AN UNDERGRADUATE THESIS

AN ANALYSIS OF STUDENTS` SPEAKING TEST ANXIETY IN ONLINE AND FACE TO FACE AT ELEVENTH GRADE OF SMA KESUMA BHAKTI

By:

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**TARBIYAH AND TEACHING TRAINING FACULTY
ENGLISH EDUCATION SYUDY PROGRAM
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) METRO
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AN ANALYSIS OF STUDENTS` SPEAKING TEST ANXIETY IN ONLINE AND FACE TO FACE AT ELEVENTH GRADE OF SMA KESUMA BHAKTI

Presented as a Partial Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Study Program

By:

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Sponsor: Ning Setio Wati M.Pd

STATE ISLAMIC INSTITUTE OF METRO
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APPROVAL PAGE

Title : AN ANALYSIS OF STUDENTS' SPEAKING TEST ANXIETY IN ON ONLINE AND FACE TO FACE AT ELEVENTH GRADE OF SMA KESUMA BHAKTI

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NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the munaqosyah**
              of Muhammad Alfitra Septanandra

To :
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro
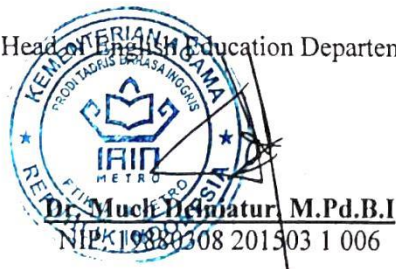
Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Muhammad Alfitra Septanandra
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                      ANXIETY IN ON ONLINE AND FACE TO FACE AT
                      ELEVENTH GRADE OF SMA KESUMA BHAKTI

. It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon Dimunaqosyahkan Skripsi**
Saudara Muhammad Alfitra Septanandra

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE

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An Undergraduate Thesis entitled: AN ANALYSIS OF STUDENT SPEAKING TEST ANXIETY IN ONLINE AND FACE TO FACE AT ELEVENTH GRADE OF SMA KESUMA BHAKTI, written by: Muhammad Alfitra Septanandra, Student Number: 2001052011, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, June 25th 2024 at 10.00 - 12.00 WIB.

BOARD OF EXAMINERS

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AN ANALYSIS OF STUDENTS` SPEAKING TEST ANXIETY IN ONLINE AND FACE TO FACE AT ELEVENTH GRADE OF SMA KESUMA BHAKTI

ABSTRACT
By:

MUHAMMAD ALFITRA SEPTANANDRA

The aim of thids study was to investigates the level of speaking test anxiety among eleventh-grade students at SMA Kesuma Bhakti in both online and face-to-face environments. Speaking test anxiety is a prevalent issue among language learners, often affecting their performance and confidence. This research seeks to understand the experiences of students during speaking tests in different contexts online and face-to-face and how these environments influence their anxiety levels.

The study employs a qualitative approach, gathering data through interviews, and classroom observations. Findings reveal that while both online and face-to-face settings contribute to varying degrees of anxiety, the physical presence of teachers and peers in a face-to-face environment appears to provide a more supportive context, reducing anxiety levels.

The results highlight the importance of creating conducive environments that address the unique challenges of online learning and maintain students' confidence in speaking skills. This study offers insights for educators and curriculum developers in optimizing test conditions and teaching strategies to alleviate anxiety, thereby enhancing language proficiency outcomes.

Keywords: *Qualitative reserach, Speaking, Anxiety, Test,*

ANALISIS KECEMASAN SISWA DALAM TES BERBICARA DI ONLINE DAN TATAP MUKA DI KELAS SEBELAS SMA KESUMA BHAKTI

ABSTRAK
By:

MUHAMMAD ALFITRA SEPTANANDRA

Tujuan Studi ini menyelidiki tingkat kecemasan tes bicara di antara siswa kelas sebelas di SMA Kesuma Bhakti yang dilakukan secara online dan tatap muka. Kecemasan tes berbicara adalah masalah yang prevalen di kalangan siswa bahasa, sering mempengaruhi kinerja dan kepercayaan diri mereka. Penelitian ini bertujuan untuk memahami pengalaman siswa selama tes berbicara dalam berbagai konteks online dan tatap muka dan bagaimana lingkungan ini mempengaruhi tingkat kecemasan mereka

Studi ini menggunakan penelitian kualitatif, mengumpulkan data melalui wawancara, dan pengamatan kelas. Temuan ini mengungkapkan bahwa tes online dan tatap muka berkontribusi pada tingkat kecemasan yang bervariasi, kehadiran f guru dan rekan-rekan dalam pelaksanaan tatap muka tampaknya memberikan konteks yang lebih dalam meningkatkan kecemasan.

Hasilnya adalah menyoroti pentingnya menciptakan lingkungan yang mendukung yang menangani tantangan unik pembelajaran online dan mempertahan kepercayaan siswa dalam keterampilan berbicara. Studi ini memberikan wawasan bagi pendidik dan pengembang kurikulum dalam mengoptimalkan kondisi tes dan strategi pengajaran untuk meringankan kecemasan, sehingga meningkatkan hasil keterampilan berbicara siswa.

Kata kunci: *penelitian kualitatif, Berbicara, kecemasan,tes.*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: Muhammad Alfita Septanandra
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States that this undergraduate thesis is originally the result of the writer's research. In exception of certain parts which are quoted from bibliographies mentioned.

Metro, June 14, 2024

The Writer

Muhammad Alfitra Septanandra
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ORISINILITAS PENELITIAN

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Menyatakan bahwa Skripsi ini secara keseluruhan adalah asli hasil penelitian sayakecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, June 14, 2024

The Writer

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MOTTO

Boy don't cry, boy don't complain, boy don't weak.

- My Late Father -

DEDICATION PAGE

This undergraduate thesis is special dedicated to:

My beloved parents Mr. Bambang Siswanto S.Kep (Alm.) and Mrs. Siti Imroatun S.Ag who always support me with their endless love

My beloved brothers Muhammad alfathan akbar and Muhamad Fadhil akhsan who always give me support and motivation

ACKNOWLEDGMENT

Praise thanks to Allah who has been giving His blessing and mercy to the researcher to complete a research entitled "An Analysis of Students` Speaking Test Anxiety in Online and Face to Face At Eleventh Grade of Kesuma Bhakti**"** Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world. The researcher do apologizes for all mistakes that he has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research. Hopefully, this research can be a meaningful benefit for the researcher especially and for our campus and all readers generally. Therefore, the researcher would like to express her appreciation and thank to:

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Faculty of IAIN Metro Lampung.

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researcher.

7. To the head of HMPS PGMI for the 2023-2024 period, who has accompanied the researcher through difficult days, contributed significantly, and has always been patient during the undergraduate thesis writing process.

Finally, the researcher believes that this undergraduate thesis is nearly imperfect. Last but not least, hopefully this paper can contribute in teaching learning activity of English language.

Metro, 14 june, 2024
The Researcher

Muhammad Alfitra Septanandra
NPM. 2001052011

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CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is the ability that is very important in human life. It can help the human to communicate each other. They can express their feeling to convey the message in daily activitiy. Communication takes place where there is speech[1]. Speaking skills are extremely important for learners. Without speech a language becomes a lifeless script. Thus, the learners should master the speaking skill to support them in achieving their goal in the communication.

As one of the basic skills of English, speaking is a fundamental ability that plays an important role in the learning process. It is taught in many schools as part of the curriculum. Essentially, the goal of school-based speaking instruction is to help students communicate and express themselves to others. Teachers facilitate student learning by providing explanations, instruction, and language support. Teachers must be innovative and manage the classroom effectively to make sure learners receive the subject. In the process of teaching speaking, assessments are essential to measure the student's understanding[2]. As a rule, an English teacher's main role is to create and conduct speaking tests to assess students' progress towards language program objectives.

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[1] Kadamovna, "The Importance of Speaking Skills for EFL Learners."
[2] Krisdiana and Majapahit, "EMPOWERING SPEAKING SKILLS THROUGH SPEAKING ASSESSMENT IN THE PROCESS OF ELT IN THINK-E COURSE."

However, in the speaking test activity, students are not exempt from anxiety. Anxiety is one of the most prevalent psychiatric disorders. It is a condition of nervousness, distress, or fear caused by the feeling of something threatening[3]. It is a negative way to present human feelings. When we are anxious, we feel nervous, worried, and fearful. Anxiety has long been a crucial factor affecting second language acquisition. In speaking, anxiety will affect their speaking performance in front of the class. When it comes to online speaking fear, the participants set up only preparation, which allowed them to focus on themselves rather than on other factors. Meanwhile, offline speaking anxiety requires additional tactics, including preparation, relaxation, positive thinking, audience depreciation, and resignation[4]. English learners find it difficult to share their opinions and participate in class discussions. Their hands and bodies are trembling, making it difficult to say any words. They prefer to remain silent for fear of "losing face" by giving the wrong answer. Consequently, the fear of making mistakes led them to produce or give the wrong answer. On the other hand, they couldn't think further about something.

In lane with the case, the researcher conducted a pra-survey which was carried out on january 26, 2024 at SMA Kesuma Bhakti. during the interview, the researcher discovered students stated that they were less anxious about speaking tests in online, as indicated by their strategies for

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[3] Spielmann and Radnofsky, "Learning Language under Tension: New Directions from a Qualitative Study."

[4] Regita Septyani Rahmi and Murtafi'ah, "Students' Anxiety in Speaking Class: An Investigation in Online and Offline Learning System."

dealing with the anxiety. In an online setting, participants tended to focus on material preparation and relaxation. Meanwhile, when faced with a speaking test in an offline environment, students` anxiety increased and they tried to deal with their anxiety included preparation, relaxation, positive thinking, audience depreciation, and resignation[5]. Participants must maintain a higher level of concentration than when speaking in online. Students` were less anxious when dealing with a speaking test in an online context than in an offline context. The result is that students reported less anxiety when engaging in open-ended discussions online compared to offline. The lack of face-to-face interaction with the audience reduces anxiety among participants, in addition to the environment and atmosphere.

