their bodies near them. They may find it difficult to sit for long periods of time and may be choked up by their need for activities and exploration.

Researcher used Dunn and Dunn's Perceptual Learning Style models as the 3 main types of learning styles; they are visual learners, auditory learners, and tactile or kinesthetic learners. Certain students may together have 2 or 3 solid individual modalities from one of the three learning styles mixed.

3. The Characteristics of Learning Styles

It is based on the definition of the three types of learning styles above, so that researcher can summarize that each student has their own learning tricks and they can differ greatly from one another. That is, each learning style has different characteristics that describe its own tricks in receiving information for use in the application of knowledge, skills, and

behavior. Its characteristics can be interpreted as follows:

a. Visual Learners.

Visual learners usually receive information through sight or sight. They prefer to sit in the first row rather than the back row in order to get away from visual barriers while they are studying. They pay attention to information in the form of photos, diagrams, novels, etc. In class discussion, they take detailed notes to get new data. De Potter & Hernacki (2004: 116) recognize the visual identity of learners, namely;

1) Well organized
2) Long term planner and organizer
3) Be careful with details
4) Emphasize performance, both display and presentation
5) Living imagination
6) Remember what you read or saw in visual associations
7) Don't Get chocked by Noise
8) Data my not exist for the if it is not viewed or written down
9) Enterprising reader
10) I prefer Written reports to oral reports
11) Take action after thinking deeply
12) Answer with a short yes or no answer
13) Love art music
14) Know what to say it is difficult to control the words
15) Sometimes you run out of attention when you want to pay attention

b. Auditory Students.

Auditory students tend to learn through listening. They learn best in the form of verbal teaching, dialogue and the data they hear from others. They interpreted the useful points of the data they listened to, so that little data was given from their notes, De Potter & Hernacki (2004: 118) define the characteristics of auditory learners as follows;

1) Something. Remember what they heard.
2) Speak while writing.
3) It needs to be phonic
4) They like discussion
5) A very advanced speaker and listener.
6) Remember names, but forget faces.
7) The eye moves to the bottom as well as to the right when observing other people.
8) Remember by paying close attention, above all music.
9) Choked by the noise.
10) Games and photos are distracting and distracting.
11) Write lightly and not always read
12) Written data should have a little meaning
13) Likes to joke rather than read novels.
14) Listen to something within themselves, rather than the other person.

c. Tactile or Kinesthetic Learner.

Kinesthetic learners tend to learn through movement, action, or touch.

They move their hands while discussing and actively explore things near them. De Potter &Hernacki (2004: 118) recognize other characteristics of kinesthetic learners as follows**;**

1) Remember what has been tried, not what was seen or discussed
2) They don't hear well.
3) Touch and movement matter.
4) Not an avid reader.
5) To hit a body (fight, hit; hit).
6) Learn by imitating and practicing.
7) Touch various subjects to understand them.
8) Likes to dialogue about feelings.
9) Difficult to read.
10) Love games.
11) Impulsive.
12) Looks slow when data is not presented in their style.
13) Loves to dress safely.
14) Without realizing much holding people.
15) An athletic person, a kind of swimming, cooking, running, eating, sailing, dancing, sports, massage.

From the learning style identity above, we can see the typical comparison of all these characteristics. It is clear that they have different characteristics in the discussion and speaking. Furthermore, we can view that auditory learner is a sopisthicated speaker and listeners compared to other learners, auditory learners

have perhaps better skills in dialogue than the characteristics of the other 2 participants.

4. How to identify Learning Styles

Learning Styles Inventory by Barsch (1989**)** is one of ways to be used in identifying students' learning style. The Barsch inventory is one of quick assessments and a simple test used to find out the strengths and weaknesses of students learning styles. The simple test is based on the perceptual modality preferences, whose defines as biologically reactions to the physical environment and represents the way mostly used by an individual efficiently by synthesizing important characteristics into an approach, that is based on behaviors or actions that can be easily perceived in a classroom situation. Otherwise, this learning styles identification does not need a deeply data analysis because those 24 items to identify the students' habits and preferred leaning condition by the media using, kinds of learning materials, or even the way to develop and present the materials easily. Barsch determines characteristics of learning style as follows:

a. Visual Learning style as students who (a) follow written directions better than oral directions, (b) are skilful with and enjoy developing and making graphs and charts, (c) remember best by writing things down several times,(d) can understand and follow directions on maps, (e) like to write things down or take notes for visual review (f) feel the best way to remember is to picture it in your head obtain information on an interesting subject by reading relevant materials, and(h) can better understand a news article by reading about it in the paper than by

listening to radio.

b. Auditory learning style as the students who (a) can remember more about the subject through listening and reading.(b) learn to spell better by repeating the letters out loud than by writing the word on paper, (c) require explanations of diagrams, graphs or visual directions,(d) can tell if sounds match when presented with pairs of sounds, (e) do better at academic subjects by listening to lectures and tapes, (f) prefer listening to the news on the radio rather than reading about it in a newspaper, and (h) follow oral directions better than written ones.

c. Kinesthetic learning style are students who (a) bear down extremely hard with a pen or pencil when writing,(b) enjoy working with tools, (c) play with coins or keys in pocket, (d) chew gum, smoke or snack during studies, (e) learning spelling by "finger spelling" the words, (f) are good at solving and working on jigsaw puzzles and mazes, (g) grip objects in hands during learning period, and (h) feel very comfortable touching others, hugging, handshaking, etc.

This data was wholly taken in the question for students that will be given to identify students' learning styles.

5. Learning Style and Students' Difficulties in Speaking English

Visual learners have problems like they can't convey their ideas because they have nothing to say. According to Ur (2006), one of the difficulties in speaking English is that there is nothing to say. It's because of the lack of vocabulary. Vako (2012) which states that visual learners often do not remember

information given orally without being able to see or record it. They need to pay attention to their friends' nonverbal communication. This statement is also supported by Elizabeth (2012) who says that visual learners often pay attention to other people's body language (facial expressions, eyes, attitudes, etc.).

According to Dunn and Dunn (1981) the factors that influence student learning styles in the classroom are divided into two, namely external factors and internal factors,

E. Theory of Speaking

1. Definition of Speaking

Speaking is a way of conveying ideas or opinions through message that are spoken in communicating every day which is very productive Efrizal (2012). and also confirmed by Irwin, et al (1979; 10-18) Stated that, “Speaking is a mean of oral activity that plays essential role in human interaction and communicating when people communicate their ideas mind and feeling to others very productive for every day “. Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

In the Big Indonesian Dictionary (2008: 188) written that “Speaking is saying talk speak; give birth to an opinion; and confer (in words, writing, etc)”. or confer. Tarigan (2008: 16) said that, “With the emphasis on the ability of the speaker to give limits that speak is the ability to pronounce articulation sounds for words to express, express, and convey thoughts, ideas, and feeling”. As a form of speech was called a tool to communicated idea that are compiled and developed

according to the needs of the listener. And then speaking is a tool to communicate ideas compiled and developed according to needs listener.

Tarigan, (1990: 12) writes that in directing speaking or producing skills, we can practice 3 main stages, namely:

a. Presenting a new language

b. Practice

c. Communication activities.

Speeches were thought to be just implementation and diversity. Out of the appropriate fields of language and linguistics. Linguistic theory mostly grows in the form of abstraction from contextual usage and sources of diversity. And because of that, Clark (1991: 23) said that “dialog is basically that instrument”. The speaker discusses to have an impact on the listener. It is like the result of the learning education process. Students' skill in discussion is the main aspect of teaching dialogue as a useful aspect of successful language education. If language acts as a system of meaning expressions, such as Nunan (1991: 39), it is stated that “success in discussion is measured by one's expertise to endure it”. A conversation in language. We admit that there are many supporting aspects that influence the success of teaching chat. There are many barriers to why it is not working well.

Nunan (1991: 23), stated that “Speech is described as the activity of expressing itself in an atmosphere, the activity of telling actions, or the atmosphere with certain words or skill in dialogue or saying the sequence of ideas easily . Moreover, Tarigan (1990:8) said, "Speaking is a communication facility

that affects our lives every day". This means that dialogue is like a communication tool that greatly affects the lives of our people. From the description above, the researcher formulated that dialogue is not what we say, what we observe, feel and think. When we feel something, we want someone to look at us. When someone talks to other people, there will be a relationship.

Rivers (1987) communication is an exchange between people of knowledge, ideas, opinions, feelings, so there must be concept ideas in fellow speaker of what they are going to say, to be able to communicate the ideas, the students should be given opportunity to practice their English.

Further, Teasol (1988) asserts that oral skill is the language expression from mouth. He continues that when the students or language users use language in conversation activities, it is reality of oral skill.

Not only that, Widdowson (1985) explains that a communication activity through speaking is generally tried in communication interactions and takes place as part of a discussion or more precisely a form of verbal exchange. Interaction is not only related to self-expression but also other people's understanding.

Based on all of theories above, it can be concluded that speaking is a method of delivering messages from one person to another to connect with them. The ability to say words in order to convey or express intentions, thoughts, ideas, and feelings. Communication does not go well without talking.

2. Definition of Speech

Speech is the expression of thoughts in the form of words addressed to the crowd to congratulate, welcome guests, commemorate certain holidays, and

various other forms of activity. In essence, speech includes the art of monologue in speaking skills. Speech is two-way, that is, the speaker must pay attention to the interlocutor even though the speaker dominates the conversation. The interlocutor must listen to the messages conveyed by the speaker in the form of words (verbal) or nonverbal (non-verbal) so that what is conveyed can be understood perfectly. (Putriani, Pinkan 2019).

