

CHAPTER III

RESEARCH METHOD

This chapter elaborates the methodological aspects of the study. The elaboration covers research design, definitions of key terms, site and participants, data collection methods, data analysis to find answer 1) the anxiety levels of students; 2) the sources of anxiety; and 3) their coping strategies. This chapter ends in concluding remarks.

1.1 Research Design

The research is mainly qualitative with some descriptive statistics. Descriptive statistics can be defined as a way in which group is presented on the interval scale measures by numerical representations accurately (Brown, 1988). In this study, the researcher has an opportunity to reveal complex and also holistic picture about the problems of anxiety levels experienced by students, the sources of students' anxiety, and the strategies used to reduce the anxiety. It gives the researcher an opportunity to study the phenomenon of test anxiety, its sources, and the strategies to reduce the anxiety in a class of a vocational school in Sukabumi, West Java.

The investigation is conducted in details by collecting data from various sources of information (Cresswell, 1994). Therefore, the research uses questionnaires, interview, class observation, and document analysis.

3.2 Site and Participants

3.2.1 The Site

The study was conducted in a vocational school in Sukabumi, West Java. The school has been selected for several purposes. The vocational school is considered by many people as a favorite vocational school in Sukabumi.

3.2.2 The Participants

There is 1 class of first grade that took part in this research. The class is *X Jasa Boga 3 / Cooking Class Department*. The *X Jasa Boga 3 / Cooking Class Department* students are expected to have good grades in every subject, including English. There are 33 students in the class. They are eight male and twenty five female students. So there are 33 participants who take part in this study. They are about 16 years old. Their families mostly believe that the *X Jasa Boga 3 / Cooking Class Department* is one of favorite departments in vocational schools in Sukabumi.

3.3 Data Collection Method

To improve the validity, triangulation data collection using questionnaires, interview, class observation and document analysis have been implemented (Patton, 1980; Alwasilah, 2000).

3.3.1 Questionnaires / Instruments

There are two questionnaires taken to reveal the phenomena of test anxiety, its sources, and its coping strategies. First, this research employs Test

Anxiety Inventory taken from Academic Success Center, University of Iowa which relates to worry and emotionality theory of Cassady (2001) as the components of test anxiety. The questionnaire is taken to reveal the phenomena of anxiety level experienced by the students and its sources. Second, the research also employs COPE inventory by Carver et al (1989) to reveal the phenomenon of how students deal with test anxiety. The Test Anxiety Inventory of Academic Success Center, University of Iowa is available in Appendix 15. COPE inventory of Carver et al (1989) is available in Appendix 16. Cassady-Johnson's Theory of Worry and Emotionality is available in Appendix 17.

3.3.1.1 Test Anxiety Inventory of Academic Success Center related to The components of test anxiety in Cassady's Theory

Table 3.1 below is the Test Anxiety Inventory taken from Academic Success Center, University of Iowa which relates to worry and emotionality theory of Cassady (2001) as the components of test anxiety. The questionnaire is taken to reveal the phenomena of test anxiety level and its sources. Here is also provided item numbers which categorize the answers for easier identification and explanation.

Table 3.1
The Sources of Anxiety and the components of test anxiety

The Sources of Anxiety	Item numbers	The components of test anxiety	Total of item numbers
<i>People's view</i>	3, 10, 16, 17, 25, 32, 41, 46, 47	<i>Worry, Worry, Worry, Worry, Worry, Worry, Worry, Worry, Worry</i>	9

<i>Preparation</i>	11, 18, 42	<i>Worry, Worry, Worry</i>	3
<i>Procrastination</i>	1, 30	<i>Worry, Worry</i>	2
<i>Expectation</i>	8, 31, 35	<i>Worry, Worry, Worry</i>	3
<i>Negative consequences/ negative thought</i>	2, 4, 9, 15, 23, 28, 38, 49	<i>Worry, Worry, Worry, Worry, Worry, Worry, Worry, Worry</i>	8
<i>Personal problem</i>	5, 12, 19, 20, 22, 26, 27, 29, 33, 34, 36, 37, 39, 40, 43, 50	<i>Emotionality, Emotionality, Emotionality, Worry, Worry, Worry, Emotionality, Worry, Worry, Emotionality, Worry, Worry, Emotionality, Worry, Emotionality, Worry</i>	16
<i>Time pressure</i>	48	<i>Worry</i>	1
<i>Format usage</i>	7, 45	<i>Worry, Worry</i>	2
<i>Students' age</i>	44	<i>Worry</i>	1
<i>Students' familiarity with testing condition</i>	6	<i>Worry</i>	1
<i>Testing situation factors</i>	13, 21	<i>Worry, Worry</i>	2
<i>Unmastery the skill</i>	14, 24	<i>Worry, Worry</i>	2
Total (Σ)			50

Questionnaire of Test Anxiety Inventory is taken from Academic Success Center, University of Iowa.

Worry and emotionality as The components of test anxiety are based on Cassady (2001).

