



## Relationship Between Symbolic Self Awareness And Speaking Anxiety In College Students Of Biology Education Institute Of Islamic Religion Kerinci

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### Abstract

This study aims to determine the relationship between variables, namely the relationship between self awareness symbolic and anxiety speaking to college students of Biology Education Institute of Islamic Religion (IAIN) Kerinci. In this study are self awareness symbolic (X) and anxiety speaking (Y). This research is a quantitative study with a correlational approach. The population of this study was all 7 semester college students of Biology Education Institute of Islamic Religion (IAIN) Kerinci as many as 110 college students. The sample of this study was 90 college student who were determined through the Slovin formula technique with a significance level of 5%. The data in this study are data from the psychological scale of self awareness symbolic and the psychological scale of anxiety speaking is to use a Likert scale consisting of 25 statements for self awareness symbolic and 35 statements for anxiety speaking. The data analysis technique used is parametric statistics of Pearson Product Moment. The results of this study indicate that there is a relationship between self awareness symbolic and anxiety speaking. From the results of the comparison between sig and  $\alpha$  values, obtained:  $\text{Sig} = 0,0000 < \alpha = 0,05$  so that the decision  $H_1$  is received, which is concluded that there is a relationship between self awareness symbolic and anxiety speaking. The relationship (correlation) between self awareness symbolic (X) and anxiety speaking (Y) very strong and positive, that is 0,870. Meaning that the higher the self awareness symbolic, the higher the anxiety of speaking. Vice versa, the lower the self awareness symbolic, the lower the anxiety of speaking.

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## **INTRODUCTION**

Daniel Goleman's research suggests that many people fail in life not because of their low intellectual intelligence, but because they lack emotional intelligence. Many people are successful in life because they have emotional intelligence even though their intelligence is only at an average level (Syamsu Yusuf, 2014). Emotional intelligence refers to the abilities of self-control, self-motivation and empathy. And one aspect of emotional intelligence is self-awareness. Self-awareness is understanding and understanding who we are, how to be ourselves, what potential we have, what steps we take, what we feel, what values we have and believe in, and direction. our next development (Anisah *et al.*, 2018).

The forms of self-awareness are divided into three, namely: subjective self-awareness, objective self-awareness and symbolic self-awareness. Symbolic self-awareness is a person's ability to provide brief information about oneself through language, this ability makes a person able to communicate, establish relationships, determine goals, evaluate results and build attitudes related to self (Baroon, 2005).

Symbolic self awareness is self awareness that is needed by a student who is a prospective university graduate. Where symbolic self-awareness helps a person to communicate and establish relationships with others. The ability to communicate is an ability that must be possessed by every college graduate to be ready to face the world of work. This is evidenced by the 2002 National Association of Colleges and Employers (NACE) survey, the quality of college graduates expected in the world of work is the ability to communicate with the highest score of 4.69 compared to other skills, even a GPA 3 only gets a score of 3.68 (*Nace USA Survey Results Regarding Quality of Graduates Per College*, 2012).

The ability to communicate is also needed by prospective educators to face the world of work, as stated in the explanation of Government Regulation Number 19 of 2005 that there are four competencies that must be possessed by a teacher, namely pedagogic competence, personality competence, professional competence and social competence. Social competence is a competency that is closely related to the communication skills of an educator. Where social skills are the ability of educators to be part of the community, communicate and interact effectively with students, fellow educators, education staff, parents or guardians of students, and the surrounding community.

As social beings, humans will never be separated from communicating with other people because communication will make it easier for individuals to establish relationships with other people (Rahardjo, 2007). But most people experience anxiety talking or communicating with other people. Speaking anxiety can happen to everyone such as the general public, students and college students. Based on Katarina's research on Sanata Dharma University students, it was found that the level of anxiety in students varied, namely 1.19% (very high), 10.71% (high), 41.67% (moderate), 41.67% (low), and 4.76% (very low) (Katerina Mangampang, 2017). This is reinforced by Anwar's research which states that 30 (16.3%) students have high levels of anxiety, 123 (66.9%) students have moderate levels of anxiety and 31 (16.8%) students have low levels of anxiety (Astrid Indi Dwisty Anwar, 2009).

Learning methods that are often applied in universities, including IAIN Kerinci, are group discussions and presentations in front of the class, both individually and in groups. This activity is carried out to train students' ability to speak in front of many people, so that they can become a provision to become an educator in the future. However, students often feel nervous, uneasy and anxious during group discussions, asking the lecturers, or presenting in front of the class.

This is reinforced by Ririn's research which states that of the 68 students of the Guidance and Counseling Department of FIP UNP class 2011, the largest gains were in the high category, namely 29 students (42.65%). This means that most students have high anxiety when speaking in public. Students' communication skills are in the low category (48.53%) and students' public speaking anxiety is in the high category (42.65%). The higher the communication skills of students, the lower their anxiety in public speaking. On the other hand, the lower the students' communication skills, the higher their anxiety in public speaking (Ilyas & ., 2013).

