

Does Efl Remote Learners' Anxiety Affect Their English Proficiency? A Case In A University Distant Classroom During Pandemic Covid-19

Nur Habibah, Nurcahyo², Rachmah Ganif Fiani³, Irfan Cahyapradana⁴

MBI Amanatul Ummah, English Literature Department, Universitas Islam Negeri Sunan Ampel Surabaya

nur.habibah59@gmail.com, cahyon320@gmail.com,
rachmahganiff@gmail.com, cahyairfan12@gmail.com

Abstract:

Psychological traits like anxiety have long been linked to influencing test performance. Since the Covid-19 pandemic where tests are now conducted online, what students feel and experience may be different too. This study was born to investigate the students' anxiety level during taking tests online, which anxiety type influences their online test-taking most, and how the overall correlation is. A total of 40 students in the second semester of the English Language Education Department in UIN Sunan Ampel Surabaya were asked via an online questionnaire. The result showed within 40 participants, only 6 of them were in an advanced level of English proficiency, around 452.15 on average, which had not exceeded 500 as the EFL university standards. While related to their test anxiety, anxiety management gave the most influence on their anxiety, and reading comprehension is the opposite. More importantly, related to the correlation of English proficiency and test anxiety, the result of this study showed the Pearson's correlation coefficient between EFL learners' anxiety and their English proficiency score is $r_s = -.144$. It means the statistical analysis shows there was a correlation between EFL remote learners and their English proficiency test, although it was weak. It can be concluded that although students had a distant English proficiency test, the influence of their test anxiety was not really significant for weak correlation and only in a medium range.

Keywords: test-taking; English proficiency; learner's anxiety; language performances

INTRODUCTION

Language testing is a method of measuring a test-taker's ability, knowledge, or performance in certain circumstances (Brown, 2000). Many recent studies have approved that language testing is significant to the point where it is assumed to mirror and underline the whole competence of both test-takers' cognitive and skills. Therefore, its fairness is greatly vital yet vigorously debatable due to some personal traits factors that interfere with the test takers' final score (Skehan, 1989, 1998; Bachman, 1990; Tavakoli, 2009).

Some researchers have investigated that besides language ability, test takers' characteristics such as learning strategies, motivation, and anxiety can contribute to overlapping the test-takers' language competence during the test situation (Brown, 2004; Weir, 2005; Kunnan, 2007). Some other studies have also confirmed that test-takers surely had anxiety because of time limitation and lack of self-confidence (Amiryousefi, M., Tavakoli. M, 2011). Particularly, since the outbreak of the pandemic Covid-19 in these past 2 years where all teaching and learning activities are demanded to be conducted online, the concept of student anxiety has been given a distinctive concern from all educational researchers worldwide which makes several studies arise. Some studies confirm that a person's mental health, in this case, an anxiety problem, becomes a more serious concern at this difficult time especially for students who have to complete their academic studies during distance learning (Brooks, et.al, 2020; Xiaomei Wand, 2020; Bolatov A.K, et.al, 2021). Furthermore, other studies have also focused on investigating the interference of students' anxiety to their exam performance on online-based examinations (Woldeab & Brothen, 2019; Sofia, et.al., 2020) which is caused by lack of preparation, fear of failing, family responsibilities, characteristics of the professor and exam, lack of time management skills, and lack of study skills (Duraku., Hyseni Z., 2016).

However, although some previous studies have examined students' anxiety during online learning and online examination, they have not investigated it in the context of English proficiency testing which researchers believe takes different considerations because of its pragmatics and contextual materials. Moreover, none of the existing studies has addressed the anxiety level experienced by remote learners when taking online proficiency tests

during the pandemic, and how it affects the students' proficiency level. Based on this rationale, the current study aims to explore the correlation between the students' online test anxiety and their distant language testing performance. The study investigated EFL students' anxiety scale in the English Language Department of UIN Sunan Ampel Surabaya when having remote English Proficiency tests. In the following, we proceed to brief discussions about whether the anxiety level of EFL students affects their English proficiency test during distance learning activities.

REVIEW OF LITERATUR

Language Testing to Measure Test-Takers Proficiency

Language testing is a method to measure people' expertise in the language they are studying for various purposes (Johnson, 2001). According to Brown (2000), a person's proficiency in language can be explored through such a method since it requires their ability and knowledge to be performed and demonstrated under particular supervision and standards. Considering the purposes, language testing is classified into four types (Hughes, 1989), namely the Proficiency test, Achievement test, Diagnostic test, and Placement test. In this context, the researcher will use a proficiency test which according to Hughs (1989), proficiency test aims to measure test-takers expertise in a language they are encountering without adhering to the particular training given and learning objectives complied. Instead, it is created based on the significance that the test-takers should be able to do to be considered proficient in the target language under certain standards. It is indeed different from the other three language tests (read: achievement test, diagnostic test, and placement test) which need particular consideration (e.g. curriculum, training, needs, policy, background knowledge, etc) to take the test. Hence, proficiency test is the most suitable language testing to measure test-takers expertise in learning a new language.