There are nine questions that are related to the theory of *people's view* as the source of anxiety. They are questions no. 3, 10, 16, 17, 25, 32, 41, 46, and 47. Question no. 3: People (family, friends, etc.) are counting on me to do well. No. 10: Even though I don't always think about it, I am concerned about how others will view me if I do poorly. No. 16: I know I could outscore most people if I could just get myself together. No. 17: People will question my ability if I do poorly. No. 25: If I score low, I am not going to tell anyone exactly what my score was. No. 32: If my score is low, my parents will be very disappointed. No. 41: My friends will be disappointed in me if my score is low. No. 46: I am going to find

out how others did before I announce my score. No. 47: Some people I know will be amused if I score low, and this bothers me. These item numbers were in line with the theories of some experts. It is supported by the study of researchers in UTM which reveals that thought disruption becomes the main expression of anxiety among senior students (Raof et al, 2010). Family and interpersonal view also gives influence in test anxiety (Zeidner, 1998 in Fitria, 2013). Some students worry being negatively evaluated by their friends. It is in line with Horwitz et al (1986:130) which explain that anxious students are also afraid of being less competent than other students or being negatively evaluated by them. Test anxiety which is caused by people's view can be managed by supports of the environments. Teachers, parents, and educational administrators can help students to manage test anxiety effectively (Rana and Mahmood, 2010). All of the items can be categorized as *Worry* in Cassady's theory of the components of test anxiety. The items are in line with the explanation that *worry (Cognitive test anxiety)* is the person's cognitive reactions to evaluative situations, or internal conversation on the topic of evaluative situations, in the time before, during, and after evaluative tasks (Cassady, 2001).

The theory of *preparation* is related to three questions. They are questions no. 11, 18, and 42. No. 11: Worrying about how well I will do interferes with my preparation and performance on tests. No. 18: I never seem to be fully prepared to take tests. No. 42: One of my problems is not knowing exactly when I am prepared for a test. These items were in line with the theories of some experts which state that lack of preparation is one of sources of anxiety. Some students feel anxious because they don't master the skills of study sufficiently, while the others have insufficient preparation (Damer and Melendres, 2011). It is in line with the explanation by Zeidner (1998) that one of the items related to test anxiety which can influence students' grades is lack of preparation (Zeidner, 1998 in Fitria, 2013). All of the items can be categorized as *Worry* in Cassady's theory of the components of test anxiety. Those items are in line with the explanation that

worry (*Cognitive test anxiety*) is the person's cognitive reactions to evaluative situations, or internal conversation on the topic of evaluative situations, in the time before, during, and after evaluative tasks (Cassady, 2001).

There are two questions that reveal the phenomenon of *procrastination*. They are questions no. 1 and 30. No. 1: I wish there were some way to succeed without taking tests. No. 30: I wish I could get into a vocation that does not require tests for entrance. These item numbers are in line with the theory of Jaradat about lack of preparation as one of the sources of anxiety. A study by Jaradat (2004) investigates the relationships between test anxiety, procrastination, academic performance and satisfaction with study and compares the effectiveness of two treatment methods in reducing test anxiety. It shows that procrastination gives impact to test anxiety. The two items above can be categorized as *Worry* in Cassady's theory of the components of test anxiety. Those items are in line with the explanation that *worry (Cognitive test anxiety)* is the person's cognitive reactions to evaluative situations, or internal conversation on the topic of evaluative situations, in the time before, during, and after evaluative tasks (Cassady, 2001).

The theory of *expectation* is related to three questions. They are questions no. 8, 31, and 35. No. 8: People who do well on tests generally end up in better positions in life. No. 35: After taking a test, I often feel I could have done better than I actually did. No. 31: If I do not do well on a test, I guess it will mean I am not as smart as I thought I was. These items are in line with the theory of Horwitz et al (1986) about expectation as one of sources of anxiety. It is because the students believe that if they understand every word, they have any chance of comprehending the message of the test (Horwitz et al, 1986). The three items above can be categorized as *Worry* in Cassady's theory of the components of test anxiety. Those items are in line with the explanation that *Worry (Cognitive test anxiety)* is the person's cognitive reactions to evaluative situations, or internal

conversation on the topic of evaluative situations, in the time before, during, and after evaluative tasks (Cassady, 2001).

There are eight questions that relate to the theory of *negative consequences/ negative thought* as the source of anxiety. They are questions no. 2, 4, 9, 15, 23, 28, 38, and 49. No. 2: Getting a good score on one test does not seem to increase my confidence on other tests. No. 4: During a test, I sometimes find myself having trains of thought that have nothing to do with the test. No. 9: Before or during an important exam, I find myself thinking about how much brighter some of the other test-takers are. No. 15: Knowing that my future depends in part on doing well on tests upsets me. No. 23: Tests make me wonder if I will ever reach my goals. No. 28: I sometimes seem to defeat myself (think negative thoughts) while working on an important test. No. 38: Aside from what others may think of me, I am concerned about my own opinion of myself if I do poorly. No. 49: My test performance is directly connected to my future success and security. These items are in line with other researchers' theories about negative consequences/ negative thought as one of sources of anxiety. Previous studies show the effect of negative thought to test anxiety. Thinking about negative consequences of a bad score leads to other physiological stresses (Ohata, 2005). Other study shows the phenomenon of test anxiety appears because of unpleasant test experience in the past (Chan and Wu, 2004). Eight items above can be categorized as *Worry* in Cassady's theory of the components of test anxiety. Those items were in line with the explanation that *Worry (Cognitive test anxiety)* is the person's cognitive reactions deal with evaluative situations, or internal conversation on the topic of evaluative situations, in the time before, during, and after evaluative tasks (Cassady, 2001).

