HOW ANXIETY AFFECT ENGLISH ACHIEVEMENT?: A CORRELATIONAL STUDY OF INDONESIAN EFL LEARNERS

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Abstract: English is the language of communication used throughout the world, the ability to speak English is the main priority of many languages studied by students today. One of the factors that prevent students from speaking English is anxiety. This study aims to determine the level of students' anxiety in learning English, the level of anxiety of students' academic achievement and the relationship between students' anxiety with the process of learning English and their achievement in the learning process. The method used in this study is qualitative with a descriptive approach. This study was conducted to 41 students of grade XI of X enrolled in the second semester of academic year. Results showed that the students' anxiety in learning English was moderate (M=3.17) and their English academic achievement was categorized as failed (M=70.98). Finally, it was found that there was a significant correlation between students' anxiety in learning English and their English achievement as the result p = .00 <0.05, r= .98. Therefore, it is recommended that teachers try to find more creative methods and strategies to support and motivate the students in learning English.

Keywords: *Anxiety, Correlational Study, English Achievement, EFL Learners*

INTRODUCTION

English is an international language which is used as a language of communication that connects all nations and countries around the world (Liando et al, 2022). The ability to speak English is one of the most important skills important for students because English has become a universal language that used in the world of technology, education, politics, commerce, and is the most frequently used communication tool in the world. (Liando & Tatipang, 2022) stated that: it is an undisputed fact that English as an international language is the most widely used around the world. Some countries in the world use English as their national language such as England, The United States, Canada, and Australia. Even in all

commonwealth countries, they use English as their second language. English is also used as a formal language in The United Nation.

Moreover, (Manuas, Tatipang, & Pratasik, 2022) explained that the demand of people to learn English is increasing as English is currently used for local communication and not only for global purposes. Because of this demand, English seems to be taught since primary school. In fact, (Udu, 2021) discovered that English is considered to be a compulsory subject from elementary school and is used as medium of instruction in all classes by several private institutions. Thus, English has become an important language that people around the world want to learn more about.

Learning a language, especially foreign language, is a unique process because learners are required to communicate using a language which they have not mastered perfectly. In learning a language, which includes learning English, there are four skills that need to be mastered (Tatipang, Manuas, Wuntu, Rorintulus, & Lengkoan, 2022). Recognized as the important aspects, the four skills namely listening, speaking, reading, and writing play a crucial part in any language learning. These four skills are related to one another. Hence, students need to master the four skills of English so that they are able to use it to achieve more and thus be able to compete internationally. However, learning English is challenging for students and this can be seen from their low proficiency. (Goni, Muntuuntu, & Sanger, 2021) stated that students are afraid and shy if they could not speak and answer well during English class. This is due to their fear of being evaluated negatively, fear of making mistakes, and lack of confidence as well as preparation in learning English. Thus, this causes students to be anxious in English class which could then inhibit students from improving their English skills.

Anxiety seems to become a serious problem for students in learning English, and it has been linked to poor academic performance (Ozer & Akçayoğlu, 2021). (Sukmawati, 2021) stated that high level of academic anxiety can negatively affect working memory and it is also associated with high levels of worry that can affect academic performance. In fact, language learners often face language anxiety in their language learning process. In many cases, this anxious feeling in learning English had planted and become a problem in students' mind, especially students in Indonesia. As (Daud, Ras, & Audia, 2019) found that Indonesian learners has poor level in foreign language especially in speaking English. This is reflected by some data showing that Indonesian learners' English proficiency is still at a very low level in 2018. Based on the English proficiency index released by English First, a world-leading English institution, it was reported that Indonesia ranked at number 51 out of 88 among non-English speaking countries in the world with very low adult English proficiency (Piniel & Zólyomi, 2022). The reason for this low proficiency could be because the students feel afraid in learning English, especially when they have to use the language in front of the class or when they talk with their English teacher (Darasawang &

Reinders, 2021). Therefore, many of them often feel stressful and anxious in their learning.

Anxiety in learning English has been found among Indonesian students. For instance, in a study conducted by (Ali & Anwar, 2021), they found that students anxiety in learning English is really bothering that it affects their achievement. It seems that if students language anxiety gets higher, they cannot perform well in the classroom. Furthermore, according to (Mentang, Tuna, & Liando, 2022) when the researcher did an informal interview to an English training teacher and an English teacher at SMP Tondano, it was found that most of the students were nervous when it came to speaking English or English test. Thus, since anxiety is a problem that Indonesian students often experience in learning English, it is important to solve or at least minimize this problem.

