

## ABSTRAK

NENG ASTI. 2023 "EFL LEARNERS' SPEAKING ANXIETY IN ONLINE PRESENTATION: A CASE STUDY AT AN ENGLISH EDUCATION DEPARTMENT OF A STATE UNIVERSITY". Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya.

Kegiatan pembelajaran bahasa yang melibatkan berbicara seperti kegiatan tanya-jawab serta tampil berbicara di depan kelas memicu peserta didik untuk merasa cemas sehingga menghambat proses belajar. Hal ini menyebabkan kinerja pembelajaran bahasa yang tidak memuaskan. Selain itu, pergeseran lingkungan belajar dari pembelajaran tatap muka ke pembelajaran online juga menambah tantangan bagi para pelajar dan pengajar. Kasus kecemasan berbicara di pembelajaran online juga terjadi pada beberapa pelajar jurusan Bahasa Inggris di Universitas Negeri di Tasikmalaya. Berdasarkan studi pendahuluan, para pelajar mengalami kecemasan saat mereka harus melakukan presentasi online di konferensi internasional yang diadakan oleh Academic Listening and Speaking Class sebagai ujian akhir. Oleh karena itu, penelitian ini bertujuan untuk menyelidiki faktor-faktor yang menyebabkan kecemasan berbicara pada pelajar EFL selama presentasi bahasa Inggris secara online. Tiga mahasiswa program sarjana jurusan pendidikan bahasa Inggris dipilih sebagai partisipan. Berdasarkan observasi melalui video presentasi dan interview pendek, mereka menunjukkan karakter yang sama dengan kecemasan berbicara selama presentasi secara online. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan analisis tematik dari Braun & Clark (2006). Hasil dari penelitian ini menunjukkan beberapa faktor yang menyebabkan kecemasan berbicara peserta didik selama presentasi bahasa Inggris online. Faktor-faktor tersebut adalah kekhawatiran komunikasi, kecemasan menghadapi ujian, ketakutan akan penilaian negatif, koneksi internet yang tidak stabil, suasana presentasi yang tidak kondusif, dan kurangnya interaksi antara pembicara dan pendengar.

**Kata kunci:** Kecemasan Berbicara, Presentasi Online, Pembelajar Bahasa Inggris

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Language learning activities that involve speaking such as asking and answering activities and performing in front of the class trigger the learners to feel anxiety resulting to inhibit their learning process. This can lead to unsatisfactory language learning performance. Therefore, understanding the factors contributing to speaking anxiety in language learning is crucial to develop interventions to mitigate those issues. Additionally, the shift in the learning environment from face-to-face to online learning add challenges to learners and teacher. The case of speaking anxiety in an online learning also happened to some English department learners at a State University in Tasikmalaya. Based on a preliminary study, those learners experience anxiety when they had to do an online presentation at an international conference which is held by Academic Listening and Speaking Class as their final exam. Therefore, this research aims to investigate the factors that cause EFL learners’ speaking anxiety during online English presentations. Three undergraduate students of English education department at a state university in Tasikamalaya were chosen as participants. They experienced speaking anxiety during online English presentations in Academic Speaking & Listening Class. The data was collected through semi-structured interview and were analyzed using thematic analysis from Braun & Clark (2006). The result of this research indicates several factors that cause learners’ speaking anxiety during online English presentations. Those factors are communication apprehension, test-anxiety, fear of negative evaluation, unstable internet connection, unconducive presentation setting, and lack of audience-speaker interaction.

**Keywords :** EFL learners, Online Presentation, Speaking Anxiety