3. Characteristic of Speech

Speech has some characterics as below:

a. The first characteristic is that the goal is clear.
b. The contents contain truth.
c. How to deliver the speech in accordance with the audience.
d. Create an effective atmosphere with the listener.
e. The delivery is clear and attracts the interest in attendance.
f. Delivering speeches with clear articulation, intonation, and volume. Articulation: how to pronounce the sound of language, Intonation: high and low tones in sentences, Volume: strong and weak utterances.
g. Speech reading in a loud but clear voice and can be understood by the listeners.
h. Speeches Delivered With Confidence, You Cannot Stutter

4. Objective of Speech

a. Invite something to the listener,
b. Believe in listeners.
c. Provide information for listeners

5. Type of Speech

a. Opening, is a short speech delivered by the presenter or MC. Briefing speech, is a speech to give direction at a meeting. Usually this speech is made by the head of the RT, the head of the RW, or the chairman of the committee in a community meeting or an activity committee meeting.

b. Welcome speech, is a speech delivered by a chairman, either the chairman of the committee or a leader of a community such as the head of the RT, RW, and others. To the audience or the community at a certain activity or event that can be carried out by several people with a limited time in turn.

c. Inauguration speech is a speech made by an influential person to inaugurate something. Usually this is done by government officials or community leaders in the inauguration of buildings, buildings, and others.

d. Speech report is a speech whose content is to convey a report on an assignment or activity.

e. Accountability speech is a speech that contains a report on the accountability of a chairman or an official to members of the community or people who have given the mandate to carry out an activity.

In this research, the researcher asked the students to arrange speech report about their daily routine in their house and then they speech using that

material in front of the classroom.

CHAPTER III
METHODOLOGY

In this chapter the researcher discussed about methodology, consisting of research type and design, location and time of the research population and sample, research instruments, technique of collecting the data and technique of data analysis.

A. Research Types and Design

This research used mixed method approach of the research. According to Creswell (2009) “mixed method is a study that use literature in a way that is consistent with the major type of strategy and the qualitative or quantitative approach most prevalent in the design.”

According to Creswell (2009) strategies in mixed method, those are :

1. Sequential Mixed methods strategy is a strategy for researchers to combine data found one method to another. This strategy can be done by interviewing first to get the data qualitative, then followed by quantitative data in the case using survey.This strategy is devided into three parts, namely (Creswell, 2009):

a. **Sequential explanatory strategy**. In this strategy the first stage is collecting and analysis quantitative data later followed by collecting and analysis qualitative data construct on the initial quantitative result. This weight or priority given to quantitative data.

b. **Sequential exploratory strategy**. This strategy is the opposite of strategy sequential explanatory, in the first stage the researcher collects and analysis qualitative data then collect and analyze quantitative data in the second stage which is based on the result of the first stage. The main weight of this strategy is on qualitative method.

c. **Sequential transformative strategy.** In this strategy, the researcher will use a theoretical perspective to construct procedures particular in research. In this model, researchers may choose to use either of the two model in the first stage, and the weight can be assigned to either of the two or distributed evenly at each stage of the study.

2. Concurrent mixed methods strategy. Is a research that combines quantitative data and qualitative data at one time. There are three strategies on this concurrent mixed methods strategy, namely (Creswell, 2009):

a. **Concurrent triangulation strategy.** In this strategy, researchers collect quantitative method data and qualitative data in time concurrently at the research stage, then compare between qualitative data with quantitative data to find out the difference or a combination.

b. **Concurrent embedded strategy.** This strategy is almost the same as the model concurrent triangulation, because both collect qualitative and quantitative at the same time. What distinguishes it is that this model primary method that guides the project and data secondary who has a supporting role in each procedure research. Secondary methods are less

dominant/play a role (be it qualitative or quantitative) embedded in the dominant method(qualitative or quantitative).

c. **Concurrent transformative strategy**. Like a sequential transformative model that is, can be applied by collecting qualitative data and data quantitative simultaneously as well as based on a theoretical perspective certain.

3. Transformative mixed methods. Research procedure in which the researcher use data qualitative and quantitative data. This perspective will be provides a framework for research topic, collection techniques data, and the expected results from research.

In this study, the researchers used sequential mixed methods strategy namely sequential explanatory strategy, In this strategy the first stage is collecting and analysis quantitative data later followed by collecting and analysis qualitative data construct on the initial quantitative result.

B. Location and Time of the Research

This research was conducted in SMA DDI Alliritengae which located in Maros, South Sulawesi. The reason for choosing this place was because this school applies two languages in daily activities namely Indonesia and English. In addition, the methodology of the speech training program is used in two languages. They are Indonesian and English which are applied to support the students' language and performance. This research was conducted from April 10, 2021 to June 19, 2021.

C. Population and Sample

The population of this research were 41 students of Class X IPA of SMA DDI Alliritengae. Class X consists of two class namely X.1 IPA and X.2 IPA The researcher used purposive sampling technique to select the sample..

The sample of this study were 13 students. The sampling method is through the initial stage of giving questionnaires, observing and conducting inter views to see the level of student anxiety.

In this study, researchers distributed learning style questionnaires to all at students, and then collected the data for further use in data analysis. Next, the researcher distributed TMAS Questionnaire to 41 students to detect the level of students' anxiety (glossophobia). Furthermore the researcher observed the 41 students by asking them to read a speech about the daily routine that had been asked to be prepared beforehand. This activity aims to see the level of students' anxiety. Then, the researcher compared the data obtained from the TMAS questionnaire and the observation. After that, the researcher only invited 13 students to the interview section. It happened because during the observation process only 13 students experienced glossophobia.

D. Data Collection Techniques

The data was gathered through observation when doing speech activity. In addition, the participant addresses some question using close questionnaire consist of 50 questions related to the problem of anxiety and glossophobia by gathering the information from the internet. The answers of the students and the result of observation were classified to the strong phobia or low of confidence; the

students who have strong phobia were invited to be interviewed to have more investigated. Drever (1995), Stated that two advantages can be found from the interview; the first is facilitating the interviewer to investigate and to find the proof by discussing the idea. The second is to help the interviewer to clarify the unclear idea. Furthermore, the researcher also administer ed questionaire to identify students' learning styles to see the correlation between students learning style and theis anxiety.

E. Research Implementation Procedures

1. Questionnaire

Questionnaire is the number of written question that is used to get information from respondent about any case which she/he knows Suharsimi, (2006). According to Sugiyono (2011) there are two kinds of questionnaire:

a. Open questionnaire

The questionnaire that expects the respondents to write their ideas in essay forms.

b. Closed questionnaire

The questionnaire that expects the respondents to choose one of answer provided.

In this study, the researcher administered two types of questionnaires, namely the Barsch learning style inventory to identify students' learning style and the TMAS Questionnaire to detect students' anxiety. The researcher used closed questionnaire because it would make easy for students to answer and also simplify the researcher in analyzing the data collected.

2. Observation

Apart from interviews, observation is also one of the most common data collection techniques in qualitative research methods. Observation is essentially an activity using the senses, being able to see, smell, hear, to obtain the information needed to answer research problems. The results of observations are in the form of activities, events, events, objects, certain conditions or atmosphere, and a person's emotional feelings. Observations are made to obtain a real picture of an event or incident to answer research questions.

Bungin (2007) suggests several forms of observation, namely: Observation of participation, Unstructured observation, and group observation. Here is the explanation;

a. Participant observation is a data collection method used to collect research data through observation and sensing in which the researcher is involved in the daily activities of the informant.

b. Unstructured observations are observations made without using observation guidelines, so that researchers develop their observations based on developments that occur in the field.

c. Group observations are observations made by a group of research teams on an issue that is the object of research.

In the observation activity, the researcher detected the level of students' anxiety by asking students to give speeches one by one about their daily activities in front of the class. In this activity, researcher can see students who experience glossophobia by paying attention to the existing glossophobia characteristics. And

after that the researcher conducted interviews about the anxiety of students observed.

3. Interview

According to Cohen (2000), interview is two person conversations initiated by the interviewer for the specific purpose of obtaining research relevant information and focused by him on content specified by research objectives of systemic description, prediction or explanation. It involves the gathering of data through direct verbal interaction between individuals. Based on Esterberg in Sugiyono (2011), there are three kinds of interview:

a. Unstructured interview

The interviewer carries out the interview with no systematic plans of questions.

b. Structured interview

The interviewer carries out the interview by using a set of question arranged advance.

c. Semi structured interview

The interviewer uses a set of questions which are developed to gain the specific information.

In this study, the researcher used semi structure interview. The interview aims to confirm the results of the questionnaire and the observation. In this activity, the researcher conducted interviews to confirm whether the questionnaire that was filled in the Barch learning style inventory had been done correctly. In addition, the researcher also conducted interviews to find out more about the

problem of glossophobia faced by students after previous observations. Only students whose results from the TMAS questionnaires and observation showed symptoms of anxiety were interviewed by researcher and used as sample in this study.

F. Data Analysis Techniques

The data analysis technique of this research is sequential explanatory strategy. In this strategy the first stage is collecting and analysis quantitative data later followed by collecting and analysis qualitative data construct on the initial quantitative result. This weight or priority given to quantitative data. (Creswell, 2009).

First, the researcher distributed questionnaires to detect students' learning styles and also to measure students' anxiety levels. After that, the researcher made observations to match the results of students' anxiety and after that an interview was conducted to find out the problems faced by students in public speaking.

