A SURVEY OF FOREIGN LANGUAGE TEST ANXIETY OF EFL VOCATIONAL HIGH SCHOOL STUDENTS

A Thesis

Presented to Department of English Language Education as Partial Fulfillment of Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education

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A SURVEY OF FOREIGN LANGUAGE TEST ANXIETY OF EFL VOCATIONAL HIGH SCHOOL STUDENTS

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STATEMENT OF WORK'S ORIGINALITY

I sincerely certify that this thesis is entirely my own work. This thesis does not contain the entire or a portion of the work of others and is not quoted without using references, as a scientific paper should.

Yogyakarta, 12 September 2022

The Writer,



Fitri Alfaini

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MOTTO

لَا تَحْزَنْ إِنَّ ٱللَّهَ مَعَنَا

(lā taḥzan innallāha ma'anā)

“Do not grieve; indeed, Allah is with us.”

DEDICATION

Gratefully and thankfully, I would like to dedicate this thesis to all those who have supported and prayed for me, especially to my beloved parents, family, lecturers, and also all my friends. Without their support and prayers, I would not have reached this point. I also want to dedicate this thesis to myself, who have struggled to complete it.

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بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

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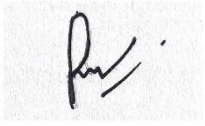
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Suggestions and recommendations are needed for the improvement of this thesis. I believe that this thesis is still far from perfect, and I hope that this thesis can be useful for the readers.

Wassalamualaikum warrahmatullahi wabarakatuh

Yogyakarta, 12 September 2022



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A SURVEY OF FOREIGN LANGUAGE TEST ANXIETY OF EFL VOCATIONAL HIGH SCHOOL STUDENTS

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ABSTRACT

This study explores the anxiety of vocational high school students when carrying out a foreign language test. This study aims to determine the English level of test anxiety in the EFL context among vocational high school students. This study was designed as a survey study by adapting the Test Anxiety Scale (TAS) questionnaire developed by Sarason (1984). The questionnaire consists of 22 items. This study used SPSS and Microsoft Excel to analyze the data to obtain descriptive statistical calculations, then it is known by sorting the 3 items with the highest mean of the participants' scores. Participants in this study comprised 168 students consisting of 90 male and 78 female students. All participants were 12th-grade students. Findings show that students' responses to the TAS item revealed the highest three items regarding the highest anxiety level on item 21 (I worry when I am not prepared well) with mean (M= 3.31 and SD= 1.43), The second highest anxiety level is found in item 17 (When I have bad grades, I study less) with mean (M=3.16 and SD= 1.30), and the third highest anxiety level in item 11 (During the test, I forget what I know) with mean (M= 3.07 and SD= 1.24). The result imply that students need more preparation and practice to manage their stress, and also when they are more prepared, they will be more relaxed when taking the test.

Keywords: Test anxiety, Foreign Language test, English written test, Vocational High School Students, EFL context

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Indonesia is one of the countries that carry out examinations as a form of assessment in schools, both for elementary, junior high, high school, and university levels. Therefore, test anxiety is also felt by students in Indonesia. Some relevant studies in Indonesia discussed test anxiety. Ratih, Fitriyani, and Nurviyandari (2012) stated that from 153 students, 109 high school students in Jakarta experienced high levels of anxiety against the National Exam. According to Hasan (2009), Several studies have noted three main factors that trigger anxiety facing the test, namely (1) limited time, (2) the level of difficulty of the material, (3) test instructions, the form of test questions, and answers and test mechanism items other. Putri's (2016) study stated that there is a negative relationship between the level of anxiety facing TOEP with TOEP results in students Faculty of Psychology, Private University in Indonesia (Putri, 2016). Also, According to Ayuningtyas, Mauludin & Prasetyo (2022) Students' fear of the consequence of failing at language acquisition is the most important factor when evaluating the exam in foreign language anxiety and the specific attitudes that fuel anxiety in ESP students.

For some students, exams are scary things. They are terrified of not succeeding in a test. According to Zeidner (1998, p.17), Test anxiety is defined as a “set of phenomenological, physiological, and behavioral responses that accompany concern about possible negative consequences or failure on an exam or similar

evaluative situation". Test anxiety is excessive anxiety when facing specific tests; this anxiety or fear is described by fear of failure when taking a test, either a quiz or school exam, and unpleasant experiences, either consciously or unconsciously. Gass and Selinker (2008, p. 400) explained that anxiety might be "a matter of personality, an emotional reaction to a situation, or a combination". Anxiety can cause panic attacks, this is the beginning of intense fear in the face of exams. Students who experience test anxiety will show symptoms that can be seen from changes in physical, emotional, and behavioral conditions, on the other hand, can be described as anxiousness and worry at the very moment of the triggering experience (Cao & Liu, 2015). Also, in In Ohata's (2005) study, the majority of the participants stated that they dreaded taking tests because they were afraid of the negative implications of receiving a failing score. Aydin, Yavuz, & Yeşilyurt (2006) stated that test anxiety is apprehension over academic evaluation. In other words, it can be said that test anxiety can cause emotional changes and student behavior when facing a test, and test anxiety can occur because students are afraid of getting a low score or failing the test.

