Approval Sheet

The Correlation between Students' Foreign Language Anxiety in the Classroom
and Their Academic Achievement

Universitas Muhammadiyah Yogyakarta

Language Education Faculty

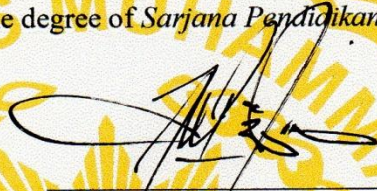English Language Education Department

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August 25, 2018

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This study aims to investigate the correlation of students' foreign language classroom anxiety and their academic achievement. This research was conducted using correlational design under quantitative approach. The data were obtained through questionnaire of foreign language classroom anxiety scale (consisting of 33 statements) and document of students' Grade Point Average (GPA). The questionnaire was distributed on 151 students chosen simple random sampling among the English Language Education Department (ELED) student at one private university batch 2017. Then, the data were analyzed using descriptive statistic and inferential statistic by statistical application. The first finding explains that the mean value of students' anxiety level showed 81.47 which revealed that the level anxiety of students was in moderate category. The mean value was obtained to decide the category of data variables. The second finding answers that the data of academic achievement score was in good category from the mean score which showed 3.48. The third finding explains about the correlation between students' anxiety and their academic achievement. The result of Sig. (2-tailed) score is 0.000. It is less than 0.05. It means that there is significant correlation between foreign language anxiety in the classroom and their academic achievement. It can be concluded that the alternative hypothesis (Ha) is accepted. This study showed -.353 for Pearson correlation value. In addition, it pointed out that there is low negative correlation between students' anxiety level and their academic achievement. The study found that their academic achievement decrease if the level anxiety of students in class increases.

Keywords: anxiety, foreign language classroom, academic achievement

Introduction

Language is an important tool to transfer our intention with others in a certain situation. The primary language used by several countries is English. English can be used as a Lingua Franca. Seidlhofer (2005) stated that English as a Lingua Franca has emerged as a way to referring communication in English between speakers who have different first language. The position of English as a Lingua Franca encourages students to learn English. In Indonesia, the national language which is Bahasa Indonesia is spoken by a majority of population (Lauder, 2010). In line with Kachru (1992), Indonesia belongs to the nation which recognizes the importance of English as an International language. In addition, English is taught as a foreign language.

Indonesians who regard English as a foreign language have some difficulties and obstacles in learning English. One of the

obstacles among students is anxiety in the classroom. Anxiety is a mental state of body's reaction to stressful, dangerous, uncomfortable feeling, trouble concentrating of unfamiliar situation that appropriate with cognitive and emotional response to a perceived threat (Goldberg, 2017). It means that anxiety affects to the body and feeling of somebody. In learning process, it can distress the students' focusing.

Humphries (2011) explains that anxious learners may suffer from fear of English learning, fear of presentation, and fear of negative contribution. Fear of English learning is caused by learners' view about difficult subject in learning English. Fear of presentation is caused by nervousness to speak up in front of people in different situation. Fear of negative contribution is that the learners may have fear of peers' negative judgments, fear lack of preparation, fear of making mistake, fear of negative evaluation, test anxiety, classroom environment, and anxiety in English classroom (includes lecturer, teaching and learning styles). All types of fear give influence to the students in learning process. On the other hand, students who can minimize their anxiety will have a good achievement (Saito & Samimy, 1996). They can keep their concentration if they are relaxed in class. Then, it helps them to learn the material maximally and pass the learning process without any obstacles. Encouraging students be aware to overcome their anxiety can realize them about their performance of studying. Thus, reducing anxiety of students will support their successful in learning process.

The research which was conducted by Woodrow (2006) indicated that students of English language were more anxious in learning English as a second language. It was found of English for academic purposes (EAP) students who had courses to entering Australian Universities. Meanwhile, the researcher observes this research for university students' language learning. Even, based on the researcher's observation during her time study in college, some of the students who had

anxiety in the classroom are still found. They had tension, tremble, perspiration, and palpitation in the classroom which might indicate anxiety. Then, they also showed avoidance behavior, such as missing class and postponing assignment (Horwitz et al., 1986). Some of those students had the obstacles when they were going to speak up in a class. This led students to obtain a low score in their academic achievement. In addition, raising the issue of students' anxiety in relation to their achievement is essential because some students of English language Education Department (ELED) were having apprehension and nervousness in the classroom.