The theory of *personal problem* is supported by sixteen questions. They are questions no. 5, 12, 19, 20, 22, 26, 27, 29, 33, 34, 36, 37, 39, 40, 43, and 50. No. 5: I do not enjoy eating before or after an important test. No. 12: Having to face an important test disturbs my sleep. No. 19: I cannot relax physically before a

test. No. 20: I mentally freeze up on important tests. No. 22: I have a hollow, uneasy feeling before taking a test. No. 26: I often felt the need to cram before a test. No. 27: My stomach becomes upset before important tests. No. 29: I start feeling very anxious or uneasy just before getting test results. No. 33: My anxiety about tests makes me want to avoid preparing fully, and this just makes me more anxious. No. 34: I often find my fingers tapping or my legs jiggling while taking a test. No. 36: When taking a test, my emotional feelings interfere with my concentration. No. 37: The harder I work on some test items, the more confused I get. No. 39: My muscles tense up in certain areas of my body when I take a test. No. 40: I do not feel confident and mentally relaxed before a test. No. 43: I often felt physically panicky when I have to take a really important test. No. 50: During tests, I sometimes get so nervous that I forget facts I really know. These item numbers are in line with previous researchers' theory about *personal problems* as one of the sources of anxiety. Personal problems are believed as one of the factors, beside negative and irrelevant thoughts, which affect subjects' study and test anxiety (Busari and Osiki, 2002). Question no. 5, 12, 19, 27, 34, 39, and 43 can be categorized as *emotionality* in Cassady's theory of the components of test anxiety. These items are in line with the explanation that the high levels of emotionality can be detected through physiological responses or bodily processes appearance during evaluative situation. (Cassady, 2001). On the other hand, item no. 20, 22, 26, 29, 33, 36, 37, 40, and 50 can be categorized as *worry*, in Cassady's theory of the components of test anxiety. These items are in line with the explanation that *Worry (Cognitive test anxiety)* is persons' cognitive reactions to evaluative situations, or internal conversation on the topic of evaluative situations, in the time before, during, and after evaluative tasks (Cassady, 2001).

The theory of *time pressure* is gained by one question. It is question no. 48. No. 48: I think I could do much better on tests if I could take them alone and/or not feel pressured by a time limit. It is in line with a previous study which reveals the phenomena of test anxiety caused by time pressure. It is supported by a

study conducted by Ohata (2005) of some Japanese college students in the U.S. Under time pressure, the students are expressing anxious feeling while organizing their ideas dealing with a test (Ohata, 2005). The item number above can be categorized as *Worry* in Cassady's theory of the components of test anxiety. The item number was in line with the explanation that *Worry (Cognitive test anxiety)* is the person's cognitive reactions to evaluative situations, or internal conversation on the topic of evaluative situations, in the time before, during, and after evaluative tasks (Cassady, 2001).

There are two questions that reveal the theory of *format usage*. They are question no. 7 and 45. No. 7: It seems to me that test sessions should not be made the formal, tense situations they are. No. 45: I would rather write a paper than take a test for a grade. These are in line with previous study which reveals the phenomena of test anxiety caused by *format usage*. One of the study gained by Demirci (2007) shows result that format usage in a test can affect the students' anxiety. The study reveals a phenomenon that some students think the multiple-choice questions are easier is more convenient than essay questions. It is because they possible to guess the answers by a minimal preparation (Demirci, 2007). The two items above can be categorized as *Worry* in Cassady's theory of the components of test anxiety. These items are in line with the explanation that *Worry (Cognitive test anxiety)* is the person's cognitive reactions to evaluative situations, or internal conversation on the topic of evaluative situations, in the time before, during, and after evaluative tasks (Cassady, 2001).

The theory of *students' age* is revealed by one question. It is question no. 44. No. 44: I wish teachers understood that some people are more nervous than others when taking tests, and that this could be taken into account when test answers are evaluated. The item is in line with a previous study which reveals the phenomena of test anxiety caused by *students' age*. It is explained by an expert that a number of research show that the increase of test anxiety generally happen with school age until university periode, and after that point it starts to decrease

(Zeidner, 1998 in Fitria, 2013). The item number above can be categorized as *Worry* in Cassady's theory of the components of test anxiety. The item number is in line with the explanation that *Worry (Cognitive test anxiety)* is the person's cognitive reactions to evaluative situations, or internal conversation on the topic of evaluative situations, in the time before, during, and after evaluative tasks (Cassady, 2001).