Moreover, The case above is supported by research conducted by Sukrutrit, this study found that students have a more positive opinion of speaking English using self-recorded videos on a private Facebook group compared to speaking in front of the class. Using self-recorded videos on a private Facebook group can boost students' confidence and provide opportunities for speaking outside of the classroom[6]. The finding showed that students felt less anxious and used less strategies while doing public speaking in the online context. This is in line with Iverson and dervan research. This research found that students' level of nervousness in an online speaking class is lower than their anxiety levels in face-to-face speaking classes. The greatest fear of being evaluated negatively is a contributing element. The

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[5] Muhammad Alfita Septanandra, Student speaking test anxiety interview, 5.
[6] Sukrutrit, "Students' Perceptions of Speaking English in Front of the Class Versus Speaking English via Self-Recorded Videos Posted on a Private Facebook Group."

majority of learners are terrified of receiving unfavorable feedback, such as being judged or laughed at. Most of them also agree that speaking in an online class is more comfortable than in a face-to-face classroom[7]. This provides insight for people who teach. Online speaking practice, with its diverse speaking activities, can be used as an alternative method to increase students speaking competence in a more comfortable speaking environment.

Therefore, with these problems the researcher aimed at discovering The Student's anxiety factors in speaking test both online and face-to-face learning in class XI MIPA 2 at SMA KESUMA BHAKTI. To better understand the many types of anxiety in students, it's important to consider additional elements that may contribute to it. Based on this explanation, the researcher intends to conduct research entitled "An Analysis of Students` Speaking Test Anxiety in Online and Face to Face at Eleventh Grade of SMA Kesuma Bhakti"

B. Research Question

Using the study's background information as a guide, the researcher can pinpoint a few issues that were brought on by:

1. What are the most dominant factors of anxiety that students` have in speaking tests?

2. Why do student feel anxious when facing the speaking test?

3. How do students reduce their anxiety when facing speaking tests?

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[7] Iverson and Dervan, *FACE-TO-FACE OR ONLINE SPEAKING PRACTICE: A COMPARISON OF STUDENTS' FOREIGN LANGUAGE CLASSROOM ANXIETY LEVEL.*

C. Objective and benefit of the research

1. Objectives of the research

Related to the problem formulated above The researcher is required to :

1. determine how anxious students are during speaking tests, both online and face-to-face

2. identify elements that contribute to their nervousness when speaking English

3. and knowing strategy to reducing speaking anxiety

2. Benefits of the research

Hopefully, this research is usefull for the student, teacher, and the other researcher. The benefits of their study are as follows:

a. For the student:

The findings propose techniques for foreign language learners to overcome speaking test anxiety. It promotes self-reflection and awareness of speaking nervousness.

b. For the teacher

The reseacher hopes this study might also be useful for teachers, who might use the solutions provided in this study to help their students overcome similar obstacles in speaking test anxiety.

c. For the other researcher

For the benefit of other researchers conducting related

study, this result can serve as background knowledge to provide more data and examples about speaking anxiety that happened.

D. Prior research

Numerous researchers have produced studies on the study of speaking anxiety. This study took into consideration the key findings from three previous research studies. The first wrriten by Regita Septyani Rahmi, and Banatul Murtafi'ah in 2022, with title *Students' Anxiety In Speaking Class:An Investigation In Online And Offline Learning System.* This study aims to retell students about their foreign language speaking anxiety. This present study is designed as a qualitative study, specifically, a thematic analysis study. From the result of this study, we can conclude that the participants think online public speaking anxiety are more relaxing since they did not have to see the audience's faces it is easier for them to overcome online speaking anxiety than the offline one. They only needed to focus on the preparation and themselves, such as memorizing and mastering the material.[8] This study highlights the strategies that students use to overcome their public speaking anxiety in both offline and online contexts. The finding showed that students felt less anxious and used less strategies while doing public speaking in the online context. Both participants agreed that they were more anxious when they had to speak in public in the offline context.

Further research was carried out by Pratama, Sabaran and Qamariah in 2023. With the title *Speaking Test Anxiety of The Students In The English Study*

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[8] Regita Septyani Rahmi and Murtafi'ah, "Students' Anxiety in Speaking Class: An Investigation in Online and Offline Learning System."

Program of IAIN Palangka Raya[9]. This research use qualitative approach and design of this research is qualitative research design because this study want try to understand one of phenomenon from one total picture rather that split into variables. This research concludes that Anxiety is a common condition among students, affecting their learning ability both on and off campus. Anxiety during oral exams can stem from a variety of factors, including a lack of vocabulary, confidence, preparedness, fear of mistakes, and difficulty answering lecture questions. To reduce nervousness before oral exams, students might focus on positive thinking, avoid repeating mistakes, prepare well, and practice in front of a mirror.

Furthermore, previous research was conducted by Abin andsyam in 2019. With the title *Investigating Anxiety in an Indonesian EFL Speaking Classroom[10]*. This study adopted a descriptive-qualitative method. This study included 36 students 19 females and 17 males selected using convenient sampling.Several significant findings can be derived as a conclusion from this research. Students reported three types of anxiety when they began to speak: trait anxiety, situational-specific anxiety, and state anxiety. Students had anxiety while learning to speak due to several factors, including communication apprehension, test anxiety, and fear of a negative evaluation.

Referring to prior research, there are similarities and differences from this research that is to be conducted. The similarities from previous research is the use of research methods, namely qualitative methods. And the

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[9] Pratama, Sabaran, and Qamariah, "Speaking Test Anxiety of The Students in The English Study Program of IAIN Palangka Raya."

[10] ABIN and Syam, "Investigating Anxiety in an Indonesian EFL Speaking Classroom."

difference in this study from the previous research is that this researcher wants to focus on speaking test and assesment in online and face to face milieu, knowing what types of anxiety are experienced by students when faced speaking test. and knowing strategy to reducing speaking anxiety. After knowing these factors, this research is supposed to help and allow solutions to these problems.

CHAPTER II

REVIEW OF LITERATURE

A. The Concept of Speaking Skil

1. The definiton of Speaking

Speaking is the use of language to communicate verbally with others. Speaking involves expressing oneself and communicating with others. However, Brown defines speaking as the interactive process of creating meaning through production, reception, and processing information[1]. It is a basic skill for daily interaction. In addition, Nunan states speaking is a productive oral skill. It involves making organized vocal utterances to communicate meaning[2]. Therefore, speaking ability is the most important aspect of language use.

Speaking is an important skill in daily communication to transmit information and maintain social relationships. In addition, Ashour describes speaking as the process of constructing meaning in a particular situation by producing and receiving information. Speaking's shape and meaning are determined by the situation, participants, and communication purpose. Ashour also emphasizes that speaking is a productive skill in which learners make voice statements with the goal of conveying messages using accurate grammar and vocabulary in a

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[1] Brown, "Principle of Language Learning and Teaching, (San Fransisco State University: Pearson, 2001), 267."

[2] Nunan, *Practical English Language Teaching. First Edition, (New York: Mc Grawhill, 2003), 48.*

comfortable and confident environment[3]. It is clear, that speaking is essential for preserving communication, which is a prerequisite for society.

In other words, speaking is the process of creating and conveying meaning in various kinds of situations by utilizing both verbal and nonverbal symbols[4]. As is widely recognized, there are many kinds of symbols associated with verbal communication, including language, grammar, vocabulary, speech volume, and speed. Non-verbal communication includes several non-verbal indicators such as body language, posture, eye contact, facial expressions, pitch or tone of voice, spatial distance, and apparent behavior.

In line with the explanation above, speaking is more than just making sounds. Not only are speech organs involved, but so are thoughts and feelings. Speaking is the practice of using the need to talk to carry out a vocal A symbol is used to communicate information, knowledge, concepts, and opinions. In other words, humans can fulfill their various needs through communication.

2. Types of Speaking skills.

Brown identified five main types of classroom speaking skills, which are[5]:

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[3] Ashour, "The Effect of Using a Videoconferencing-Based Strategy on UNRWA 9th Graders' English Speaking Skills and Their Attitudes towards Speaking,"."

[4] Arifa Bunglowala, "'Non Verbal Communication: An Integral Part Of Teaching Learning Process',(Bandung:International Journal of Research in Advent Technology),No 2321-9637/08 March 2015, p. 371."

[5] Brown and Abeywickrama, *"Language Assessment: Principles and Classroom*

a. Imitative

In this type of speaking, the ability to reproduce the pronunciation of words, phrases, and sentences is the main factor that is tested and assessed. This type of imitation is performed not for the purpose of meaningful engagement but to concentrate on certain components of language structure. A word repetition task is one type of imitative speaking test.

b. Intensive

This is the speaking performance that the students are practicing. Some phonological and grammatical features of language. It is usually Place the students undertaking the activity in pairs, for example, Reading aloud entails reading texts and dialogue with partner in turn, reading data from a chart, etc.

c. Responsive

Responsive performance involves engagement and test comprehension, but is confined to brief conversations, standard greetings, and simple requests and comments. This is a short response to teacher or student-initiated asks or states, providing instructions and directions. The responses are usually sufficient and relevant

d. Interactive

Interactive speaking is comparable to responsive speaking;

the distinction between the two is the length and complexity of the engagement, which may include many exchanges or participants. These encounters can take two forms: transactional language used to convey or exchange specific information, and interpersonal communications used to preserve social ties rather than transmit facts and information. For example, role-playing, games, and discussions.

e. **Extensive**

Extensive monologue, often known as storytelling, long speeches, or oral presentations, The interaction between the listener and the speaker is minimal. The language employed is usually formal. Typically, intensive speaking jobs include sophisticated and lengthy discussions. Storytelling with visual cues. Visual pictures, photographs, diagrams, and charts are commonly used to induce speech creation.

3. **The Aspects of Speaking**

According to Harris, speaking skills consist of five aspects there are: pronunciation, vocabulary, grammar fluency, and comprehension[6].

a. **Pronounciation**

Pronunciation is essential when speaking in order to facilitate communication. When pupils talk, they can produce clearer language by using proper pronunciation. It deals with the

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[6] Haris D. P., *Testing English as a Second Language.* New York: McGraw Hill.

phonological process, which is the part of grammar consisting of the constituents and principles that establish the patterns and variations in sounds within a language. Pronunciation has two components: suprasegmental characteristics and phonemes. Based on the aforementioned statement, the researcher deduced that pronunciation is the understanding of how words in a specific language are articulated when spoken

b. Grammar

For students to arrange proper sentences in discussion, both in written and oral forms, grammar is required. Grammar is described as a methodical approach to anticipating and accounting for the language understanding of an ideal hearer or speaker. This is accomplished by a system of guidelines or precepts that can be applied to produce any coherent or grammatically correct speech in the language. Furthermore, according to Greenbaum and Nelson's alternative definiti on, grammar is the system of rules that enables us to put words together in our language to form longer sentences[7].