CHAPTER IV
FINDING AND DISCUSSION

This chapter presents the findings of the research and discussion of the findings. At the beginning, this parts presents about students' problems related to glossophobia, students learning style and students anxiety. This is followed by further explanation about the solutions that can be recommended related to the glossophobia.

A. Findings

1. Students' Learning Style

a. Learning Style Data

This part shows the result scores that indicates students' learning styles and students' anxiety. There are 13 respondents that were taken to this research based on the results of questionnaire and interview.

Table 4. 1 Score of Students' Learning Style

No.	Students' Code	Visual Score	Auditory Score	Kinesthetic Score	Learning Style
1	Informant 1	30	20	18	Visual
2	Informant 2	34	26	28	Visual
3	Informant 3	32	24	18	Visual
4	Informant 4	22	21	16	Visual
5	Informant 5	26	18	20	Visual
6	Informant 6	26	30	28	Auditory
7	Informant 7	20	21	32	Kinesthetic
8	Informant 8	28	19	24	Visual

9	Informant 9	26	26	20	Visual-Auditory
10	Informant 10	30	23	24	Visual
11	Informant11	21	24	13	Auditory
12	Informant 12	32	17	19	Visual
13	Informant 13	15	26	16	Auditory

From 13 Students, there were 8 visual learners, 3 auditory learners and 1 kinesthetic laerner and 1 student which has combination learning style called visual-auditory learning style. The identification of students' learning style was based on the highest score in learning style statements in Barsch LSI (See apendix 01). For instance, Informant 1 had 30 points for visual statement, 20 points for auditory statements and 18 points for kinesthetic statements. It means that she had the highest score in visual statement and based on Barsch LSI, she/he was identified as a visual learner.

The interesting point was that the finding of same score on two categories of statement found in student with code "Informant 9". We can see that Informant 9 had 26 points for visual statememts and 26 points for auditory statements. He/she had the same point in visual and auditory statements. Based on Barsch LSI, he was identified as visual-auditory learner and it means that he had a combination of two learning style. Thus, the researcher found that the students not only had tendency to be single learning style learners but also there was one student had tendency to have combination learning style.

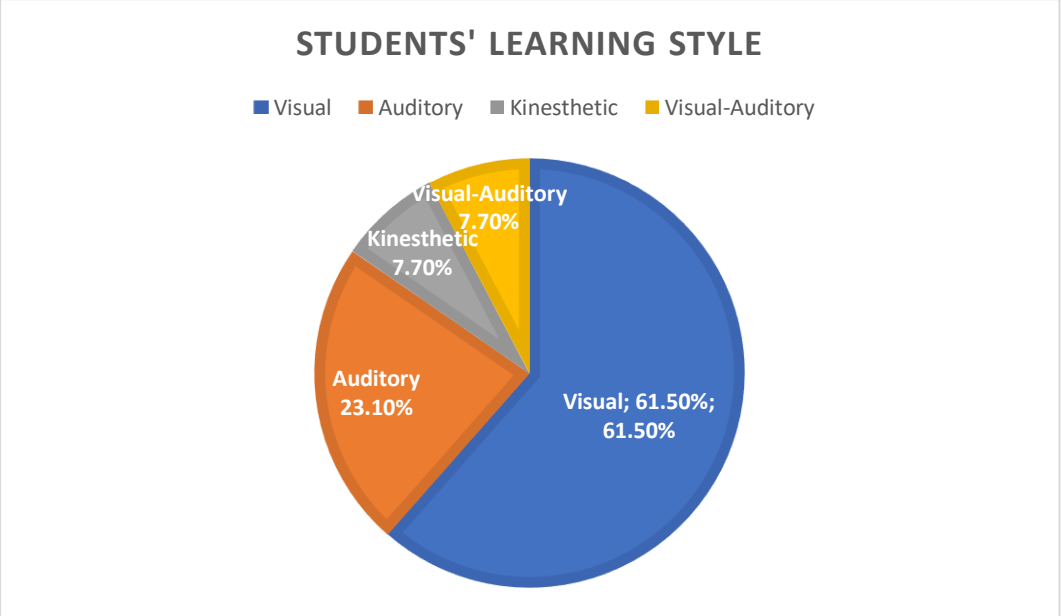
2. Percentage of Learning Style Data

The table below shows the percentage of learning style data that can be concluded from the questionnaire result.

Table 4. 2 The number and percentage of Students' Learning Style

No	Learning Style	Number of Students	Percentage (%)
1	Visual Learning Style	8	61.5 %
2	Auditory Learning Style	3	23.1 %
3	Kinesthetic Learning Style	1	7.7 %
4	Visual-Auditory Learning Style	1	7.7 %

Total Respondents : 13 Students



Picture 4. 1 Diagram of Students' Learning Style

The chart showed that, generally, most of respondents taken were visual learner namely 61.5% of total respondents. Furthermore, 23,1% were auditory learners.and 7.7% were kinesthetic learner. Moreover, 7.7% had tendency to be

combination learning style learners.

3. TMAS Score

In this study, researcher measured students' anxiety using the TMAS (Taylor Manifest Anxiety Scale) Questionnaire. TMAS contains 50 statement items in the form of statements describing a tendency to experience anxiety, Respondents were asked to choose the answer "yes" if the statement was in accordance with their circumstances and the answer "no" if the statement did not match their circumstances. High or low anxiety is determined by the high and low total scores obtained. The higher the total value obtained, the higher the level of anxiety. In addition to use the TMAS Questionnaire, the researcher also validated the results of the respondents' statements by doing direct observations of the respondents. Observations were made by giving speech assignments so that the anxious students can be seen directly.

Table 4. 3 TMAS Score Result

NO	Informant	Learning Style	Score TMAS	Description
1	Informant 1	VISUAL	27	ANXIETY
2	Informant 2	VISUAL	23	ANXIETY
3	Informant 3	VISUAL	42	ANXIETY
4	Informant 4	VISUAL	30	ANXIETY
5	Informant 5	VISUAL	31	ANXIETY
6	Informant 6	AUDITORY	30	ANXIETY
7	Informant 7	KINESTHETIC	28	ANXIETY
8	Informant 8	VISUAL	25	ANXIETY
9	Informant 9	VISUAL-AUDITORY	23	ANXIETY
10	Informant 10	VISUAL	41	ANXIETY
11	Informant 11	AUDITORY	24	ANXIETY
12	Informant 12	VISUAL	33	ANXIETY
13	Informant 13	AUDITORY	24	ANXIETY

Based on the data above, it can be concluded that 61.5% of the total respondents who have anxiety are visual learners, 23.1% are auditory learners. Furthermore, 7.7% of the total respondents who have glossophobia are kinesthetic learners and 7.7% are visual-auditory learners.

4. Problems of Glossophobia

The following is a negative glossophobia syndrome experienced by students of SMA DDI Alliritengae. The most problems that arise in students were in speech activities. Data were taken from surveys with observations to questionnaires answers related to glossophobia, learning styles and also interviews at the end. The data shows that the students taken from the 2 IPA classes are class X.1 consisting of 27 students and in class X.2 consisting of 14 students, and after making observations through the students speeches, it turns out that there are only 13 glossophobia diseases, class X.1 with 9 students and in class X.2 4 students. classified from the answers which turned out to show that most of them experienced palpitations, ashamed feeling, afraid, dissatisfied feeling with their abilities, nervous, thirsty, cold in the body and many more. The statements below are the transcripts of the students' confessions about the problems they faced in giving speeches. Data collection was carried out by in-depth interviews using video.

Informant 1 : Sometimes.. his voice suddenly hoarse, when someone approached me shy , and because I was so scared I never felt like I didn't want to come to school because of a speech lol

Informant 2 : Hmm Nervous. cold hands, cold feet, shaking, afraid of being

wrong, fear.

Informant 3 : Shaking, Shy, muscle tension, stiffed body, hoarsed voice, excited when there is someone you like and then say the wrong thing this a reason afraid of being wrong .

Informant 4 : Sometimes I feel afraid of being wrong.

Informant 5 : Nervousness, cold sweats, heart rate so fast that it exceeds 1 second of beating, dehydration, and have stomach acid disease.

Informant 6 : Excitement, fear, trembling, fast heartbeat, fear of being offended, dehydration, pale.

Informant 7 : All my body is cold, maybe it's because of nervousness, sometimes I suddenly reflex and feel stiff.

Informant 8: Shy, Nervous, Cold feet and stiff body. The cold makes me feel lost.

Informant 9 : Sometimes it doesn't match my expectations, it makes I immediately lose what I want to say, fast heartbeat, and fear of being wrong.

Informant 10: Fast heartbeat, pale. I am very afraid when I do not research the text of the speech and do not understand a lot of vocabulary.

Informant 11: Nervous, shaking, embarrassed, afraid of being wrong, stiff.

Informant 12 : Shaking, shy, stiff, nervous and hoarse voice.

Informant 13: Nervous, shaking violently, feeling afraid, and afraid to speak the wrong way.

Classification of Glossophobia Problems

a. Fear of making mistakes in speaking in front of class

From the data obtained, it can be seen that the students of SMA DDI Alliritengae class X.1 IPA and X.2 IPA stated that they feel a lot of anxiety when doing 2-language speeches in class because they are afraid of making mistakes in while speaking English in the class. This can be seen from the excerpts of interviews with informants 01,02,03,04,05,08,10, and 13.