The theory of *students' familiarity with testing condition* is gained by one question. It is no. 6. No. 6: I have always dreaded courses in which the teacher has the habit of giving pop quizzes. The item number is in line with a previous study which reveals the phenomena of test anxiety caused by *Students' infamiliarity with testing condition*. It is argued that the test anxiety may also be influenced by students' infamiliarity with testing condition (Birjandi and Alemi, 2010). In more details, their study explains that testing condition includes time constraints and administration procedures. It is also believed that when the students are familiar with the test, it may decrease the test anxiety. It is in line with the statement that the effects of anxiety on cognitive resources can be reduced through preparation and increasing familiarity with the test (Putwain, 2008 in Fitria, 2013). The one item number above can be categorized as *Worry* in Cassady's theory of the components of test anxiety. The item was in line with the explanation that *Worry (Cognitive test anxiety)* is the person's cognitive reactions to evaluative situations, or internal conversation on the topic of evaluative situations, in the time before, during, and after evaluative tasks (Cassady, 2001).

There are two questions that relate to the theory of *testing situation factors* as the source of anxiety. They are question no. 13 and 21. No. 13: I cannot stand to have people walking around watching me while I take a test. No. 21: Room noises (from lights, heating/cooling systems, other test-takers) bother me. The items are in line with a previous study which reveals the phenomena of test anxiety caused by *testing situation factors*. The factors which are believed to generate serious cognitive and affective reactions from trait-anxious test takers are

testing situation factors (for instance: time pressure, item difficulties, complicated instructions, noisiness, poor condition of health, and many more) (Chen, 2004, as cited in Fitria, 2013). The two items above can be categorized as *Worry* in Cassady's theory of the components of test anxiety. The items are in line with the explanation that *Worry (Cognitive test anxiety)* is the person's cognitive reactions to evaluative situations, or internal conversation on the topic of evaluative situations, in the time before, during, and after evaluative tasks (Cassady, 2001).

The theory of *unmastery of the skill* is supported by two questions. They are questions no. 14 and 24. No. 14: If exams could be done away with, I think I would actually learn more from my courses. No. 24: Tests do not really show how much a person knows. These items are in line with a previous study which reveals the phenomena of test anxiety caused by *unmastery of the skill*. Some students feel anxious because they don't master the skills of study sufficiently, while some others have insufficient preparation (Damer and Melendres, 2011). The two items above can be categorized as *Worry* in Cassady's theory of The components of test anxiety. The items are in line with the explanation that *Worry (Cognitive test anxiety)* is the person's cognitive reactions to evaluative situations, or internal conversation on the topic of evaluative situations, in the time before, during, and after evaluative tasks (Cassady, 2001).

Scoring system is an important part of this research. Scoring system joins together in the entire process of test (Amalani, 2005). To find out the level anxiety of the participants, the steps are explained below.

All of sources of anxiety are derived from the statements in the Test Anxiety Inventory. The statements have positive or negative values. A statement is labelled as negative value if it indicates anxiety. It is scored 1. When the statement does not indicate anxiety, it is labelled as positive value. It is scored 0. Then it is inputed into the formula for finding the percentage of anxiety level:

$\frac{\text{Total scores}}{\text{Total items} \times \text{Total participants}} \times 100\%$
--

For example: Preparation is gained from 3 statements. The statements are from items no. 11, 18, and 42. Item no. 11: *Saya menghawatirkan kemampuan saya mengerjakan ujian, dan hal ini malah mengganggu persiapan dan penampilan saya ketika ujian* (Worrying about how well I will do interferes with my preparation and performance on tests) indicates anxiety. It means that the statement has negative value. If the statement is checklisted (✓) by the participant, it is scored 1. If the statement is given a cross (✗) by the participant, it is scored 0. Item no. 18: *Sepertinya saya tak pernah melakukan persiapan secara total untuk menghadapi ujian* (I never seem to be fully prepared to take tests) indicates no anxiety. It means that the statement has positive value. If the statement is checklisted (✓) by the participant, it is scored 0. If the statement is crossed (✗) by the participant, it is scored 1. Item no. 42: *Salah satu masalah saya adalah tidak tahu tepatnya kapan mempersiapkan diri untuk menghadapi ujian* (One of my problems is not knowing exactly when I am prepared for a test) indicates no anxiety. It means that the statement has positive value. If the statement is checklisted (✓) by the participant, it is scored 0. If the statement is crossed (✗) by the participant, it is scored 1. The total participants are 33. The range of total score is 0-99 since there are 3 statements and the participants are 33. If all of them are anxious with their preparation, the total score will be 99 and the percentage will be 100%. The total score is gained by 3 statements x 33 students. Then it is divided by total items (3) x total participants (33). After that, it is multiplied by 100%. In the reality, the total participants respond to the item no. 11 by 20 checklists (✓) and 13 cross (✗). Since the statement no. 11 indicated has negative value, the score is 20. The total participants respond to item no. 18 by 18 checklists (✓) and 15 cross (✗). Since the statement no. 18 indicates a positive value, the score is 15. The total participants respond to item no. 42 by 15 checklists (✓) and 18 crosses (✗). Since the statement no. 42 indicates a positive value, the score is 18. The total score of 20 plus 15 plus 18 is 53. 53 divided by

total items (3) x total participants (33) is 0.5353. After that, 0.5353 is multiplied by 100%. The percentage of preparation is 53.53%. 53.53% is categorized as level 5 (51-75%) that means “a bit anxious”. All of the percentages of sources of anxiety and the levels of anxiety are gained by the steps above. After that, all of the percentages are accumulated. The total percentages are 662.73%. Since it is considered that there are 12 sources of anxiety, then 662.73% is divided by 12. The result is 55.23% which is categorized as level 5 (51-75%). It means that their level of anxiety is “a bit anxious”.

