

Student's Anxiety In Facing Formative Test In English Education Program Of Muhammadiyah University Of Bengkulu

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ABSTRAK

Penelitian ini dilakukan untuk mengidentifikasi penyebab kecemasan mahasiswa dalam menghadapi ujian formatif serta strategi yang digunakan untuk mengatasinya di kalangan mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Bengkulu. Penelitian ini menggunakan metode deskriptif kuantitatif. Subjek penelitian ini adalah 21 mahasiswa semester VIII Program Studi Pendidikan Bahasa Inggris tahun akademik 2021. Data dikumpulkan menggunakan kuesioner yang disebarluaskan melalui Google Form, yang terdiri dari 20 pernyataan berdasarkan gejala kecemasan kognitif, afektif, dan fisik yang diukur menggunakan skala Likert. Data dianalisis menggunakan rumus persentase. Temuan menunjukkan bahwa terdapat 20 penyebab kecemasan yang dialami mahasiswa saat menghadapi ujian formatif yang terbagi dalam tiga kategori gejala: kognitif, afektif, dan fisik. Penyebab yang paling dominan adalah rasa malu jika nilai ujian mereka rendah (100%). Selain itu, teridentifikasi lima strategi yang digunakan mahasiswa untuk mengatasi kecemasan mereka, yaitu persiapan, relaksasi, berpikir positif, mencari dukungan teman sebaya, dan pasrah. Strategi yang paling dominan diterapkan oleh mahasiswa adalah persiapan.

ABSTRACT

This research was conducted to identify the causes of student anxiety in facing formative tests and the strategies used to overcome it among students of the English Education Study Program at Muhammadiyah University of Bengkulu. This research employed a descriptive quantitative method. The subjects of this research were 21 eighth-semester students of the English Education Study Program academic year 2021. Data were collected using a questionnaire distributed via Google Form, consisting of 20 statements based on cognitive, affective, and physical anxiety symptoms measured using a Likert scale. The data were analyzed using a percentage formula. The findings revealed that there were 20 causes of anxiety experienced by students when facing formative tests across three symptom categories: cognitive, affective, and physical. The most dominant cause was feeling embarrassed if their test score was low (100%). Furthermore, five strategies were identified that students used to cope with their anxiety: preparation, relaxation, positive thinking, peer seeking, and resignation. The most dominant strategy applied by students was preparation.

INTRODUCTION

People in this world have been given many feelings from God, such as happiness, sadness, anger, doubt, and anxiety. Anxiety is something that is often felt by everyone, because anxiety is a self-response that occurs because of fear and insecurity that arises when someone is in a threatening condition. (Davinson et al 2004) said that anxiety arises with feelings of fear and alertness that are not clear and unpleasant. So, anxiety is defined as a feeling of worry about an unpleasant condition that has not actually happened. Many factors make people feel anxious, one of which is the education factor.

In the educational environment, college students are one who often experiences feelings of anxiety. They have many activities that contain demands and challenges that they must do, as well as lessons or tests that they must face and they want maximum results even though sometimes they fail because they feel anxiety, as (Zulkamain, 2009) said one of the things that hinders student success is anxiety. Students are prone to experience anxiety because they are faced with many stressors during college.

There are four stressors in college students, as mentioned (Ross, Niebling, & Heckert, 2008) that stressors in college students include interpersonal, intrapersonal, environmental and academic. Interpersonal is a stressor that arises from relationships with other people, such as conflicts with friends, parents, or girlfriends. While intrapersonal, is a stressor that comes from within the individual itself, for example financial difficulties, changes in eating or sleeping habits, and declining health, then environmental factors also become stressors that come from the surrounding environment, such as traffic jams and a bad living environment less conducive and comfortable, and the most frequently found are stressors from the academic field, namely stressors related to lecture activities and the problems in the classroom, such as poor test scores, a lot of assignments, and difficult subject matter, and fear when facing exams.