The researcher explained some problems related to students' anxiety or student achievement. The student who has appropriate preparation can follow the learning process without any apprehension and nervousness in the classroom. They can concentrate on certain subjects and absorb the materials well. Moreover, they will be confident to speak up in a class because communication skill is an important competence to improve soft skill of students. Communication skill will also encourage students to clarify their lesson and understanding confidently. Unfortunately, the students' anxiety in the classroom is still experienced by students of ELED in the classroom.

The anxiety faced by student commonly happens in the classroom. They have lack of confidence to speak up in a class or anxious when they want to clarify their lesson understanding of the lesson. Besides, performance of the student such as doing a presentation or practicing speech will be evaluated and will be included in the score for their academic performance. On the other hand, understanding of the materials for student is also an important aspect to decide their academic grade. It means that students' anxiety may affect their academic performance and learning achievement.

This study limited the discussion of students' anxiety in the classroom. The researcher focused on the anxiety of students

in the classroom in relation to their achievement. The researcher also attempted to find out whether there is significance correlation between students' anxiety and their academic performance.

The aims of this study are in line with the research questions above:

1. To investigate the level anxiety of ELED students at one private university.
2. To find out the academic achievement of ELED students at one private university.
3. To examine whether there is correlation between students' anxiety and their academic achievement of ELED students at one private university.

Literature Review

Several experts had stated what anxiety is. Some of them have different content to explain about anxiety. Anxiety is a normal reaction to certain situations. A small level of anxiety is normal, but severe anxiety can be a serious problem (Dobson, 2012). According to Basavanna (2000), anxiety is a highly unpleasant affective state similar to intense fear which can include feelings of threat, vague objectless fear, a state of uneasiness and tension, and a generalized feeling of apprehension. Besides, Lenze and Wetherell (2011) stated that anxiety is one of the psychology difficulties. That theory is in line with Mega's et al. opinion (2014) who found that positive and negative emotions in educational psychology of students influence to their academic achievement.

The definition of anxiety had been explained to another idea. There was another expert who explained what anxiety is. Anxiety is characterized by an inappropriate worrying to particular circumstances (Lader, 2015). It suggests that anxiety make people difficulty in concentrating. Based on the theories of anxiety above, the researcher argues that anxiety is the condition of human that can affect to their feeling, emotion, and psychology under rein of environment or situation.

Many researchers attempted to define what learning anxiety is. These attempted produce various different perceptions of learning anxiety. Horwitz et al. (1986) define learning anxiety as a distinct complex self-perceptions, beliefs, feelings, and behaviors related to classroom learning arising from the uniqueness of the language learning process. They also stated that learning anxiety can be related to the following: communication apprehension (the fear to communicate with others), test anxiety (the fear to face the kinds of tests, such as: exams, quizzes, and other activities used to appraise the competence) and fear of negative evaluation (the worry about how do people' judgments). On the other hand, Gardner and MacIntyre (1993) see the learning anxiety as a learned emotional response. Besides, Young (1994) outlines the three sources of language anxiety into three categories: sources associated with the learner, the teacher and the institution. Anxieties related to the learner which eventually cause anxiety include low self-esteem, competitiveness, self-perceived low level of ability, communication apprehension, lack of group membership and attitudes and beliefs about language teaching (Young, 1994). From those several perceptions of learning anxiety, the researcher had perception that learning anxiety is the factors of psychological or emotional influencing students' self-perception, beliefs, feeling, and behavior supported by their environment.

Possible causes of classroom anxiety are communication apprehension, test anxiety and fear of negative evaluation (Horwitz et al., 1986). Horwitz et al. added that communication apprehension explains that anxious students fear they will not understand all language input. Then, anxious students also fear being less competent than other students or being negatively evaluated by them. On the other hand, anxious students will be unable to deal with their task in term of language learning. They are also afraid to make mistakes in the foreign language. Thus, anxious students

may feeling and do deed which are causes of classroom anxiety.

