

CHAPTER 3

METHOD OF DATA COLLECTION AND ANALYSIS

3.1 Research Design

This study applied two methods namely quantitative method and qualitative method. Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures (Creswell, 2008). On the other hand, Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data (Creswell, 2008).

3.2 Method of Data Collection

This study used a close-ended questionnaire which developed from Horwitz's Foreign Language Classroom Anxiety Scale (FLCAS) as the instrument. The questionnaire that was developed in 1920 modified to fit the condition of today's Englishpreneurship Students in Soegijapranata Catholic University. Horwitz explains that the questionnaire consists of 33 items determined by 5 items in Likert scale, ranging from strongly agree (5) to strongly disagree (1). While

the answer “strongly agree” indicates a high level of anxiety, -strongly disagree- indicates a low level of anxiety that students feel. This instrument used to find out the level of anxiety’s Englishpreneurship Students in Soegijapranata Catholic University.

3.2.1 Participants

Based on the data of Englishpreneurship students in Faculty of Language and Arts, there are 69 students from batch 2018 to 2021. Those students are mostly supposed to give public speaking in the class, especially using English. They are asked to speak even it is public speaking class. This study took data from 33 Englishpreneurship Students in Soegijapranata Catholic University, from batch 2018 to 2021. Then 10 respondents/students involved in semi-structured interviews to confirm the results of the quantitative data.

3.2.2 Instrument

In this research, the instrument is a closed-ended questionnaire which is adopted and developed from Language Classroom Anxiety Scale (FLCAS) by Horwitz. The questionnaire that was developed in 1920 was modified to fit the condition of today's Englishpreneurship Student. Horwitz explains that the questionnaire consists of 33 items determined by 5 items in Likert scale, ranging from strongly agree (5) to strongly disagree (1). While the answer “strongly agree” indicates a high level of anxiety, -strongly disagree- indicates a low level of anxiety that Englishpreneurship Students feel. The researcher distributed the questionnaire in the form of a Google Form, then respondents filled the questionnaire. The data were then analyzed using a

Likert Scale to find the level of student anxiety. This analysis used an excel application to find the average value of the respondents, then it is categorized into 3 levels namely; if the average is < 3 it means Low Level of Anxiety, if the average = 3 it means Neutral/Feeling okay in the Class, and if the average is > 3 it means High Level of Anxiety.

After that, the researcher used semi-structured interviews to obtain perceptions and reasons about speaking anxiety from 10 Englishpreneurship Students out of the total respondents Englishpreneurship Students. In this case, Englishpreneurship Students were asked 5 questions related to several questions from the survey to confirm the quantitative data. After conducting the interview, the next thing to do was analyzing the interview by transcribing each sentence of the interviewed Englishpreneurship Students.

3.2.3 Procedure

The Procedures to do this research are as follows. The first part is the procedure for the quantitative data.

1. The researcher modified the FLCAS.
2. The researcher conducted a pilot study and revised the instrument based on the results of the validity and reliability test in the pilot study. For pilot study, the researcher distributed the questionnaires in the form of Google Forms to 15 English Department Students.

3. Then, the data from pilot study were analyzed to check the validity and reliability by using SPSS.

a. Validity Analysis

Validity analysis is an analysis to measure the validity or invalidity of a questionnaire (Gozhali,2011).

b. Result of Validity

The data for pilot study were collected from 15 students of the Faculty of Language and Arts, but not including Englishpreneurship students. The data were analyzed from four indicator including 8 items for indicator of communication apprehension (1,9,14,18,24,27,29,32); 9 items for fear of negative evaluation (3,7,13,15,20,23,25,31 and 33); 5 items for test anxiety (2,8,10,19,21). As for the remaining indicator there are 11 items (4, 5,6,11,12,16,17,22,26,28 and 30).