Test Anxiety in the EFL context is caused by several factors, namely test validity, time, test technique, test format, exam environment, number of questions, and clarity of question instructions. According to Young (1991), the factors that influence students' reactions to language tests are perceptions of test validity, time limit, test techniques, test format, length, testing environment, and clarity of test instructions. Test validity is an important factor that can cause anxiety when testing

in the EFL context. Madsen (in Young, 1999) looked at the impact of anxiety on ESL tests and discovered that high anxiety tests were also perceived as less valid by students. Another factor that also affects the occurrence of test anxiety is the time limit because students feel pressured when they have to do a test with a certain time duration; for example, in research by Ohata (2005) students felt forced to think that they had to integrate their thoughts in a short amount of time. Test anxiety does not only occur because of students' fear of getting a low score but is also influenced by other external factors such as the time limit for doing the test and also the validity of the test.

In a study in Turkey, it was shown that test anxiety in the EFL context was caused by several things, such as the fear of failing the test, getting low scores, and even not passing the test. Another study (Koralp, 2005) discovered that EFL learners had some English language learning anxiety on two anxiety level measures, fear of negative assessment and test anxiety, which were significantly connected. Participants in this study were undergraduate's students in Turkey. They found that students who get low scores feel less confident and less relaxed than students who get high scores. Fear of failure in the evaluation and failed test experiences are the reasons why students feel anxious when testing. Test anxiety also affects the physical and psychological effects of students. Teachers' and students' attitudes and proficiency, test applications, course material, and parental expectations are all linked to test anxiety. It can be seen from the study above that student who gets high scores will feel more relaxed and confident

compared to students who get low scores. The fear of failing on the test, the ability of the teacher, and also the expectations of parents for students are also factors that cause anxiety during the test.

Test anxiety is known to be influenced by environmental factors such as motivation, task complexity, and the practical implications of high or low performance (Humphreys & Revelle, 1984). Test anxiety has a relationship with academic achievement. A study in Iran showed that there is a negative link between test anxiety and academic achievement. Rezazadeh and Tavakoli (2009) indicated that as test anxiety rises, academic achievement falls, and vice versa. If students' anxiety increases when they are about to take the test, the test failure rate will increase because anxiety during the test will affect the academic achievement of students.

In Indonesia, studies that discuss test anxiety in the context of English Foreign Language are still very limited. The previous study only focused on test anxiety, and this study will discuss test anxiety in the EFL context. This study aims to identify the level of anxiety when conducting a second language test on vocational school students.

1.2 Identification of the Problem

Test anxiety is one type of emotion that can have a negative effect on the learning process. Test anxiety is usually experienced when a person faces a situation

or activity that contains an assessment, such as school tests, semester exams, national exams, quizzes, and so on. Test anxiety can cause students to be nervous, blank, shaking, not calm, depressed, and even faint. In Indonesia, test anxiety is quite common among students, especially in the EFL context. Students in Indonesia become increasingly anxious when taking an English test because English is the foreign language in Indonesia.

1.3Limitation of the problem

This study will be limited to several variables. This study will focus on discussing test anxiety in the EFL context in vocational high school students using a questionnaire. This study will also focus on written tests in English lessons. This quantitative study uses a survey method to collect data from a group of EFL students at a vocational high school.

1.4 Formulation of the Problem

Based on the limitation of the problem mentioned above, the research problem is formulated in the following questions:

What is the level of English test anxiety in the EFL context according to students' views?

1.5 Objectives of the study

Based on the formulation of the problem above, the objectives of this research are as follows:

To identify the level of English test anxiety in the EFL context among vocational high school students.

1.6 Significance of the study

The results of this study aim to provide or enrich the results of a survey of empirical evidence about test anxiety in different contexts to be more specific. The aim of this research is to identify the level of test anxiety in the EFL context of vocational high school students. The benefits of this research for students are that students can better understand the importance of preparation before exams, are better able to manage their stress, can manage time when doing tests and also, they can be more relaxed if they prepare better. While the benefits of this research for teachers are, teachers can provide more motivation to students, teachers understand the importance of providing learning strategies for test preparation to students so that the level of anxiety during the test can be decreased.

CHAPTER II

LITERATURE REVIEW

This chapter is divided into two parts, namely: the literature review and the theoretical framework of the research.

2.1 Test Anxiety in Foreign Language

Students will usually experience anxiety in learning a foreign language, either while studying or while taking the evaluation. When students take a foreign language exam, students may feel anxious and nervous when starting the exam, while working on the exam, or after finishing the exam. Also, the anxiety that appears might be due to a lack of mastery of learning material or worry about getting a low score. When students are more prepared, they will feel less anxious while taking the test.