According to the researcher's real-life experience while studying at SMA Negeri 3 Manado, the students, including the researcher herself, were anxious in learning English. As stated by (Demir & Zaimoglu, 2021) that learning a foreign language can be frightful. This anxiety in learning English then somehow affects the students performance in the school and thus make them think that learning English is difficult. (Bux et al., 2019) argued that students with high anxiety can feel discouraged and have low self-confidence, and they may even lose interest to learn the language well. It was also added that students with high anxiety usually have low achievement; this low achievement then causes students to be more anxious in learning. In addition to that, (Raja, 2020) emphasized that language anxiety is considered to be the most influential factor affecting the performance of students. Therefore, if students want to do well in English, they need to reduce their anxiety because it can alter their English achievement. Studies on students anxiety in learning English and their achievement or performance have been conducted previously. For instance, (Owan, 2020) in their study found that the students who have high anxiety significantly in English obtain lower grades on the oral exam than those who have low anxiety. They found that there is significant negative relationship between English language anxiety and oral performance. Furthermore, it was found that there was a significant negative relationship between total Foreign Language Classroom Anxiety (FLCA) scores and English scores (Liu, 2022). Similarly, some studies found that there was a significantly moderate negative correlation between students anxiety in English learning and English achievement (Dewaele & Li, 2022). This result indicates that the more anxious the students are, the lower is their achievement. However, a study conducted by (Botes, Dewaele, & Greiff, 2022) found positive significant correlation between language anxiety and language achievement. The result of this study is interesting because it shows that as the level of anxiety increases, the English language achievement may also increase.

Based on the results of the previous studies, it is important to take this issue into consideration as the results of the previous related studies are still debatable. Therefore, the researcher's personal experience and the different results found by the previous researchers motivated the researcher to do a study on students anxiety in learning English and their English academic achievement to find the levels of student's anxiety in learning English and their English academic achievement and to see whether there is a positive or negative significant correlation between the two variables. The purpose of this study discussed these following questions:

This study focused on students anxiety in learning English and their English academic achievement. This study was quantitative study using descriptive and correlational research designs. This study involved the 11th grade students of X who were enrolled in the second semester of academic year as the respondents.

REVIEW OF LITERATURE

This chapter presents the related literature. This related literature consists of anxiety, English language learning, anxiety in learning English and students English academic achievement as well as previous studies on students anxiety in learning English and their English academic achievement. The conceptual framework of this study is presented in the last discussion.

Anxiety

Anxiety is a problem for students, especially in learning English as a foreign language. As (Creswell, Waite, & Hudson, 2020) suggested that anxiety is a form of an emotional and behavioral condition that is related to phobias, mood disorders and depression. In fact, anxious feeling can impact students psychological being (Botes et al., 2022). (Abrar, Mukminin, Habibi, Asyrafi, & Marzulina, 2018) claimed that: Anxiety is one's response to stress. These symptoms can be psychological physical or environmental challenges. There are various forms of anxiety which include excessive worrying, a sense of fear, restlessness, overly emotional responses, and negative thinking. For some people, who are anxious may appear calm but the brain seems to be never quiets like cannot stop thinking.

In addition to that, anxiety is not just felt by adult but also children. (Thornton, 2018) stated that children with anxiety disorders experience fear, worry, and stress at a much higher intensity level than other children, and their anxiety is not always connected to what is actually happening at that moment. Furthermore, in education, anxiety has bad impact on students learning. According to (Abrar et al., 2018), students with higher anxiety about learning were likely to have lower achievement in their learning. Anxiety can potentially give students a detrimental impact in learning proficiency. (Gwo-JenHwang, Ting-ChiaHsu, Chiu-LinLai, & Ching-JungHsueh, 2017) stated that "As such, anxiety in the classroom is mostly recognized as a negative factor

that lowers the learner's proficiency because they have difficulty in thinking clearly under the anxious moment. Additionally, (Weda & Sakti, 2018) argued that social anxiety can affect the academic performance of students, too. If students are socially anxious, the students may not be able to complete group assignments or may not feel comfortable asking for class assistance. Social anxiety can go along with the academic anxiety, or even contribute to it. Therefore, anxiety in the classroom or social anxiety may disturb students' mental and thus affect their performance in the class.