Based on observations and interviews that the researcher conducted on October 24, 2019 with several members of class 7 A, B, C, and D of the Biology Tadris Department who had performed micro teaching courses. Many of them lose concentration when practicing in front of the class because they feel uneasy, nervous and anxious. The ability to speak in public is needed by students of the 2016 Faculty of Tarbiyah and Teacher Training IAIN Kerinci, as final year students who will carry out Field Experience Practices (PPL) in schools and are prospective college graduates who will face the world of work.

Unlike other majors, the Biology Department requires students who are more active, not passive, understand the concept of the material to be delivered so that they are not wrong in practicing it. In addition to micro teaching courses, plant morphology courses also require students to be more active. In addition to having to understand the theory of plant morphology, students majoring in Biology Tadris also have to practice the theory that has been learned through practical activities. In practical activities students will directly implement the theory that has been learned.

However, only some students took an active role in the practicum implementation process. Others choose to remain silent and only watch one member of the group practice theory. They feel nervous to directly implement the theory that has been learned and remain silent even though they understand the theory that will be conveyed because they have difficulty in expressing and assembling the words that will be conveyed. Feelings of nervousness and anxiety cause students to be passive, rarely ask the lecturers, remain silent when asked questions and at least share theories when presenting in front of the class.

Anxiety experienced by a person can cause decreased concentration and disturbed. Individuals who experience emotional instability such as the emergence of a sudden feeling of helplessness, the emergence of feelings of shame and panic when a conversation is over, fear of making mistakes, unsettled behavior and unable to concentrate properly (Prakosa & Partini, 2014). According to Goleman emotional intelligence is also related to one's anxiety and self-control. People who have high emotional intelligence, then he has a calm attitude in dealing with something, not anxious, not worried, not easily afraid, and not quick to act to do something (Daniel Goleman, 1996). Similar to Goleman, Kholisin also found that emotional intelligence had a significant effect on public speaking anxiety, which was 34.9% (Kholisin, 2014).

Similar to emotional intelligence, self-awareness which is the main aspect of emotional intelligence is also related to anxiety. This is evidenced by the research of John B, Nezlek on 41 students whose results stated that public self-awareness has a positive relationship with daily and social activities (Events *et al.*, 2002). This is also reinforced by research by Lindsay George and Lusía Stopa on students by dividing them into two groups, namely 30 students have high social anxiety and 32 students have low anxiety. Students with high social anxiety are more aware of their environment than students with low social anxiety (George & Stopa, 2008).

Based on the previous description and previous studies that have only examined the relationship between emotional intelligence and speaking anxiety, no one has examined the relationship between symbolic self-awareness and speaking anxiety. Therefore, researchers are interested in conducting research on the Relationship Between *Self Awareness* Symbolic And Speaking Anxiety In College Students Of Biology Education Institute Of Islamic Religion Kerinci.

## RESEARCH METHOD

The type of research used is quantitative research with a correlational approach (Sugiyono, 2011). The population in this study were all 7th (seven) semester students of the Department of Biology, IAIN Kerinci as much 110 student. The technique used for sampling in this research is random sampling technique (John W Creswell, 2016). To determine the number of samples to be taken, this study used the Slovin technique. The population in this study was 110 students and the precision was set or the error rate

was 5% or 0.05. So the sample size in this study is 90 student.

The procedures carried out in this research are: (1) Conducting observations in the IAIN Kerinci 2 campus environment; (2) Determine the research subject, namely the 7th (seventh) semester students who are in charge of micro teaching courses. Those are Mathematics Tadris majors, English Language Studies and Islamic Religious Education majors; (3) Develop research instruments, namely the psychological scale of symbolic self-awareness and the psychological scale of speaking anxiety. The research instrument was made based on indicators developed from the book; (4) Conduct a content test and language test with expert counseling guidance lecturers for the psychological scale of symbolic self-awareness and speaking anxiety; (5) Gradually distributing the symbolic self-awareness psychology scale and speaking anxiety psychology scale to students majoring in Mathematics, English and Islamic Religious Education majors; (6) Conduct validity and reliability tests on the symbolic self-awareness psychology scale and anxiety psychology scale; (7) Distributing a psychological scale of symbolic self-awareness to students who have been determined as research samples to see the level of symbolic self-awareness of these students; (8) Distributing the psychological scale of speaking anxiety to students who have been determined as research samples to see the level of speaking anxiety of these students; (9) Observing, analyzing and scoring the symbolic self-awareness psychological scale and speaking anxiety psychology scale; (10) After being analyzed, the data is then described to describe the close relationship between symbolic self-awareness and speaking anxiety.

The psychological scale used in this study was developed by Robert L. Solso's book for self-awareness and Semiun's book for speaking anxiety. Symbolic self awareness scale indicators are (1) Attention; (2) Alertness; (3) Remembering knowledge; (4) Emotions; and the indicators of speaking anxiety scale are (1) Mood aspect; (2) Cognitive aspect; (3) Somatic aspect; (4) Motoric aspect. The instrument in this study was in the form of a psychological scale. In quantitative research, the quality of research instruments is related to the validity and reliability of the instrument. The validity of the psychological scale can be done by using the Product Moment correlation formula (Syofian Siregar, 2011).

