THE CORRELATIONS AMONG ENGLISH LANGUAGE LEARNING ATTITUDE, ENGLISH LANGUAGE LEARNING ANXIETY AND ACADEMIC ACHIEVEMENT OF UNDERGRADUATE EFL STUDENTS OF UIN RADEN FATAH PALEMBANG

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by

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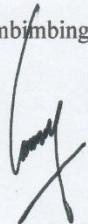
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Palembang

Assalamualaikum, Wr. Wb.

        Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"The Correlations among English Language Learning Attitude, English Language Learning Anxiety and Academic Achievement of Undergraduate EFL Students of UIN Raden Fatah Palembang"**, di tulis oleh saudara Anggi Musa (13250006) telah dapat diajukan dalam sidang munaqosyah Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikianlah terima kasih.
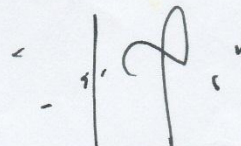
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Pembimbing I   Pembimbing II

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SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi yang berjudul "**The Correlations among English Language Learning Attitude, English Language Learning Anxiety and Academic Achievement of Undergraduate EFL Students of UIN Raden Fatah Palembang**" adalah karya saya sendiri. Apabila ternyata bukan hasil kerja saya, saya bersedia diberi sanksi sesuai dengan pasal 70, Undang- Undang No. 20 tahun 2003 tentang "Sistem Pendidikan Nasional" yang berbunyi "Lulusan Karya Ilmiah yang digunakan untuk gelar akademik, profesi atau vokasi sebagaimana dimaksud pada ayat 25 (2) terbukti merupakan jiplakan dipidanakan dengan pidana penjara paling lama dua tahun atau pidana denda paling banyak Rp. 200.000.000 (Dua Ratus Juta Rupiah)".

Demikian surat pernyataan ini dibuat dengan sebenarnya.

Palembang, 30 Mei 2018

Yang Menyatakan,

Anggi Musa
NIM. 13250006

Dedication

To the two most important people in my life:
Mamak and Babak. Thank you for everything.

My Inspiration in Learning Languages

<div dir="rtl">

من عرف لغة قوم سلم من مكرهم

</div>

"Those who master the language of a people, will be safe from their conspiracy."

(As a short explanation from Hadits of Rasulullah [peace upon him] on the experience of Zaid bin Tsabit in order for him to learn the Suryani language [Jewish])

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This scientific paper is presented as one of the requirements for the degree of Strata I (S.Pd.) (undergraduate study) in English Education Study Program, Faculty of Tarbiyah, UIN Raden Fatah Palembang.

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The writer realizes that this thesis is far from being perfect. Therefore, I really appreciate all of the constructive suggestion to this work. Hopefully, this thesis will be a great contribution to the academic field.

Palembang,   May 2018

The Writer

AM

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ABSTRACT

The aims of the study were to find out the relationships among English language learning attitude, English language learning anxiety and academic achievement of EFL students at UIN Raden Fatah Palembang in the academic year 2017-2018; and whether English language learning attitude and English language learning anxiety influenced their academic achievement. The study was in the form of correlational research method. The population of the study was 583 active EFL students. By using multiple stages sampling technique, there were 160 students involved as participants in this research. The data were gained by using three instruments which were Attitude towards English Language Learning Questionnaire, Foreign Language Learning Anxiety Scale Questionnaire and students' cumulative GPA score. Descriptive statistics, Pearson product moment correlation, and regression analysis were employed to analyze the data. From the data analyses, it was found that there was statically significant positive correlation between students' English language learning attitude and their academic achievement (p-value .000 < .005) with weak correlation. The second, it was found that there was significant negative correlation between students' English language learning anxiety and their academic achievement (p-value .000 < .005) with weak correlation. It was also found that English language learning attitude significantly influenced academic achievement with R^2 .117. It was also found that English language learning anxiety significantly influenced academic achievement with R^2 .087.

Keywords: *English Language Learning Attitude, English Language Learning Anxiety, Academic Achievement,*

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CHAPTER I

INTRODUCTION

This chapter presents the following subheadings: (1) background, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1. Background

Education is fundamental way to improve human resources and to make better future for nation. As stated by Astrid (2012), education is an effort of society and nation in preparing their young generation for better life of society and nation in the future. In education, human is through a process of fostering cognitive, physical, social, emotional, or moral growth and development in individuals or groups (Collins & O'Brien, 2011). For this reason, a success education can be seen if there is positive change of learner's knowledge, skills and values that can result positive character (Abdulhamid, 2017 & Hai, 2017).

Moreover, to determine educational success, academic achievement or performance is used as its term. As defined by Steinmayr, Meibner, Weidinger and Wirthwein (2015), academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that are the focus of activities in instructional environments, specifically in school, college, and university. Additionally, Kumari and Chamundeswari (2013) explain that academic achievement is the amount of knowledge derived from learning. It is based on the number of factors, such as children's attitudes, interest, personality characteristics and social class in addition to learning.

Academic achievement is absolutely necessary in educational assessment. Yulia (2017) states that academic achievement relates to how success the learner could master the materials of the subject matter.It also indicates outcome of learning that is mostly used as a key criterion to judge one's total potentialities and capabilities (Joshi & Srivastava, 2009). Daely, Sinulingga and Manurung (2013) explain that the students who have high academic achievement indicate that they can follow the lecture properly. In contrast, the lower the achievement obtained shows that the students not able to follow the lecture well.

Furthermore, having good academic achievement arises a lot of benefits. As explained by Muola (2010), student's academic achievement is always used as the main basis for judging a student's ability and also as a means of selection for employment and educational advancement. It will affect the job opportunity that offers higher salary and social status. Since in job market, academic achievement is one of the main factors considered by companies in hire employees. Identically, it also increases the opportunity in continuing education. It can be seen that many scholarships require their registrants to have high academic performance.

In fact, the academic performance of Indonesia's university students is extremely lower than other countries in the world. METU Informatics Institute (2016) has announced its recent ranks of The University Ranking by Academic Performance (URAP) for 2000 universities around the world. The result showed that the best rank of Indonesia was 1575 by University of Indonesia. Since, there are only four Indonesian universities that can be in the big 2000. It is far from another ASEAN country such as Singapore that places National University of

Singapore at 29 ranks. Therefore, the educational stockholder of Indonesia must be able to improve the students learning achievement to increase the rank of Indonesian' universities.

Moreover, in term of university or higher education, to see the academic performance from students, it can be seen from their cumulative of grade point average (GPA). It is calculated by dividing the total number of grade points received by the number of credits attempted. In Indonesia, university student' GPA is formulated from some aspects. According to *Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia* (2015), university student' academic achievement is the result from formulation of student' attitude, knowledge and skill. Hence, those factors can determine the achievement score of students in learning.

Furthermore, from the factors mentioned above, attitude becomes one of aspect that must be considered in assessing students' achievement. Particularly for students who learn English as foreign, they must have positive attitude toward English leaning that becomes the language that is used in their textbooks and learning activities. According to Brown (2007), second language learners, benefit from positive attitudes, and harm for negative attitudes. Bartram (2010) also explains that attitude towards foreign language learning positive attitude is responsible for fostering students' academic achievement. Then, the negative attitude can be affected by anxiety towards English language learning that possessed by students. Awan, Azher, Anwar and Nas (2010) conclude that many of the researchers agree that foreign language anxiety affects students' attitudes. Therefore, Anxiety towards English language learning may relate to students'

academic achievement. It is supported by Horwitz, Horwitz and Cope (1986). They argue that anxiety towards foreign language relates students' performance in academic evaluation test. Therefore, those two factors may be considered that relate with students' performance in academic context.

Related about attitude, it is defined by many experts from different point of view. Zeinivand, Azizifar and Gowhary (2015) explain that attitude means internal condition that influence someone likely to do. The internal condition is some degree of positive or negative or favorable or unfavorable. Moreover, both negative and positive attitudes have a strong impact on the success of language learning (Inal, Evin & Saracaloğlu, 2013). It makes that the measurement of attitude in foreign language learning is tremendously useful in language teaching and learning. In case, teacher can help students to develop positive attitude.

Equally important, the attitude of students towards foreign is influenced by their belief about the subject (McKenzie, 2010). It can be concluded that students who have positive beliefs about language learning have a bigger opportunity to increase more positive attitudes towards language learning. Likewise, Victori and Lockhart state that negative belief of students can cause negative attitude and high anxiety (as cited in Abidin, Mohammadi & Alzwari, 2012).

In terms of anxiety, according to Brown (2007), "Anxiety is known as factor in academic performance that has long been recognized as a barrier in second language learning context for teachers and students" (as cited in Astrid, 2017, p. 38). Foreign language anxiety can be defined as a feeling of unease, worry, strain and pressure experienced when learning or using a second or foreign language

(Jalali & Jalali, 2015). Moreover, Lightbown and Spada (2006) claims that that anxiety is more likely to be dynamic and dependent on particular situations and circumstances. Consequently, anxiety can be overcome if teacher can diagnose the cause why students feel anxious.

As a result, it is crucial to determine language learners' perspectives on foreign language learning anxiety. If there is a high level of anxiety among students in learning activities. Teachers or educators can create a more relaxing environment. In the same manner, effective language learning will take place by minimizing anxiety of learners in foreign language learning. As stated by Krashen (1982), the effective language teacher is someone who can provide input and help make it comprehensible in a low anxiety situation.

Based on the preliminary study with ten undergraduate EFL students of UIN Raden Fatah Palembang, it was revealed that some of them were satisfied with their current academic achievement, but some were not. In relation to anxiety, some of them also felt nervous in speaking English and they were worried about making mistakes in English class. Then about their attitude, it was still baffle. Even though most of them agreed about the statement "English is more important than other subject". Some of them admitted that they seldom asked question in English classes and sometimes, they were late to submit assignment. Therefore, it is utmost importance to find the correlation among the students' English language learning attitude, English language learning anxiety and academic achievement, and to identify the best predictor of their academic achievement.

Some researchers have previously explored those related variables; English language learning attitude, English language learning anxiety and academic achievement. But it is still debatable and there are some inconsistencies found upon the results. In term of attitude towards English language learning and academic achievement, Al-Samadani and Ibnian (2015) showed significant correlation between English language learning attitude and academic achievement from their work. The results indicated that students with high GPAs had, the highest positive attitudes towards learning English. Identically, Rukh (2014) also investigated those both variables. From the findings of the data, the study concluded that students had positive attitude towards English language learning and its' association with their academic achievement. In contrast, Büyükkarcıc (2016) indicated that attitude towards English language learning did not relate with academic achievement.

In term of anxiety towards English language learning and academic achievement, in the same study, Büyükkarcıc (2016) also stated that English language learning anxiety did not have relationship with academic performance. On the other hand, Amiri and Ghonsooly (2015) also conducted correlational study with those both variables. The results showed that English language learning anxiety relates with the students' academic achievement.

Based on the previous related studies stated above, no research has been found to mitigate the best predictor of academic achievement related to attitude and anxiety towards English language learning. Furthermore, I was interested in conducting a research entitled: "The Correlations among English Language

Learning Attitude, English Language Learning Anxiety and Academic Achievement of Undergraduate EFL Students of UIN Raden Fatah Palembang".

1.2. Problems of the Study

Based on the background, the research problems were formulated in the following questions:

1. Was there any significant correlation between English language learning attitude and academic achievement of undergraduate EFL students of UIN Raden Fatah Palembang?

2. Was there any significant correlation between English language learning anxiety and academic achievement of undergraduate EFL students of UIN Raden Fatah Palembang?

3. Did English language learning attitude significantly influence academic achievement of undergraduate EFL students of UIN Raden Fatah Palembang?

4. Did English language learning anxiety significantly influence academic achievement of undergraduate EFL students of UIN Raden Fatah Palembang?

1.3. Objectives of the Study

The objectives of this study were aimed to answer the questions stated in the problem statement. The objectives can be stated as follows:

1. To find out if there was a significant correlation between English language learning attitude and academic achievement of undergraduate EFL students of UIN Raden Fatah Palembang.

2. To find out if there was a significant correlation between English language learning anxiety and academic achievement of undergraduate EFL students of UIN Raden Fatah Palembang.

3. To know if English language learning attitude significantly influenced academic achievement of undergraduate EFL students of UIN Raden Fatah Palembang.

4. To know if English language learning anxiety significantly influenced academic achievement of undergraduate EFL students of UIN Raden Fatah Palembang.

1.4. Significance of the Study

This study focused on the relationship among English language learning attitude, English language learning anxiety and academic achievement. It was hoped that the result of this study will give some benefits for:

1. Students

First of all, by this research, students can obtain information about attitude and anxiety towards English language learning and its relation to their academic achievement. Thus, they can enhance their self-awareness. Moreover, it will make them aware about their strength and weaknesses. It is hoped that they can develop positive attitude towards learning English as one of the factors of success in gaining competency. Low anxiety is also needed by students to become triumph language learner.

2. Lecturers

This study was expected to give lecturers a contribution in enriching their teaching skills. Lecturers, by knowing and considering the students' attitude and anxiety towards English language learning, can synchronize student' characteristics, class situation, teaching methods and strategies that they can use in order to achieve the intended learning outcomes.

3. The Researcher

Moreover, this research gave me valuable knowledge by identifying the relationships among attitude towards English language learning, anxiety towards English language learning and academic achievement. Moreover, I become more aware about correlational study that can increase my research skill. It is also hoped from this research that I become more aware about the importance of having positive attitude towards English language learning. It also will give valuable knowledge about English language learning anxiety. Since, high anxiety is a problem in learning. Hence, this study will give more information about its effect towards learning outcome.

4. Future Researchers

The study was expected to be beneficial for future research in which it can be one of the references related to the discussed variables. Furthermore, it was hoped that the further research can investigate more deeply about relationship among attitude and anxiety towards English language learning and academic achievement. But nevertheless, if the result of the study decides that attitude and anxiety towards English language learning does not have any correlation to

academic achievement, there must be another factors that have correlation to academic achievement and influence it. Thus the further analysis and research should be conducted in order to elicit the elements that modify the students' academic achievement.

CHAPTER II

LITERATURE REVIEW

This chapter describes (1) the concept of attitude, (2) the concept of English language learning attitude, (3) the concept of anxiety, (4) the concept of English language learning anxiety (5) the concept of academic achievement (6) previous related study, (7) research setting, (8) hypothesis, and (9) criteria for testing hypotheses.

2.1. The Concept of Attitude

The concept of attitude is defined in a variety of ways. Unal and Iseri (2012) state that attitude is characterized as learned tendencies that prompt an individual to exhibit certain behaviors in front of certain people, things and situations (as cited in Lestari & Holandyah, 2016). Zeinivand, Azizifar and Gowhary (2015) explain that attitude means internal condition that influence someone likely to do. The internal condition is some degree of positive or negative or favorable or unfavorable reaction towards an object. Brown (2007) also adds attitude as "all aspects of the development of cognition and affect in human beings, develop early in childhood and are the result of parents' and peers' attitudes, contact with people who are different in any number of ways, and interacting affective factors in the human experience" (pp. 173-174). From Brown's definition, it seems clear that there are many stimulants lead to positive or negative attitude of an individual.

Moreover, some factors may give contributions to someone' attitude. attitudes of someone can be the result of the education that he or she possesses (Muspawi, Arifin and Nadhila, 2017). Arib (2017) also adds that the cultural

background might also give contribution in the someone' attitude. Equally, Montano and Kasprzyk (2008) state that attitude is determined by individual's belief about the outcome of performing the behavior. Overall, it can be concluded that a person who has strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude.

In term of education, attitudes are formed as a result of learning and experiences which develop in a certain period of time that is influenced by several factors such as motivation, aptitude, intelligence and background of the individuals (Güryay, 2016). In that period of time, growing positive attitude is one of important task for teacher. Since, positive attitudes toward any subject are frequently found to enhance the students' interest in the subject (Kara, 2009). Hence, growing positive attitude can help student and teacher be more effectively in teaching and learning process.

2.1.1. Components of Attitude

Zimbardo and Leippe (1991) argue that an attitude is a single entity, but it has four aspects or components, namely, (a) affective component, (b) behavioral component, (c) cognitive component and (d) behavioral intentional

1. Affective component

The affective component of attitude is said to consist of a person's evaluation of, liking of, or emotional response to some situation, object, or person. Affective responses reflect one's attitude with sensations of pleasure, sadness, or

other levels of physical arousal. For example, for the language attitude in learning English, the affective component would be a person's linking of the language itself and his/her feeling of excitement or dread, when he or she uses or learn it.

2. Cognitive component

The cognitive component of an attitude is conceptualized as a person's factual knowledge of the situation, object, or person, including oneself. In other words, the cognitive component refers to how much a person knows about a topic.

3. Behavioral component

The behavioral component of an attitude involves the person's over behavior directed toward a situation. Object or person. For example, the behavioral component of language attitude would be related to how often a person had used a certain language and what kind of experience he had. Someone who routinely uses English would be more likely to have positive attitude towards English.

4. Behavioral intention component

It involves a person's plans to perform in a certain way. For example, students behave according to their goals and expectation in learning English. They will ask question actively in the classroom or even do not pay attention to their English subject and lecturer's explanation.

2.1.2 Characteristic of Attitude

According to Rosenberg and Hovland (2004), attitudes have a number of characteristic which include (as cited in Ariani, 2012):

1. Direction: attitudes can be for or against an object, person or event.

2. intensity: attitudes vary in their strength. Both direction and intensity attitude reveal the effective component of attitude.

