

**THE CORRELATION BETWEEN ESP LEARNERS' ANXIETY AND
THEIR ENGLISH COURSE ACHIEVEMENT
(MANAGEMENT DEPARTMENT OF UNIVERSITAS ISLAM MALANG)**

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Abstract: Anxiety is a feeling of fear or worry that arises in a student because he/she is facing a certain situation in his/her English class. In other words, anxiety is a form of a student's emotion about feeling threatened by something, usually with an unclear threat object. It can be assumed that anxiety is one of the factors that influence the learning process, especially in student's achievement. The researcher took samples from seventh-semester students of the Management Department of Universitas Islam Malang because all of them had taken English courses. In this study, the researcher used a quantitative approach with a correlation design. The instruments used in this study were the FLCAS questionnaire and students' English course scores. The researcher also used IBM SPSS version 20 to analyze the data. As seen in the data analysis, the Sig. (2-tailed) is ,005. It can be concluded that there is a significant correlation between achievement and anxiety. A significant correlation is accepted at the level of significance at 0.01, because of the sig. (2-tailed) is ,005 (below 0.01). The data that has been analyzed shows that the correlation coefficient equaled $r = -.499$. From the results, it is known that there is a negative correlation between ESP learners' anxiety and their English course achievement because the r -value obtained is negative.

Keywords: Anxiety, Achievement, Correlation.

INTRODUCTIONS

In the university, English is not only studied by students in the English Department, but English is also studied by other department students. To prepare for student's success, the university gives them knowledge of English, so that they can contribute widely to the world after they graduate. English is taught differently according to their major. Related to Wiley & Sons (2013) English teaching and practicing as a second or foreign language which has the ultimate goal to make students able to use English in a particular domain is called English

for Specific Purposes (ESP). Therefore, ESP is an approach to language teaching which aims to meet the needs of particular learners (Hutchinson and Waters, 1987). Learning English in each department is certainly different because it adapts to the needs of knowledge and profession of English users.

ESP students who study English as a foreign language certainly have some obstacles in the process of learning English. One of the obstacles is feeling fear and worried when learning a new language or a foreign language. Foreign language anxiety is a complex that differs from self-perception, beliefs, feelings, and behavior related to classroom language learning in different complexes (Horwitz, Horwitz, and Cope, 1986). Anxiety occurs when the human body is responding to certain situations that are happening. According to Spielberger, Anton, and Bedell (2015), anxiety is feelings of apprehension, tension, nervousness, and worry. When experiencing this condition, usually the sufferers will feel panic, nervous, and even they can not determine what they should do. The term anxiety is often used interchangeably by many linguists.

Anxiety disorders are characterized in terms of discomfort, or constant averting of thoughts or situations that cause panic or anxiety (Oltmanns and Emery, 2012: 161). Someone feels anxious because they have to deal with situations or circumstances that are considered to cause the stress is normal. Fauziyah (2015) has said that the psychological condition is called anxiety, and is widely known as feeling threatened, fear, discomfort, and stress. Emotional situations like this are hard to describe. It means that when our mind is confused to determine something that we should do, and then we will unconsciously feel anxiety.

According to Pappamihel (2002) anxiety is divided into two types: state anxiety and trait anxiety. State anxiety is a type of anxiety that occurs when students are faced with certain conditions or situations. For example, a student feels anxiety when they are asked to speak in front of the class or when during the class they do not understand many of the teacher's words. Meanwhile, trait anxiety is a person's tendency to feel anxious regardless of the situation they are facing.

Based on Horwitz, Horwitz, and Cope (1986), there are three types of causes during the learning process, these are communication apprehension, test anxiety, and fear of negative evaluation.

1. The Communication Apprehension

Someone's feeling of fear when they have to communicate with others is the cause of communication apprehension. People generally afraid of oral communication about speaking and listening in a communication apprehension (Huang, 2004). Besides being difficult to communicate, students will also have difficulty understanding what other people say.

2. Test of Anxiety

. Test anxiety is a feeling of fear of failing to do a student performance evaluation while taking exams, quizzes, and other language assignments (Horwitz, Horwitz, and Cope, 1986). This situation occurs because students develop their negative perceptions of poor performance on their previous test. Huang (2004) stated that test anxiety can occur if students have poor performance on their previous exams. It means that test anxiety correlates with student's fear of the test-taking situation.

3. The Fear of Negative Evaluation

Horwitz (1986) describes the fear of negative evaluation as a feeling concerned about the evaluations of other individuals, trying to escape evaluative circumstances, and sometimes fearing that others would adversely judge themselves. It sounds close to testing anxiety, but the fear of negative evaluation is far wider. This is because the fear of negative evaluation exists not only in a process but also in any social circumstance, such as a work interview. Brown (2000) also stated that the fear of negative evaluation arises because students want to make other people give a positive social impression.