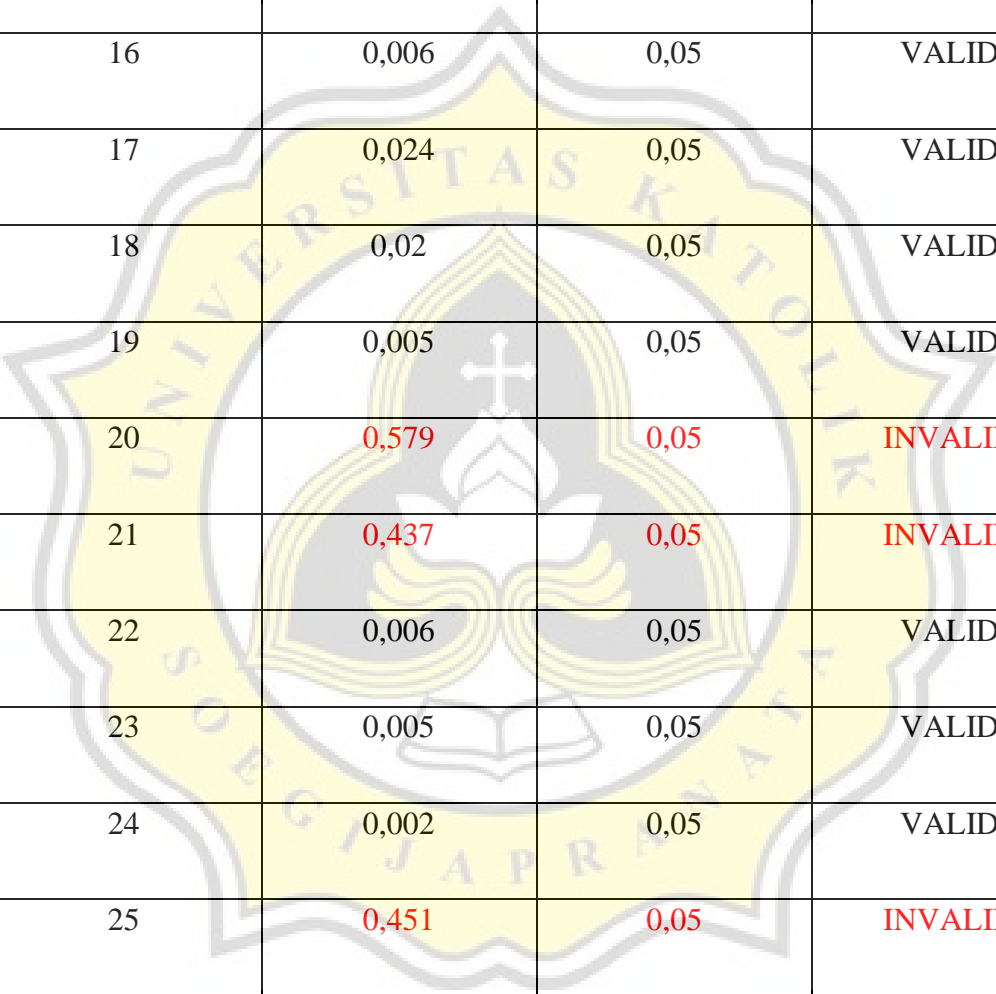
The result of the pilot study from the first indicator showed that 6 items are valid and 3 items are invalid, 5 items from the second indicator are valid and 4 items are invalid, 3 items from the third indicator are valid and 2 items are invalid, 7 items are of the last indicator are valid and 5 items are invalid. The item is called valid if the $\alpha < 0,05$ (Ghozali,2011)

Below is the table containing data of the validation results of 33 items during the pilot study. In this data validation, there were 15 respondents from the Faculty of

Language and Arts who participated. These 15 respondents were not the main respondents.

Table 3. 1 The Result of Validity Test of 33 items During Pilot Study

| Items | Sig Count | Sig Alpha (0,05) | Description |
|-------|-----------|---------------------|-------------|
| 1 | 0,764 | 0,05 | INVALID |
| 2 | 0,005 | 0,05 | VALID |
| 3 | 0,014 | 0,05 | VALID |
| 4 | 0,244 | 0,05 | INVALID |
| 5 | 0,049 | 0,05 | VALID |
| 6 | 0,736 | 0,05 | INVALID |
| 7 | 0,001 | 0,05 | VALID |
| 8 | 0,369 | 0,05 | INVALID |
| 9 | 0,041 | 0,05 | VALID |
| 10 | 0,00 | 0,05 | VALID |
| 11 | 0,026 | 0,05 | VALID |
| 12 | 0,128 | 0,05 | INVALID |



| | | | |
|----|-------|------|---------|
| 13 | 0,068 | 0,05 | INVALID |
| 14 | 0,024 | 0,05 | VALID |
| 15 | 0,040 | 0,05 | VALID |
| 16 | 0,006 | 0,05 | VALID |
| 17 | 0,024 | 0,05 | VALID |
| 18 | 0,02 | 0,05 | VALID |
| 19 | 0,005 | 0,05 | VALID |
| 20 | 0,579 | 0,05 | INVALID |
| 21 | 0,437 | 0,05 | INVALID |
| 22 | 0,006 | 0,05 | VALID |
| 23 | 0,005 | 0,05 | VALID |
| 24 | 0,002 | 0,05 | VALID |
| 25 | 0,451 | 0,05 | INVALID |
| 26 | 0,497 | 0,05 | INVALID |
| 27 | 0,791 | 0,05 | INVALID |
| 28 | 0,001 | 0,05 | VALID |

| | | | |
|----|-------|------|---------|
| 29 | 0,017 | 0,05 | VALID |
| 30 | 0,009 | 0,05 | VALID |
| 31 | 0,041 | 0,05 | VALID |
| 32 | 0,029 | 0,05 | VALID |
| 33 | 0,058 | 0,05 | INVALID |

From the validation table above, there are 21 valid items and 12 invalid items. Thus, the researcher only used 21 items that distributed in the form of a questionnaire to analyze the English public speaking anxiety of Englishpreneurship students of the Faculty of Language and Arts.