3. Centrality: this reflects the closeness of a particular attitude to the center of a system of attitude and values. This characteristic reflects the importance of an attitude in term of the welfare and goal of person.

4. Salience: the degree to which an attitude is given prominence by its holder, that is, the visibility or importance of the attitude.

2.2. The Concept of English Language Learning Attitude

Since, according to Crystal (2003), English becomes the foreign language which children or adults are most likely to learned at school and university (as cited in Putra & Marzulina, 2015). It can cause that there are various personality factors in foreign Language learning context that influence the learning process such as motivation, attitudes, anxiety, self-esteem, risk taking and etc (Brown, 2007). Nowadays, in the changing scenario of language teaching theories and methodologies, where the learners, rather than the teachers, are gaining a central position, learners' attitude plays a vital role in maximizing learning and teaching output (Ahmed, 2016). The matter of learner's attitude is acknowledged as one of the most important factors that impact on learning language (Fakeye, 2010). This study looks into the concept of attitude as one of the major affective factors for success in learning a foreign language.

Attitude towards a language can be either positive or negative. As defined by Richards and Schmidt (2010) language learning attitude means "Expressions of positive or negative feelings towards a language may reflect impressions of

linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc." (p. 323). Ahmed (2016) assumes that language learners' attitude can be defined as a collection of feelings regarding language use and its status in the society which the feelings can be good, bad and neutral.

As stated by Brown (2007) second language learners benefit from positive attitudes. Kara (2009) argues that positive attitudes towards any subject can enhance the students' interest and eagerness to solve problems as well as to acquire the information and skills useful for their daily life. Thus, positive attitudes towards the foreign language improve learning. Attitudes can also be modified by experience and effective language teaching strategies that encourage students to learn the language enthusiastically (Naqeep & Zaued, 2015).

Therefore, learners' attitudes can incorporate in language learning because it may influence their performance in acquiring the target language. When learners had positive attitude on their language, they will show some positive indication, as follows (Sholihah, 2017);

1. They proud with the language

2. They often use the language

3. They had a language community

4. They like to add new vocabulary than use it for communication

5. They assume that the language was important

In the other side, negative attitude toward second language learning can decrease student' motivation (Brown, 2007). Naqeep and Zaued (2015) assume that

negative attitudes towards foreign language learning can definitely be a distractor in teaching and learning of foreign language. Al-Zahrani (2008) reported that most of the participants in his study showed a negative attitude and it was also proposed that the reason of such a negative attitude might have been a reaction to the instructional and traditional techniques used by some of the English language teachers. Thus, teachers should learn about the attitudes of the students and try to create positive attitudes towards the foreign language and change the existing negative attitudes.

2.3. The Concept of Anxiety

The term of anxiety has been defined by so many experts. Mayer (2008) defines anxiety as a state of intense agitation, foreboding, tension, and dread, occurring from a real or perceived threat of impending danger. She also explains that the experience of anxiety is unique for each person, but it has general physical and emotional characteristics. Additionally, Alrabai (2014) argues that anxiety is a state characterized by the sensation of vague fear, nervousness, discomfort, and apprehension that is not linked to a specific cause or situation. Not only that, anxiety also involves others negative emotional such as frustration and low confidence (Yim & Yu, 2011).

Although, anxiety and fear sound similar, both are actually different. They have fundamental differences. Halgin and Whitbourne (2010) describe the difference between fear and anxiety, fear is a natural alarm response to a dangerous situation while anxiety is more future-oriented, a feeling of apprehension and uneasiness about the possibility of something terrible might happen.

Moreover, Anxiety is a normal aspect of life and of being human, and it has a positive side, too. As stated by Mayer (2008), anxiety is a motivator for making necessary life changes. For example, if a student become worry about getting bad score at school. It means he has anxiety towards school score. But it can motivate him to study harder because he does not want to get bad score.

Nonetheless, what happens when anxiety turns negative? Mayer (2008) argues that anxiety becomes a problem when it causes emotional pain and suffering and disrupts students' ability to function well at school and in daily life. She explains that when anxiety becomes that severe and chronic it is called a disorder. It can affect their academic performance and also their future. Therefore, it is really important to overcome anxiety disorder for students.

2.3.1. Types of Anxiety

Pappamihiel (2002) proposes the type of anxiety into three types; trait anxiety, state anxiety and situation– specific anxiety.

Trait anxiety is the tendency of a person to be nervous or feel anxious irrespective of the situation she/ he is exposed to. Indeed, such anxiety is a part of a person's character and hence is permanent and difficult, if not impossible, to get rid of. A person who is trait anxious is likely to feel anxious in a variety of situations. It is assumed that when the anxiety becomes a trait one, it might hamper language learning.

The second type of anxiety is referred to as state (situational) anxiety. As the name implies, this type of anxiety arises in a particular situation and hence is not permanent. It is nervousness or tension at a particular moment in response to

some outside stimulus. It occurs because learners are exposed to a particular situation or event that is stressful to them. For example, there are some learners who feel anxious if they are called by the teacher to speak in the classroom (Serraj & Noreen, 2013). The good thing about this type of anxiety is that it diminishes over time as the learners get used to the new environment or feel comfortable with the teacher. As a result, although state anxiety can prevent a learner from showing his/ her full potential, it is not harmful as trait anxiety.

The third type of anxiety is situation– specific anxiety. Individuals who suffer from situation– specific anxiety may appraise certain events as anxiety– producing only when certain factors are present. For example, a student may be anxiety– free when writing an essay in his native language. However, when asked to write a similar essay in English, a foreign language, the same student may feel higher levels of anxiety (Pappamihiel, 2002).

Hall (1954) identified three types of anxiety; reality, neurotic, and moral anxiety. Reality anxiety is fear. Such anxiety occurs in response to a real, external threat to the person. For example, being confronted by a large, aggressive-looking man with a knife while taking a shortcut through an alley would elicit reality anxiety (fear) in most people. In this case, the control of the ego is being threatened by an external factor, rather than by an internal conflict. In the other two types of anxiety, the threat comes from within.

The second type of anxiety, neurotic anxiety, occurs when there is a direct conflict between the id and the ego. The danger is that the ego may lose control over an unacceptable desire of the id. For example, a man who worries excessively

that he might blurt out an unacceptable thought or desire in public is beset by neurotic anxiety.

The third type of anxiety , moral anxiety, is caused by a conflict between the ego and the superego. For example, a person who suffers from chronic shame or feelings of guilt over not living up to "proper" standards, even though such standards might not be attainable, is experiencing moral anxiety. A young woman with bulimia, an eating disorder, might run 3 miles and do 100 sit-ups in order to make up for having eaten a "forbidden" food. People who punish themselves, who have low self-esteem, or who feel worthless and ashamed most of the time are most likely suffering from moral anxiety, from an overly powerful superego, which constantly challenges the person to live up to higher and higher expectations.

2.3.2. The Causes and Effects of Anxiety

Learning anxiety can be attributed to several factors. There are six interrelated potential sources of language anxiety from three points of view proposed by Serraj and Noreen (2013), they are: the learner, the teacher, and the instructional practice. They mention the reason of language anxiety as:

a. Personal and interpersonal anxiety

b. Learner beliefs about language learning

c. Instructor beliefs about language teaching

d. Instructor – learner interactions

e. Classroom procedures, and

f. Language testing.

Furthermore, MacIntyre (1998) lists five major effects of anxiety on second/foreign language learning and performance (as cited in Zheng, 2008):

1. Academically, language anxiety is one of the best predictors of language proficiency since high levels of language anxiety are associated with low levels of academic achievement in second or foreign language learning.

2. Language anxiety contributes on social effect. Learners with high anxiety level are not interested to take part in interpersonal communication

3. Viewed from cognitive side, anxiety can occur at any stage of language acquisition. Anxiety can become an affective filter that prevents certain information from entering a learner's cognitive processing system.

4. Anxiety arousal can influence the quality of communication output as the retrieval of information may be interrupted when learners get anxious

5. Viewed from personal side, language learning experience could, under some circumstances, become a traumatic experience. This kind of unpleasant experience may dramatically disturb one's self – esteem or self – confidence as learner.

2.4. The Concept of English Language Learning Anxiety

English as Second/foreign language learning can be a demanding task for many language learners. One of the factors that make such process difficult is the existence of anxiety. According to Riasati (2011) most language learners experience a feeling of anxiety in the process of language learning. Hence, it can barrier for student to be successful learner in learning English.

Foreign Language anxiety is considered as a specific form of anxiety (Aydin, 2008). It means foreign language anxiety is aroused in a specific situation where foreign language learning occurs. Horwitz, Horwitz and Cope (1986) define foreign language anxiety as "A distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128). Moreover, according to Richards and Schmidt (2010), issues in the study of language anxiety include whether anxiety is a cause or an effect of poor achievement, anxiety under specific instructional conditions, and the relationship of general language anxiety to more specific kinds of anxiety associated with speaking, reading, or examinations.

Horwitz et al. (1986) considered language anxiety as distinct from general anxiety and identified three components of foreign language anxiety:

1. Communication apprehension refers to an individual's level of anxiety associated with either real or anticipated communication with another person or persons. Communication apprehensive individuals are likely to experience anxiety about communicating with others in public speaking situation, group discussion and in dyadic communication situations. Individuals who experience communication apprehension are likely to experience anxiety in a language classroom where they do not only have to communicate in another language but also have low levels of control over the communicative situation and the feeling that their performance is constantly being monitored.

2. Test anxiety refers to a type of anxiety concerning apprehension over academic evaluation which stems from a fear of failure. Students may have unrealistic expectations of themselves with regard to achievement in a test situation and feel that anything less than full marks constitutes a failure. Oral test can provoke test and oral communication anxiety simultaneously which can lead to higher than normal anxiety in the oral examination. This may lead to a student being allocated a mark for the oral examination which is not a true reflection of their ability. This undoubtedly will impact negatively on self-esteem and may lead to feelings of anxiety in future language learning experiences.

3. Fear of negative evaluation refers to feeling of apprehension about others' evaluations, avoidance of evaluative situations and the expectation that others will evaluate one negatively. Fear of negative evaluation can occur in any social situation which has an evaluative component and is particularly important in the language class where students may feel as if they are constantly being evaluated by their instructor and peers.

In addition, Anxiety can rise from various sources. It sometimes comes from classroom activities and methods which related to teacher's instructions and tasks. For example, speaking activities, it appears frequently as one of the anxiety provoking factor. Horwitz et al. (1986) assume that speaking in the foreign language as the most anxiety-producing experience. Inappropriate ways of teaching can also contribute to students' anxiety, for example speaking too much fast. According to Worde (2003), the inability to understand what is being said in the

classroom often lead to communication apprehension. Musthachim (2014) states that students can also feel anxious because of the excessive material demand. They find that foreign language class stressful when they do not have sufficient time to understand the lesson because the amount of the materials is excessive.

2.5. The Concept of Academic Achievement

Academic achievement is one of the factor that determine success in life and education. As stated by Calaguas (2012) that academic achievement is often associated with success later in life. He also assumes that academic achievement is one of the most appropriate goals in the education process. Similarly, academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university (Steinmayr, Meibner, Weidinger & Wirthwein, 2015).

As stated above, academic achievement is one of the most important indicators of learning and understanding in all educational. According to Damrongpanit, Reungtragul, and Pittayanon (2011), the student academic achievement is the most suitable indicators to show educational success. While, Coetzee (2011) states that the academic achievement of students is an important indicator of academic success at University level. It means that students with higher levels of achievement at University are more likely to obtain good employment.

2.5.1 The Causes of University Student Failure in Academic Achievement

According to Pitcher (2008), factors may affect university student failure in academic achievement are:

1. Understanding the amount of work required

The difference in the amount and quality of work demanded by a reasonably good college and that required by the typical high school is much greater than most students realize. Prior to college, school work is usually parceled out in small units and students usually spend a minimum amount of time studying. In college, students may actually work harder than they have ever worked before and still find that their efforts are not sufficient.

2. Other activities

College may be considered important to parents, to teachers, to employers, to people searching for a job, or to students who have defined career goals. But some college students get into academic difficulty because college is not really very important to them. They may have heard about the necessity of higher education. They have probably even agreed. But if they do not really understand the importance of studying in college and if they let other activities get in the way, chances are they will not do very well in college. Watch what college students do and how they spend their time. Actions reveal true values and reflect where students really put education in their personal scheme of things. While social activities are important, mature students will put academics before other activities.

3. Vagueness about long-range goals

Most mature adults realize that success in college demands a great deal of hard work. However, the desire for pleasure and fun is also a very strong need among adolescents. One of the signs of maturity is the ability to delay immediate pleasure and look at long-range goals. These goals do not have to be specifically defined, but they must be one's own. A student must have a sense of working toward a goal or reward that he or she really wants, whether it is the pleasure of a good grade, a still undefined career, or status and security. College work is likely to seem grim, difficult and even meaningless if it is not related to personal goals and objectives.

4. Inappropriate choice of a major

There are few humans with a very clear idea of themselves at the age of 18 or 19; consequently, many students initially may choose inappropriate fields of study. One of the purposes of college is to help students discover or create their identities through education. This process of change reflects not a lack of character, but the development of it. Students must be aware of their own development and adjust previous goals and decisions to accommodate personal growth.

5. Poor language skills

To a large extent, the success or failure of a student in college directly hinges on mastery of the language. A student must be able to read, to write, to speak, and to listen effectively. Being ineffective in even one of these language abilities can lead to academic difficulty. These language problems are not necessarily related to intelligence, and skill in one language area does not mean equal skill in the others.

All college students, no matter how bright, are expected to improve their language skills. Listening with comprehension is a particularly neglected skill, and students often must overcome a life-time of poor listening habits.

6. Lack of personal standards of quality

Before college, judging a student's work is largely the teacher's responsibility. The trouble with this process is that many students do not learn to evaluate their own work and to develop high standards of quality. They frequently overestimate their understanding of college material and the quality of their written work. This factor alone may lead to taking criticism too personally, placing blame on instructors, and claiming "personality conflicts" with teachers.

7. Interference from psychological problems

College is a time of growth and development, e.g., establishing emotional independence from parents, determining a personal value system, finding a career goal, establishing relationships within peer groups. While these demands are normal age-related tasks, they may sometimes become overwhelming and seriously interfere with academic performance.

8. Failure to assume responsibility

Perhaps the greatest change and challenge facing students is dealing with the increased freedom which students experience when they are away from home. Choices are presented regarding the use of time, personal habits, social activities, and even whether or not to attend class or do assignments. These choices are accompanied by consequences. Although friends, parents, and faculty may advise, the choices and consequences are ultimately the responsibility of the student.

9. Selection of the wrong college

There is an enormous range of institutions and academic standards. Students may find themselves at a college for which they are unprepared. The campus climate and/or size may not be personally suitable. The right match of student and college is an important ingredient of college success and satisfaction.

10. Lack of ability and/or poor high school preparation

Some students find that their educational background or their lack of effort has not prepared them for the academic demands of the college they have chosen. They may need remedial programs to make up for past deficiencies.

2.5.2. Academic Achievement Measurement at University

Success is measured by academic performance in university, or how well a student meets standards set out by ministry of higher education and the university itself. Ganai and Mir (2013) define academic achievement as excellence in all academic disciplines, in class as well as co-curricular activities. It includes excellence in sporting behavior, confidence, communication skills, punctuality, arts, culture and the like which can be achieved only when an individual is well adjusted.

In the university, the students' academic achievement in each semester is represented by Grade Point Average (GPA). The academic grade scale for each course ranges from the lowest "F" to the highest "A", with corresponding grade point ranging from the lowest "0.00" to the highest "4.00". The total of the GPA for all semesters or the last semester the students belong to is called Cumulative

GPA. To sum up, Cumulative GPA is the total score obtained for all the completed courses from the first semester to the last semester.

2.6. Previous Related Studies

Herman (2011) examined the relationship between attitude toward English and academic achievement. The participants were 230 sixth semester students of Sriwijaya polytechnic, Palembang, Indonesia. The result showed no correlation between the independent variable and the dependent variable. Rukh (2014) studied about attitude toward English language learning and its relationship with academic achievement. The participants were 200 business students of MBA in their final semester/ year in Province, Punjab, Pakistan. From the findings of the data, the study concludes that business students have a positive attitude towards English language learning and its' association with their academic achievement.

Moreover, Al-Samadani and Ibnian (2015) investigated the effect of attitude towards English language learning on academic achievement on Umm Al-Qura University, Al-Qunfudah branch Makkah, Saudi Arabia. the results showed that there was a clear correlation between the students' GPAs and their attitudes towards learning EFL. The high GPA students showed the most positive attitudes towards learning English, followed by the medium GPA students and finally the low GPA students. Büyükkarcı (2016) found no positive correlation between attitude towards English language learning on academic achievement on his research. The study' participants were 107 non-English major students of classroom education department at Sinop University, Turkey. Their ages ranged from 18 to 23 (29 males and 78 males).

Moreover, Awan, Azher, Anwar and Naz (2010) conducted research about the interdependence of anxiety towards English language learning on academic achievement. The participants of the study include 149 undergraduates enrolled in second and sixth semester of different departments of University of Sargodha who are learning English as a foreign language. The results showed that language anxiety and achievement are negatively related to each other. Amiri and Ghonsooly (2015) aimed to investigate the relationship between anxiety towards English language learning on academic achievement. The sample were a convenient sample of 258 freshmen of both genders (193 females and 79 males) at Gonabad university of medical sciences, Gonabad, Iran. The results showed that high anxiety affected the students' achievement.