The data analysis is based on Sudjana’s explanation (2005:131).

0%	= no one of the participants
1-25%	= the least of the participants
26-49%	= almost a half of the participants
50%	= a half of the participants
51-75%	= the most of the participants
76-99%	= almost all of the participants
100%	= all of the participants (Sudjana, 2005:131)

Thus, the analysis is categorized in seven levels. Level 1 (0%) means “very confident”. Level 2 (1-25%) means “confident”. Level 3 (26-49%) means “a bit confident”. Level 4 (50%) means “neutral”. Level 5 (51-75%) means “a bit anxious”. Level 6 (76-99%) means “anxious”. Level 7 (100%) means “very anxious”.

To analyze the sources of anxiety, the researcher also uses the formula of scoring below:

$$\frac{f}{n} \times 100\%$$

Note:

f	= Frequency of respondents’ answers
n	= Total students x Total statements

% = Percentage of each respondent's answers

Then the results are interpreted by scoring analysis which is the same as Sudjana's explanation above (Sudjana, 2005).

3.3.1.2 COPE inventory by Carver et al

To reveal the phenomenon of the students' coping strategies to deal with test anxiety, the researcher uses the COPE Inventory by Carver et al (1989). To get a deep understanding of the data, it is formed as a certain pattern. Once the pattern was found, it is supported by the data from the research and displayed in the end of the report.

The researcher only uses 13 conceptually distinct scales developed by Carver et al (1989) since it is stated that "other scales were included because previous research indicates that the coping tendencies they reflect may be of value or may impede adaptive coping" (Carver et al, 1989:268). In this research, the researcher doesn't include *alcohol-drug disengagement* scale because the scale is not made by Carver et al (1989) and it is not really relevant with educational setting in the participants' environment. This is already checked when the instrument of COPE inventory was distributed among the participants in the pilot project.

Table 3.2 below is the pattern of items and scale name of coping strategies to reduce the anxiety.

Table 3.2
COPE Inventory

Item	Name of Scale
1, 2, 3, 4	Active Coping

5, 6, 7, 8	Planning
9, 10, 11, 12	Suppression of competing activities
13, 14, 15, 16	Restraint Coping
17, 18, 19, 20	Seeking social support for instrumental reasons
21, 22, 23, 24	Seeking social support for emotional reasons
25, 26, 27, 28	Positive reinterpretation & grow
29, 30, 31, 32	Acceptance
33, 34, 35, 36	Turning to religion
37, 38, 39, 40	Focus on & venting of emotions
41, 42, 43, 44	Denial
45, 46, 47, 48	Behavioral disengagement
49, 50, 51, 52	Mental disengagement

Taken from: Assessing Coping Strategies: A Theoretically Based Approach by: C. Carver, M. Scheier, and J. Weintraub. Journal of Personality and Social Psychology 1989, Vol. 56, No. 2, 267-283. Copyright 1989 by the American Psychological Association, Inc.

There are four questions that relate to the theory of *Active Coping* as a coping strategy. They are question no. 1, 2, 3, and 4. No. 1: I take additional action to try to get rid of the problem. No. 2: I concentrate my efforts on doing something about it. No. 3: I do what has to be done, one step at a time. No. 4: I take direct action to get around the problem. These statements are in line with the explanation that active coping consists of starting direct action, boosting somebody's efforts, and making an effort to implement a coping attempt in stepwise approach (Carver et al, 1989).

The theory of *planning* is supported by four questions. They are questions no. 5, 6, 7, and 8. No. 5: I try to come up with a strategy about what to do. No. 6: I make a plan of action. No. 7: I think hard about what steps to take. No. 8: I think about how to best handle the problem. These statements are in line with the theory which says that planning involves coming up with action strategies, considering about what steps to take and how best to handle difficulty (Carver et al, 1989).