(Piniel & Zólyomi, 2022) proposed the components of foreign language anxiety in the classroom from Horwitz et. al, (1986). They consist of communication apprehension, test anxiety and fear of negative evaluation and anxiety of English class. Each part is explained more in this section.

Communication Apprehension

Communication apprehension is similar with speaking anxiety where in people or students feel anxious, worry in saying something using foreign language and confused when others speak in foreign language. As mentioned by (Sadighi & Dastpak, 2017) "The special communication apprehension permeating foreign language learning derives from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood". Possibly because of this reason, many talkative people are silent in a foreign language class because they are anxious about their pronunciation or because they are afraid they will not be understood. (Abrar et al., 2018) conducted a study in Jambi School of Indonesia and found that students have barrier language especially in English when they do vocabulary, pronunciation, or grammar mistake. They also often get confused about English because when they hear the sounds of some English words, the words would be different in the written form. Moreover, speaking anxiety can affect the students health, as the statement of (Alamer, 2022) "due to public speaking anxiety, some people become restless and face sleeping disorders when they have to speak in front of an audience". Therefore, communication apprehension often impedes students from improving their communication skills.

Test Anxiety

Test anxiety is also one factor that students are anxious about in learning a foreign language. Test anxiety is a feeling of anxious that students experience when they will get an academic test. This is a physiological condition in which people are experiencing extreme stress, anxiety and discomfort that occur during test situation (Owan, 2020). In addition to that, when students face a test, there are some process to find which part of test that is the most anxious for them. (Owan, 2020) conducted a study on the altitude of test anxiety particularly the pre-, during and post-stages. The result of his study showed that students were mostly anxious during the test, then

pre-test, and after it post-test. In fact, test anxiety can affect language learning. (Owan, 2020)found that there is a relationship between language anxiety and test anxiety. This means that students with high language anxiety also tend to experience high test anxiety. Also, it implies that when students attempt to reduce one type of anxiety, the other type of anxiety would also decrease. Thus, to reduce students test anxiety, teachers should create a comfortable situation in the classroom and make sure that the students enjoy learning the language so they will not experience high test anxiety.

Fear of Negative Evaluation

Fear of negative evaluation is one of the psychological factors that negatively affects students performance. (Ghorbandordinejad & Ahmadabad, 2016) stated that negative evaluation is an unfavorable or negative response to someone's performance. Students are afraid in learning a foreign language because they are usually frightened about the negative reaction of other people. It is also explained by (Zhang & Zhong, 2016) that students who experience fear of negative evaluation do not consider language errors as a natural part of the learning process, but as a threat to their image, and a source for negative evaluations either from the teacher or their peers. Thus, students are afraid to learn because they worry that their mistakes will be evaluated negatively by other people.

Anxiety of English Class

Anxiety of English class is about students who are afraid or worry of English class. (Bux et al., 2019) stated that students feel afraid if they fail in English class, and they also fear if that they will not be evaluated well by the teacher and other students if they do or make mistakes. This is preventing students to improve since in English classroom, students are usually asked by teachers to speak or present a presentation using English. (Abrar et al., 2018) argued that the fear of students has impact on the learning process because some students do not want to speak English in the classroom while the teacher teaches them. Furthermore, (Tian, 2019) found that "The anxiety would be intensified when they did not make a full preparation for their presentations. Additionally, the causes for such anxiety in classroom presentations could be classified into five aspects: attention from the public, times of the presentations, preparation time, peer feedback and language proficiency". This means that to prepare well before presenting or to prepare before English class could help lessen students anxiety.

Moreover, limited time to learn English in the class causes students to not understand the lesson and thus leads them to be anxious (Liando, Tatipang & Lengkoan, 2022). Zhang & Zhong, (2016) found that students get frustrated in English class when they do not have enough time to understand the lesson because of the

amount of materials that are overwhelming to them. As the anxiety is a serious problem in English classroom, teachers need to realize their role to help students overcome this problem. Ozer & Akçayoğlu, (2021) claimed that teacher should create an environment of low anxiety in the classroom is clearly an important prerequisite for effective language learning. Therefore, since anxiety usually happens in language class, which includes English class, teachers have to help students reduce it by making students feel relaxed and comfortable in English class.

