

Speaking Test Anxiety of The Students In The English Study Program of IAIN Palangka Raya

Wira Rizki Pratama
IAIN Palangka Raya

Sabarun
IAIN Palangka Raya
Email: jeonrizki0503@gmail.com

Zaitun Qamariah
IAIN Palangka Raya

Korespondensi penulis: jeonrizki0503@gmail.com

Abstract.

Anxiety is a person's feeling of fear of something that will be faced and can appear suddenly without being realized by students in certain situations. Anxiety that occurs in students, especially students in English study programs, usually occurs because of several things, such as fear of not speaking English well and fear of not being able to answer the English test. This study tries to explore students' anxiety in oral tests at the English Study Program of IAIN Palangka Raya. The purpose of this study is to explain what are the main causes of student anxiety in the oral test at the IAIN Palangka Raya English Study Program and explain what the solutions are to prevent student anxiety in the oral test at the IAIN English Study Program. Palangka Raya. This study uses a qualitative descriptive method and is equipped with a questionnaire. This study found several main causes of student anxiety in oral tests, such as lack of confidence and fear of being unable to answer the lecturer's questions. Some solutions to prevent anxiety on oral tests include practising in front of a mirror and with classmates.

Keywords: *anxiety, oral test, students.*

Abstrak. Kecemasan adalah perasaan takut seseorang terhadap sesuatu yang akan dihadapinya dan dapat muncul secara tiba-tiba tanpa disadari oleh mahasiswa dalam situasi tertentu. Kecemasan yang terjadi pada mahasiswa terutama mahasiswa program studi bahasa inggris biasanya terjadi karena beberapa hal seperti takut tidak berbahasa inggris dengan baik dan takut tidak bisa menjawab tes bahasa inggris. Penelitian ini mencoba untuk mengeksplorasi kecemasan siswa dalam tes lisan di Program Studi Bahasa Inggris IAIN Palangka Raya. Tujuan dari penelitian ini adalah untuk menjelaskan apa penyebab utama kecemasan mahasiswa dalam tes lisan di Prodi Bahasa Inggris IAIN Palangka Raya dan menjelaskan apa solusi untuk mencegah kecemasan mahasiswa dalam tes lisan di Prodi Bahasa Inggris IAIN. Palangka Raya. Penelitian ini menggunakan metode deskriptif kualitatif dan dilengkapi dengan kuesioner. Hasil penelitian menunjukkan bahwa ada beberapa penyebab utama kecemasan mahasiswa dalam tes lisan seperti kurang percaya diri dan takut tidak bisa menjawab pertanyaan dari dosen. Studi ini menemukan beberapa solusi untuk mencegah kecemasan pada tes lisan seperti berlatih di depan cermin dan berlatih dengan teman sekelas.

Kata kunci: kecemasan, siswa, tes lisan.

Received Januari 30, 2023; Revised Februari 12, 2023, accepted Februari 22, 2023

*Wira Rizki Pratama, jeonrizki0503@gmail.com

LATAR BELAKANG

The oral test is a test that is carried out by holding direct questions and answers between teachers and students. In terms of preparation and how to ask questions, the Oral test can be divided into a Free Oral test. The educator gives questions to the student without using written guidelines, and in a Guided Oral test, the educator uses written guidelines about the question for students. In general, the Oral test has advantages and disadvantages. The advantages of Oral tests are that our students will know the test results directly, and students can evaluate their oral language skills. The disadvantages of Oral tests are performance time is relatively long, and if students have a nervous character, it can interfere with fluency answer the question. The researcher was interested in conducting this research because the oral test, according to some people, including me, is a challenging test to do because we focus on using voice directly from the mouth, not by writing on paper. The reason for choosing this topic: First, This topic discusses a very disliked test by some people, especially students at the English Education of IAIN Palangka Raya. Second, The object of this research focuses on the small scope, only the scope of English Study Program students in the sixth semester. Third, This topic is rarely taken up for someone's research. The research problem of this study First, what are the main causes of the students' anxiety in oral tests at the English Education of IAIN Palangka Raya? Second, what are the solutions to preventing the students' anxiety in oral tests at the English Education of IAIN Palangka Raya? This study focuses on investigating The Students' Anxiety in Oral tests at the English Study Program of IAIN Palangka Raya. Significantly the students in the sixth semester of English Education in the academic year 2018. The primary investigation focused on students' who often took oral tests on the English Assessment Development subject in the sixth semester. The result of this study is expected to be beneficial information for all EFL students at IAIN Palangka Raya. Also, provides an understanding that students do not feel anxiety during the oral test.