Some of students stated that the factors that make them feel anxious speaking in front of the class is because they are afraid of being wrong when they want to convey something that has been conceptualized and it turns out that what is conveyed does not match the concept, that is one of the things that makes them feel bad. Because they want to convey that really is not just a bullshit story. The example the utterances of the informant can be seen as follow

> **Informant 05:** Takut salah ketika salah ucap di bahasa inggris karena tidak menguasai bahasa itu.
> *[Afraid of being wrong when he says wrong in English because he does not master the language.]*
> **Informant 10:** Takut ketika kurang meneliti teks pidato dan kurang paham kosa kata yang banyak.
> *[Afraid when not researching the text of the speech and not understanding a lot of vocabulary]*

b. Lack of confidence in speaking in front of class

Another factor that causes anxiety in speaking in class is because good-natured students do not feel confident in speaking in two languages in class. This was stated by Informant 06 08. The utterances of the informant 06, 08 can be seen below.

> **Informant 06:** Aku merasa kurang percaya diri dalam berpidato 2 bahasa apalagi berbahasa Inggris di kelas, karena saya takut tata bahasanya salah dan penguasaan kosakata saya begitu sedikit.
> *[I don't believe that I can speak in 2 languages, let alone speak English in class because I am afraid that my grammar is wrong and my vocabulary*

mastery is very low.]

Informant 08: Di mulai kosa-kata kurang. Jadi itu membuat gugup dalam melakukan pidato itu.
[At the start of the lack of vocabulary. So, it made nervous doing that speech it]

c. Fear of being offended by the words that are said when speaking in front of class

Based on the interview conducted on June 19, 2021. Which took place in the teacher's room on the 1st floor of DDI Alliritengae, it was found the answer stated by Informant 06. The following is an excerpt of the interview.

Informant 06: Yang menyebabkan takut, ketika takut salah ucap dan itu teryata membuat orang tersinggung
[The causes afraid is when I'm afraid to say something wrong and it turns out to make people offended]

d. Afraid to speak spontaneously, there must be a concept in front of class

From the results of interviews conducted, it was found that students were afraid to speak spontaneously in class. Informan Stated that they This may be because they are not or lack of preparation to appear in front of the class at Informants 08, 10. The following is an the excerpt of the interview.

Informant 08: Merasa cemas banget, takut ketika harus di tunjuk tiba-tiba apalagi ketika topik harus dipilihkan itu yang membuat saya takut dan gelisah sehingga saat melakukan pidato merasa keluar dari ekspektasi karena mungkin ekspektasi aku terlalu tinggi.
[feel very anxious when I have to be appointed suddenly, especially when the topic has to be chosen, that makes me afraid and nervous so that when I do the speech I feel out of expectation because maybe my expectations are too high.]
Informant 10: Tidak meneliti konteks dan kurangnya kosakata itu membuat merasa tidak percaya diri di depan
[Not researching the context and the lack of vocabulary makes me feel not confident in front of]

It is known that Informant 08 and 10 said that one of the factors that caused them to feel anxious, nervous and afraid in speaking English in class was spontaneously being called even though there was a concept, but they were still restless and afraid, even though they had high expectations and that made them disappointed. When their expectations are broken by reality.

e. Feeling shaky when speaking in front of class

A lot of people feel shaking when they make a speech.Informan stated that they There is a very strong shaking and a moderate tone and maybe it's because you feel embarrassed to be seen around you, so you don't feel supported by the universe. Informants 02,03,06,11,12,13.

Some of students stated that Shaking suddenly appeared spontaneously. The fast heartbeat that was more than 1 second was so strong that it made a very mad shaking, this happened because of the fear of being wrong and embarrassed to be laughed at.

It was known that after conducting the interview whether there were any pains such as stomach acid or tremors. And it turned out that one of the informant had tremors but was mixed with the fear of being wrong, especially when he said it in front of friends who like to laugh. Must be mentally strong.

f. Feeling cold all over when doing public speaking in front of class

In this interview, on June 19, 2021, it turned out that someone stated that they cold all over the body was found in informants **01,02,05,07.08,09.**

Some of students stated that the cold all over the body suddenly came just like that. Pale scared. When you see a lot of people, the fear of being laughed at is

mixed.

> **Informant 07 :** Dingin itu memang selalu ada walaupun tidak melakukan apapun.
> *[Cold is always there even if you don't do anything]*
> **Informant 09:** Tiba-tiba dingin itu datang
> [*Suddenly the cold comes]*

g. Embarrassment arises when speaking in front of class

Informant stated that they feel ashamed and afraid of being laughed at, which was found during the interview on June 19, 2021. Informant 01,02,03,04,05,08,13.

Some of students stated that being laughed at is one of the things that can bring down a person's mentality.

> **Informant 01:** Malu banyak orang takut salah ngomomg saat berpidato
> *[Shame, many people are afraid to say the wrong thing when giving a speech]*
> **Informant 05 :** Takut salah ketika salah ucap di bahasa inggris karena tidak menguasai bahasa itu.
> *[Afraid of being wrong when they say something wrong in English because they don't know the language.]*

h. The voice suddenly becomes hoarse when doing public speaking

Informant stated that they feel it turns out that voice is also one of the diseases that we can know if the person feels Glossophobia which was found in Informant 01,02,05,06, and 10.

Some of students stated that thirst can make them hoarse voices, thirsty, fear, tremble and pale got into one.

> **Informant 01:** Kadang-kadang Suara serak tiba-tiba ketika ada yang mendekati karena kaget..
> *[sometimes a sudden hoarse voice when someone approaches because of surprise.]*
> **Informant 05** Kadang-kadang haus
> *[Sometime thirsty]*
> **Informant 10:** Haus tiba-tiba

[Suddenly Thirsty]

5. Solution of Problem Glossophobia

a. Trying to Calm Down or Relax Before Giving a Speech in Front of the Class

Based on the data obtained, it is known that some students who experience fear because they are afraid of being wrong, are afraid of being laughed at and here is this solution to be able to reduce the anxiety and fear in speaking in 2 languages, namely Indonesian and English. 01, 02,03,04,05,08,10,13.

For some informant in reducing the anxiety, it is better to breathe deeply until feel comfortable and relieving anxiety is usually done by moving the legs and arms to be more relaxed and a must to master many more vocabulary.

b. Trying to Pretend No One Sees Him Talking in Front of the Class

Another factor that caused anxiety in giving speeches in the science class, which was occupied by friendly and beautiful students, was the lack of confidence in speaking in two languages in class. This was stated by Informant 06 08.

> **For informant 06**: Appear by assuming that no one else is in the class except yourself, and not to look your friends in the eye, just say it's your own story.
> **For informant 08:** A small note containing vocabulary that is difficult to convey is one of the keys if you feel insecure because you lack known vocabulary.

c. Make Small Notes before Addressing the Class (Not spontaneous)

Based on the data obtained, information was obtained from several research informants that in relieving anxiety in speaking English in class, it is better to use the strategy of making small notes before they are asked to appear in front of the class. This is very suitable for those who are afraid and anxious when something is spontaneous and that causes anxiety to go wild and in DDI Alliritengae State Informant 08.010 it is stated that they something spontaneous can make you feel uncomfortable.

> **For informant 08:** Prepare the concept first before speaking in front of the class. Because if people who are used to it must have a concept, it must always be conceptualized and by taking notes before giving a speech it is better
>
> **For informant 10:** It is mandatory to take notes first and master a lot of vocabulary. And jot down any difficult words before giving a speech.

d. Drafting Small Notes to avoid something that could offend Before Addressing the Class

In the interview, which was conducted on June 19, 2021, which took place in the teacher's room on the 1st floor of DDI Alliretengai, it was found that the informant was very afraid that if a word contained something offensive, this was one of the appropriate solutions to do so. Afraid of offending Informants 06.

> **For informant 06:** It is better to make one concept that really feels that it is good to convey to the connoisseur.

e. Practice in Front of the Mirror

A lot of people feel shaking when they make a speech. There are tremors that are so strong and some that are moderate and maybe it's because they feel embarrassed to be seen around them, so they don't feel supported by the universe. Informants 02, 03, 06,11,12,13. There are also strategies that can reduce this and many people used to do this.

For some informant they obligation practicing in front of the bedroom mirror one of the things that can reduce shaking when you want to give a speech by getting used to seeing yourself in the mirror will be getting used to it. And mental strength is mandatory, so when you laugh at mediocrity, manage a good lifestyle, drink a lot, have lots of vocabulary, reinforced speaking can be fine. Because what plays an important role is the number of known vocabularies.

f. Drink Enough

The informant 01, 10 stated that they always felt hoarse when they were surprised, so here is a good solution before appearing to drink enough water so as not to feel easily shocked which can make the speech fail.

> **For informant 01:** It should stay focused on the speech, despite feeling thirsty.
> **For informant 10:** Drink water before giving a speech. The body will feel fresh.

B. Discussion

The first research question of this study is about the profile of each student in terms of learning styles. In this study, researcher used the Learning Style Inventory (LSI) by Barsch (1980) to identify student learning styles. To answer the first research question, respondents were asked to complete an inventory by providing a checklist next to the statement that corresponds to their daily habits. In addition, to strengthen the LSI data, the researcher conducted interviews with the respondents to re-examine their statements in the LSI.

As mentioned above, in identifying student learning styles, researchers used two types of instruments, namely questionnaires and interviews. First, the researcher distributed the questionnaires to the students, after that the researcher

interviewed the students with the same questions in the questionnaire. The researcher felt the need to conduct interviews because the researcher doubted that the students had filled out the questionnaire correctly.

When equating the results of questionnaires and interviews, there are several respondents who have different learning style results between these two types of instruments. To overcome this problem, the researcher took the results of the interviews to determine the students' learning styles because in the interview process the researcher emphasized very clearly the examples of each statement.

