

The Correlation Between Students Emotion of Anxiety and Their Performance in English Class

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Abstrak

Penelitian ini mengkaji hubungan antara kecemasan siswa dan prestasi akademik, yang didasari oleh kekhawatiran bahwa kecemasan berdampak negatif terhadap hasil belajar di kelas. Menggunakan metode kuantitatif, penelitian ini melibatkan 42 responden dan menemukan bahwa siswa umumnya mengalami tingkat kecemasan sedang. Demikian pula, siswa di kelas 11 IPS 2, 3, dan 4 menunjukkan tingkat pencapaian akademik yang sedang. Analisis korelasi menunjukkan adanya hubungan negatif yang signifikan antara tingkat kecemasan dan prestasi belajar—siswa dengan tingkat kecemasan lebih tinggi cenderung memiliki prestasi lebih rendah, sedangkan siswa dengan kecemasan lebih rendah menunjukkan hasil yang lebih baik. Temuan ini menyoroti pentingnya kesejahteraan emosional dalam mendukung keberhasilan akademik, serta perlunya memberikan dukungan untuk membantu siswa mengelola kecemasan. Penelitian ini juga merekomendasikan agar penelitian selanjutnya difokuskan pada pengembangan dan evaluasi intervensi yang bertujuan mengurangi kecemasan dan meningkatkan prestasi belajar siswa.

Kata kunci—Kecemasan siswa, emosi kecemasan, prestasi akademik

Abstract

This study investigates the relationship between student anxiety and academic performance, motivated by concerns that anxiety negatively affects classroom outcomes. Using a quantitative method, the research involved 42 participants and found that students generally experienced moderate anxiety. Similarly, students in class 11 Social Studies 2, 3, and 4 demonstrated moderate academic achievement. A correlation analysis revealed a significant inverse relationship between anxiety levels and performance—students with higher anxiety tended to perform worse, while those with lower anxiety achieved better results. These findings highlight the impact of emotional well-being on academic success and suggest the importance of supporting students to manage anxiety effectively. Addressing this issue could lead to improved academic outcomes. The study also recommends that future research focuses on developing and accessing interventions designed to reduce anxiety and enhance student performance in educational settings.

Keywords—Students anxiety, emotion of anxiety, Students' performance

INTRODUCTION

Emotions are integral aspects of human experience. According to Qodariah et al. (2022), emotions are defined as psychological states influenced by central nervous system activity, which manifest through physiological responses, facial expressions, subjective feelings, and consistent behavioral patterns. Emotions are broadly categorized into positive and negative types, with this study specifically focusing on anxiety, a form of negative emotion. Corey (2013) describes anxiety as a state of psychological tension characterized by an internal impulse to react to perceived threats or uncertainties. This emotional response arises from the anticipation of danger or potential loss. Therefore, anxiety extends beyond mere worry, functioning as a psychological mechanism that prompts individuals to respond to stressful or threatening situations.

Understanding the close relationship between emotions and individual behavior and performance is essential, particularly within the educational setting. Bonwell and Eison (2002) emphasize that learning performance encompasses not only academic achievement but also the degree of student engagement in classroom activities. In this study, learning performance is defined through student activity and participation, with involvement serving as a key indicator for enhancing conceptual understanding. As highlighted by Sa'adah and Ariati (2020), student performance includes active contributions to tasks or instructions, attentiveness during learning, persistence in completing assignments, adherence to school norms, and the expression of positive emotions during the learning process. Therefore, fostering active student participation is not solely aimed at improving academic outcomes, but also at developing behavioral patterns and cognitive abilities applicable across diverse contexts. Within this framework, anxiety is recognized as a significant emotional barrier that can hinder student behavior and performance, warranting serious consideration in efforts to enhance educational quality.

This study was initiated based on the researchers' observation that anxiety negatively affects student performance, particularly in English classes. For instance, students experiencing anxiety may hesitate to respond to teachers' questions due to fear of making mistakes. This observation aligns with Barrett (2019), who stated that anxiety contributes negatively to classroom performance, hindering students' ability to grasp learning materials effectively. Furthermore, Thaib (2013) emphasized that emotional intelligence, including the management of anxiety, accounts for up to 80% of the factors influencing students' academic decline. This research highlights the importance of examining the role of anxiety in shaping student performance, as limited understanding in this area restricts the development of teaching strategies that accommodate students' emotional needs. Addressing this gap is essential for enhancing learning outcomes, especially in language education. Moreover, the absence of prior studies specifically linking anxiety and student performance underscores the significance and originality of this research focus.