Below is the data validation results from indicator 1 using the spss application. valid items can be seen in the column section of Total and Sig. (2-tailed). The item is called valid if the $\alpha < 0,05$ (Ghozali, 2011). In this indicator, 6 items are valid.

Table 3. 2Result of Indicator 1

| | | item_1 | item_1 | Item_1 | Item_2 | item_2 | item_2 | item_3 | Total | |
|--------|-----------------|--------|--------|--------|--------|--------|--------|--------|-------|-------|
| | | item_1 | item_9 | 4 | 8 | 4 | 7 | 9 | 2 | |
| item_1 | Pearson | 1 | .220 | -.421 | -.075 | -.105 | -.361 | -.047 | .144 | .085 |
| | Correlation | | | | | | | | | |
| | Sig. (2-tailed) | | .432 | .118 | .791 | .710 | .186 | .869 | .608 | .764 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| item_9 | Pearson | .220 | 1 | .260 | .000 | .430 | .000 | .137 | .000 | .532* |
| | Correlation | | | | | | | | | |
| | Sig. (2-tailed) | .432 | | .350 | 1.000 | .110 | 1.000 | .628 | 1.000 | .041 |

| | | | | | | | | | | |
|-------------|-----------------|-------|-------|-------|-------|--------|-------|-------|-------|--------|
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| item_1 4 | Pearson | -.421 | .260 | 1 | .406 | .506 | .128 | .103 | .051 | .576* |
| | Correlation | | | | | | | | | |
| | Sig. (2-tailed) | .118 | .350 | | .134 | .054 | .649 | .714 | .856 | .024 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| Item_ 18 | Pearson | -.075 | .000 | .406 | 1 | .182 | -.069 | .402 | .130 | .593* |
| | Correlation | | | | | | | | | |
| | Sig. (2-tailed) | .791 | 1.000 | .134 | | .515 | .807 | .138 | .645 | .020 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| Item_ 24 | Pearson | -.105 | .430 | .506 | .182 | 1 | -.121 | .313 | .436 | .736** |
| | Correlation | | | | | | | | | |
| | Sig. (2-tailed) | .710 | .110 | .054 | .515 | | .667 | .256 | .104 | .002 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| item_2 7 | Pearson | -.361 | .000 | .128 | -.069 | -.121 | 1 | -.337 | -.246 | -.075 |
| | Correlation | | | | | | | | | |
| | Sig. (2-tailed) | .186 | 1.000 | .649 | .807 | .667 | | .220 | .376 | .791 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| item_2 9 | Pearson | -.047 | .137 | .103 | .402 | .313 | -.337 | 1 | .538* | .605* |
| | Correlation | | | | | | | | | |
| | Sig. (2-tailed) | .869 | .628 | .714 | .138 | .256 | .220 | | .038 | .017 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| item_3 2 | Pearson | .144 | .000 | .051 | .130 | .436 | -.246 | .538* | 1 | .563* |
| | Correlation | | | | | | | | | |
| | Sig. (2-tailed) | .608 | 1.000 | .856 | .645 | .104 | .376 | .038 | | .029 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| Total | Pearson | .085 | .532* | .576* | .593* | .736** | -.075 | .605* | .563* | 1 |
| | Correlation | | | | | | | | | |
| | Sig. (2-tailed) | .764 | .041 | .024 | .020 | .002 | .791 | .017 | .029 | |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |

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

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

Below is the data validation results from indicator 2. In this indicator, 5 items are valid.