Then, Abuelfadl (2015) conducted a research about Anxiety toward English language learning as a Predictor of Academic Achievement. The total participants were 450 students in the mainstream schools in the State of Kuwait. The Result revealed that there is a positive correlation between anxiety and academic achievement. In contrast, at the same study above, Büyükkarcı (2016) also aimed to investigate the relationship between anxiety towards English language learning on academic achievement. But it also founded no positive correlation between those variables. The study' participants were also 107 non-English major students of classroom education department at Sinop University, Turkey. Their ages ranged from 18 to 23 (29 males and 78 males).

Based on the previous related studies mentioned above, it was found some similarity with this current research. Identically, the research design was

correlational research design. The population of the study was also similar. They were students in higher education level. The instruments were also same with this study. For attitude towards English language learning, it used same instrument with this study. Herman (2011) also adopted the questionnaire of Regina and Enstill (1980) to measure attitude towards English language learning of students. Foreign Language Anxiety Scale by Horwitz, Horwitz and Cope (1986) also adopted by all of anxiety previous studies above as instrument to determine student' anxiety towards English language learning.

On the other hand, it was also found some differences among this current research with the previous related studies above. Almost of their location were different. Mostly, their locations were not in Indonesia. It was only Herman (2011) that was conducted in Indonesia. Some of those studies was also dissimilar in sampling technique. Some of them used convenience and random sampling method in the researches.

2.7. Research Setting

This study took a place at English education study program of UIN Raden Fatah Palembang, South Sumatera, Indonesia**.** English education study program is located in Jalan Prof. K.H. Zainal Abidin Fikri, KM. 3,5, Pahlawan, Kemuning, Kota Palembang, Sumatera Selatan. English Education is located in Tarbiyah Faculty region, it is next to Arabic major and behind Islamic Education major.

2.8. Hypotheses

The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1. Ho: There is no significant correlation between English language learning attitude and academic achievement of undergraduate EFL students of UIN Raden Fatah Palembang.

    H1: There is a significant correlation between English language learning attitude and academic achievement of undergraduate EFL students of UIN Raden Fatah Palembang.

2. Ho: There is no significant correlation between English language learning anxiety and academic achievement of undergraduate EFL students of UIN Raden Fatah Palembang.

    H1: There is a significant correlation between English language learning anxiety and academic achievement of undergraduate EFL students of UIN Raden Fatah Palembang.

3. Ho: English language learning attitude does not influence academic achievement of undergraduate EFL students of UIN Raden Fatah Palembang.

    H1: English language learning attitude influences academic achievement of undergraduate EFL students of UIN Raden Fatah Palembang.

4. Ho: English language learning anxiety does not influence academic achievement of undergraduate EFL students of UIN Raden Fatah Palembang.

    H1: English language learning anxiety influences academic achievement of undergraduate EFL students of UIN Raden Fatah Palembang.

2.9. Criteria for Testing Hypotheses

These hypotheses tested in order to know whether the correlation coefficient score is significant or not. In testing hypotheses, there are some criteria from Fraenkel, Wallen, and Hyun (2012). Those are in the following:

1. If the p-output is higher than 0.05, H0 is accepted and Ha is rejected. Therefore, there is correlation between attitude towards English and English proficiency.

2. If p-output is lower than 0.05, H0 is rejected and Ha is accepted. Hence, there is no correlation between attitude towards English and English proficiency.

CHAPTER III

METHODS AND PROCEDURES

This chapter presents (1) research design, (2) variables of the study, (3) operational definitions, (4) population and sample, (5) techniques for collecting data, (6) validity and reliability of test and questionnaires, and (7) techniques for analyzing data.

3.1. Research Design

In conducting this study, I used correlational research in terms of explanatory research design to find out the correlation among variables and explain and interpret the results that may appear. Johnson and Christensen (2012) state that in correlational research, the researcher studies the relationship among one or more quantitative independent variables and one or more quantitative dependent variables. However, the procedures are that, first; I identified the students' English language learning attitude by using questionaire. Second, also by using questionnaire, their level of anxiety toward English language learning was obtained. Third, I obtained the students' cumulative GPA as the data of their academic achievement. The next step was that I analyzed the correlation among variables through SPSS 20 based on the results of the both questionnaire and the students' cumulative GPA, and the influence of the variable(s). Last, explanation and interpretation of the results were discussed. The research design was as follows:

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Figure 1. Research Design
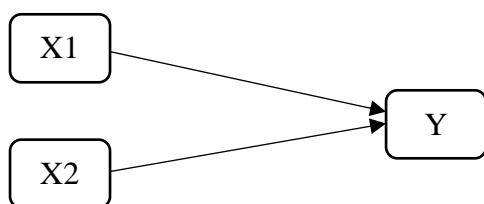
X1 = Students' English language learning attitude

X2 = Students' English language learning anxiety

Y = Students' Academic Achievement

3.2. Research Variables

According to Fraenkel, Wallen and Hyun. (2012), a common and useful way to think about variables is to classify them as independent or dependent. Independent variable is what the researcher chooses to study in order to assess their possible effect(s) on one or more other variables. The variable that the independent variable is presumed to affect is called a dependent variable. In commonsense terms, the dependent variable depends on what the independent variable does to it, how it affects it. It is possible to investigate more than one independent (and also more than one dependent) variable in a study. In this study, the independent variables were the EFL students' English language learning attitude and English language learning anxiety at UIN Raden Fatah Palembang, while the dependent variable was their academic achievement.

3.3. Operational Definition

Avoiding the possibility of misinterpretation about some terms in this research, especially those used in the title, the definitions are provided. Correlation is a statistical measure to determine the tendency of two or more variables to vary consistently. In this research, there are three variables that were correlated which

are undergraduate EFL students' English language learning attitude and English language learning anxiety and academic achievement.

English language learning attitude in this research referred to students' tendency to respond positively or negatively toward a certain idea or situation on the basis of their beliefs and feeling toward English language learning. It was measured by distributing English language learning attitude questionnaire by Regina and Enstill (1980, as cited in Herman, 2011).

English language learning anxiety referred to the level of the feeling of worry, nervousness, or fear when they learn English as foreign language. It was indicated into five level anxieties; very low anxiety, moderately low anxiety, moderate anxiety, moderately high anxiety and very high anxiety. The level of anxiety was identified from the questionnaire by Horwitz, Horwitz and Cope (1986) that they answered.

Academic achievement referred to the students' Cumulative Grade Point Average (GPA). It is the results of the students' study from all the courses that they have taken starting from the first semester to their current semester. Finally, *Undergraduate EFL Students* refers to the undergraduate students whose major is English Education Study Program at UIN Raden Fatah Palembang in the academic year 2017-2018.

3.4. Subject of The Study

3.4.1. Population

Fraenkel and Wallen (1990, p. 68) stated that population is the group of interest to the researcher, the group to whom the researcher would like to generalize

the results of the study (as cited in Saputra & Marzulina, 2015). The population of this study is all the active students of English Education Study Program of UIN Raden Fatah Palembang in the academic year 2017-2018. The distribution of population of the study can be seen below.

Table 1. Table of distribution of population

No	Semester	Number of Students
1	I	122
2	III	152
3	V	123
4	VII	103
5	IX	83
Total		583

Source: Documentation of faculty of Tarbiyah and Teacher Training of UIN Raden Fatah Palembang, 2017

3.4.2. Sample

According to Creswell (2008), sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (as cited in Heryanti, Sucipto & Makmur, 2017). A sample in a research study is the group on which information is obtained. This study used multistage sampling as the sampling method. Multistage sampling refers to sampling plans where the sampling is carried out in stages using smaller and smaller sampling units at each stage (Mirakhmedov, Jammalamadaka, & Ekstrom, 2015). First stage, the purposive sampling method was used in order to take the sample. For the purpose of time and place efficiency, only the third and fifth semester students were contemplated as the sample. Because, most of the seventh and ninth semester students have been doing PPLK II at the schools and almost all of them have already finished all of the lectures

in the class. Consequently, it was quite difficult for me to collect the data from them. The first semester also cannot be the sample, because they do not have cumulative GPA score yet.

The second stages, stratified sampling method was used in order to take the sample. According to Fraenkel et al. (2012) ,in stratified sampling, researcher divides the population on some characteristic. Cohen, Manion, and Morrison (2007) add that the size of each group being determined either by the judgement of the researcher. I judged to choose 20 students per class as the sample of this study. As the result, there were 160 students who considered as the participant. The distribution of the sample can be seen below.

Table 2. Table of distribution of sample

Semester	Class				Total
	A	B	C	D	
III	20	20	20	20	80
V	20	20	20	20	80
Total					160

Source: Documentation of faculty of Tarbiyah and Teacher Training of UIN Raden Fatah Palembang, 2017

3.5. Data Collection

There were two kinds of instruments to collect the data in this research; questionnaire and documentation. English language learning attitude questionnaire and English language learning anxiety questionnaire was employed as the questionnaire to collect the data of students' attitude and anxiety towards English language learning. Moreover, students' cumulative GPA score is documentation

data. It was obtained from the administrator of faculty of Tarbiyah and Teacher Training of UIN Raden Fatah Palembang.

3.5.1 English Language Learning Attitude Questionnaire

First, students' English language learning attitude were identified from the questionnaire that they answered. A set of ready-made questionnaires develop by Regina and Enstill (1980) was administered (as cited in Herman 2011). Then, it is in the form of Likert scale; strongly agree (1), agree (2), undecided (3), disagree (4) and strongly disagree (5). It consists of 20 items. There are 13 positive statement items and 7 negative statement items. The maximum score is 100 and the minimum score is 20.

Table 3. Items Value of English language learning attitude questionnaire

Positive statement	Scores	Negative statements
Strongly agree	5	Strongly disagree
Agree	4	Disagree
Undecided	3	Undecided
Disagree	2	Agree
Strongly disagree	1	Strongly agree

Source: Regina and Enstill (1980, as cited in Herman, 2011)

3.5.2 English Language Learning Anxiety Questionnaire

Moreover, Their English language learning anxiety were identified from the questionnaire that they answer. Foreign Language Anxiety Scale by Horwitz, Horwitz and Cope (1986) was employed as the questionnaire. The FLCAS comprises 33 items, each of which utilizes a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) to assess respondents' anxiety in language

classrooms. The total scale scores ranged from 33 to 165, with high scores indicating high FLA. Nine items (2, 5, 8, 11, 14, 18, 22, 28, and 32) are positive statements, and their scores were reversely computed. The minimum score is 33 and the maximus score is 165.

Table 4. Items value of foreign language anxiety scale

Negative statement	Scores	Positive statements
Strongly agree	5	Strongly disagree
Agree	4	Disagree
Undecided	3	Undecided
Disagree	2	Agree
Strongly disagree	1	Strongly agree

Source: Horwitz, Horwitz and Cope (1986)

3.5.3 Cumulative GPA

Then to obtain the students' academic achievement, students' cumulative GPA was collected from the faculty of Tarbiyah and Teacher Training of UIN Raden Fatah Palembang.

3.6. Validity and Reliability

Before the both questionnaires are administered, the researcher firstly considered their validity and reliability. Johnson and Christensen (2012, p. 137) explain that validity and reliability are the two most essential psychometric properties to consider in using a test or assessment procedure. Validity is based on the view that it is essentially a demonstration that a particular instrument in fact measures what it purpose to measure (Cohen, Manion, & Morrison, 2007, p. 133),

whether it represents the content, whether it is appropriate for the sample and whether it is comprehensive enough to collect all the information needed (Radhakrishna, 2007). Reliability refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another. Furthermore, Fraenkel and Wallen (1991) state that the test is considered reliable when reliability coefficient of the test was higher than 0.70 (as cited in Holandyah, 2013).

3.6.1 Validity and Reliability of English Language Learning Attitude Questionnaire

Korb (2013) says that an instrument in which its reliability and validity have already been proofed from the previous study can be applied to other particular studies. Ariani (2012) and Herman (2011), in their researches, have employed the questionnaire. These previous researches have conducted validity test and the results were valid. Therefore, this questionnaire is ready to be used. It also tested for the reliability. Ariani (2012) has revealed the reliability of the questionnaire, which was 0.838.

3.6.1 Validity and Reliability of Anxiety English Language Learning Anxiety Questionnaire

Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire by Horwitz, Horwitz and Cope (1986) was also adopted as instrument to measure students' English Language Learning anxiety. As English is foreign language in Indonesia. Moreover, this questionnaire is compatible to measure English language learning anxiety. This questionnaire has validated by Trang (2012); Rohliah (2015);

and Yim and Yu (2011). As mentioned above, it means that it is no need to conduct the validity test anymore. Rohliah (2015) also has revealed the reliability of Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire. The reliability coefficient of the Foreign Language Classroom Anxiety Scale questionnaire is 0.904. Since the coefficient should be at least 0.7, all of the questionnaires were reliable. Thus, the questionnaire is valid and reliable as the instrument to collect the data.

3.7. Data Analysis

In order to analyze the data which function is to answer the problems, there were five procedures. Firstly, the English language learning attitude questionnaire, English language learning anxiety questionnaire and cumulative GPA score were observed and analyzed. Then, I did the pre-requisite test. The next step was, after the data from both instrument input to SPSS 20, the first and the second problems were answered by doing the correlation test. Then, if there is a correlation among the variables, the analyses were continued to establish whether there was significant influence among the variables or not. At last, there were descriptive analyses in order to answer the result that occur.

3.7.1. Instrument Analysis

The instruments, English language learning attitude questionnaire, English language learning anxiety questionnaire and cumulative GPA score, were analyzed in order to gain the data of the study.

3.7.1.1 English Language Learning Attitude Questionnaire

First of all, to determine the students' attitude towards English language learning, attitude judgement by Kubiszyn and Borich (2003) was employed. The data from questionnaire were analyzed by observing the checked items in the Likert scale. The minimum score is 20 and the maximum score is 100. Then, the questionnaire total score was divided 20 as the total number of the items of the questionnaire. However, the scoring system used this following formula:

$$\text{Student's English learning attitude score} = \frac{\text{Attitude questionnaire total score}}{\text{Total items of the questionnaire}}$$

After that, the results become the solution to decide students' attitude toward English language learning. Students' attitude toward English language learning scores in this study were classified into two categories. They were positive and negative attitude. If the result were equal or greater than 3.0, it can be concluded that students have positive attitude toward English language learning and vice versa. The data gathered from students' attitude toward English language learning questionnaire were analyzed statistically by using SPSS 20.

Table 5. The classification system for attitude judgment

Score	Classification
< 3	Negative
≥ 3	Positive

Source: Kubiszyn and Borich (2003)

3.7.1.2 Foreign Language Learning Anxiety Scale Questionnaire

Then, the data from anxiety questionnaire were analyzed to determine the students' level of anxiety by observing the checked items in the Likert scale. The

minimum score is 33 and the maximum score is 165. The Students' levels of anxiety were categorized by the anxiety-level scale developed by Krinis (2007, as cited in Alrabai, 2014) as follows:

Table 6. Level of Foreign Language Anxiety

Level	Level of Anxiety	Scores
1	Very low anxiety	33-82
2	Moderately low anxiety	83-89
3	Moderate anxiety	90-98
4	Moderately high anxiety	99-108
5	Very high anxiety	109-165

Source: Krinis (2007, as cited in Alrabai, 2014)

3.7.1.1 Cumulative GPA

Last, the students' cumulative GPA score were analyzed to determine the score category. The students' cumulative GPA score were categorized based on *Buku Pedoman Akademik Fakultas Tarbiyah Dan Keguruan IAIN Raden Fatah Palembang* (2014) as follows:

Table 7. Cumulative GPA score categories

No	Score Range	Category
1	4.00	*Summa Cumlaude*
2	3.51 – 3.99	Extraordinary (*Cumlaude*)
3	3.01 – 3.50	Very good
4	2.51 – 3.00	Good
5	2.01 – 2.50	Average

Source: Buku Pedoman Akademik Fakultas Tarbiyah Dan Keguruan IAIN Raden Fatah Palembang (2014)

As the result, the data obtained from the both questionnaires and students' cumulative GPA score were analyzed by using SPSS 20 in order to find out the correlation and influence of each variable

3.7.2 Data Description

After the data from the questionnaire and students' cumulative GPA were obtained. The results were descriptive in two form, percentage and descriptive statistic.

3.7.2.1 Percentage

All the data that were collected from the sources of research were discussed by using descriptive analysis method, which explains the data obtained by using the calculation of the percentage.

3.7.2.2 Descriptive Statistic

Descriptive statistics was used to describe the basic features of the data in a study. They provide simple summaries about the sample and the measures. There are statistical terms that are used in descriptive statistic as follows:

1. Mean: Arithmetic average, i.e., the sum of all the values divided by the number of observations.

2. Median: Value such that half of the observations' values are less than and half are greater than that value.

3. Mode: The most frequently occurring score in a sample

4. Standard deviation: A measure of the variability (spread) of measurements across subjects.

5. Maximum: The highest score in a set of data

6. Minimum: The lowest score in a set of data

3.7.1. Pre-requisite Analysis

Due to the fact, it is essential to do pre-requisite test since the study is the notion of parametric statistics, correlation and regression. Thus, before analyzing the data, I was finding out whether the data distribution between the variables was normal and linear or not.

3.7.1.1. Normality Test

A normality test is used to determine whether sample data has been drawn from a normally distributed population or not. It was conducted due to many parametric statistical methods, including Pearson correlation test and multiple linear regression test, require an approximately normally distributed dependent variable (Lofgren, 2013). Therefore, I applied Kolmogorov-Smirnov test by using SPSS 20. According to Santoso (2003), the distribution of the data can be classified into normal if the p-output was higher than mean significant difference at 0.05 levels (as cited in Holandyah, 2012).