Language anxiety greatly affects student's processes in learning a language. If their process is disrupted, it will affect their success in learning a language. In the learning process, all student processes will be assessed as a measurement of their achievement in language learning. Achievement tests are a systematic procedure performed to determine the level students have learned

(Gronlund, 1982). The results of student achievement can be known as the level of their success in learning.

Several studies have revealed that language anxiety has an impact on language learning. In a study entitled *The Relationship between English Learning Anxiety and the Students' Achievement on Examinations*, Amiri and Ghonsooly (2015) explore the relationship between English language anxiety and the accomplishment of the students in their exams by analyzing 258 freshmen of medicine students at Gonabad University of Medical Sciences in Iran. The results showed that high anxiety affected the students' achievement. The results obtained show a significant and negative correlation coefficient between students' anxiety scale and their performance in the final exams. Another study was carried out in Ethiopia that investigated the students from the Department of Foreign Languages and Literature at Addis Ababa University (AAU). The study also has the same results; that anxiety and achievement have curvilinear relationships. This means that language anxiety negatively influences student achievement (Taye, 2018).

If the previous study was carried out in Iran and Ethiopia, then the researcher wants to do the same study in Indonesia with the participants focus on ESP students especially Management students. The researcher chose students from the management department as the participants because the researcher is curious about anxiety that the Management students feel, considering that previous researchers did not identify anxiety in management students. Based on the background of the study, the researcher formulates the research question as: "Is there any significant correlation between ESP learners' anxiety and their English course achievement?"

METHODOLOGY

In this study, the researcher used correlation design as the research method. This study was quantitative since the data were obtained from the student's score of English achievement and questionnaire. The researcher also formulated two variables containing in this study, are the X and Y variables, or it can also be

called the independent and dependent variables. The X variable or independent variable of this study refers to the student's anxiety. While the Y variable or dependent variable of this study refers to the student's achievement. The samples of this study were seventh-semester students of the Management Department of UNISMA. The researcher used probability sampling by using simple random sampling to choose one class to be observed where every individual had the probability to be chosen as the sample. In this study, the researcher took M11-class to become a sample that consisted of 30 students.

In this study, the researcher uses two kinds of instruments, the questionnaire to assess the student's anxiety level and the student's English score as an indication of the student's achievement. The researcher used Classroom Anxiety Scale (FLCAS) questionnaire with 33 items developed by Horwitz (1986). The answer to each item can be one of these: strongly agree; agree; neither agree nor disagree; disagree; strongly disagree. For each item, a score was given from 5 for strongly agree to 1 for strongly disagree. The questionnaire was written in Bahasa to prevent misunderstanding, as all participants major is not English.

The questionnaire was delivered in the form of google form. The researcher uses online data collection techniques because the researcher wants to adjust to the current situation. The online technique was carried out due to the COVID-19 pandemic, data collection that involved direct contact between researcher and the subjects studied was difficult to do. The government has also decided to implement social distancing in interpersonal communication to reduce the spread of COVID-19. Therefore, using google forms is one of the most appropriate techniques for the current situation.

The researcher gets the English score of Management students from the academic section of Universitas Islam Malang (BAUK) through official approval from the faculty and the head of the academic section of Universitas Islam Malang. The scores used are those who have a pass in the English course. To determine whether there is a significant relationship between student anxiety and

English learning achievement, the researcher used the correlation formula to test the significant correlation between them. The data from the questionnaire and participant's scores were measured by using SPSS.

FINDINGS AND DISCUSSION

Findings

The highest and lowest values of FLCAS and English score can be seen in the table below, where the results in the table are the results of calculations using SPSS 20.

Descriptive Statistics.

	Anxiety	Achievement
N Valid	30	30
N Missing	0	0
Mean	121,30	82,7167
St. Deviation	18,000	2,19625
Minimum	92	77,00
Maximum	163	86,50

From the data that has been collected and calculated using descriptive statistics in SSS, it can be described that the total of the data (N) in each variable is 30. 92 is the minimum score of students' anxiety (variable X), and 163 is the maximum score, the mean score is 121.30 with a standard deviation score is 18. Meanwhile, the minimum score of the achievement of the students (variable Y) is 77 and the highest score is 86.50, with a standard deviation of 2.196, the mean score is 82.71.

In the next section, the researcher wanted to investigate the main purpose of this study. The researcher used statistical calculations Pearson's Product Moment Formula to analyze the data of student anxiety and student achievement because

the data were normally distributed. Here is the result of the data by using IBM SPSS 20.