The respondents in this study were 13 students of SMA DDI Alliritengae class X. 24 questions with three alternatives were distributed to the students. The results of the test administration showed that about 61.5% of students had a visual learning style, 23.1% of students had an auditory learning style, 7.7% of students had a kinesthetic learner style. In addition, there is one type of combined learning style shown in this study, which is 7.7% having a visual-auditory learning style. Reveal that most of the respondents in this study tend to be visual learners, reaching half of the total respondents. Meanwhile, auditory, kinesthetic and visual-auditory learning styles have a small number of respondents.

In relation to learning styles and students' difficulties, the study showed that visual learners have problems like they cannot convey their ideas because they have nothing to say. It is in line with the previous research which is conducted by Solomon et al (2021) who found that one of the things that affect students' participation in speaking in public is lack of knowledge. Furthermore, according to Ur (2006), one of the difficulties in speaking English is that there is

nothing to say. It's because of the lack of vocabulary. From the results of the interview, there were many who felt the whole body was cold, nervous to the point of hoarseness and until the heart was beating fast. Based on the data found in class X.1 and X.2 IPA students, besides that they need to take notes before speaking. In the interview session, most of the visual learners said that they needed to make drafts or notes first to help them speak in front of the class. On the other hand, based on interviews, researcher found that visual learners convey their information to someone they need to illustrate something by moving their hands and feet. They easily remember information or ideas when they read it, write it down and make bullet points or lists. Vako (2012 as cited in Yulmiastri, 2019) states that visual learners often do not remember information given orally without being able to see or record it. They need to pay attention to their friends' nonverbal communication. This statement is also supported by Elizabeth (2012) who says that visual learners often pay attention to other people's body language (facial expressions, eyes, attitudes, etc.).

Moreover, auditory students claim to feel more comfortable studying in class if the atmosphere is calm. According to Dunn and Dunn (1981) the factors that influence student learning styles in the classroom are divided into two, namely external factors and internal factors. External factors such as environment, teacher, and sociological. Internal factors such as emotional, and physiological. Based on the findings in class X.1 and X.2 IPA, some auditory students experience disturbances while learning, especially when speaking if the classroom environment is too noisy, they cannot concentrate and sometimes they forget the

words they want to say. In addition, the researcher found that most of the problems faced by auditory learners during speaking activities were due to anxiety. Anxiety is so high because they are embarrassed to be laughed at. This kind of anxiety problem is in accordance with the previous research conducted by Ajeng Intan Nur Rahmawati (2018) who found that most of students were afraid of being laugh at and insulted. Sometimes they are still nervous, shaking, and pale to dehydration and embarrassed when asked to speak in front of the class.

Furthermore, kinesthetic learners besides enjoying physical touch. There are certain things that cannot be separated, for example there are favorite coins, they need to touch the paper and also take notes while listening to their friends' stories. The researcher also found how kinesthetic learners prefer to retell the story in front of the class, they need to read their notes first and try to speak for themselves and move their hands and feet as a sign of the storyline.

For visual-auditory learners, the researcher found that these learners before speaking in public made previous concepts. But sometimes if it is not in line with expectations, they will be very disappointed because the concept that has been made does not match what is said and what has been conceptualized. This learner also felt a very fast heartbeat, was embarrassed and almost cried because of the unattainable high expectations.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

1. It can be concluded that 61.5% of the total respondents who have anxiety problem are visual learners, 23.1% are auditory learners. Furthermore, 7.7% of the total respondents who have glossophobia are kinesthetic learners and the last 7.7% are visual-auditory learners.
2. There are some problems faced by the students related to glossophobia namely fear of making mistakes in speaking in front of class, lack of confidence in speaking in front of class, fear of being offended by the words that are said when speaking in front of class, afraid to speak spontaneously there must be a concept in front of class, feeling shaky when speaking in front of class, feeling cold all over when doing public speaking in front of class, embarrassment arises when speaking in front of class, the voice suddenly becomes hoarse when doing public speaking
3. There are some solutions that can be recommended to the students experience about glossophobia namely trying to calm down or relax before giving a speech in front of the class, trying to pretend no one sees him talking in front of the class, making small notes before addressing the class (not spontaneous), practicing in front of the mirror, drafting small notes to avoid something that could offend before addressing the class, and drinking enough water.

B. Suggestion

Based on the conclusions described above, the researcher will provide

some suggestions as follows:

1. The teacher is expected to be aware of students' different learning styles which are particularly important in second or foreign language acquisition, and to identiify these as early as possible before start teaching in heterogeneous classroom especially in English Speaking.

2. The future researchers are expected to study more about the relationship between learning style and other language skills such as writing, listening, and speaking.

3. The students are expected to identify their own learning styles since it can help them succeed in academic life.

4. This research is expected to contribute to the education field.

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APPENDICES

Appendix 1. TMAS Questionnaire

Petunjuk : Berilah tanda (✓) pada kolom jawaban (YA) bila Anda setuju pada pertanyaan tersebut atau bila Anda merasa bahwa pernyataan itu berlaku atau mengenai diri Anda. Sebaliknya berilah tanda (✓) pada kolom jawaban (TIDAK) bila Anda tidak setuju dengan pernyataan tersebut atau bila Anda merasa bahwa pernyataan itu tidak berlaku atau tidak mengenai diri Anda.

No.	Pertanyaan	Ya	Tidak
1	Saya merasa tidak cepat lelah		
2	Saya sering kali mengalami perasaan mual yang tidak diketahui penyebabnya		
3	Saya yakin, saya tidak lebih penggugup dari kebanyakan orang lain		
4	Saya jarang mengalami sakit kepala yang penyebabnya tidak jelas		
5	Saya sering merasa tegang atau cemas waktu sedang belajar atau bekerja		
6	Saya mengalami kesulitan berkonsentrasi terhadap suatu masalah		
7	Saya merasa khawatir jika memikirkan suatu masalah		
8	Saya merasa gemetar bila saya mencoba untuk melakukan sesuatu		
9	Kalau sesuatu terjadi pada diri saya, saya tidak mudah tersipu malu		
10	Saya mengalami diare (mencret) satu kali atau lebih dalam sebulan yang tidak diketahui penyebabnya		
11	Saya merasa khawatir bila akan terjadi kegagalan atau kesialan menimpa saya		
12	Saya tidak pernah tersipu malu bila terjadi sesuatu pada diri saya		
13	Saya sering merasa takut kalau muka saya menjadi merah karena malu		
14	Saya sering kali mengalami mimpi yang menakutkan pada waktu tidur di malam hari		
15	Tangan dan kaki saya biasanya cukup hangat		
16	Saya mudah berkeringat meskipun hari tidak panas		
17	Ketika saya merasa malu kadang-kadang keringat saya bercucuran, hal ini sangat menjengkelkan saya		
18	Saya hampir tidak pernah berdebar-berdebar dan jarang bernapas tersengal-sengal		
19	Saya sering merasa lapar terus menerus		
20	Saya jarang terganggu untuk rasa sembelit (sakit perut) karena sukar buang air besar		
21	Saya sering terganggu oleh sakit perut yang penyebabnya tidak diketahui		

22	Ketika saya mengkhawatirkan sesuatu sering kali saya tidak bisa tidur		
23	Tidur saya sering terganggu dan tidak nyenyak		
24	Sering kali saya bermimpi tentang sesuatu yang sebaiknya tidak diceritakan kepada orang lain		
25	Saya mudah merasa tegar		
26	Saya merasa lebih sensitif daripada kebanyakan orang lain		
27	Saya sering kali mengkhawatirkan diri saya terhadap suatu hal		
28	Saya menginginkan kebahagiaan seperti orang lain yang saya lihat		
29	Biasanya saya selalu tenang dan tidak mudah kecewa atau putus asa		
30	Saya mudah menangis		
31	Saya seringkali mencemaskan sesuatu hal atau seseorang		
32	Saya merasa gemetar setiap waktu		
33	Menunggu mebuat saya gelisah		
34	Pada waktu-waktu tertentu, saya merasa tidak tenang, sehingga tidak dapat duduk terlalu lama atau diskusi terlalu lama		
35	Kadang-kadang saya merasa gembira sekali sehingga saya sulit untuk tidur		
36	Kadang-kadang saya merasa bahwa saya mengalami kesulitan yang bertumpuk-tumpuk		
37	Saya mengetahui bahwa saya kadang-kadang merasa khawatir tanpa suatu alasan		
38	Bila dibandingkan dengan teman-teman saya yang lain, maka saya tidak sepenakut mereka		
39	Saya seringkali merasa khawatir terhadap suatu hal yang saya tahu bahwa hal itu tidak akan menyulitkan saya		
40	Pada suatu saat seringkali saya merasa sebagai orang yang tidak berguna		
41	Saya mengalami kesukaran untuk memutuskan perhatian terhadap suatu pekerjaan		
42	Saya biasanya pemalu		
43	Biasanya saya yakin pada diri sendiri		
44	Saya seringkali dalam keadaan tenang		
45	Hidup ini merupakan beban bagi saya setiap waktu		
46	Kadang-kadang saya berpikir bahwa saya tidak punya arti apa-apa		
47	Saya merasa sangat kurang percaya diri		
48	Kadang-kadang saya merasa bahwa diri saya akan hancur		
49	Saya merasa takut terhadap kesulitan yang harus saya hadapi dalam keadaan kritis		
50	Saya sepenuhnya percaya diri saya sendiri		