KAJIAN TEORITIS

This study has related with several previous studies. First, the research from Elena Commodari and Valentina Lucia La Rosa (2021) conducted research with the title “*General Academic anxiety and math anxiety in primary school. The Impact of math anxiety on calculation skills*”. The aim of this research was to investigate the relationship between math anxiety and the different calculation skills. Second, the research from Md. Najmol Hoque, Afsana Hannan, Shahin Imran, Muhammad Asiqul Alam, Bidyut Matubber, and Sourav Mohan Saha (2021) studied “*Anxiety and Its Determinants among undergraduate Students during E-Learning in Bangladesh Amid Covid-19*”. This research was conducted to find out the problems of anxiety and challenges about online learning in Bangladesh amid Covid-19 Pandemic. Last, the research from Viviana M. Wuthrich, Jessica Belcher, Chris Kilby, Tess Jagiello, Catherine Lowe (2021) with the title “*Tracking Stress, depression, and anxiety across the final year of secondary school : A longitudinal study*”. This study focuses on identifying the level of stress experienced by students during the last few years at the secondary school level.

METODE PENELITIAN

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. Qualitative research is a type of research in which research findings or results from that research are not obtained through statistical procedures or produce other numbers and seek to understand and interpret the meaning of an event of human behavior interaction in certain situations according to the researcher's own perspective. Qualitative research has been known since the 1960s and is often called an alternative method. This method does not directly lead to detailed questions, but starts with the general but then gets tapered and detailed. Shakouri (2014) states qualitative research is concerned with non-statistical methods of inquiry and analysis of social phenomena. According to Creswell, qualitative research is an approach or search to explore and understand a central phenomenon. To understand the central phenomenon, the researcher interviewed the research participants or participants by asking general and rather broad questions. Information is then collected in the form of words or text. This collection of information is then analyzed. From the results of the

analysis, the researchers then describe it with the studies of other scientists made previously. The final results of qualitative research are stated in the form of a written report. This study uses a qualitative research design, and this research focuses on The Students' Anxiety in Oral tests at the English Education of IAIN Palangka Raya. Before the researcher start the study, The researcher looking for some information about some course that have held an oral test and looking for information on how many students in the English Study Program in academic year 2018 have taken the oral test through students attendance in the course. After that, the researcher looked for contacts and contacted each students representative from three different class who had take the oral test. After several steps were taken, the researcher began to prepare various research needs, so that the researcher could find the final result in this research. The source from this reseach data comes from the questionnaire and interview that have been made and the researcher shall accumulate all data based on the questionnaire and interview from students who get various score in three levels, students who get highest score, average score, and lowest score. The researcher choose students at various levels of this value because the students in each levels will have different opinions or factors on students to overcome anxiety in oral tests. The researcher do some procedure for collection the data. First, the researcher will explain the research and the purpose of this research to research participant. Second, the reseacher share the questionnaire to all of research participants. Third, the researcher do the interview for nine students from three different classes to find out the main cause and solution to preventing the students anxiety while record the interview and make a documentation. Last, the researcher collect all of data and analyze them. The reseacher used questionnaire to find out how big the students in English Study Program feel anxiety when taking the oral test. The questionnaire provide use a google form, only have 12 question/statements must be answered by the participant and is distributed with various ways, such share on Whatsapp Group or Personal Chat. After all participants send the aswer from the questionnaire, the researcher will choose three students with the highest, average, and lowest questionnaire scores from each of three different classes with totaling nine students and then they will be subject in the interview session. The interview will conducted on three representatives from three different class and carried out in several ways such as direct interview for students in Palangka Raya city and Online interview by using WhatsApp Personal Chat for students who are in their

hometown or unable to do direct interview due to illness. The interview consist from several question that will be answered by the respondent and the result from the interview will find several main cause of the students anxiety in oral test and several solutions to preventing the students anxiety in oral test.