Online English Proficiency

In taking an English proficiency test, however, the test-takers need to consider the purpose of why they are taking the test to choose the appropriate proficiency test. Generally, there are three well-known English proficiency tests in the world, namely TOEFL, TOEIC, and IELTS which share different purposes. In this context, the researcher believed that among those three proficiency tests, TOEFL is an English proficiency test that is designed principally for admission of non-native speakers of English to higher education. According to Taylor & Angelis (2008) in J. Charles Alderson's (2009) TOEFL aims to reflect on the theory of communicative language in its use in an academic context and administered by the Educational Testing Service (Richards & Schmidt, 2013). In other words, TOEFL is purposely used to uncover how well the test takers' expertise in using English as a communicative language in the Educational field under particular testing service. ETS categorizes TOEFL in three different bases based on the media used, namely PBT (Paper Based Test), CBT (Computer Based Test), and IBT (Internet Based Test).

In this study, the type of TOEFL used is PBT Prediction Test, not PBT TOEFL. This test is not administered by ETS; instead freely by any academic or even non-academic institution which functions as a test simulation to uncover whether the test-takers have a chance to perfectly get the expected scores in the real TOEFL. Though it is only a prediction, the format is just similar to the PBT TOEFL which consists of the listening comprehension section, structure and written expression section, and reading comprehension section (Philips, 2003). Firstly, the listening comprehension section. The test-takers are required to perform their ability in understanding a spoken utterance through 50 questions in 50 minutes long. The test-takers need to listen to various types of passages, namely short conversation, long conversation, and monolog, which are recorded in the tape recorder and respond to multiple choices. Secondly, structure and written expression section. There will be 40 numbers of structure and written expression within 25 minutes. This section demands test-takers' ability in determining the best words or phrases to complete the jumbled sentences and in determining the incorrect part of the sentences. Thirdly, the

reading comprehension section. This section demands test-takers' ability in understanding written English through reading comprehension in 55 minutes long. The test takers need to read passages and answer various types of questions regarding the ideas and the meaning of the passages.

In the TOEFL prediction test, the range score that test-takers can get is from about 310 to 677. It is collected by calculating the number of correct answers in each section with a particular converter. The collected score then will be interpreted by classifying it into four categories, namely elementary (310-420), low-intermediate (420-480), high-intermediate (480-520), and advanced (525-677) levels. TOEFL scores are accepted by more than 6000 colleges, universities, authorizing agencies, and immigration consultants in 136 countries with different standards in each institution (J. Charles Alderson, 2009). However, for university students, particularly for English learners, the standards of TOEFL score is required for them should be around 500 to be considered proficient.

Learners' Anxiety during Distance Learning

Learning Anxiety is a term that refers to a condition that makes a student refuses to learn. The feeling of anxiety that arises will become fear and make a student unable to push themselves to do something. Several symptoms of anxiety show are mild, having butterflies before answering a question in class, too severe, too nervous about making mistakes while speaking, blanking out, or having a panic attack when called to the board to solve a problem (Diane Peters Mayers, 2008). Other than that, according to research from A. Seidikenova, M. Malshy, A. Akkari (2020) the condition of learners' language anxiety appears when students focus more on their mistakes when conveying a statement. It shows that learners' anxiety is most likely triggered by the way they overthink the upcoming situation that hasn't even started yet.

The role of learner's self-anxiety can be obtained from the way students prepare for the test. Many studies have been done that students will procrastinate studying because of their unpreparedness in preparing for exams, unstructured study strategies, excessive worries about failing exams. (Cassady, 2004b; Culler & Holohan, 1980; Hembree, 1988; Wittmaier, 1972).

It can be explained that students who experience high anxiety tend to be unable to think about what to do when preparing for taking exams. For these students, their thought processes are hampered by excessive anxiety, so they do not have time to study the material as a preparation step for the exam. In the end, students will have more time to worry than to motivate them.

Prior research by Widia Kusuma Wardani (2018) about anxiety in the face to face learning can be observed through observable and unobservable factors. The anxiety factors shows are due to nervousness and fear of speaking in front of the class, remembering something that has been learned, show their anxiety by being silent in class, the feeling of shyness because they are not too familiar with classmates, the class atmosphere is different from usual, and the number of group member activities. Several factors described in the study above opposed the anxiety experienced by students during distance learning. The study by Tri Dewantari, et al (2021) reveals that the level of anxiety in each student undergoing online learning is caused by other additional factors which varied, namely students' understanding of the material by the teacher, quality of internet network, adequate amenities and infrastructure for taking part in online learning, and the due date for finishing assignments which tends to be short.

