

THE DIFFERENCES AMONG GENDER IN SPEAKING ANXIETY OF ENGLISH STUDENTS AT UNIVERSITY OF ISLAM MALANG

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Abstract: Speaking is one of central elements of communication in EFL (English as a Foreign Language), it is an aspect that needs special attention and instruction. speaking is much to be used in communication. Feelings of anxiety is one of problems in speaking mastery from students learning process. The study aimed to check whether there is a gender difference in a speaking anxiety. Whether there is or not difference between gender in speaking anxiety of English Language was examined deeply in this study. The design of this research was used a quantitative descriptive design to collect the data related to learning objectives. The researcher took 30 participants from the fourth semester of University of Islam Malang. The procedure of the research applies by Google Form or questionnaire which sent to the class concerned. To analyses the data, the researcher used SPSS version 20. The results of this research showed that male students have a higher level of foreign language anxiety in speaking than female students. There was no significance difference level of foreign language anxiety between female and male students. They only have a little bit difference based on analyzed data used independent sample t-test in SPSS software.

Keywords: Speaking, anxiety, speaking anxiety, foreign language, gender.

INTRODUCTION

In learning process, the main purpose of students is to acquire language skills, include speaking. The most important ability on which students will be evaluated in the reality is speaking. It is a key component of daily encounters and frequently creates a person's first impression based on the student's ability to speak fluently and be understood. Richard (2008) state "speaking is one of central elements of communication in EFL (English as a Foreign Language) teaching, it is an aspect that needs special attention and instruction". Speaking is much to be used in communication. Someone who been successful in the process of acquiring a language is determined by the ability of students interact and achieve the purpose of pragmatic with others. Human interaction requires effective communication. Of course, oral and listening skills are related to communication in a language (Rajanthran, S., Prakash, R., & Husin, A. (2013)).

There are lots of issues with speaking proficiency arising from the teaching of students. One of the issues affecting the students is emotional. When students are struggling,

it may be challenging for them to concentrate on their academics, or it may impair their ability to see or talk clearly. Conversations and classroom activities involving emotions are significant because they have a positive effect on learning. Every emotional state that a student experiences, both on a basic level and a more fundamental level. Students' feelings about learning foreign languages typically lean more toward discouragement than encouragement. Anxiety is one of the emotional states that makes the process challenging. Feeling of anxiety, fear, and stress have been recognized as one of the most important factors influencing Foreign Language (FL) learners emotionally. The limitations of speaking a foreign language that come with living in an EFL environment are things like lack of exposure and opportunities to use English. There are many studies that have investigated EFL students' degrees of anxiety in speaking performance, according to Intan & Jurianto (2020).

Wilson (2006) claimed that speaking class performance and classroom activities appear to have a direct relationship with students' nervousness. Therefore, anxiety impairs cognitive function; anxious students may learn less and may not be able to demonstrate what they have learned. In terms of reducing their fear in speaking class, students do not want to try speaking and practice on their own.

According to Ernawati and Fatma (2012), both internal and external influences might have an impact on a student's anxiety:

A. The internal factors

1. Fear of Mistake
2. Shyness
3. Lack of confidence
4. Lack of motivation

B. The external factors

1. Embarrassment
2. Limited vocabulary
3. Grammatical error
4. Lack of preparation

Language learning anxiety is not a personality feature, but is instead categorized as a situational specific anxiety, according to studies on language learning anxiety (Horwitz, 2001; MacIntyre et al., 1992). Crucial fact is that even anxious language learners rarely experience anxiety when learning a foreign language, which differentiates foreign language anxiety apart from the other types of anxiety (Horwitz, 2001). Scovel (1978) state that

anxiety is a very complex experience that must be understood as a combination of emotions, personality characteristics, and feelings. Liu and Jackson (2008) indicated that the effects of language anxiety also extend outside the EFL classroom, causing individuals to be quieter and less willing to communicate. Yahya (2013) stated that foreign language anxiety has three components, they are:

1. Communication apprehension
2. Test Anxiety
3. Fear or negative of evaluation

Based on the ten principles above, it could be concluded that . Depression may develop if these unpleasant feelings are uncontrollable and students are unable to express their sentiments appropriately. In fact, a lot of sad students do not even report it, and they might still experience depressive episodes as adults. According to the American Psychiatric Association, childhood depression can infrequently be followed by behaviors that seem unrelated. Depression is associated to conduct issues, physical symptoms, academic difficulties, and anxiety. This indicates that if students experience anxiety throughout the learning procedure, level of their education will suffer the consequences. There are connections between emotions, depression, stress, gender, and learning. Between male and female have different level of foreign language anxiety and the way they reduce foreign language is different. The association between gender and student anxiety related to learning a foreign language has been proved.

