

ANXIETY IN ORAL PERFORMANCE TESTS: A CASE STUDY OF INDONESIAN LEARNERS

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Abstract

This study examined anxiety experienced by students before an oral performance test, the relationship between the anxiety and their test performance, and strategies they applied to reduce the anxiety. The participants were 107 Indonesian students who enrolled the English speaking classes. This study revealed that the students did not experience a high level of anxiety before the oral performance test. There was not a very significant relationship between anxiety and their score in the performance test. Finally, some strategies to cope the anxiety were also discussed.

Keywords: anxiety, oral performance test, strategies, and scores

INTRODUCTION

It is undeniable that anxiety in second language learning has increasingly become a focus of researchers' studies. Anxiety is considered as the most 'anxiety-producing experience' experience foreign language have in their learning processes. One third to one half of foreign language learners examined experienced certain levels of language anxiety (Worde, 2003). On the one hand, language anxiety is viewed as one of the most influential affective hindrances for second language learners from their achievement in a high level of proficiency in a foreign language (MacIntyre 1995; Horwitz, 2001; Park & Lee, 2004; Liu, 2007). However, a certain amount of anxiety can drive students to have a better performances in language learning (Bailey, 1983,) or the relationship between anxiety and language learning is inconclusive (Young, 1991).

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Since various articles have dealt with foreign language anxiety and oral communication in the classrooms, this study aims to investigate whether or not university students experience some level of anxiety when they have an oral performance test. In order to find it out, a widely known measure related to L2 anxiety, The Foreign Language Classroom Anxiety Scale (Horwitz *et al.*, 1986) was adapted and distributed to the students who are going to take a speaking test. By getting the responses to The Foreign Language Classroom Scale (FLCAS), a scale which has been an attempt to single out anxiety from various learning variables, it will be revealed whether or not students experience facing a speaking test experience anxiety? Moreover, this study attempts to discover the correlation between the students' anxiety and the scores of their oral performance test. Specifically, it aims at answering the following questions: Does language anxiety significantly correlate with the scores in the test? Finally, when students experienced anxiety, how did they cope with their hindrances. What strategies do they apply to overcome their anxiety?

LITERATURE REVIEW

Anxiety becomes a complex affective factors that is closely related to someone's psychological state associated with feelings of uneasiness, frustration, doubt, apprehension, or worry (Scovel, 1978 as cited in Park & Lee, 2004). Foreign language anxiety is distinct from state anxiety and trait anxiety since it does not only occur under a particular and temporary situation and it is not a permanent individual characteristic, either. Foreign language anxiety is considered to be situational since it occurs specifically in the foreign language learning context (Katalin, 2006; Woodrow, 2008; Zheng, 2008; Toth, 2011). Although anxiety has been mostly associated with spoken language competency, in recent studies it is specifically related to other language competencies (Horwitz, 2001; Woodrow, 2006) such as with reading, listening, and writing. Foreign language anxiety research (Oxford, 2005) has also suggested that anxiety-related behaviour differs from culture to culture.

Horwitz *et al.* (1986) developed the most commonly used tool for measuring foreign language anxiety which is known as the Foreign Language Classroom Anxiety Scale (FLCAS). The scale is a 33-item self report Likert Scale that covers issues: communication apprehension, fear of negative evaluation, and test anxiety. Studies on different affects of anxiety in relation to second or foreign language performance using FLCAS have been conducted by scholars in different places (Aida, 1994; Liu, 2004; Park & Lee, 2004).

Aida (1994) tried to discover the relationship between second language anxiety and students' performance in Japanese learning for native speakers of English. She used Horwitz's FLCAS as the research framework and discovered that her study supported the validity of FLCAS but only partially supported its test anxiety. She also suggested that test anxiety might not be specifically relevant to foreign language anxiety.

Liu (2007) conducted a study on anxiety in oral English classrooms in a Chinese university. The study revealed that anxiety was experienced by a considerable number of students when speaking English in class, and they were most anxious when singled out to speak or give presentation in front of the classes. She also mentioned that lack of vocabulary, low English proficiency, and memory disassociation were reasons of the anxiety.