HASIL DAN PEMBAHASAN (Sub judul level 1)

The result of this study divided into two parts : the result from questionnaire and the result from interview. This research was located in the State Islamic Institute of Palangka Raya, especially in the English Education of the Department of Language Education of The Faculty of Teacher Training and Education. The subject or research participant of this study is all of students from three different classes in the 6th semester of the English Education for the 2018 academic year, totaling 88 people.

The result of Questionnaire

The researcher also employed a questionnaire for all students and supported interviews and the result of this research. The Questionnaire was given to all students in the academic year 2018, consisting of 88 students from three classes. The Questionnaire aimed to understand better the students' anxiety in oral tests at the English Education of IAIN Palangka Raya. The result of the Questionnaire can see below as follows :

1. Table The result of Questionnaire

Tabel 1. Hasil Kuesioner

No	Question	Answer	Total Answer	Percentage
1	I never feel quite sure of myself when I am Speaking in my Foreign Language Class, especially in Oral tests.	<ul style="list-style-type: none"> • Strongly Agree • Agree • Neutral • Disagree • Strongly Disagree 	<ul style="list-style-type: none"> • SA : 4 • A : 20 • N : 36 • D : 23 • SD : 5 	<ul style="list-style-type: none"> • SA : 4,5 % • A : 22,7 % • N : 40,9 % • D : 26,1 % • SD : 5,6 %
2	I don't worry about making mistakes in my speaking	<ul style="list-style-type: none"> • Strongly Agree • Agree • Neutral • Disagree • Strongly Disagree 	<ul style="list-style-type: none"> • SA : 9 • A : 37 • N : 21 • D : 20 • SD : 1 	<ul style="list-style-type: none"> • SA : 10,2 % • A : 42 % • N : 23,8 % • D : 22,7 % • SD : 1,1 %
3	I tremble when i know i'm going to be called on	<ul style="list-style-type: none"> • Strongly Agree • Agree 	<ul style="list-style-type: none"> • SA : 10 • A : 37 	<ul style="list-style-type: none"> • SA : 11,3 % • A : 42 %

	Oral Test in my English Class.	<ul style="list-style-type: none"> • Neutral • Disagree • Strongly Disagree 	<ul style="list-style-type: none"> • N : 23 • D : 13 • SD :5 	<ul style="list-style-type: none"> • N : 26,1 % • D : 14,7 % • SD : 5,6 %
4	In English Class especially when I get Oral Test, I can get so nervous then I forget things I know.	<ul style="list-style-type: none"> • Strongly Agree • Agree • Neutral • Disagree • Strongly Disagree 	<ul style="list-style-type: none"> • SA : 10 • A : 39 • N : 21 • D : 14 • SD :3 	<ul style="list-style-type: none"> • SA : 11,4 % • A : 44,8 % • N : 24,1 % • D : 16 % • SD : 3,4 %
5	I'm start to panic when I have to speak without preparation in Oral Test.	<ul style="list-style-type: none"> • Strongly Agree • Agree • Neutral • Disagree • Strongly Disagree 	<ul style="list-style-type: none"> • SA : 18 • A : 33 • N : 21 • D : 13 • SD : 3 	<ul style="list-style-type: none"> • SA : 20,4 % • A : 37,5 % • N : 23,8 % • D : 14,7 % • SD : 3,4 %
6	I feel more tense and nervous in my English Class than in other classes.	<ul style="list-style-type: none"> • Strongly Agree • Agree • Neutral • Disagree • Strongly Disagree 	<ul style="list-style-type: none"> • SA : 8 • A : 18 • N : 25 • D : 32 • SD :5 	<ul style="list-style-type: none"> • SA : 9 % • A : 20,4 % • N : 28,4 % • D : 36,3 % • SD : 5,6 %
7	I am usually at ease during test in my English Class.	<ul style="list-style-type: none"> • Strongly Agree • Agree • Neutral • Disagree • Strongly Disagree 	<ul style="list-style-type: none"> • SA : 7 • A : 34 • N : 40 • D : 7 • SD : - 	<ul style="list-style-type: none"> • SA : 7,9 % • A : 38,6 % • N : 45,4 % • D : 7,9 % • SD : -
8	I always feel that the other students speak the foreign language better than I do especially in Oral Test.	<ul style="list-style-type: none"> • Strongly Agree • Agree • Neutral • Disagree • Strongly Disagree 	<ul style="list-style-type: none"> • SA : 14 • A : 36 • N : 30 • D : 7 • SD :1 	<ul style="list-style-type: none"> • SA : 15,9 % • A : 40,9 % • N : 34 % • D : 7,9 % • SD : 1,1 %
9	I feel very self-conscious about speaking a foreign language in front of other students.	<ul style="list-style-type: none"> • Strongly Agree • Agree • Neutral • Disagree • Strongly Disagree 	<ul style="list-style-type: none"> • SA : 8 • A : 25 • N : 28 • D : 22 • SD :5 	<ul style="list-style-type: none"> • SA : 9 % • A : 28,4 % • N : 31,8 % • D : 25 % • SD : 5,6 %
10	I get nervous and confused when I am speaking in my English Class.	<ul style="list-style-type: none"> • Strongly Agree • Agree • Neutral • Disagree 	<ul style="list-style-type: none"> • SA : 6 • A : 25 • N : 37 • D : 16 • SD : 4 	<ul style="list-style-type: none"> • SA : 6,8 % • A : 28,4 • N : 42% • D : 18,1 % • SD : 4,5 %