There are several studies conducted by researchers related to this article. The studies by Hwa & Peck (2017) focused on determine whether speaking anxiety differed by gender among Malaysian tertiary ESL (English as a Second Language) students. Determining the degree of speaking anxiety among tertiary students in the ESL classroom is another goal, (Purwanti et al., 2018) who had done the research entitled "*Students' speaking anxiety in an EFL classroom: gender perspective at SMA Negeri 2 Kendari*" that consisted of SMAN 2 Kendari second-graders, and also Rahmawati (2020) entitled "*Investigating English Department Students' Foreign Language Speaking Anxiety: A Case Study in Universitas Airlangga, Indonesia*" discussed a correlation between students' proficiency in speaking a foreign language and their speaking fear is examined.

According to those previous studies, the researcher conducted research in English Department at the Universitas Islam Malang. for measuring foreign language learners' overall anxiety in classroom, the researcher conducts a study about the differences among gender in

speaking anxiety of English students at University of Islam Malang to know there is or not differences of students' anxiety when speaking English among gender.

Related to the background of the problems which already mentioned above, the researcher wants to conduct research with study's issue "Are there any significant differences of speaking anxiety experienced in a foreign language at the fourth semester students of University of Islam Malang?" and the purpose of this study is to finding out whether there is or not significant differences in speaking anxiety experienced among gender of University of Islam Malang in learning English.

METHOD

In this study, the researcher used a quantitative descriptive design as a research methodology. The descriptive qualitative technique is chosen because to collect data related to learning objectives. According to Creswell (2003) defined quantitative research as a sort of research that collects numerical data and analyzes it using techniques that are mathematically oriented. The study done to determine how speaking anxiety among students differed by gender. The researcher collects the data used a questionnaire called the FLSAS (Foreign Language Speaking Anxiety Scale) with 30 students of A and D classes to get the answer of three key factors communication anxiety, test anxiety, and concern over receiving a negative evaluation from their experienced.

FINDING AND DISCUSSION

Data were collected from 30 students consist of 19 females and 11 males in the fourth semester. The data were collected from the students' answered on FLSAS questionnaire and the results are shown in the following table.

Table 4.1 Mean Scores and Percentage of the FLSAS

No	Item	Mean	SA%	A%	NA%	D%	SD%	Anxiety Values %
1.	Q1	3.57	13.3	10.0	20.0	20.0	36.7	36.7*
2.	Q2.	2.80	33.3	10.0	20.0	16.7	20.0	33.3*

3.	Q3	3.03	23.3	20.0	13.3	16.7	26.7	26.7
4.	Q4	3.00	20.0	16.7	26.7	16.7	20.0	20.0
5.	Q5	2.87	20.0	20.0	33.3	6.7	20.0	33.3*
6.	Q6	2.87	26.7	13.3	20.0	26.7	13.3	26.7
7.	Q7	2.90	26.7	23.3	10.0	13.3	26.7	26.7
8.	Q8	3.07	26.7	6.7	20.0	26.7	20.0	26.7
9.	Q9	2.90	23.3	13.3	23.3	30.0	10.0	23.3
10.	Q10	2.83	13.3	36.7	20.0	13.3	16.7	20.0
11.	Q11	3.17	20.0	10.0	30.0	13.3	26.7	26.7
12.	Q12	2.87	20.0	26.7	20.0	13.3	20.0	26.7
13.	Q13	3.23	16.7	16.7	23.3	13.3	30.0	30.0
14.	Q14	2.77	30.0	16.7	16.7	20.0	16.7	30.0
15.	Q15	3.17	26.7	6.7	16.7	23.3	26.7	26.7
16.	Q16	3.23	6.7	33.3	20.0	10.0	30.0	33.3*
17.	Q17	2.77	30.0	13.3	26.7	10.0	20.0	26.7
18.	Q18	3.33	16.7	6.7	30.0	20.0	26.7	30.0
19.	Q19	2.80	26.7	16.7	23.3	16.7	16.7	26.7
20.	Q20	3.13	20.0	13.3	16.7	33.3	16.7	33.3*
21.	Q21	2.97	10.0	30.0	26.7	20.0	13.3	30.0
22.	Q22	2.90	26.7	16.7	16.7	20.0	20.0	26.7
23.	Q23	3.17	20.0	16.7	13.3	26.7	23.3	26.7
24.	Q24	2.83	16.7	33.3	16.7	16.7	16.7	33.3*
25.	Q25	2.80	30.0	6.7	30.0	20.0	13.3	30.0
26.	Q26	3.13	16.7	20.0	23.3	13.3	26.7	26.7
27.	Q27	2.93	23.3	23.3	10.0	23.3	20.0	23.3
28.	Q28	3.27	13.3	16.7	23.3	23.3	23.3	23.3
29.	Q29	2.77	23.3	30.0	13.3	13.3	20.0	30.0