Park & Lee (2004) examined the relationship between L2 anxiety, self confidence, and oral performance. Involving 132 Korean students who enrolled the English conversation classes, they conducted a study using a questionnaire of 30 items about anxiety, confidence and English oral performance (11 items of self confidence and 19 items of anxiety adapted from Aida (1994) and Horwitz *et al.* (1986). Result of the analyses showed that there were significant affects of anxiety and self confidence on L2 learners' oral performance.

METHODOLOGY

Participants

The participants of this study consisted of 107 Indonesian students of English who were taking Speaking classes. 65 students were taking Speaking 3 which was considered to be advanced learners, while the rest, 42, were taking Speaking 1 who were considered to be intermediate ones. All of the students were about to take the speaking tests. For the advanced level, the students were asked to perform a parliamentary debate in which each student had his/her own role in the debate: the prime minister, leader of the opposing party, two supporters for each group and the last speakers who had to give the conclusion. They prepared several topics for the debate several days before, but they got their topics and roles in the debate thirty minutes before they performed. For the intermediate students, the teachers asked them to prepare three-minute dialogs on seven topics at home to perform in the test. Five minutes before their turn, the students had to draw lots for their topics. In the oral test, beside the dialogs, the teachers also gave some spontaneous questions for them to answer or comment for free conversations.

Instruments

This study involved two sources: the questionnaire and the test scores of the students in the oral performance tests.

First, to collect the data a questionnaire was distributed to the students. The questionnaire consisted of two parts, namely, Part A, the adapted version of Horwitz's Foreign Language Classroom Anxiety Scale (FLCAS) and Part B, the strategies applied to reduce anxiety.

Part A (FLCAS) consisted of 30 Likert Scale items with four possible responses instead of five, namely strongly disagree, disagree, agree, and strongly agree. The option 'neither agree nor disagree' is not used. Also the word 'class' and 'foreign language' were consistently replaced by 'oral test' and 'English' successively. The three items taken out from the original version were Item no 17; 25; and 32. Item no 17: 'I don't feel like going to my language class' was not used because the test is obligatory so that they have to join it. Item no 25 'Language class moves so quickly I worry about getting left behind.' Was not used either because the students or the respondents did not have to think or to worry about being left behind. Item no 32: 'I would probably feel comfortable around native speaker of the foreign language.' was not used because in the test all the teachers were Indonesian.

Part B consisted of 12 strategies that students could apply to reduce or overcome anxiety. They involved direct strategies (memory strategy, cognitive strategy, and compensation strategy) and indirect strategies (affective strategy, social strategy, and metacognitive strategy) as Oxford (1990) suggested. Students can pick up more than one strategy. Second, the oral tests themselves also provided the students' scores which also became the data of the study.

Procedures

To assess whether the students feel anxious and nervous about the oral test or not, the adapted version of the Foreign Language Classroom Anxiety Scale (FLCAS) of Horwitz et.al's (1986) was used to answer the first aim of the study. The responses of the scale (Part A) were valued: strongly disagree was 1; disagree was 2; agree was 3, and strongly agree was 4. The students' scores for the items of the FLCAS were calculated using the Microsoft Excel Program and in order to figure out the degrees of anxiety the students had before the test the students' scores (the lowest was 30 and the highest were 120) were classified into three categories, namely low when scores were between 30–60; medium when the scores were

between 61 – 90; and high when the scores were between 91 - 120 . Then, in order to see how the anxiety correlated with the students’ performance in the oral tests, using SPSS 15.0 for Windows the results of the questionnaire were correlated with the scores the students got in the oral tests. Finally, the tabulation of the students’ choices on the strategies provided in Part B of the questionnaire gave a picture on how students reduced or overcome the anxiety.

FINDINGS AND DISCUSSION

Students’ Anxiety

For the anxiety the students have before the oral performance tests, the result of the questionnaire (Table 1) shows that for the intermediate class, 4 (four) of the students’ scores are categorized into the first category with the scores between 91 – 120; 36 (thirty six) of the scores belong to the second category with the scores between 61 -90; and 2 (two) of the scores belong to the third category with the scores between 30 – 60. For the advanced class, 15 of the students’ scores belong to the first category (91-120); 48 of the students’ scores belong to second category (61-90); and 2 scores belong to the third category (31-60).