Anxiety is defined as "an unpleasant emotional state or condition characterized by the subjective feeling of tension, apprehension, and worry, and by activation or arousal of the automatic nervous system" (Spielberger, 1972, p. 482). According to Sarason (1984) anxiety is usually denned as a complex state that includes cognitive, emotional, behavioral, and bodily reactions. There are several types of anxiety, and one of them is test anxiety. Horwitz et al. (1986) noted three types of Foreign Language Anxiety: 1) communication apprehension, 2) fear of negative evaluation, and 3) test anxiety. According to a large body of study, test

Anxiety (TA) is recognized as one of the most extraordinary constructs in various fields. Zeidner and Mathews (2005) describe test anxiety as behavioral, phonological, and psychological reactions to evaluative situations such as exams or tests concerning these items' adverse effects or anticipation. It means that test anxiety is behavior and emotional response related to adverse or anticipation effects when facing assessment such as tests or exams. According to Horwitz and Young (1991), test anxiety is an apprehension towards academic evaluation. It is described as a fear of failing tests and unpleasant experiences held either consciously or unconsciously by learners in various situations. According to Horwitz, Horwitz and Cope (1986), foreign language anxiety is the separate complicated phenomenon of self-perception, beliefs, feelings and behavior related to the classroom language learning process. The fear of negative assessment, communication apprehension, and test anxiety are three components of Foreign Language Anxiety (FLA), according to Horwitz et al. (1986). MacIntyre & Gardner (1991) also states that foreign language anxiety is more relevant to language learning among adults.

According to a review of previous studies, some causes affect test anxiety in foreign language learning. The research on cultural differences that affect test performance and the evaluation process, including test anxiety, was reviewed by Neely and Shaughnessy (1984). They identified six issues using tests that are frequently raised: inappropriate content, inappropriate standardization samples, examiner, language bias, inequitable social consequences, measurement of different constructs, and differential predictive validity. Meanwhile, Young report that

perceptions of test validity, time limit, test methods, test format, test duration, testing environment, and clarification of test instructions are all the factors that influence student reactions to language tests (cited in Aydin, 2007). To put it more simply, language proficiency and context have a significant impact on test anxiety. Madsen's research (1981) showed a relationship between anxiety, and language proficiency and language background.

2.2 Foreign Language Assessment

Assessment, evaluation, and testing are the same term and are essential in English learning because they play a crucial role in seeing student achievement and also as a place for teachers to provide feedback. Assessments are critical to students' learning because they are used to search for student achievement and provide feedback (Baird, Andrich, Hopfenbeck, & Stobart, 2017). According to Lambert & Lines (2000, p. 4), assessment is "the process of gathering, interpreting, recording and using information about pupils' responses to educational tasks." Purpura (2016, p. 191) noted that "a systematic procedure for eliciting test and non-test data to make inferences or claims about certain language-related characteristics of an individual." PISA (n.d.) describes that The Foreign Language Assessment (FLA) will include the following components, a test to determine whether or not you are fluent in a foreign language, a collection of questionnaire modules for teachers, students, schools, and parents, as well as a system-level questionnaire, were developed to collect background and policy-relevant data.

Almost every country carries out examination activities to conduct an assessment, especially in non-native countries like Turkey, China, and Iran will carry out foreign language assessments, either with a test to enter senior high school or test to enter university. Young (1991) identified six possible causes of language anxiety from three areas of arousal: the learner, the instructor, and the instructional activity. He claims that (1) learners' personal and interpersonal anxiety, (2) learners' assumptions about language learning, (3) instructors' beliefs about language teaching, (4) instructor-learner interactions, (5) classroom procedures, and (6) language testing, cause language anxiety. Based on the previous sixth point, it can be seen that language testing can cause language anxiety, so it can be said that foreign language assessment can make students experience anxiety. This is due mainly to high-stakes tests such as the "University Entrance Assessment" and the "Transition from Primary to Secondary Education Exam" (Ergene, 2011). Horwitz et al. (1986) identified three aspects of language learning anxiety: Communication aversion is concerned with interpersonal interactions; fear of unfavorable appraisal is the fear of being judged negatively by others and the avoidance of evaluative situations; test anxiety is the fear of failing an academic examination. When entering the foreign language classroom, students begin to feel anxious, especially when carrying out a foreign language assessment. Yoshida (2010) also stated that students frequently enter the foreign language classroom with anxiety.

Salehi and Marefat (2014) investigated the relationship between language anxiety and test anxiety and their effects on L2 learning achievement, confirming the existence of a positive relationship between the two ($r = 0.69$). Cakici (2016)

also looked into the relationship between language anxiety, test anxiety, and L2 learning achievement and discovered that the two types of anxiety reactions were substantially and positively correlated (r = 0.61). However, a closer examination of these studies reveals that they were all based on the non-directional relationships among the chosen anxiety variables and revolved around the L2 learning background.

2.3 Theoretical Framework

This study discusses student anxiety when carrying out the English test in the EFL context. Meanwhile, this research is a survey study in which the instrument uses a questionnaire, aiming to determine the level of students' anxiety when carrying out the Foreign language test. The notion of test anxiety in foreign language conceptualized by Horwitz, Horwitz and Cope (1986) Foreign language anxiety is the separate complicated phenomenon of self-perception, beliefs, feelings and behavior related to the classroom language learning process. The instrument used is the Test Anxiety Scale (TAS) developed by Sarason (1984).