Rasi Yugafiati, 2015

STUDENTS' TEST ANXIETY: ITS SOURCES AND THEIR COPING STRATEGIES (A Study in One of Vocational Schools in Sukabumi)

Universitas Pendidikan Indonesia | \.upi.edu perpustakaan.upi.edu

There are four questions that support the theory of *Suppression of competing activities* as the coping strategy. They are questions no. 9, 10, 11, and 12. No. 9: I put aside other activities in order to concentrate on this. No. 10: I focus on dealing with this problem, and if necessary let other things slide a little. No. 11: I keep myself from getting distracted by other thoughts or activities. No. 12: I try hard to prevent other things from interfering with my efforts at dealing with this. These statements are in line with the explanation of Carver et al (1989) that suppression of competing activities can be defined as setting aside other assignment, trying to keep away from becoming distracted by other agendas, even letting slide other works, with the purpose of dealing with the stressor. Stressor in this study is identified as test anxiety. Moreover, Carver et al (1989) explain that suppression of competing activities can be categorized as problem focused coping. The students do suppression of competing activities in order to concentrate more on the test.

There are four questions that reveal the phenomenon of *Restraint Coping* as a coping strategy. They are questions no. 13, 14, 15, and 16. No. 13: I force myself to wait for the right time to do something. No. 14: I hold off doing anything about it until the situation permits. No. 15: I make sure not to make matters worse by acting too soon. No. 16: I restrain myself from doing anything too quickly. These statements are in line with the explanation that restrain coping is waiting until a good chance to take steps, postponing, and not acting impulsively (Carver et al ,1989). Moreover, they explain that the tactic can be called as active coping strategy because the students' behaviors are focused on dealing effectively with test anxiety. On the other hand, it can also be called a passive strategy because the students restrain themselves and do not take action to deal with the test (Carver et al, 1989).

The theory of *seeking social support for instrumental reasons* is gained by four questions. They are questions no. 17, 18, 19, and 20. No. 17: I ask people who have had similar experiences what they did. No. 18: I try to get advice from

someone about what to do. No. 19: I talk to someone to find out more about the situation. No. 20: I talk to someone who could do something concrete about the problem. According to Carver et al (1989), seeking social support for instrumental reasons can be showed by seeking suggestions, support, or information (Carver et al, 1989). Moreover, Carver et al (1989) assume that seeking social support for instrumental reasons can be categorized as problem-focused coping. The students try to find out the solution for facing the test by seeking suggestion, support, or information from competent people.

The theory of *seeking social support for emotional reasons* is revealed by four questions. They are questions no. 21, 22, 23, and 24. No. 21: I talk to someone about how I feel. No. 22: I try to get emotional support from friends or relatives. No. 23: I discuss my feeling with someone. No. 24: I seek sympathy and understanding from someone. Carver et al (1989) argue that the person who seeks social support for emotional reasons is trying to find moral support, sympathy, or understanding from people around them (Carver, 1989). Moreover Carver et al (1989) explain that seeking social support for emotional reasons can be categorized as emotion-focused coping.

There were four questions that support the theory of *reinterpretation & grow* as a coping strategy. They are questions no. 25, 26, 27, and 28. No. 25: I look for something good in what is happening. No. 26: I try to see it in a different light, to make it seem more positive. No. 27: I learn something from the experience. No. 28: I try to grow as a person as a result of the experience. Positive reinterpretation and grow can be defined as the way people controls suffering emotions (test anxiety) more willingly than dealing with the problem (the test) (Carver et al, 1989). Based on Carver's theory, the students who use this tactic interpret a stressful feeling about the test in a positive term, which leads them to continue being active or problem-focused.

The theory of *acceptance* is gained by four questions. They are questions no. 29, 30, 31, and 32. No. 29: I learn to live with it. No. 30: I accept that this has

happened and that it can't be changed. No. 31: I get used to the idea that it happened. No. 32: I accept the reality of the fact that it happened. This recognition of stressful condition can be called as acceptance (Carver et al, 1989). The students who do acceptance realize that the test is something that should be accommodated and faced. The phenomenon of test is a reality, so they have to deal with it.

There are four questions that support the theory of *turning to religion* as a coping strategy. They are questions no. 33, 34, 35, and 36. No. 33: I seek God's help. No. 34: I put my trust in God. No. 35: I try to find comfort in my religion. No. 36: I pray more than usual. These statements are in line with Carver et al (1989) who explain that turning to religion can be defined as coming back to religion when people feel under pressure. Moreover, they argue that turning to religion can be classified as a source of emotional support (Carver et al, 1989). It means that religion may be a source of emotional support for students in dealing with the test anxiety.

The phenomenon of *focus on & venting of emotions* is supported by four questions. They are questions no. 37, 38, 39, and 40. No. 37: I get upset and let my emotions out. No. 38: I let my feelings out. No. 39: I feel a lot of emotional distress and I find myself expressing those feelings a lot. No. 40: I get upset, and am really aware of it. These statements are in line with the theory that focusing on and venting of emotions can be defined as the choosing to focus on the distress, problem, or trouble which is faced by somebody, and expressing the emotions (Carver et al, 1989).

There are four questions that show the phenomenon of *denial*. They are questions no. 41, 42, 43, and 44. No. 41: I refuse to believe that it has happened. No. 42: I pretend that it hasn't really happened. No. 43: I act as if it hasn't even happened. No. 44: I say to myself "this isn't real." Denial can be explained as expression of people who deal with something which make them feel under pressure through action such as refusing that the reality exists (Carver et al, 1989).