Table 3. 3 Result of Indicator 2

| | | item_ 3 | item_ 7 | item_ 13 | item_ 15 | item_ 20 | item_ 23 | item_ 25 | item_ 31 | item_ 33 | Total |
|-------------|-----------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------|
| item_ 3 | Pearson | 1 | .160 | -.121 | .862** | .569* | .073 | -.533* | 1.000 | .000 | .620* |
| | Correlation | | | | | | | | ** | | |
| | Sig. (2-tailed) | | .568 | .669 | .000 | .027 | .796 | .041 | .000 | 1.000 | .014 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| item_ 7 | Pearson | .160 | 1 | .616* | .032 | -.374 | .651** | -.089 | .160 | .649** | .764** |
| | Correlation | | | | | | | | | | |
| | Sig. (2-tailed) | .568 | | .015 | .909 | .170 | .009 | .751 | .568 | .009 | .001 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| item_ 13 | Pearson | -.121 | .616* | 1 | -.226 | -.329 | .470 | .036 | -.121 | .316 | .483 |
| | Correlation | | | | | | | | | | |
| | Sig. (2-tailed) | .669 | .015 | | .418 | .231 | .077 | .899 | .669 | .251 | .068 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| item_ 15 | Pearson | .862** | .032 | -.226 | 1 | .602* | -.017 | -.402 | .862** | -.050 | .535* |
| | Correlation | | | | | | | | | | |
| | Sig. (2-tailed) | .000 | .909 | .418 | | .018 | .953 | .137 | .000 | .861 | .040 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| item_ 20 | Pearson | .569* | -.374 | -.329 | .602* | 1 | -.128 | -.187 | .569* | -.485 | .156 |
| | Correlation | | | | | | | | | | |
| | Sig. (2-tailed) | .027 | .170 | .231 | .018 | | .649 | .504 | .027 | .067 | .579 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| item_ 23 | Pearson | .073 | .651** | .470 | -.017 | -.128 | 1 | .033 | .073 | .475 | .682** |
| | Correlation | | | | | | | | | | |
| | Sig. (2-tailed) | .796 | .009 | .077 | .953 | .649 | | .908 | .796 | .073 | .005 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| item_ 25 | Pearson | -.533* | -.089 | .036 | -.402 | -.187 | .033 | 1 | -.533* | -.275 | -.211 |
| | Correlation | | | | | | | | | | |
| | Sig. (2-tailed) | .041 | .751 | .899 | .137 | .504 | .908 | | .041 | .320 | .451 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |

| | | | | | | | | | | | |
|---------|---------------------|--------|--------|-------|--------|-------|--------|--------|-------|-------|-------|
| item_31 | Pearson Correlation | 1.000* | .160 | -.121 | .862** | .569* | .073 | -.533* | 1 | .000 | .620* |
| | Sig. (2-tailed) | .000 | .568 | .669 | .000 | .027 | .796 | .041 | | 1.000 | .014 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| item_33 | Pearson Correlation | .000 | .649** | .316 | -.050 | -.485 | .475 | -.275 | .000 | 1 | .500 |
| | Sig. (2-tailed) | 1.000 | .009 | .251 | .861 | .067 | .073 | .320 | 1.000 | | .058 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| Total | Pearson Correlation | .620* | .764** | .483 | .535* | .156 | .682** | -.211 | .620* | .500 | 1 |
| | Sig. (2-tailed) | .014 | .001 | .068 | .040 | .579 | .005 | .451 | .014 | .058 | |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |

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

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

Below is the data validation results from indicator 3. In this indicator, 3 items are valid.

Table 3. 4 Result of Indicator 3

| | | item_2 | Item_8 | Item_10 | item_19 | item_21 | Total |
|---------|---------------------|--------|--------|---------|---------|---------|--------|
| item_2 | Pearson Correlation | 1 | .060 | .326 | .435 | .000 | .685** |
| | Sig. (2-tailed) | | .831 | .236 | .105 | 1.000 | .005 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 |
| Item_8 | Pearson Correlation | .060 | 1 | .337 | .009 | -.313 | .369 |
| | Sig. (2-tailed) | .831 | | .220 | .975 | .256 | .176 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 |
| Item_10 | Pearson Correlation | .326 | .337 | 1 | .528* | .077 | .813** |
| | Sig. (2-tailed) | .236 | .220 | | .043 | .785 | .000 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 |
| item_19 | Pearson Correlation | .435 | .009 | .528* | 1 | -.115 | .685** |
| | Sig. (2-tailed) | .105 | .975 | .043 | | .682 | .005 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 |
| item_21 | Pearson Correlation | .000 | -.313 | .077 | -.115 | 1 | .217 |
| | Sig. (2-tailed) | 1.000 | .256 | .785 | .682 | | .437 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 |

| | | | | | | | |
|-------|---------------------|--------|------|--------|--------|------|----|
| Total | Pearson Correlation | .685** | .369 | .813** | .685** | .217 | 1 |
| | Sig. (2-tailed) | .005 | .176 | .000 | .005 | .437 | |
| | N | 15 | 15 | 15 | 15 | 15 | 15 |

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

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

Below is the data validation results from indicator 4. In this indicator, 7 items are valid.

