



THE CORRELATION BETWEEN ANXIETY AND STUDENT GPA & EPT SCORE DURING COVID 19 PANDEMIC

Masagus Abdullah Akhdan¹, Dyah Aminatun²

Universitas Teknokrat Indonesia^{1,2}

masagus_abdullah_akhdan@teknokrat.ac.id, aminatun_dyah@teknokrat.ac.id

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Abstract

One of the problems and inhibitions of students' learning development is anxiety. Students in Indonesia learn online from home in an effort to limit social restrictions during the pandemic covid-19. From this online learning, there is also anxiety felt by students. The purpose of this study is to find out what are the anxieties felt by students in online learning during this pandemic that have an arrelation with their last GPA score and EPT (English proficiency test) score. This research was designed using quanatitative correlational study with independent variables. The data of this study was taken from English Education Students of Universitas Teknokrat Indonesia and the sample obtained in this study was 39 students' who takea Quantitative Research class. The instruments used in collecting the data are questionnaire and the last GPA & EPT score. Statistical analysis of Pearson product-moment correlation and SPSS software was used to find the correlation between the variables. The result of this study showed that there were negative correlation between anxiety and students' GPA and EPT scores. The correlation was 0.925, and the t-table was lower than the T-test. As a result, it is entirely possible to conclude that anxiety has a statistically significant impact on student achievement.

Keywords: Anxiety, GPA score, EPT score, SPSS

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INTRODUCTION

The WHO announced a novel corona virus outbreak in January 2020. COVID - 19 infection as a public health problem of global relevance (WHO, 2020). It controls community constraints such as school hours, public transit operations, work from home, and soon. The community's movement is restricted by this policy. Religious, economic, educational, and social psychology have all been impacted by the regulations and constraints. Despite the fact that the local government has strengthened the rule, some people are still required to work outside, according to the media (Laksono et al, 2020).

During COVID-19 ,the restriction of community mobility has the potential to cause anxiety, sadness, and tension in the society. Environmental, emotional, and physical factors are only a few of the elements that influence anxiety. When people are told to stay at home, they may become anxious. As a result of the suppressed situation, it led to a domino theory. Anxiety, according to Bourne (2010), is a physiological, behavioral, and psychological emotion all rolled into one. People, for example, are unable to engage in routine daily activities, communicate with their social group, or participate in religious events outside of their homes, among other things (Mukhtar & Rana,2020).

College students' are notorious for having a high prevalence of psychological problems. One of the most significant affective factors influencing college students' foreign language learning is anxiety

(Wang and Zhang,2021). Anxiety is an emotional disorder that has cognition, somatic, emotional, as well as behavioral components (Ahmed et al., 2009). Anxiety continues to be the most common problem in student assessments of psychological symptoms, which can influence students' motivation, focus, and social relationships, all of which are critical for academic success (Son et al., 2020).

Low self-confidence, manifested in low self-esteem connected with writing and speaking, can contribute to anxiety in a second language classroom (negative affectivity, fear of failure, or fear of evaluation). Anxiety levels are strongly influenced by negative self-perceptions of language skills (Cheng et al., 1999). Students' have anxiety regardless of their preparedness for learning a language; for example, they are concerned about what others will think of them when they perform their English, the familiarity of the topic utilized in English learning, how low their accomplishment may be, and so on (Ningsih & Agustin,2022). Students' with all these diseases are at risk of low academic achievement and a lack of interest in college activities. This can include a lack of academic involvement, bad relationship with lecturers and peers, and a disinterest in pursuing passion and making plans for the future.

As said above, anxiety can affect student learning, especially in this pandemic period which is all online and the lack of interaction in the lecture environment that leads to a lack of achievements they get during this learning. Language anxiety may inhibit students' progress in mastering important language skills, thus further affecting their motivation to attend the class (Khodaday & Khajavy, 2013). This can trigger a decrease in the results of their English proficiency test score and can also decrease the results of their GPA which previously had no decrease or decrease but not much as this pandemic situation. Al-Shboul et al. (2013) found that language anxiety effected both the learning process and the results achieved by students'. Because of the limitations during online learning that cause students' to become anxious, they anxiety about whether can follow the lectures well, anxiety about the value they will receive, because learning normally and face-to-face is usually easier for students' to accept.

According to Hashempour (2014), anxiety can have a negative effect on educational occurrence success and activities because people with anxiety disorders are self-occupied. As a result, most of their energy that could be used in their learning experience and help to increase their academic progression is wasted, which results in negative impacts. Although some research has suggested that moderate anxiety increases in foreign language learning (Park and French, 2013).