Anxiety can positively or negatively affect to language learning and performance of students. Language anxiety can be defined from six possible sources, such as: personal and interpersonal issues, instructor-learner instructor, classroom procedure, language testing instructor beliefs about language learning, and learners beliefs about language learning (Young, 1994). A source of language anxiety explains about classroom procedure. It indicates that language anxiety can be affected by classroom itself. Students should consider about their learning in the classroom to gain a good performance. In addition, students' classroom management of learning process affects their learning anxiety.

There were some ideas to explain regarding foreign language classroom anxiety. Language anxiety emerges of language learning. A feeling of nervousness related with language learning is called as language anxiety (Azher et al., 2010). Language anxiety is often experienced by students. According to Abu-Rabia (2004), foreign language learners are suffered from language anxiety when they are worried, physically insecure, and unable to engage in situational learning. Besides, Horwitz et al. (1986) conceived foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behavior related to classroom language learning arising from the uniqueness of the language learning process. Thus, language anxiety have related to foreign language learners in term of language learning process in the classroom.

There were several definitions of students' achievement. Some of experts had different meaning of students' achievement. Mushtaq and Khan (2012) stated that students' academic achievement of measurement has received considerable attention in previous research. It is challenging aspects of academic literature, and science student performance affected due to social, psychological, economic, environmental and personal factors. This statement clearly explained that academic achievement can affect to the psychological side, environmental, and personal factor of students. Therefore, those factors which affect learning anxiety can give impact to their students' academic achievement.

Meanwhile, Lawrence and Vimala (2012) defined that students' academic achievement is a measurement of knowledge gained in formal education usually indicated by test scores, grade, grade points, average and degrees. Here, the achievement level of the students is judged by the marks that the students' score in the quarterly examinations. At the end, student's achievement can be described as GPA because it is still the primary measurement in educational field regardless its imperfection. It is in line with the statement of Lei et al. (2001). They claimed that GPA is linear score to combine the assigned academic achievement in several subject.

Some of the researchers have a different way to measure the students' academic achievement. There are some ways to know the score of students' academic achievement. According to the study conducted by Chew (2013), academic achievement was measured using continuous assessment and final assessment result for the university students in Malaysia. Other researchers used Grade Point Average (GPA) as the academic performance measurement (Junco & Cotton, 2012). Besides, Goulão (2014) defines that students' overall academic performance was measured by their total grade which could come from two different types of evaluation. Based on those theories, the researcher could assume that students' academic achievement can be measured by GPA (Grade Point Average).

In English Language Education Department (ELED), GPA is categorized using certain criteria. Every criterion describes different description. Criteria exist because every institution can have its own arrangement. Academic Guideline Book of certain private university determines the level of Cumulative Grade Point Average (CGPA) with its character.

The scoring criteria which proposed by the ministry of education number 232/U/2000 is described in the following categories:

1. 2.00 – 2.75 = Satisfactory
2. 2.76 – 3.50 = Good
3. 3.51 – 4.00 = Excellent

Guskey (2012) argued that the evidence (results of assessment) on students' academic achievement became essential indicator of students' performance. This suggests that better academic performance will lead to students' success in the future. This statement explains that the students' academic achievement is an important variable for the future of students. The result of their academic achievement can help them to get what they want in the future. So, the students should give a great deal of attention to the kinds of factor which can affect the students' academic achievement.

Several researchers have conducted studies on the correlation between students' anxiety and their academic achievement. The study between foreign language classroom anxiety and its relationship with students' achievement among undergraduate learners of different departments at university of Sargodha was conducted (Azher et al., 2010). This study was conducted using questionnaire for data collecting instrument. The questionnaire distributed to 175 students in 25 department of University of Sargodha. The result revealed that language anxiety and achievement are negatively correlated to each other.