Table 3. 5 Result of Indicator 4

| | | item _4 | Item _5 | Item _6 | Item _11 | Item _12 | Item _16 | Item _17 | Item _22 | Item _26 | Item _28 | Item _30 | Total |
|-------------|---------------------|------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------|
| item _4 | Pearson Correlation | 1 | .104 | .121 | -.05 | .085 | .000 | .054 | .000 | -.24 | .145 | .333 | .321 |
| | Sig. (2-tailed) | | .712 | .667 | .855 | .763 | 1.00 | .849 | 1.00 | .384 | .605 | .225 | .244 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| Item _5 | Pearson Correlation | .104 | 1 | -.12 | .429 | -.23 | .333 | .067 | .333 | -.02 | .687* | .298 | .516* |
| | Sig. (2-tailed) | .712 | | .653 | .110 | .407 | .226 | .812 | .226 | .929 | .005 | .281 | .049 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| Item _6 | Pearson Correlation | .121 | -.12 | 1 | .050 | .165 | -.36 | .157 | -.36 | .412 | .024 | -.27 | .095 |
| | Sig. (2-tailed) | .667 | .653 | | .860 | .556 | .182 | .577 | .182 | .127 | .934 | .318 | .736 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| Item _11 | Pearson Correlation | -.051 | .429 | .050 | 1 | -.36 | .471 | .425 | .471 | -.05 | .782* | .094 | .571* |
| | Sig. (2-tailed) | .855 | .110 | .860 | | .186 | .076 | .114 | .076 | .860 | .001 | .739 | .026 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| Item _12 | Pearson Correlation | .085 | -.23 | .165 | -.36 | 1 | .189 | .319 | .189 | .331 | -.02 | .497 | .411 |
| | Sig. (2-tailed) | | .712 | .653 | .110 | .407 | .226 | .812 | .226 | .929 | .005 | .281 | .049 |

| | | | | | | | | | | | | | |
|------|-----------------|-------|-------|------|-------|------|-------|-------|-------|------|-------|-------|-------|
| | Sig. (2-tailed) | .763 | .407 | .556 | .186 | | .500 | .246 | .500 | .228 | .925 | .060 | .128 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| Item | Pearson | .000 | .333 | -.36 | .471 | .189 | 1 | .109 | 1.00 | .023 | .407 | .386 | .673* |
| _16 | Correlation | | | 4 | | | | | 0** | | | | * |
| | Sig. (2-tailed) | 1.00 | .226 | .182 | .076 | .500 | | .699 | .000 | .936 | .132 | .156 | .006 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| Item | Pearson | .054 | .067 | .157 | .425 | .319 | .109 | 1 | .109 | .235 | .526* | .283 | .577* |
| _17 | Correlation | | | | | | | | | | | | |
| | Sig. (2-tailed) | .849 | .812 | .577 | .114 | .246 | .699 | | .699 | .400 | .044 | .307 | .024 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| Item | Pearson | .000 | .333 | -.36 | .471 | .189 | 1.00 | .109 | 1 | .023 | .407 | .386 | .673* |
| _22 | Correlation | | | 4 | | | 0** | | | | | | * |
| | Sig. (2-tailed) | 1.00 | .226 | .182 | .076 | .500 | .000 | .699 | | .936 | .132 | .156 | .006 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| Item | Pearson | -.243 | -.02 | .412 | -.05 | .331 | .023 | .235 | .023 | 1 | -.16 | -.20 | .190 |
| _26 | Correlation | | 5 | 0 | | | | | | | 5 | 8 | |
| | Sig. (2-tailed) | .384 | .929 | .127 | .860 | .228 | .936 | .400 | .936 | | .558 | .458 | .497 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| Item | Pearson | .145 | .687* | .024 | .782* | -.02 | .407 | .526* | .407 | -.16 | 1 | .531* | .783* |
| _28 | Correlation | | * | | * | 6 | | | | 5 | | | * |
| | Sig. (2-tailed) | .605 | .005 | .934 | .001 | .925 | .132 | .044 | .132 | .558 | | .041 | .001 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| Item | Pearson | .333 | .298 | -.27 | .094 | .497 | .386 | .283 | .386 | -.20 | .531* | 1 | .649* |
| _30 | Correlation | | | 7 | | | | | | 8 | | | * |
| | Sig. (2-tailed) | .225 | .281 | .318 | .739 | .060 | .156 | .307 | .156 | .458 | .041 | | .009 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| Tota | Pearson | .321 | .516* | .095 | .571* | .411 | .673* | .577* | .673* | .190 | .783* | .649* | 1 |
| l | Correlation | | | | | | * | * | * | * | * | * | |

| | | | | | | | | | | | |
|-----------------|------|------|------|------|------|------|------|------|------|------|------|
| Sig. (2-tailed) | .244 | .049 | .736 | .026 | .128 | .006 | .024 | .006 | .497 | .001 | .009 |
| N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |

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

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

c. Reliability

A questionnaire is said to be reliable if a person's answer to a question is consistent from time to time (Gozhali,2011).