The remarkable reasons from the two preceding studies indicate that students' anxiety during online learning is likely similar whether it is offline or online learning. However, the comparison can represent that students have supplementary difficulties from technical problems during online learning which they have never experienced before.

The Interference of Anxiety in Language Proficiency Performances

It is a common finding of studies that anxiety always leads to poor performance and negative results in teaching and learning activities. It is confirmed by the study of Horwitz and Young (1991) which proves that half of the students within a language classroom, experience a high level of anxiety which reduces their cognitive abilities and motoric performance. Language anxiety itself is defined as a condition where test-takers are focusing themselves on the possible mistakes and failures related to the linguistic input of language

which leads to negative impacts on the performance. This is also in the same line as the study of Krashen (1981) which states “If language learners are anxious, a filter raises and blocks the entrance of linguistic input into their minds”. In other words, when those filter is “up”, tests-takers’ brain in understanding the language input would be reduced. To bring those filters “down”, teachers as well as the test-takers themselves should trigger the interest and built low-anxiety environment (Krashen, 1982).

Another study has also uncovered the dimensions which contribute and result in language testing anxiety, namely cognitive and emotional dimensions (Zeidner, 1998; Musch & Broder, 1999; Asgahari, Kadir, Elias & Baba 2012). Those two dimensions involve test-takers' worries or any other negative thoughts which makes them freezing mentally and difficult to recall the information needed. In addition, this case also results in the physical condition of the test-takers who are encountering language testing anxiety (e.g, muscle tension, heart-rate acceleration, or nervousness). Other than that, the other issue that causes learners to face sudden anxiety during the test-taking is because the way they comprehend written information (Iftanti, 2012). When test-takers have a good quality of reading skills, it won't bother them when they are facing online testing. It will help them to easily comprehend the written information provided which results in reduced anxiety felt by the test-takers during the test-taking.

Another issue that may trigger the emergence of anxiety to the students during the online tests is because of technical and mechanical understanding of how the test will be carried out (Alruwais, Wills, Wald, 2018). Since the test is conducted online, there will be some additional variables that are needed to take the effective and appropriate online test, namely students' online test familiarity, internet and computer accessibility, poor technical infrastructure development, and even students test environment construction. Those issues may affect greatly if not fulfilled as optimum as possible which results in a threat on students' anxiety when facing the online testing. Therefore, it is necessary for the test-takers as well as the supervisors to concern about those issues by ensuring its performance and its convenience before taking the test.

METHOD

Research Design

Since this study examined the correlation of remote learners' anxiety in the proficiency test, the researchers decided to conduct the study based on the paradigm of non-experimental research design, particularly correlational research design. According to Ary (2006), the correlational research design is conducted to investigate whether the two selected variables are related a.k.a have a relation. The correlation itself can be defined by seeing the result of the calculation which is divided into three (3) categories, namely positive correlation, negative correlation, and do not correlate. The study conducted, likewise, investigated how high the correlation of anxiety level of students who did distance learning and their English proficiency in taking the test. In the end, correlational research helps identify ongoing problems related to individual and community issues.

Sampling/Participants

The respondents were the second semester of English Language Education Department students from UIN Sunan Ampel Surabaya batch 2020. The researchers decided to choose those participants since as EFL learners; they have just finished taking TOEFL to test their English proficiency level as the partial fulfillment to pass General English class in their first semester. A total of 40 participants, who are willing to participate in this study, had passed the General English course in the first semester. The researchers used simple random sampling and specified that the participant took the TOEFL test as a General English course graduation requirement.

Research Instruments

In this study, the researchers only used questionnaires as the instrument of data collection. This questionnaire consisted of two variables involved, namely online test anxiety inventory and TOEFL ITP Prediction Test.