Based on the results of calculations using the SPSS version 20 application. Based on the results of data analysis, after testing the validity of the psychological scale for the Counseling Guidance lecturer, the psychological scale is feasible to use. The researcher distributed the trial psychology scale to the 7th (seven) semester students of IAIN Kerinci until the results were obtained that there were 28 valid items for the symbolic self-awareness psychology scale. Then the researcher showed it to the supervisor and finally the researcher only took 25 items to be tested in the study. The researcher distributed the trial psychology scale to the 7th (seven) semester students of IAIN Kerinci until the results were obtained that there were 35 valid items for the speaking anxiety psychology scale. Then the researcher showed it to the supervisor and finally the researcher only took 35 items to be tested in the study.

Cronbach Alpha can be used to test the reliability of the Likert scale instrument (Husain Usman Dan R. Purnomo Setiady Akbar, 2006). Based on the results of calculations using SPSS version 20. The results obtained from the analysis of symbolic self-awareness data are  $r_{11} = 0.910 > 0.60$  the data is said to be reliable with a very high level of reliability. The psychological scale consists of 25 statements with 90 samples. Based on the results of calculations using SPSS version 20. The results obtained from the analysis of speaking anxiety data are  $r_{11} = 0.932 > 0.60$  the data is said to be reliable with a very high level of reliability. The psychological scale consists of 35 statements with 90 samples.

Normality test was performed on each research variable. The formula used in the normality test in this study was Kolmogorov Smirnov. Hypothesis testing using the Pearson Product Moment formula. The research hypotheses are:

H<sub>1</sub>: "There is a relationship between symbolic self-awareness and speaking anxiety in students of the Biology Department of IAIN KERINCI".

H<sub>0</sub>: "There is no relationship between symbolic self-awareness and speaking anxiety in Biology Tadris

students at IAIN KERINCI".

## RESULTS AND DISCUSSION

### Level of Symbolic Self-Awareness of Biology Students at IAIN Kerinci

From the results of the analysis of the symbolic self-awareness score data obtained data as can be seen in Table 1.

**Table 1.** Description of Symbolic Self Awareness Data

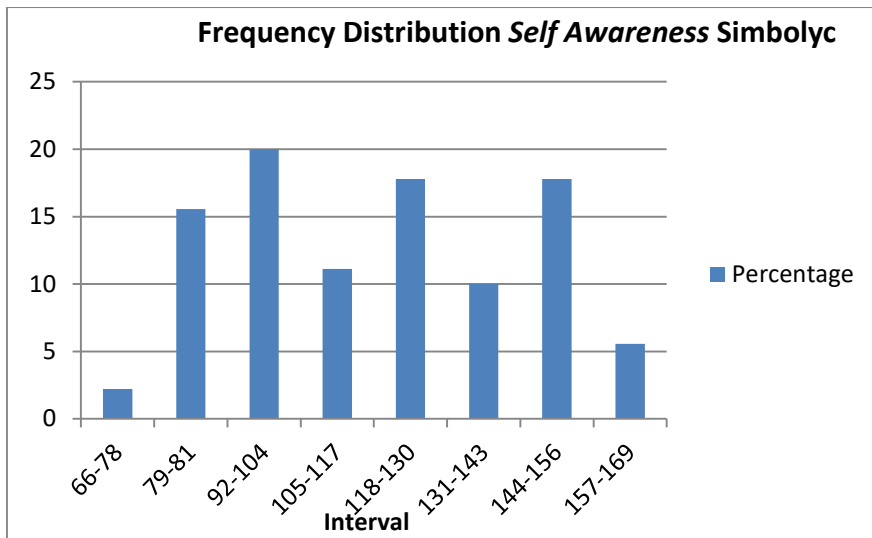
N	Valid Missing	90 0
	Mean	118.2444
	Median	119.0000
	Mode	99.00
	Std. Deviation	24.79276
	Variance	614.681
	Range	99.00
	Minimum	66.00
	Maximum	165.00

The results of the analysis of the description of the symbolic self-awareness data obtained a minimum score of 66.00 and a maximum score of 165.00. Based on the calculation, the average value (mean) is 118.2444; middle value (median) 119,0000; the most frequently occurring value (mode) is 99.00; and standard deviation of 224,79276. The Researchers Used The Scores Above To Calculate The Range Of Scores For The Symbolic Self-Awareness Category. To Determine The Number Of Classes, The Formula  $K = 1 + 3.3 \log N$  Is Used. The Value Of N Is The Number Of Respondents, Namely 90 Students So That The Number Of Classes Is 8 Class Intervals, And The Length Of Class Is 13 Which Is Presented In The Following Table.

**Table 2.** Symbolic Self Awareness Variable Frequency Distribution

No.	Interval	Midpoint	Frequency	Percentage Cumulative
1.	66-78	72	2	2,22
2.	79-91	85	14	15,56
3.	92-104	98	18	20,00
4.	105-117	111	10	11,11
5.	118-130	124	16	17,78
6.	131-143	137	9	10,00
7.	144-156	150	16	17,78
8.	157-169	163	5	5,56
<b>Amount</b>			<b>90</b>	<b>100,00</b>

The results of the frequency distribution of the student's symbolic self awareness variable data are presented in the table above depicted in the histogram.