3.7.1.2. Linearity Test

The type of relationship that is present in a set of data is the overall direction in which Y scores change as the X score change. There are two general types of relationships namely, linear and nonlinear relationship. In a linear relationship, as the scores increase, the scores tend to change in only one direction. In contrast, in a no linear, the other name is curvilinear, as the X score changes, the Y score does not tend to only increase or only decrease: at some point, the Y score changes the direction of change (Heiman, 2011).

The linearity test was conducted in order to recognize whether the correlation among the variables was linear or not. Hence, test for linearity by using SPSS 20 was conducted in order to recognize whether the correlation of the variables was linear or not. Therefore, if the p- value (linearity) is more than 0.05 (p-value > 0.05), the data correlation is linear.

3.7.3. Correlation Analysis

I applied Pearson- Product Moment Correlation Coefficient To find out whether positive or negative attitude of students and level of their anxiety have any correlation with students' cumulative GPA score or not. More specifically correlation coefficient is a number that can range from -1 to 1, with zero standing for no correlation at all. If the number is greater than zero, there is a positive correlation. It implies that high scores on one go with high scores on the other, mediums with mediums, and lows with lows (Aron, Coups, & Aron, 2011). If the number is less than zero, there is a negative correlation. It refers to the definition in which one of the variables scores decrease as the other variable increases (Heiman, 2011). If the number is equal to zero, there is no correlation between the two variables. If the number is equal to +1.00 or equal to -1.00, the correlation is called perfect. The meaning of a given correlation coefficient can be seen below based on Johnson and Christensen (2012):

Table 8. Correlation coefficient

Interval Coefficient	Level of Correlation
0.00 – 0.34	Very Weak
0.34 – 0.40	Weak
0.41 – 0.64	Fair

0.65 – 0.84	Strong
0.85 – 1.00	Very Strong

Source: Johnson and Christensen (2012)

After that, if there is correlation among the variables, the analysis was continued to see if there is any significant influence among the variables.

3.7.4. Regression Analysis

If there is significant correlation, the analyses were continued by using Regression test in relation to see if students' attitude towards English language learning, anxiety towards English language learning have significant influence to their academic achievement. In the correlational study, the analysis estimates a statistical process of the correlations between variables or between one or more predictor variables and the criterion variable. Then, the result of the analysis indicated the percentage of the predictor variables that contributed to the criterion scores. In addition, all the statiscally calculations above were completed by SPSS (Statistical Package for Social Science) computer program version 20.

CHAPTER IV

FINDING AND INTERPRETATION

This chapter presents (1) findings of the study and (2) the interpretation of the study.

4.1. Research Finding

The findings of the study were (1) Instrument analysis, (2) pre-requisite analysis, and (3) hypothesis testing.

4.1.1. Instrument Analysis

4.1.1.1. Result of English Language Learning Attitude Questionnaire

Attitude towards English Language Learning Questionnaire was administered to know the attitude of sample towards English language learning. The score taken from the questionnaire represented their learning English experienced by the undergraduate EFL students of UIN Raden Fatah Palembang. Based on the data obtained (see Appendix C), the lowest score of the test was 3.90, and the highest score was 4.65 and the mean score was 3.84. The descriptive statistic details of result of students' English language learning attitude are as followed.

Table 9. Descriptive statistics of English language learning attitude

	N	Minimum	Maximum	Mean	Std. Deviation
English Language Learning Attitude	160	2.90	4.65	3.8463	.37377
Valid N (listwise)	160				

Moreover, the result of the questionnaire revealed that the majority of students, 156 out of 160 (97.5%), had positive attitude towards English language learning. Moreover, there were only 4 participants (2.5%) with negative attitude towards English language learning. The details are as followed.

Table 10. Distribution of students' English language learning attitude

No.	Category	PBI 1 15	PBI 2 15	PBI 3 15	PBI 4 15	PBI 1 16	PBI 2 16	PBI 3 16	PBI 4 16	Total	Percentage
1	Positive	20	20	20	19	20	19	18	20	156	97.5 %
2	Negative	0	0	0	1	0	1	2	0	4	2.5 %
	Total	20	20	20	20	20	20	20	20	160	100%

4.1.1.2. Result of English Language Learning Anxiety Questionnaire

Foreign Language Learning Anxiety Scale Questionnaire (FLLAS) was administered to know what is the level of anxiety that been had by the students while English Learning in which each item of the questionnaire represented factors that made the students feel anxious English Learning. The score taken from the questionnaire represented their English language learning anxiety experienced by the undergraduate EFL students of UIN Raden Fatah Palembang. Based on the data obtained (see Appendix D), the highest score of the test was 132, and the lowest score was 61 and the mean score was 100.96. The descriptive statistic details of Foreign Language Learning Anxiety Scale Questionnaire are as followed.

Table 11. Descriptive statistics of foreign language learning anxiety scale questionnaire

	N	Minimum	Maximum	Mean	Std. Deviation
English Language Learning Anxiety	160	61	132	100.96	12.183
Valid N (listwise)	160				

The result of the questionnaire revealed that the majority of students in moderately high anxiety 56 (35%) among other level followed by very high anxiety 48 (30%), the third position was moderate anxiety 31 (19.5%), continued by very low anxiety 14 (8.7%), and at last moderately low anxiety 11 (6.8%). The details are as followed.

Table 12. Distribution of students' English language learning anxiety

No.	Category	Class								Total	Percentage
		PBI 1 15	PBI 2 15	PBI 3 15	PBI 4 15	PBI 1 16	PBI 2 16	PBI 3 16	PBI 4 16		
1	Very Low Anxiety	1	1	1	0	4	1	4	2	14	8.7%
2	Moderately Low Anxiety	2	2	3	1	1	1	0	1	11	6.8%
3	Moderate Anxiety	3	3	4	1	8	3	7	2	31	19.5%
4	Moderately High Anxiety	8	8	9	7	2	8	5	9	56	35%
5	Very High Anxiety	6	6	3	11	5	7	4	6	48	30%
	Total	20	20	20	20	20	20	20	20	160	100%

4.1.1.3. The Result of Academic Achievement

Students' cumulative GPA was used to know the academic achievement that had by the students. In this study, Students' cumulative GPA were collected as the documentation of students' academic achievement result to get the data for this study. Students' cumulative GPA transcripts were obtained through English department of UIN Raden Fatah office. Based on the data obtained (see Appendix E), the highest score was 4.00, and the lowest score was 2.29 and the mean score was 3.43. The descriptive statistic details of academic achievement are as followed.

Table 13. Descriptive statistics of academic achievement

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Achievement	160	2.29	4.00	3.4302	.27602
Valid N (listwise)	160				

Moreover, the result of academic achievement showed that the majority of students in very good category 78 (48.7%) among others categories followed by extraordinary (Cumlaude) category 70 (43.7%), the third position was good category 10 (6.4%), and at Summa Cumlaude category and average category were same at (0.6%). The details are as followed.

Table 14. Distribution of students' academic achievement

No	Category	Class								Total	Percentage
		PBI 1 15	PBI 2 15	PBI 3 15	PBI 4 15	PBI 1 16	PBI 2 16	PBI 3 16	PBI 4 16		
1	Summa Cumlaude	0	0	0	0	1	0	0	0	1	0.6%
2	Extraordinary (Cumlaude)	5	1	5	0	14	19	10	16	70	43.7%
3	Very Good	15	16	11	19	5	1	10	1	78	48.7%
4	Good	0	3	3	1	0	0	0	3	10	6.4%
5	Average	0	0	1	0	0	0	0	0	1	0.6%
	Total	20	20	20	20	20	20	20	20	160	100%

4.1.2 Pre-Requisite Analysis

In prerequisite analysis, there were two analyses should be conducted. They were normality test and linearity test.

4.1.2.1 Normality Test

I conducted normality test to find out whether the data were normally distributed or not for the further analysis. Furthermore, from the result of Kolmogorov-Smirnov Test, it was illuminated that the data, English language learning attitude, English language learning anxiety and academic achievement, were distributed normally since the p-values were greater than 0.05 in which .512 for the English language learning attitude (0.512 > 0.05), .608 for the English language learning anxiety (0.608 > 0.05) and .058 for academic achievement (0.058 > 0.05) (see appendix Test of Normality on Appendix H), thus the data could be processed to correlational analysis. The normal Q-Q plot of each variable is illustrated in the following figures:

Figure 2. Distribution of English language learning attitude

Normal Q-Q Plot of English Language Learning Attitude
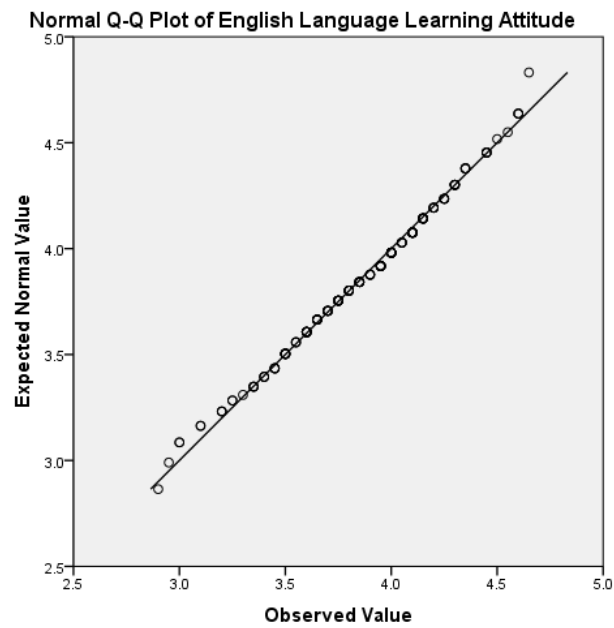
Figure 3. Distribution of English language learning anxiety

Normal Q-Q Plot of English Language Learning Anxiety
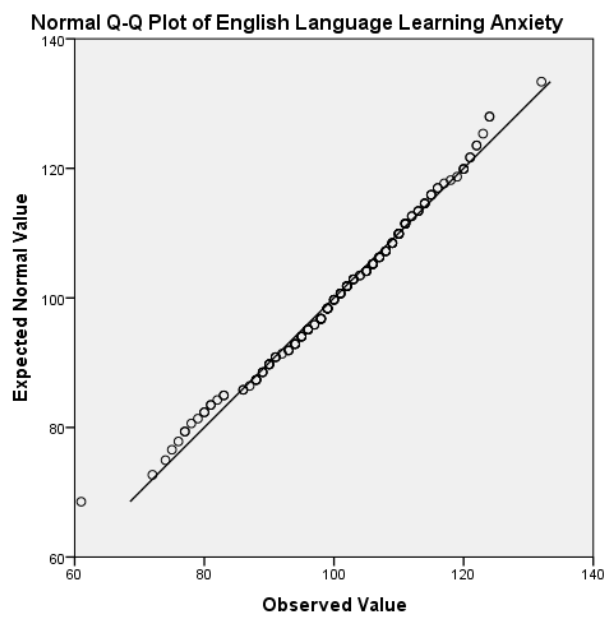
Figure 4. Distribution of academic achievement
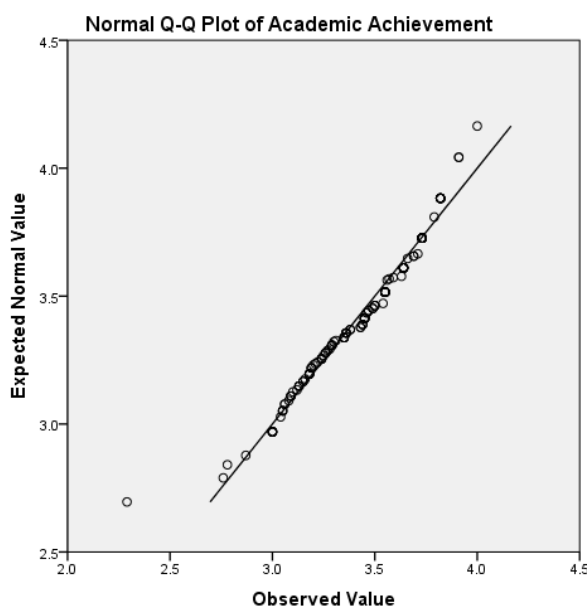
4.1.2.2. Linearity Test

Test for Linearity was used to see the linearity of the instruments. In term pf correlation and regression, it was necessary to know whether the data was linear between two variables. If probability was higher than .05, the two variables were linear. The result showed that, the deviation from linearity between English language learning attitude and academic achievement was .064. The details are as followed:

Table 15. Linearity of English language learning attitude and academic achievement

			Sum of Squares	df	Mean Square	F	Sig.
Academic Achievement * English Language	Between Groups	(Combined)	4.277	32	.134	2.166	.001
		Linearity	1.419	1	1.419	22.995	.000

		Sum of Squares	df	Mean Square	F	Sig.
Learning Attitude	Deviation from Linearity	2.858	31	.092	1.494	.064
	Within Groups	7.837	127	.062		
	Total	12.114	159			

And then, the deviation from linearity between English language learning anxiety and academic achievement was .832. The details are as followed

Table 16. Linearity of English language learning anxiety and academic achievement

			Sum of Squares	df	Mean Square	F	Sig.
Academic Achievement * English Language Learning Anxiety	Between Groups	(Combined)	4.001	51	.078	1.044	.417
		Linearity	1.058	1	1.058	14.091	.000
		Deviation from Linearity	2.943	50	.059	.783	.831
	Within Groups		8.113	108	.075		
	Total		12.114	159			

4.1.3. Hypothesis Testing

4.1.3.1 Correlation between English Language Learning Attitude and Academic Achievement

Related to the first problem in the study which aim was to seek the significant correlation between English language learning attitude and academic achievement of undergraduate EFL students of UIN Raden Fatah Palembang, i used Pearson Product Moment Correlation Coefficient to answer the first question. Moreover, based on the correlational analysis which can be seen in the Table XVII, it was revealed that

the p-value was .000 which was lower than .000 (.000 < .005). It means that Ha was

accepted and Ho was rejected which means that there was a significant relationship

between the students' English language learning attitude and their academic

achievement. Moreover, it was also revealed the correlational coefficient of the test

was .342 in which based on Johnson and Christensen (2014), the level of correlation

was weak and the correlation was in the positive direction. The details are as followed

Table 17. Correlation between English language learning attitude and academic
achievement

		Academic Achievement	English Language Learning Attitude
Academic Achievement	Pearson Correlation	1	.342**
	Sig. (2-tailed)		.000
	N	160	160
English Language Learning Attitude	Pearson Correlation	.342**	1
	Sig. (2-tailed)	.000	
	N	160	160

4.1.3.2 Correlation between English Language Learning Anxiety and

Academic Achievement

Moreover, related to the second problem in the study which aim was to seek

the significant correlation between English language learning anxiety and academic

achievement of undergraduate EFL students of UIN Raden Fatah Palembang, i used

Pearson Product Moment Correlation Coefficient to answer the second question. Based

on the correlational analysis which can be seen in the table XVII, it was revealed that

the p-value was .000 which was lower than .000 (.000 < .005). It means that Ha was

accepted and Ho was rejected which means that there was a significant relationship

between the students' English language learning anxiety and their academic achievement. Moreover, it was also revealed the correlational coefficient of the test was -.296 in which based on Johnson and Christensen (2014), the level of correlation was very weak and the correlation was in the negative direction. The details are as followed.

Table 18. Correlation between English language learning anxiety and academic achievement

		Academic Achievement	English Language Learning Anxiety
Academic Achievement	Pearson Correlation	1	-.296[**]
	Sig. (2-tailed)		.000
	N	160	160
English Language Learning Anxiety	Pearson Correlation	-.296[**]	1
	Sig. (2-tailed)	.000	
	N	160	160

4.1.3.3 The Influence between English Language Learning Attitude and Academic Achievement

The regression analysis was applied to test whether the students' English language learning attitude influenced or determined their academic achievement. The result indicated that the students' English language learning attitude influenced their academic achievement significantly with t_{value} (4.578) was higher than t_{table} (1.975) with sig. value (.00) was lower than probability (.05). Therefore, there was a significant influence between English language learning attitude and academic achievement of EFL undergraduate students of UIN Raden Fatah Palembang. The details are as followed.

Table 19. Influence between English language learning attitude and academic achievement

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.458	.213		11.523	.000
	English Language Learning Attitude	.253	.055	.342	4.578	.000

a. Dependent Variable: Academic Achievement

In addition, to know the contribution of English language learning attitude to academic achievement, it can be seen by the score of R^2 (the coefficient determiner) which was 0.117. It means that English language learning attitude influenced academic achievement for about 11.7% and 88.3% of his value was defined by other factors.

Table 20. Contribution of English language learning attitude to academic achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.342[a]	.117	.112	.26017

a. Predictors: (Constant), English Language Learning Attitude

4.1.3.3 The Influence between English Language Learning Anxiety and Academic Achievement

Moreover, the regression analysis was also applied to test whether the students' English language learning anxiety influenced or determined their academic achievement. The result indicated that the students' English language learning anxiety influenced their academic achievement significantly with t_{value} (-

3.889) was higher than t$_{table}$ (1.975) with sig. value (.00) was lower than probability (.05). Therefore, there was a significant influence between English language learning anxiety and academic achievement of EFL undergraduate students of UIN Raden Fatah Palembang. The details are as followed:

Table 21. Influence between English language learning anxiety and academic achievement

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.106	.175		23.452	.000
	English Language Learning Anxiety	-.007	.002	-.296	-3.889	.000

a. Dependent Variable: Academic Achievement

Moreover, to know the contribution of English language learning anxiety to academic achievement can be seen by the score of R^2 (the coefficient determiner) which was 0.087. It means that English language learning anxiety influenced academic achievement for about 8.7% and 91.3% of his value was defined by other factors. The calculation was also done by using the SPSS version 20 for windows. It is presented in the following table 25

Table 22. Contribution of English language learning anxiety to academic achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.296[a]	.087	.082	.26452

a. Predictors: (Constant), English Language Learning Anxiety

4.2. Interpretation

In order to strengthen the value of this study the interpretations were made based on the result of data analyses. According to the findings, there was a significant correlation between English language learning attitude and academic achievement. Also, there was a significant correlation between English language learning anxiety and academic achievement. In regression analysis, it was found that English language learning attitude and English language learning anxiety influence significantly towards academic achievement.