Anxiety inventory (Questionnaire)

To collect the data about learners' anxiety, the researchers decided to adapt the anxiety inventory suggested by C. Gilbert Wrenn revised by Wilbur J. Humber. The researchers decided to only take 28 of them to adjust with the variables involved in this research. The questionnaire of this study is arranged using a Likert scale form for specific adverbs of frequency to measure students' study habits (1 for never, 2 for rarely, 3 for sometimes, 4 for often, 5 for always). The total of 28 items within a questionnaire is classified into 7 different factors or aspects, namely time management, concentration, reading comprehension, test preparation and test-taking, test anxiety management, psycho-physical reaction, and technical issues with each factor consisting of 4 items. (See appendix 1)

TOEFL ITP Prediction Test

Just like in general, the TOEFL ITP Prediction test used in this study consisted of three sections namely the listening comprehension section (50 numbers in 50 minutes), structure and written expression section (40 numbers in 25 minutes), and reading comprehension section (50 numbers in 55 minutes). However, since it was online, the implementation of this test was pretty different. At first, the lecturer asked the students to join a Zoom meeting that had been prepared. There, the lecturer gave a brief instruction on what they were going to do and the technical system of having the online TOEFL prediction test. In the listening section, the lecturers shared their screens so students can listen thoroughly to the audio provided. This way, lecturers can mimic the real listening comprehension of TOEFL ITP where all test-takers listened to the audio given at the same time. While for the structure and written expression section, and reading comprehension section, the lecturers just shared the written information and question in a form of PDF. By sharing this PDF with the students, they can just work it as they pleased within the duration given. To answer all the questions from all sections, the lecturers had already sent a Google Form link as the answer sheet to answer the questions from those three different sections. To monitor whether students answered it

truthfully, the lecturers prohibited students from leaving the Zoom meeting and required them to open their cameras.

Data Collection Technique

The researchers used an online questionnaire as the instrument for the data collection technique. This questionnaire was adapted from C. Gilbert Wrenn, assisted in the original edition by R.B. McKeown and in revision by Wilbur J. Humber. Questionnaires were distributed online via the Google Form application to be addressed to the participants. In the questionnaire, the researcher used a Likert scale for specific adverbs of frequency to measure students' study habits (Never, Rarely, Sometimes, Often, Always). There were a total of 28 questions with seven separate sequential sections in the questionnaire (i.e., Time Management, Concentration, Reading Comprehension, Test Preparation and Test-Taking, Anxiety Management, Psycho-Physical Reaction, and Technical Issues).

In the beginning, however, the researchers made sure that all participants had already finished their English proficiency test. In this study, their English proficiency should have been already tested using a TOEFL Prediction test that was monitored by the lecturer through a Zoom meeting. Therefore, to make sure that the researchers had reached our target focus, we asked their latest English proficiency score, which is the TOEFL Prediction test, by asking through a questionnaire.

Data Analysis

In analyzing the quantitative data, especially from the correlational study, the researchers used statistical data analysis, particularly using Pearson's (r) correlation coefficient in SPSS 26. The correlational analysis is used to find out whether there is a statistical relationship between two variables and to what extent their relation is (Phakiti, 2014). In this study, the researchers used the statistical method to investigate the EFL students' anxiety when facing a remote TOEFL Prediction test as their final score which reflected their English proficiency.

FINDINGS AND DISCUSSION

After analyzing the data, the study found several important points, as follow:

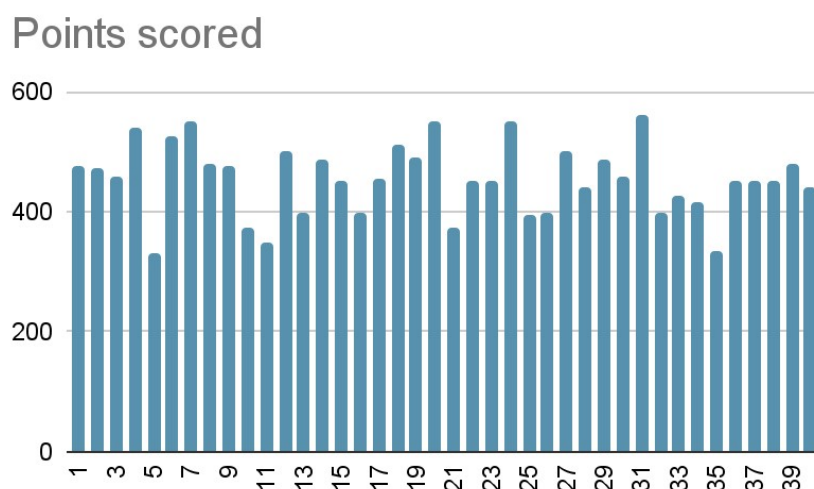


Figure 1. The proficiency level of 40 English Remote Learners

Firstly, related to the proficiency level of the English language education department, the collected data is clearly shown in the figure above. It is reflecting on the classification of the TOEFL score. It is noticeable that the respondents of this study have different and varied levels of English proficiency that are scattered as follows: 11 learners in elementary level, 17 learners in the low-intermediate level, 6 learners in the high-intermediate level, and 6 students in the advanced level. It pointed out that the subjects of this study who were EFL freshman learners were on the low-intermediate level of English proficiency with an average of 452.15 points. It shows that EFL second

semester students in UIN Sunan Ampel Surabaya had not yet reached the qualification to be called proficient based on the general standard for university students. However, since they were still in the second semester, it was still justifiable and not a big issue for them. They were still able to learn and train their English proficiency more as they had a long journey to pass.