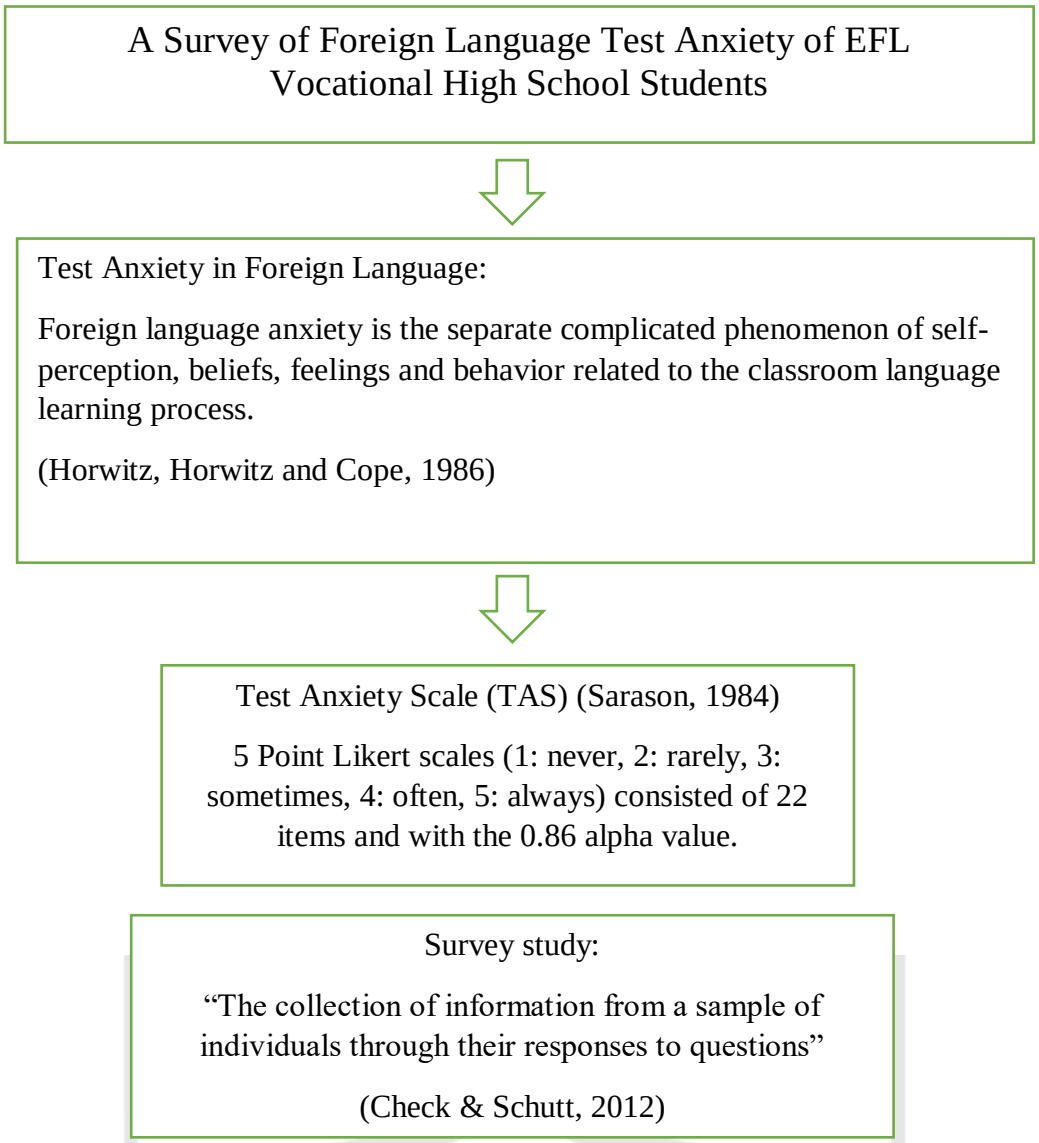


Figure 2.1 Theoretical Framework

CHAPTER III

RESEARCH DESIGN

This chapter explains the methodology of this research. It will consist of research design, participants and data collection techniques.

3.1 Research Design

This study was conducted to identify the level of test anxiety by the EFL vocational high school students at public vocational high school in Riau. This study uses quantitative research and uses survey research as a method by collecting the information from a sample of individuals through their responses to questions (Check & Schutt, 2012). The data in this study will be analyzed by using SPSS 23 (Statistical Package for the Social Sciences) and Microsoft Excel.

3.2 Population & Sample

The population of this study was all students of grade 12 at public vocational high school. The population consists of 400 students from grade 12 at public vocational high school in Riau. To calculate total sample from population this research using Slovin's formula. The Slovin's formula below:

$$n = \frac{N}{1 + Ne^2}$$

Explanation:

n =Number of Sample

N = Population

e = Error rate (5% = 0,05)

To determine the number of samples to be used, the researcher used the Slovin's formula by the error rate of 5%. The estimated amount of this study is 400, with the above calculation, the estimation results are as follows:

$$n = \frac{400}{1+(400)(0{,}05^2)}$$

$$n = \frac{400}{2}$$

n = 200 or 200 students

The numbers of samples in this study were 200 participants.

Because of time constraint and students' willingness to respond to the questionnaire, there were only 168 respondents instead of 200.