One of the anxiety caused by students is when facing exams or tests. In the educational process, tests are carried out to determine the results of the lessons that have been obtained. Based on its function, the test is divided into 3, namely diagnostic tests, summative tests and formative tests. Diagnostic tests are tests to find out the weaknesses of students who do not succeed in learning, and teachers look for solutions to these problems, after that summative tests are tests for knowing the success of student learning after following certain teaching programs, for example semester exams. And the last is formative test, which is a test conducted after the completion of a chapter of the subject. This test is used to determine whether or not a subject is complete, as said (Subhan 2008) Formative tests are evaluations carried out at the end of each discussion of a subject or topic that is intended to determine the extent to which the learning process has gone as planned.

Excessive anxiety can make the teaching and learning process disrupted and if the teaching and learning process is not optimal then the student learning results will be bad. As the opinion of Spielberger (in Kristiawan, 2003:20). a low level of anxiety usually encourages the learning process, while a high level of anxiety interferes with the student's learning process. Therefore, students with low levels of anxiety feel more secure in facing tests than students with high or excessive levels of anxiety.

Students who are facing formative tests often feel anxious, the level of anxiety experienced also varies, and this feeling arises not only from within themselves but from other parties and their classroom environment, as the preliminary study that researcher have done beforethrough voice note interviews via whatsapp by eighth semester students of 2021 academic year of the English study program at Muhammadiyah University of Bengkulu, there are some students who say their anxiety comes from themselves, friends, and the classroom environment. Student 1 said that he was anxious because he was not confident, and was afraid if his test score was bad. Then, student 2 said she was afraid if he couldn't face the exam well, while her friend can pass this test well. After that student 3 who feels anxious because the class environment is not conducive, he feels the class condition is very noisy because all students are busy rereading the material to be tested, and student 4 said she felt that the time given was not enough to answer the question, so she rushed to do it and she felt anxious. It is different with student 5, he was not anxious when facing this test because he already understood the material to be tested, and if he felt anxious then he would forget the understanding. The result after the researcher interviewed 5 students, that are 4 students stated that they felt anxious and 1 student stated that he was not anxious in facing the formative test with their own reasons.

LITERATURE REVIEW

Formative Test

In the world of education, assessment has become a common thing to do to find out a person's ability about something. Like the formative test, this is an activity carried out to find out the extent to which students understand the material that has been taught. According to Subhan, (2008) formative tests are evaluations carried out on a subject or topic that has been studied, to determine the extent to which the learning process has gone as planned. Then Winkel (2008) said that what is meant by formative tests are test activities during the learning process so that students and teachers obtain information (feedback) about the progress that has been achieved. From this definition, this test is carried out to find information about the advantages and disadvantages of the learning that has been done and use this information to improve, change or modify learning to be more effective which can improve student competence.

Anxiety

Anxiety can appear as a physiological response to anticipate a problem that may come or appear as a disturbance if it arises excessively as the opinion (Prabowo, 2007) that anxiety is a physiological response that appears suddenly. Until now, anxiety is still a disease of society. Generally, feelings of anxiety are symptoms of mental illness or mental disorders, but excessive feelings of anxiety can also attack our organs, our bodies will respond to anxiety by causing its own effects such as fast heartbeat, cold sweat and others.

Stressor for Student

Stressors are factors in human life that result in stress responses that can come from various sources (Selye in Rice, 2012) the sources in question are both physical, psychological, and social conditions and also appear in work situations, at home, in social life, and The environment outside the individual's own feelings that are perceived as threats, both real and imagined, can also be a stressor.

There are four stressors on students, as mentioned (Ross, Niebling, & Heckert, 2008) that stressors on students include interpersonal, intrapersonal, environmental and academic. Interpersonal is a stressor that arises from relationships with other people, such as conflicts with friends, parents, or

girlfriends. While intrapersonal, is a stressor that comes from within the individual itself, for example financial difficulties, changes in eating or sleeping habits, and declining health, then environmental factors also become stressors that come from the surrounding environment, such as traffic jams and bad environment. The living environment is not conducive and comfortable, and the most frequently found are stressors from the academic field, namely stressors related to lecture activities and problems in the classroom, such as poor test scores, lots of assignments, and difficult subject matter, and fear. when facing exams.

Anxiety in Facing Formative Test

Anxiety is a form of basic emotional reaction that is commonly felt by everyone who is facing a situation that is considered threatening to him. The background of the emergence of anxiety also varies from person to person depending on the condition that is being experienced (Kaplan, Sadock, & Grebb in Fitri Fauziah & Julianti Widury, 2007:74). One of the things that makes a person feel anxious is when facing exams, especially those experienced by college students. As students, there are many things that make them feel anxious, this is because students have many activities and tasks that make it difficult for them to divide their time, especially when facing exams their focus will be divided.