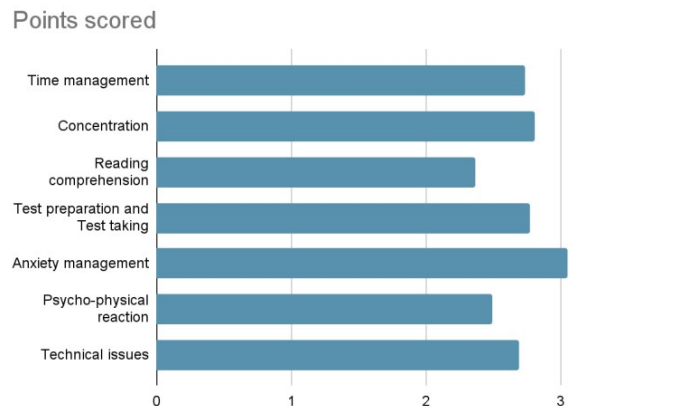


Figure 2. The comparison of each sub-variable involving the main variable “Students remote anxiety”

Table 1. The descriptive statistics of the comparison of each sub-variable involving the main variable “Students remote anxiety”

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
TIME MANAGEMENT	40	1.25	3.75	2.7438	.47867	-.539	.374	1.500	.733
CONCENTRATION	40	1.00	4.50	2.8188	.72498	-.076	.374	.395	.733
READING COMPREHENSION	40	1.00	3.75	2.3625	.63788	-.163	.374	.235	.733
TEST PREPARATION AND TEST-TAKING	40	1.00	4.00	2.7625	.69094	-.438	.374	.348	.733
ANXIETY MANAGEMENT	40	1.00	5.00	3.0688	.80062	-.110	.374	.698	.733
PHYSO-PHYSICAL REACTION	40	1.00	4.75	2.4875	.96069	.394	.374	-.511	.733
TECHNICAL ISSUES	40	1.25	5.00	2.6812	.83970	.371	.374	.206	.733
Valid N (listwise)	40								

Secondly, comparing the seven variables that involved students' anxiety (read: time management, concentration, reading comprehension, test preparation and test-taking anxiety management, psycho-physical reaction, and technical issues); anxiety management was considered the dominant out of other variables involved. To be more specific, figure 2 and table 1 above

illustrate the different percentages, which show each sub-variables role that affects students' remote anxiety in taking distance English proficiency tests.

The descriptive statistics of each aspect above are the calculation results of several numbers of items. Every mean or average aspect gives meaningful values to provide considerable and sufficient data about learners' anxiety. There are three levels of average values to interpret the calculated data stated by Noah, namely low mean rank, medium mean rank, and high mean rank which are suitable to be applied in this Liker-scale questionnaire.

Table 2. Standard of Mean

Mean range	Interpretation
3.68 - 5.00	High degree
2.34 - 3.67	Medium degree
1.00 - 2.33	Low degree

To interpret the calculated data the researchers use the standard of mean in Table 2. It shows EFL learners' biggest problem in their test anxiety is about their anxiety management with mean statistics of about 3.05. This anxiety management issue was hardly faced by almost all of the EFL learners yet several of them considered it as the most problematic one. It is rational if it is reflected in the study of Krashen (1981) which stated "If test-takers find it difficult to manage their anxiety, a filter raises and blocks the entrance of linguistic input into their minds" which results in their performance during the test. However, though anxiety management is considered the biggest aspect, it is still considered medium if reflected on the general standard of mean. In addition, the mean values of other aspects of anxiety are not really different in a range from anxiety management, they are 2.37 for reading comprehension, 2.49 for psycho-physical reaction, 2.69 for technical issues, 2.74 for time management, 2.77 for test preparation and test-taking, and 2.81 for concentration. It can be inferred that all aspects of learners' anxiety in facing online tests are to a medium degree.

The results of our study contradict the opinion stated in previous research (Iftanti, 2012), which states that anxiety in language performance will decrease

when the test taker has good reading skills. This evidence can be seen from the results of the individual correlation between aspects of reading comprehension and learner's English proficiency. In this research problem, reading comprehension is in the lowest rank with a number of 2.37 which means that it is not necessarily clear that learner who has good reading skills will have higher scores than other students. On the contrary, our research also has similar results with the results of previous studies. The analysis results show that based on the seven aspects yet test preparation and test-taking have the highest correlation number among the others. This shows that the existence of anxiety in students is not necessarily the biggest factor for the high and low scores of learner's English proficiency. As mentioned by Cassady, J. C. & Gridley, B. E. (2005), anxiety can start from the readiness of the learner in facing an online test, which is also reinforced by the results of our analysis calculations that aspects of test preparation and test-taking have the opportunity to have a stronger correlation than others.