Therefore, it is clear from the aforementioned facts that grammar serves to both prevent misunderstandings in each communicator and to order phrases according to their proper meaning depending on the situation. Thus, it is clear from the previous statement that grammar is a rule that students must follow

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[7] Nelson and Greenbaum, *An Introduction to English Grammar*.

in order to put together appropriate sentences in written and oral modes of communication.

c. **Vocabularry**

The right language employed in conversation is referred to as vocabulary. Lack of vocabulary makes it difficult to communicate effectively and convey concepts in both written and spoken forms. Another thing that keeps students from learning a language is a small vocabulary.

d. **Fluency**

The capacity to talk clearly, concisely, and communicatively is known as fluency. The term "fluency" typically describes the ability to speak orally without restriction. During the teaching and learning process, the teacher should not interrupt students when they are speaking in order to assess their fluency. The goal is to support pupils in speaking comfortably and fluently.

e. **Comprehension**

The capacity to understand and interpret long passages of speech and to create representations of the meaning of sentences is known as comprehension. Studying comprehension of a second language is more challenging since it cannot be directly observed; instead, it must be deduced by overt verbal and nonverbal cues, artificial tools, or the teacher's or researcher's intuition.

B. **The Concept of Anxiety**

1. **Nature of Anxiety**

Anxiety is a prevalent psychological disorder that presents itself in daily life. Everyone is susceptible to this illness, including adults and children. According to Horwitz, anxiety is a sensation of tension, fear, uneasiness, and concern that is brought on by the autonomic nervous system activating[8]. Because anxiety significantly impacts the daily lives of those in the larger community, it is linked to a degree of disturbance that is significant to an individual's mental and physical health[9]. Sutarsyah stated that, anxiety is a physiological state that includes physical, emotional, cognitive, and behavioral aspects. It's an uncomfortable sensation of concern and terror. However, worry should not be taken as fear, is more of a dreaded emotion related to anything that seems overwhelming and has the power to overtake a person[10]. It is believed that anxiety is a typical response to stressors.

According to Halgin and Whitbourne, fear and anxiety are not the same thing. Fear is a natural alarm response to a dangerous situation, whereas anxiety is more future-focused and is a sensation of nervousness and discomfort about the prospect that something horrible might

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[8] Horwitz, Michael B. Horwitz, and joann cope, "'Foreign Language Classroom Anxiety', The Modern Language Journal, Vol. 70, No. 2, (Summer, 1986), p.125."

[9] Rosa Milney and Mary Munro, "'Symptoms and Causes of Anxiety, and Its Diagnosis and Management', Nursing Times Self-Assessment, 2020), p. 18."

[10] Sutarsyah, "An Analysis of Student's Speaking Anxiety and Its Effect on Speaking Performance."

happen[11].

Furthermore, according to Passer and Smith, anxiety responses include tense, emotional feelings; worried, cognitive responses; physiological reactions, such as increased blood pressure and heartbeat; and behavioral responses, such as avoiding specific situations[12].

In line with the explanation above, it can be concluded that anxiety is characterized by a sense of threat, nervousness, stress, and worry in reaction to an actual or potential future situation.

2. The Types of Anxiety

MacIntyre and Gardner identified three different ways to learn anxiety in order to help people comprehend the idea of anxiety[13]. A group of methods consisting of "Trait Anxiety". The second type of perspective describes foreign language anxiety as "state anxiety." And the third approach considers foreign language anxiety as a kind of "situation-specific anxiety.

a. Trait anxiety

Trait anxiety is one aspect of human nature that remains consistent regardless of the situation. This type of tactic is used by someone who wants to feel anxious all the time. Trait anxiety can be brought on by feelings of risk and concern about something that is

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[11] Richard P. Halgin and Whitbourne, *Abnormal Psychology: Clinical Perspectives on Psychological Disorders (New York: McGraw-Hill, 2007), 148.*

[12] Passer and Ronald E. Smith, "Psychology: The Science of Mind and Behavior, (New York: McGraw-Hill, 2009), 546."

[13] MacIntyre and R. C. Gardner, *"Methods and Results in the Study of Anxiety and Language Learning: A Review of the Literature", (Language Lerning: The University of Western Ontari, 1991). p. 87.*

not threatening for the individual. This anxiety is a function of the individual's personality, which is capable of causing anxiety in comparison to other people.

b. State anxiety

One could characterize state anxiety as an emotional condition. The idea is that, regardless of whether danger is present or not, an individual will have an emotional reaction or response pattern if they believe that someone else is endangering them or is threatening them. State anxiety, to put it simply, is a transient fear or anxiety that arises at specific times and places and causes conscious and subjective sensations of tension and stress.

c. Situation Specific Anxiety

Anxiety that is specific to a situation is a type of anxiety that develops over time in a predictable way. Scenario-specific anxiety is defined as an individual's tendency to worry about what will happen because of a particular situation at a given time. It has a lot in common with specific scenarios when things change over time but remain consistent. Situation-specific anxiety is linked to certain situations, as opposed to trait anxiety, which is a persistent trait in which worry is triggered by any kind of situation.

In line with the explanation above, it may be said that there are anxiety comes in three different forms. This theory will be used by the researcher to explain the many forms of worry that the students in SMA Kesuma Bhakti's XI MIPA 3 are experiencing and feeling.

3. The Causes of Anxiety

Anxiety has numerous causes. Three types of anxiety are linked to performance anxiety, according to Horwitz et al[14]. What's causing this anxiousness is:

a. Communication Apprehension

Speaking to people makes one type of shyness known as "communication apprehension" feel anxious or afraid. Communication anxiety plays an essential part in influencing anxiety associated to foreign languages. The specific kind of anxiety that comes with learning a foreign language is caused by the person's realization that they will most likely find it difficult to communicate and understand what is being said. In foreign language classes, a lot of interactive students stay silent, maybe because of this understanding. However, it seems that the converse is also true. Those who are often shy and self-conscious may discover that speaking in a foreign language helps them feel less anxious since it makes it appear like someone else is speaking.

b. Test Anxiety

The same kind of performance anxiety that results from a fear of failing also manifests as test anxiety. Students who are anxious about tests frequently have inflated expectations of themselves and believe that if they don't perform well on a test,

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[14] Horwitz, Michael B. Horwitz, and joann cope, "'Foreign Language Classroom Anxiety', The Modern Language Journal, Vol. 70, No. 2, (Summer, 1986), p.125."

they've failed. Even the most intelligent and well-prepared students experience this anxiety because they worry about making mistakes and receiving poor grades.

c.   Fear of Negative Evaluation

Fear of being negatively evaluated is exemplified by anxiety over other people's assessments, running away from situations that require evaluation, and anticipating that one will receive negative feedback from others. While exam anxiety is similar to this concern, the fear of receiving a poor grade is more prevalent since it can arise in any social setting where there is evaluation, such as a job interview or speaking in a foreign language class.

4.   Levels of Anxiety

Horwitz said that the Foreign Language Classroom Anxiety Scale (FLCAS) is the best tool for assessing the level of anxiety in students speaking English, often known as Foreign Language Anxiety (FLA). This assessment may be linked to exam anxiety, communication anxiety, and fear of receiving a low score. This is to obtain anxiety level results for students using the particular methodology that Horwitz used in his study for two reasons:

a.   The description of the FLA situation as anxiety caused by a task and a special setting for learning a foreign language most closely aligns with the definition of the FLA. and

b.   Characterizing a particular situation offers numerous benefits for

understanding and evaluating anxiety[15].

According to Debreli, students nervousness varies depending on the experience they have had in the past[16]. According to his research, anxiety in a variety of categories can be observed from an empirical standpoint, taking into account the gender of the students and their competence level. In the meantime, to determine how anxious the students are.

Horwitz is divided into three groups: medium, high, and low. Horwitz stated that someone's capacity to respond to a situation might reveal a lot about their specific problem[17]. Therefore, every student is observed by the researchers. and are aware of their level based on each level's category, which has been established by the hypothesis. To assign students to low-level Here, anxiety refers to the sense of confidence that students have in their situation because, based on their experiences, they don't find social interaction embarrassing. even though their experiences were traumatic for them. Then, medium-level anxiety indicates that students are still in need of outside assistance in specific circumstances and are feeling less assured about the circumstances surrounding their encounter with doubt in their ability. Thus, if they receive assistance and support from others, they will also feel more comfortable. The last high-

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[15] Taghreed M. Al- Saraj, "'Revisiting the Foreign Language Classroom Anxiety Scale (FLCAS)', (The Anxiety of Female English Language Learners in Saudi Arabia, 2014), p. 3."

[16] Debreli, "'Sources and Levels of Foreign Language Speaking Anxiety of English as a Foreign Language University Students with Regard to Language Proficiency and Gender'. (International Journal of English Language Education, 2016), Vol. 4, No. 1."

[17] Horwitz and Young, "'Sources and Levels of Foreign Language Speaking Anxiety of English as a Foreign Language University Students with Regard to Language Proficiency and Gender'. (International Journal of English Language Education, 2016), Vol. 4, No. 1."

level anxiety, When a student has high levels of anxiety, it indicates that they lack confidence in their abilities and are hesitant to take action, even when it is necessary[18]. Thus, Since they don't feel dependent in the slightest, they won't act in a showy manner to ask for or receive assistance.

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[18] Albert Bandura, "Psychotherapist's Anxiety Level, Self-Insight, and Psychotherapeutic Competence", (Journal Of Abnormal and Social Psychology, 1956), Vol. 52, No. 3."

CHAPTER III

RESEARCH METHODOLOGY

A. Type and Characteristics of Research

This research was conducted by the researcher using qualitative research methods. Creswell defines qualitative research as a technique for analyzing and interpreting the meaning offered by individuals or groups to a social or human situation[1]. Qualitative research methods are those that seek to investigate or examine certain occurrences or problems. Furthermore, Kalof stated that qualitative research employs more words and, in certain cases, images than numbers[2]. It may be concluded that qualitative research is research that explores a phenomenon by describing it using non-numerical language in context and can assist researchers in gaining knowledge from data.

In addition, qualitative research seeks to analyze, describe, and explain phenomena through narratives. The research's approach entails gathering descriptive data, both written and spoken, from participants, as well as observing behavior. This research also involves descriptive studies to gather current information, identify problems, make comparisons or evaluations, and learn from others' experiences to help with decision-making.

In this case, the researcher regarded to the impotance of students speaking test anxiety in online and face to face to be explored. The researcher

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[1] Creswell, *RESEARCH DESIGN Qualitative, Quantitative, and Mixed Methods Approaches*.