30.	Q30	2.93	23.3	16.7	26.7	10.0	23.3	26.7
31.	Q31	3.57	10.0	13.3	23.3	16.7	36.7	36.7*
32.	Q32	2.83	20.0	23.3	30.0	6.7	20.0	30.0
33.	Q33	2.67	20.0	23.3	30.0	6.7	20.0	23.3
Average		3.00						
Mean								

* The Percentage of anxiety value which is more than 30%

Before learning a foreign language, the situations that most frighten students were as follows. First, fear of speaking English causes great anxiety among students. The outcome of accepted question No. 1 “*I never feel quite sure of myself when I am speaking in my English class*” was (36.7%). This number fall under the category of communication anxiety (based on constructed by Ganschow et al., 1996). When required to speak in front of other classmates in English, the students exhibited extreme shyness. They believed that everyone was looking at them and judging them, thus they were uncomfortable and quickly embarrassed.

The following were instances that cause students to experienced anxiety in No. 16 “*Even if I am well prepared for English class, I feel anxious about it*” (33.3%) and No. 20 “*I can feel my heart pounding when I am going to be called on in English class*” (33.3%). This indicates that 33.3% of students were not at comfort and do not feel confident in the English classroom. These two factors fall under the category of test anxiety (in accordance with the domain created by Ganschow et al., 1996). These students experience exam anxiety either because they have assumptions that were excessive or both.

Last, students felt the most anxious when they thinks were not as competent as their friends. They gave the claims their full support in No. 31 “*I am afraid that the other students will laugh at me when I speak the English*” (36.7%). This number applied in the case of fear of negative evaluation feedback (depending on the established domain by Ganschow et al., 1996). These students worry about what other people think, but they also anticipate receiving bad feedback from team members.

There were also a few students in each group who did not feel nervous at all whether with or without preparation, mainly because of their strong self-confidence. they provided claims in questions No. 2 “*I don’t worry about making mistakes in English class*” (33.3%), No. 5 “*It wouldn’t bother me at all to take more English classes*” (33.3%), and No. 24 “*I feel very self-conscious about speaking the English in front of other students*” (36.7%).

1. Are there any significant differences of speaking anxiety experienced in a foreign language at the fourth semester students of University of Islam Malang?

Table 4.3. Groups Statistic for FLSAS and Gender

Table 4.4. Independent samples test results

Independent Samples Test								
	Levene's Test for Equality of Variances				t-test for Equality of Means			
F	Sig.	T	Df	Sig. (2- tailed)	Mean Differ ence	Std. Error Differ ence	95% Confidence Interval of the Difference Lower Upper	

Equal	-	-	-	-	-	-	-	-	-	-
Spe	2.253	.145	.64	28	.526	3.3397	5.2027	13.997	7.3176	2
akin			2			1	4	04		
g	Equal									
Anx	variances			27.			4.6479			6.1887
iety	not		.71	517	.478	3.3397		12.868		9
	assumed		9			1	8	22		