First, based on the result of Pearson product moment correlation, it was found that there was a significant but weak correlation between English learning attitude and academic achievement of undergraduate EFL students of UIN Raden Fatah Palembang. This means that, even with correlation, English learning attitude had relation to students' performance in academic. This relation may appear because of some factors. In Indonesia, university student' academic achievement is formulated from some aspects. According to *Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia* (2015), university student' academic achievement is the result from formulation of student' attitude, knowledge and skill. Hence, attitude is one of aspects that should be considered in assessing students learning achievement. Since, English is the language that is used by the participants in their textbooks and classroom activities. English learning attitude may relate with their academic achievement. According to Gömleksiz (2010), a student's attitude toward learning English is one of the leading predictors of success in learning English. Moreover, some researchers also revealed that attitude toward English

learning relates with language skills which courses that the participants learn at their study program. For example, according to McDonough and Shaw, (2005); Sidek, (2012) and Bastug, (2014), reading is considered one of the most important skills that English as a Foreign Language (EFL) students need to acquire because the ability to read English texts greatly affects students' academic performance (as cited in Erlina, Mayuni, & Akhadiah, 2016). Then, Pamuji (2015) investigated students' attitudes towards learning English as a foreign language and their achievements in reading comprehension. The findings showed that the respondents had neutral positive attitudes towards learning English. Hence, there was a significant correlation between the students' attitudes towards learning English and their performance in reading comprehension. Zeinivanda, Azizifara, and Gowhary (2015) studied about the relationship between English language learning attitude and speaking proficiency. The analyses revealed that EFL learners have positive attitude towards learning English and relationship between attitude and speaking proficiency learners was significant.

Moreover, based on the result of this study, majority of the participants had positive attitude toward English language learning which was 97.5 % of them. As defined by Dehbozorgi (2012), student with positive attitude can learn more eagerly than students with negative attitude. If learners have negative feelings about learning English, teaching will be a difficult task for lecturer. According to Dörnyei and Csizér (2002), a positive attitude facilitates foreign language learning while a negative attitude acts as a psychological barrier against learning.

These result of this was in line with results of Al Samandani and Ibnian (2015); Rukh (2014) and Herman (2011). They found that it was clear that the participants of their study had positive attitudes towards learning English as a foreign language (EFL). As for the relationship between the students' GPA and their attitudes towards learning EFL, the results showed that there was a significant correlation between the students' GPAs and their attitudes towards learning EFL. From the study, it was also found that the participants aware the importance of English for their future and as a skill to open new horizons in various domains. Those factors affected their attitudes towards learning EFL.

On the other hand, Büyükkarcı (2016); and Gemora and Arellano (2016) found that there was no significant correlation between attitude toward English language learning and academic performance. It has also been found that academic achievement is not affected from attitude. The findings also have revealed that although many students have positive attitudes towards learning English they do not want to learn it due to some reasons (learned helplessness, past experiences with English, previous teachers, etc).

Nonetheless, the second problem of this study related to the correlation between Anxiety towards English language learning and academic achievement. According to the findings, there were significant correlation Anxiety towards English language learning and academic achievement. There was negative correlation indicated that the higher the anxiety, the lower the academic achievement. It is in line as defined by Na (2007) that "Usually, high anxiety can make learners get discouraged, lose faith in their abilities, escape from participating in classroom activities, and even

give up the effort to learn a language well. Therefore, the learners with high anxiety often get low achievement and low achievement makes them more anxious about learning." (p. 30).

Anxiety has commonly been regarded as obstacles in learning achievement that can affect negative attitude in their studies such as lack of interest in learning, poor performance in exams, and do poorly on assignments (Vitasari, Wahab, Othman, Herawan, & Sinnadurai, 2010). As defined by Horwitz et al. (1986), foreign language learning anxiety is specific or state anxiety. It means that the anxiety only limits Foreign, in this case English, learning situation. Moreover, the participants of this study are students whose major in English education. Most of their teaching and learning process use English that can relate significantly to their GPA score.

Moreover, some researches have revealed that English anxiety has relation with certain language skill. Kim (2000) reveals that tension or worry was associated with the negative aspects of fear and frustration in foreign language listening. Specifically, such feeling occurred when students were not familiar with the topic, had little processing time, did not have sufficient prior knowledge, and unable to understand other people's talks. In term of speaking, Abrar, Mukminin, Habibi, Asyrafi, Makmur and Marzulina (2010) indicate anxiety and negative attitude towards the language can be EFL learners' obstacles to speak the language. In line with the issue of anxiety, Thornburry (2005) states that lack of vocabularies, improper grammatical, fears of mistakes are some factors that can contribute to speaking failure and causing an acute sense of anxiety when it comes to speaking. Sari (2017) also claims that anxiety can be occurred when student reading English text. Henceforth, student may only have anxiety in a certain language skill.

The findings of the study showed that the high GPA students have low anxiety towards English language learning, vice versa the students with high anxiety have low GPA score. A closer look at the literature review reveals that the findings of this research are congruent with the findings found in previous studies conducted by Abuelfadl (2015); Amiri and Ghonsooly (2015); Syokwaa, Aloka and Ndunge (2014); Zare and Riasati (2012); and Awan, Azher, Anwar and Nas (2010). They all agreed that anxiety towards English language learning and academic achievement have negative and significant relationship.

In contrast, Razak, Yassin, and Rizan (2017) and Büyükkarcı (2016) found that there was no significant correlation between English language learning anxiety and academic achievement. Otherwise, these findings revealed that the high anxious students do not correlate with students' achievement. They agreed that there must be others variables that affect students' performance in academic.

Furthermore, related to the third and the fourth research problems. It was revealed that attitude towards English language learning and anxiety towards English language learning significantly influence academic achievement of undergraduate EFL students of UIN Raden Fatah Palembang. It was found that from the value of R square from each variable. English language learning attitude give 11.7 % contribution to students' academic achievement. Then, English language learning anxiety give 8.7 % contribution to students' academic achievement.

From the numbers stated above, even attitude and anxiety towards English language learning significantly influence academic achievement but they just give contribution in small percentages. They are 11.7% for attitude and 8.7 % for

anxiety. There might be some reasons why there were low contribution between students' attitude and anxiety toward English language learning and students' academic achievement. Some of reasons are there were other factors that most contributed the students' academic achievement. National Center for Education Statistics (2000) states that there are several factors that influence students' academic achievement. They are students' background, school organization features, teachers' qualifications, school climate, reading comprehension and mathematic comprehension. One of these factors may give strong contribution for students' academic achievement.

In short, the total contribution of students' attitude and anxiety towards English language learning and their academic achievement showed correlation and influence. However, the unexplained factors also had contribution on students' academic achievement. The findings of the study have some pedagogical implication for foreign language lectures, students, and next researchers.

In conclusion, the students' attitude and anxiety towards English language learning had weak correlations and does significantly influences with small contribution on their academic achievement. It showed that the more positive students' attitude towards English language learning attitude, the better students' academic achievement. And also, it showed that the more less students' anxiety towards English language learning attitude, the higher students' academic achievement.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter draws the conclusion and suggestion which is laid from all of the description, explanation and discussion from all of the previous chapters.

5.1. Conclusions

From the findings and interpretations in the previous chapter, some conclusions would be presented. First, the students' academic English language learning attitude had positive correlation to their academic achievement with r .342. It showed in the level of weak correlation. Second, the students' English language learning anxiety had negative correlation to their academic achievement with r -.296. It also showed in the level of weak correlation. Third, it can be concluded that students' English language learning attitude significantly influence on their academic achievement but with minimum contribution. It was shown that students' English language learning attitude only gave 11.7% contribution to their academic achievement. Fourth, students' English language learning anxiety significantly influence on their academic achievement but also with minimum contribution. It was revealed that students' English language learning anxiety only gave 8.7% contribution to their academic achievement.

The findings can also have implications for students that the more positive their English language learning attitude is, the better their academic achievement will be. Moreover, in term of anxiety towards English language learning, the lesser students' anxiety is, the better their academic achievement will be. This research may have some pedagogical implications for foreign language lecturer, students, and further researchers.

5.2 Suggestions

Based on the conclusions above, suggestions in this study were provided for the students, lecturers, and other researchers who are interested in the future research. In term of attitude, it is important for students to have positive attitude towards English language learning that can lead them to be more motivated in learning English. They also should explore themselves in the certain learning so that they can achieve more in learning English. Students with positive attitude also can make them to be less anxious rather than students with negative attitude. For students with high anxiety, they need to equip themselves by coming up with applicable strategies to reduce their anxiety so as to elevate their English ability and academic performance in general.

Furthermore, lecturers are suggested to develop learning activities with the aim of developing the students' attitudes towards learning EFL. The students also should be thought with appropriate strategies and techniques in the class to motivate the students and encourage them to get involved the learning process. To overcome anxiety problem, it is suggested that the classroom environment should be quite friendly, encouraging and motivating. The learners should know that making a mistake is not a matter of life and death and that they are not the only ones making mistakes in learning a foreign language. The lectures should design such teaching activities that can help learners reduce their anxiety.

At last, the result of this study might be beneficial for foreign language instructors to increase their knowledge about the substantial role of students'

attitude and anxiety towards English language learning on their academic performance.

For further studies in this area, it is recommended to find out more specifically the causes of negative attitude and high anxiety among foreign language learners and provide interventions to reduce the negative effect of negative attitude and high anxiety on the performance of language learners. It is also recommended that further research to conduct an interview with the students and lecturers as well to dig more information about the importance of building positive attitude towards English language learning and low anxiety towards English language learning, hence that the study can be more representative.

Due to the fact that limitation of the study was conducting the questionnaire with small size of sample, it is recommended for next research to increase the size of the sample and from numerous majors, not only from English education. Next, further research should also consider to find the correlation among students' attitude towards English language learning, anxiety towards English language learning and their academic achievement specifically in which were viewed from gender, previous academic achievement, year level, etc.

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Appendix A

The Questionnaire of Attitude toward English Language Learning

Name:

Male/Female:

NIM:

Date:

Direction: Fill out the following questionnaire, checking the box which best describes whether

SA= Strongly Agree, A= Agree, N= Neutral, D= Disagree, SD= Strongly Disagree

This is for yourself not for anyone else, so answer as honestly as you can.

No.	Statement	SA	A	N	D	SD
1	Studying English is an enjoyable experience					
2	I really enjoy learning English					
3	I plan to learn as much English as possible					
4	Studying English can be important for me because it will make me a more knowledgeable person					
5	I would rather spend my time on subjects other than English					
6	Learning English is only waste of time					
7	I think that learning English is dull					
8	When I leave my campus, I shall give up the study of English entirely because I am not interested in it					
9	I always bring a dictionary in the class because dictionary is important in studying English					

10	I often have difficulties when my lecturer explains the lesson					
11	I am active to ask question in the classroom					
12	I like English more than other subjects					
13	I like my English lecturer					
14	Our English lecturer makes us do active work					
15	English is one of the easiest courses for me					
16	I like the way how English is taught on my campus					
17	I am lazy to do my English homework					
18	I do not pay attention to my English subject and lecturers' explanation					
19	English knowledge is necessary for my future career					
20	Studying English is important to me so that I can understand English music					

Source: Herman. (2011). *The relationship among attitude toward English, academic achievement and English proficiency of the Polsri students* (Magister's Thesis). Sriwijaya University, Palembang, Indonesia.

Appendix B

Foreign Language Anxiety Scale

Name:

Male/Female:

NIM:

Date:

Direction: Fill out the following questionnaire, checking the box which best describes whether

SA= Strongly Agree, A= Agree, N= Neutral, D= Disagree, SD= Strongly Disagree

This is for yourself not for anyone else, so answer as honestly as you can.

No.	Statement	SA	A	N	D	SD
1	I never feel quite sure of myself when i am speaking in my foreign language class.					
2	I don't worry about making mistakes in language class.					
3	I tremble when i know that i'm going to be called on in language class.					
4	It frightens me when i don't understand what the teacher is saying in the foreign language.					
5	It wouldn't bother me at all to take more foreign language classes.					
6	During language class, i find myself thinking about things that have nothing to do with the course					
7	I keep thinking that the other students are better at languages than i am.					
8	I am usually at ease during tests in my language class.					

9	I start to panic when i have to speak without preparation in language class.					
10	I worry about the consequences of failing my foreign language class.					
11	I don't understand why some people get so upset over foreign language classes.					
12	In language class, i can get so nervous when i forget things i know.					
13	It embarrasses me to volunteer answers in my language class.					
14	It would not be nervous speaking in the foreign language with native speakers.					
15	I get upset when i don't understand what the teacher is correcting.					
16	Even if i am well prepared for language class, i feel anxious about it.					
17	I often feel like not going to my language class.					
18	I feel confident when i speak in foreign language class.					
19	I am afraid that my language teacher is ready to correct every mistake i make.					
20	I can feel my heart pounding when i am going to be called on in language class.					
21	The more i study for a language test, the more confused I get.					
22	I don't feel pressure to prepare very well for language class.					

23	I always feel that the other students speak the language better than i do.				
24	I feel very self-conscious about speaking the foreign language in front of other students.				
25	Language class move so quickly i worry about getting left behind.				
26	I feel more tense and nervous in my language class than in my other classes.				
27	I get nervous and confused when i am speaking in my language class.				
28	When I'm on my way to language class, i feel very sure and relaxed.				
29	I get nervous when i don't understand every word the language teacher says.				
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.				
31	I am afraid that the other students will laugh at me when i speak the foreign language.				
32	I would probably feel comfortable around native speakers of the foreign language.				
33	I get nervous when the language teacher asks questions which i haven't prepared in advance.				

Source: Horwitz, E. K., Horwitz, M. B., Cope, J. (1986). Foreign language classroom anxiety. *Modern Language Journal*, *70*(2), 125-132.

Result of Attitude towards English Language Learning Questionnaire

No	NIM	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total Score	Attitude Score
1	152500004	5	5	5	4	2	5	5	4	4	4	3	5	5	3	3	5	3	4	4	5	83	4.15
2	152500005	4	4	5	5	3	5	5	3	5	3	3	4	4	5	4	4	4	5	5	5	79	3.95
3	152500007	5	4	4	5	2	2	4	3	5	3	4	5	5	4	4	4	1	5	5	4	77	3.85
4	152500010	4	4	4	5	3	4	4	4	3	3	4	4	5	4	4	4	4	4	5	4	78	3.9
5	152500011	4	4	4	4	3	5	5	4	4	2	3	4	4	4	4	4	4	4	5	4	74	3.7
6	152500013	4	4	4	5	1	4	3	3	4	4	4	4	4	4	4	5	4	4	4	5	77	3.85
7	152500016	4	4	5	5	3	4	4	4	3	3	3	4	4	5	3	4	4	4	5	4	80	4
8	152500018	5	5	5	5	3	4	5	4	3	2	4	4	4	5	3	3	3	3	5	5	80	4
9	152500019	5	5	4	4	1	4	5	4	4	4	3	4	4	3	3	4	4	4	5	5	85	4.25
10	152500020	5	4	5	4	2	3	4	3	3	2	4	4	4	4	3	4	5	4	4	5	72	3.6
11	152500022	5	4	4	5	3	4	4	5	4	3	4	4	5	5	4	3	4	4	5	5	80	4
12	152500023	5	5	5	5	3	3	3	4	4	2	3	4	5	4	3	3	4	4	5	4	77	3.85
13	152500024	4	4	4	4	3	5	5	5	3	4	3	4	4	4	4	4	3	4	5	5	82	4.1
14	152500025	5	5	5	5	4	4	4	4	4	3	3	5	5	3	3	4	4	4	5	3	80	4
15	152500026	5	5	5	5	4	5	4	5	3	2	3	5	5	5	5	5	4	5	5	5	85	4.25
16	152500029	5	4	4	5	3	5	4	4	4	3	3	4	4	3	4	3	4	4	5	5	81	4.05
17	152500030	5	5	4	5	3	3	3	5	5	4	4	5	5	5	5	5	5	4	5	5	92	4.6
18	152500031	4	4	3	3	2	2	3	4	4	3	3	3	3	2	4	4	4	4	3	4	64	3.2
19	152500032	4	4	3	5	2	5	5	4	3	3	3	3	5	5	3	4	4	4	3	5	86	4.3
20	152500033	5	5	4	5	4	5	5	4	4	3	3	4	4	4	4	3	4	4	4	5	84	4.2
21	152500036	4	4	5	5	3	4	3	4	3	3	3	4	3	3	3	3	3	4	4	5	73	3.65
22	152500040	5	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	1	81	4.05
23	152500041	4	4	4	5	3	5	5	4	4	3	3	4	3	4	3	4	4	4	4	5	79	3.95
24	152500042	4	4	5	4	4	4	2	4	2	1	1	2	5	4	1	4	2	2	2	5	62	3.1
25	152500044	4	4	4	5	3	4	4	4	5	2	4	4	5	5	4	4	4	4	5	4	82	4.1
26	152500048	3	4	4	5	1	4	5	2	3	2	5	3	4	4	3	1	4	3	4	4	68	3.4
27	152500049	4	4	4	4	3	5	5	4	3	3	3	4	3	3	3	4	4	4	3	3	73	3.65
28	152500051	5	5	5	5	2	5	5	5	4	3	3	4	4	4	4	4	5	5	4	4	85	4.25