Appendices 2. Learning Style Questionnaire

	Pernyataan	Sering (5)	Kadang-kadang(3)	Jarang(1)
1.	Saya bisa mengingat pelajaran dengan mendengarkan daripada membaca buku			
2.	Saya lebih senang melihat petunjuk tertulis daripada secara lisan.			
3.	Saya senang menulis atau membuat catatan kecil untuk saya liat kembali.			
4.	Saya menggenggam pensil atau pulpen dengan erat ketika menulis.			
5.	Saya memerlukan penjelasan dari diagram ataupun grafik yang diberikan.			
6.	Saya senang bekerja dengan menggunakan banyak peralatan.			
7.	Saya terampil dan menyenangi membaca diagram dan grafik.			
8.	Saya dapat membedakan bunyi-bunyian dengan baik.			
9.	Saya mampu mengingat dengan baik jika menyalin beberapa kali materi yang akan saya pelajari.			
10.	Saya bisa mengerti dan mengikuti petunjuk pada peta.			
11.	Saya belajar dengan baik dengan cara mendengarkan penjelasan guru atau dengan kaset.			
12.	Saya senang memainkan koin-koin atau kunci yang ada dalam saku saya.			
13.	Saya mengeja kata dengan baik melalui pengulangan huruf per huruf dengan suara keras daripada menuliskan kata tersebut.			
14.	Saya dapat lebih memahami artikel berita dengan membaca tentang hal itu di koran daripada dengan mendengarkan radio			

15.	Saya mengunyah permen karet atau ngemil makanan ringan ketika belajar.			
16.	Cara terbaik untuk mengingat sesuatu adalah dengan memiliki gambaran pada benak atau fikiran saya..			
17.	Saya mengeja kata dengan menggunakan jari.			
18.	Saya lebih senang mengikuti mata pelajaran dengan metode ceramah atau pidato daripada membaca materi.			
19.	Saya senang bermain dan menyelesaikan permainan ‘jigsaw puzzle’ dan ‘maze’ dengan baik.			
20.	Saya menggenggam benda tertentu selama pelajaran berlangsung.			
21.	Saya lebih suka mendengarkan berita di radio daripada membaca berita di koran.			
22.	Saya memperoleh informasi mengenai subjek yang menarik dengan membaca bahan-bahan yang relevan.			
23.	Saya senang melakukan sentuhan fisik dengan orang lain dengan berjabat tangan, dsb.			
24.	Saya bisa mengikuti petunjuk lisan dengan lebih baik daripada petunjuk tertulis.			

Appendix 3. Inteview Guidline

1. Apa yang Anda rasakan ketika Anda berbicara di depan umum?

2. Apa penyebab kecemasan berbicara di depan umum?

3. Apa saja tanda-tanda kecemasan berbicara di depan umum?

Appendix 4. Barsch Learning Style Inventory Scoring Procedures

ALWAYS : 5 POINTS
SOMETIMES : 3 POINTS
SELDOM : 1 POINT

Number 01,05,8,11,13,18,21 and 24 are Auditory Statements.
Number 02,03,07,10,14,16,20 and 22 are Visual Statements.
Number 04,06,09,12,15,17,19 and 23 are Kinesthetic Statements.

Informant 1

VISUAL		AUDITORY		KINESTHETIC	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	5	**1**	3	**4**	3
3	5	**5**	3	**6**	3
7	1	**8**	3	**9**	3
10	1	**11**	3	**12**	1
14	3	**13**	5	**15**	3
16	5	**18**	3	**17**	1
20	1	**21**	1	**19**	1
22	1	**24**	3	**23**	1
SCORES	21	**SCORES**	24	**SCORES**	13

Informant 2

VISUAL		AUDITORY		KINESTHETIC	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	1	**1**	3	**4**	1
3	5	**5**	1	**6**	1
7	5	**8**	1	**9**	3
10	5	**11**	5	**12**	1
14	5	**13**	1	**15**	1
16	5	**18**	1	**17**	3
20	3	**21**	5	**19**	5
22	3	**24**	1	**23**	5
SCORES	32	**SCORES**	17	**SCORES**	19

Informant 3

VISUAL		AUDITORY		KINESTHETIC	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	5	**1**	1	**4**	5
3	5	**5**	5	**6**	5
7	3	**8**	3	**9**	3
10	3	**11**	5	**12**	3
14	3	**13**	3	**15**	1
16	5	**18**	5	**17**	1
20	1	**21**	3	**19**	3
22	5	**24**	3	**23**	3

SCORES	30	**SCORES**	23	**SCORES**	24

Informant 4

VISUAL		AUDITORY		KINESTHETIC	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	1	**1**	5	**4**	3
3	3	**5**	5	**6**	3
7	5	**8**	3	**9**	1
10	1	**11**	3	**12**	1
14	1	**13**	3	**15**	1
16	3	**18**	3	**17**	1
20	1	**21**	1	**19**	3
22	1	**24**	3	**23**	3
SCORES	15	**SCORES**	26	**SCORES**	16

Informant 5

VISUAL		AUDITORY		KINESTHETIC	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	1	**1**	3	**4**	1
3	3	**5**	3	**6**	5
7	1	**8**	3	**9**	3
10	5	**11**	5	**12**	1
14	5	**13**	5	**15**	1
16	3	**18**	5	**17**	1
20	5	**21**	3	**19**	3
22	3	**24**	1	**23**	1
SCORES	26	**SCORES**	26	**SCORES**	18

Informant 6

VISUAL		AUDITORY		KINESTHETIC	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	5	**1**	3	**4**	1
3	5	**5**	5	**6**	1
7	3	**8**	3	**9**	5
10	3	**11**	5	**12**	5
14	3	**13**	3	**15**	1
16	5	**18**	1	**17**	5
20	5	**21**	3	**19**	5
22	5	**24**	3	**23**	5
SCORES	34	**SCORES**	26	**SCORES**	28

Informant 7

VISUAL		AUDITORY		KINESTHETIC	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	5	**1**	3	**4**	3

3	5	**5**	5	**6**	3
7	1	**8**	3	**9**	5
10	1	**11**	5	**12**	3
14	3	**13**	3	**15**	3
16	5	**18**	3	**17**	3
20	3	**21**	3	**19**	5
22	3	**24**	5	**23**	3
SCORES	26	**SCORES**	30	**SCORES**	28

Informant 8

VISUAL		**AUDITORY**		**KINESTHETIC**	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	5	**1**	3	**4**	3
3	5	**5**	3	**6**	3
7	1	**8**	3	**9**	5
10	3	**11**	3	**12**	1
14	3	**13**	1	**15**	1
16	5	**18**	1	**17**	1
20	1	**21**	3	**19**	3
22	3	**24**	1	**23**	3
SCORES	26	**SCORES**	18	**SCORES**	20

Informant 9

VISUAL		**AUDITORY**		**KINESTHETIC**	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	5	**1**	3	**4**	5
3	3	**5**	1	**6**	1
7	1	**8**	3	**9**	3
10	3	**11**	5	**12**	1
14	1	**13**	3	**15**	1
16	5	**18**	5	**17**	1
20	1	**21**	1	**19**	1
22	3	**24**	3	**23**	3
SCORES	22	**SCORES**	21	**SCORES**	16

Informant 10

VISUAL		**AUDITORY**		**KINESTHETIC**	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	5	**1**	3	**4**	3
3	5	**5**	5	**6**	3
7	1	**8**	3	**9**	3
10	3	**11**	3	**12**	1
14	5	**13**	1	**15**	1
16	5	**18**	5	**17**	1
20	3	**21**	3	**19**	3

22	5	**24**	1	**23**	3
SCORES	32	**SCORES**	24	**SCORES**	18

Informant 11

VISUAL		**AUDITORY**		**KINESTHETIC**	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	5	**1**	3	**4**	5
3	5	**5**	3	**6**	3
7	3	**8**	3	**9**	3
10	1	**11**	3	**12**	1
14	1	**13**	3	**15**	1
16	3	**18**	3	**17**	3
20	1	**21**	1	**19**	1
22	1	**24**	1	**23**	1
SCORES	30	**SCORES**	20	**SCORES**	18

Informant 12

VISUAL		**AUDITORY**		**KINESTHETIC**	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	5	**1**	3	**4**	5
3	5	**5**	1	**6**	5
7	5	**8**	1	**9**	5
10	3	**11**	5	**12**	1
14	3	**13**	1	**15**	1
16	3	**18**	3	**17**	5
20	1	**21**	3	**19**	1
22	3	**24**	3	**23**	1
SCORES	28	**SCORES**	19	**SCORES**	24

Informant 13

VISUAL		**AUDITORY**		**KINESTHETIC**	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	3	**1**	5	**4**	5
3	5	**5**	1	**6**	5
7	1	**8**	3	**9**	1
10	3	**11**	3	**12**	1
14	3	**13**	3	**15**	3
16	1	**18**	3	**17**	3
20	3	**21**	1	**19**	3
22	1	**24**	1	**23**	1
SCORES	20	**SCORES**	21	**SCORES**	32

Informant 14

VISUAL		**AUDITORY**		**KINESTHETIC**	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	5	**1**	3	**4**	3

3	1	**5**	5	**6**	3
7	3	**8**	5	**9**	3
10	3	**11**	3	**12**	1
14	3	**13**	3	**15**	3
16	3	**18**	5	**17**	3
20	3	**21**	3	**19**	3
22	3	**24**	5	**23**	5
SCORES	24	**SCORES**	32	**SCORES**	24

Informant 15

VISUAL		**AUDITORY**		**KINESTHETIC**	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	3	**1**	3	**4**	5
3	5	**5**	5	**6**	3
7	3	**8**	3	**9**	3
10	3	**11**	5	**12**	3
14	5	**13**	1	**15**	1
16	5	**18**	5	**17**	5
20	1	**21**	3	**19**	3
22	3	**24**	5	**23**	3
SCORES	38	**SCORES**	30	**SCORES**	26