Those figures show that 9.5% of the intermediate students and 23% of the advanced one experienced a high degree of anxiety before the oral performance test. Furthermore, 86% of the intermediate students and 74% of the advanced one experience a medium degree of anxiety before taking the oral performance test. Finally, 4.5% of the intermediate students and 3% of the advanced students experienced a low degree of anxiety before the oral performance tests. Those show that the most of the students do experience a medium degree of anxiety before they take the oral performance test. Only a few of them experience a low degree of anxiety, and not many of them experience the high degree of anxiety.

TABLE 1
Result of the Questionnaire (Advance Class)

Category	Intermediate	Advanced	Total
I 91 - 120	4	15	19
II 61 – 90	36	48	84
III 30 – 60	2	2	4

Looking at the responses of the questionnaire, it shows out that the advanced students experience anxiety on more items of the questionnaire than the intermediate ones. The advanced students get anxiety on 9 (nine) items of the questionnaire while the intermediate students experience

anxiety on only two items. The items in which the advanced students experience anxiety are items no 8 (*Saya mulai panik ketika saya harus berbicara tanpa persiapan di dalam ujian lisan* 'I start to panic when I have to speak without preparation in the oral examination'), no 9 (*Saya khawatir dengan akibatnya kalau saya gagal dalam ujian lisan itu* 'I worry about the consequences of failing in the oral examination'), no 11 (*Dalam ujian lisan saya begitu bingung ketika saya lupa akan sesuatu hal* 'In the oral examinations, I can get so nervous I forget things I know'), no 14 (*Bahkan ketika saya siap untuk suatu ujian lisan, saya tetap merasa cemas dengan ujian itu* 'Even if I am well prepared for the oral examination, I feel anxious about it'), no 18 (*Saya merasa jantung saya berdegup kencang ketika saya akan dipanggil ke dalam ujian lisan* 'I can feel my heart pounding when I'm going to be called on in the oral examination'), no 20 (*Saya merasa lebih tegang dan khawatir dalam ujian lisan daripada di ujian lainnya* 'I feel more tense and nervous in the oral test than in other tests'), no 23 (*Saya menjadi nerves ketika saya tidak memahami setiap kata yang dikatakan oleh guru* 'I get nervous when I don't understand every word the English teacher says'), no 26 (*Saya merasa khawatir ketika guru menanyakan sesuatu yang belum saya persiapkan* 'I get nervous when the English teacher asks questions which I haven't prepared in advance'), and 27 (*Saya merasa tegang dan khawatir ketika saya harus membicarakan hal-hal yang tidak saya ketahui* 'I get nervous when the English teacher asks questions which I haven't prepared in advance'). While the intermediate students get anxious only on items no 9, and 27. The average scores of the responses for those items are 3 or above 3 (three anxiety), meaning that almost all the students agree that they have anxiety on those items.

Of the items above, item no 27 which both the intermediate and advanced students endorse, gets the highest score (Average scores: 3 and 3.26 for the intermediate and advanced classes). That means that the fact that they are going to have an oral test and in the test they may be faced with things that they do not know indeed causes high anxiety. Being scared of having negative results in the test, as item no 9 suggests, becomes another cause of the high anxiety for both the intermediate and advanced students. Both items indicate that the students feel feared of being less competent or being negatively evaluated (Liu, 2007). For the advanced students, there are other types of items which cause their anxiety. They can be categorized as test anxiety which may be caused by a lack of practice or preparation (Item no 11, no 14, no 18, no 20, and no 26), and communication apprehension which may be caused by the students' perception of their inability to understand others to make themselves understood (no 23, and no 26) as suggested by McIntyre & Gardner, 1989, and Liu, 2007.