Table 3. The correlation between students' English proficiency and their test anxiety

Correlations		What is your last TOEFL Score?	LEARNER ANXIETY TEST
What is your last TOEFL Score?	Pearson Correlation	1	-.144
	Sig. (2-tailed)		.374
	N	40	40
LEARNER ANXIETY TEST	Pearson Correlation	-.144	1
	Sig. (2-tailed)	.374	
	N	40	40

Lastly, based on the results of the analysis using SPSS 26, it showed there was a correlation between students' remote anxiety and their English proficiency test score at EFL remote learners of UIN Sunan Ampel Surabaya. However, although a correlation was found between those two variables, it was considerably weak, since the "r" or "Pearson correlation" value is -0.144, which is far from 1/-1. In particular, the correlation between these two variables was opposite because of the emergence of minus.

To be precise, table 4 below tells about the specific correlation from each aspect of learners' test anxiety management toward their TOEFL score as their English proficiency level. The results show that each aspect correlates with the variable of English proficiency, though each correlation is considerably weak. In detail, the correlation is .008 between English proficiency and time management, -.028 between English proficiency and concentration, -.072 between English proficiency and anxiety management, -.082 between English proficiency and psycho-physical reaction, -.090 between English proficiency and technical issues, -.182 between English proficiency and reading comprehension, and -.240 between English proficiency and test-preparation and test taking.

Table 4. The correlation between students' English proficiency and each aspect of their test anxiety

Correlations			
		What is your last TOEFL Score?	TIME MANAGEMENT
What is your last TOEFL Score?	Pearson Correlation	1	.008
	Sig. (2-tailed)		.962
	N	40	40
TIME MANAGEMENT	Pearson Correlation	.008	1
	Sig. (2-tailed)	.962	
	N	40	40

Correlations			
		What is your last TOEFL Score?	CONCENTRATION
What is your last TOEFL Score?	Pearson Correlation	1	-.028
	Sig. (2-tailed)		.865
	N	40	40
CONCENTRATION	Pearson Correlation	-.028	1
	Sig. (2-tailed)	.865	
	N	40	40

Correlations			
		What is your last TOEFL Score?	READING COMPREHENSION
What is your last TOEFL Score?	Pearson Correlation	1	-.182
	Sig. (2-tailed)		.262
	N	40	40
READING COMPREHENSION	Pearson Correlation	-.182	1
	Sig. (2-tailed)	.262	
	N	40	40

Correlations			
		What is your last TOEFL Score?	TEST PREPARATION AND TEST-TAKING
What is your last TOEFL Score?	Pearson Correlation	1	-.240
	Sig. (2-tailed)		.136
	N	40	40
TEST PREPARATION AND TEST-TAKING	Pearson Correlation	-.240	1
	Sig. (2-tailed)	.136	
	N	40	40

Correlations

		What is your last TOEFL Score?	ANXIETY MANAGEMENT
What is your last TOEFL Score?	Pearson Correlation	1	-.072
	Sig. (2-tailed)		.658
	N	40	40
ANXIETY MANAGEMENT	Pearson Correlation	-.072	1
	Sig. (2-tailed)	.658	
	N	40	40

Correlations

		What is your last TOEFL Score?	PHYSO-PHYSICAL REACTION
What is your last TOEFL Score?	Pearson Correlation	1	-.082
	Sig. (2-tailed)		.616
	N	40	40
PHYSO-PHYSICAL REACTION	Pearson Correlation	-.082	1
	Sig. (2-tailed)	.616	
	N	40	40

Correlations

		What is your last TOEFL Score?	TECHNICAL ISSUES
What is your last TOEFL Score?	Pearson Correlation	1	-.090
	Sig. (2-tailed)		.581
	N	40	40
TECHNICAL ISSUES	Pearson Correlation	-.090	1
	Sig. (2-tailed)	.581	
	N	40	40

This finding described above was justifiable if those two variables did not have a significant correlation between them. It is because the study of Cassady, J. C. & Gridley, B. E. (2005), found that the anxiety in each student undergoing online learning was not caused significantly by their internal affair, but other factors that come from outside influence, such as test-preparation and test-taking (Duraku., Hyseni Z., 2016;), reading comprehension (Iftanti, 2012) and technical issues (Dewantari, et al., 2021). In other words, that theory supported the finding said that though there was an influence from anxiety, it was not significant. In addition, since the result showed a weak correlation, it is just similar to the contradictive results of the study of Scovel (1978) which said that anxiety itself is a complex psychological construct and it is probably peculiar to relate it into a comprehensive test of language proficiency.