Meanwhile, Chen (2012) conducted the other research on the relationship between test anxiety and test performance. This study was conducted on 250 college students in China, who were majoring in English and enrolled in an English-Speaking course. The sample was chosen using a convenience sample. Students were divided into three groups based on their score on the Test Anxiety Inventory (TAI). The result revealed that students who report lower levels of anxiety showed higher levels of academic achievement. However, not all levels of anxiety are bad. Low levels of anxiety may be helpful to some students.

In this study, researcher saw the anxiety of students' language learning in their beginning level. In the beginning level, students are having proper experiences of feeling anxious in the classroom. Some students who do not have enough skills in target language will be hard to learn classroom materials. Even, the students who still try to learn the target language or lack of English language skills have to struggles to keep up with her peers. These types of errors make students anxious in the classroom. Besides, students' language learning is an appropriate criterion to be the respondent in this research. Even, this study observed the students' anxiety in some aspects. It discusses foreign language classroom anxiety. Thus, this research was different from the previous related studies in characteristic of the respondents, such as level of the students. Besides, this study was conducted in different setting especially for the place and timing.

Methodology

This study was conducted using quantitative approach. According to Creswell (2012), quantitative method is a method to describe a research problem through a description of trends or an ELED for an explanation of the relationship among variables. Describing a trend means that this study will answer the questions of researcher to establish the tendency of responses from the respondent. Besides, the characteristic of the quantitative approach is the research will be analyzing trends, comparing groups, or relating variables using statistical analysis and interpreting result by comparing them with prior predictions and past research. Therefore, the researcher attempted to conduct this research by using quantitative method because this research desires to know the relating variables using statistical analysis.

This research took correlational design. This was because this research had a purpose to explain the degree of association (or relation) between two or more variables using the statistical procedure of correlational analysis (Creswell, 2012). Besides, it is describing a research problem through an ELED for an explanation of the relationship among variables. This researcher had specific design which was especially called explanatory design. The reason researcher conducted this study using explanatory design was to investigate the correlation between two variables. As pointed out by Creswell (2012), an explanatory research design or correlational design is a research in which the researcher is interested in seeing if the change in one variable affects the change in the other. Besides, the researcher collected the data in one point in time and analyzes all respondents as a single group. It was because the researcher collects scores from only one group and did not divide the group into categories or factors. Thus, this study is conducted by using correlational design, specifically explanatory design.

This research was conducted at one private university in Yogyakarta, especially in ELED of Language Education Faculty. The reason why the researcher chose the setting of place in ELED was because this department has applied many teaching and learning methods in the classroom. The various methods to teach students in the classroom would give benefit to the students while learning process. It could be an external motivation for students in the classroom. On the other hand, the various methods allow students to face anxiety in the classroom. It is because they were having different ways in learning. It means that the students were having experiences of feeling anxious in the classroom.

The researcher collected the data to the certain population, sample and proper sampling technique. Referring to Creswell (2012), population is group of individuals who have the same characteristic. The researcher

chose the target population from the students at ELED of one private university in the first year because they were having experiences of feeling anxious in the classroom. That statement was supported by the fact that new students are still adapting in their environment. Widuri (2012) stated that new student faced many problems as a consequence of acculturation with the new culture or behavior where they are studying. They are required to cope everything changes well to make better education for themselves. So, it proved that they have the experiences of having anxiety in the classroom. The number of target population was 234 students.

The researcher chose the students at ELED of one private university batch 2017 randomly for the sample. Based on Cohen et al. (2011), the numbers of sample are 151 respondents for confident level 95% and confidence interval 5% if the population size is 234. Thus, the researcher chose 151 respondents for the sample. The respondents were chosen randomly from classes which conveniently available.

The researcher used simple random sampling for the sampling technique. Simple random sampling was included in probability sample because it draws randomly from the wider population. In simple random sampling, each member of the population under study has an equal chance of being selected and the probability of a member of the population being selected is unaffected by the selection of other members of the population (Cohen et al., 2011). This technique was also chosen to minimize the sample errors when researcher is collecting the data. Therefore, the researcher preferred to use simple random sampling to select the sample of respondents.

