Students Affective Strategies and Anxiety in Learning English

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Abstract: The purpose of this study was to describe quantitatively the affective strategies and students' anxiety in learning English. This study aimed to find out the level of affective strategies and students' anxiety, the dominant affective strategies used by the students, the differences in affective strategies and students' anxiety based on gender, and the relationship, if any, between the two variables. The respondents were 90 X grade students in SMA X Airmadidi. The sampling method was the convenience sampling. The instrument consisted of two questionnaires. The first questionnaire was Strategy Inventory for Language Learning (SILL) that focused on affective strategies. The second questionnaire used Foreign Language Classroom Anxiety Scale (FLCAS). The results showed that the level of affective strategies and students' anxiety was moderate; the dominant affective strategies used by the students were 'lowering your anxiety'; there were significant differences in both affective strategies and students' anxiety based on gender. It was also revealed that there was no significant correlation between the affective strategies and students' anxiety. It was concluded that the affective strategies did not influence students anxiety therefore their anxiety was found out neither low nor high.

Keywords: Affective strategies, anxiety, language learning strategy