		<ul style="list-style-type: none"> • Strongly Disagree : 		
11	When I am on my way to English Class, I feel very sure and relaxed.	<ul style="list-style-type: none"> • Strongly Agree • Agree • Neutral • Disagree • Strongly Disagree 	<ul style="list-style-type: none"> • SA : 10 • A : 35 • N : 38 • D : 5 • SD : - 	<ul style="list-style-type: none"> • SA : 11,3 % • A : 39,7 % • N : 43,1 % • D : 5,6 % • SD : -
12	I feel confident when I speak in my English Class especially when I get Oral Test.	<ul style="list-style-type: none"> • Strongly Agree • Agree • Neutral • Disagree • Strongly Disagree 	<ul style="list-style-type: none"> • SA : 5 • A : 20 • N : 43 • D : 18 • SD : 2 	<ul style="list-style-type: none"> • SA : 5,6 % • A : 22,7 % • N : 48,8 % • D : 20,4 % • SD : 2,2 %

a) Question Number 1

As many as 4 (four) students choose **Strongly Agree**. It can be said that four students always feel unsure or unconfident when they speak in Foreign Language Class. As many as 20 (twenty) students choose to **Agree**. It can be said they feel unconfident when they speak in Foreign Language Class. There are 36 (thirty-six) students who choose **Neutral**. It can be said that students sometimes feel unsure of themselves, and some feel confident in themselves when speaking in Foreign Language Class. As many as 23 (twenty-three) students choose to **Disagree**. It can be said they feel confident when speaking in Foreign Language Class. As many as 5 (five) students choose **Strongly Disagree**. It can be said that five students always feel confident when they speak in Foreign Language Class.

b) Question Number 2

As many 9 (nine) students choose **Strongly Agree**, it can be said that they always don't worry when making mistakes in their speaking. There are 37 (thirty-seven) who choose to **Agree**. It can be said that they don't worry when making mistakes in their speaking. As many as 21 (twenty-one) choose **Neutral**. It can be said they don't worry when making mistakes, and some of them feel worried when making mistakes in their speaking. As many as 20 (twenty) students choose to **Disagree**. It can be said they worry when they make mistakes in their speaking. 1 (one) student chose **Strongly Disagree**. It can be said he always feels worried when he makes mistakes in his speaking.

c) Question Number 3

As many as 10 (ten) students choose **Strongly Agree**. It can be said they always tremble when they know they're going to be called on an oral test in English class. As many as 37 (thirty-seven) choose to **Agree**. It can be said they tremble when they're going to be called on an oral test in English class. As many as 23 (twenty-three) students choose **Neutral**. It can be said that some of them tremble, and the rest feel brave when they go to an oral test in English class. As many as 20 (twenty) students choose to **Disagree**. It can be said they feel brave when they know they're going to be called on an oral test in English class. As many as 5 (five) students choose **Strongly Disagree**. It can be said they always feel brave when they're going to call on an oral test in English class.