Informant 16

VISUAL		**AUDITORY**		**KINESTHETIC**	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	5	**1**	3	**4**	3
3	3	**5**	5	**6**	5
7	3	**8**	1	**9**	3
10	3	**11**	3	**12**	1
14	5	**13**	1	**15**	1
16	5	**18**	5	**17**	3
20	1	**21**	5	**19**	1
22	5	**24**	3	**23**	5
SCORES	30	**SCORES**	26	**SCORES**	22

Informant 17

VISUAL		**AUDITORY**		**KINESTHETIC**	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	3	**1**	1	**4**	1
3	5	**5**	5	**6**	3
7	5	**8**	3	**9**	5
10	1	**11**	5	**12**	1
14	5	**13**	3	**15**	3
16	5	**18**	3	**17**	1
20	3	**21**	1	**19**	5
22	5	**24**	5	**23**	3

SCORES	32	**SCORES**	36	**SCORES**	22

Informant 18

VISUAL		AUDITORY		KINESTHETIC	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	5	**1**	3	**4**	5
3	3	**5**	3	**6**	5
7	3	**8**	3	**9**	3
10	3	**11**	3	**12**	3
14	5	**13**	3	**15**	1
16	5	**18**	3	**17**	3
20	1	**21**	3	**19**	3
22	3	**24**	5	**23**	1
SCORES	28	**SCORES**	26	**SCORES**	24

Informant 19

VISUAL		AUDITORY		KINESTHETIC	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	5	**1**	3	**4**	3
3	3	**5**	5	**6**	5
7	1	**8**	3	**9**	1
10	5	**11**	3	**12**	5
14	3	**13**	3	**15**	3
16	5	**18**	3	**17**	5
20	3	**21**	3	**19**	3
22	3	**24**	3	**23**	5
SCORES	25	**SCORES**	26	**SCORES**	30

Informant 20

VISUAL		AUDITORY		KINESTHETIC	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	5	**1**	3	**4**	3
3	5	**5**	5	**6**	5
7	3	**8**	5	**9**	1
10	3	**11**	1	**12**	1
14	1	**13**	5	**15**	1
16	5	**18**	3	**17**	1
20	5	**21**	1	**19**	5
22	3	**24**	3	**23**	5
SCORES	30	**SCORES**	26	**SCORES**	22

Informant 21

VISUAL		AUDITORY		KINESTHETIC	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	5	**1**	3	**4**	3
3	5	**5**	5	**6**	1

7	3	**8**	3	**9**	3
10	3	**11**	3	**12**	5
14	3	**13**	5	**15**	3
16	3	**18**	5	**17**	5
20	5	**21**	3	**19**	3
22	3	**24**	1	**23**	5
SCORES	27	**SCORES**	24	**SCORES**	28

Informant 22

VISUAL		**AUDITORY**		**KINESTHETIC**	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	5	**1**	3	**4**	3
3	3	**5**	5	**6**	5
7	1	**8**	3	**9**	3
10	3	**11**	1	**12**	1
14	3	**13**	1	**15**	3
16	5	**18**	5	**17**	5
20	5	**21**	3	**19**	3
22	5	**24**	3	**23**	5
SCORES	30	**SCORES**	24	**SCORES**	28

Informant 23

VISUAL		**AUDITORY**		**KINESTHETIC**	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	3	**1**	3	**4**	5
3	1	**5**	1	**6**	1
7	1	**8**	3	**9**	3
10	1	**11**	3	**12**	3
14	1	**13**	5	**15**	3
16	3	**18**	3	**17**	5
20	5	**21**	3	**19**	1
22	1	**24**	3	**23**	5
SCORES	16	**SCORES**	24	**SCORES**	26

Informant 24

VISUAL		**AUDITORY**		**KINESTHETIC**	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	3	**1**	3	**4**	3
3	1	**5**	5	**6**	5
7	3	**8**	5	**9**	3
10	3	**11**	5	**12**	3
14	3	**13**	5	**15**	3
16	5	**18**	3	**17**	5
20	3	**21**	3	**19**	1
22	5	**24**	3	**23**	5
SCORES	26	**SCORES**	32	**SCORES**	23

Informant 25

VISUAL		AUDITORY		KINESTHETIC	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	1	**1**	1	**4**	1
3	1	**5**	1	**6**	1
7	1	**8**	1	**9**	1
10	1	**11**	1	**12**	1
14	1	**13**	3	**15**	3
16	1	**18**	1	**17**	1
20	1	**21**	1	**19**	1
22	1	**24**	1	**23**	3
SCORES	8	**SCORES**	9	**SCORES**	12

Informant 26

VISUAL		AUDITORY		KINESTHETIC	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	5	**1**	3	**4**	3
3	3	**5**	3	**6**	5
7	3	**8**	5	**9**	3
10	5	**11**	5	**12**	5
14	1	**13**	1	**15**	3
16	5	**18**	3	**17**	5
20	3	**21**	3	**19**	3
22	3	**24**	1	**23**	5
SCORES	28	**SCORES**	24	**SCORES**	32

Informant27

VISUAL		AUDITORY		KINESTHETIC	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	1	**1**	3	**4**	1
3	1	**5**	5	**6**	1
7	3	**8**	3	**9**	1
10	3	**11**	3	**12**	3
14	5	**13**	5	**15**	5
16	5	**18**	3	**17**	3
20	3	**21**	3	**19**	5
22	5	**24**	1	**23**	1
SCORES	26	**SCORES**	26	**SCORES**	20

Informant 28

VISUAL		AUDITORY		KINESTHETIC	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	5	**1**	3	**4**	5
3	3	**5**	5	**6**	3
7	3	**8**	3	**9**	3

10	5	**11**	5	**12**	5
14	3	**13**	1	**15**	3
16	1	**18**	5	**17**	5
20	1	**21**	1	**19**	3
22	1	**24**	1	**23**	5
SCORES	22	**SCORES**	24	**SCORES**	32

Informant 29

VISUAL		**AUDITORY**		**KINESTHETIC**	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	5	1	3	4	3
3	5	5	5	6	3
7	5	8	3	9	5
10	5	11	5	12	3
14	5	13	3	15	3
16	5	18	3	17	5
20	3	21	3	19	5
22	1	24	3	23	1
SCORES	34	SCORES	28	SCORES	28

Informant 30

VISUAL		**AUDITORY**		**KINESTHETIC**	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	3	**1**	3	**4**	1
3	1	**5**	3	**6**	1
7	2	**8**	5	**9**	3
10	3	**11**	1	**12**	1
14	3	**13**	3	**15**	1
16	1	**18**	1	**17**	1
20	5	**21**	1	**19**	1
22	1	**24**	1	**23**	1
SCORES	19	**SCORES**	13	**SCORES**	10

Informant 31

VISUAL		**AUDITORY**		**KINESTHETIC**	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	3	**1**	3	**4**	5
3	3	**5**	3	**6**	3
7	3	**8**	5	**9**	3
10	1	**11**	5	**12**	3
14	3	**13**	3	**15**	5
16	3	**18**	1	**17**	3
20	1	**21**	1	**19**	3
22	1	**24**	1	**23**	1
SCORES	15	**SCORES**	22	**SCORES**	26

Informant 32

VISUAL		AUDITORY		KINESTHETIC	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	3	**1**	3	**4**	5
3	1	**5**	3	**6**	5
7	3	**8**	5	**9**	3
10	3	**11**	3	**12**	3
14	3	**13**	3	**15**	5
16	3	**18**	5	**17**	3
20	3	**21**	1	**19**	3
22	1	**24**	1	**23**	1
SCORES	20	**SCORES**	23	**SCORES**	28

Informant33

VISUAL		AUDITORY		KINESTHETIC	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	5	**1**	1	**4**	5
3	3	**5**	1	**6**	3
7	3	**8**	3	**9**	3
10	1	**11**	3	**12**	3
14	5	**13**	1	**15**	1
16	3	**18**	3	**17**	1
20	3	**21**	1	**19**	1
22	3	**24**	3	**23**	1
SCORES	26	**SCORES**	16	**SCORES**	18

Informant 34

VSUAL		AUDITORY		KINESTHETIC	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	5	**1**	3	**4**	1
3	1	**5**	3	**6**	1
7	1	**8**	1	**9**	5
10	1	**11**	5	**12**	1
14	1	**13**	3	**15**	5
16	5	**18**	1	**17**	1
20	1	**21**	1	**19**	5
22	3	**24**	5	**23**	5
SCORES	18	**SCORES**	16	**SCORES**	24

Informant 35

VISUAL		AUDITORY		KINESTHETIC	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	5	**1**	3	**4**	5
3	1	**5**	5	**6**	3
7	5	**8**	5	**9**	3
10	5	**11**	5	**12**	1

14	5	**13**	1	**15**	1
16	5	**18**	3	**17**	1
20	5	**21**	3	**19**	3
22	3	**24**	3	**23**	3
SCORES	34	**SCORES**	28	SCORES	20

Informant36

VISUAL		**AUDITORY**		**KINESTHETIC**	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	3	**1**	1	**4**	5
3	5	**5**	1	**6**	3
7	3	**8**	1	**9**	3
10	1	**11**	3	**12**	5
14	1	**13**	1	**15**	5
16	3	**18**	5	**17**	1
20	1	**21**	1	**19**	5
22	3	**24**	5	**23**	1
SCORES	20	**SCORES**	18	**SCORES**	28