Correlation			
		Anxiety	Achievement
Anxiety	Pearson Correlation	1	-,499**
	Sig. (2-tailed)		,005
	N	30	30
Achievement	Pearson Correlation	-,499**	1
	Sig. (2-tailed)	,005	
	N	30	30

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

The table shows that the Sig.(2-tailed) is ,005, which means there is a significant correlation between achievement and anxiety. Significant correlation is accepted at the level of significance at 0.01, because of the sig. (2-tailed) is ,005 (below 0.01). The correlation coefficient $r = -,499$. Then the conclusion in the term of significance is the correlation between learners' anxiety and their course achievement is in form of negative because r - value is negative. The researcher can use the r -value ($-.499$) to determine the strength of the correlation between the two variables by using interpretation methods according to Mistar (2013). The value .499 resided between .400 and .600, so it can be concluded that the strength is a moderate correlation.

The next is the shared variance term. This term is calculating the proportion of English course achievement variance that may attribute to the proportion of language anxiety. The shared variance was found by squaring the r -value (Mistar, 2013). Since the r -value is $-.449$, the proportion of language anxiety that may be predicted from English course achievement is $-.449^2$, which is .249. So that the contribution of language anxiety to English course achievement is 24.9%.

Discussion

In this section, the researcher shows the findings from the results previously described. This research question was answered with clear analysis. There is a significant correlation between ESP learners' anxiety and their English course achievement. From the table of correlation, it can be seen that there is a negative correlation between language anxiety and English learning achievement, because of the value ($r = -.499$, $p < .005$). Therefore, the higher the level of students' anxiety, the lower the English language scores they get. When two variables have a negative correlation, they have an inverse relationship. It means that students who feel more anxious have lower scores than students who feel less anxious. When anxiety increases, student achievement has the potential to decrease and vice versa. When their anxiety decreases, performance will increase.

Furthermore, from the calculation of IMB SPSS 20, it is obtained $N. Sig (2\text{-tailed}) = .005$, where the significance level is 0.01. So that the results of this study are the same as the research conducted by Horwitz et al. (1998). Horwitz et al stated that test anxiety, fear of negative evaluation, and communication apprehension are the factors that affect student achievement. Gardner (1985) also said that language achievement is influenced by anxiety, therefore people who experience anxiety achieve lower than people who do not feel anxious. The two theories say that anxiety affects students' achievement of language learning.

Meanwhile, according to Mistar (2013) interpretation, the strength of the correlation in this study is the moderate correlation with the number of participants 30 students. Besides, the coefficient of determination obtained is around 24.9% is a percentage that is not too high, but it is quite influential in student achievement. If students cannot overcome their anxiety, it will affect the achievement of their language learning.

Based on the results of this study, ESP students have anxiety in learning English. The findings of this study are also similar to those found in previous studies, although the previous studies have different subjects from this study. In the strength level of correlation, the previous study conducted by Amiri and Ghonsoly (2015) had strong correlation results, whereas in this study the results

were moderate correlation. Overall, the negative correlation found in the result of this study makes explicit evidence that the higher the student's language anxiety, the worse their English course achievement.

CONCLUSION AND SUGGESTION

Based on the finding and discussion, the researcher found that there is a negative significant correlation between learners' anxiety and their English course achievement on ESP students of UNISMA. The negative correlation is significant at .01 level ($r = -.499$, $p < .01$). The contribution of language anxiety on English course achievement is 24.9%. From the statistical analysis, it is found that the mean FLCAS score is 121.30 and the mean English achievement is 82.71. Therefore, it can be assumed that this correlation analysis revealed a moderate link between language anxiety and English course achievement among ESP students of UNISMA. As seen in the data analysis, it can be concluded that the strength is a moderate correlation. In another word, the higher the student's language anxiety, the worse their English course achievement.

According to the conclusion, there are some suggestions for the study. The suggestion is mainly addressed to students, teachers/lecturers, and future researchers. This study was conducted on university students from the Management major of UNISMA and the scope was limited for seventh-semester.

For students, this study is expected to increase students' awareness that language anxiety and learning habits can affect learning achievement which will be the basis for improving achievement. Teachers/lecturers can use the result of this study to analyze and solve the problems of students in the teaching and learning process. So that, teachers/lecturers using the right method in teaching English regarding students' needs.

This study also provides an opportunity for further researchers as the consideration of literature to continue this study regarding other factors of anxiety (communication apprehension, test anxiety, or fear of negative evaluation) that more specific to investigate foreign language anxiety of the students.

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