d) Question Number 4

As many as 10 (ten) choose **Strongly Agree**. It can be said that the students always feel nervous when they get an oral test and forget what they know. As many as 39 (thirty-nine) students choose to **Agree**. It can be said they feel nervous when getting an oral test and then forget what they know. As many as 21 (twenty-one) choose **Neutral**. It can be said some of them feel nervous when getting oral tests, and then they forget what they know. Some of them feel confident when to get the oral test. As many as 14 (fourteen) choose to **Disagree**, it can be said they feel confident when they get the oral test, and they remember what they know. As many as 3 (three) students choose **Strongly Disagree**. It can be said they always feel confident and remember what they know.

e) Question Number 5

As many as 18 (eighteen) choose **Strongly Agree**. It can be said that students always panic when they have to speak without preparation for the oral test. As many as 33 (thirty-three) choose to **Agree**. It can be said they feel panic when they have to speak without preparation for an oral test. As many as 21 (twenty-one) choose **Neutral**, it can be said some of them feel panic and the rest feel calm when they have to speak without preparing for an oral test. As many as 13 (thirteen) choose to **Disagree**. It can be said they feel calm when they have to speak without preparing for an oral test. As many as 3 (three) students choose **Strongly Disagree**. It can be said they always feel calm when speaking without preparing for an oral test.

f) Question Number 6

As many as 8 (eight) students choose **Strongly Agree**. It can be said they always feel more tense and nervous in English class than in other courses. As many as 18 (eighteen) choose to **Agree**. It can be said they feel more anxious and worried in English class than in other courses. As many as 25 (twenty-five) choose **Neutral**. It can be said some of them feel more tense and nervous in English class than in other courses. Some of them feel quiet and calm in English class. As many as 32 (thirty-two) students choose to **Disagree**. It can be said they feel quiet and calm in English class. As many as 5 (five) choose **Strongly Disagree**. It can be said they always feel peaceful and serene in English class.

g) Question Number 7

As many as 7 (seven) students choose **Strongly Agree**. It can be said they always feel at ease or comfortable during the test in English class. As many as 34 (thirty-four) choose to **Agree**. It can be said they usually feel at ease or relaxed during the test in English class. As many as 40 (forty) choose **Neutral**, it can be said some of them feel comfortable, and the rest feel uncomfortable during the test in English class. As many as 7 (seven) choose to **Disagree**. It can be said they usually feel uncomfortable during the test in English class.

h) Question Number 8

As many as 14 (fourteen) students choose **Strongly Agree**. It can be said they always feel the other students speak the foreign language better than their do. As many as 36 (thirty-six) choose to **Agree**. It can be said they feel the other students speak the foreign language better than their do. As many as 30 (thirty) choose **Neutral**. It can be said that some of them feel the other students speak better than theirs, and the rest feel the other students speak better just like them. 7 (seven) students choose to **Disagree**. It can be said they feel the other students' speech is better, just like theirs. 1 (one) student picked **Strongly Disagree**. It can be said he feels the other students' speech is better, just like theirs.

i) Question Number 9

As many as 8 (eight) students choose **Strongly Agree**. It can be said they always feel self-conscious when speaking a foreign language in front of other students. As many

as 25 (twenty-five) choose to **Agree**. It can be said they feel self-conscious when speaking a foreign language in front of other students. There are 28 (twenty-eight) students who choose **Neutral**, it can be said some of them feel self-conscious, and the rest feel proficient when speaking a foreign language in front of other students. There are 22 (twenty-two) students who choose **Disagree**. It can be said they feel proficient when speaking a foreign language in front of other students. As many as 5 (five) students choose **Strongly Disagree**. It can be said they always feel proficient when speaking a foreign language in front of other students.

j) Question Number 10

As many as 6 (six) students choose **Strongly Agree**. It can be said they always feel nervous and confused when speaking in their English class. There are 25 (twenty-five) students who chose **Agree**. It can be said they feel anxious and confused when speaking in their English class. 37 (thirty-seven) students choose **Neutral**; some of them feel confused and nervous, and the rest feel calm and convinced when speaking in their English class. As many as 16 (sixteen) choose to **Disagree**. It can be said they feel calm and convinced when speaking in their English class. As many as 4 (four) students choose **Strongly Disagree**. It can be said they always feel calm and convinced when to speak in their English class.