	Code																							
29	152500052	5	5	5	5	2	3	4	2	3	4	1	3	4	4	4	3	4	4	4	81	4.05
30	152500053	5	5	5	3	3	5	5	4	4	3	4	4	4	4	4	4	4	5	5	66	3.3
31	152500054	5	4	4	3	2	4	5	3	3	1	3	3	3	3	3	3	3	4	4	76	3.8
32	152500055	5	4	5	5	3	5	5	4	3	2	5	5	5	5	5	5	5	5	5	84	4.2
33	152500057	4	4	4	4	2	3	3	3	3	3	3	3	3	3	3	3	3	4	4	70	3.5
34	152500058	4	4	3	5	3	5	4	4	4	3	3	4	4	4	4	4	4	5	5	76	3.8
35	152500059	4	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	4	5	73	3.65
36	152500061	5	5	5	5	3	5	5	5	3	2	5	5	5	4	4	4	5	4	5	89	4.45
37	152500063	4	4	4	5	1	4	5	2	3	1	5	3	3	4	5	2	4	4	3	77	3.85
38	152500064	4	2	5	4	2	3	4	4	5	3	3	3	3	3	3	3	3	4	4		3.95
39	152500065	3	3	5	5	2	2	3	4	3	2	3	4	4	4	4	5	4	4	4	79	3.45
40	152500066	4	4	5	4	4	4	5	4	4	2	3	5	4	4	4	4	4	4	4	75	3.75
41	152500069	3	4	4	4	4	3	4	4	3	4	2	5	3	3	1	3	5	5	3	77	3.85
42	152500070	4	4	4	5	2	5	4	4	3	2	3	4	4	4	4	5	5	1	4	75	3.75
43	152500074	5	4	5	5	4	5	4	4	4	4	4	4	3	4	3	3	5	5	5	84	4.2
44	152500077	4	4	4	5	4	5	5	4	4	4	4	4	4	4	4	4	4	5	4	81	4.05
45	152500078	4	4	3	5	3	5	5	4	5	3	4	5	3	4	4	4	4	4	4	82	4.1
46	152500079	5	4	3	4	2	5	5	4	4	3	3	3	4	2	4	2	4	4	5	72	3.6
47	152500080	5	5	5	5	3	4	5	4	5	2	5	4	3	4	4	4	5	5	5	83	4.15
48	152500082	4	5	5	5	4	3	3	3	4	3	4	2	3	3	3	4	4	5	5	75	3.75
49	152500083	4	4	5	5	4	5	4	4	3	4	3	3	3	3	3	3	4	4	4	79	3.95
50	152500084	4	4	4	4	2	5	1	5	5	2	3	4	3	4	2	4	3	4	2	75	3.75
51	152500088	5	4	4	4	3	5	5	3	5	2	3	4	4	4	4	4	4	4	5	73	3.65
52	152500089	4	4	5	5	1	3	5	4	4	1	3	4	3	3	2	3	4	1	3	67	3.35
53	152500090	5	4	5	5	3	5	5	4	4	3	4	5	3	4	4	4	4	5	4	80	4
54	152500091	5	4	5	4	4	3	5	5	4	4	4	5	3	3	4	4	4	5	4	82	4.1
55	152500093	4	4	5	5	4	5	2	5	4	3	3	4	2	4	3	4	4	3	4	80	4
56	152500094	4	4	3	4	3	3	4	3	4	2	3	3	3	4	4	4	4	3	4	68	3.4
57	152500095	4	4	4	3	4	3	4	4	4	1	3	4	3	3	3	3	3	4	4	69	3.45
58	152500096	4	4	5	5	3	4	4	5	3	3	4	4	3	4	4	5	5	4	5	85	4.25
59	152500097	5	4	4	3	2	5	5	3	3	3	3	3	4	3	3	3	3	5	5	72	3.6
60	152500099	4	5	4	3	4	5	4	4	4	3	3	4	4	4	4	4	4	4	4	79	3.95
61	152500100	3	3	4	3	2	2	5	2	4	1	3	4	4	4	3	3	3	4	4	65	3.25

	ID																					Sum	Avg
62	152500103	5	4	4	5	3	5	5	5	4	3	4	5	5	4	4	3	1	1	5	5	80	4
63	152500104	5	5	5	3	2	3	3	3	5	2	3	4	5	4	5	5	5	5	5	5	79	3.95
64	152500105	5	5	5	5	3	3	3	3	5	3	3	5	4	4	5	5	5	5	5	5	84	4.2
65	152500106	4	2	4	4	2	4	3	5	4	3	4	4	3	4	3	3	4	4	4	5	70	3.5
66	152500107	4	4	4	4	2	4	2	5	2	3	4	4	5	4	4	1	4	4	4	4	74	3.7
67	152500109	4	4	4	4	4	5	4	3	5	2	4	4	4	3	1	3	4	5	4	4	69	3.45
68	152500110	5	5	5	5	3	5	3	3	2	3	5	3	4	5	3	5	5	4	5	5	80	4
69	152500113	4	4	3	4	4	3	3	5	4	4	3	4	4	3	3	4	4	4	4	4	74	3.7
70	152500114	5	5	5	5	3	2	4	4	4	2	3	5	3	3	5	3	4	5	4	5	79	3.95
71	152500115	4	5	4	5	2	2	4	2	5	2	4	3	4	2	2	4	4	4	3	4	70	3.5
72	152500117	5	5	5	5	4	5	5	5	4	4	5	4	5	3	3	4	4	4	5	5	83	4.15
73	152500118	4	4	4	4	2	3	4	4	4	3	3	4	4	4	4	4	4	4	4	4	78	3.9
74	152500119	4	4	4	4	2	4	4	4	4	2	4	4	4	2	4	4	4	3	4	4	73	3.65
75	152500123	5	4	4	5	3	3	3	5	5	3	2	5	5	4	4	5	5	4	5	5	86	4.3
76	152500124	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	5	4	5	3	75	3.75
77	152500126	4	4	4	5	3	4	4	4	4	2	3	4	4	4	3	4	4	5	3	3	76	3.8
78	152500129	4	4	4	4	1	4	2	2	4	2	2	1	3	2	4	4	4	4	4	4	58	2.9
79	152500131	5	4	4	5	3	4	3	3	3	2	5	5	5	3	5	5	5	5	1	3	74	3.7
80	152500132	5	5	5	5	5	3	5	3	4	1	3	4	4	3	4	4	1	3	4	5	76	3.8
81	16525.000.01	4	4	3	4	2	2	1	5	4	2	4	4	5	3	5	2	3	2	5	4	72	3.6
82	16525.000.04	4	4	4	5	2	5	4	4	4	3	4	4	5	3	4	5	4	4	5	4	79	3.95
83	16525.000.05	4	4	3	4	3	4	2	2	5	1	3	4	2	3	4	4	1	4	3	4	64	3.2
84	16525.000.07	4	4	5	5	3	5	5	5	2	3	3	4	2	4	4	4	4	4	4	4	79	3.95
85	16525.000.09	5	5	5	5	3	5	1	5	5	3	4	5	5	4	2	5	5	5	5	4	83	4.15
86	16525.000.11	5	5	5	4	1	5	1	5	5	3	4	5	5	5	5	5	5	5	5	5	87	4.35
87	16525.000.12	4	5	5	4	2	1	2	2	5	5	4	4	5	5	5	4	4	4	4	5	77	3.85
88	16525.000.13	4	4	3	4	3	4	4	2	4	2	3	4	4	2	3	3	3	3	3	4	67	3.35
89	16525.000.17	5	5	5	5	1	4	4	5	4	4	5	5	5	5	5	5	5	5	5	5	92	4.6
90	16525.000.18	5	3	4	5	2	2	5	2	3	3	4	4	4	3	5	5	5	2	5	5	75	3.75
91	16525.000.20	5	5	4	5	3	5	5	2	4	3	3	4	4	4	4	4	5	5	4	4	86	4.3
92	16525.000.21	5	5	5	5	5	5	5	5	3	3	4	5	4	5	3	5	5	5	5	5	92	4.6
93	16525.000.22	5	5	4	4	2	2	2	2	4	2	4	4	2	4	4	5	2	2	2	5	66	3.3
94	16525.000.23	5	5	5	5	2	5	5	5	3	3	4	5	4	5	4	4	4	4	5	5	87	4.35

ID	Code																					Total	Avg
95	165.25.0000.24	5	5	5	5	4	5	5	5	3	2	2	4	5	5	5	4	3	5	5	5	86	4.3
96	165.25.0000.30	3	4	3	4	3	3	3	3	3	3	4	3	3	3	3	4	3	4	4	3	72	3.6
97	165.25.0000.31	4	3	3	4	2	4	4	5	4	2	2	3	5	4	3	4	5	5	3	4	72	3.6
98	165.25.0000.32	5	4	5	4	2	4	4	4	4	3	2	3	5	5	3	4	4	5	5	5	82	4.1
99	165.25.0000.36	5	5	3	4	3	3	5	4	4	4	3	4	5	4	5	4	4	5	4	4	80	4
100	165.25.0000.37	5	5	5	5	2	5	5	5	4	1	4	5	5	4	4	4	4	5	5	4	86	4.3
101	165.25.0000.39	4	4	5	4	4	3	4	4	3	1	4	4	4	4	4	4	4	5	4	4	82	4.1
102	165.25.0000.40	5	5	5	5	4	4	5	5	5	5	2	4	5	4	4	4	3	3	4	4	83	4.15
103	165.25.0000.42	4	4	5	5	2	5	4	4	4	2	3	4	5	4	4	4	5	5	5	4	83	4.15
104	165.25.0000.43	4	4	3	4	2	4	4	3	4	2	3	4	3	4	3	4	4	5	4	4	74	3.7
105	165.25.0000.44	4	4	5	5	2	5	5	5	4	3	3	4	4	4	4	3	4	4	4	4	67	3.35
106	165.25.0000.45	5	5	5	5	2	5	5	5	4	3	4	5	4	4	4	4	4	4	4	4	86	4.3
107	165.25.0000.46	4	4	4	4	2	4	4	5	5	3	4	5	5	4	4	4	5	5	5	5	78	3.9
108	165.25.0000.47	4	4	5	4	4	4	4	4	4	2	4	5	4	4	4	4	5	4	5	4	82	4.1
109	165.25.0000.48	5	5	5	5	2	5	5	5	4	2	3	5	5	4	4	3	5	5	5	5	82	4.1
110	165.25.0000.49	5	5	5	5	5	5	5	5	5	3	3	5	5	5	4	4	5	5	5	5	93	4.65
111	165.25.0000.50	4	4	4	4	1	3	5	4	5	1	4	3	4	4	4	4	4	4	4	4	71	3.55
112	165.25.0000.51	3	3	3	5	3	3	4	3	2	5	3	3	3	3	3	4	3	4	4	4	59	2.95
113	165.25.0000.52	4	5	5	5	5	5	4	5	4	3	2	5	3	4	3	3	5	5	4	4	85	4.25
114	165.25.0000.54	4	4	5	5	5	4	5	5	2	3	4	3	4	4	4	3	4	4	4	4	79	3.95
115	165.25.0000.55	4	4	5	4	1	2	5	5	5	4	3	4	4	4	3	3	5	5	4	5	73	3.65
116	165.25.0000.58	5	5	5	4	1	3	5	4	5	4	4	4	4	4	4	3	3	5	5	3	82	4.1
117	165.25.0000.59	4	4	4	5	3	5	4	4	3	2	3	4	4	4	3	2	5	3	5	3	71	3.55
118	165.25.0000.70	4	4	4	5	1	4	4	4	5	2	2	4	4	4	4	4	4	4	4	4	74	3.7
119	165.25.0000.75	4	4	4	5	4	3	4	4	5	2	3	4	4	4	2	3	4	4	4	4	70	3.5
120	165.25.0000.76	5	5	4	5	2	5	4	3	4	2	3	4	4	3	4	1	3	4	4	4	72	3.6
121	165.25.0000.78	4	4	3	5	4	5	5	4	5	2	4	3	4	4	4	4	5	5	5	4	80	4
122	165.25.0000.80	3	4	4	5	3	5	5	2	2	3	2	3	5	4	5	4	2	4	4	2	77	3.85
123	165.25.0000.81	3	4	2	5	3	3	5	2	1	1	2	3	3	3	3	3	2	4	3	3	60	3
124	165.25.0000.82	5	5	4	5	2	3	3	4	4	2	3	2	4	3	3	2	4	3	3	4	64	3.2
125	165.25.0000.83	5	4	4	5	2	5	5	2	5	3	3	5	5	5	4	4	5	5	4	4	86	4.3
126	165.25.0000.84	5	5	5	4	1	5	5	5	5	4	3	5	5	4	5	3	3	4	2	2	82	4.1
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132	16525.00092	4	4	4	4	2	4	5	4	4	2	2	4	3	3	3	4	2	4	4	65	3.25
133	16525.00093	5	5	4	4	2	4	4	4	4	5	3	4	4	4	4	4	4	4	4	75	3.75
134	16525.00094	4	5	5	5	2	3	3	2	3	4	3	4	5	4	4	2	4	5	4	77	3.85
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138	16525.00102	4	4	3	4	2	3	4	4	3	2	3	4	4	3	4	3	4	4	3	70	3.5
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145	16525.00128	4	4	4	4	3	4	4	4	4	3	2	4	4	4	2	4	4	4	4	69	3.45
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147	16525.00130	5	5	5	5	3	5	5	5	3	2	3	4	4	5	4	4	4	5	5	83	4.15
148	16525.00131	4	4	4	4	2	4	3	4	4	4	4	4	2	2	4	4	4	4	4	70	3.5
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158	16525.00148	4	4	4	5	5	2	5	3	3	2	3	3	4	3	4	5	3	5	4	75	3.75
159	16525.00151	4	4	4	4	2	3	3	3	4	2	3	3	4	4	4	3	3	3	5	68	3.4
160	16525.00152	4	4	4	5	2	5	5	4	5	4	4	5	5	4	4	4	5	4	5	87	4.35

Appendix D

Result of Foreign Language Classroom Anxiety Scale

No	NIM	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	Total
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32	152.5000.55	102
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30	152.5000.53	109
29	152.5000.52	93

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113	1652.5000052	3	3	3	4	3	3	3	3	4	3	4	3	3	4	4	2	4	4	4	2	4	3	3	4	2	3	4	3	4	4	3	3	113
112	1652.5000051	4	4	3	3	3	4	3	3	4	3	4	3	3	4	3	4	3	5	3	3	3	3	3	4	3	3	3	4	3	3	2	5	118
111	1652.5000050	3	3	4	3	1	3	4	2	4	1	5	1	1	1	3	2	2	4	4	2	2	2	2	5	3	1	3	2	3	3	3	4	103
110	1652.5000049	4	1	3	3	3	3	4	2	4	3	4	3	3	1	3	4	2	4	4	2	5	5	4	3	2	3	2	1	3	2	1	3	94
109	1652.5000048	3	2	3	3	3	4	2	2	4	4	4	3	3	4	4	4	4	4	3	4	4	2	3	5	4	3	4	3	3	3	2	3	102
108	1652.5000047	3	4	3	4	1	4	4	4	4	4	4	3	1	4	4	3	3	4	4	4	3	2	5	4	3	5	2	2	1	4	3	4	91
107	1652.5000046	3	2	2	3	3	2	2	3	3	4	3	3	4	3	4	3	3	3	3	5	5	3	5	4	3	5	4	3	5	4	3	5	110
106	1652.5000045	4	2	3	3	3	3	4	2	4	4	3	2	4	4	3	4	3	4	4	4	3	4	3	4	4	4	4	3	3	3	3	3	108
105	1652.5000044	3	4	3	4	4	4	4	3	4	4	3	3	4	4	3	3	4	4	3	4	3	4	3	3	3	4	3	4	1	4	2	3	99
104	1652.5000043	4	4	3	4	4	3	4	3	3	4	3	2	2	3	3	4	4	4	2	3	4	3	3	4	4	1	4	4	1	2	2	4	102
103	1652.5000042	2	4	3	3	4	3	4	3	4	3	3	2	4	3	2	3	3	4	4	4	5	4	3	3	4	1	3	3	1	3	2	4	106
102	1652.5000040	5	3	3	2	2	3	4	1	2	3	3	1	2	2	4	3	3	4	2	2	3	2	2	2	1	1	2	2	1	3	3	3	72
101	1652.5000039	4	2	3	3	3	2	3	2	4	3	1	2	2	3	3	2	3	3	2	1	1	1	2	3	1	1	3	1	1	2	3	4	90
100	1652.5000037	2	1	4	3	1	2	4	2	4	2	2	2	3	3	4	3	2	3	2	2	2	2	2	2	2	2	2	1	1	1	2	1	61
99	1652.5000036	3	3	3	3	2	4	4	2	4	3	4	3	3	3	4	4	4	3	3	4	4	2	3	4	2	2	4	4	4	2	2	4	110
98	1652.5000032	3	3	3	3	2	4	4	3	3	4	3	3	3	3	4	4	2	4	3	2	3	4	4	4	2	3	4	3	4	2	2	3	98
97	1652.5000031	3	3	3	3	3	3	3	5	5	4	3	3	3	3	4	3	3	3	3	4	3	3	3	4	4	4	4	5	4	2	4	5	111
96	1652.5000030	2	2	3	3	3	2	3	2	5	3	2	3	3	3	2	3	2	3	3	3	3	4	3	2	2	3	2	3	3	2	3	3	105
95	1652.5000024	2	3	3	4	3	3	3	3	4	4	2	3	3	1	2	2	3	3	4	4	2	4	2	4	3	2	3	3	2	4	3	3	93