The participant's personal information and anxiety level during the EFL test are included in the questionnaire. The results of the participant's information data are as follows:

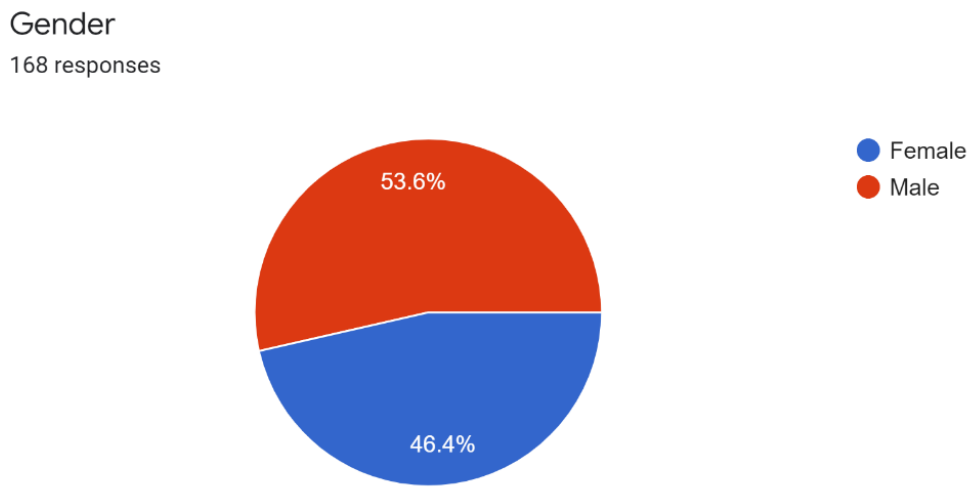


Figure 4.1 Chart of Participants' Gender

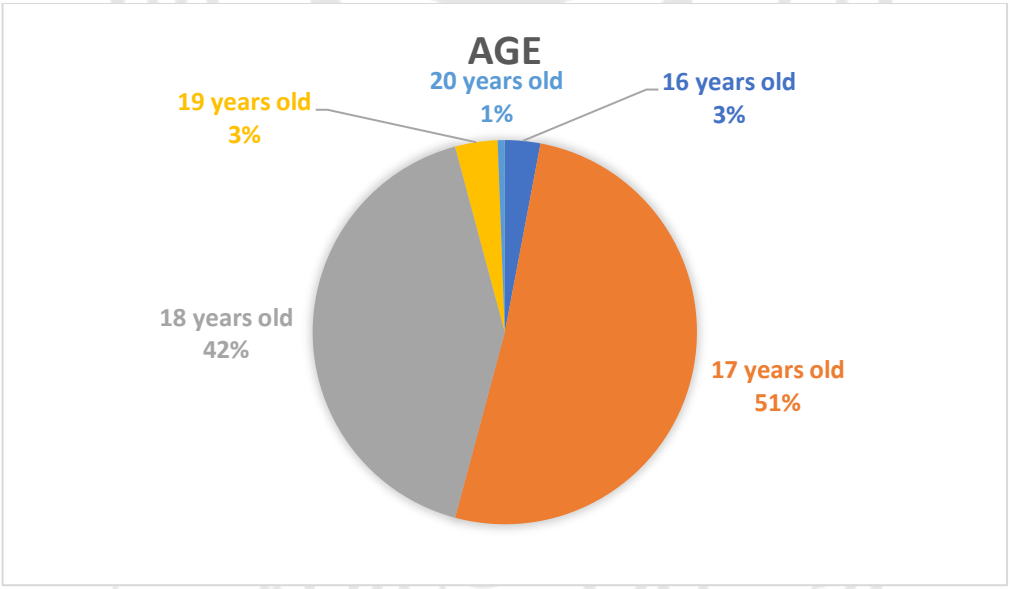


Figure 4.2 Chart of Participants' Age

The total number of participants who completed the questionnaire was 168 participants. It can be seen in Figure 4.1 that the results of the data show that male students who filled out the questionnaire were dominated by 53.6% or 90 participants. On the other hand, female students who filled out the questionnaire

were 46.4% or 78 participants. Figure 4.2 shows that most of the participants who filled out the questionnaire were 17 years old, with 51% or equivalent to 86 participants and 42% or 70 participants aged 18 years. Meanwhile, 3% or 6 students of the total participants were 19 years old, 3% or 5 other participants were 16 years old, and 1 participant or equivalent to 1% of the total participants aged 20 years.

3.3 Data Collecting Techniques

This subchapter explains data collecting techniques which are instrument, validity and reliability.

3.3.1 Instrument

In this study, researcher used questionnaire to collect the data. The questionnaire was developed by Sarason in 1984 namely Test Anxiety Scale (TAS). The questionnaire was used to assess students' test anxiety in EFL context of vocational high school students.

Table 3.1 Distribution of Questionnaire Item

Items	Statements
TAS-1	I worry while I'm taking a test.
TAS-2	While taking a test, I am thinking that other students are better than I am.
TAS-3	When I know that I will take a test, I do not feel confident and relaxed.
TAS-4	During the test, I am thinking unrelated things about the class.
TAS-5	I feel worried when I learned that I would take a test.
TAS-6	During the test, I think I will fail.
TAS-7	After the test, I feel worried.
TAS-8	I cannot feel confident even if I have good grades.
TAS-9	After the test, I feel I would do better.
TAS-10	During the test, my emotions affect my performance negatively.
TAS-11	During the test, I forget what I know.
TAS-12	I feel worried when I study for a test.
TAS-13	The more I work, the more confused I get.
TAS-14	During the test, I cannot be sure if I will succeed.
TAS-15	Tests bother me a lot.
TAS-16	I feel pressured by time limits during test.
TAS-17	When I have bad grades, I study less.
TAS-18	I would learn more if I should not have tests.
TAS-19	Tests affect my performance negatively.

TAS-20	I worry even when I am prepared well.
TAS-21	I worry when I am not prepared well.
TAS-22	I feel crammed before an exam.