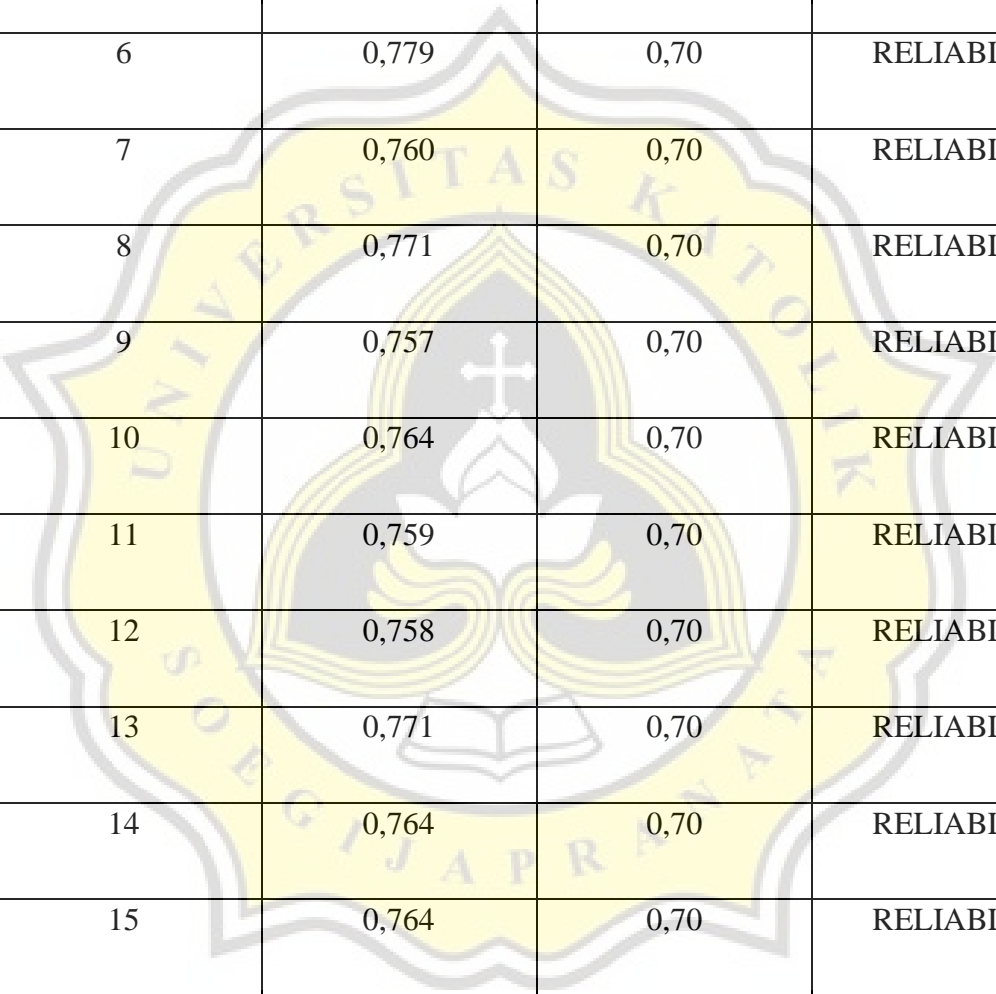
d. Result of Reliability

Below is the result of the reliability test which was collected from 15 students of Faculty of Language and Arts (not including the Englishpreneurship students) which shows that 33 items are reliable. The item is called reliable if $\alpha > 0,70$ (Ghozali,2011).

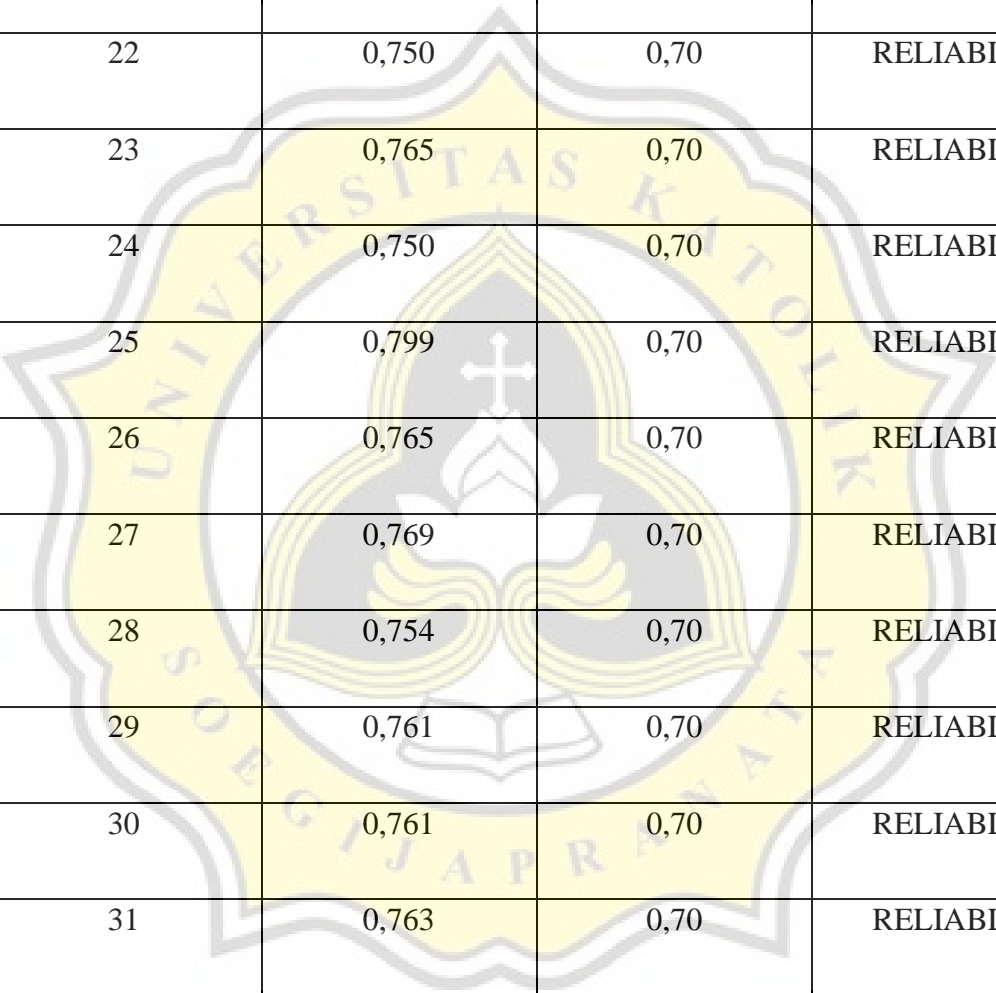
The table below shows 33 items/questions which all of them are valid with the average of Cronbach's alpha ($\alpha > 0.7$).