FLSAS significantly difference between Female ($M = 97.84$, $SD = 15.42$) and Male ($M = 101.99$, $SD = 9.99$) in Speaking Anxiety. According to the mean score, the male students had more anxiety about speaking a foreign language than the female students did. To find out there was a statically significant difference mean scores between female and male, independent sample t-test can be seen in table 4.4. The researcher should first make sure the statistically significant difference of Levene's test of equality of variances whether data homogeny or not. Based on the data $f = 2.253$ (sig. $p = 0.145$), it means that the data not homogeny or equal variances not assumed. In the table 4.4 above, the test statistic $t = -.719$, the degree of freedom $df = 27.51$ with a significant level $p = .478$. The probably of value ($p = .478$) was higher than 0.05, so there was no significant difference in speaking anxiety experienced between female and male students of University of Islam Malang. According to the analysis, male students experience more speaking anxiety in a foreign language than female students. The level of anxiety associated with learning a foreign language did not significantly differ by gender. They only have a little bit difference based on analyzed data by using independent sample t-test in SPSS software. As stated in Hwa (2014): Aida (1994); Matsuda and Globel (2004) findings that males were more likely to have linguistic anxiety than females and there was no significant difference between male and female (Hwa, 2014 cited Capan & Simsek, 2012).

This result runs counter to the majority of certain earlier investigations. Some previous studies found that in speaking classes or foreign language classrooms, female students are more anxious than male students are. The result of this research found that male students have a higher level of anxiety than female students. Male students exhibit higher levels of linguistic anxiety than female students, according to Eleldi's (2016) analysis. Male students worry more about making mistakes in speaking classes.

According to findings from the previous studies (Fariadian et al., 2014), male students are slightly more anxious than female students. In speaking classes, male and female students speak English differently. Hwa (2014) found that speaking anxiety in English classes was a significant contributor to speaking anxiety in foreign language classes. The speaking class makes the students feel uneasy. Marwan discovered that fear of failing the lesson was the main cause of language learners' anxiety. The kids are concerned about failing the speaking test. As Pappamihel (2001), male and female students react differently to the demands of speaking English in this environment, such as an EFL (English as a Foreign Language) classroom. According to Gargalianous (2015), male students in the classroom exhibit a higher level of anxiety when speaking a foreign language than female students. Less improvement in female students' anxiety levels compared to male students' anxiety (Hsu, 2009).

According to research by Cui (2011), males may feel more anxious than females in English classrooms because males' means were consistently higher than females in terms of either the general English classroom anxiety or each particular category of worry. These results appear to support the findings of some earlier studies claiming male learners have higher levels of language anxiety than female learners (Campbell, 1999; Kitano (2001), MacIntyre, Baker, and Donovan (2002), Na (2007, 2011), Sertçetin (2011, 2014), Sevim and Gedik (2014, 2015), and Wang (2014)). Particularly in speaking classes, male and female students differ in terms of personality traits, learning preferences, and cognitive capacities. Males are less outgoing than females in the speaking class

CONCLUSIONS AND SUGGESTIONS

The study's conclusion is presented here. The research finding is provided in the same order as the research problem and the percentage of students who reported feeling anxious. In relation to male and female differences, male and female students believe that test anxiety and communication apprehension were the main causes of their FLA (Foreign Language Anxiety). As a result, male students have more experience than female students.

The findings show that both male and female University of Islam Malang fourth-semester students obviously experienced three types of anxiety: communication apprehension, test anxiety and fear of negative evaluation. It demonstrates that male students experience greater anxiety than female students. The observation would in reality prompt a query. It points to a problem with gender differences. It indicates that there is no need to treat among gender students differently when it comes to anxiety during the teaching and learning

process at the university level. However, further study concentrating on this topic needs to be done in order to confirm this result.

The suggestion for the lecturer, the Level of Foreign Language Classroom Anxiety (FLCA), as well as its sources and effects, should be evaluated by English lecturers first. Since FLA (Foreign Language Anxiety) is a significant element that influences students' learning, it is important to raise lecturers' knowledge of the issue. Second, educators should assist and direct students in learning strategies and work with them to lessen the impact of worry. For instance, by having students discuss their anxiety experiences with one another or with the lecturer. In order to decrease language anxiety, it may be beneficial to discuss how learning English makes students feel.

For further researcher, the researcher is aware that there are still many interesting topics still unexplored. Future research is important in effort to cross-validate the results of this study using multiple, bigger samples of gender-based EFL students in Indonesia. Examining additional variables that may have an impact on university students' anxiety about learning a foreign language is another possibility. It will be useful to research factors such the background information on the students, the learning environment, the curriculum, and the teaching methodology of the EFL instructor.

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