The TAS is composed of 22 items which consist of three-points Likert Scale, ranging from one point (Never), to five points (Always). All the items have positive statements. The scale of the data used in this questionnaire is the Likert scale with scoring techniques as followed:

Likert Scale	Score
Never	1
Rarely	2
Sometimes	3
Often	4
Always	5

In this study, researcher adapted 22 items TAS from Sarason (1984) by checking each items whether it is in accordance with the EFL context and translated it into Bahasa Indonesia. In the previous study, this questionnaire was used in Turkey for EFL vocational high school students. The author translated the questionnaire into Bahasa Indonesia by herself and re-checked by her adviser. The survey of EFL test anxiety in vocational high school can be administrated individually through online Google form. The researcher gave 15-20 minutes to fill

out the questionnaire. When filling out the questionnaire, first, students fill in personal data such as name, age, gender, grade level, class major, email, and phone number. And after that, the researcher invited students to fill in the questionnaire items.

3.3.2 Validity & Reliability of the Instrument

The data were collected from the main journal of this study. It found highly reliable with the 0.86 alpha value of the total 22 items. This means that all of the survey items are highly reliable.

3.3.3 Data Processing Analysis Method

Table of criteria for Interpretation of research scores as follows:

Score Interpretation Table

Skor	Kriteria Interpretasi
1.00-1.79	Sangat Rendah
1.80-2.59	Rendah
2.60-3.39	Sedang
3.40-4.19	Tinggi
4.20-5.00	Sangat Tinggi

Source : Sudjana (2002)

3.4 Data Analysis Techniques

Data processing techniques use Microsoft Excel 2019 and use SPSS Statistics 23 as the computational program. Descriptive statistics was used to

find out the percentage, median and standard deviations of the variables. Afterward, the results were shown in the form of chart, and the researcher took same appropriate steps with this research:

a. Reviewed the TAS questionnaire
b. Adapted TAS as the instrument by checking the context of the study, examining if all items are suitable with the participants, and translating the questionnaire into Bahasa Indonesia
c. Checked the translated items
d. Checked validity of TAS Indonesian Version
e. Checked reliability of TAS Indonesian Version
f. Distributed 22 items questionnaire to 200 students at public vocational high school through Google form
g. Used Microsoft Excel 2019 and SPSS 23 to analyze the data from the questionnaires into statistical package to find Standard Deviation and Mean, then order the 3 items the highest mean of the participants' scores.
h. Interpret the data using the score interpretation table from Sudjana.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes the findings obtained from the questionnaire to identify the level of EFL test anxiety in grade 12 Vocational High School students.

4.1 Research Findings

QUESTIONNAIRE ITEMS			
NO	ITEMS	MEAN	SD
1	I worry while I'm taking a test.	2.88	1.13
2	While taking a test, I am thinking that other students are better than I am.	2.85	1.33
3	When I know that I will take a test, I do not feel confident and relaxed.	2.48	1.32
4	During the test, I am thinking unrelated things about the class.	2.21	1.28
5	I feel worried when I learned that I would take a test.	2.60	1.35
6	During the test, I think I will fail.	2.45	1.33
7	After the test, I feel worried.	2.89	1.41
8	I cannot feel confident even if I have good grades.	2.34	1.34

9	After the test, I feel I would do better.	3.92	1.19
10	During the test, my emotions affect my performance negatively.	2.57	1.38
11	During the test, I forget what I know.	3.07	1.24
12	I feel worried when I study for a test.	2.54	1.38
13	The more I work, the more confused I get.	2.69	1.35
14	During the test, I cannot be sure if I will succeed.	2.68	1.35
15	Tests bother me a lot.	1.78	1.19
16	I feel pressured by time limits during test.	2.71	1.48
17	When I have bad grades, I study less.	3.16	1.30
18	I would learn more if I should not have tests.	3.07	1.48
19	Tests affect my performance negatively.	1.95	1.16
20	I worry even when I am prepared well.	2.97	1.43
21	I worry when I am not prepared well.	3.31	1.43

22	I feel crammed before an exam.	2.25	1.33

Table 4.1 Result of Each Item

Based on the table above from 168 participants, the result shows the highest anxiety level is found in item 21 (I worry when I am not prepared well) with mean (M= 3.31) and standard deviation (SD= 1.43). The second highest anxiety level is found in item 17 (When I have bad grades, I study less) with mean (M= 3.16) and standard deviation (SD= 1.30), and the third highest anxiety level in item 11 (During the test, I forget what I know) with mean (M= 3.07) and standard deviation (SD= 1.24).

Meanwhile, the least anxiety level is found in item 15 (Test bother me a lot) with mean (M= 1.78) and standard deviation (SD= 1.19). The second least anxiety level is found in item 19 (Tests affect my performance negatively) with mean (M= 1.95) and standard deviation (SD= 1.16). Finally, the third least anxiety level is found in item 4 (During the test, I am thinking unrelated things about the class) with mean (M= 2.21) and standard deviation (SD= 1.28).

4.2 Discussion

Based on the findings above, these findings indicate the level of anxiety that highest anxiety level and the minor anxiety level of EFL students when facing an English test. The highest mean of the text anxiety level are: The students stated their

anxiety level elevated if they felt unprepared. The students claimed they got a lousy score on the test because they did not study enough, and also, they had trouble remembering what they had learned before the test.