Literature review of Emotion of Anxiety and Students Learning Performance

Emotional variability plays a critical role in language learning, with negative affective states such as anxiety posing substantial challenges to comprehension and vocabulary retention as mentioned by Qodariah et al. (2022). Anxiety, defined as a state of discomfort or fear without clear boundaries and accompanied by autonomic responses (Vanin & Helsley, 2008), can significantly impair students' focus, concentration, and overall performance in language learning contexts. Such emotional discomfort often diminishes motivation (Surya, 2009), which in turn negatively affects engagement and achievement in classroom activities. These theoretical perspectives collectively suggest that anxiety is a key factor influencing students' ability to meet academic demands and participate actively in English language learning.

Anxiety has been identified as a significant factor influencing student learning performance, particularly in English language classrooms. According to Sa'adah and Ariati (2020), student performance encompasses constructive contributions to tasks, sustained attention to learning activities, persistence in completing assignments, adherence to school norms, and the demonstration of positive emotions in the learning process. Active participation is considered a prerequisite for achieving instructional objectives, with higher levels of engagement correlating with greater learning outcomes (Gulo, 2008). However, such engagement is closely linked to students' emotional states. Dharmayana et al. (2012) highlights that psychological characteristics, including emotional competence, are essential in fostering student engagement, which directly influences academic achievement. Emotional competence not only affects academic performance but also shapes students' attitudes, behaviors, and participation within the school environment. Consequently, understanding and addressing these emotional dimensions is critical for creating a supportive classroom climate that enhances both academic success and overall student development.

Related Studies

Azai and Prastya (2016) identified a negative relationship between test-related anxiety and motivation to learn biology among Grade X students at SMA Negeri 21 Jakarta, with anxiety accounting for 15.9% of the variance in motivation. Other influencing factors, such as student interests, aspirations, environmental conditions, teacher roles, and parental involvement, were noted but not directly studied. Similarly, Variansyah and Listiara (2017) found a significant positive relationship between performance goal orientation and academic anxiety among Grade X students at SMA Negeri "A" Semarang, with goal orientation contributing 35% to the variance in academic anxiety, alongside cognitive, biological, and environmental influences. Nurjanah and Alyani (2021) reported that anxiety in online mathematics learning was generally high, with the majority of students experiencing moderate anxiety (73.78%). The primary triggers included difficulty understanding content, determining learning processes, solving mathematical problems, fear of poor grades, negative perceptions of mathematics, and feelings of tension or stress. In a broader emotional context, Méndez-Aguado et al. (2020) examined relationships between emotions, motivation, habits, and academic performance in French language learning. They found that positive emotions correlated with increased motivation, stronger study habits, and higher achievement, while negative emotions showed inverse associations. Prima and Fikry (2021) investigated the influence of parental involvement on the academic performance of Grade 2 social sciences students at SMA Negeri 4 Sungai Full City. Their findings indicated above-average academic performance and a small but significant positive correlation ($r = .178$) between parental involvement and performance, reinforcing the role of socio-environmental support in educational achievement.

Conceptual Framework

The conceptual framework of the research has two variables, namely Students emotion of anxiety which is included in the independent variable and students' performance which is included in the dependent variable seen in *Figure 1*.



Figure 1. Conceptual Framework

METODE PENELITIAN

Research Design

The study employed a quantitative research design with a descriptive orientation. As noted by Arikunto (2013), a quantitative approach is characterized by the systematic use of numerical data throughout the stages of research, including data collection, analysis, interpretation, and the presentation of findings. In alignment with this framework, the study examined and described the relationship between students' levels of anxiety and their performance in English language classes.

Respondents

The participants in this study were Grade 11 Social Sciences (IPS) students from SMA Negeri 1 Airmadidi, enrolled in the first semester of the 2023/2024 academic year. The Grade 11 Social Science parallel comprised four classes, each containing approximately 28 to 33 students. To ensure focus, relevance, and adequate representation of the variables under investigation, a sample was drawn from this population, resulting in 42 students participating in the study.