English Language Learning

English is considered to be a foreign language which is internationally used, and thus is considered to be a language that needs to be learned. Darasawang & Reinders, (2021) pointed out that since English becomes an international language, students who will continue their study abroad need to learn English in order to connect with public or organization in new places. Furthermore, English is considered as a skill that students should master in this era. Hence, English language is needed for students to learn more about and develop their knowledge in it as (Kandati & Tatipang, 2021) explained that English in this time is needed for global competition and to obtain knowledge and develop the cultural comprehension. Therefore, learning English is beneficial for students as it can help them continue their education in other countries and it is a language that can help students acquire more information.

In learning English, students usually face difficulties such as the lack of time or motivation to learn it or having environment that is not supportive. Often, students do not get enough time to learn English at school. (Ali & Anwar, 2021) proposed that "In general secondary school, students have studied English for two hours per week, which was not sufficient for English proficiency. Most students were not motivated to study English". Moreover, (Dewaele & Li, 2022) found that some of the difficulties encountered in learning English is due to the environment and society that do not support students in developing and increasing their knowledge of English. Thus, this makes students have limited opportunity to learn English more.

Moreover, negative perception shown by students toward learning English becomes another difficulty. (Goni et al., 2021) explained that: This is not very encouraging as students reasons for improving themselves are driven by self-interest. This is supported by the lesser interest to improve themselves for intrinsic reasons such as self-development, communication purposes and integration into the L2 community. The students further showed a lack confidence and enthusiasm towards learning English as they found learning English to be not enjoyable. Therefore, in learning English, students need support from family, social and the most important one motivation from within.

Anxiety in Learning English

Anxiety in learning English is a common problem experienced by English language learners. Anxiety in learning English becomes one problem for learners in their learning process because they lack self-confidence and motivation and have excessive negative feelings. Since anxiety is related with self-confidence, students who have high self-confidence can help them develop their English skills. (Madhuri Hooda & Anu Saini, 2017) explained that "among personality factors self- confidence is the most important one. Learners with high self- confidence can easily communicate in the class in target language". The communication problem also being the problem. (El-Omari, 2016) stated that anxiety in communication are people who cannot find the accurate words even though, they know the grammatical.

Anxiety of students could be reduced by sympathy and motivation. (Sukmawati, 2021) also acknowledged that teachers may help reduce learner's anxiety by providing a comfortable learning atmosphere such as giving them encouragement, positive reinforcement and motivation. Thus, teachers may help reduce students anxiety in learning English by providing comfortable learning environment.

Students English Academic Achievement

English language plays an important role in academic achievement. (Tatipang, Oroh, & Liando, 2021) argued that "Learning English is a prerequisite to being able to successfully participate in many academic and cultural activities, trade, technology, and worldwide communication. Therefore, English has become one of the most important subjects in the educational system". Teachers need to pay attention to their teaching methods so they can help students develop their ability. (Darasawang & Reinders, 2021) noted that development of English language, language procurement, and achievement would give teachers, learners, and families an instruction structure on which to construct a solid establishment of learning that targets the phonetic and scholarly energetic inborn within the students learning. This indicates that a good teaching structure can help develop students ability. Furthermore, a study conducted by (Ozer & Akçayoğlu, 2021) about students' vocabulary showed that students' poor vocabulary could lead to poor performance in English which is principal to their achievement. In other words, it was found that the weaker the students knowledge, the poorer they are in academic English proficiency. (El-Omari, 2016) stated that poor English achievement would make several students skip classes and furthermore could lead them to hate the English teacher and even the school. Thus, students who have poor English achievement should be considered and helped by teachers to prevent the students from having negative attitude toward English learning or English teachers.

RESEARCH METHOD

This study was a quantitative study with descriptive and correlative design. The research design was descriptive because it attempted to find out the level of students anxiety in learning English and their English achievement. According to (Gao, Pham, & Polio, 2022) "Quantitative research calls for typical research designs where the focus of research is to describe, explain and predict phenomena, uses probability sampling and relies on larger sample sizes as compared to qualitative research designs". Moreover, it was a correlational design because it aimed to find out the significant relationship between students anxiety in learning English and their English achievement. (Nurraida & Muharrami, 2022) pointed out that in "correlational research, the researcher studies the relationship between one or more quantitative independent variables and one or more quantitative dependent variables". Thus, the researcher used these designs to find out the correlation between students anxiety in learning English and their English academic achievement.

In this study, the researcher used convenience sampling method to collect the data. This means that the data were collected based only on the students' availability in the class during the data gathering. As defined by (Herman, Shara, Silalahi, Sherly, & Julyanthry, 2022) that convenience method is a collection of data from participants who are willing to fill in the data. Therefore, the researcher collected the data based on the availability and willingness of those who were present at the time of data gathering.