**Figure 1.** Symbolic Self Awareness Frequency Distribution Histogram

Classification of data can be divided into 4 categories: very high, high, low, and very low. Based on the normal reference, the calculation of the trend category is as follows.

**Table 3.** Symbolic Self Awareness Data Criteria

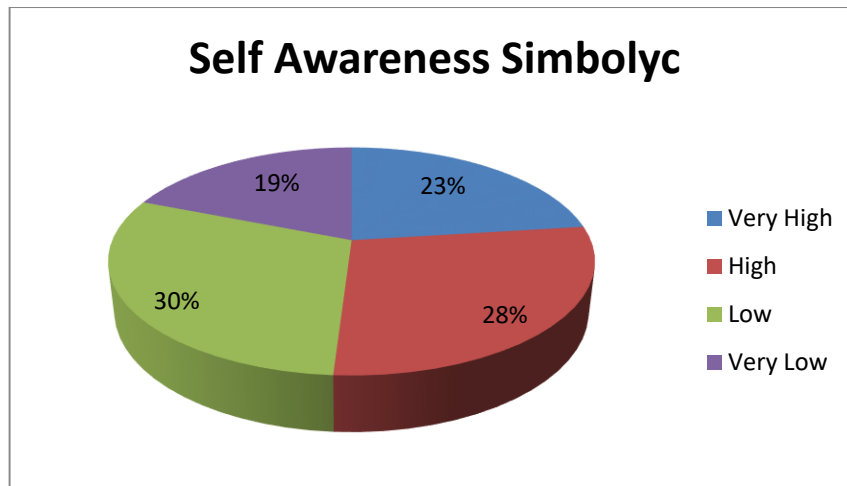
No.	Criteria	Category
1.	$X > (M + 1 \text{ SD})$	Very High
2.	$(M + 1 \text{ SD}) > X \geq M$	High
3.	$M > X \geq (M - 1 \text{ SD})$	Low
4.	$X < (M - 1 \text{ SD})$	Very Low

Based on the mean and standard deviation, the classification of the symbolic self-awareness variable data classification can be seen in the table below.

**Table 4.** Symbolic Self Awareness Data Classification

Category	Class Interval	f	Percentage
Very High	$> 143,034$	21	23%
High	118,244 – 143,034	25	28%
Low	93,45 – 118,244	27	30%
Very Low	$< 93,45$	17	19%
<b>Amount</b>		90	100%

Based on the table above, it can be seen that the symbolic self-awareness variable data is 90 students with a percentage of 23% in the very high category, students with a percentage of 28% in the high category and students with a percentage of 30% in the low category, and students with a percentage of 19% is in the very low category. Thus, the symbolic self-awareness of students majoring in biology at iain kerinci is in the low category. The presentation of the symbolic self-awareness variable data classification in the pie chart is as follows.



**Figure 2.** Symbolic self awareness classification pie chart

Based on the pie chart of the results of scoring the symbolic self awareness variable, it can be concluded that the largest percentage of 30% is owned by students of the biology department of iain kerinci in the low category. Symbolic self-awareness is a person's ability to provide brief information about oneself through language. This ability enables individuals to communicate, establish relationships, set goals, evaluate results and build attitudes that relate to themselves and defend them against threatening communication.

The low symbolic self-awareness of biology department students is influenced by several aspects, namely (Robert I. Solso, 2008): attention or attention, namely individual self-awareness directed by focusing on events that occur to themselves and those around them. The psychological scale data obtained stated that students of the biology department had less attention or concern for themselves and their environment. This is caused by the low self-awareness process centered on the knowledge that exists within oneself and the environment and the lack of contemplation of personal thoughts, memories and ideals. Biology department students prefer to be silent rather than answer the questions asked even though they know the answer and do not believe in themselves in carrying out an activity.

Second, alertness or alertness, namely the awareness of individuals who are alert to the events they are experiencing and are affected by their attention to an event. The psychological scale data obtained stated that the biology department students had less alertness to every thing that would be faced. This is due to the lack of preparation for actions taken in dealing with a problem. Biology department students prefer to spend time on things that are not important than preparing themselves such as sleeping late even though the next day there will be lectures and presentations.

Third, considering knowledge, namely the process of taking information about the person concerned and the world around him. Psychological scale data obtained stated that students of the biology department were less aware of their identity. They do not understand themselves and how the people around them judge them. For example, they prefer to work according to the opportunities that exist, not because of their expertise. This is caused by a lack of self-understanding.

And the last emotion is a conscious condition, which is usually considered a form of feeling or emotion (as opposed to thoughts or perceptions). Psychological scale data obtained states that biology department students have not been able to manage the emotions they feel, such as they do not prepare for presentations in front of the class and they will feel sad when they fail to present their assignments. And they also feel calm and not nervous anymore after the presentation because they consider coursework as a burden. So, it can be concluded that the low self-awareness of biology students is caused by the lack of student mastery regarding aspects of self-awareness, namely attention, alertness or alertness, remembering knowledge, and emotions.