Sampling Technique

This research used convenience sampling method, Etikan et al. (2016) stated that convenience sampling refers to a non-probability or nonrandom sampling in which the respondents of the study should be easy accessibility, close proximity to the study site, availability at a specific time, or willingness to participate, are included for the purpose of the study. For this reason, the researcher decided to use this method.

Instrument

The instrument that was used was a questionnaire adapted from Kartawijaya and Padli (2020), for students' emotions of anxiety as variable X, with 22 questions. Sugiyono (2013) defines a questionnaire as a data collection method that is carried out by providing a series of questions or written statements for respondents to answer. Participants who answered this questionnaire referred to their experiences and were assessed based on several criteria, which depend on statements reflecting indicators divided into two main aspects. For student performance variable or variable Y was used an observation, as stated by Bungin (2007) the data collection method through participant observation is used to collect research information by making direct observations and understanding in the daily lives of respondents, with researchers actively involved in the situation.

Procedure of Data Collection

The data collection process was conducted through a series of structured procedures to ensure compliance with institutional protocols and facilitate smooth implementation. Initially, the researcher submitted a formal request and cover letter to the Dean of the Faculty of Teacher Training and Education (FKIP) seeking authorization to conduct observations at SMA Negeri 1 Airmadidi. Upon approval, a letter of introduction from the Dean was obtained and subsequently delivered to the school's administrative office. The researcher then met with the principal to secure formal permission for the study, followed by coordination with the Grade 11 English language teacher to determine an appropriate schedule for administering the questionnaire, which was distributed to students via a Google Form. Following data collection, the responses were compiled and entered into a statistical analysis software program for further examination.

Pilot Study

The research instruments underwent a pilot study to assess their validity and reliability prior to full-scale implementation. According to Johnson and Christensen (2014), a pilot test typically requires a minimum of five to ten respondents to evaluate an instrument's effectiveness. In this study, the pilot testing was conducted with 28 students from Grade 11 IPS 1 at SMA Negeri 1 Airmadidi.

Validity and Reliability

Validity and reliability are research components that determine whether a research instrument is reliable and can be used or not. According to Yusup (2018), instrument validation is the process of measuring the extent to which the instrument has an adequate level of accuracy in measuring the variable in question. Meanwhile, according to Azwar (2012), reliability refers to the extent to which an instrument is considered reliable in collecting data because the instrument has been proven to be good. This reflects the level of consistency or reliability that the instrument has. In other words, a reliable instrument is an instrument that can be trusted and relied upon.

In this study, a pilot test was conducted to determine the validity and reliability of the questionnaire. To assess validity, the researcher employed statistical analysis, following Cramer and Howitt's (2004) criterion that an item is considered valid if its p-value exceeds .05. Reliability was then evaluated using Cronbach's alpha coefficient, with Hale and Astolfi (2014) noting that a value of .70 or higher indicates sufficient reliability to support the research. Only items that met both the validity and reliability thresholds were retained for use in the actual study.

Ethical Considerations

Participation in this study was entirely voluntary, and respondents were neither coerced nor compelled to complete the questionnaire. Although informed consent was obtained prior to participation, individuals retained the right to withdraw from the study at any stage without penalty. To safeguard participant privacy, all collected data were treated with strict confidentiality. Participants were assured that the outcomes of the observations would not influence their academic evaluations and that their anonymity would be preserved in any dissemination of the research findings.

Data Analysis Techniques

The data were quantified using a Likert scale and subsequently analyzed through Pearson's product-moment correlation in SPSS to examine the relationship between students' emotional states and their learning outcomes. The dataset was entered into SPSS, with variables clearly defined for statistical testing. Pearson's correlation coefficient, which ranges from -1 to +1, was computed to determine both the strength and direction of the association between the variables (Sedgwick, 2012). A positive coefficient denotes a direct relationship, wherein an increase in one variable corresponds with an increase in the other, while a negative coefficient reflects an inverse relationship, where an increase in one variable is associated with a decrease in the other. Statistical significance was determined using the p-value, with values below the conventional threshold of .05 indicating a statistically significant correlation (Sedgwick, 2012).