Moreover, they argue that people who do denial just make another problem (Carver et al, 1989). It means that the students who use denial to deal with test anxiety only create additional problem, trouble, and dilemma. Denial doesn't provide the solution to face the test.

There are four questions that reveal the theory of *behavioral disengagement* as a coping strategy. They are questions no. 45, 46, 47, and 48. No. 45: I give up the attempt to get what I want. No. 46: I just give up trying to reach my goal. No. 47: I admit to myself that I can't deal with it, and stop trying. No. 48: I reduce the amount of effort I'm putting into solving the problem. Behavioral disengagement can be identified as releasing motivation to deal with a problem, even stop trying to reach the aim of it (Carver et al, 1989). Moreover, Carver et al (1989) believe that behavioral disengagement can be identified as helplessness which arises when the students expect poor coping outcomes. This coping tendency can be dysfunctional. This dysfunctional orientation leads the students to give up and stop their effort in facing the test.

The theory of *mental disengagement* is showed by four questions. They are questions no 49, 50, 51, and 52. No. 49: I turn to work or do other substitute activities to take my mind off things. No. 50: I go to movies or watch TV, and think less about it. No. 51: I daydream about things other than this. No. 52: I sleep more than usual. The students who use the tactics that reflect mental disengagement may escape through daydreaming, sleeping, watching television, playing games or gadgets, surfing in social media etc. to take their mind off the test. Mental disengagement can be identified through many agendas or action which entertain somebody so that he or she forgets the aim of the problem or behavioral dimension (Carver et al, 1989).

The results of the COPE instrument are analyzed using Likert scale. Then the results are interpreted by scoring analysis below.

0%	= no one of the respondents
1-25%	= the least of the respondents
26-49%	= almost a half part of the respondents
50%	= a half part of the respondents
51-75%	= the most of the respondents
76-99%	= almost all of the respondents
100%	= all of the respondents (Sudjana, 2005:131)

Thus, the analysis is categorized in to seven groups. They are “no one (0%)”, the least of them “(1-25%)”, almost a half of them “(26-49%)”, a half of them “(50%)”, most of them “(51-75%)”, “almost all of them “(76-99%), and “all of them (100%)”.

There is an explanation of how to find percentages which are showed in the finding of the coping strategies. There are 13 coping strategies. Every coping strategy is revealed by 4 statements. A statement may contain positive or negative value, and this value has big impact in accounting the percentages. A statement has a positive value if it indicates that the participant has a motivation to cope the test anxiety. A statement has a negative value if it indicates that the participant has no motivation to solve the test anxiety. The options of the response are *Tidak melakukan* (I usually don't do this at all), *Sedikit Melakukan* (I usually do this a little bit), *Cukup Sering Melakukan* (I usually do this often enough), and *Banyak Melakukan* (I usually do this a lot). The statement with a positive value, *Tidak melakukan* (I usually don't do this at all) is scored 1, *Sedikit Melakukan* (I usually do this a little bit) is scored 2, *Cukup Sering Melakukan* (I usually do this a often enough) is scored 3, and *Banyak Melakukan* (I usually do this a lot) is scored 4. The statement with a negative value, *Tidak melakukan* (I usually don't do this at all) is scored 4, *Sedikit Melakukan* (I usually do this a little bit) is scored 3, *Cukup Sering Melakukan* (I usually do this often enough) is scored 2, and *Banyak*

Melakukan (I usually do this a lot) is scored 1. Since the participants are 33 students, the score range is 33-132 for every statement. After the score is found, it is divided by 132 and multiplied by 100%.

For example, active coping is revealed by 4 statements. They are *Saya melakukan upaya ekstra untuk mengatasi masalah ini*. (I take additional action to try to get rid of the problem), *Saya berkonsetrasi saat bertindak mengatasi hal ini*. (I concentrate my efforts on doing something about it), *Saya melakukan hal-hal yang harus dikerjakan setahap demi setahap* (I do what has to be done, one step at a time), and *Saya mengambil tindakan langsung untuk mengatasi masalah ini* (I take direct action to get around the problem). All of the statements have positive values because they express the motivation to deal with test anxiety. The response to the statement by *Tidak melakukan (TM)* (I usually don't do this at all) is scored 1, *Sedikit Melakukan (SM)* (I usually do this a little bit) is scored 2, *Cukup Sering Melakukan (CM)* (I usually do this often enough) is scored 3, and *Banyak Melakukan (BM)* (I usually do this a lot) is scored 4. Of the 33 participants who respond to the statement no. 1, there is no one choosing TM. It means 0 is multiplied by 1 equals to 0. 9 participants choose SM. It means 9 is multiplied by 2 equals to 18. 9 participants choose CM. It means 9 is multiplied by 3 equals to 27. 15 participants choose BM. It means 15 is multiplied by 4 equals to 60. 0 plus 18 plus 27 plus 60 equals to 105. 105 is divided by 132 equals to 0.7954. It is multiplied by 100%, equals to 79.54%. The other statements are also calculated through these steps. Then the percentages are interpreted by using Sudjana's explanation (2005). After that, all of the percentages are added to each other and are divided by 4 since there are 4 statements to reveal the active coping. The result of total percentage is 79.92%. Then the total percentage is interpreted by using Sudjana's explanation (2005).