This is reinforced by the study of Qurrotul 'Uyun in 2009 from the psychology study program, faculty of psychology, State Islamic University of Maulana Malik Ibrahim Malang with the title "The relationship of self-concept and emotional intelligence with interpersonal communication in psychology faculty students of UIN Maulana Malik Ibrahim Malang". The results of the study stated that the self-concept and emotional intelligence of psychology students at UIN Maulana Malik Ibrahim Malang had a moderate category of emotional intelligence. This means that emotional intelligence such as symbolic self-

awareness in most psychology students is not very good or has not fully mastered aspects of self-awareness or emotional intelligence (‘uyun, 2018).

In addition to the above aspects, the low symbolic self-awareness of biology biology students is also caused by the lack of negative experiences in biology students. A person's level of self-awareness is low because they rarely get into trouble in everyday life. And a person's self-awareness increases because they often get into trouble in everyday life. Psychological scale data obtained indicate that many biology biology department students choose to do easy tasks and avoid tasks that have many obstacles. For example, they choose silence rather than answer a question even though they know the answer because they have difficulty expressing what they are thinking through language or words. They tend to do easy tasks and avoid difficult ones. However, the tasks they consider difficult can actually be done. For example, they avoid presentation activities in front of the class but actually they can do it well.

This is reinforced by research conducted by lindsay george & lusia stopa in 2008 from the department of psychology, university of southampton with the title "private and public self awareness in social anxiety". The results of his research state that a person's self-awareness is low because he rarely gets into problems in everyday life. And a person's self-awareness increases because they often get into trouble in everyday life. For example, someone who has public speaking anxiety will be more aware of their problems such as distractions, shortcomings and obstacles that occur when they feel anxious. Meanwhile, someone who does not experience public speaking anxiety is not aware of the problems they are experiencing.

This is also reinforced by research conducted by john b. Nezlek in 2002 from the department of psychology, college of william & mary with the title "day-to-day relationships between self-awareness, daily events, and anxiety. Between self-awareness, daily events, and anxiety). The results of his research state that self awareness is related to a person's daily life. Where if someone has negative or unfavorable experiences in everyday life. Then he will be more self-aware than someone who has had a positive or good experience.

### Speaking Anxiety Level Of Biology Tadris Students Of Iain Kerinci

From the results of data analysis on speaking anxiety scores obtained data as can be seen in the table 5.

**Table 5.** Description of speaking anxiety data

N	Valid	90
	Missing	0
Mean		124.0556
Median		124.5000
Mode		128.00
Std. Deviation		28.61262
Variance		818.682
Range		115.00
Minimum		71.00
Maximum		186.00

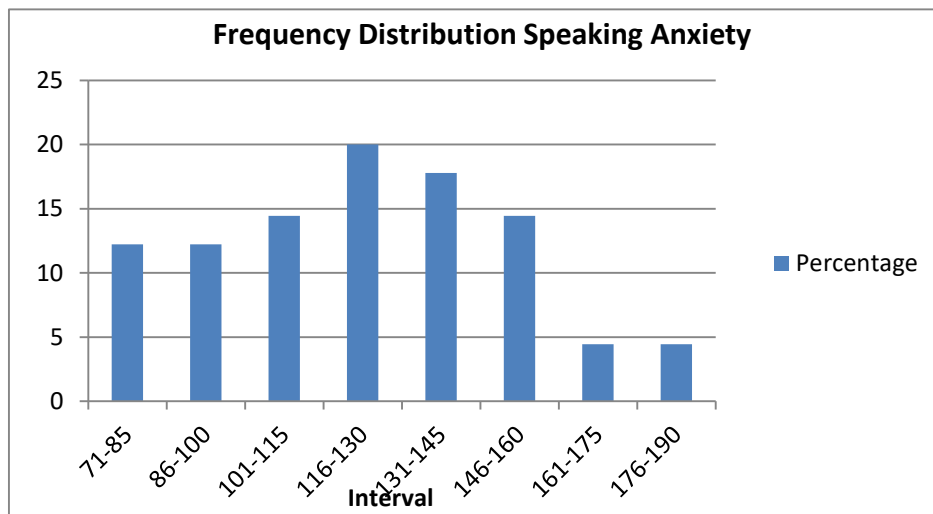
The results of the analysis of the description of speaking anxiety data obtained a minimum score of 71.00 and a maximum score of 186.00. Based on the calculation, the average value (mean) is 124.0556; the mean (median) 124.5000; the most frequently occurring value (mode) is 128.00; and the standard deviation of 28.61262. The score above the researcher used to calculate the range of scores for the speaking anxiety category. To determine the number of classes, the formula  $k = 1 + 3.3 \log n$  is used. The value of n is the number of respondents, namely 90 students so that the number of classes is 8 class intervals, and the length of class is 15 which is presented in the following table.