ID	Code																													Count
160	1652.5001.52	4	2	2	2	4	2	2	2	4	4	2	4	4	4	4	1	4	4	4	4	4	4	4	4	2	4	4	2	4	111
159	1652.5001.51	3	2	3	3	3	4	4	3	4	3	3	4	4	2	4	4	3	2	4	4	3	3	3	3	3	3	3	2	4	106
158	1652.5001.48	4	3	4	4	4	4	4	2	4	4	2	4	4	2	4	3	2	2	4	4	3	3	3	3	3	3	3	3	3	107
157	1652.5001.47	2	4	4	2	4	3	4	2	4	4	4	4	4	4	4	2	4	4	2	4	4	2	4	4	2	4	2	4	4	108
156	1652.5001.45	3	2	3	4	2	3	4	2	2	4	2	3	2	4	4	4	3	4	2	3	3	3	2	3	2	4	3	3	4	105
155	1652.5001.44	1	1	4	2	4	2	2	4	2	1	4	2	2	4	2	2	2	2	3	3	2	2	2	2	2	3	2	2	2	78
154	1652.5001.42	5	1	4	5	2	4	2	1	4	5	1	5	5	4	5	5	1	5	5	5	5	4	4	5	4	4	4	3	3	115
153	1652.5001.39	2	2	4	2	1	2	4	2	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2	2	2	4	77
152	1652.5001.38	4	3	4	3	2	3	2	2	4	3	3	4	4	2	4	3	3	3	3	3	3	3	3	3	3	3	3	2	4	102
151	1652.5001.37	3	3	3	4	1	2	4	1	4	3	3	3	4	3	4	2	2	2	3	2	3	2	3	3	3	4	3	2	3	97
150	1652.5001.34	5	1	4	5	2	3	3	3	5	5	5	3	4	5	4	1	1	1	3	2	4	2	3	4	4	5	5	2	3	115
149	1652.5001.33	3	2	4	3	2	2	4	3	2	4	2	2	2	3	3	3	2	2	3	2	4	4	2	4	3	4	2	2	4	95
148	1652.5001.31	2	2	4	4	2	4	5	2	4	2	4	4	4	2	5	4	2	2	2	2	2	2	4	4	4	4	3	3	2	88
147	1652.5001.30	3	3	4	3	3	2	4	1	4	4	4	4	4	2	5	3	2	3	3	3	4	3	4	5	5	4	5	3	3	103
146	1652.5001.29	1	4	4	4	2	2	4	2	4	4	4	4	4	3	4	4	2	4	3	2	2	4	4	4	4	4	4	3	4	108
145	1652.5001.28	4	4	4	4	4	4	4	2	4	4	4	4	4	4	4	2	4	4	4	4	4	4	2	4	4	4	4	4	4	114
144	1652.5001.24	4	4	4	4	2	2	4	3	4	4	4	4	4	2	4	2	2	4	4	3	4	3	3	5	3	4	2	3	4	107
143	1652.5001.21	3	3	4	4	2	4	4	3	4	4	5	1	3	3	4	3	3	4	4	5	4	5	4	4	4	4	4	3	3	117
142	1652.5001.19	4	1	3	2	3	4	5	3	4	2	4	3	1	4	2	3	4	4	4	5	4	3	3	4	3	2	4	2	3	101
141	1652.5001.17	3	2	3	3	3	4	2	1	4	3	3	5	3	3	3	3	4	4	3	3	3	3	3	3	3	3	2	3	3	111
140	1652.5001.10	3	2	2	4	3	3	2	1	4	3	1	2	5	2	3	3	4	4	1	3	4	5	3	4	5	3	4	1	3	94
139	1652.5001.09	3	3	3	3	4	4	4	1	4	3	3	3	3	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	75
138	1652.5001.02	3	4	4	2	4	2	4	1	3	3	3	4	4	3	3	3	3	3	2	3	2	3	2	3	2	4	2	3	3	99
137	1652.5001.01	3	4	3	1	1	2	3	1	4	3	2	2	2	2	3	2	3	3	3	3	3	3	2	3	2	4	2	3	3	79
136	1652.5000.96	3	3	4	4	2	5	3	2	4	4	2	3	3	5	3	3	4	4	4	4	4	4	4	4	4	2	4	2	3	98
135	1652.5000.95	3	2	4	2	4	4	3	2	4	2	4	4	3	4	5	2	2	4	4	3	3	4	3	4	4	4	4	4	3	100
134	1652.5000.94	3	3	3	3	2	3	3	2	3	2	2	4	2	4	2	2	4	2	2	2	3	2	3	3	3	2	3	3	3	101
133	1652.5000.93	3	3	4	3	2	4	3	2	4	3	3	3	2	2	5	2	2	4	4	3	4	3	4	4	4	4	4	2	4	96
132	1652.5000.92	4	3	4	4	2	3	3	2	3	3	4	4	3	2	4	2	2	4	4	4	5	3	4	2	4	4	2	3	4	109
131	1652.5000.91	3	1	2	3	2	2	3	1	3	3	2	4	3	3	4	3	1	3	4	5	5	5	5	5	5	3	5	3	5	101
130	1652.5000.90	5	4	2	5	4	1	3	3	3	3	4	4	1	2	2	3	3	1	3	5	3	3	3	4	3	1	3	5	3	121
129	1652.5000.88	3	1	3	3	3	1	3	3	4	3	2	4	4	2	2	3	2	3	1	3	3	3	4	3	5	1	3	1	3	90
128	1652.5000.87	3	3	3	3	4	2	3	3	4	3	3	3	1	3	2	3	3	2	3	3	2	3	2	2	3	2	3	3	3	96

Appendix E

Students' Cumulative GPA Score

No	NIM	GPA	No	NIM	GPA	No	NIM	GPA
1	152500004	3.28	46	152500079	3	91	1652500020	3.64
2	152500005	3.21	47	152500080	3.82	92	1652500021	3.73
3	152500007	3.24	48	152500082	2.76	93	1652500022	3.55
4	152500010	3.19	49	152500083	3.66	94	1652500023	3.64
5	152500011	3.05	50	152500084	3.44	95	1652500024	3.55
6	152500013	3.18	51	152500088	2.78	96	1652500030	3.73
7	152500016	3.63	52	152500089	3.59	97	1652500031	3.55
8	152500018	3.69	53	152500090	3.57	98	1652500032	3.64
9	152500019	3.09	54	152500091	3.13	99	1652500036	3.45
10	152500020	3.43	55	152500093	3.47	100	1652500037	3.91
11	152500022	3.31	56	152500094	2.29	101	1652500039	3.82
12	152500023	3.19	57	152500095	3.29	102	1652500040	3.91
13	152500024	3.79	58	152500096	3.29	103	1652500042	3.64
14	152500025	3.49	59	152500097	3.44	104	1652500043	3.64
15	152500026	3.49	60	152500099	3.08	105	1652500044	3.55
16	152500029	3.71	61	152500100	3.1	106	1652500045	3.73
17	152500030	3.19	62	152500103	3.47	107	1652500046	3.73
18	152500031	3.43	63	152500104	3.26	108	1652500047	3.82
19	152500032	3.35	64	152500105	3.5	109	1652500048	3.73
20	152500033	3.69	65	152500106	3.04	110	1652500049	3.82
21	152500036	3.18	66	152500107	3.18	111	1652500050	3.55
22	152500040	3.54	67	152500109	3.22	112	1652500051	3.55
23	152500041	3.46	68	152500110	3.35	113	1652500052	3.73
24	152500042	3.38	69	152500113	3.06	114	1652500054	3.73
25	152500044	3.46	70	152500114	3	115	1652500055	3.73
26	152500048	3.25	71	152500115	3.24	116	1652500058	3.55
27	152500049	3.26	72	152500117	3.5	117	1652500059	3.64
28	152500051	3.29	73	152500118	3.35	118	1652500070	3.45
29	152500052	3.3	74	152500119	3.13	119	1652500075	3.55
30	152500053	2.87	75	152500123	3.24	120	1652500076	3.55
31	152500054	3	76	152500124	3.13	121	1652500078	3.45
32	152500055	3.12	77	152500126	3.35	122	1652500080	3.45
33	152500057	3.2	78	152500129	3.16	123	1652500081	3.45
34	152500058	3.05	79	152500131	3.29	124	1652500082	3.36
35	152500059	3.05	80	152500132	3.29	125	1652500083	3.82
36	152500061	3.15	81	1652500001	3.82	126	1652500084	3.09
37	152500063	3.15	82	1652500004	3.5	127	1652500085	3.55
38	152500064	3	83	1652500005	3.36	128	1652500087	3.55
39	152500065	3.24	84	1652500007	3.36	129	1652500088	3.82
40	152500066	3.18	85	1652500009	4	130	1652500090	3.55
41	152500069	3.38	86	1652500011	3.82	131	1652500091	3.64
42	152500070	3.26	87	1652500012	3.45	132	1652500092	3.18
43	152500074	3.44	88	1652500013	3.55	133	1652500093	3.73
44	152500077	3.06	89	1652500017	3.73	134	1652500094	3.45
45	152500078	3.56	90	1652500018	3.55	135	1652500095	3.55

No	NIM	GPA
136	1652500096	3.73
137	1652500101	3.73
138	1652500102	3.09
139	1652500109	3.45
140	1652500110	3.27
141	1652500117	3
142	1652500119	3.64
143	1652500121	3.64
144	1652500124	3.64
145	1652500128	3.73
146	1652500129	3.73
147	1652500130	3.64
148	1652500131	3.55
149	1652500133	3.73

Appendix F

Students' Attitude Category, Anxiety Level and Academic Achievement Category

No	Nim	CGPA Score	Achievement Category	Attitude Score	Attitude Category	Anxiety Score	Anxiety Level
1	152500004	3.28	Very Good	4.15	POSITIVE	100	MHA
2	152500005	3.21	Very Good	3.95	POSITIVE	111	VHA
3	152500007	3.24	Very Good	3.85	POSITIVE	96	MA
4	152500010	3.19	Very Good	3.9	POSITIVE	99	MHA
5	152500011	3.05	Very Good	3.7	POSITIVE	107	MHA
6	152500013	3.18	Very Good	3.85	POSITIVE	120	VHA
7	152500016	3.63	Extraordinary	4	POSITIVE	104	MHA
8	152500018	3.69	Extraordinary	4	POSITIVE	121	VHA
9	152500019	3.09	Very Good	4.25	POSITIVE	99	MHA
10	152500020	3.43	Very Good	3.6	POSITIVE	111	VHA
11	152500022	3.31	Very Good	4	POSITIVE	90	MA
12	152500023	3.19	Very Good	3.85	POSITIVE	111	VHA
13	152500024	3.79	Extraordinary	4.1	POSITIVE	81	VLA
14	152500025	3.49	Very Good	4	POSITIVE	100	MHA
15	152500026	3.49	Very Good	4.25	POSITIVE	124	VHA
16	152500029	3.71	Extraordinary	4.05	POSITIVE	89	MLA
17	152500030	3.19	Very Good	4.6	POSITIVE	107	MHA
18	152500031	3.43	Very Good	3.2	POSITIVE	98	MA
19	152500032	3.35	Very Good	4.3	POSITIVE	99	MHA
20	152500033	3.69	Extraordinary	4.2	POSITIVE	86	MLA
21	152500036	3.18	Very Good	3.65	POSITIVE	116	VHA
22	152500040	3.54	Extraordinary	4.05	POSITIVE	82	VLA
23	152500041	3.46	Very Good	3.95	POSITIVE	103	MHA
24	152500042	3.38	Very Good	3.1	POSITIVE	132	VHA
25	152500044	3.46	Very Good	4.1	POSITIVE	91	MA
26	152500048	3.25	Very Good	3.4	POSITIVE	108	MHA
27	152500049	3.26	Very Good	3.65	POSITIVE	105	MHA

28	152500051	3.29	Very Good	4.25	POSITIVE	88	MLA
29	152500052	3.3	Very Good	4.05	POSITIVE	93	MA
30	152500053	2.87	Good	3.3	POSITIVE	109	VHA
31	152500054	3	Good	3.8	POSITIVE	106	MHA
32	152500055	3.12	Very Good	4.2	POSITIVE	102	MHA
33	152500057	3.2	Very Good	3.5	POSITIVE	106	MHA
34	152500058	3.05	Very Good	3.8	POSITIVE	95	MA
35	152500059	3.05	Very Good	3.65	POSITIVE	106	MHA
36	152500061	3.15	Very Good	4.45	POSITIVE	83	MLA
37	152500063	3.15	Very Good	3.85	POSITIVE	101	MHA
38	152500064	3	Good	3.95	POSITIVE	98	MA
39	152500065	3.24	Very Good	3.45	POSITIVE	103	MHA
40	152500066	3.18	Very Good	3.75	POSITIVE	88	MLA
41	152500069	3.38	Very Good	3.85	POSITIVE	102	MHA
42	152500070	3.26	Very Good	3.75	POSITIVE	97	MA
43	152500074	3.44	Very Good	4.2	POSITIVE	90	MA
44	152500077	3.06	Very Good	4.05	POSITIVE	95	MA
45	152500078	3.56	Extraordinary	4.1	POSITIVE	83	MLA
46	152500079	3	Good	3.6	POSITIVE	115	VHA
47	152500080	3.82	Extraordinary	4.15	POSITIVE	74	VLA
48	152500082	2.76	Good	3.75	POSITIVE	102	MHA
49	152500083	3.66	Extraordinary	3.95	POSITIVE	94	MA
50	152500084	3.44	Very Good	3.75	POSITIVE	98	MA
51	152500088	2.78	Good	3.65	POSITIVE	124	VHA
52	152500089	3.59	Extraordinary	3.35	POSITIVE	88	MLA
53	152500090	3.57	Extraordinary	4	POSITIVE	100	MHA
54	152500091	3.13	Very Good	4.1	POSITIVE	113	VHA
55	152500093	3.47	Very Good	4	POSITIVE	98	MA
56	152500094	2.29	Average	3.4	POSITIVE	99	MHA
57	152500095	3.29	Very Good	3.45	POSITIVE	110	VHA
58	152500096	3.29	Very Good	4.25	POSITIVE	94	MA
59	152500097	3.44	Very Good	3.6	POSITIVE	89	MLA
60	152500099	3.08	Very Good	3.95	POSITIVE	96	MA

61	152500100	3.1	Very Good	3.25	POSITIVE	112	VHA
62	152500103	3.47	Very Good	4	POSITIVE	95	MHA
63	152500104	3.26	Very Good	3.95	POSITIVE	114	VHA
64	152500105	3.5	Very Good	4.2	POSITIVE	99	MHA
65	152500106	3.04	Very Good	3.5	POSITIVE	104	MHA
66	152500107	3.18	Very Good	3.7	POSITIVE	112	VHA
67	152500109	3.22	Very Good	3.45	POSITIVE	122	VHA
68	152500110	3.35	Very Good	4	POSITIVE	109	VHA
69	152500113	3.06	Very Good	3.7	POSITIVE	106	MHA
70	152500114	3	Good	3.95	POSITIVE	110	VHA
71	152500115	3.24	Very Good	3.5	POSITIVE	114	VHA
72	152500117	3.5	Very Good	4.15	POSITIVE	89	MLA
73	152500118	3.35	Very Good	3.9	POSITIVE	108	MHA
74	152500119	3.13	Very Good	3.65	POSITIVE	119	VHA
75	152500123	3.24	Very Good	4.3	POSITIVE	101	MHA
76	152500124	3.13	Very Good	3.75	POSITIVE	109	VHA
77	152500126	3.35	Very Good	3.8	POSITIVE	120	VHA
78	152500129	3.16	Very Good	2.9	NEGATIVE	122	VHA
79	152500131	3.29	Very Good	3.7	POSITIVE	99	MHA
80	152500132	3.29	Very Good	3.8	POSITIVE	105	MHA
81	1652500001	3.82	Extraordinary	3.6	POSITIVE	110	VHA
82	1652500004	3.5	Very Good	3.95	POSITIVE	94	MA
83	1652500005	3.36	Very Good	3.2	POSITIVE	98	MA
84	1652500007	3.36	Very Good	3.95	POSITIVE	80	VLA
85	1652500009	4	Summa Cumlaude	4.15	POSITIVE	91	MA
86	1652500011	3.82	Extraordinary	4.35	POSITIVE	92	MA
87	1652500012	3.45	Very Good	3.85	POSITIVE	109	VHA
88	1652500013	3.55	Extraordinary	3.35	POSITIVE	110	VHA
89	1652500017	3.73	Extraordinary	4.6	POSITIVE	90	MA
90	1652500018	3.55	Extraordinary	3.75	POSITIVE	102	MHA
91	1652500020	3.64	Extraordinary	4.3	POSITIVE	80	VLA
92	1652500021	3.73	Extraordinary	4.6	POSITIVE	77	VLA
93	1652500022	3.55	Extraordinary	3.3	POSITIVE	87	MLA