Informant 37

VISUAL		**AUDITORY**		**KINESTHETIC**	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	3	**1**	3	**4**	5
3	5	**5**	5	**6**	3
7	3	**8**	3	**9**	5
10	3	**11**	5	**12**	3
14	5	**13**	3	**15**	5
16	3	**18**	5	**17**	3
20	5	**21**	1	**19**	5
22	1	**24**	3	**23**	3
SCORES	28	**SCORES**	28	**SCORES**	32

Informant 38

VISUAL		**AUDITORY**		**KINESTHETIC**	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	3	**1**	5	**4**	5
3	5	**5**	1	**6**	5
7	5	**8**	5	**9**	3
10	5	**11**	3	**12**	1
14	3	**13**	1	**15**	3
16	5	**18**	3	**17**	5
20	5	**21**	1	**19**	1
22	1	**24**	1	**23**	1
SCORES	32	**SCORES**	21	**SCORES**	24

Informant 39

VISUAL		AUDITORY		KINESTHETIC	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	3	**1**	3	**4**	3
3	3	**5**	3	**6**	1
7	3	**8**	5	**9**	5
10	3	**11**	5	**12**	1
14	3	**13**	1	**15**	1
16	5	**18**	5	**17**	1
20	1	**21**	3	**19**	3
22	5	**24**	3	**23**	3
SCORES	26	**SCORES**	28	**SCORES**	18

Informant 40

VISUAL		AUDITORY		KINESTHETIC	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	3	**1**	5	**4**	1
3	5	**5**	5	**6**	3
7	1	**8**	3	**9**	5
10	5	**11**	1	**12**	1
14	3	**13**	3	**15**	1
16	5	**18**	5	**17**	5
20	3	**21**	3	**19**	1
22	1	**24**	1	**23**	1
SCORES	26	**SCORES**	27	**SCORES**	22

Informant 41

VISUAL		AUDITORY		KINESTHETIC	
NO	**POINT**	**NO**	**POINT**	**NO**	**POINT**
2	1	**1**	5	**4**	3
3	3	**5**	3	**6**	5
7	3	**8**	3	**9**	3
10	3	**11**	5	**12**	1
14	1	**13**	5	**15**	1
16	5	**18**	5	**17**	1
20	5	**21**	5	**19**	1
22	3	**24**	5	**23**	1
SCORES	24	**SCORES**	36	**SCORES**	16

Appendix 5. TMAS and Observation Result X.1 and X.2 IPA

NO	NAMA	LEARNING STYLE	SCORE TMAS	TMAS	OBSERVASI
1	Ghrl	AUDITORY	30	CEMAS	NORMAL
2	Mkbl	VISUAL	19	TIDAK CEMAS	NORMAL
3	Mau	VISUAL	16	TIDAK CEMAS	NORMAL
4	Mrd	AUDIOTORY	18	TIDAK CEMAS	NORMAL
5	Asrl	VISUAL	26	CEMAS	NORMAL
6	Ibn	KINESTHETIC	34	CEMAS	NORMAL
7	Isv	VISUAL	25	CEMAS	NORMAL
8	Irz	KINESTHETIC	29	CEMAS	NORMAL
9	Nain	VISUAL	23	CEMAS	NORMAL
10	Lut	VISUAL	14	TIDAK CEMAS	NORMAL
11	Fir	KINESTHETIC	28	CEMAS	NORMAL
12	Cha	AUDITORY	20	CEMAS	NORMAL
13	And	AUDITORY	33	CEMAS	NORMAL
14	Ar	KINESTHETIC	36	CEMAS	NORMAL
15	Mr	VISUAL	12	TIDAK CEMAS	NORMAL
16	An	KINESTHETIC	30	CEMAS	NORMAL
17	Indh	AUDITORY	21	CEMAS	NORMAL
18	Rsn	VISUAL	27	CEMAS	GLOSSOPHOBIA
19	Amlh	VISUAL	23	CEMAS	GLOSSOPHOBIA
20	Smsi	VISUAL	42	CEMAS	GLOSSOPHOBIA
21	Ysm	VISUAL	30	CEMAS	GLOSSOPHOBIA
22	Mln	VISUAL	31	CEMAS	GLOSSOPHOBIA
23	An	AUDITORY	30	CEMAS	GLOSSOPHOBIA
24	Amad	KINESTHETIC	28	CEMAS	GLOSSOPHOBIA
25	Shr	VISUAL	25	CEMAS	GLOSSOPHOBIA
26	Jrn	VISUAL-AUDITORY	20	CEMAS	GLOSSOPHOBIA

NO	NAMA	LEARNING STYLE	SCORE TMAS	KETERANGAN	OBSERVASI
1	Nr	KINESTHETIC	34	CEMAS	NORMAL
2	Abd	VISUAL	23	CEMAS	NORMAL
3	Rsk	VISUAL	18	TIDAK CEMAS	NORMAL
4	Nur	KINESTHETIC	29	CEMAS	NORMAL
5	Sprd	AUDITORY	29	CEMAS	NORMAL

6	Din	VISUAL	34	CEMAS	NORMAL
7	Prnm	KINESTHETIC	40	CEMAS	NORMAL
8	Fa	KINESTHETIC	30	CEMAS	NORMAL
9	Nz	KINESTHETIC	24	CEMAS	NORMAL
10	Fz	KINESTHETIC	33	CEMAS	NORMAL
11	Wat	VISUAL	41	CEMAS	GLOSSOPHOBIA
12	Sum	AUDITORY	24	CEMAS	GLOSSOPHOBIA
13	Cndi	VISUAL	33	CEMAS	GLOSSOPHOBIA
14	Mhm	AUDITORY	21	CEMAS	GLOSSOPHOBIA

Appendix 6. Research Permissionn Letter

UNIVERSITAS MUSLIM MAROS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Kampus 1: Jalan Dr. Ratulangi No.62 Maros Sulawesi Selatan, e-mail : umma.yapim.2015@gmail.com, Kode Pos 90511
Kampus 2: Jalan Kokoa – Pamelakkang Je'ne Kelurahan Allepolea Kecamatan Lau kabupaten Maros

بسم الله الرحمن الرحيم

Nomor : 125/UL/FKIP-UMMA/V/2021
Lampiran : 1 (satu) exampler
Perihal : **Permohonan Izin**

Kepada yang terhormat :
Kepala Sekolah SMA/MA DDI ALLIRITENGAE MAROS
di-
Maros

Assalamu Alaikum Warahmatullahi Wabarakatuh.

Dengan hormat,
Disampaikan kepada Bapak/Ibu bahwa mahasiswa di bawah ini:

Nama : **ZULFITRI**
NIM : 1788203032
Program Studi : Pendidikan Bahasa Inggris

Bermaksud mengadakan Penelitian dalam rangka penyelesaian pendidikan Program Sarjana FKIP Universitas Muslim Maros.
Adapun judul Penelitian yaitu :

"THE RELATIONSHIP BETWEEN GLOSSOPHOBIA AND STUDENTS' LEARNING STYLES IN SPEECH ACTIVITY"

Dosen Pembimbing : 1. Zul Astri, S.S.,M.Hum
2. Nurul Fachrunnisa, S.Pd.,M.Pd

Sehubungan dengan maksud tersebut mohon kiranya kepada Bapak/Ibu berkenang memberikan Izin kepada yang bersangkutan untuk melakukan penelitian ditempat Bapak/Ibu Atas bantuan dan kerja sama Bapak/Ibu yang baik diucapkan terima kasih.

Maros, 27 Mei 2021
Wakil Dekan I,
Bidang Akademik Kemahasiswaan dan Alumni

Ernawati, S.Pd.,M.Pd
NIDN: 0905048801

Tembusan Kepada Yth.:
1. Ketua Program Studi
2. Yang bersangkutan
3. Pertinggal

Appendix 7. Certificate of Research

MADRASAH ALIYAH
DARUD DA'WAH WAL-IRSYAD (MA-DDI)
AKREDITASI B
KABUPATEN MAROS SUL-SEL

Alamat : Jl. Taqwa No. 2 Maros Tlp. 0411-372 205

SURAT KETERANGAN PENELITIAN
Nomor : 045/ket /MA-DDI/VII/2021

Yang bertanda tangan di bawah ini :

Nama	: Rakib, S.Pd.I., M.Pd.I
NIP	: 197705272007011020
Jabatan	: Kepala MAS DDI Alliritengae Maros

Dengan ini menerangkan bahwa :

Nama	: **ZULFITRI**
Tempat/Tgl Lahir	: Maros, 01 Januari 2000
No Induk	: 1788203032
Fakultas / Jurusan	: Keguruan dan Ilmu Pendidikan/Pendidikan Bahasa Inggris

Bahwa Benar telah mengadakan Penelitian pada MA DDI ALLIRITENGAE Maros Yang di laksanakan Mulai 10 April sampai dengan 19 Juni Untuk Penyusunan Skripsi yang Berjudul :

" THE RELATIONSHIP BETWEEN GLOSSOPHOBIA AND STUDENTS' LEARNING STYLES IN SPEECH ACTIVITY"

Demikian surat keterangan ini dibuat dengan sebenar-benarnya kepada yang bersangkutan dan dipergunakan sebagaimana mestinya.

Minallahil musta'an Wa alaihit Tiklan

Maros, 20 Juni 2021
Kepala MA DDI Alliritengae

Rakib, S.Pd.I. M.Pd.I
NIP. 19770527200701 1020

Appendix 8. Validator

Appendix 9. Research Documentations

Quesioner X.1 IPA

Quesioner X.2 IPA

Speech X.1 IPA

Speech X.2 IPA

Early Observation

Questioner Learning Style