



THE CORRELATION BETWEEN STUDENTS' ANXIETY LEVEL AND STUDENTS' GPA SCORE

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Abstract

GPA or Grade Point Average is the accumulation of the final score of all the scores obtained by students during college. There are many students who feel anxious when they will receive a study result card. This study aims to find out about the causes of student anxiety when receiving the study results card while they are studying, with this study aims to find solutions on how to eliminate or reduce student anxiety about the GPA they obtained. The method used for this research is quantitative data collection. The data was collected using a questionnaire which will be distributed to students using google Forms. The respondents of this study are the students of English Education students at Universitas Teknokrat Indonesia. So it is hoped that this research can run smoothly and well.

Keywords: Grade point average, students, anxiety

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INTRODUCTION

Education is an effort to realize planned learning so that learning occurs effectively, actively, and attractively for students. The improvement of education is progressing, and there has been a successful update to the educational system's curriculum. There is no arguing that every Indonesian students needs to acquire and master the English language Agustina, et al (2021). Pustika (2021) stated some people require the ability to speak English in order to function as global citizens. Each students must master four macro-skills in English. They are speaking, listening, reading and writing Pustika (2015). English is one of the foreign languages that are only taught in schools in Indonesia and has been made a required subject from elementary school through college (Jayanti & Norahmi, 2014; Aminatun and Oktaviani, 2019; Sari, 2019; Ayu, 2020; Mandasari, 2020; Mandasari and Aminatun, 2020; Pustika, 2020; Ambarwati and Mandasari, 2020; Mandasari and Wahyudin, 2021; Rahmania, A. H., & Mandasari, B., 2021). At the level of education, college is very challenging for students. that is why students who are in college insist on immediately completing higher education. Since college is the final institution before entering the workforce, getting successful results is every student's goal Ismail, et al (2017).

According to Spielberger (1983) Anxiety is a subjective feeling of tension, fear, nervousness, and worry associated with the nervous. People who anxiety attacks will usually feel dizzy, short of breath, sweaty, afraid, numb or tingling. Anxiety was defined by Freud as "something that is felt," an emotional state that includes feelings of fear, tension, nervousness, and worry accompanied by physiological arousal. The long-term anxiety that people with anxiety disorders usually experience can cause the brain to release hormones on a regular basis. Facilitating anxiety "motivates the learner to "push" the new learning task; it primes the learner emotionally for approach behavior," Scovel (1978). Horwitz, et al (1986) stated that Foreign language anxiety was triggered by three distinct circumstances: communication anxiety, fear of negative evaluation, and exam anxiety. Psychological issues are very prevalent among college students. An emotional disorder called anxiety has cognitive,

physical, affective, and behavioral elements, Ahmed I et al (2009). Negative self-perceptions of language abilities have a significant impact on anxiety levels, Cheng, et al (1999).

GPA is a value that can go up and down as long as you are in college. The high and low grades that you get in each course can determine some of the GPA scores of you. For the GPA value, this value is a value obtained from the average conversion value of each course that you have taken throughout your education. This converted grade is then added up and divided by the number of courses you have taken. As said before, anxiety can affect student learning, it can decrease the results of their GPA which previously had no decrease or decrease. The student's grade point average (GPA) is another component of success, particularly in academic success. As long as they are tertiary level students, students can get a GPA score, which is a score or grade Agustina, et al (2021).

The discussion of the relationship between student anxiety and GPA scores will be carried out in this paper, which will include information from various reliable sources so that researchers can collect data results, and this study will expand the relationship between student anxiety and GPA scores.

RESEARCH METHOD

This study was collected by questionnaire through google form, and the correlation between student anxiety and GPA scores was used to collect data in this study. Purposive sampling was used as the sampling methodology in this study, which was planned as a quantitative correlational study. Purposive sampling is a methodology for determining the sample size in a group of people based on the preferences of the authors and the purpose or difficulty of the research. The participants in this study were students of English Education at the Indonesian Technocrat University, with a total sample of 38 students in the Quantitative Research course. This questionnaire includes 25 questions which will be answered on a five-point Likert scale. The scale interpretations that can be selected to answer the questionnaire, it can be seen as follow: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree. The data will be analyzed using Pearson item correlation statistics, and the correlation coefficient will be determined using SPSS software.

FINDINGS AND DISCUSSION

This study will reveal the correlation between the level of students anxiety and the GPA results of students in UniversitasTeknokrat Indonesia. This research was taken based on an analysis questionnaire consisting of 25 items. The results of this analysis can be seen in the table below, the table below showed the characteristics based on the gender of the students who filled out the questionnaire.

Tabel 1.1 Characteristic of respondents based on gender.

Gender	N	%
Male	12	30,8%
Female	27	69,2%
Total	39	100%

The number of respondents who have filled out the questionnaire that the researcher distributed is 39 people. There are 12male and the percentage is 30.8%. Then the number of female respondents as many as 27 people who have filled out the questionnaire, with a percentage of 69.2%. All students are part of the quantitative research class majoring English education.

Table 1.2 The Reability of Instrument

Reliability Statistics

Cronbach's Alpha	N of Items
,900	25

Based on table 1.2 it show that the reliability of the questionnaire provide by the researcher is indicated by the Cronbach’s Alpha value is 0,900 which means highly reliable. In this study, the achievement between the results of GPA, and EPT, student achievement results are shown by looking at the GPA results of semester students, while proficiency is shown by the results of the English Proficiency Test (EPT). The results can be seen in the following table of 1.3)

Tabel 1.3 The Result of Students GPA and EPT.