Concerning the items which cause the lowest anxiety (the least means scores), the intermediate students endorse item no 6 (Selama ujian lisan saya memikirkan hal lain yang tidak berkaitan dengan ujian lisannya 'During my oral examination, I find myself thinking about things that have nothing to do with the oral examination'), while the advanced students endorse item no 2 (Saya tidak khawatir akan membuat kesalahan dalam ujian lisan nanti 'I don't worry about making mistakes in the oral examination'). They show that the intermediate students do not endorse one the relaxation technique in overcoming the anxiety, namely by thinking about things other than the oral examination. The responses of advanced students give an contradicting picture. On the one hand, from the other responses, the fear of negative evaluation in the oral performance test creates anxiety (Item no 27) but, on the other hand, they do not worry about making mistakes in the test which may result low scores in the oral test (Item no 2).

Students' Anxiety and the Oral Performance

Concerning the second objective of this study, namely, the relationship between the anxiety and the oral performance, the degree of the students' anxiety is correlated with the scores the students get in the oral performance test. Using the SPSS 15.0 for Windows, the data, the Questionnaire scores and the students' test scores are tabulated. The Table 2 below shows the result of the tabulation.

TABLE 2
 Correlation of the students' anxiety and students' oral test scores
 Correlation of anxiety and Oral Performance test (Intermediate Class)

		anxiety1	score1
anxiety1	Pearson Correlation	1	-.105
	Sig. (2-tailed)		.503
	N	43	43
score1	Pearson Correlation	-.105	1
	Sig. (2-tailed)	.503	
	N	43	43

TABLE 2
Correlation of anxiety and Oral Performance Test (Advanced Class)

		Anxiety 2	Score 2
anxiety	Pearson Correlation	1	-.148
	Sig. (2-tailed)		.238
	N	65	65
Score	Pearson Correlation	-.148	1
	Sig. (2-tailed)	.238	
	N	65	65

The Tables above show that the correlations of the students anxiety and the oral performance test of both the intermediate students and the advanced students, 0.505 and 0.238 are bigger than $p < 0.05$. That means that the correlations between the two variables, namely the level of anxiety and the oral performance scores are not significant.

Strategies to Overcome Anxiety

The responses the students give to the questions in Part B of the questionnaire show the strategies the students apply to overcome their anxiety. Table 4 below shows the responses.

TABLE 4
 Strategies to overcome anxiety

	Strategies	Number
1	Membuat persiapan yang baik 'Make a good preparation'	58
2	Berlatih, berlatih, dan berlatih 'Practice, practice, and practice'	46
3	Meyakinkan diri sendiri dengan berkata." Tenang, tenang, dan tenang" 'Convince yourself by saying: Calm down, calm down, and calm down'	46
4	Membuat catatan tentang gairs besar, kata-kata kunci, dan gambar-gambar. 'Make notes on the outlines, key words, and graphs'	48
5	Menghafalkan semua kata-kata yang akan digunakan. 'Memorize all words you are going to use'	23
6	Mendekati dan berbicara dengan teman yang kelihatan tenang. 'Approah and talk to someone who looks calm'	23
7	Menebak-nebak hal-hal yang akan ditanyakan dalam ujian lisan. 'Guess what questions you are going to have in the oral test'	33
8	Menciptakan rasa senang ketika melakukan persiapan. 'Create a nice feeling during the preparation'	30
9	Memusatkan perhatian pada hal-hal mengenai ujian lisan itu. 'Concentrate on things connected with the oral test'	44
10	Diam dan masa bodoh dengan ujian lisan itu. 'Do nothing and be indifferent about the oral test'	4
11	Memikirkan hal-hal lain yang tidak berkaitan dengan ujian lisan itu. 'Think of things which are not related with the oral test'	4
12	Membaca dan memperbaiki persiapan untuk ujian lisan itu. 'Read and revise the preparation for the oral test'	57