In this research, the researcher gathered the data using questionnaire to answer the first research question and document of Cumulated Grade Point Average (CGPA) for the second research question. The questionnaire was employed to gather the data of level students' anxiety whereas CGPA was utilized to obtain the data of students' achievement. The type of

questionnaire was structured. The researcher chose the structured questionnaire because it is enabling patterns to be observed and comparisons to be made, and then the questionnaire will be piloted and refined (Cohen et al., 2011). Hence, the result contains a full a range of possible responses as can be reasonably foreseen.

The researcher adopted the question items based on questionnaires of Horwitz et al. (1986). The researcher adopted all of them because it related to the problem of this study. The questionnaire had 33 statements to answer the first research question about level of students' anxiety. The entire question item had rating scale for type of the responses. There were four responses, such as: strongly disagree (1), disagree (2), agree (3), and strongly agree (4). Rating scales are widely used in research. They combine the opportunity for the flexible response with the ability to determine frequencies, correlations and other forms of quantitative analysis (Cohen et al., 2011).

According to Horwitz et al. (1986), this questionnaire had already been reliable. The score of reliability was proved by reliability statistic. There were some categories to determine the score of alpha coefficient. The guideline is that if the score of Cronbach alpha is more than 0.90, it can be considered as very highly reliable. This questionnaire showed that the score of alpha coefficient was .93. Thus, it concluded that this questionnaire was very highly reliable.

The researcher distributed the questionnaires to the students at ELED of one private university batch 2017. Besides, the researcher administered questionnaires by self-administered questionnaires in the presence of the researcher. Using this way, the researcher may guide the respondents as clear as possible. The presence of the researcher is helpful to enables any queries or uncertainties to be addressed immediately with the questionnaire designer (Cohen et al., 2011). It also ensured that all the questions are completed and filled in correctly. For collecting students' Cumulated Grade Point Average (CGPA), the researcher asked permission from the Dean of Language Education Faculty and the Head of English Language Education Department. The score of CGPA was collected from students in the first year who took 24 University Credit Unit (SKS) of seven courses. This procedure was done in order to obtain institution's archive namely students' CGPA. After obtaining the permission letter from the Dean of Language Education Faculty and the Head of English Language Education Department, researcher asked the students' CGPA of batch 2017 to staff of academic information. In addition, the data had been completed to conduct this study.

The researcher analyzed the data from the questionnaire using descriptive statistic. Descriptive statistic was used to analyze the data which answered the first and second research questions. The first question is "How is the level anxiety?" and the second question is "How is the academic achievement?". Cohen et al. (2011) stated that descriptive statistic do to describe and present the data in term of summary frequencies. Thus, the descriptive statistic is used to find the result of students' anxiety level and the academic achievement.

In descriptive statistic, the researcher saw the mean score of each variable to decide the certain category. The researcher decided the range of each category using formula from Supranto (2006), the formula of the interval class as follow:

$$C = \frac{Xn - X1}{K}$$

Description:
C = assumption of the number (class width, class size, class length)
Xn = maximum value
$X1$ = minimum value
K = number of category

The category was divided into three interval values. The first value is 33 to 66. Level anxiety of students in this value was in low categories. The second value was 66.1 to

99. This means level anxiety of students was in moderate categories. The last value was 99.1 to 132. This level showed that level anxiety of students was in high categories. Thus, these categories and values showed the level anxiety of students.

On the other hand, researcher also decided three categories of students' academic achievement which proposed by the ministry of education number 232/U/2000. The first value was 2 to 2.75. Academic achievement of students in this value was in satisfactory categories. The second value was 2.76 to 3.50. This means academic achievement of students was in good categories. The last value was 3.51 to 4. This level showed that level anxiety of students was in very good categories. Thus, these categories and values showed the academic achievement of students.

Besides, the third research question is analyzed using inferential statistic. Using inferential statistic, researcher can infer population parameter from sampling and statistical technique based on probability (Cohen et al., 2011). It is used to see the correlation among two variables. The researcher operated Statistical Application and Microsoft Excel in order to ease analyzing the data. Besides, this research activates Pearson Product Moment correlation (r) via Statistical Application to correlate between two variables which were level students' anxiety as the independent variable and student's academic achievement as the dependent variable. There is standard guideline to measure the strength of association between two variables as showed below (Cohen & Manion, 1994).