[2] Kalof, Dan, and Dietz, *Essentials of Social Research*.

preferred to do qualitative research to be analyzed the characteristics of this research concentrate on descriptive qualitative research. The researcher conducted a survey that can be used to explain the phenomenon and draw conclusions. The goal of conducting surveys in descriptive research is to obtain an accurate measure of particular variables. Descriptive qualitative analysis entails describing the overall properties of the data. Descriptive qualitative research is beneficial because it can reveal significant information about the average participant.

In line with the statement above, the goal of this study is to examine the impact of students' speaking test anxiety in online and face-to-face at SMA Kesuma Bhakti's eleventh grade level.

B. Data Resources

In this study, the researcher classifies the source into two categories. They are primary and secondary.

1. Primary Sources

Anderson identifies two types of data sources: primary and secondary[3]. Primary data sources are collected directly in the field by the researcher or the person in need of them. The data for this study was gathered from participants through observations and interviews.

Primary data sources for this study are directly from the main subject, SMA Kesuma Bhakti's eleventh grade students.

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[3] Anderson and Arsenault, *Fundamentals of Educational Research (2nd Ed.)*.

2. Secondary Sources

        Secondary sources include oral or written information from people who were not directly involved in a specific event at the time. This could refer to previously established facts or reports. This secondary data supports information that has been received from primary data.

        Secondary data sources are anticipated to help the researcher expose the data needed for the research, making the primary data sources more complete. Researchers employ secondary data from journals, books, the internet, previous studies, and documents related to the research

C. Data Collection Technique

        Qualitative research is typically conducted inductively. This indicates that the data collected throughout the data analysis process is used to develop a hypothesis or interpretation. Data collection is the gathering of specific evidence that enables researchers to accurately examine the outcomes of all actions related to their research design and processes.

        Data is required in a study to describe the fundamental components utilized in data production. It provides a clear direction and specific responses to the research question. For an investigation to proceed, each question must yield a definitive answer. Data is vital in scientific studies. Furthermore, data must be collected to support the numerous arguments presented in the research findings.

Researchers can also collect data using approaches such as in-depth interviews, participant observation, and document analysis. The researchers in this study collected data through the use of documents. The researcher collected documents on the students` speaking test anxiety, both online and face-to-face.

In this study, researchers used three techniques to collect data. Namely observation, documentation, and interviews.

1. Observation

Observation is the technique of continuously acquiring information by observing individuals and places at the research site. Simply put, observation is a method of obtaining facts directly from the field. Researchers must be able to experience and understand the phenomenon under investigation in order to conduct observations. In this regard, the most effective approach to applying the observation method is to use a format or observation blank as an instrument. The format includes items concerning the events or behaviors that will be discussed. Observation is used to compare the facts gained from interviews to the reality in the field. This research focuses on observing the relevant sources.

2. Documentation

Documentation is derived from the word "document," meaning written items. Documentation is the process of obtaining information by recording existing facts. Documents might take the form of writing,

photographs, or huge works by individuals. Document research complements qualitative study methods such as surveys and interviews[4]. The researcher collected data through in-depth interviews, images, and secondary sources.

3. Interviews

An interview is a conversation in which the objective is to collect a description of the interview in order to interpret the occurrences described. In this study, the researcher used semi-structured interviews, which are more adaptable to implementation than other types of interviews. The interview indicators are students and the teacher. The questions in the interviews of this research are:

Table 3.1 List of Interview Students

No.	Questions
1.	Apakah kamu suka speaking?
2.	Menurutmu apakah pelajaran speaking skill itu sulit? Apa alasannya?
3.	Apakah kamu merasa gugup ketika diminta untuk berbicara di depan kelas? Apa alasannya?
4.	Hal apa saja yang membuatmu cemas ketika pembelajaran speaking dimulai?
5.	Bagaimana perasaanmu ketika berbicara di depan kelas?
6.	Apakah dengan nilai speaking yang rendah membuat kamu tidak yakin ketika berbicara bahasa Inggris dengan lancar?
7.	Menurutmu apa yang membuat kamu merasa sulit untuk berbicara bahasa Inggris secara aktif?
8.	Apakah kamu tetap percaya diri ketika sedang berbicara Bahasa Inggris di depan kelas namun dosen dan teman-teman memandangi/melakukan kontak mata dengan mu?
9.	Ketika akan menghadapi ujian, kamu akan lebih memilih

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[4] Hardani et al., *Metode Penelitian Kualitatif & Kuantitatif*.

	untuk dilaksanakan secara online atau offline? Berikan alasannya.
10.	Ketika akan ujian, apakah kamu selalu siap untuk menghadapinya? Berikan alasannya.

D. Data Analysis Technique

The most significant aspect of a study is data analysis, because the outcome is a conclusion based on all of the research. Data analysis entails examining tabulated information to determine character facts or meanings. It entails breaking down complicated components into simple parts and assembling the parts in new arrangements for interpretation purposes. Words are commonly used to represent qualitative data. The researcher must arrange, categorize, or code the huge amount of data so that it may be described and analyzed. In qualitative research, data analysis consists of two aspects: text analysis and the development of a description and themes.

The researcher would apply the Miles and Huberman model to analyze the data. The componrnts of this analysis model are pictured in this figure:
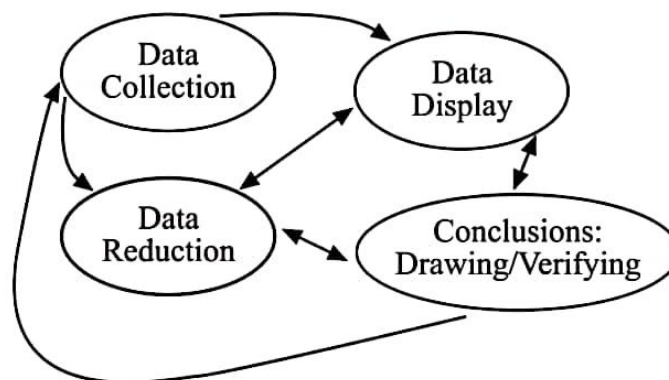
Figure I. *Analysis Components of Miles and Huberman Model*

The Miles and Huberman model analyzes data in the following steps[5]:

1. Data collection is the process in which the researcher gathers all of the data that will be used to complete the investigation.

2. The researcher minimizes the data he has collected by summarizing and selecting specific items.

3. Graphics, figures, and charts are commonly used by researchers to display data. The display should be able to describe the entirety of the data.

4. Finally, the researcher verifies his research by drawing conclusions from the data findings.

Therefore, it is determined that data analysis serves some functions in analyzing research data, such as producing relevant raw data, testing null hypotheses, obtaining significant results, describing conclusions or making generalizations, and calculating parameters

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[5] Miles and Huberman, *Qualitative Data Analysis: An Expanded Sourcebook*.

CHAPTER IV
RESULT AND DISCUSSION

A. Description of Research Location

1. Profile of SMA Kesuma Bhakti

a. The Brief History of SMA Kesuma Bhakti

SMA Kesuma Bhakti is an independent institution located at Jln. Karyo Amin, Desa Sidorejo, Kec Bekri, Kab. Lampung Tengah, Lampung Province. SMA Kesuma Bhakti was established on August 12, 1983, in accordance with the operational SK permission with NPSN 10801996. With the curriculum reform and the annual rise in the number of students, the school currently has two majors: IPS and IPA. The teaching takes place in the morning, from 07.15 until 13.30 p.m.

As the region's only formal education institution, SMA Kesuma Bhakti aims to become a leading educational institution by providing top-notch services to the community of Sidorejo and surrounding areas. SMA Kesuma Bhakti has become a leading school, focusing on improving quality to achieve the goal of increasing the school's development and achievement.

The hard work and perseverance, patience, and discipline that has been applied in Kesuma Bhakti High School, Kesuma Bhakti High School has also achieved some achievements through students who followed in various branches of the race

both intraculularly and extraculally, as evidenced by numerous honors and charts of awards at various levels.

b. Bioghrapy of SMA Kesuma Bhakti

School name : Kesuma Bhakti High School

NPNS : 10801996

School address : Jln. Karyo Amin, Village Sidorjo, Kec Bekri, Kab.Central light, Prov.Lampung

School Status : Suwsata

Land area : 6053m2

Accreditation : B

School Oprasinal : 1983

c. The Vision, Mission, and Purpose of the Kesuma Bhakti High School

The vision, mission and purpose of the school is made to be a compass for the school for its opressions moving on a path ended by interests and hopes to the desired conditions in the future as the realization of those goals. Here is the vision, mission and purpose of Kesuma Bhakti High School:

1) Vision

The vision of a school that can produce superior and competitive human resources both at the regional and national levels.

2) Mision

    a)   Improve maximum discipline in day-to-day work for both teachers, entrepreneurs, and students.

    b)   Enhance professional and entrepreneurial abilities for performing tasks.

    c)   Creating and implementing school policies that can improve learning processes and student outcomes.

3) School Purpose

Increasing education and transforming students into responsible individuals by promoting knowledge and technology, as well as enhancing their social, emotional, and spiritual well-being.

B. Description of Research Data

1. Result of Obeservation

In the subsequent section, the researcher shall delve into the results derived from observations about student speaking test anxiety both in online and face to face. This research was conducted at SMA Kesuma Bhakti on June 3. This research was conducted with five students from class XI MIPA 3. The researcher initially started the research by observing the teaching and learning process in class and found that SMA Kesuma Bhakti apply speaking test in online and face to face. Also, the researcher focused on the speaking test both online and face-to-face. This

observation was related to all activities carried out by students, as well as interactions during the speaking test.

Table 1 summarizes the profile of the five participants, providing information about their speaking test anxiety experience both in online and face to face

Table 4.1. Profile of participant

Participant Code	Class
RFB	XI MIPA 3
BND	XI MIPA 3
AQR	XI MIPA 3
KQA	XI MIPA 3
PNJ	XI MIPA 3

The researcher used the provided observation sheet to write down their observations. A researcher entered the classroom. The researcher monitored the speaking test process. The researcher observed the students when they faced the online and face-to-face tests, paying close attention to every aspect that affected their speaking test. Thus, the researcher marked each step of the speaking test with a checklist on the observation sheet.

After seeing the speaking test immediately in the classroom and online, the researcher concluded that All participant experience some test anxiety a concern or worry about having to

take a test. When the anxiety is normal, it raises your awareness and is productive. When the anxiety is high, it can induce mental interference which will make attention difficult and make you quickly distracted. It also can induce physical symptoms, such as restlessness; "butterflies in the stomach"; increased heart beat or respiration; nausea, sweaty palms and a headache, among other symptoms.