From Table 4. above it can be seen that students (both the intermediate and advanced classes) apply certain strategies to overcome their anxiety. Clearly, the students apply both the direct and indirect learning strategies to overcome their anxiety. For the direct strategies, they apply the memory strategy (Strategy no 1, 4 , 5); cognitive strategy (Strategy 2, 12) and compensation strategy (Strategy no 7). The students' strategies that can be categorized as the indirect strategies are Strategy no 8 (affective strategy), strategy no 6 (social strategy), and strategy no 9 (metacognitive strategy). Strategy no 3, 10 and no 11 are things which are not connected with language learning. They are ways to calm them down for increasing their confidence (Strategy no 3), to think about other things, usually things that do not create any anxiety (Strategy no 11), or do nothing (Strategy no 10). Only few students apply last two strategies, possibly because those things just take the students away from their real problems and do not really overcome their real fear , namely failing or getting negative evaluation in the

test. Students still apply Strategy no 3, because it may increase their confidence and, finally, may improve their performance in the oral test. In contrast, the strategies which support or directly overcome their fear of being failed in the test and getting the height scores (Strategy no 1, and 12), and they belong to direct strategy: memory strategy and cognitive strategy.

DISCUSSION

Concerning the anxiety, the moderate degree of anxiety the students experience before the oral test can be related to the nature of the oral tests. Both the intermediate and advanced students feel less anxious or more comfortable facing the oral tests because in the tests they have to perform in pairs or groups or they do not see the teachers (examiners) individually. This is parallel with what Horwitz (2001), as cited by Mahmoodzadeh (2012), stated that language learners feel less stressful or more comfortable in pair work. This also shows that learners still perceive their language teachers as frightening figures who can become the source of their fear or uncomfortable feeling. If this kind of feeling remains strong in the learners' state of mind, it is possible that the less motivated and capable ones will perform even worse. To reduce the negative impact and to step up the success of the learning processes, language teachers should be able to carry out their roles in language classes well, especially as the designers, motivators, consultants and partners. The frightening figure of language teachers as the correctors and evaluators will also be reduced. The fear of making mistakes, losing face, failure, inability to express oneself, inability to live up to a certain standard will be lessened, and the students will be more successful in learning a foreign language.

In relation to the correlation between the degree of anxiety and the test scores, it is unusual that the result is not significant. Chastin (1975), as cited by Park and Lee (2004), also showed that test anxiety was a significant predictor for Spanish, but it was negatively correlated with French classes. Therefore, there is no consistency in the studies concerning anxiety and language test scores. The result will even vary when anxiety is related to different language skills such as writing, listening, and reading. However, it does not mean that anxiety does not have any influence at all to the learners' language performance, since it can have both negative and positive influence on the language learners' performance (Park and Lee, 2004). To be successful, language teachers should be more careful in managing the classroom environment so that anxiety can always facilitate learning and the successful result can be more expected.

Finally, students have various ways to cope with their anxiety, however, they have to be able to pick up ones suitable to them. Students should be able to make themselves less nervous. They should do anything to make themselves more confident and ease with the foreign language they are learning. In facing a test they have to prepare the test well and to have adequate practices, since good preparation and practices give higher expectation of success. Besides, teachers also have significant roles in the success of the teaching and learning processes. To be able to manage the supportive and friendly classroom environment in order to maintain the right degree of learning anxiety is essential. Keeping the learners' high motivation and creating a comfortable classroom environment will build up the learners confidence to practice using the foreign language and this will ensure the foreign language learning processes (Liu, 2007).

CONCLUSION

From the discussions in the previous sections it can be concluded that before the oral performance test, students of both the intermediate and advanced classes experience anxiety even though it is just a medium degree. The fear of being failed in the examination becomes the main cause of the anxiety.

Although the students experience a medium degree of anxiety, that fact does not correlate significantly with their scores in the oral performance test. That is not parallel with the previous studies which suggest a significant correlation between anxiety and language performance. Concerning the strategies to overcome anxiety, students apply various learning strategies that help them overcome the main fear of taking a test: failure. The strategies that most students picked up to overcome the anxiety can be categorized into the memory strategy and cognitive strategy. To be successful in learning a foreign language, the cooperation of both the teachers and learners is needed. Language teachers should be able to create supportive classroom environment to keep the learners' anxiety at the right degree and the learners should understand their conditions and characteristics better so that they can apply the right strategies to cope with their anxiety and that the anxiety will not create any negative but positive impacts on the learning processes.