A discussion of the correlation between EPT and GPA score with anxiety conducted in this paper, which will include information from a variety of reliable sources so that researchers can collect and study this document. In other words, this study will expand on the relationship between EPT and GPA score and anxiety by citing research that has already been reviewed. It suggests that increased anxiety in studying English has resulted in a decrease in the learners' score. Learners who are less anxious about learning English, on the other hand, scored significantly higher (Pratiwi et al. 2019). Therefore, the research aims at investigating the correlation between the students' anxiety and their GPA and EPT score in learning English as foreign language in the context of University Students' of English Education 18

RESEARCH METHOD

Purposive sampling was utilized as the sampling methodology in this study, which was planned as a quantitative correlational research. It is a non random method that does not require various theories or a pre determined number of participants. Simply said, the researcher determines what needs to be understood and then seeks out persons who can and are willing to supply the information based on their expertise or experiences (Etikan et al, 2016). The participants in this study were English Education students' at Universitas Teknokrat Indonesia, with a sample size of 39 students' in a Quantitative Research course. An online questionnaire, EPT score, and GPA score were utilized to

collect data in this study. The researcher adopted Hismanoglu (2013) questionnaire, consisting of a 20-item survey questionnaire. The result determined by using SPSS software version 20.

FINDINGS AND DISCUSSION

This study seek to reveal the correlation between Anxiety that affect students' GPA and EPT score. The finding is taken from analysis questionnaire consisting 20 items. The data were collected through a questionnaire consisting of 20 items and then distributed to all students' who took the Quantitative Research class. Then the data is analyzed using the SPSS application version 20. The result can be seen in the following data and the table.

The 1 test to be conducted was the reliability test. A reliability test is one that is conducted to assess an instrument's level of reliability. If the instrument's reliability is improved, it will become more reliable. Then, of course, it has its provisions for making a reliable decision. According to Taherdoost (2016), an instrument is dependable if its reliability value is more than 0.6

Tabel 1. The Reliability of Instrument.

Cronbach's Alpha	N of Items
0,925	20

Based on table 1, it can be seen that the reliability of the questionnaire is indicated by the value of Cronbach's Alpha 0,925 which means reliable. In this study the students' achievement as well as proficiency were measured. The students' achievement is indicated by grade point average (GPA), while proficiency is indicated by the result of English Proficiency Test (EPT). The result can be in the following table.

And the 2 test is about to find out students' GPA (Grade Point Average) and EPT (English Proficiency Test) minum score, maximum score and Std. Deviation.

Tabel 2. The Result of Students' GPA and EPT.

	N	Minimum	Maximum	Mean	Std. Deviation
GPA	39	2,00	3,94	3,4408	,44092
EPT	39	313,00	553,00	448,79 49	55,28214
Valid N (listwise)	39				

Table 2 points out that the result of students' achievement indicated by GPA has the minimum score of 2,00 and the maximum score is 3,94 with mean score 3,44. Meanwhile, for EPT score, the minimum grade is 313,00 while the maximum grade is 553,00 with mean score 448.

The 3 table is about the result of questionnaire that the researcher get from the participants.

Table 3. Reports of Anxieties from students'

No.	Statement	N		
			Mean	SD
Q1	I never feel quite sure of myself when I am speaking in my Online foreign language class.	39	3,03	1,16
Q2	I don't worry about making mistakes in language class	39	3,18	1,27

Q3	I tremble when I know that I'm going to be called on in online language class	39	2,92	1,06
Q4	It frightens me when I don't understand what the lecturer is saying in the foreign language	39	2,77	1,11
Q5	It wouldn't bother me at all to take more foreign language classes	39	2,95	0,92
Q6	During online language class, If in myself thinking about things that have nothing to do with the course.	39	3,18	1,00
Q7	I keep thinking that the other students' are better at languages than I am	39	3,13	1,32
Q8	I am usually at ease during tests in my online foreign language class	39	3,15	0,87
Q9	I start to panic when I have to speak without preparation in online language class.	39	2,82	1,45
Q10	I worry about the consequences of failing my online foreign language class	39	3,00	1,38
Q11	I don't understand why some people get so upset over online foreign language classes.	39	3,08	0,90
Q12	In language class, I can get so nervous If forget things I know.	39	3,05	1,38
Q13	It embarrasses me to volunteer answers in my language class.	39	3,00	1,00
Q14	I would not be nervous speaking the foreign language with native speakers.	39	2,92	1,04
Q15	I get upset when I don't understand what the lecturer is correcting.	39	2,90	1,07
Q16	Even if I am well prepared for language class, I feel anxious about it.	39	3,26	1,21
Q17	I often feel like not going to my online class.	39	3,03	1,09
Q18	I feel confident when I speak in foreign language class.	39	3,08	1,16
Q19	I am afraid that my language lecturer is ready to correct every mistake I make.	39	3,03	1,20
Q20	I can feel my heart pounding when I'm going to be called on while online class meeting.	39	3,10	1,17

Based

on table 3 it can be found that students' have problems in themselves, or can be told that anxiety in the learning process is happening, especially in this pandemic period, from some questions pertaining to what they feel while studying, there are things that can increase their anxiety levels which affect their learning process. Based on the results, it is not concluded that the average student feels too high anxiety but is too low nor has any anxiety. From the 20 questions that asked through questionnaires, most of them chose neutral answers. It's suggested that they weren't always concerned about their learning during this college, but there were some answers from them that showed a high level of anxiety in some questions such as question number 20, 16, and 6.