Correlational Score	
Value	Description
< - 0.20	Very Low
0.21 – 0.35	Low
0.36 – 0.65	Moderate
0.66 – 0.85	Strong
0.86 - >	Very Strong

Findings & Discussion

The first research question reads "How is the level anxiety of ELED students at one private university?" The researcher used questionnaire to know the level of students' anxiety. The finding showed the category for level of students' anxiety. It can be decided from the mean score. The mean score was obtained using descriptive statistic. The finding showed that the mean value is 81.47. It can be concluded that ELED students batch 2017 at one private university have moderate category for the level of foreign language anxiety in the classroom. Elaldi (2016) stated that students who have moderate level for foreign language anxiety has some characteristics. Those characteristics, such as: less confident on speaking (communication apprehension) and get upset when they don't understand what their teacher is correcting (fear of negative evaluation). Students who have moderate level for language anxiety never feel quite sure of their self when speaking English in class. Then, they get upset when they don't understand what their teacher is correcting. Besides, they feel confused when speak English in class.

Students' foreign language anxiety can be seen by some aspects. Foreign language anxiety can be influenced by communication apprehension (fear to speak in foreign language), test anxiety, and fear of negative evaluation (Horwitz et al., 1986). Horwitz et al. have argued about students who have moderate level of anxiety. They said that students in moderate level of anxiety did not understand all language input, worry about the consequence of failing in foreign language classroom, fear being less competent than other students, and being negatively evaluated by them. Those aspects reflected moderate level of anxiety in the foreign language classroom.

The second research question of this study reads "How is the academic achievement of ELED students at one private university?" The researcher used Grade Point Average

(GPA) as a score of students' academic achievement. There were 71 students who have GPA in range 2.76 – 3.50. That range of GPA was indicated to "good" category. Besides, 80 students have score in range 3.51 – 4.00. It was indicative that they are in "excellent" category. The range of each category is decided from the scoring criteria which proposed by the ministry of education number 232/U/2000. In addition, most of the students had "good" and "excellent" category for their GPA score. Then, no student had score below 2.76 as called "satisfactory" category.

The students of ELED at one private university batch 2017 had good category. The result showed that the mean value was 3.48. It means that commonly ELED students at one private university batch 2017 had a good achievement while studying. Students who have good category to their academic achievement have good self-concept (Chularut & DeBacker, 2004). Self-concept related to the individual personality and motivation. So, the students who had good academic achievement will have good personality and motivation to their self. Intellectual achievement or academic achievement is a measurement to predict the intelligence of learners based on particular context while learning (Fakeye, 2010). Therefore, GPA is presented as measurement of students' academic achievement.

The last research question is "What is the correlation between students' anxiety and their academic achievement of ELED students at one private university?" This study had analyzed the normality of the data. It showed that both variables were normal based on normality analysis result. The data of students' anxiety level and students' academic achievement were showed as normal. It was seen that the score of asymptotic significance (2-tailed) is 0.200 for students' anxiety. Besides, finding of data for students' academic achievement was 0.065. The data distribution was presented as normal. The data was revealed as normal if the value of Asymptotic is more than 0.05 (Nachar, 2008). Therefore, it

can be concluded that the data distribution of both variables was normal.

Freeman and Young (2009) stated that there will be significant correlation if the value of significance (2-tailed) is less than 0.05. The finding showed that the result of significant (2-tailed) is 0.000. It means that there is significant correlation between the students' foreign language anxiety and their academic achievement of the ELED students at one private university batch 2017. So, it can be concluded that the alternative hypothesis (Ha) is accepted. Then, the result of Pearson correlation score is -.353. Based on correlation score, range between 0.21 – 0.35 described to low correlation (Cohen & Manion, 1994). It means that there is a significant correlation between level anxiety of students and their academic achievement with low correlation. Then, the correlation value was revealed negative. Negative correlation is a relationship between two variables in which one variable increases then the other variable decreases (Sarwono, 2006). So, there is a low negative correlation between students' anxiety level and their academic achievement. Therefore, if level anxiety of students in class increases, the students' academic achievement decreases.