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Appendix

Nama :
NIM :

Kuesioner

Bagian A:

Apa pendapat anda mengenai pernyataan-pernyataan mengenai *anxiety* berikut ini? Jawablah dengan jujur. Berikanlah tanda silang pada huruf yang menunjuk pada respon anda. Kuesioner ini tidak mempengaruhi nilai test lisan anda.

STS = sangat tidak setuju
TS = tidak setuju
S = setuju
SS = sangat setuju

Pernyataan

Respon anda

1. Saya tidak pernah merasa sangat yakin pada diri sendiri ketika mengikuti test lisan. I never feel quite sure of myself when I am taking an oral examination.	(STS) (TS) (S) (SS)
2. Saya tidak khawatir akan membuat kesalahan dalam ujian lisan nanti. I don't worry about making mistakes in the oral examination.	(STS) (TS) (S) (SS)
3. Saya gemetar ketika tahu bahwa saya akan dipanggil untuk ujian lisan. I tremble when I know that I'm going to be called on in the oral examination.	(STS) (TS) (S) (SS)
4. Saya sangat takut ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa Inggris. It frightens me when understand what the teacher is saying in English.	(STS) (TS) (S) (SS)
5. Saya tidak merasa khawatir untuk mengambil kelas bahasa asing lain. It wouldn't bother me at all to take more foreign language classes.	(STS) (TS) (S) (SS)
6. Selama ujian lisan saya memikirkan hal lain yang tidak berkaitan dengan ujian lesannya During my oral examination, I find myself thinking about things that have nothing to do with the oral examination.	(STS) (TS) (S) (SS)
7. Saya terus menerus berpikir bahwa mahasiswa lain bahasa Inggrisnya lebih baik dari saya.	

I keep thinking that the other students are better at English than I am.	(STS) (TS) (S) (SS)
8. Saya mulai panik ketika saya harus berbicara tanpa persiapan di dalam ujian lisan. I start to panic when I have to speak without preparation in the oral examination.	(STS) (TS) (S) (SS)
9. Saya kuatir dengan akibat kalau saya gagal dalam ujian lisan itu. I worry about the consequences of failing in the oral examination.	(STS) (TS) (S) (SS)
10. Saya tidak mengerti mengapa orang merasa kesal dengan ujian lisan. I don't understand why some people get so upset over oral examinations.	(STS) (TS) (S) (SS)
11. Dalam ujian lisan Saya begitu bingung ketika saya lupa akan sesuatu hal. In the oral examinations, I can get so nervous I forget things I know.	(STS) (TS) (S) (SS)
12. Adalah hal yang memalukan saya untuk memberikan jawaban tanpa diminta dalam ujian lisan. It embarrasses me to volunteer answers in the oral examination.	(STS) (TS) (S) (SS)
13. Saya merasa kesal ketika saya tidak memahami apa yang dikoreksi oleh guru. I get upset when I don't understand what the teacher is Correcting.	(STS) (TS) (S) (SS)
14. Bahkan ketika saya siap untuk suatu ujian lisan, saya tetap merasa cemas dengan ujian itu. Even if I am well prepared for the oral examination, I feel anxious about it	(STS) (TS) (S) (SS)
15. Saya sering merasa tidaka ingin ikut suatu ujian lisan. I often feel like not going to my oral examination.	(STS) (TS) (S) (SS)
16. Saya merasa yakin ketika harus berbicara dalam bahasa Inggris di dalam ujiana lisan. I feel confident when I speak English in the oral examination.	(STS) (TS) (S) (SS)
17. Saya merasa takut bahwa guru Inggris saya sudah siap untuk mengoreksi semua kesalahan yang saya buat.. I am afraid that my English teacher is ready to correct every mistake I make.	(STS) (TS) (S) (SS)
18. Saya merasa jantung saya berdegup kencang ketika saya akan dipanggil ke dalam ujian lisan. I can feel my heart pounding when I'm going to be called	(STS) (TS) (S) (SS)