Table 3. 6 The Result of Reliable Test of 33 items During Pilot Study

| Items | Cronbach's Alpha if Item Deleted | Cronbach Alpha (0,70) | Description |
|-------|----------------------------------|-----------------------|-------------|
| 1 | 0,780 | 0,70 | RELIABLE |
| 2 | 0,769 | 0,70 | RELIABLE |



| | | | |
|----|-------|------|----------|
| 3 | 0,763 | 0,70 | RELIABLE |
| 4 | 0,778 | 0,70 | RELIABLE |
| 5 | 0,770 | 0,70 | RELIABLE |
| 6 | 0,779 | 0,70 | RELIABLE |
| 7 | 0,760 | 0,70 | RELIABLE |
| 8 | 0,771 | 0,70 | RELIABLE |
| 9 | 0,757 | 0,70 | RELIABLE |
| 10 | 0,764 | 0,70 | RELIABLE |
| 11 | 0,759 | 0,70 | RELIABLE |
| 12 | 0,758 | 0,70 | RELIABLE |
| 13 | 0,771 | 0,70 | RELIABLE |
| 14 | 0,764 | 0,70 | RELIABLE |
| 15 | 0,764 | 0,70 | RELIABLE |
| 16 | 0,750 | 0,70 | RELIABLE |
| 17 | 0,750 | 0,70 | RELIABLE |
| 18 | 0,753 | 0,70 | RELIABLE |



| | | | |
|----|-------|------|----------|
| 19 | 0,765 | 0,70 | RELIABLE |
| 20 | 0,779 | 0,70 | RELIABLE |
| 21 | 0,792 | 0,70 | RELIABLE |
| 22 | 0,750 | 0,70 | RELIABLE |
| 23 | 0,765 | 0,70 | RELIABLE |
| 24 | 0,750 | 0,70 | RELIABLE |
| 25 | 0,799 | 0,70 | RELIABLE |
| 26 | 0,765 | 0,70 | RELIABLE |
| 27 | 0,769 | 0,70 | RELIABLE |
| 28 | 0,754 | 0,70 | RELIABLE |
| 29 | 0,761 | 0,70 | RELIABLE |
| 30 | 0,761 | 0,70 | RELIABLE |
| 31 | 0,763 | 0,70 | RELIABLE |
| 32 | 0,765 | 0,70 | RELIABLE |
| 33 | 0,748 | 0,70 | RELIABLE |

The table below is the table that shows the number of respondents in the pilot study were 15 respondents. All respondents had filled out the questionnaire.

Table 3. 7 Case Processing Summary

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 15 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 15 | 100.0 |

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

This table is the average statistic from the reliability of 33 questions. The average of the cronbach's alpha is 0.771 and 33 items/questions are reliable.

Table 3. 8 Reliability Statistic

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .771 | 33 |

The table below shows the overall data from 33 valid items/questions with the average of Cronbach's alpha ($\alpha > 0.7$).