Furthmore, During the observation phase, the researcher saw and noticed that students were highly uncomfortable with The worst part of terrible test anxiety is that it generates a mental block, which makes it hard to focus on the task or to remember all the information you have studied. If the student is extremely concerned about a test and has studied thoroughly, they may still perform poorly if they are unable to control the anxiety.

Based on these results, the researcher discovered that participants were less anxious when dealing with speaking test in an online than in face to face. Other than environment and atmosphere, participants do not have to see the audience face to face, so it reduces their anxiety. Certain expanded remarks were delivered to participants using WhatsApp application to ask for further information and clarification.

2. The Result of Interview

The researcher also conducted interviews to enhance the

data. Students were interviewed to determine their feelings about their test-speaking experience in both an online and offline situation. Furthermore, the interviews attempted to determine the dominant aspect contributing to the student speaking test, why the student feels anxious through the test, and how the students reduce their anxiety. The researcher asked numerous questions about the students experiences. The researcher investigated the statements after asking the students all of the questions.

In the current study, the researcher conducted interviews with five participants. The five particpant were students from class XI MIPA 3. We replaced all participants' names with pseudonyms. Students describe their feelings during online and face-to-face speaking tests as follows:

a. **Factors of Anxiety that Students Have in Speaking Test**

Observational and interview data showed that students of the SMA Kesuma Bhakti experienced anxiety when faced with speaking tests. With this, the researcher found the factors that students believed contributed to their anxiety. Based on the analysis of in-depth interviews, there are so many factors that can affect speaking test anxiety both in online and face to face, And the researchers grouped it into three kinds: Cognitive factors (topics, Fear of Negative Evaluation, interlocutors, and processing

demands), affective factors (emotions and self-consciousness) and Performance factors (mode, level of interaction, discussion regulation, training session time, pressure, and environmental conditions).

a). Cognitive Factors

Speaking anxiety about the test can be caused by cognitive factors such as the belief that one will struggle to comprehend people and communicate effectively. That is why many talkative students remained silent in class. The researcher draws conclusions from the students' statements.

"I consistently felt unprepared and lacked confidence when required to explain the teacher's material. This was due to insufficient preparation and a limited understanding of the content, which made me hesitant to be selected for explanation during thr test". (AQR)

"Whenever I go to the test in offline, I am frightened and anxious. Because I have to speak English in front of the teacher, and I am certain you will be questioned. Even if they have studied, they may still be nervous if there are courses that they do not fully understand that will be evaluated. I'm worried that the content I've learnt will not pass the exam, or that I won't be able to answer it smoothly in good pronounciation"(KQA)

Based on these data, it was known that cognitive factors occur when students lack preparation and do not understand the material presented by the teacher. These difficulties could happen due to a lack of vocabulary and grammar possessed by students. Feel anxious if the other person does not understand

becauseof improper pronunciation of words.

"My difficulty when I faced the test was because I felt anxious, embarrassed, and had too much thought that I didn't want to talk English when I'm going forward in class; someone else was going forward, not me. but in an online test, I feel more relaxed because I am just in front of the camera"(BND)

"When a teacher is requested to re-explain previously covered material, it can evoke feelings of mistrust and nervousness due to the spontaneous nature of the request. Despite these emotions, the teacher is likely to proceed, albeit with a sense of anxiety and a lack of confidence and fear for bad comment". (PNJ)

"When unexpectedly called upon to answer a question from teacher, I experienced significant anxiety, with the mere thought of it inducing feelings of apprehension also in online it's actually a bit different. Because I think there's only me there, so I speak, but the people are virtual".(RFB)

Research indicates that cognitive factors contributing to students' anxiety include fear, worry, and nervousness, particularly when facing speaking test both in online and face to face. This anxiety is exacerbated by inadequate preparation and insufficient understanding of the material, as well as a limited vocabulary, grammatical errors, and incorrect word pronunciation. These issues create significant discomfort for students during speaking assessments. However, in an online environment, students tend to feel more at ease, experiencing reduced nervousness and audience-related stress.

b). Afecctive Factors

Research on students' speaking anxiety during tests has revealed several essential affective factors that have an

important effect on their performance. The reseracher investigates how fear of unfavorable evaluation, a lack of perceived competence, perfectionism, previous negative experiences, and peer pressure all contribute to heightened anxiety during speaking test both in online and face to face. These emotional responses can significantly impair students capacity to communicate successfully, causing discomfort and apprehension. Understanding emotional aspects is vital for designing techniques to reduce anxiety and improve students' speaking performance in online and face-to-face tests. As the Student RFB said:

> *"I feel anxious when I'm around a lot of people when doing tests offline, to the point where it feels like I'm getting sick. It's especially embarrassing when I run into friends or teachers, particularly if there are a lot of friends around. But in the online test, it's a little relaxed".(RFB)*

These factors made students uncomfortable; they felt tense. because the audience would see the quality of their speaking skills. Students got bad comments and were laughed at by their friends, which affected their emotions. Even though they believed that speaking performances were just one of the exercises to practice, they felt pressured and unappreciated. That's where students begin to make evaluations that may be real or imaginary, that they may be less competent than other students. The students stated:

> *"I experience discomfort and a sense of depression*

when my friends overlook me while I'm doing a speaking test offline. Additionally, when I become the subject of laughter, it induces embarrassment and an immediate loss of confidence. So I feel better if it's an online test." (BND).

"Based on my experience, the situation that makes me nervous and feel bad is that my friends don't give feedback or a bad response when I speak English in front of them. In my opinion, no matter how badly I speak English, it should be supported and appreciated, because speaking English in front of a lot of people is difficult."(AQR)

It could be conclude that students felt anxious because they had to speak in front of the class and be noticed by the audience. They were afraid of getting negative evaluations and responses from teacher and other students.

"When required to present in front of the class, I often experience sudden memory lapses regarding the material. My lack of confidence, difficulties in memorizing vocabulary, challenges with translation, and low motivation to learn English further exacerbate the situation. Moreover, making mistakes leads to being laughed at, resulting in embarrassment and a further decline in confidence."(KQA)

"My challenges in learning English emerge when teacher request that I step forward to respond to questions or explain material, which induces feelings of nervousness and anxiety. Furthermore, I perceive English lessons as difficult due to my lack of fluency in the language."(PNJ)

Research highlights that affective factors play a crucial role in students' anxiety during speaking tests. Students often express fear of negative evaluation, worrying about being judged by their peers and teachers. This fear can significantly heighten their anxiety. Additionally, students with low self-esteem and those who perceive their English speaking skills as

inadequate are more likely to feel anxious. The pressure to speak perfectly without making mistakes, known as perfectionism, also contributes to their stress. Moreover, previous negative experiences during speaking activities can lead to increased anxiety in future tests, and the presence of classmates adds to their nervousness. These affective factors collectively disrupt students' ability to perform well in speaking tests, causing them considerable discomfort and apprehension.

c). Performance Factor

Anxiety refers to a performance factor as a result of a fear of failure. Test anxiety is considered to be one of the most important aspects of negative motivation. It could be described as an unpleasant feeling or emotional state that has physiological and behavioral concomitants and becomes experienced in formal testing or other evaluative situations. As the student said:

Every time I take a test, I feel both anxious and afraid. since you will undoubtedly be questioned and I have to speak English in front of the teacher. especially if they have studied but are still nervous about some courses that they may not have grasped completely and will be evaluated on. Fearing that my knowledge won't be sufficient to pass the test or that I won't be able to respond to questions clearly."(RFB)

"My difficulty when I want to speak English is that I feel anxious, embarrassed, and overthink things, so I don't want to be the one to go to the front of the class to speak English. I'd rather have someone else go up, not me."(AQR)

This factor contributed to students' anxiety, leading to a lack of confidence in speaking before the class. Consequently, this anxiety caused students to become blank and unfocused, particularly when required to speak spontaneously.

> *"When asked to go to the front, I am brave, although there is still a feeling of nervousness and anxiety. Especially when suddenly asked to go up and speak in English, I worry about mispronouncing words and speaking unclearly."(BND)*

> *"When the lecturer asks me to explain the material that has already been covered, I feel a lack of confidence and nervousness. Since it is very spontaneous, I feel anxious and not confident, but I will still go forward despite these feelings."(PNJ)*

> *"When suddenly called upon and asked to answer a question from the lecturer in English, it causes me significant anxiety. The thought of being put on the spot and needing to respond in English is enough to make me feel extremely nervous. Even imagining such a scenario fills me with apprehension and stress." (KQA)*

Based on transcipt above the reseracher discovered that Performance factors particularly during English language tests, can significantly impact students. The pressure to perform well in spontaneous speaking scenarios, coupled with concerns about language proficiency and accuracy, can lead to heightened feelings of nervousness and self-doubt. This anxiety can affect students' focus, articulation, and overall confidence in their language abilities, resulting in suboptimal performance. Understanding these factors is crucial for developing effective strategies to support students in managing

their anxiety and enhancing their language skills.

b. The students feel anxious when facing the speaking test

Speaking anxiety can be caused, in part, by not preparing for what you will learn in class. Speaking, particularly in a classroom context, can make foreign language learners feel uneasy and anxious. Furthermore, the environment has a significant impact on students' language skills. Anxiety can also be brought on by using student mistakes to illustrate teaching points and by classmates or teachers correcting students during the tests. This is in accordance with interviesw conducted by researchers with participant. The result of intrview, as follow:

When I become under the influence with a large group of people again, I become anxious and feel feeling dizzy. It's a little shaming to see a friend and a teacher together, especially if they're close friends.”(KQA)

"I'm uncomfortable being overlooked by other friends when I speak, I can feel like depressed. Well, when it comes to laughing, the incident makes me embarrassed and immediately becomes unconfident."(AQR)

It could be concluded that students feel anxious because fear of making mistakes, lack of confidence due to inadequate preparation, fear of judgment by peers or teachers, and performance pressure in test environments contribute to students' anxiety when speaking in English.