In this present study, the highest anxiety level was found in item 21 (I worry when I am not prepared well) with mean (M= 3.31) and standard deviation (SD= 1.47). In addition, almost half of the students felt that they were worried if they did not prepare well for the test. Trifoni & Shahini show that the students feel anxious even when they have studied and are well-prepared for the exam. As Yusefzadeh, Iranagh & Nabilou (2019) also pointed out, students' complaints about not having enough time to prepare for examinations or review course material, as well as their dissatisfaction with their academic performance on past assessments, are all symptoms of test anxiety. Thus, it can be seen that this can cause students' anxiety levels to increase when they take the test. Exams can be difficult, but being well-prepared can help you control your anxiety and provide your best effort (The University of Sydney, 2022). Therefore, to reduce their anxiety level, students should prepare themselves well before the test, like they must study hard, having enough rest before the test, learning self-relaxation techniques, and increasing self-confidence. And teachers can help students to do these things by always motivating them. Yusefzadeh, Iranagh & Nabilou (2019) stated that test anxiety can be controlled by using study strategies and proactive methods used by lecturers. Hence, the students become more aware and ready to face the test. By doing this, students will be more established in facing the test, and the level of student anxiety

during the test can be further reduced. Item 21 (I worry when I am not prepare well) is a questionnaire item with the highest mean, namely with mean (M= 3.31) and standard deviation (SD= 1.47) and if it is interpreted with a table score from Sudjana, then item 21 has a mean (M = 3.31) is included in the moderate interpretation criteria.

Next, the second highest anxiety level is found in item 17 (When I have bad grades, I study less) with mean (M= 3.16) and standard deviation (SD= 1.30). This item shows that students feel that when they are less active while studying, this will cause them to get bad grades on the test. Black & Deci (2000) identified that students really have to study and will feel guilty if they don't study. The result in this finding is also similar with the result from Wu & Xin (2019), students with poor academic performance exhibit five key traits: low enthusiasm in learning, lack of interest in learning, a weak readiness to study, and a bad learning mindset. It can be seen that this can cause students' anxiety levels to increase. Therefore, to reduce this, teachers can help students by increasing students' motivation to prepare for the test. And also, students must have the self-awareness to learn so that when they take the test, they will be better prepared and get good grades. That way, their anxiety level during the test is reduced. In item 17 (When I have bad grades, I study less) with mean (M= 3.16) and standard deviation (SD= 1.30) which is the second highest mean when interpreted with a table score from Sudjana, then the mean of item 17 is included in the moderate interpretation criteria.

Next, the third highest anxiety level in item 11 (During the test, I forget what I know) with mean (M= 3.07) and standard deviation (SD= 1.24). This item shows that the students claimed that they had trouble remembering what they had learned before the test during the test. We can know that this causes students' anxiety levels to increase. If students feel anxious when carrying out the test, it can affect students' thinking abilities. This finding is also similar to a study by Mashayekh & Hashemi (2011); they indicated that test anxiety could significantly impact a student's capacity to think; it might cause them to blank out and have intrusive thoughts that are challenging to control. According to Javanbakht and Hadian (2014), students' ability to perform well and their ability to show their knowledge on exams can both be negatively impacted by test anxiety. Test anxiety may also cause issues during the exam itself, such as a lack of concentration or losing important information, or "going blank" throughout the exam (Doctor & Altman, 1969). To reduce this occurrence, students must increase their self-confidence. Teachers can help students improve their self-confidence by motivating students and providing tips on increasing positive self-image in students. That way, students are better able to do the test well, so the test anxiety level in students can decrease. In item 11 (During the test, I forget what I know) with mean (M= 3.07) and standard deviation (SD=1.24) which is the item with the third highest mean, if interpreted with the score interpretation table from Sudjana, then the mean item 11 are included in the moderate criteria.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

This study aims to determine the English level of test anxiety in the EFL context among vocational high school students in grade 12 at a public vocational high school in Riau. First, based on the data analysis, the researcher found that students were worried when they did not prepare for the test well, which was the most frequently influencing anxiety level with mean (M= 3.31) and standard deviation (SD= 1.47). Second, it is followed by students feel that when they are less active while studying, this will cause them to get bad grades on the test with mean (M= 3.16) and standard deviation (SD= 1.30). Third, During the test, students forgot what they already knew with mean (M= 3.07) and standard deviation (SD= 1.24). Meanwhile, the minor influence level is during the test, students think about things that are not related to the class with mean (M= 2.21) and standard deviation (SD= 1.28). Based on the results of the data analysis above, it shows that the highest mean is item 21 with a Mean (M= 3.31), the second is item 17 with a Mean (M= 3.16), and the third highest item is item 11 with a Mean (M= 3.07) when the results of the items above are interpreted according to the score interpretation table from Sudjana, it will show the interpretation criteria of these items are at a moderate level.

5.2 Recommendation

Although this study offers some recommendations for further research. Firstly, there is still a gap in the result of Test Anxiety levels among vocational high school students. As a result, the researcher advises that more research be carried out. Secondly, this study only focuses on the level of student anxiety during the test. The researcher suggests further research to do more about other levels of test anxiety that may affect student achievement, students' views on the EFL test, and the educator's role in anticipating test anxiety.