Data Interpretation

This study utilized a five-point Likert scale to evaluate the relationship between students' emotional states and their performance in language classes, with interpretation criteria adapted from Sugiyono (2016) as follows: 4.50–5.00 = very high, 3.50–4.49 = high, 2.50–3.49 = moderate, 1.50–2.49 = low, and 1.00–1.49 = very low. The determination of statistical significance in the correlation between the variables was based on a threshold of

$p \leq .05$. Consistent with Sugiyono's (2014) assertion, the 5% significance level is a standard parameter in educational research, whereby a p-value less than or equal to .05 indicates a statistically significant association between students' emotional states and their academic performance in language learning contexts.

RESULTS AND DISCUSSIONS

This section presents the findings, analysis, interpretation of data, and discussions regarding students' emotional anxiety and their performance in English classes, specifically focusing on Grade 11 Social Studies 2, 3, and 4. The results detail the correlation between students' anxiety levels and their academic performance, providing empirical evidence derived from the study's analysis.

The Level of Students' Emotion of Anxiety

The finding revealed 42 respondents were in moderate levels of student emotion of anxiety with the mean score of 3.24. The result shown in Table 1 shows that the maximum score recorded was 4.36, while the lowest score was 2.14. The average value of students' anxious emotions is 3.24. This shows that the student's anxiety level is at a moderate level. These results are different from research that was conducted by Variansyah and Listiara (2017) where anxiety had a score shown in their research which showed a high level.

Table 1. The Level of Students' Emotion of Anxiety

Variable	N	Mean	StDev	Minimum	Max	Median
Emotional Anxiety	42	3.24	0.50	2.14	4.36	3.18

The Level of Students Performance

The mean score of the students' performance is 3.24. It shows the level of students' performance of class 11 Social Studies 2,3,4. Data in Table 2 shows that the highest score recorded was 4.18, while the lowest score was 1.36. The average value of students' anxious emotions is 3.24. This shows that the level of student performance is at a medium level. These results are similar to the results of research conducted by Prima and Fikry (2021), although the scores do not show the same results but are still included in the medium category.

Table 2. The Level of Students Performance

Variable	N	Mean	StDev	Minimum	Max
Students Performance	42	3.24	0.71	1.36	4.18

The Correlation between Students Emotion of Anxiety and Their Performance in English Class

Findings showed that the correlation between students' emotion of anxiety and their performance is at $r = 0.41$. The result of this study is shown in Table 3. There was a significant correlation between students' emotion of anxiety and their performance. The research results show a p value of 0.01. This means that the p value is lower than the standard significance level of α which according to Sugiyono (2014) is 0.05 ($p < \alpha$). Based on the findings in Table 3, there is a significant correlation between students' emotions of anxiety and their performance. This means that the higher the student's emotional anxiety, the lower the student's performance. The lower the student's emotional anxiety, the higher

the student's performance. These results show the same results as Variansyah and Listiara (2017) where the P value shows that there is a relationship between anxiety and student performance in class.

Table 3. The Correlation of Students' Emotion of Anxiety and Their Performance in English Class

Pearson correlation	0.41
P-value	0.01

CONCLUSION

The results revealed that participants generally experienced moderate levels of anxiety, with individual scores ranging from low to moderate. Likewise, students in Grades 11 Social Studies 2, 3, and 4 demonstrated moderate performance levels. Correlation analysis identified a statistically significant negative relationship between anxiety and performance, indicating that increased anxiety levels were associated with lower student performance.

RECOMMENDATIONS

It is recommended by the researchers that it is important for students to acknowledge that experiencing anxiety is a normal part of life and can affect anyone. Accepting these feelings without self-blame and recognizing that one is not alone in facing them. They can foster resilience and self-awareness. For educators, the findings of this study suggest the need for additional professional development focused on identifying signs of anxiety, implementing supportive instructional strategies, and providing appropriate emotional assistance to students in need. At the institutional level, the school in which this research was conducted is encouraged to integrate mental health programs into the curriculum, establish accessible counseling services, and offer training for teachers and staff on recognizing and responding effectively to student anxiety. For future research, it is recommended that studies be conducted with larger and more representative samples to enhance the generalizability of the findings. Further investigations should also explore additional contributing factors, such as family environment and academic pressure, while incorporating qualitative methodologies to gain a deeper and more nuanced understanding of students' experiences with anxiety and effective coping mechanisms.

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