94	1652500023	3.64	Extraordinary	4.35	POSITIVE	95	MA
95	1652500024	3.55	Extraordinary	4.3	POSITIVE	93	MA
96	1652500030	3.73	Extraordinary	3.6	POSITIVE	105	MHA
97	1652500031	3.55	Extraordinary	3.6	POSITIVE	111	VHA
98	1652500032	3.64	Extraordinary	4.1	POSITIVE	98	MA
99	1652500036	3.45	Very Good	4	POSITIVE	110	VHA
100	1652500037	3.91	Extraordinary	4.3	POSITIVE	61	VLA
101	1652500039	3.82	Extraordinary	4.1	POSITIVE	90	MA
102	1652500040	3.91	Extraordinary	4.15	POSITIVE	72	VLA
103	1652500042	3.64	Extraordinary	4.15	POSITIVE	106	MHA
104	1652500043	3.64	Extraordinary	3.7	POSITIVE	102	MHA
105	1652500044	3.55	Extraordinary	3.35	POSITIVE	99	MHA
106	1652500045	3.73	Extraordinary	4.3	POSITIVE	108	MHA
107	1652500046	3.73	Extraordinary	3.9	POSITIVE	110	VHA
108	1652500047	3.82	Extraordinary	4.1	POSITIVE	91	MA
109	1652500048	3.73	Extraordinary	4.1	POSITIVE	102	MHA
110	1652500049	3.82	Extraordinary	4.65	POSITIVE	94	MA
111	1652500050	3.55	Extraordinary	3.55	POSITIVE	103	MHA
112	1652500051	3.55	Extraordinary	2.95	NEGATIVE	118	VHA
113	1652500052	3.73	Extraordinary	4.25	POSITIVE	113	VHA
114	1652500054	3.73	Extraordinary	3.95	POSITIVE	114	VHA
115	1652500055	3.73	Extraordinary	3.65	POSITIVE	99	MHA
116	1652500058	3.55	Extraordinary	4.1	POSITIVE	105	MHA
117	1652500059	3.64	Extraordinary	3.55	POSITIVE	109	VHA
118	1652500070	3.45	Very Good	3.7	POSITIVE	113	VHA
119	1652500075	3.55	Extraordinary	3.5	POSITIVE	120	VHA
120	1652500076	3.55	Extraordinary	3.6	POSITIVE	86	MLA
121	1652500078	3.45	Very Good	4	POSITIVE	93	MA
122	1652500080	3.45	Very Good	3.85	POSITIVE	116	VHA
123	1652500081	3.45	Very Good	3	NEGATIVE	76	VLA
124	1652500082	3.36	Very Good	3.2	POSITIVE	100	MHA
125	1652500083	3.82	Extraordinary	4.3	POSITIVE	96	MA
126	1652500084	3.09	Very Good	4.1	POSITIVE	81	VLA

127	1652500085	3.55	Extraordinary	4	POSITIVE	123	VHA
128	1652500087	3.55	Extraordinary	3.6	POSITIVE	96	MA
129	1652500088	3.82	Extraordinary	4.45	POSITIVE	90	MA
130	1652500090	3.55	Extraordinary	3.65	POSITIVE	121	VHA
131	1652500091	3.64	Extraordinary	3.55	POSITIVE	101	MHA
132	1652500092	3.18	Very Good	3.25	POSITIVE	109	VHA
133	1652500093	3.73	Extraordinary	3.75	POSITIVE	96	MA
134	1652500094	3.45	Very Good	3.85	POSITIVE	101	MHA
135	1652500095	3.55	Extraordinary	3.6	POSITIVE	100	MHA
136	1652500096	3.73	Extraordinary	3.9	POSITIVE	98	MA
137	1652500101	3.73	Extraordinary	4.55	POSITIVE	79	VLA
138	1652500102	3.09	Very Good	3.5	POSITIVE	99	MHA
139	1652500109	3.45	Very Good	3.35	POSITIVE	75	VLA
140	1652500110	3.27	Very Good	3	NEGATIVE	94	MA
141	1652500117	3	Good	3.6	POSITIVE	111	VHA
142	1652500119	3.64	Extraordinary	3.75	POSITIVE	101	MHA
143	1652500121	3.64	Extraordinary	3.5	POSITIVE	117	VHA
144	1652500124	3.64	Extraordinary	3.1	POSITIVE	107	MHA
145	1652500128	3.73	Extraordinary	3.45	POSITIVE	114	VHA
146	1652500129	3.73	Extraordinary	4.35	POSITIVE	108	MHA
147	1652500130	3.64	Extraordinary	4.15	POSITIVE	103	MHA
148	1652500131	3.55	Extraordinary	3.5	POSITIVE	88	MLA
149	1652500133	3.73	Extraordinary	4.15	POSITIVE	95	MA
150	1652500134	3.73	Extraordinary	3.5	POSITIVE	115	VHA
151	1652500137	3.55	Extraordinary	3.8	POSITIVE	97	MA
152	1652500138	3	Good	3.5	POSITIVE	102	MHA
153	1652500139	3.82	Extraordinary	4.45	POSITIVE	77	VLA
154	1652500142	3.36	Very Good	3.5	POSITIVE	115	VHA
155	1652500144	3.82	Extraordinary	4.6	POSITIVE	78	VLA
156	1652500145	3.55	Extraordinary	3.8	POSITIVE	105	MHA
157	1652500147	3.73	Extraordinary	4.5	POSITIVE	108	MHA
158	1652500148	3.55	Extraordinary	3.75	POSITIVE	107	MHA
159	1652500151	3	Good	3.4	POSITIVE	106	MHA
160	1652500152	3.64	Extraordinary	4.35	POSITIVE	111	VHA

Note

VLA = Very Low Anxiety

MLA = Moderately Low Anxiety

MA = Moderate Anxiety

MHA = Moderately High Anxiety

VHA = Very High Anxiety

Appendix G

Result of Descriptive Statistic Analysis

Statistics

		English Language Learning Attitude	Academic Achievement	English Language Learning Anxiety
N	Valid	160	160	160
	Missing	0	0	0
Mean		3.8463	3.4303	100.9625
Median		3.8500	3.4550	101.0000
Mode		4.00	3.55	99.00
Std. Deviation		.37377	.27602	12.18303
Variance		.140	.076	148.426
Range		1.75	1.71	71.00
Minimum		2.90	2.29	61.00
Maximum		4.65	4.00	132.00
Sum		615.40	548.84	16154.00

Appendix H

Result of Normality Test

One-Sample Kolmogorov-Smirnov Test

		Academic Achievement	English Language Learning Attitude	English Language Learning Anxiety
N		160	160	160
Normal Parameters[a,b]	Mean	3.4303	3.8481	100.96
	Std. Deviation	.27602	.36959	12.183
Most Extreme Differences	Absolute	.105	.065	.060
	Positive	.060	.036	.031
	Negative	-.105	-.065	-.060
Kolmogorov-Smirnov Z		1.332	.820	.761
Asymp. Sig. (2-tailed)		.058	.512	.608

a. Test distribution is Normal.

b. Calculated from data.

Appendix I

Result of Linearity Test

Linearity of English Language Learning Attitude and Academic Achievement

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Academic Achievement * English Language Learning Attitude	Between Groups	(Combined)	4.277	32	.134	2.166	.001
		Linearity	1.419	1	1.419	22.995	.000
		Deviation from Linearity	2.858	31	.092	1.494	.064
	Within Groups		7.837	127	.062		
	Total		12.114	159			

Linearity of English Language Learning Anxiety and Academic Achievement

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Academic Achievement * English Language Learning Anxiety	Between Groups	(Combined)	4.001	51	.078	1.044	.417
		Linearity	1.058	1	1.058	14.091	.000
		Deviation from Linearity	2.943	50	.059	.783	.831
	Within Groups		8.113	108	.075		
	Total		12.114	159			

Result of Correlation Analysis

Correlation of English Language Learning Attitude and Academic

Achievement

Correlations

		English Language Learning Attitude	Academic Achievement
English Language Learning Attitude	Pearson Correlation	1	.342**
	Sig. (2-tailed)		.000
	N	160	160
Academic Achievement	Pearson Correlation	.342**	1
	Sig. (2-tailed)	.000	
	N	160	160

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

Correlation of English Language Learning Attitude and Academic

Achievement

Correlations

		Academic Achievement	English Language Learning Anxiety
Academic Achievement	Pearson Correlation	1	-.296**
	Sig. (2-tailed)		.000
	N	160	160
English Language Learning Anxiety	Pearson Correlation	-.296**	1
	Sig. (2-tailed)	.000	
	N	160	160

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

Result of Regression Analysis

The Influence between English Language Learning Attitude and Academic Achievement

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.458	.213		11.523	.000
	English Language Learning Attitude	.253	.055	.342	4.578	.000

a. Dependent Variable: Academic Achievement

The Contribution of English Language Learning Attitude to Academic Achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.342^a	.117	.112	.26017

a. Predictors: (Constant), English Language Learning Attitude

The Influence between English Language Learning Anxiety and Academic Achievement

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.106	.175		23.452	.000
	English Language Learning Anxiety	-.007	.002	-.296	-3.889	.000

a. Dependent Variable: Academic Achievement

The Contribution of English Language Learning Anxiety to Academic Achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.296[a]	.087	.082	.26452

a. Predictors: (Constant), English Language Learning Anxiety

Appendix L

Titik Persentase Distribusi t (df = 1 – 40)

Pr \ df	0.25 / 0.50	0.10 / 0.20	0.05 / 0.10	0.025 / 0.050	0.01 / 0.02	0.005 / 0.010	0.001 / 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Titik Persentase Distribusi t (df = 41 – 80)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Titik Persentase Distribusi t (df = 81 –120)

Pr / df	0.25 / 0.50	0.10 / 0.20	0.05 / 0.10	0.025 / 0.050	0.01 / 0.02	0.005 / 0.010	0.001 / 0.002
81	0.67753	1.29209	1.66388	1.98969	2.37327	2.63790	3.19392
82	0.67749	1.29196	1.66365	1.98932	2.37269	2.63712	3.19262
83	0.67746	1.29183	1.66342	1.98896	2.37212	2.63637	3.19135
84	0.67742	1.29171	1.66320	1.98861	2.37156	2.63563	3.19011
85	0.67739	1.29159	1.66298	1.98827	2.37102	2.63491	3.18890
86	0.67735	1.29147	1.66277	1.98793	2.37049	2.63421	3.18772
87	0.67732	1.29136	1.66256	1.98761	2.36998	2.63353	3.18657
88	0.67729	1.29125	1.66235	1.98729	2.36947	2.63286	3.18544
89	0.67726	1.29114	1.66216	1.98698	2.36898	2.63220	3.18434
90	0.67723	1.29103	1.66196	1.98667	2.36850	2.63157	3.18327
91	0.67720	1.29092	1.66177	1.98638	2.36803	2.63094	3.18222
92	0.67717	1.29082	1.66159	1.98609	2.36757	2.63033	3.18119
93	0.67714	1.29072	1.66140	1.98580	2.36712	2.62973	3.18019
94	0.67711	1.29062	1.66123	1.98552	2.36667	2.62915	3.17921
95	0.67708	1.29053	1.66105	1.98525	2.36624	2.62858	3.17825
96	0.67705	1.29043	1.66088	1.98498	2.36582	2.62802	3.17731
97	0.67703	1.29034	1.66071	1.98472	2.36541	2.62747	3.17639
98	0.67700	1.29025	1.66055	1.98447	2.36500	2.62693	3.17549
99	0.67698	1.29016	1.66039	1.98422	2.36461	2.62641	3.17460
100	0.67695	1.29007	1.66023	1.98397	2.36422	2.62589	3.17374
101	0.67693	1.28999	1.66008	1.98373	2.36384	2.62539	3.17289
102	0.67690	1.28991	1.65993	1.98350	2.36346	2.62489	3.17206
103	0.67688	1.28982	1.65978	1.98326	2.36310	2.62441	3.17125
104	0.67686	1.28974	1.65964	1.98304	2.36274	2.62393	3.17045
105	0.67683	1.28967	1.65950	1.98282	2.36239	2.62347	3.16967
106	0.67681	1.28959	1.65936	1.98260	2.36204	2.62301	3.16890
107	0.67679	1.28951	1.65922	1.98238	2.36170	2.62256	3.16815
108	0.67677	1.28944	1.65909	1.98217	2.36137	2.62212	3.16741
109	0.67675	1.28937	1.65895	1.98197	2.36105	2.62169	3.16669
110	0.67673	1.28930	1.65882	1.98177	2.36073	2.62126	3.16598
111	0.67671	1.28922	1.65870	1.98157	2.36041	2.62085	3.16528
112	0.67669	1.28916	1.65857	1.98137	2.36010	2.62044	3.16460
113	0.67667	1.28909	1.65845	1.98118	2.35980	2.62004	3.16392
114	0.67665	1.28902	1.65833	1.98099	2.35950	2.61964	3.16326
115	0.67663	1.28896	1.65821	1.98081	2.35921	2.61926	3.16262
116	0.67661	1.28889	1.65810	1.98063	2.35892	2.61888	3.16198
117	0.67659	1.28883	1.65798	1.98045	2.35864	2.61850	3.16135
118	0.67657	1.28877	1.65787	1.98027	2.35837	2.61814	3.16074
119	0.67656	1.28871	1.65776	1.98010	2.35809	2.61778	3.16013
120	0.67654	1.28865	1.65765	1.97993	2.35782	2.61742	3.15954

Titik Persentase Distribusi t (df = 121 –160)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
121	0.67652	1.28859	1.65754	1.97976	2.35756	2.61707	3.15895
122	0.67651	1.28853	1.65744	1.97960	2.35730	2.61673	3.15838
123	0.67649	1.28847	1.65734	1.97944	2.35705	2.61639	3.15781
124	0.67647	1.28842	1.65723	1.97928	2.35680	2.61606	3.15726
125	0.67646	1.28836	1.65714	1.97912	2.35655	2.61573	3.15671
126	0.67644	1.28831	1.65704	1.97897	2.35631	2.61541	3.15617
127	0.67643	1.28825	1.65694	1.97882	2.35607	2.61510	3.15565
128	0.67641	1.28820	1.65685	1.97867	2.35583	2.61478	3.15512
129	0.67640	1.28815	1.65675	1.97852	2.35560	2.61448	3.15461
130	0.67638	1.28810	1.65666	1.97838	2.35537	2.61418	3.15411
131	0.67637	1.28805	1.65657	1.97824	2.35515	2.61388	3.15361
132	0.67635	1.28800	1.65648	1.97810	2.35493	2.61359	3.15312
133	0.67634	1.28795	1.65639	1.97796	2.35471	2.61330	3.15264
134	0.67633	1.28790	1.65630	1.97783	2.35450	2.61302	3.15217
135	0.67631	1.28785	1.65622	1.97769	2.35429	2.61274	3.15170
136	0.67630	1.28781	1.65613	1.97756	2.35408	2.61246	3.15124
137	0.67628	1.28776	1.65605	1.97743	2.35387	2.61219	3.15079
138	0.67627	1.28772	1.65597	1.97730	2.35367	2.61193	3.15034
139	0.67626	1.28767	1.65589	1.97718	2.35347	2.61166	3.14990
140	0.67625	1.28763	1.65581	1.97705	2.35328	2.61140	3.14947
141	0.67623	1.28758	1.65573	1.97693	2.35309	2.61115	3.14904
142	0.67622	1.28754	1.65566	1.97681	2.35289	2.61090	3.14862
143	0.67621	1.28750	1.65558	1.97669	2.35271	2.61065	3.14820
144	0.67620	1.28746	1.65550	1.97658	2.35252	2.61040	3.14779
145	0.67619	1.28742	1.65543	1.97646	2.35234	2.61016	3.14739
146	0.67617	1.28738	1.65536	1.97635	2.35216	2.60992	3.14699
147	0.67616	1.28734	1.65529	1.97623	2.35198	2.60969	3.14660
148	0.67615	1.28730	1.65521	1.97612	2.35181	2.60946	3.14621
149	0.67614	1.28726	1.65514	1.97601	2.35163	2.60923	3.14583
150	0.67613	1.28722	1.65508	1.97591	2.35146	2.60900	3.14545
151	0.67612	1.28718	1.65501	1.97580	2.35130	2.60878	3.14508
152	0.67611	1.28715	1.65494	1.97569	2.35113	2.60856	3.14471
153	0.67610	1.28711	1.65487	1.97559	2.35097	2.60834	3.14435
154	0.67609	1.28707	1.65481	1.97549	2.35081	2.60813	3.14400
155	0.67608	1.28704	1.65474	1.97539	2.35065	2.60792	3.14364
156	0.67607	1.28700	1.65468	1.97529	2.35049	2.60771	3.14330
157	0.67606	1.28697	1.65462	1.97519	2.35033	2.60751	3.14295
158	0.67605	1.28693	1.65455	1.97509	2.35018	2.60730	3.14261
159	0.67604	1.28690	1.65449	1.97500	2.35003	2.60710	3.14228
160	0.67603	1.28687	1.65443	1.97490	2.34988	2.60691	3.14195

Appendix M

Preliminary Study Questions

Name:

Male/Female:

NIM:

Direction: Fill out the following questionnaire, checking the box which best describes you

This is for yourself not for anyone else, so answer as honestly as you can.

No.	Statements	Agree	Disagree
1.	I am satisfied with my GPA score	60 %	40 %
2.	I feel nervous when I am speaking English	70 %	30 %
3.	I fell worry making mistakes in English Class	60 %	40 %
4.	English is more important than other subject	80 %	20 %
5.	I always submit my assignment on time	70 %	30 %
6.	I am active to ask questions in language class	30 %	70 %