Relevance Studies

There are some relevance studies of this research, first is research from Arfendi Tamrin 1506952 (2019), entitled "Tutoring Program for Reducing Anxiety in Facing Formative Exams (Descriptive Study at SMPN 14 Bandung, Academic Year 2019/2020)". Who found that students' anxiety levels in facing formative exams are at a low level, namely anxiety that can provide motivation to learn and generate creativity in students. The research resulted in a tutoring program that includes the dimensions of anxiety, namely cognitive manifestations, affective manifestations, and motor behavior which includes fourteen indicators.

The tutoring program is designed with the aim of reducing student anxiety in facing formative exams, especially for students with moderate and high levels of anxiety. However, services are also designed for students in the low category as a maintenance effort.

Second research from Conrad v Pandiangan entitled "Relationship anxiety with oral exam "The results showed that the anxiety of students taking exams at MAN 4 Aceh Besar is in the high category and this can be overcome by providing information services through two meetings by conducting treatment, after being given a pre-test and post-test. Scores of students who are in the high category are assumed to have reached the level of ability to overcome anxiety while taking the exam, which is effective in every aspect.

After that is from Siti Kamelia entitled "Students' oral tests anxiety" The results showed that students were more anxious when facing an oral test compared to a written test, with evidence that the written test score obtained by students is greater than the score obtained from the oral test. When students feel anxious about the test, the motivation to learn will decrease, this happens because failure in an achievement will reduce the enthusiasm of the individual to learn study.

Then is from Cassady, J. C. & Gridley, B. E. (2005) "The Effects of Online Formative and Summative Assessment on Test Anxiety and Performance" The results revealed no detriment to students' perceptions of tests or performances on tests when comparing online to paper-pencil summative assessments. In fact, students taking tests online reported lower levels of perceived test threat. Regarding formative assessment, findings indicate a small benefit for using online practice tests prior to graded course exams.

This effect appears to be in part due to the reduction of the deleterious effects of negative test perceptions afforded in conditions where practice tests were available. The results support the integration of online practice tests to help students prepare for course exams and also reveal that secure web-based testing can aid effects of negative test perceptions afforded in conditions where practice tests were available. The results support the integration of online practice tests to help students prepare for course exams and also reveal that secure web-based testing can aid undergraduate instruction through improved student confidence and increased instructional time.

After knowing the results of the relevant research above, here researcher decided to examine what and how the anxiety experienced by 8th semester students in facing formative tests at the English education study program at Muhammadiyah University of Bengkulu.

METHODOLOGY

Research Design

This research employed a descriptive quantitative method. The subjects of this research were 21 eighth-semester students of the English Education Study Program academic year 2021. Data were collected using a questionnaire distributed via Google Form, consisting of 20 statements based on cognitive, affective, and physical anxiety symptoms measured using a Likert scale. The data were analyzed using a percentage formula.

RESULT AND DISCUSSION

Result

The findings revealed that there were 20 causes of anxiety experienced by students when facing formative tests across three symptom categories: cognitive, affective, and physical. The most dominant cause was feeling embarrassed if their test score was low (100%). Furthermore, five strategies were identified that students used to cope with their anxiety: preparation, relaxation, positive thinking, peer seeking, and resignation. The most dominant strategy applied by students was preparation.

Discussion

This research was aimed to describe the causes of anxiety faced by students in facing formative test they were (1) student anxious when facing formative test; (2) hard to concentrate; (3) difficult to understand the exam material; (4) understanding of the material being tested suddenly disappeared; (5) can't think calmly; (6) worried about test score; (7) feelings will be restless; (8) uncomfortable when sit near the examiner; (9) embarrassed if test score is low; (10) nervous if the examiner walks closer; (11) will be alert with notices from examiner; (12) guilty if cheat during a test; (13) the body will feel a response; (14) hands will shake; (15) the body will sweat a lot; (16) suddenly stomachache; (17) suddenly headache; (18) permission to go to the toilet; (19) heart beats faster; (20) hands will sweat if I can't answer the questions. Moreover, the most dominant causes was "embarrassed if test score is low".