3.3.2 Interview

This study employs interview as one of triangulation methods to gain detailed information. Some information which may not be gained from documents could be gained by interview (Alwasilah, 2000). The purpose of the interview is to find out the students' problems, the anxiety levels experienced by the students, the sources of the students' anxiety, and the strategies used to reduce the anxiety. The interview is done after the class observation.

Interviews are conducted one time with the students. 20% of the total participants are interviewed. Furthermore, interviews can be useful to support information that had been gained from observation. The data gathered from the interview are then transcribed, classified, and interpreted.

3.3.3 Class Observation

Class observations are conducted to gain triangulation. In this research, the researcher becomes the passive participant who is present at the scene of action but does not act or takes part.

The observation offers data about the physical place, actor, activity, act, time, goal, and feeling (Sugiono, 2006). After the data are gathered from the classroom observation, they are documented into observation sheets, classified, and interpreted (Alwasilah, 2000). In the class observation, the researcher makes no effort to manipulate variables and notes what is happening as things naturally occur (Fraenkel & Wallen, 1993).

The class observations are conducted two times, as a pilot project and a class observation. There are 33 students from one class who are observed for this study. They are first graders of one vocational school in Sukabumi. The first observation is conducted in the process of teaching-learning English in February

2015 as a pilot project and the second one is conducted in April 11, 2015 as a class observation.

3.3.4 Document Analysis

Documents are natural sources which can provide real information (Alwasilah, 2000). Syllabuses, lesson plans, schedules, and students' scores on final examination are analyzed as information. Document analysis might not be easy or even impossible to take through direct observation (Fraenkel and Wallen, 1993). Document analysis is used as triangulation of the research.

Syllabuses, lesson plans, and schedules made for a semester, term 2014/2015, are collected in this study. The students' scores on final examination of the latest term are also collected. The documents are important to analyze students' anxiety levels experienced by the students, the sources of the students' anxiety, and the strategies used to reduce the anxiety. The data collected from the document analysis would be analyzed descriptively.

3.3.5 Study Agenda

This study is conducted in two sessions. It is conducted on February 2015 and April 2015. The schedule is described by Table 3.3.

Table 3.3
Time schedule of Study Agenda

Session	Activity	Date
1	Pilot Project	February, 2015
2	Interview, Class Observation, Spread instruments	April 11, 2015

3.4 Data Analysis

The qualitative method with some descriptive statistics is used to identify anxiety levels experienced by students, the sources of the students' anxiety, and the strategies used to reduce the anxiety. Data analysis is done after all the data, which consist of two instruments, interviews, class observations, and document analysis has been gained.

In analyzing the data, the data based on questionnaires are used to answer the three research questions and statistical descriptive is used. Then the data analysis from class observations, document analysis and interviews are analyzed descriptively as triangulation.

There are three steps in the data analysis. They are data reduction, data display, and drawing conclusion.

1.4.1 Data Reduction

The data collected from the instruments, class observations, interviews, and document analysis are carefully analyzed. The more the data collecting process is conducted, the more data are gathered. In the data reduction process, the data are reduced. As identified by Miles and Huberman (1984), reducing data means that the researcher summarizes and chooses the main items to construct particular pattern. The inappropriate data are deleted to get the data that are actually needed.

1.4.2 Data Display

After the data are reduced and the main parts are remained, the next step is to display the data. To explain the data display the researcher uses graphics, tables, charts, or citation (Sugiono, 2007). In this research the data display is presented in tables and statistical descriptive, while the triangulation from interviews, classroom observations, and document analysis are presented descriptively.

1.4.3 Drawing Conclusion

The third step of Interactive Model Analysis outlined by Miles and Huberman (1984) is drawing conclusion. The early conclusions can still be changed when new findings appear. The findings are analyzed and the analysis leads to conclusion. The conclusion of the data analysis is placed in the end.

1.5 Concluding Remark

This chapter has described the research methodology which underlies the data collection of the mainly qualitative research with some descriptive statistics. It covers of the research problems, the research methodology, the site and participants, the data collection methods, questionnaires / instruments : (Test Anxiety Inventory of Academic Success Center related to The components of test anxiety of Cassady's Theory (2001), scoring scale for the anxiety level and sources of anxiety (COPE inventory by Carver et al (1989)), triangulation: (interviews, class observations, document analysis), study agendas, data analyses, data reduction, data display, drawing conclusion, and concluding remark. Moreover, in gathering the data, the researcher employs questionnaires, interviews, classroom observations, and document analysis.

Rasi Yugafiati, 2015

STUDENTS' TEST ANXIETY: ITS SOURCES AND THEIR COPING STRATEGIES (A Study in One of Vocational Schools in Sukabumi)

Universitas Pendidikan Indonesia | [\ .upi.edu perpustakaan.upi.edu](https://perpustakaan.upi.edu)