k) Question Number 11

As many as 10 (ten) students choose **Strongly Agree**. It can be said they always feel very sure and relaxed when they're on the way to English class. As many as 35 (thirty-five) students choose to **Agree**. It can be said they feel very sure and relaxed when they're on the way to English class. There are 38 (thirty-eight) who choose **Neutral**, it can be said some of them feel very sure and relaxed, and the rest feel doubtful and nervous on their way to English class. As many as 5 (five) choose to **Disagree**. It can be said they feel insecure and worried when they're on the way to English class.

l) Question Number 12

As many as 5 (five) students choose **Strongly Agree**. It can be said they always feel confident when their speak in English class, especially when they get an oral test. As many as 20 (twenty) students choose to **Agree**. It can be said they feel confident when their speak in English class, especially when they get an oral test. There are 43 (forty-

three) who choose **Neutral**, it can be said some of them feel confident, and the rest feel unconfident when their speak in English class, especially when they get an oral test. As many as 18 (eighteen) choose to **Disagree**. It can be said they feel unconfident when they speak in English, especially when getting an oral test. Only 2 (two) students choose **Strongly Disagree**. It can be said they always feel unconfident when their speak in English class, especially when they get an oral test.

The result of Interview

There are nine questions for the students in this interview. Nine students give responses to interview and the students who were interviewed were students who have anxiety problems in oral test

1. Question Number 1 “What do you know about anxiety and oral test?”

"Anxiety is a feeling of nervousness and restlessness in a certain condition, and oral test is a test that is carried out directly" (NF, interviewee). "Anxiety is a feeling of discomfort, fear, and nervousness when faced with something. Oral test is a test to measure something like students' understanding or ability by speaking directly with their mouths" (MIT, interviewee). "Anxiety is a disorder that usually appears when dealing with many people and oral test is a test that is carried out directly face to face with other people" (DYAP, interviewee). "Anxiety is the human condition that causes emotions due to certain objects, and oral tests are tests that are carried out orally without reading written material" (PA, interviewee).

2. Question Number 2 “What is the main cause of anxiety in yourself when you get an oral test?”

"In my opinion, the main cause of my anxiety when i get oral test is fear if the results of the oral test are not as expected" (NF, interviewee). "The main cause of anxiety that arises in me when i get oral test is Fear and unconfident that is inside of me" (RK, interviewee). "The main reason of feeling anxious when i will take or get oral test is Lack of knowledge" (WNA, interviewee). "The main cause of anxiety that arises in me when i take oral test is Fear of not being able to answer correctly, lack of practice, not accustomed, and lack of mastery of the material" (MIT, interviewee). "In my opinion, the main cause of anxiety is Afraid if not being able to answer question given by lecture" (DYAP).

3. Question Number 3 “What are the good points of oral test on your course?”

"Oral test is very good to make us always train to speak" (RK, interviewee). "Oral test is perfect for making us always can practice to think quickly and effectively and spur themselves to improve speaking skills" (WNA, interviewee). "Oral test is very useful for us in practice public speaking and add more insight" (JS, interviewee). "For myself, the Oral test is useful for training us directly to answer when the question is done read by lecture" (DYAP, interviewee). "Oral test is very useful because the test execution time is very fast and usually the questions during the oral test are always significant which refers to only one thing" (PA, interviewee).

4. Question Number 4 “What are the bad points of oral test on your course ?”

"For myself, the thing that makes me not like oral tests is when the oral test that is carried out suddenly sometimes makes my anxiety increase" (NF interviewee). "Two things that make me less interested in an oral test is the oral test can make me nervous and lose focus" (RK, interviewee). "Two things that make me anxiety when i get oral test is the oral test can make me nervous and panic" (JS, interviewee). "I don't really like the oral test because of the lack of preparation from me before take the test" (PA, interviewee).

5. Question Number 5 “How important do you think about oral test in some your course?”

"According to my thoughts, oral test is very important, especially in speaking course. Oral tests are very necessary to find out where students' abilities have reached" (NF, interviewee). "In my opinion, the oral test is important to train students' abilities in facing challenges" (WNA, interviewee). From my experience, oral tests are very important as well as helping to make it easier for us in a foreign language" (ARP, interviewee). "According to my experience when I get the oral test, it is very important to be carried out several times because the oral tests train mentality, understanding, speaking skills and conveying ideas as they are" (MIT, interviewee). "For me, the Oral test is quite important in a certain course, so that lectures can find out how many students have understood the material given" (PA, interviewee).

