GENDER DIFFERENCES ON EFL STUDENTS' SPEAKING ANXIETY

THESIS

Submitted in Partial Fulfillment of the Requirement For

Gaining the Degree of Bachelor In English Language Education

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ABSTRACT

Title : Gender Differences on EFL Students' Speaking Anxiety

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This study aims to analyze the significance differences in speaking anxiety between male and female EFL students based on gender. This study looked closely at whether or not there are gender differences in speaking anxiety when using the English language. A descriptive quantitative research methodology was employed in this study. 50 undergraduate EFL students of UIN Walisongo in the academic year 2022/2023 were selected as the participants. The data were gathered through a questionnaire. Male and female students' levels of speaking anxiety were determined using simple calculations. The statistical Mann-Whitney U test was used to determine whether there were any differences between genders in terms of speaking anxiety. According to the results, male and female students exhibit different levels of speaking anxiety; nevertheless, further analysis using the Mann-Whitney U test reveals that the difference is not statistically significant, with a score of Asymp.Sig. (2-tailed) of 0.684 > 0.05. According to the research's findings, male and female students experienced similar anxiety levels when learning a foreign language. Based on data analysis performed using independent sample t-tests in SPSS software, they just barely differ from each other. Additionally, male and female students have their own speaking anxiety that is different from one another.

Keywords: *anxiety, English foreign learners, gender difference, speaking*

DEDICATION

In the Name of Allah SWT, the Most Beneficent, the Most Merciful, who has blessed the researcher so that the researcher could finish the thesis.

This thesis is dedicated to all English teachers and everyone else who helped the researcher complete the thesis, especially my cherished parents, who never fail to encourage me and surround me with endless love.

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The author experienced several obstacles while doing the necessary research and writing this thesis, but with the help of many people's support, advice, motivation, cooperation, help, guidance, and encouragement, this thesis was ultimately able to be completed successfully. In this opportunity, the researcher would like to extends her gratitude and appreciation to:

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Semarang, 22nd June 2023

The researcher,

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MOTTO

"God has perfect timing, never early, never late. It takes a little patience and it takes a lot of faith, but it's a worth the wait"

"Know that gratitude is the highest degree, and it is higher than patience, fear, and separation from the world."
(Imam Al-Ghazali)

"Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle."[1]
(Christian D. Larson)

[1] Christian D. Larson, 'Quote by Christian D. Larson : "Believe in Yourself and All That You Are. Know ..."' <https://www.goodreads.com/quotes/210975-believe-in-yourself-and-all-that-you-are-know-that> [accessed 20 June 2023].

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CHAPTER I

INTRODUCTION

This chapter presents the background of the research, reason for choosing the topic, question of the research, objective of the research, limitation of the research and significance of the research.

A. Background of the Research

English is widely used from the primary through the tertiary levels throughout the educational system, particularly in Indonesia. Having the ability to speak in English is one of the key objectives of studying the language.[2] Speaking is regarded as the most crucial language ability to master when learning a foreign or second language out of the four skills that make up language proficiency: reading, listening, speaking, and writing. Speaking English has grown more crucial as a result of how useful it is in the age of globalization. English has a significant part in modern communication, not only for the purpose of education but also for enhancing one's own quality of life in the face of global challenges. However, practicing speaking English is difficult for those who are learning a foreign language. In

[2] N. M. Putri and L. Marlina, 'An Analysis of Students' Speaking Anxiety Faced by the EFL Freshman Students at English Department of Universitas Negeri Padang', *Journal of English Language Teaching*, 8.4 (2019), 459–71.

the target language, students go through a variety of processes and forms of instruction.[3] Because speaking requires interaction, it might be a difficult challenge for many children nowadays. In contrast to other English language skills, reading, listening, and writing can all be developed independently. However, speaking is a talent that cannot be developed independently; instead, students must find a conversation partner to develop their speaking skills.[4]

Speaking is an activity where students need time to speak clearly. Students need time to get ideas to express in their speaking. However, there are lots of students who complain because they are unsure about what they want to talk about in front of the class. There are several reasons such as lack of vocabulary, poor in grammar, poor in pronunciation and they don't know the meaning of what they are going to talk about. Mariam et al. (2022) stated that speaking is the most unique aspect of language skill. Because the most common questions are "Do you speak English?" and "Can you speak English?" rather than "Do you read English?", "Do you listen English?" and "Do

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[3] Rumiyati and Seftika, 'Anxiety of Speaking English in English Foreign Language (EFL) Class', *Journal of English Education Literature and Linguistics*, 1.1 (2018), 47–61.