**Table 6.** Variable Frequency Distribution Of Speaking Anxiety

No.	Interval	Midpoint	Frequency	Percentage Cumulative
1.	71-85	78	11	12,22
2.	86-100	93	11	12,22
3.	101-115	108	13	14,44
4.	116-130	123	18	20,00
5.	131-145	138	16	17,78
6.	146-160	153	13	14,44
7.	161-175	168	4	4,44
8.	176-190	183	4	4,44
<b>Amount</b>			<b>90</b>	<b>100,00</b>

The results of the frequency distribution of the student speaking anxiety variable data are presented in the table above described in the histogram.



**Figure 3.** Histogram of Speech Anxiety Frequency Distribution

Classification of data can be divided into 4 categories: very high, high, low, and very low. Based on the normal reference, the calculation of the trend category is as follows.

**Table 7.** Speaking Anxiety Data Criteria

No.	Criteria	Category
1.	$X > (M+1 \text{ SD})$	Very High
2.	$(M+1 \text{ SD}) > X \geq M$	High
3.	$M > X \geq (M - 1 \text{ SD})$	Low
4.	$X < (M - 1 \text{ SD})$	Very Low

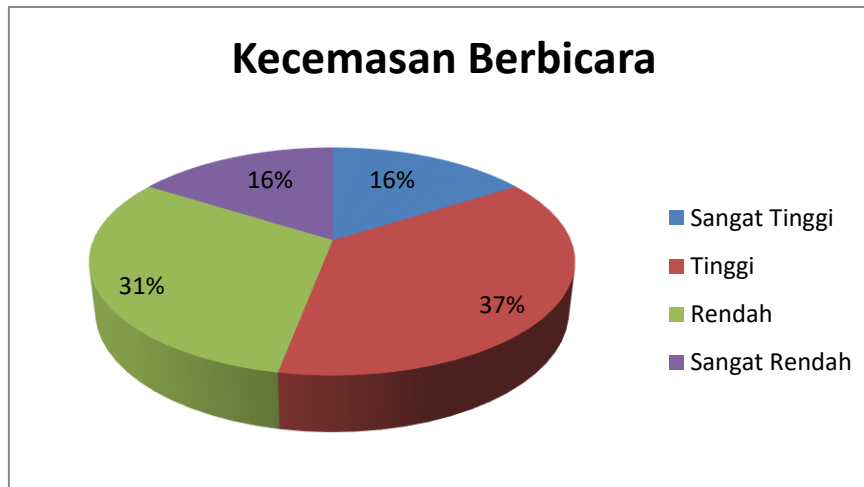
Based on the mean and standard deviation, the classification of data on speaking anxiety variables can be seen in the table below.

**Table 8.** Speaking Anxiety Anxiety Data Classification

Category	Class Interval	f	Percentage
Very High	$> 152,668$	14	16%
High	124,055 - 152,668	34	37%
Low	95,442 - 124,055	28	31%
Very Low	$< 95,442$	14	16%
<b>Amount</b>		<b>90</b>	<b>100%</b>

Based on the table above, it can be seen that the data on speaking anxiety variable is 90 students with a percentage of 16% in the very high category, students with a percentage of 37% in the high category and students with a percentage of 31% in the low category, and students with a percentage of 16%. Is in the very low category. Thus, speaking anxiety of students majoring in biology at iain kerinci is in the high

category. The presentation of the data classification of speaking anxiety variables in a pie chart is as follows.



**Figure 4.** Speech Anxiety Classification Pie Chart

Based on the pie chart of the results of scoring the speaking anxiety variable, it can be concluded that the largest percentage of 37% is owned by the students of the department of biology, iain kerinci, in the high category. Based on the pie chart of the results of scoring the speaking anxiety variable, it can be concluded that the largest percentage of 37% is owned by the students of the department of biology, iain kerinci, in the high category. Speaking anxiety is the anxiety experienced by a person when faced with certain situations (when speaking in public) and assumes that others judge him negatively. This anxiety is usually characterized by physical and psychological symptoms.

High speaking anxiety in front of a class of biological tadrís students is caused by several aspects, namely: (yestinus semiun, 2006) first, the mood aspect, namely feelings that tend to be less intense than emotions and often without contextual stimulation. Psychological scale data obtained stated that biology tadrís students felt threatened, easily angered, gave up easily, and felt guilty when making presentations in front of the class. This is caused by a feeling of fear of making mistakes in presenting assignments, feeling annoyed when getting lots of questions from friends during presentations, feeling afraid when being noticed by many people, getting angry when failing to present assignments, and not trying to present the best.

Second, the cognitive aspect of public speaking anxiety disorder shows worries and concerns about an individual's anticipated disaster, for example someone who is afraid to be in a crowd spends a lot of time worrying about things that for him are unpleasant or terrible and might happen to him. The psychological scale data obtained stated that biology tadrís students felt confused and did not want to do something that was considered to have many obstacles. This is caused by negative thoughts, such as thinking about things that are not clear before the presentation begins. Lack of self-confidence is like staying silent even though you know the answers to the questions asked because you are confused about putting together words properly and don't like appearing in front of many people.