RESULT AND DISCUSSION

The Level of Students Anxiety in Learning English

The first research question that this research tried to figure out is the level of students' anxiety in learning English. Based on the finding about the level, the result showed that the mean score of the students' anxiety in learning English is 3.17 (see table 4.1).

Table 4.1 *The Level of Students Anxiety in Learning English.*

	N	Minimum	Maximum	Mean	Std. Deviation
Anxiety	41	1.96	3.96	3.17	.48
Valid (listwise)	N 41				

Based on the interpretation scale (see page 25), the mean score of the students' anxiety in learning English fell between 2.50–3.49 which shows that the students' anxiety in learning English was at *moderate level*. This finding indicates that the students were moderately anxious or were somehow anxious in learning English. In other words, their anxiety in learning English were not high but not also low. Therefore, being used to taking English tests, have been trained or are used to speaking in English or in other words being used to learning English, high motivation and self-efficacy might also account for the result obtained in this study wherein the students' anxiety in learning English was moderate. However, not all the students have more motivation or high self-efficacy, some students have moderate level in anxiety but getting lower in achievement.

The Level of Students English Academic Achievement

The second research question tried to find out the level of students English academic achievement. Based on the finding, the result showed that the mean score of the students' English academic achievement was 70.98 (see table 4.2). Based on the scoring system of the high school understudy, the mean score was below 75 which was interpreted as *failed*. This indicates that the students did not perform well in their English class.

Table 4.2 *The Level of Students English Academic Achievement*

	N	Minimum	Maximum	Mean	Std. Deviation
Achievement	41	48.00	94.00	70.98	11.12
Valid (listwise)	**N** 41				

The result of this study which showed that the students' English academic achievement was categorized as failed or can be said poor could be because the respondents had difficulties in English based on their overall English class grade; it could be that they did not prepare well for the English class activities or tasks including for the test. (Tujuba & Davidson, 2017) found that in ADAMA Science and Technology University, the students' English academic achievement was 33.3% which means that the respondents' English proficiency is poor. Davidson and Tujuba, (2017) explained that one of the factors that cause this poor achievement was the time to practice English is very short and the less of motivation of teachers to support

students in learning English. Thus, difficulties in answering English tests, lack of trained English language teachers and infrastructural facilities, skipping English class or not liking the English teacher, and the limited time to practice English as well as less motivation from teachers could also be the reasons why the students' English academic achievement in this study was found to be failed on in other words poor.

The Correlation between Students Anxiety in Learning English and Their English Academic Achievement

Pearson Coefficient Correlation formula was used in order to find the answer of the last research question which focused on whether there was a significant correlation between students' anxiety in learning English and their English achievement.

Table 4.3. *The Correlation between Students Anxiety in learning English and Their English Academic Achievement*

		Achievement
Anxiety	Pearson Correlation	.98**
	Sig. (2-tailed)	.000
	N	41

. Correlation is significant at the 0.01 level (2-tailed).

Table 4.3 shows the result of the correlation between the students' anxiety in learning English and their English achievement. The data showed *r*= .98 and the *p*= .00. Based on the data analysis, the researcher found that the students' anxiety has significant correlation with their English academic achievement. It means that the alternative hypothesis stating that there is a significant correlation between the students' anxiety in learning English and their English achievement was accepted, and the null hypothesis which states that there is no significant correlation between the two variables was rejected. Furthermore, the correlation between the two variables was found to be strong. The correlation is categorized strong because according to (Demir & Zaimoglu, 2021), the relationship between two variables is generally considered strong when their *r* value is larger than 0.7. This finding indicates that the students' moderate level of anxiety significantly correlates with their English academic achievement which was found to be failed or in other words poor. Moreover, the finding reveals that the significant correlation was positive. This means that the more anxious the students are, the better is their English academic achievement.

This indicates that the more anxious the students are, the higher is their achievement. In other words, the students' anxiety could motivate them to perform

better. (Weda & Sakti, 2018) revealed that there was a positive significant correlation of high level anxiety with academic performance among English students at Faculty of Languages and Literature Universitas Negeri Makassar, with significant correlation (p=0.011) and the correlation coefficient is r=0.235. As proposed by Tsai and Chang (2013) that students with anxious feeling in English can motivate them in language performance. Therefore, anxiety is not always a negative component of learning as the result obtained in this study found that high level of anxiety can contribute positively to students' English academic achievement.

