

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions of important phenomenon mentioned in the previous analysis as the answers to the research problems and some suggestions, especially for further studies in the field of test anxiety.

#### 5.1 Conclusions

This study investigates the anxiety levels experienced by the students in one class of one vocational school in Sukabumi, West Java, the sources of their anxiety, and the strategies they use to reduce the anxiety. From the results and discussions in the previous chapter, several conclusions can be drawn.

The first question of the research is answered by the data from the instrument adapted from Test Anxiety Inventory, document analysis, and class observations. The data analysis explains that the students experience high anxiety in facing the final examination on English. It means that most of them deal with a high level of test anxiety. The data from the document analysis shows that the students' scores in semester 2 are good enough. Although the students face high level of anxiety, their academic performances are still good. It refers to Appendix 11 and 12. They can also master the materials which are tested in the final examination. The materials refer to Appendix 13 and Appendix 14. Thus, they are believed to have coping strategies to reduce the test anxiety. The class observations show that some students are anxious, but they still can handle their anxiety. Thus, their anxiety does not disturb their academic performance.

The second question of the research is answered by the data analysis of the instrument adapted from Test Anxiety Inventory which relates to worry and emotionality theory of Cassady (2001) as the components of test anxiety. The divisions of the data analysis are based on theories which are already explained in

chapter II. The data analysis is interpreted based on Sudjana's explanation (2005). The analysis of the sources of anxiety is also supported by interview, class observation, and document analysis. From the data analysis, it is shown that *People's View, Preparation, Procrastination, Expectation, Negative Consequences/ Negative Thought, Personal Problem, Time Pressure, Format Usage, Students' Age, Students' Familiarity With Testing Condition, Testing Situation Factors, and Unmastery The Skill* can be categorized as the sources of the test anxiety. The interviews with 20% of the participants also support the phenomenon. The class observations show that some students are anxious because of the source of the test anxiety, but they still can handle their anxiety. The document analysis shows that the average scores of the students are B. Thus, their anxiety does not disturb their academic performance.

The third research question is answered by the data from instrument adapted from the COPE Scale. Data presentation and analysis of the coping strategies are also supported by interview, class observation, and document analysis as triangulation. They show that the students' coping strategies are various. They are active coping, planning, suppression of competing activities, restraint coping, seeking social support for instrumental reasons, seeking social support for emotional reasons, positive reinterpretation & grow, acceptance, turning to religion, focus on & venting of emotions, denial, behavioral disengagement, and mental disengagement.

Based on the explanation above, it can be concluded that test anxiety can be experienced by any student. It may appear in a high or a low level of anxiety. The sources of the students' anxiety are various when facing the final examination on English. The students have their own strategies which are used to reduce the anxiety.

## 5.2 Suggestions

Based on the findings of the research, the researcher proposes several suggestions as follows:

1. It is expected that other researchers continue this research to enrich the literature on students' test anxiety.
2. The investigations on students' anxiety sources that arise while facing English test hopefully broaden the insight into the issue of language anxiety.
3. It is expected that after knowing the students' anxiety level, the sources of their anxiety, and the students' strategies to reduce the anxiety, the teachers and students can work together to overcome the test anxiety, especially when the students are facing the final examination and the national examination so the anxiety can be controlled.
4. Hopefully, after students in Indonesia apply the coping strategies to deal with anxiety, the test that has function as benchmark of their competence can be more optimized in checking and detecting their skills.