CONCLUSION

During this disruptive era where all teaching and learning processes are conducted online, EFL learners are required to take proficiency tests from their homes regarding whatever the proficiency test form is. When preparing and taking their proficiency test, EFL learners met various variables that affect their remote test anxiety. Firstly, related to their proficiency level, EFL learners of UIN Sunan Ampel Surabaya still had a long journey to deepen their proficiency in English since they have not met the general standard of EFL university learners. Secondly, related to their online test anxiety, anxiety management gave the most influence compared to other factors named Time Management, Concentration, Reading Comprehension, and Test Preparation and Test-Taking Psycho-Physical Reaction, and Technical Issues.

To answer the research question which was about the correlation between the students' online test anxiety and their distant language testing performance, the results showed that the influence of EFL remote learners' anxiety toward their English proficiency test is visibly not significant. They, on average, only have a real deal with the way they prepare themselves before taking the test, compared to other factors named time management, concentration, reading comprehension, anxiety management, psycho-physical reaction, and technical issues. The problem may not even occur if the learners have a particular strategy to overcome those test-preparation and test-taking factors. Therefore, this current study suggests for further researchers to investigate the strategy that can be used to resolve those issues.

REFERENCES

- Alruwais, N., Wills, G., Wald, M. (2018). Advantages and Challenges of Using e-Assessment. *International Journal of Information and Education Technology*, Vol. 8 (1)
- Amiryousefi, M., Tavakoli, M. (2011). The Relationship between Test Anxiety, Motivation and MI and the TOEFL iBT Reading, Listening and Writing Scores. Iran: University of Isfahan
- Ary, Donald., et al. (2006). *Introduction to Research in Education*. USA: Cengage Learning
- Bolatov, A.K., Seisembekov, T.Z., Askarova, A.Z. et al. (2021). Online-Learning due to COVID-19 Improved Mental Health Among Medical Students. *Med.Sci.Educ.* 31, 183–192.
- Brooks S.K., Webster R.K., Smith L.E., Woodland L., Wessely S., Greenberg N., Rubin G.J. (2020). The psychological impact of quarantine and how to reduce it: rapid review of the evidence. *Lancet*.
- Brown, D. J. (1995). *The Element of Language Curriculum*. USA: University of Hawaii at Manoa
- Cassady, J. C. & Gridley, B. E. (2005). The effects of online formative and summative assessment on test anxiety and performance. *Journal of Technology, Learning, and Assessment*, 4(1). Available from <http://www.jtla.org>
- Charles, Alderson. J. (2009). *Test of English as a Foreign Language™: Internet-based Test (TOEFL iBT®)*. UK: Lancaster University
- Cresswell, John. W. (2011). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Fourth Edition. Boston: Pearson Education
- Dewantaria, Tri, Barep Hapit Surya Putra, Siti Zahra Bulantika. (2021). Students' Anxiety Levels During Online Learning During the Covid-19 Pandemic. *IJAGC: International Journal of Applied Guidance Counseling* Vol. 2 No. 1

Duraku, Zamira Hyseni. (2016). Factors Influencing Test Anxiety among University Students. University of Prishtina: EjSBS.

Hughes, Arthur (1989). Testing for Language Teachers. Great Britain: Cambridge University Press

Kunnan, A. J. (1995). Test taker characteristics and test performance. Cambridge, England: Cambridge University Press.

Kusuma, Widia Wardani. (2018). The Characteristics of Anxious Students in Speaking Classrooms. Journal of Foreign Language Teaching & Learning VOLUME 3, NO. 2

Peters Mayers, Diane . (2008). Overcoming School Anxiety: How to Help Your Child Deal with Separation, Tests, Homework, Bullies, Math Phobia, and Other Worries. USA: AMACOM

Phakiti, Aek. (2014). Experimental Research Method in Language Learning. USA: Bloomsbury

Sakka, S, Nikopoulou, V.A., et.al. (2020). Assessing test anxiety and resilience among Greek adolescents during COVID-19 pandemic. Journal of Mind and Medical Sciences: Vol. 7: Iss. 2 , Article 8.