Table 3. 9 Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|--------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| item_1 | 100.00 | 155.143 | -.088 | .780 |
| item_2 | 100.33 | 146.952 | .192 | .769 |
| item_3 | 100.27 | 145.781 | .346 | .763 |
| item_4 | 100.33 | 150.524 | .053 | .778 |
| item_5 | 99.67 | 148.381 | .176 | .770 |
| item_6 | 100.67 | 155.095 | -.087 | .779 |
| item_7 | 100.00 | 140.571 | .363 | .760 |
| item_8 | 99.87 | 149.552 | .141 | .771 |

| | | | | |
|---------|--------|---------|-------|------|
| item_9 | 100.33 | 141.810 | .468 | .757 |
| item_10 | 100.07 | 145.067 | .290 | .764 |
| item_11 | 100.20 | 142.314 | .416 | .759 |
| item_12 | 100.40 | 140.114 | .403 | .758 |
| item_13 | 100.53 | 147.838 | .159 | .771 |
| item_14 | 100.27 | 144.638 | .306 | .764 |
| item_15 | 100.07 | 144.924 | .295 | .764 |
| item_16 | 100.40 | 136.971 | .574 | .750 |
| item_17 | 100.53 | 138.267 | .615 | .750 |
| item_18 | 100.47 | 137.552 | .481 | .753 |
| item_19 | 100.07 | 145.352 | .279 | .765 |
| item_20 | 100.67 | 155.095 | -.087 | .779 |
| item_21 | 100.13 | 162.838 | -.383 | .792 |
| item_22 | 100.40 | 136.971 | .574 | .750 |
| item_23 | 100.27 | 145.781 | .285 | .765 |
| item_24 | 100.40 | 136.971 | .574 | .750 |
| item_25 | 99.80 | 167.314 | -.560 | .799 |
| item_26 | 100.00 | 147.000 | .282 | .765 |
| item_27 | 99.80 | 150.457 | .161 | .769 |
| item_28 | 99.87 | 139.410 | .500 | .754 |
| item_29 | 100.00 | 143.571 | .370 | .761 |
| item_30 | 100.13 | 142.838 | .358 | .761 |
| item_31 | 100.27 | 145.781 | .346 | .763 |
| item_32 | 100.13 | 145.838 | .289 | .765 |
| item_33 | 100.33 | 134.667 | .578 | .748 |

The following table below are 21 question items used by researchers to analyze the English public speaking anxiety of Englishpreneurship student in Faculty of Language and Arts. These questions are valid and reliable, evidenced by the previous SPSS data.

Table 3. 10 Question Valid and Reliable

| NO | QUESTION |
|----|---|
| 2 | I don't worry about making mistakes in language class. |
| 3 | I tremble when I know that I'm going to be called on in language class. |
| 5 | It wouldn't bother me at all to take more foreign language classes. |
| 7 | I keep thinking that the other students are better at languages than I am. |
| 9 | I start to panic when I have to speak without preparation in language class. |
| 10 | I worry about the consequences of failing my foreign language class. |
| 11 | I don't understand why some people get so upset over foreign language classes. |
| 14 | I would not be nervous speaking the foreign language with native speakers. |
| 15 | I get upset when I don't understand what the teacher is correcting. |
| 16 | Even if I am well prepared for language class, I feel anxious about it. |
| 17 | I often feel like not going to my language class. |
| 18 | I feel confident when I speak in foreign language class. |
| 19 | I am afraid that my language teacher is ready to correct every mistake I make. |
| 22 | I don't feel pressure to prepare very well for language class. |

| | |
|----|---|
| 23 | I always feel that the other students speak the foreign language better than I do. |
| 24 | I feel very self-conscious about speaking the foreign language in front of other students. |
| 28 | When I'm on my way to language class, I feel very sure and relaxed. |
| 29 | I get nervous when I don't understand every word the language teacher says. |
| 30 | I feel overwhelmed by the number of rules you have to learn to speak a foreign language. |
| 31 | I am afraid that the other students will laugh at me when I speak the foreign language. |
| 32 | I would probably feel comfortable around native speakers of the foreign language. |

4. The researcher distributed the valid questionnaire in the form of a Google Form to the sample of this study.

5. The reseacrher analyzed the data from the questionnaire by using Microsoft excel.

The second method of collecting the data was through semi-structured interview. This method was part of the qualitative method.

1. The researcher used semi-structured interviews to gain perceptions and reasons of English public speaking anxiety from 10 Englishpreneurship Students.

In this interview, the researcher used interview guidance based on questions from the questionnaire. Here are the Interview Guidances that researcher used;

1. Introduce yourself (name and batch)
 2. Do you ever feel anxious in language class?
 3. If yes, why do you feel anxious/ If not, why don't you feel anxious?
 4. What kind of factors make you feel anxiety/depressed/stressed in language class?
 5. What kind of expressions or reactions do you show when you feel anxious?
 6. How can you deal with your anxious? Is there any method that you used?
2. The researcher analyzed the interview data.

3.3 Method of Data Analysis

After collecting the data through questionnaires and semi-structured interviews, the researcher analyzed the data. Bogdan & Bicklen (1992) state that data analysis is the process of systematically searching and arranging the interview transcript, field notes and other materials that the researcher accumulates to increase our own understanding of the Englishpreneurship Students and to enable the researcher to present what we have discovered to others. The purpose of data analysis is to summarize and to simplify the data in order to interpret and draw a conclusion.