"I find it difficult to speak English because I'm not confident, and I tend to be quiet and difficult to socialize. I haven't found an effective way to improve my speaking skills, so I like to be

anxious if asked to talk English." (PNJ)

"I consistently felt unprepared and lacked confidence during speaking tests due to insufficient preparation and a poor understanding of the material, which made me unwilling to be called upon when the teacher asked for explanations."(BND)

"In my opinion, I find it difficult to speak English and feel anxious when asked to speak English due to my limited vocabulary. I feel anxious, scared, and nervous every time I speak English. I am also afraid of being laughed at by other friends." (RFB)

Based on the findings above, students often experience anxiety when facing speaking tests due to several key factors. Primarily, limited vocabulary hinders their ability to express ideas clearly, resulting in increased nervousness. The fear of making mistakes, such as grammatical errors or mispronunciations, exacerbates this anxiety. Additionally, a lack of confidence stemming from insufficient preparation and practice further compounds their nervousness. The anticipation of being judged or ridiculed by peers and teachers also plays a significant role in their apprehension. Thus, the inherent pressure of performing well in a test environment contributes to the overall anxiety students feel during speaking tests. Understanding these factors is crucial for developing strategies to alleviate student anxiety and improve their performance in speaking test. students anxious when facing the speaking test for several reasons: Limited Vocabulary: A lack of sufficient vocabulary makes it difficult for students to express themselves effectively, leading to anxiety. Fear of Making

Mistakes: The fear of making grammatical or pronunciation errors can make students nervous. Lack of Confidence: Inadequate preparation and practice can result in a lack of confidence in their speaking abilities. Fear of Judgment: Students may worry about being judged or laughed at by their peers or the teacher, which increases their anxiety. Performance Pressure: The high stakes of a test environment can cause additional stress and nervousness.

c. **Strategies that Students use to Reduce Their Speaking Tests Anxiety**

Learners need to have appropriate strategies to deal with speaking anxiety. In order to reduce speaking anxiety, it is important for the student to understand what makes them uncomfortable. Many variables, such as learning style, motivation, anxiety, and second language proficiency, affect how methods are used. Students can employ a variety of tactics. whenever the speaker in question has received effective training on keeping control while thinking about specific topics. Based on interviews with students on their experiences with speaking test anxiety both online and face to face, the researcher discovered that there are different techniques for online and offline tests. Students feel that all of these factors influence their speaking performance on tests. Consequently, they stated:

1) Strategies to overcome speaking anxiety in online test

From the results of the interview, participants stated that they were less anxious when dealing with public speaking in an online environment which can also be seen from their ways to overcome the anxiety. When in an online setting, participants were more focused on the preparation of the material, and maybe a little relaxation. Student stated:

"The strategies I use in online speaking test are more focusing on the presentation and we don't have to see the audience's faces on the screen but still have to look at the camera, so the audience still thinks we are making eye contact with them." (RFB)

"The online speaking strategies that I use are different from the offline one. In my opinion online speaking is more relaxing so I only prepare the material such as reading and memorizing the material so that the presentation goes well." (AQR)

From the statements above, we can conclude that the participants think online speaking test anxiety are more relaxing since they did not have to see the audience's faces it is easier for them to overcome online speaking anxiety than the offline one. They only needed to focus on the preparation and themselves, such as memorizing and mastering the material.

"When tests are conducted online, the experience differs somewhat. Speaking in a virtual setting, where I am the only visible participant and the audience is usually off-camera, makes presenting more relaxed. This setting alleviates the pressure of seeing the audience's faces, making it easier to explain the slides". (BND)

"Well of course it's different. Because when you're

online like when you're doing a spech, it's a presentation, but you don't have to see the audience, you don't see their faces, so you don't have too much anxiety. But if you're offline, wow... the anxiety level is really I was like being intimidated, especially in front of the teacher." (KQA)

"The strategies I employ for online speaking differ from those used offline. I find online speaking more relaxing, so I focus on preparing the material by reading and memorizing it to ensure a smooth presentation".(PNJ)

From the student interview excerpts above, it is known that speaking in a digital context reduces learners' nervousness compared to speaking in front of class. To overcome online speaking test anxiety, participants in this study concentrated on self-preparation over external factors. Preparation is crucial for successful presentations. Preparation is essential for both online and offline public speaking, but online participants may prioritize it more. Speaking anxiety begins with the individual who speaks. To overcome speaking test anxiety, individuals must first understand themselves and their fundamental factors. Therefore, increased preparation time can lead to better speaking performances.

2) Strategies to overcome speaking anxiety in face to face test

Meanwhile, participants recognize the need for additional measures to overcome their speaking anxiety in offline situations, which are more challenging to overcome. Consequently, it may be concluded that the participants' state is

typical because, as was previously indicated, those who naturally experience anxiety are likely to feel apprehensive in a variety of situations. And students stated that they have some ways to cope with their anxiety in a face-to-face environment. The result of intrview, as follow:

a. Preparation

As already mentioned before, preparation is the basic strategy that a person must do before presenting and test. Not preparing before doing the test was one of the reasons that induced speaking anxiety. Same with online strategies, in offline context, participants also have to prepare themselves and the material that they are going to deliver.

> *"Usually, if I'm going to do a test in offline, it's like the most important thing is that it's preparation and practice. Repeatedly is very important." (RFB)*

> *"Typically, before speaking in front of the class, I find it necessary to prepare notes so that I can memorize what I intend to say. Additionally, this practice helps me reduce anxiety and boost my confidence when speaking test."(KQA)*

The statements above prove that, whether in online or offline contexts, participants will always engage in preparation before a speaking test or presentation. This preparation helps them build confidence and reduce anxiety, ensuring a more effective and smoother delivery. Additionally, it highlights the importance of structured practice in enhancing language skills and communication

abilities, regardless of the environment.

b. **Relaxation**

> *The objective of this approach is to reduce the physical tension experienced by nervous speakers. This involves techniques designed to alleviate the body stress of the anxious speaker, such as deep breathing, relaxing the lap, yawning, and loosening the body posture.the students stated:*

> *"Then before starting to do public speaking in front of the class, I will be controlling my breath or listen to music first so it will help me relax" (PNJ)*

> *"If When yougoing to do a test and you're feeling nervous, it's common to pause for a moment and take a deep breath. This simple practice can help calm your mind and body, allowing you to regain focus. Additionally, you might find it beneficial to shift your posture slightly or take a brief walk to further ease any remaining tension.." (KQA)*

Those statements proved that relaxation is an important step to overcome anxiety. Controlling their breath also relax themselves in their own unique way are helping the participants to successfully overcome their speaking anxiety and deliver the presentation.

c. **Positive Thinking**

There are two forms of positive thinking. The first involves concentrating on the positive aspects of the speaking test scenario, while the second involves thinking about something pleasant unrelated to the test. In both

cases, the speaker aims to divert their focus from negative thoughts that may hinder performance. Students who perceive themselves as less capable than their peers may develop a negative self-image, leading to language anxiety. Thus, positive thinking is essential for helping students manage their anxiety.

"Yes, and the most crucial aspect is positive thinking, not in the sense of ignoring everything, but more about not overanalyzing. As someone who tends to overthink, I feel fear and worry when preparing for a presentation. But in the end, I have to adopt a mindset of not dwelling on my anxieties and just get on with it."(BND)

From *BND* transcription, we know that for someone who has high anxiety and intends to overthinking, her own mind sometimes caused her own speaking anxiety. That is why he said he needed to have positive thoughts and ignore her worries, so it won't disturb her focus while doing the speaking test.

From the student interview excerpts above, To deal with speaking anxiety issues, learners have strategies suitable for their needs.To be able to reduce speaking test anxiety, the student must be aware of the causes of this anxiety. Nervousness, skill in second language motivation, character, and Learning styles all influence strategy utilization. There are various strategies that learners usually

use. From the interview, researchers get various information about student strategies to reduce speaking test anxiety face-to-face. The findings show that there are three stages on how to overcome speaking test anxiety: Relaxation, the purpose of this step is to relieve the physical stress of a nervous learner. Preparation, in this step, the speaker must prepare. Everything they need to do a speaking test. Such as planning, writing a note, training, etc. The efficacy of this step is determined by how confident the speakers may be in their performance. Positive thinking here, the speaker focuses on creating a positive thoughts.

C. Discussion

Anxiety is a normal emotional feeling that is often felt by many people when facing a certain situation. But anxiety can be bad if it is felt excessively, especially when learning a foreign language. It is also mentioned by Asysyfa et al. That speaking anxiety is something that has a big influence on students' self-confidence because it often makes them experience failure when they are unable to speak and show what they know[1].

Based on the results of research that has been conducted by researchers through interviews with five participants from class XI MIPA 3 SMA Kesuma Bhakti regarding their speaking test anxiety,

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[1] Asysyfa, Handyani, and Rizkiani, "Asysyfa, A., Handyani, A. M., & Rizkiani, S. (2019). Students' Speaking Anxiety in EFL Classroom. PROJECT (Professional Journal of English Education)."

both online and face-to-face. This study examined student perspectives of their learning experience with online and face to face delivery of one course. The findings showed that students viewed their performance,challenges, satisfaction and achievement differently depending on the mode of delivery. Furthermore, this research identified the strategies to reduce their anxiety in online and face to face test.

The researcher will provide a discussion related to the research results. This discussion was conducted to answer research questions in this study, such as: What are the most dominant factors of anxiety that students` have in speaking tests?, Why do students` feel anxious when facing the speaking test? and how are the students` reducing their anxiety when facing the speaking tests? Such are:

a. **Factors of anxiety that students` have in speaking tests**

When analyzing the dominant factors of anxiety in speaking tests the study identifies several dominant factors contributing to student anxiety in speaking tests. The key factors include: cognitive, affective, and performance factors.The results are in line with Hanifa's theory Hanifa stated that the potential components which lead to speaking anxiety are explained and explored in line with the primary themes that emerge from a review of relevant research. He also explains that the primary themes are: 1) cognitive factors, 2) affective

factors, and 3) performance[2].

Moreover, several key insights emerge: Cognitive Factors: These include worries about vocabulary limitations, fear of making mistakes, and negative self-assessment. For instance, limited vocabulary restricts students' ability to express themselves effectively, contributing to feelings of frustration and self-doubt. Affective Factors: Anxiety is often accompanied by negative emotions, such as fear and nervousness. Affective factors can stem from the fear of judgment or ridicule from peers and teachers. This fear of judgment intensifies when students are concerned about their performance and believe they may not meet the expectations set by others. Performance Factors: The pressure to perform well in speaking tests creates anxiety, especially when students feel that the stakes are high. This performance pressure can be overwhelming and may cause students to experience physical symptoms like sweating or trembling.

In summary, cognitive, affective, and performance factors are closely intertwined in contributing to student anxiety during speaking tests. Addressing these factors comprehensively, such as promoting a supportive environment, enhancing vocabulary skills, and reducing performance pressure, can foster a more positive and confident speaking experience for students.

