

## Abstract

The current research study aims to investigate: (1) level anxiety of students; (2) academic achievement of students; and (3) the correlation of students' foreign language classroom anxiety and their academic achievement. This research was conducted using correlational design under quantitative approach. The data were obtained through questionnaire consisting of 33 statements about foreign language classroom anxiety scale and document of students' Grade Point Average (GPA). The questionnaire was distributed to 151 students using simple random sampling among the English Language Education Department (ELED) student at one private university batch 2017. Then, the data were analyzed using descriptive statistic and inferential statistic by statistical application. The first finding explained that the mean value of students' anxiety level showed 81.47 which meant that the level anxiety of students was in moderate category. The second finding revealed that the mean value of academic achievement score showed 3.48 which meant the data was in good category. The third finding explained that the result of Sig. (2-tailed) score was 0.000. It was less than significance level of 0.05. It means that there was significant correlation between foreign language anxiety in the classroom and their academic achievement. It can be concluded that the alternative hypothesis ( $H_a$ ) was accepted. This study showed  $-.353$  for Pearson correlation value. It revealed that there is a negative correlation between students' foreign language classroom anxiety and their academic achievement. The degree of association was in low correlation. In addition, it pointed out that there was low negative correlation between students' anxiety level and their academic achievement.

*Keywords:* anxiety, foreign language classroom, academic achievement