The finding proved that level of the students' foreign language anxiety in the classroom give correlation significantly to students' academic achievement. It can be seen from the findings of this study after the data had been analyzed. The finding was in line with the theory of previous study. Previous research explained that high rates of students' anxiety had implication to their academic achievement (Al-Qaisy, 2011). In addition, the literature revealed that students' anxiety in the foreign language classroom negatively affects their academic performance. Besides, Syokwaa et al. (2014) found that there was a low negative significant relationship between test anxiety and academic achievement. Students who feel high anxiety will have low for their academic achievement. On the other hand, they will have good score for academic achievement if their anxiety is in low level.

Therefore, this study has proven the existing theories.

Conclusion and Recommendation

This research explains the correlation between students' foreign language anxiety in the classroom and their academic achievement. It shows findings based on three research questions of this study. The first research question is "How is the level anxiety of ELED students at one private university?" The second research question is "How is the academic achievement of ELED students at one private university?" Then, the third research question is "What is the correlation between students' anxiety and their academic achievement of ELED students at one private university?" There are findings that have answered research questions above.

The first finding explains about the level of students' anxiety. This study showed that most of the students were in moderate level of foreign language anxiety in the classroom. As the research finding, it showed 81.47 for the mean score. Therefore, it can be indicated that level students' anxiety was in moderate category. In addition, the level anxiety of ELED students' batch 2017 was average.

The second finding answers about academic achievement. This study showed that most of the students have good category for their academic achievement or GPA. There is no student who has GPA score below 2.8. Based on the finding, it showed 3.48 for the mean score. So, it can be implied to moderate category. In addition, the score of academic achievement of ELED students' batch 2017 was good.

The last finding explains about the correlation between students' foreign language anxiety and their academic achievement. The finding of this study showed that there was significance correlation between students' foreign language anxiety and their academic achievement. The finding showed that the significant correlation value was .000 (<.005). Thus, it can be concluded that alternative hypothesis (Ha) was accepted. The correlation analysis revealed that there was a significant correlation between students' foreign language anxiety in the classroom and their academic achievement at ELED students' batch 2017. Then, the Pearson correlation value was -.353. It means that the degree of association was low correlation. Besides, the correlation value showed negative. It means that there is negative significant correlation. Negative correlation is a relationship between two variables in which one variable increases as the other variable decreases (Sarwono, 2006). In addition, it will point out that there is a low negative correlation between level anxiety of students and their academic achievement. If the students have a low level anxiety, their academic achievement will be great. On the contrary, students who feel high anxiety in class will have low score for their academic achievement.

The recommendation is intended to the students, the teachers and lecturers, and the next researchers. The recommendation for those parties is presented below.

Researcher suggests to the students for improving their academic achievement by knowing the consequence of foreign language anxiety in the classroom. Learning anxiety in the classroom had correlation to the learning achievement. Based on the findings, it showed the significance correlation between students' anxiety and their academic achievement. Therefore, the students should know such of things to cope their learning anxiety in the classroom. It also leads them to get good academic achievement.

Besides, researcher gives recommendation to the teachers and lecturers related the problem of this study. The teachers and lecturers are expected to help their students for encountering students' problems about learning anxiety in the classroom. It can make students realize the bad impact of learning anxiety in the classroom. The teachers and lecturer also can decide an effective method to teach the students who experienced anxiety in

the classroom. In addition, they can motivate their students to be more active in a class.

Based on the result of this study, researcher has suggestion to the next researcher. The next researchers should analyze more the case related the problem of students' foreign language anxiety in the classroom. In addition, the next researchers should complete this study in form of qualitative research design. While next researchers develop another case related to students' foreign language anxiety and students' academic achievement, they should enrich the theory of this study. So, those suggestions can upgrade the theory related the problem of this study.

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