The 4 table is about the result of students' correlation between GPA (Grade Point Average) score that affected students' anxiety.

Table 4. correlation between GPA score with students' anxiety

		GPA	Students' anxiety
GPA	Pearson Correlation	1	-,248
	Sig. (2-tailed)		,129
	N	39	39
Students' anxiety	Pearson Correlation	-,248	1
	Sig. (2-tailed)	,129	
	N	39	39

Based on table 4, on Pearson correlation the researcher got 0,-248 it means based on the results that the researcher got the negative correlation between students' anxiety. Students' GPA score is -248 which mean less anxiety score, the higher GPA score that students' got, then for the sig 2-tailed the researcher got 0,129 which means there is no significant correlation between two variables, because basically the sig 2 - tailed should be <0,05.

And the 5 table is about the result of students' correlation between EPT (English Proficiency Test) score that affected students' anxiety.

Table 5. correlation between EPT score with students' anxiety

		EPT	Students' anxiety
EPT	Pearson Correlation	1	-,239
	Sig. (2-tailed)		,143
	N	39	39
Students' anxiety	Pearson Correlation	-,239	1
	Sig. (2-tailed)	,143	
	N	39	39

Based on table , the correlation between EPT score with anxiety, the researcher found that the score was 0,-239 it means negative correlation. So the less anxiety score, the highest EPT score that students' got, then for the sig 2 - tailed the reseacher got 0,143 which means there is no significant correlation between two variables because basically the sig 2-tailed should be <0,05.

Based on the findings that the researcher got, from the 39 samples that have filled out the questionnaire there is a fact that there is anxiety that they experienced during online lessons in this pandemic. The data that the researcher have been analyzed, the data showed that the anxiety affected students' last EPT and GPA score wich shown on table 1 to table 5The researcher analyzed the data by using instrument that has been reliable by using the reliability test that showed the result of cronbach's alpha more than 0.6, and the result from the questionnaire demonstrated that the students' have anxiety in learning process. The correlation between students' GPA score and anxiety showed the result of negative correlation which mean the level of anxiety can affected the students' GPA score if the students' feeling more anxious, so the they got lower score of GPA score which mean that there is no significant corellation between two variables. And the correlation between EPT score and anxiety also showed the result of negative correlation that the lower the anxiety score, the higher the EPT score that students' acquire aslo stated that there is no significant correlation between two variables.

Anxiety symptoms may occur on their own or in connection with those of other emotional disorders (Pan, 2020). It is possible that it can affect your physical and mental health. Cold toes, a racing heart, cold sweats, headaches, a loss of appetite, insomnia, and chest tightness are some of the physical signs. Fear, inability to concentrate, restlessness, and an urge to flee reality are some of the emotional symptoms (Morgan, 2020). In a brief, anxiety is characterized by fear or concern in potentially dangerous circumstances, leading to confusion and apprehension about the future (Sheherazade & Tsang, 2015).

This type of social activity is typically conducted in public areas where everyone can see it. However, with the restriction of human physical distance exercise during the COVID-19 outbreak, a number of mental and psychological issues will arise, which have become a human habit (Fraser et al., 2020).

This depression is also affected by a large number of students' and community members who carry out activities to return to their area of origin since universities, schools, and even offices take steps to be temporarily closed and online learning, and there are also many people doing activities outside the home due to socio-economic factors such as living needs and finding government assistance, this is also in line with previous studies of different countries issuing travel alerts and bans, as well as expanding vacation days (online learning), in order to contain outbreaks that wreak havoc on daily life (Kwok et al., 2020).

CONCLUSION

It can be concluded that from the research that has been done, from the 39 samples that have filled out the questionnaire there is a fact that there is anxiety that they experienced during online lessons in this pandemic. And the results of the last EPT score and the last GPA they get the result that with high levels of anxiety.

Then they will get a low score with the results of their EPT and GPA score. And if the anxiety level is low then the higher the score obtained in their EPT and GPA. Its implications are that the impact of this pandemic also has on students' anxiety in carrying out teaching processes that can affect their GPA and EPT score during this online learning.

The researcher's suggestion for improvement or further research is to conduct a study with a larger amount of data to improve the validity of the measurement. And the researcher hope for future research is to doing more observation in the field to find out what is the problem that students' going through that can make them feel anxious in collage.

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