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APPENDICES

APPENDIX 1

Questionnaire of Test Anxiety Scale

(TAS)

English Version of Test Anxiety Scale (TAS)

This questionnaire is not intended to measure your EFL test ability. Nor is it a test that you can score high or low. Actually, this questionnaire helps us to help you by knowing about your actual response, we will be able to know when you experience anxiety when taking the test in English. This allows us to prepare well for the English test at your vocational school in the future. Thus, your cooperation can certainly make a big difference. Thank you for your time in advance.

Directions: The statements below refer to how you felt when taking the test in English. Please read all statements carefully and tick the option that best describes you by indicating whether you **(1) never, (2) rarely, (3) sometimes, (4) often, or (5) always.**

1. **I worry while I'm taking a test.**
2. **While taking a test, I am thinking that other students are better than I am.**

3. **When I know that I will take a test, I do not feel confident and relaxed.**
4. **During the test, I am thinking unrelated things about the class.**
5. **I feel worried when I learned that I would take a test.**
6. **During the test, I think I will fail.**
7. **After the test, I feel worried.**
8. **I cannot feel confident even if I have good grades.**
9. **After the test, I feel I would do better.**
10. **During the test, my emotions affect my performance negatively.**
11. **During the test, I forget what I know.**
12. **I feel worried when I study for a test.**
13. **The more I work, the more confused I get.**
14. **During the test, I cannot be sure if I will succeed.**
15. **Tests bother me a lot.**
16. **I feel pressured by time limits during test.**
17. **When I have bad grades, I study less.**
18. **I would learn more if I should not have tests.**
19. **Tests affect my performance negatively.**
20. **I worry even when I am prepared well.**
21. **I worry when I am not prepared well.**
22. **I feel crammed before an exam.**

APPENDIX 2

Questionnaire of Test Anxiety Scale

(TAS) in Bahasa Indonesia

Kuesioner Skala Kecemasan Ujian (TAS)

Kuesioner ini tidak dimaksudkan untuk mengukur kemampuan ujian EFL Anda. Bukan juga tes yang bisa menentukan nilai Anda tinggi atau rendah. Sebenernya, kuesioner ini membantu kami dalam membantu Anda yaitu dengan mengetahui tentang tanggapan Anda yang sebenarnya, kami akan dapat mengetahui kapan Anda mengalami kecemasan saat menjalani ujian dalam bahasa Inggris. Hal ini memungkinkan kami untuk mempersiapkan diri dengan baik untuk test bahasa inggris di sekolah vokasi Anda di masa depan. Dengan demikian, kerja sama Anda tentu dapat membuat perbedaan besar. Terima kasih atas waktu Anda sebelumnya.

Petunjuk: Pernyataan di bawah ini mengacu pada bagaimana perasaan Anda ketika menjalani test dalam bahasa Inggris. Silahkan baca semua pernyataan dengan cermat dan centang pilihan yang menggambarkan Anda dengan menunjukkan apakah anda **(1) tidak pernah, (2) jarang, (3) kadang-kadang, (4) sering, atau (5) selalu.**

1. **Saya khawatir saat mengikuti ujian.**
2. **Saat mengerjakan ujian, saya berpikir bahwa siswa lain lebih baik dari saya.**
3. **Ketika saya tahu bahwa saya akan mengikuti ujian, saya tidak merasa percaya diri dan santai.**
4. **Selama ujian, saya memikirkan hal-hal yang tidak berhubungan dengan kelas.**
5. **Saya merasa khawatir ketika mengetahui bahwa saya akan mengikuti ujian.**
6. **Selama ujian, saya pikir saya akan gagal.**
7. **Setelah ujian, saya merasa khawatir.**
8. **Saya tidak dapat merasa percaya diri meskipun nilai saya bagus.**
9. **Setelah ujian, saya merasa akan lebih baik.**
10. **Selama ujian, emosi saya mempengaruhi kinerja saya secara negatif.**
11. **Selama ujian, saya lupa apa yang saya tahu.**
12. **Saya merasa khawatir ketika saya belajar untuk ujian.**
13. **Semakin banyak saya bekerja, semakin saya bingung.**
14. **Selama ujian, saya tidak yakin apakah saya akan berhasil.**
15. **Ujian sangat mengganggu saya.**
16. **Saya merasa tertekan oleh batasan waktu selama ujian.**
17. **Ketika nilai saya jelek, saya kurang belajar.**
18. **Saya akan belajar lebih banyak jika saya tidak mengikuti ujian.**
19. **Ujian mempengaruhi kinerja saya secara negatif.**

20. Saya khawatir meskipun saya sudah mempersiapkan diri dengan baik.

21. Saya khawatir ketika saya tidak siap dengan baik.

22. Saya merasa sesak sebelum ujian.

PERMISSION LETTER

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Hal : Permohonan Izin Pengambilan Data Skripsi

Kepada :

Yth. Kepala Sekolah SMKN 1 Bangkinang

Di tempat.

AssalamualaikumWr. Wb

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut di bawah ini :

Nama Mahasiswa : Fitri Alfaini

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Program Studi : Pendidikan Bahasa Inggris

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Judul Skripsi :

"A Survey of Foreign Language Test Anxiety of EFL Vocational High School Students."

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

WassalamualaikumWr. Wb

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