Third, somatic aspects, namely aspects that occur in our bodies or occur physiologically. The psychological scale data obtained stated that the students of the biology department had not mastered the somatic aspect. It is characterized by a sweaty body, dry mouth, fast pulse and tense muscles. Many of them feel nervous speaking in front of the class which causes sweaty palms, drink water before presenting in front of the class to avoid dry lips, and the body feels stiff when presenting assignments.

And finally, the motor aspect, individuals who experience public speaking anxiety often feel uneasy, nervous so that their motor activities become meaningless and purposeful, such as tapping their toes, moving their hands and usually the individual becomes easily startled by sudden sound. The psychological scale data obtained stated that students of the biology department of tadrís had not mastered the motor aspect. This is characterized by being easily startled by sudden sounds when presenting assignments, stuttering voices when answering questions from lecturers and friends, and shaking hands

when presenting in front of the class.

Anxiety speaking in front of the class tends to be caused by somatic aspects that can occur directly when someone is speaking in public. A person who experiences public speaking anxiety becomes sweaty, his mouth feels dry, breathes shorter, pulse beats fast, blood pressure rises, head throbs and muscles tense. These aspects occur directly so that it is easy for others to see. In addition to the above aspects, the high speaking anxiety of biology department students is also influenced by several factors, namely: first, negative thinking. Someone who always thinks negatively then he feels panicked, worried, and feels threatened by something that doesn't necessarily happen. One way to reduce anxiety is to always think positively which is one of the actualization of one's positive self-concept.

Someone who wants to speak in front of the class thinks that he is being "judged", feels that his appearance, gestures, and speech are getting the attention of many people. This possibility is felt by students when they have to speak in public such as when presenting assignments in front of the class. Students feel that what they are going to do in front of the class is a spectacle and think what they are doing is wrong and will get criticism from other friends.

Biology tadaris students think that they are not able to present their assignments well in front of the class. Like thinking about things that are not clear before the presentation begins. Lack of self-confidence is like staying silent even though you know the answers to the questions asked because you are confused about putting together words properly and don't like appearing in front of many people. Feelings of fear of making mistakes in presenting assignments, feeling annoyed when getting lots of questions from friends during presentations, feeling afraid when being noticed by many people, getting angry when failing to present assignments, and not trying to show their best.

Second, self efficacy, self-confidence is useful for exercising control over anxiety awakening. When someone who experiences high anxiety, they have low self-efficacy, while those who have high self-efficacy feel able to overcome obstacles and perceive threats as challenges that do not need to be avoided. Public speaking. Self-efficacy is an individual's belief in their ability that affects the way the individual reacts to a situation (Bandura, 1997). This is reinforced by research by Astrid Indi Dwisty Anwar in 2009 from the faculty of psychology, University of North Sumatra with the title "the relationship of self-efficacy with anxiety in public speaking in students of the faculty of psychology, University of North Sumatra". The results of the study stated that most of the research subjects were included in the moderate category, amounting to 123 people (66.9%), but there were still students who had a high level of speaking anxiety because they were influenced by negative thinking patterns and low self-efficacy.

This is also in accordance with Katerina Mangampang's research in 2017 from the guidance and counseling study program, Sanata Dharma University Yogyakarta with the title "the anxiety level of students in public speaking and its implications for the development of a guidance program to increase confidence in speaking in front of the class". The results of his research stated that the anxiety of speaking in public was in the high category of guidance and counseling students.

## **Test Requirements Analysis**

### **Normality Test**

Based on the results of calculations using the SPSS version 20 application assistance. The data can be said to be normally distributed if the probability ( $\text{sig}$ )  $> 0.005$  then  $H_0$  is accepted and declared abnormal if the probability ( $\text{sig}$ )  $< 0.05$  then  $H_0$  is rejected.

**Table 9.** Normality Test Results

		Unstandardized Residual
Normal Parameters <sup>a,b</sup>	N	90
	Mean	0E-7
Most Extreme Differences	Std. Deviation	14.13225171
	Absolute	.057
	Positive	.057
Kolmogorov-Smirnov Z	Negative	-.048
	Asymp. Sig. (2-tailed)	.538
		.935

a. Test distribution is Normal.

b. Calculated from data.

From the table above the probability value:

The value of sig = 0.935. It turns out: sig = 0.935 > 0.05 then  $h_0$  is accepted.

**Hypothesis Test**

**Table 10.** Hypothesis Test Results

		Self Awareness Simbolik	Kecemasan Berbicara
Self Awareness Simbolik	Pearson Correlation	1	.870**
	Sig. (2-tailed)		.000
	N	90	90
Kecemasan Berbicara	Pearson Correlation	.870**	1
	Sig. (2-tailed)	.000	
	N	90	90

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

The correlation (correlation) between symbolic self-awareness and speaking anxiety is perfect (very strong) and positive, which is 0.870. The positive meaning is the relationship between the variables x and y in the same direction. The unidirectional meaning here, the higher the symbolic self-awareness, the higher the speaking anxiety. Vice versa, the lower the symbolic self-awareness, the lower the speaking anxiety.