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[2] Hanifa R, "Factors Generating Anxiety When Learning EFL Speaking Skills Studies in English Language and Education (2018) 5(2) 230-239."

b.   Students` feel anxious when facing the speaking test

Speaking tests are a common assessment tool in language learning, yet they often evoke significant anxiety among students. This study explores the various factors contributing to this anxiety and its impact on student performance. Data was collected through observation and interviews with students from diverse linguistic backgrounds. Key findings indicate that fear of negative evaluation, lack of confidence in language proficiency, and insufficient preparation are primary contributors to test anxiety. Additionally, social factors such as peer pressure and the presence of native speakers exacerbate this stress. Understanding these elements is crucial for educators to develop strategies that mitigate anxiety and enhance student performance. This research suggests that creating a supportive test environment, offering ample practice opportunities, and providing constructive feedback can help alleviate anxiety and improve outcomes in speaking assessments.

In line with this research Suleimenova added that, students' speaking anxiety has a debilitative effect, which prevents learners from speaking, causing them to face'mental block', remain silent, and feel inferior to others[3]. Based on some of the statements above, the researcher can conclude that the anxiety that occurs in speaking can cause students to have difficulty concentrating and processing lessons

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[3] Suleimenova, "Speaking Anxiety in a Foreign Language Classroom in Kazakhstan. Procedia - Social and Behavioral Sciences, 93(1), 1860-1868."

in class, and as a result, students' language performance can be negatively affected, and students can perform poorly when speaking English. The previous studies about students' anxiety during virtual learning have convinced the researcher that the differences in learning systems from face-to-face anxiety in learning languages can affect students' language achievement.

Therefore, Research indicates that speaking anxiety has a significant debilitative effect on students, often causing mental blocks, silence, and feelings of inferiority, this anxiety hampers students' ability to concentrate and process lessons, leading to poor language performance. Doing the test on virtual learning also suggest that differences in learning environments, such as face-to-face versus online settings, can impact language achievement. These findings highlight the need for educators to address speaking anxiety to improve student outcomes in speaking test.

c. **Strategies that Students use to Reduce Their Speaking Tests Anxiety**

This study investigates the strategies employed by students to reduce anxiety during speaking tests. Utilizing observation and interviews with students, the research identifies effective techniques that alleviate test-related stress. Key strategies include thorough preparation, engaging in regular practice with peers, and using relaxation techniques such as deep breathing exercises. Additionally,

seeking feedback from instructors, visualizing success, and positive self-talk are also highlighted as beneficial methods. The findings suggest that a combination of psychological and practical approaches can significantly reduce speaking test anxiety, leading to improved performance. To deal with speaking anxiety issues, learners must have strategies suitable for their needs. Liu stated that to be able to reduce speaking anxiety the student must be aware of the causes of this anxiety[4]. Thus, understanding and implementing these strategies can help educators support students in managing their anxiety more effectively.

There are various strategies that learners use is in line with kondo Theory, they stated that whenever the concerned presenter is effectively educated to be calm, even while considering particular things, Kondo conducted a study to develop strategies to reduce speaking anxiety[5]. The findings show that there are six stages to overcome speaking anxiety. Relaxation: the purpose of this step is to relieve the physical stress of nervous speakers. Preparation: In this step, the speaker must prepare everything they need to do speaking test. Such as planning, writing a note, training, etc. The efficacy of this step is determined by how confident the speakers may be in their performance. Positive thinking: here, the speaker focuses on creating a

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[4] liu, "Interactive Effects of English-Speaking Anxiety and Strategy Use on Oral English Test Performance of High- and Low-Proficient Chinese University EFL Learners. Cogent Education,."

[5] Kondo, "Strategies for Reducing Public Speaking Anxiety in Japan. Communication Reports, 7(1), 20–26."

positive thoughts. Audience depreciation: the attendance of the listener, which is accountable for the unpleasant connection, has to be disregarded. Concentration: Preparation and concentration are both Cognitive elements of public speaking that are connected to decent performance, thus they can be grouped together as skills training. In this step, the speaker must fully concentrate on the goals and speak carefully.

Consequently, by implementing these strategies, students can effectively manage their anxiety and perform better in speaking tests, fostering a more positive and constructive learning experience. Additionally, reducing anxiety can enhance students' overall language acquisition, as they become more willing to participate in class and engage in speaking test activities. This not only boosts their confidence but also encourages a more dynamic and interactive classroom environment, ultimately contributing to better academic outcomes and greater language proficiency.

CHAPTER V
CONCLUSION AND RECOMENDATION

A. **CONCLUSION**

This study focuses on the methods students employ to get over their fear of public speaking in both offline and online settings, based on the research question of how to overcome speaking anxiety in both situations. When doing public speaking in an online setting, the results demonstrated that students felt less nervous and employed fewer techniques. It was acknowledged by participants that speaking in front of an audience in an offline setting made them feel more nervous. When speaking in an offline setting, they worry about a variety of things that can make them uncomfortable, such as their fluency, what the audience thinks of them, etc.

Furthmore, In offline contexts, participants used more types of tactics to overcome their speaking test anxiety, whereas in online settings, they primarily concentrated on themselves and their preparations. These strategies included relaxation, preparation, positive thinking, audience depreciation, and resignation. This demonstrated that students are less anxious in an online learning setting and that public speaking is simpler online than offline.

Therefore, owing to the limitations of this study, more research is required to examine the symptoms that students experience in both online and offline contexts, how teachers can help students overcome their anxiety, and issues with online learning such as device-related problems to

determine how these affect students' confidence, anxiety, and strategies for dealing with speaking test anxiety.

B. RECOMENDATION

Although this study was carried out with a small number of participants within a short period of time, the findings provide some useful information that can be used by student, teacher and future researcher to improve the quality of English teaching and learning especially in speaking skill.

1. For student

For the students, it is suggested to increase their speaking ability and mastery of the material that is going to be delivered. Strategies that are recommended to use based on the findings are preparation, relaxation, and keep a positive mind

2. For teacher

The teacher should be able to understand the characteristics of students to analyze their problems related to anxiety before finding ways to reduce them. Students have different characteristics, so different treatment is needed to deal with them. The lecturer should provide space for students to talk about the difficulties and feelings they are experiencing as well. In addition, teachers have a responsibility to establish a comfortable classroom environment for students to talk comfortably with less tension to reduce anxiety.

3. For future research

Due to limitations of this study, future research is necessary to be conducted to investigate the symptoms that are experiences in online and offline context, what lectures can do to help students overcome their anxiety, and online learning issues such as problem related to device to find out is it influences students' anxiety, confidence, and their way to face their speaking anxiety.

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APPENDICES

List of Observation sheet

Blueprint of Observation Sheet

The observations were aimed at obtaining information and data about the teaching and learning speaking tests process in classroom at the eleventh grade of SMA Kesuma Bhakti.

Class :

Date :

Give the assement by giving a mark (✔) on the corresponding column.

No.	Statement	Answer	
		Yes	No
1.	Does Kesuma Bhakti High School do the test online? *(apakah SMA Kesuma Bhakti melakukan test secara online?)*.	✓	
2.	Is the student more comfortable facing the exam online? *(apakah siswa lebih nyaman saat menghadapi ujian secara online)*.	✓	
3.	Students do more preparation when doing speaking test in online enviroment *(Siswa mempersiapkan diri dengan baik saat ujian speaking secara online)*.		✓
4.	Students prepare themsleves well when starting speaking test in face to face enviroment *(Siswa mempersiapkan diri dengan baik saat ujian speaking secara offline)*.		✓
5.	Students are able to speak English without anxiety in offline enviroment *(Siswa dapat berbicara bahasa Inggris tanpa rasa takut secara langsung di kelas)*.		✓
6.	whether tests conducted online are effective in reducing student anxiety. *(apakah ujian yang dilakukan secara online efektif untuk mengurangi kecemasan siswa)*.	✓	

Lits of Interview Sheet

Blueprint of Interview sheet for Student

Name : Ridho febrian
Class : XI MIPA 3

No.	Question	Answer
1.	Do you like speaking? Why?	Suka, tapi malu ketika didepan umum
2.	Can you speak English fluently?	Belum bisa
3.	Do you speak with proper grammar?	Tidak
4.	Do you feel more comfortable whether the tests are conducted online or offline?.	Online
5.	What is the most disturbing factor when facing the exam?	Cemas dan merasa tidak siap
6.	Is anxiety becoming an obstacle during the exam? Why?	Iya. karena cemas sulit untuk fokus
7.	If the test is in an online setting, do you feel more relaxed?	Iya karena cuma ada saya didepan kamera
8.	Do you feel anxious during the face-to-face exam?	Iya, apalagi jika banyak temen melihat
9.	Would a bad comment be one of your anxiety?	Iya, takut dimarahin guru
10.	What strategies do you apply to overcome speaking anxiety in an online context?	Melakukan Persiapan
11.	What strategies do you apply to overcome speaking anxiety in an offline context?	Belajar

Blueprint of Interview sheet for Student

Name : Khaerza quretnuyin
Class : XI MIPA 3

No.	Question	Answer
1.	Do you like speaking? Why?	tidak, takut salah
2.	Can you speak English fluently?	Belum
3.	Do you speak with proper grammar?	tidak terlalu
4.	Do you feel more comfortable whether the tests are conducted online or offline?.	Iya lebih nyaman
5.	What is the most disturbing factor when facing the exam?	gugup atu gursi
6.	Is anxiety becoming an obstacle during the exam? Why?	Iya, Karena cemas
7.	If the test is in an online setting, do you feel more relaxed?	Yes
8.	Do you feel anxious during the face-to-face exam?	Yes
9.	Would a bad comment be one of your anxiety?	Iya takut nilai Jelek dari guru
10.	What strategies do you apply to overcome speaking anxiety in an online context?	Persepan yang matang
11.	What strategies do you apply to overcome speaking anxiety in an offline context?	Berfikir Positif

Blueprint of Interview sheet for Student

Name : Putri najwa......
Class : XI MIPA 3.............