English is one of the subjects studied on the bench school from elementary school to university. However, Indonesian students' English proficiency is still low to communicate in language English both orally and in writing. In the context of language learning English in Indonesian context, Indonesian language learners have motivation the low one. One cause is a large class size. Status English as a foreign language make Indonesian people not use English actively and widespread in both oral communication as well as writing.

Students do not have experience using English in their daily lives and they are not expected to be able to speak English in their future work front. Foreign language learning involves individual factors and social context. Individual factors include motivation, belief, risk-taking, anxiety and intelligence while the social context is a method teaching, classroom climate and assessment. The complex process of language learning cannot be explained from cognitive factors alone because to understand the learning process, affective variables such as motivation, anxiety, and risk taking needs to be investigated more deeply in order to understand the various conditions of students.

Learning activities involve simultaneous cognitive and emotional processes that occur in social and cultural contexts. The world of education is often less aware that the various high-level cognitive skills taught in schools school such as stating reasons (reasoning), making decisions (decision making) and including the learning process language is inseparable from emotion.

The process of learning a foreign language can sometimes cause traumatic experiences for individual learners. Many students who experience anxiety during learning to varying degrees. Applied linguistics and psychological analysis believe that there are more basic factors than just teaching English itself, namely affective factors. Motivation and anxiety are two affective factors that are strongly related to success in language learning English.

The construct of anxiety in foreign language learning is described into three components, namely the fear of communicating (communication apprehension), anxiety about existing tests (test anxiety), and fear of negative judgments (fear of negative evaluation) is believed to be responsible for uncomfortable experiences and negative emotional reactions in students when learn a language. Anxiety is a natural

response experienced by humans but if it is not immediately addressed it can disrupt physical and psychological stability. Some common physiological symptoms associated with anxiety such as tension, shaking, sweating, dry mouth and faster heart palpitations. Individual those who experience anxiety in learning foreign languages are afraid of not being able to understand the message in communication so they are afraid to communicate and are afraid of being judged as incapable.

CONCLUSION

Based on the findings, it can be concluded that the 11th grade students of SMA X do not feel very anxious in learning English since a moderate level of anxiety was found in this study. Moreover, it can also be concluded that the students did not do well in their English class since they failed in their English academic achievement based on their mid-semester grade. Lastly, based on the findings obtained, it is concluded that the students' moderate level of anxiety in learning English has a significant correlation with their failure in their English academic achievement; it was found that the more anxious the students are, the better is their English academic achievement. Thus, anxiety is a significant factor that can contribute to students' English academic achievement.

RECOMMENDATIONS

Based on the findings and discussions, this study presents several recommendations. First, for the students, since the respondents had moderate level of anxiety in learning English, students need to change their perceptions about anxiety. Their understanding of anxiety needs to be broaden that it is not always a negative factor; instead, they need to be taught to accept anxiety as something positive which can motivate them to strive for improvement, especially in their English academic achievement.

Furthermore, because the students failed in their English class or had poor performance in English academic achievement, they need to develop their knowledge about English; they should improve their ability in acquiring English by listening to English music, watch English movies without subtitles or read English books and find new vocabulary to learn, students also need more motivation and support in learning English. Lastly, they need to change their habits in study; if they just want to study when they have test, most likely it will not work. They need to study and practice English every day. In other words, they should practice their English everywhere and anytime they could.

Moreover, for English teachers, it is recommended to consider the level of students' English academic achievement by using the more creative methods and strategies to support and motivate the students in learning English; and for the schools to design attractive English programs so the students can join and feel more

interested to learn English. Teachers should tolerate the mistakes made by the students and inform them that making mistakes is inevitable in English learning, so the students should be provided with some strategies to cope with anxiety-provoking situations appropriately so that they would not to resort to avoidance behavior and that anxiety will become something that will motivate them to perform better.

Furthermore, for future researchers who are interested in conducting similar study about student' anxiety in learning English and their English achievement can use the findings of this study as their basis and they may conduct other studies in different level of class and different schools to find out the correlation between these variables and to see whether the correlation is positive or negative. The researcher also would like to recommend for future researcher to pay more attention and carefully read the items of questionnaire if they use quantitative method to check whether there are the negative or positive statements to be reversed and also to add more respondent. Also, it is recommended that future researchers try to find out how anxiety can positively affect students' English academic achievement.

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