6. Question Number 6 “What problems do you often get when you take the oral test?”

"The problem that I often get when I take the oral test is I always feel Excessive panic and fear of not as expected of the oral test questions" (NF, interviewee). "The problem that arises when I will take the oral test is that I will feel Excessive nervous that I can't focus and make me stutter" (RK, interviewee). "The problem that definitely arises when I will take the oral test is I will feel confused for choosing words" (WNA, interviewee). "The problem that definitely comes to me when taking the oral test is I can feel lack of insight and preparation" (JS, interviewee). "From my experience, when I will take the oral test, some problem must arise like nervous and overthinking" (MIT, interviewee). "For me, The problem in myself that arises when I get the oral test is I will feel unexpected with the questions from the lecture and sometimes when taking the oral test. I can't answer some of the questions given" (DYAP, interviewee).

7. Question Number 7 “What are your effort to prevent anxiety in yourself for the next oral test?”

"Before I will take the oral test, the effort that I always make as not to feel anxious is by trying to study regularly before the oral test starts" (NF, interviewee). "From my experience, the effort that I made before taking the oral test so as not feel anxious is by practising in front of the mirror before taking the oral test" (WNA, interviewee). "Before taking the oral test, the effort I made not to feel anxious in the oral test is I will learn more vocabulary, especially new vocabulary" (EP, interviewee). "The effort that I will make before taking the oral test is I always do prepare ourself as well and stop making the same mistakes in the next test" (MIT, interviewee).

8. Question Number 8 “According to your experience, how long do you prepare when you want to take the oral test?”

"I prepare myself before taking an oral test one week before the oral test starts. So I can master the material seriously when the test takes place later" (NF, interviewee). "I usually prepare myself before the test starts, especially the oral test, around one day and one night" (RK, interviewee). "From my personal experience before taking the oral test, I prepared all these things during two until three days" (JS, Interviewee). "I prepared all things related to the oral test only one hour before the test" (ARP, interviewee).

9. Question Number 9 “Do you agree with the statement that the oral test is easier than another test? If you answer yes, why and if you answer no, why?”

"From my personal experience, I have taken various tests both on campus or outside, and I think each test has its own difficulties. So, I can't answer yes or no. Moreover, the test depends on the type of ability to be tested" (NF, interviewee). "I think the oral test is easier than other tests is yes because I can convey my answer directly without having to compose in such a way the writing on paper" (WNA, interviewee). "In my opinion, the oral test is easier than another test, yes, and I agree. Because I think the oral test is more practical with what answers we know" (JS, interviewee). "For me, the oral test is easier than other tests is no. Because the oral test is more challenging than other tests, we can still erase the answer in the written test, while in the oral test, what comes out from our mouths is the answer" (MIT, interviewee). "From my personal experience, I think the oral test is easier than other tests is no because the oral test has a high level of difficulty" (PA, interviewee).

KESIMPULAN DAN SARAN

This research concludes that anxiety is a disorder often experienced by students and can affect students learning abilities on campus and at home. There are many main causes of the students' anxiety in an oral test, such as lack of vocabulary, lack of confidence, lack of preparation, fear of making mistakes, and afraid of can't answer the question from the lecture. Also, there are many solutions to preventing the students' anxiety in the oral test, such as Positive thinking, stopping making the same mistakes, making good preparation, and practising in front of the mirror. The researcher hopes that this research can be useful for the readers so that they can find out about the main causes of the students' anxiety in oral tests and the solutions to preventing the students' anxiety on the oral test. Suggestion for the next researchers, were recommended to make all respondent answer all questions in the study with various ways such as always contact participants who still have not answered questions because the limitation of this study were a few respondent didn't respond some of question. So, that there are no participants who do not answer questions or provide something that will attract them to participate in our research.

UCAPAN TERIMA KASIH

The researcher would like to thank all parties, including family, friends, colleagues, and other parties who have helped the researcher complete this research until the end. Also, the researcher would like to say thank you for all lecture in English Study Program of IAIN Palangka Raya especially first advisor and second advisor.