on in the oral examination.	
19. Saya tidak merasa tertekan mempersiapkan ujian lisan itu dengan baik. I don't feel pressure to prepare very well for the oral examination.	(STS) (TS) (S) (SS)
20. Saya merasa lebih tegang dan khawatir dalam ujian lisan daripada di ujian lainnya. I feel more tense and nervous in the oral test than in other tests.	(STS) (TS) (S) (SS)
21. Saya menjadi khawatir dan bingung ketika saya sedang berbicara bahasa Inggris di dalam ujian lisan. I get nervous and confused when I am speaking English the oral examination.	(STS) (TS) (S) (SS)
22. Ketika menuju ke tempat ujian lisan saya merasa sangat yakin dan tenang. When I'm on my way to the oral examination, I feel very sure and relaxed.	(STS) (TS) (S) (SS)
23. Saya menjadi nervous ketika saya tidak memahami setiap kata yang dikatakan oleh guru. I get nervous when I don't understand every word the English teacher says.	(STS) (TS) (S) (SS)
24. Kepala saya terasa penuh karena banyaknya aturan-aturan yang harus saya pelajari untuk berbicara dalam bahasa Inggris. I feel overwhelmed by the number of rules I have to learn to speak English.	(STS) (TS) (S) (SS)
25. Saya takut bahwa teman-teman saya akan menertawakan saya ketika saya berbicara dalam bahasa Inggris. I am afraid that the other students will laugh at me when I speak English.	(STS) (TS) (S) (SS)
26. Saya merasa khawatir ketika guru menanyakan sesuatu yang belum saya persiapkan. I get nervous when the English teacher asks questions which I haven't prepared in advance.	(STS) (TS) (S) (SS)
27. Saya merasa tegang dan khawatir ketika saya harus membicarakan hal-hal yang tidak saya ketahui. I get nervous when the English teacher asks questions which I haven't prepared in advance.	(STS) (TS) (S) (SS)
28. Kepala saya terasa penuh karena begitu banyaknya kata-kata yang harus saya pelajari untuk berbicara dalam bahasa Inggris I feel overwhelmed by the number of words I have to learn to speak English.	(STS) (TS) (S) (SS)

29. Saya merasa lebih kuatir ketika harus berbicara bahasa Inggris dengan pasangan bicara saya daripada berbicara dalam kelompok. I feel more anxious speaking English in pairs than in groups.	(STS) (TS) (S) (SS)
30. Saya merasa yakin dan tenang ketika memberikan suatu presentasi di depan kelas. I feel confident and relaxed when giving presentations in front of the class.	(STS) (TS) (S) (SS)

Bagian B

Jawablah pertanyaan berikut ini dengan memberikan tanda silang di depan hal-hal yang tercantum di bawah. Anda boleh memilih lebih dari satu jawaban atau bahkan semua jawaban kalau memang keadaannya begitu.

Pertanyaan:

Strategi apa yang anda lakukan untuk mengatasi atau mengurangi rasa kuatir, tegang, bingung dan takut anda ketika menghadapi ujian lisan bahasa Inggris (an oral English test)?

- 1. membuat persiapan yang baik
- 2. berlatih, berlatih dan berlatih
- 3. meyakinkan diri sendiri dengan berkata "tenang...tenang...tenang"
- 4. membuat catatan tentang garis besar, kata-kata kunci, gambar-gambar
- 5. menghafalkan semua kata-kata dan kalimat-kalimat yang akan digunakan
- 6. mendekati dan berbicara dengan teman yang kelihatan tenang
- 7. menebak-nebak hal hal yang akan ditanyakan dalam ujian lisan itu
- 8. menciptakan rasa senang ketika melakukan persiapan
- 9. memusatkan perhatian pada hal-hal mengenai ujian lisan itu
- 10. diam dan masa bodoh dengan ujian lisan itu
- 11. memikirkan hal-hal lain yang tidak berkaitan dengan ujian lisan itu
- 12. membaca dan memperbaiki persiapan untuk ujian lisan itu

Thank you very much for taking parts in the data gathering
Terima kasih anda telah berpartisipasi dalam pengumpulan data ini.