No.	Question	Answer
1.	Do you like speaking? Why?	Tidak
2.	Can you speak English fluently?	Sering salah ucap
3.	Do you speak with proper grammar?	tidak
4.	Do you feel more comfortable whether the tests are conducted online or offline?.	Iya
5.	What is the most disturbing factor when facing the exam?	Penguji / guru
6.	Is anxiety becoming an obstacle during the exam? Why?	Iya ketika cemas lupa materi
7.	If the test is in an online setting, do you feel more relaxed?	Iya
8.	Do you feel anxious during the face-to-face exam?	Iya
9.	Would a bad comment be one of your anxiety?	Iya apologi dari teman
10.	What strategies do you apply to overcome speaking anxiety in an online context?	! Persiapan / maken tempt karet
11.	What strategies do you apply to overcome speaking anxiety in an offline context?	Belajar, Persiapan,

Blueprint of Interview sheet for Student

Name : Aisyah qurra
Class : XI mipA 3

No.	Question	Answer
1.	Do you like speaking? Why?	tidak. Karna tidak suka bicara
2.	Can you speak English fluently?	Kurang lancar
3.	Do you speak with proper grammar?	tidak
4.	Do you feel more comfortable whether the tests are conducted online or offline?.	online
5.	What is the most disturbing factor when facing the exam?	gugup / Cemas
6.	Is anxiety becoming an obstacle during the exam? Why?	yes. Karena susah focus
7.	If the test is in an online setting, do you feel more relaxed?	Iya, Karena hanya Kita Sendiri
8.	Do you feel anxious during the face-to-face exam?	Iya, Panik & gugup
9.	Would a bad comment be one of your anxiety?	Iya, takut dapat respon Jelek
10.	What strategies do you apply to overcome speaking anxiety in an online context?	belajar Contoh dan Persiapan
11.	What strategies do you apply to overcome speaking anxiety in an offline context?	Menarik nafes dan Mencoba santai

Blueprint of Interview sheet for Student

Name : Bagus
Class : XII MIPA 5

No.	Question	Answer
1.	Do you like speaking? Why?	Suka, karna Mengasah otak
2.	Can you speak English fluently?	Bisa tapi Sedikit Karena Vocab Kurang
3.	Do you speak with proper grammar?	Sedikit
4.	Do you feel more comfortable whether the tests are conducted online or offline?.	Yes
5.	What is the most disturbing factor when facing the exam?	anxiety / Cemas
6.	Is anxiety becoming an obstacle during the exam? Why?	Iya, Karna tidak Fokus
7.	If the test is in an online setting, do you feel more relaxed?	Iya, Lebih Santai
8.	Do you feel anxious during the face-to-face exam?	Iya gugup
9.	Would a bad comment be one of your anxiety?	Iya, takut nilai Jelek
10.	What strategies do you apply to overcome speaking anxiety in an online context?	Persiapan dan belajar
11.	What strategies do you apply to overcome speaking anxiety in an offline context?	Pikiran yang Positive

OBSERVASI

OBSERVASI

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INTERVIEW

INTERVIEW

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No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu/ 6/ 12	I	Bimbingan Judul	
	20/02/ 2024	I	Revisi judul	
	6/03/ 2024	I	Bimbingan Ch. I	
	28/03/ 2024	I	Bimbingan Ch.I lanjut Ch. II & III	
	26/03/ 2024	I	Acc ch. I	

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Muhammad Alfitra S.
NPM : 2001052011

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	23/09 2024	I	Acc Seminar BAB I ii iii	
	31/05 2.24	I	Bimbo APP	
	4/06 2024	I	Acc APD	
	7/05 2024	I	Bimbinga Ch. 4. Revisi hasil interview	
	10/06 2024	I	Ch. 4 Revisi Discussion reserch	
	12/05 2024	I	Ch. 4 ~ Ch. 5 Revisi penulisan	
	13/06 2024	I	Acc Munaqosya Bab $I - V$	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Ning Setiowati,, M.Pd
NIP. 198708142042

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-0270/In.28/J/TL.01/01/2024
Lampiran : -
Perihal : IZIN PRASURVEY

Kepada Yth.,
Sutrisno, S.kom, M.MPd. SMA
KESUMA BAKTI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **MUHAMMAD ALFITRA SEPTANANDRA**
NPM : 2001052011
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris
Judul : THE INFLUENCE OF USING ROUND ROBIN TECHNIQUE TOWARDS STUDENT SPEAKING SKILLS OF THE ELEVENTH GRADE AT SMA KESUMA BAKTI

untuk melakukan prasurvey di SMA KESUMA BAKTI, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 Januari 2024
Ketua Jurusan,
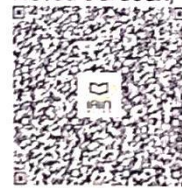
Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

YAYASAN PENDIDIKAN SMA KESUMA BHAKTI BEKRI
SEKOLAH MENENGAH ATAS (SMA) KESUMA BHAKTI BEKRI
NPSN : 10801996
Jl : Kario Amin No.2 Kesumadadi Kec. Bekri Kab. Lampung Tengah Provinsi Lampung

Nomor	: 420/ 197 /SMA/YPKB/C.15/D.1/2024
Lampiran	: 1
Perihal	: SURAT BALASAN PRA SURVEY

Kesumadai, 26 Januari 2024

Yth. Kepada :

Jurusan Tadris Bahasa Inggris

Institut Agama Islam Negeri Metro

Dengan hormat

Yang bertanda tangan di bawah ini adalah :

Nama	: SUTRISNO, S.Kom. M.MPd
NUPTK	: 0943750653200012
Jabatan	: Kepala SMA Kesuma Bhakti Bekri

Menerangkan bahwa mahasiswa   :

Nama	: MUHAMMAD ALFITRA SEPTANANDRA
NIM	: 2001052011
Semester	: VIII (Delapan)
Jurusan	: Tadris Bahasa Inggris
Judul	: THE INFLUENCE USING ROUND ROBIN TECHNIQUE TOWARDS STUDENT SPEAKING SKILLS OF THE ELEVENTH GRADE AT SMA KESUMA BHAKTI BEKRI

Bahwa benar diizinkan melakukan Prasurvey/research di SMA KESUMA BHAKTI BEKRI Tahun Pelajaran 2023-2024.

Dengan surat keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya.

Kesuumadadi, 26 Januari 2024
Kepala SMA Kesuma Bhakti Bekri

SUTRISO, S.Kom. M.MPd
NUPTK : 0943750653200012

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor	: B-2602/In.28/D.1/TL.00/06/2024	Kepada Yth.,
Lampiran	: -	KEPALA SMA KESUMA BHAKTI
Perihal	: **IZIN RESEARCH**	di-
		Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2601/In.28/D.1/TL.01/06/2024, tanggal 06 Juni 2024 atas nama saudara:

Nama	:	**MUHAMMAD ALFITRA SEPTANANDRA**
NPM	:	2001052011
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA KESUMA BHAKTI bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA KESUMA BHAKTI, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENT SPEAKING TEST ANXIETY IN ONLINE AND FACE TO FACE AT ELEVENTH GRADE OF SMA KESUMA BHAKTI".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 06 Juni 2024
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

YAYASAN PENDIDIKAN SMA KESUMA BHAKTI BEKRI

SEKOLAH MENENGAH ATAS (SMA) KESUMA BHAKTI BEKRI

NPSN:10801996

Jl karyo amin No.2 kesumadadi Kec. Bekri Kab. Lampung Tengah Provinsi Lampung

Nomor   : 420/197/SMA/YPKB?C.15/D.1/2024
Lampiran : -
Perihal   : ***Balasan Research***

Kepada Yth.
Prodi Tadris Bahasa Inggris IAIN METRO
Di-
tempat,

Dengan hormat.

Yang bertanda tangan dibawah ini:

Nama   : **SUTRISNO, S.Kom.M.MPd**

NUPTK   : 0943750653200012

Jabatan   : Kepala SMA Kesuma Bhakti Bekri

Menenrangkan bahwa mahasiswa:

Nama   : **MUHAMMAD ALFITRA SEPTANANDRA**

NPM   : 2001052011

Semester   : VIII (Delapan)

Jurusan   : TBI

Judul   : AN ANALYSIS OF STUDENT SPEAKING TEST ANXIETY IN ONLINE AND FACE TO FACE AT ELEVNTH GRADE OF SMA KESUMA BHAKTI BEKRI

Bahwa benar diizinkan melakukan *Research* di SMA KESUMA BHAKTI BEKRI tahun pelajaran 2023/2024. Dengan surat keterengan ini diberikan agar dapat digunakan sebagaimana mestinya.

Kesuumadadi, 3 Juni 2024.
Kepala SMA Kesuma Bhakti Bekri

SUTRISO, S.Kom. M.MPd
NUPTK : 0943750653200012

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001
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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-454/In.28/S/U.1/OT.01/05/2024

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: MUHAMMAD ALFITRA SEPTANANDRA
NPM	: 2001052011
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 2001052011

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 31 Mei 2024
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : MUHAMMAD ALFITRA SEPTANANDRA
NPM   : 2001052011
Program Studi   : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro,   13 Juni 2024
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

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S U R A T   T U G A S
Nomor: B-2601/In.28/D.1/TL.01/06/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**MUHAMMAD ALFITRA SEPTANANDRA**
NPM	:	2001052011
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di SMA KESUMA BHAKTI, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENT SPEAKING TEST ANXIETY IN ONLINE AND FACE TO FACE AT ELEVENTH GRADE OF SMA KESUMA BHAKTI".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 06 Juni 2024

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

AN ANALYSIS OF STUDENTS` SPEAKING TEST ANXIETY IN ONLINE AND FACE TO FACE AT ELEVENTH GRADE OF SMA KESUMA BHAKTI

by turnitin student

AN ANALYSIS OF STUDENTS` SPEAKING TEST ANXIETY IN ONLINE AND FACE TO FACE AT ELEVENTH GRADE OF SMA KESUMA BHAKTI

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CURRICULUM VITAE

The researcher, Muhammad Alfitra Septanandra, was born in Wates, Bumi Ratu Nuban Subdistrict, Central Lampung Regency, on September 22, 2002. He is the first son of Mr. Bambang Siswanto and Mrs. Siti Imroatun. The researcher attended kindergarten at TK PKK Tunas Pertiwi, then continued his primary education at SDN 1 Kesumadadi, graduating in 2014. He proceeded to MTS Ushuluddin Kalianda, graduating in 2017, and then attended MAN 1 Lampung Timur, graduating in 2020. In the same year, the researcher pursued a bachelor's degree at IAIN Metro Lampung, majoring in Tadris Bahasa Inggris (English Education) at the Faculty of Tarbiyah and Teacher Training.

During his university years, the researcher was active in various organizations. He served as a staff of the sports division of HMPS TBI for the 2021-2022 period and later became the President of the Student Executive Board of the Faculty of Tarbiyah and Teacher Training (DEMA FTIK) for the 2023-2024 period.

With diligence and a high motivation to keep learning and striving, the researcher has made positive contributions to the field of education. Finally, the researcher expresses his gratitude for the completion of his thesis titled **"AN ANALYSIS OF STUDENTS` SPEAKING TEST ANXIETY IN ONLINE AND FACE TO FACE AT ELEVENTH GRADE OF SMA KESUMA BHAKTI"**