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
GPA	39	2,00	2,00	4,00	3,5049	,45427	,206
EPT	39	236,00	317,00	553,00	454,5128	51,26447	2628,046
Valid N (listwise)	39						

Table 1.3 shows the minimum GPA score of English education students taking the Quantitative Research course is 2.00 and the maximum score is 4,00 with a means 3.50. Meanwhile, the EPT score of students from same class, namely 317 is the minimum score and 553 iis the maximum score with a mean of 454.

The statements contained in the questionnaire distributed by researcher. Every statements will be displayed in several tables along with the number of respondents, mean, and SD. The items shown in table 1.4

Table 1.4 The result of students anxiety

NO	Statement	N	Mean	SD
Q1	I never feel quite sure of myself when I am speaking language.	39	2,8	2,87
Q2	tremble when I know that I am going to be called on to speaking class	39	3,2	3,21
Q3	I start to panic when I have to speak without preparation in language class.	39	3,2	3,26
Q4	In language class, I can get so nervous I forget things I know	39	3,3	3,32
Q5	I feel very self- conscious about speaking the foreign language in front of other students	39	3,2	3,29
Q6	I get nervous and confused when I am speaking English	39	2,8	2,87
Q7	I am afraid that the other students will laugh at me when I speak the foreign language	39	2,8	2,84
Q8	I get nervous when teacher asks me to speak English which I have prepared in advance	39	3	3,00
Q9	I can feel my heart pounding when I going to be called on	39	3,3	3,39
Q10	It embarrasses me to volunteer to go out first to speak English	39	3,0	3,03

Q11	The more speaking tests I have, the more confused I get	39	3,0	3,03
Q12	Certain parts of my body feel very tense and rigid while speaking English.	39	2,9	2,95
Q13	I feel anxious while waiting to speak English.	39	2,9	2,95
Q14	I want to speak less because I feel shy while speaking English.	39	2,8	2,82
Q15	I dislike using my voice and body expressively while speaking English.	39	2,6	2,61
Q16	I have trouble to coordinate my movements while speaking English.	39	2,7	2,79
Q17	I find it hard to look the audience in my eyes while speaking English.	39	3,0	3,05
Q18	Even if I am very well-prepared I feel anxious about speaking English because other students would laugh me when I speak in foreign language.	39	2,8	2,84
Q19	I am lazy to memorize new vocabulary and rarely use it.	39	2,6	2,66
Q20	I do not have a lot of vocabulary.	39	3	3,00
Q21	I feel confident when I speaking English	39	3,4	3,42
Q22	They have no fear of speaking English.	39	3,2	3,21
Q23	I feel relaxed while speaking English.	39	3,2	3,26
Q24	I face the prospect of speaking English with confidence.	39	3,3	3,37
Q25	I enjoy the prospect of speaking English.	39	3,4	3,45
Mean		39	3,01	2,48

Table 1.4 shows statements related to students anxiety where there are 25 items for this type of anxiety statements. The table also shows that N means the number of respondents in one statement in the questionnaire. In the table above, the number of N is 39, it means that the respondents in each statement in the questionnaire are 38 students at tertiary level. Then in the ‘mean’ table it shows the average of the respondents for each statement on the questionnaire the the table also shows the Standard Deviation. The average result of the ‘mean’ and ‘standard deviation’ are 3.01 and 2.48.

After analyzing the descriptive result of the research, the researcher analyzed the correlation between students’ anxiety and their GPA score. The correlation between students’ anxiety and their GPA score can be seen below:

Table 1.5 Correlation of Students’ Anxiety level and Their GPA score

Correlations			
		GPA	Anxiety
GPA	PearsonCorrelation	1	,015
	Sig.(2-tailed)		,926
	N	39	39
Anxiety	PearsonCorrelation	,015	1
	Sig.(2-tailed)	,926	
	N	39	39

The results of the calculations indicate that the correlation coefficient was .015. This finding suggests a moderately positive correlation between students’ anxiety and their GPA scores. The GPA or Grade Point Average is the final accumulation of the total scores obtained by students while studying in

college which is used as a benchmark for graduation. It is very normal to have anxiety. If you feel anxious too often for no good reason, you may have an anxiety disorder, also known as an anxiety disorder. According to Stuart and Sundeen (2016) anxiety is an emotional state without a specific object. Anxiety is triggered by the unknown and accompanies all new experiences, such as going to school, starting a new job or having a child. This research is to prove student GPA with student's Anxiety correlation. The findings were taken from the analysis of a questionnaire consisting of 25 items. the reliability of the questionnaire is indicated by Cronbach's Alpha 900. In this study, the achievement between the results of GPA,

CONCLUSION

The results of the analysis show that 39 respondents have contributed to the questionnaire and most of them choose agree option. Not only that, the result Correlational analysis shows that there is a correlation between students' anxiety and their GPA. The findings of this study can confirm the results of previous studies existing studies and theories in which student anxiety tends to be linear with learning achievement. It is very important that a teacher should pay attention to students' learning anxiety during the teaching and learning process. Students can try to find strategies they can do to overcome anxiety in themselves to overcome anxiety and succeed in learning.

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