Seidikenova, A., Malshy, M., Akkar, A. (2020). LANGUAGE ANXIETY IN ONLINE EDUCATION. al-Farabi Kazakh National University: jhumansoc

Woldeab, D., Brothen, T. (2019). 21st Century Assessment: Online Proctoring, Test Anxiety, and Student Performance. IJEDE: AU PRESS

Wang X, Hegde S, Son C, Keller B, Smith A, Sasangohar F. (2020). Investigating Mental Health of US College Students During the COVID-19 Pandemic: Cross-Sectional Survey Study. J Med Internet Res 2020;22(9):e22817

Zheng, Y., Cheng, L. (2018). How does anxiety influence language performance? From the perspectives of foreign language classroom anxiety and cognitive test anxiety. UK: University of Southampton

“TOEFL SKILLS.” Accessed June 22, 2021. <http://www.toeflskill.com.html>.

<https://www.graduateshotline.com/toefl/score-conversion.html>

APPENDIX 1

QUESTIONNAIRE

Respondents' Identity

Please fill in this questionnaire as truthfully as possible!

1. What is your email account?
2. What is your full name?
3. Are you male or female?
4. What is your last GPA
5. What is your last TOEFL Score?

Learners' Anxiety Inventory

Give a thick (V) that expresses yourself the best based on the statements given!

Note:

1 = Never

2 = Rarely

3 = Sometimes

4 = Often

5 = Always

No	Aspects and items	1	2	3	4	5
TIME MANAGEMENT						
1	Saya menghabiskan waktu berjam-jam waktu untuk belajar sebelum mengikuti tes.					
2	Saya terlambat mengumpulkan tes karena tidak punya cukup waktu untuk menyelesaikannya.					

3	Jika saya menghabiskan waktu untuk memahami pertanyaan yang memiliki bacaan panjang, saya tidak akan bisa menyelesaikan tes dengan tepat waktu.					
	Saya menghabiskan terlalu banyak waktu untuk membaca ulang pertanyaan yang tidak saya mengerti.					
CONCENTRATION						
5	Saya mencoret-coret, melamun, atau tertidur saat mengerjakan ujian.					
6	Saya merasa lelah atau terganggu saat mengikuti ujian dalam jangka waktu yang lama.					
7	Saya mengikuti tes dengan radio, TV, smartphone, atau timer menyala.					
8	Saya perlu meningkatkan konsentrasi saya ketika mengerjakan tes.					
READING COMPREHENSION						
9	Saya mengabaikan poin-poin penting dalam teks ketika membaca.					
10	Saya kesusahan dalam membaca teks bacaan dengan rinci dan mengalami kesulitan mengidentifikasi ide pokok bacaan.					
11	Ketika saya sudah mencapai pada bagian akhir lembar kerja tes, saya tidak dapat mengingat apa yang sudah saya baca.					
12	Saya tidak mengerti teks yang telah saya baca.					
TEST PREPARATION AND TEST-TAKING						

13	Saya belajar cukup untuk ujian, tetapi ketika saya memulai tes pikiran saya menjadi kosong.					
14	Saya merasa tidak siap untuk ujian.					
15	Saya kehilangan banyak poin pada tes bahkan ketika saya pikir memahami materi dengan baik.					
16	Saya belajar dengan cara yang tidak teratur sesaat sebelum ujian.					
ANXIETY MANAGEMENT						
17	Saya sangat khawatir tentang ujian yang akan saya kerjakan sehingga mengganggu fokus belajar saya.					
18	Saya mengerjakan ujian dengan buruk karena saya kesal dengan soal - soal ujian ketika mengerjakannya.					
19	Saya perlu mengurangi kecemasan saya tentang mengikuti tes.					
20	Saya terlalu gugup ketika dosen saya mengumumkan tanggal ujian.					
PSYCHO-PHYSICAL REACTION						
21	Tangan dan kaki saya tiba-tiba dingin, gemetar, dan berkeringat tak terkendali.					
22	Jantung saya berdetak sangat cepat dan sulit bernafas karena saya sangat gugup ketika mengerjakan tes.					
23	Tiba-tiba saya merasa seperti mengalami masalah pencernaan dan ingin buang air kecil ketika mengerjakan tes.					

24	Kepala saya terasa pusing seperti ingin pingsan ketika mengerjakan tes.					
----	---	--	--	--	--	--

TECHNICAL ISSUES					
25	Saya memiliki koneksi internet yang buruk di tengah-tengah pengerjaan tes.				
26	Saya memiliki masalah dengan kamera dan mikrofon pada perangkat saya sehingga mengganggu saat melakukan tes.				
27	Saya merasa lebih gugup ketika dosen menyalakan timer untuk memberikan peringatan waktu saat mengerjakan ujian.				
28	Saya tidak memiliki fasilitas yang memadai saat mengikuti ujian. (posisi tidak nyaman, gangguan di rumah, perangkat lambat, dll.)				