From the results of the comparison between the value and , it is obtained:

Sig = 0.000 < = 0.05 so that the  $h_1$  decision is accepted, that is, there is a relationship between symbolic self-awareness and speaking anxiety.

**The Relationship Between Self Awareness Simbolik And Speaking Anxiety For Students Of The Biology Department Of Iain Kerinci**

The results showed that there was a relationship between symbolic self-awareness and speaking anxiety. The significance value is 0.05. From the results of the comparison between the values of sig and , it is obtained: sig = 0.000 < = 0.05 so that the  $h_1$  decision is accepted, which is concluded that there is a relationship between symbolic self-awareness and speaking anxiety. Based on the results of data analysis conducted by the author using a simple correlation technique hypothesis testing with the pearson product moment formula, it is known that the correlation coefficient (correlation) between symbolic self-awareness (variable x) and speaking anxiety (variable y) is 0.870 which indicates the level of perfect correlation (very strong). ) and positive, which is 0.870.

The psychologic scale data obtained state that there is a relationship between symbolic self-awareness and speaking anxiety in students of the biology department of the islamic institute of religion. Students who often get problems in everyday life have good symbolic self-awareness. The more problems experienced the more a person understands himself well. For example, someone who experiences problems such as speaking anxiety in front of the class will understand the causes of anxiety and vice versa, if someone avoids problems such as not presenting assignments in front of the class for fear of experiencing speaking anxiety, then they will not understand themselves well, and will continue to hide in silence. Anxiety without knowing the cause.

This is reinforced by the research of john b, nezlek on 41 students whose results state that public self-awareness has a positive relationship with daily and social activities. The relationship (correlation) between self awareness and daily activities is positive and unidirectional. This means that the more

negative experiences, the higher the level of self-awareness. The results of his research state that self awareness is related to a person's daily life. Where if someone has negative or unfavorable experiences in everyday life. Then he will be more self-aware than someone who has had a positive or good experience.

This is also reinforced by research by lindsay george and lusia stopa on students by dividing them into two groups, namely 30 students have high social anxiety and 32 students have low anxiety. Levels of public self-awareness increased in both groups but were higher overall in the high social anxiety group. The level of personal self-awareness decreased in the low social anxiety group, and did not change in the high social anxiety group. Students with high social anxiety are more aware of their environment than students with low social anxiety. This means that the higher the self-awareness, the higher the anxiety.

The results of his research state that a person's self-awareness is low because he rarely gets into problems in everyday life. And a person's self-awareness increases because they often get into trouble in everyday life. For example, someone who has public speaking anxiety will be more aware of their problems such as distractions, shortcomings and obstacles that occur when they feel anxious. Meanwhile, someone who does not experience public speaking anxiety is not aware of the problems they are experiencing.

In contrast to research results from abroad, several research results in indonesia state that the relationship (correlation) between self-awareness and anxiety is negative. This means that the higher the self-awareness the lower the anxiety and the lower the self-awareness the higher the anxiety. According to goleman emotional intelligence is also related to one's anxiety and self-control. People who have high emotional intelligence, then he has a calm attitude in dealing with something, not anxious, not worried, not easily afraid, and not quick to act to do something.

Similar to emotional intelligence, self-awareness which is the main aspect of emotional intelligence is also related to anxiety. This is reinforced by kholisin's research which states that emotional intelligence has a significant effect on public speaking anxiety, which is 34.9%. The relationship (correlation) of emotional intelligence and speaking anxiety is negative, meaning that the higher the emotional intelligence, the higher the anxiety of speaking and conversely the lower the emotional intelligence, the lower the anxiety of speaking.

Research conducted by utami states that students who have high emotional intelligence will not have feelings of anxiety when facing the osca exam, and vice versa if someone has low emotional intelligence they will feel anxious when facing the exam (utami, 2009). However, the results of the research stated that there is a positive relationship between symbolic self-awareness and speaking anxiety. This means that the higher the symbolic self-awareness, the higher the speaking anxiety and the lower the symbolic self-awareness, the lower the speaking anxiety. This is reinforced by the research of nezlek and lindsay, someone who often experiences problems in daily life such as anxiety and so on, then he will realize himself better than someone who does not have problems in his life.

## CONCLUSION

Based on the results of research and hypothesis testing that have been carried out in chapter iv, the following conclusions can be drawn: (1) the level of self-awareness (variable x) of students from the statistical results analyzed that the research statement data were as many as 90 students with symbolic self-awareness of students majoring in biology tadaris in the low category; (2) the level of speaking anxiety (variable y) of students from the statistical results analyzed that the statement data were 90 students with speaking anxiety of students majoring in biology tadaris was in the high category; and (3) the results of this study indicate that there is a relationship between symbolic self-awareness and speaking anxiety. The significance value is 0.05. From the results of the comparison between the values of sig and , it is obtained:  $\text{sig} = 0.000 \leq 0.05$  so that the  $H_1$  decision is accepted, which is concluded that there is a relationship between symbolic self-awareness and speaking anxiety.

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