DAFTAR REFERENSI

- Creswell, J. W. (2012). *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative*. Lincoln: University of Nebraska.
- Elena Commodari, Valentina Lucia La Rosa. (2021). "General Academic anxiety and math anxiety in Primary School. The Impact of math anxiety on calculation skills". Journal of Acta Psychologica. <https://doi.org/10.1016/j.actpsy.2021.103413>
- Hyun-Ju, Kim. (2016). Rater reliability in L2 Oral Proficiency Tests. *English Teaching*, 61(3), 105–118.
- Ika Nur Pratiwi, Laily Hidayati, Novela Ikko Alviani, Lisa McKenna (2017) "The correlation between anxiety levels and spiritual activities with motivation to recover in pulmonary tuberculosis."
- Jutta Ernst, Katja-Daniela Jordan, Sonja Weilenmann, Onur Sazpinar, Samuel Gerhke, e.t al. (2021). "Burnout, depression and anxiety among Swiss medical Students – A network analysis". *Journal of Psychiatric Research*. 196-201. <https://doi.org/10.1016/j.jpsychires.2021.09.017>
- Laura M. Vowels, Katherine B. Carnelley, Sarah C.E. Stanton (2021) "Attachment Anxiety predicts worse mental health outcomes during COVID-19 : Evidence from two studies." <https://doi.org/10.1016/j.paid.2021.111256>
- Maria J.Sharrock, Alison E.J. Mahoney, Hila Haskelberg, Michael Millard, Jill M. Newby. (2021) "The uptake and outcomes of Internet-based cognitive behavioral therapy for health anxiety symptoms during the COVID-19 pandemic". *Journal of Anxiety Disorders*. <https://doi.org/10.1016/j.janxdis.2021.102494>
- Mohajan, Haradhan Kumar. (2018). *Qualitative Research Methodology in Social Science and Related Subjects*. Bangladesh: Journal of Economic Development, Environment, and People.
- Md. Najmol Hoque, Afsana Hannan, Shahin Imran, Muhammad Asiqul Alam, Bidyut Matubber, Sourav Mohan Saha (2021) "Anxiety and Its Determinants among undergraduate Students during E-Learning in Bangladesh Amid Covid-19". *Journal of Affective Disorders Reports*. <https://doi.org/10.1016/j.jadr.2021.100241>
- Shakouri, Nima. (2014). *Qualitative Research: Incredulity toward Metanarrativeness*. Iran: Journal of Education and Human Development. *International Journal of Health Policy and Management*, Vol 7(9).
- Seixas, B. V., Neale S. & Craig M. (2017). *The Qualitative Descriptive Approach in International Comparative Studies: Using Online Qualitative Surveys*
- Viviana M. Wuthrich, Jessica Belcher, Chris Kilby, Tess Jagiello, Catherine Lowe (2021) "Tracking stress, depression, and anxiety across the final year of secondary school : A longitudinal study". *Journal of School Psychology*. 18-30. <https://doi.org/10.1016/j.jsp.2021.07.004>

- Yanan Liu, Xi Wang, Pengfei Sun, Qi Zhang, Cheng Zhang, Yane Shen, Shixuan Wang, Jing Ma, Guangfa Wang. (2021). “*Sleep disturbance and anxiety symptom among public during the second wave of COVID-19 in Beijing: A web-based cross-sectional survey*”. *Journal of Affective Disorders*. 80-85. <https://doi.org/10.1016/j.jad.2021.10.068>
- Yang Song, Kristin Sznadjer, Can Cui, Yilong Yang, Ying Li, et. al. (2021). “*Anxiety and its relationship with sleep disturbance and problematic smartphone use among Chinese medical students during COVID-19 home confinement — A structural equation model analysis*”. *Journal of Affective Disorders*. 315-321. <https://doi.org/10.1016/j.jad.2021.09.095>
- Yongqig Hou, Wanying Hou, Yinghui Zhang, Wen Liu, Antao Chen. (2021). “*Relationship between working stress and anxiety of medical workers in the COVID-19 situation: A moderated mediation model*”. *Journal of Affective Disorders*. 314-320. <https://doi.org/10.1016/j.jad.2021.10.072>