Moreover, the finding of this research showed that the students used some strategies to overcome the anxiety while delivering presentation material on webinar. The strategies were preparation, relaxation, positive thinking, peer seeking and resignation. The preparation category anxiety by improving their learning strategies. It is interesting to note here that preparation was the most frequently used strategy. This indicates the correlation between language incapability/deficit and language anxiety. Many second language learners find themselves nervous when they had not prepared before class. There are many ways to prepare including reading the materials before class, taking second language courses provided in or out of school, asking help from friends and teachers, focusing on specific areas which cause anxiety. Moreover, highly anxious students are likely to find difficulty in understanding the class instruction or misinterpreting the task. Therefore, they may not be able to make good preparation because of their misinterpretation. These two classes of anxiety may lead the researchers to recommend different avenue to cope with language anxiety.

The second category which is relaxation deals with the methods to reduce the symptoms of anxiety. The students have to speak in front of their other friends or public or when they are being appointed by the teacher to answer the question. One of many strategies to relieve this fear is relaxation. Grasha (1987) suggests that breathing deeply in and out for three to five minutes is an effective way to reduce tension. If one is well prepared and still is struggling with the feeling of anxiety and fear, relaxation, which involves tactics that aim at reducing anxiety symptoms, is offered. The next category is called positive thinking, it means situation to positive and pleasant cues and bring relief to the anxious students. Some anxious learners try to develop a positive self-image. They use various ways, such as trying to be confident, imagining themselves giving a great performance, thinking of something pleasant, or not thinking of the consequences. This strategy tends to show that the anxious learners have levels of cognition equal to the confident learners. What makes them different is the problem of psychological factors, such as mental block, fear of making mistakes which may reduce their self-esteem, too shy to communicate with environment. These factors may disturb their learning process and performance.

Peer seeking category is the effort to consult other learners who are also anxious in learning the foreign language. Some anxious students cope with their language anxiety by comparing themselves with others who have the same problems. These students may find a suitable learning partner to talk to or build a small-scale support group with others who experience the same thing. This strategy is a good solution, especially if the students can share their experiences and strategies with their learning partner. The last category is the resignation category which refers to the unwillingness of the learners to lessen their anxiety by avoiding the learning process. The anxious learners may resign themselves by giving up, stopping paying attention, accepting the situation, stopping making any effort, even going to sleep in class. They do not want to try and re-try after failing because they are afraid of more stress. This explanation is also supported by Ely (1986, cited in Turula, 2005). She notes that one characteristic of anxious learners is reluctant to take risks. Resignation seems to be one possible strategy.

CONCLUSION AND SUGGESTION

Conclusion

Based on the findings, there are two conclusions of this research; first, the causes of anxiety faced by students in facing formative test were (1) student anxious when facing formative test; (2) hard to concentrate; (3) difficult to understand the exam material; (4) understanding of the material being tested suddenly disappeared; (5) can't think calmly; (6) worried about test score; (7) feelings will be restless; (8) uncomfortable when sit near the examiner; (9) embarrassed if test score is low; (10) nervous if the examiner walks closer; (11) will be alert with notices from examiner; (12) guilty if cheat during a test; (13) the body will feel a response; (14) hands will shake; (15) the body will sweat a lot; (16) suddenly stomachache; (17) suddenly headache; (18) permission to go to the toilet; (19) heart beats faster; (20) hands will sweat if I can't answer the questions. Moreover, the most dominant causes was "embarrassed if test score is low". Second, the strategies used by students to overcome the anxiety in delivering English presentation material on Webinar in Seminar class were preparation, relaxation, positive thinking, peer seeking, and knowing our audience (resignation). Moreover, the most dominant strategy used by students was preparation.

Suggestions

Based on the result of this research, the research result found that embarrassed if test score is low becomes the most dominant cause of anxiety experienced by the students, therefore it will be better if the students can be more prepare and confidence while facing formative test, without feeling fear of negative evaluation from other students or lecturer. Moreover, it was also suggested for the students especially at English Study Program of UMB who got anxiety to apply suitable strategies, such as; preparation, relaxation, positive thinking, peer seeking, and resignation to overcome the anxiety.

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