[4] Maria Eva Damayanti and Listyani Listyani, 'An Analysis of Students' Speaking Anxiety in Academic Speaking Class', *ELTR Journal*, 4.2 (2020), 152–70 <https://doi.org/10.37147/eltr.v4i2.70>.

you write English?. The most unique aspect of language is speaking. It is listed as an additional productive skill to writing. Students frequently struggle with speaking English in the meanwhile. Teachers should encourage students to speak English with happiness and without anxiety.[5]

Speaking has become a crucial component of learning English, which increases the possibility of anxiousness. The skill that generates the most anxiety is speaking, which is the main reason for anxiety in language schools. Thus, speaking is likely to be the skill that second or foreign language learners find the most challenging between the four skills of writing, reading, listening, and speaking. Perhaps this is the case because when a learner uses their speaking ability, anxiety is clearly visible. As a result, practically all language learners experience speaking anxiety while speaking in a foreign language. It can be challenging for students to speak in English in an EFL classroom since they must do it with a high level of self-confidence.[6] Many

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[5] Siti Mariam, et al, 'Integrating Short Conversation and English Conversation Applications to Improve Students ' Speaking Skill s', *Journal of English Teaching and Learning*, 5.2 (2022), 107–18 <https://doi.org/10.21043/jetli.v5i2.17128>.

[6] Asysyfa Asysyfa, Ayu Maulidia Handyani, and Siska Rizkiani, 'Students' Speaking Anxiety in EFL Classroom', *PROJECT (Professional Journal of English Education)*, 2.4 (2019), 581 <https://doi.org/10.22460/project.v2i4.p581-587>.

English language learners claim to have a mental barrier to learning the language and experience tension, frightened, fear, or anxiety when speaking it. Speaking the language well can demonstrate that someone has learned it successfully.[7]

One of several factors that affects EFL speakers' ability to communicate is speaking anxiety. Both negative and positive effects of anxiety on learning are possible. Anxiety may impair the quality of learning by causing the learner to become upset on an intellectual and psychological level. In other instances, stress can motivate students to learn more because they feel under pressure. Foreign language learners frequently feel anxious while speaking because they worry about their target language proficiency. Speaking anxiety is crucial to learning a foreign language since communicative anxiety is the main obstacle to students' communication ability. Foreign language students need to develop their communication abilities in addition to their academic objectives. English language learners frequently experience anxiety and nervousness when speaking a foreign language, which can negatively affect communication through the use of the target

[7] N. M. Putri and L. Marlina, 'An Analysis of Students' Speaking Anxiety Faced by the EFL Freshman Students at English Department of Universitas Negeri Padang', *Journal of English Language Teaching*, 8.4 (2019), 459–71.

language.[8] Furthermore, when there has been no previous preparation, speaking in public is not as easy as people might think. Almost everyone experiences discomfort in situations requiring them to speak English in public. In actuality, the speaker's emotions of shyness and social anxiety are very normal. As quickly as possible, students can get over their fear of public speaking and feel more relaxed when speaking in English.

Most individuals, particularly students, have recently come to understand the importance of studying a second language. Given the significance of language in human life, it is crucial to learn and acquire a language in order to interact and communicate effectively on a daily basis. Anxiety is just one of many additional elements that go into college graduates' poor communication abilities. Language learning is significantly impacted by language anxiety. However, for language learners, speaking English fluently is consistently challenging. Anxiety, which is a component of affective factor, is one of the elements that affect it. It seems that anxiety is the key element limiting learners' oral performances. One of the most significant variables affecting foreign language learners is anxiety. Many students claim that their anxiety prevents them from learning languages. Thus,

[8] Indah Werdiningsih and Muhlisin Rasuki, 'The Correlation Between Speaking Anxiety and Speaking Proficiency', *The Asian EFL Journal*, 2021.

it is clear that anxiety keeps language learners from reaching their learning objectives. Speaking in front of other students, receiving comments from the teacher, pronouncing some words incorrectly, or structuring grammatically incorrect sentences are only a few of the learning process related factors that can make students experience speaking anxiety.[9]

The ability to speak in public is a requirement that must be met in competition in the global era. This becomes important to avoid mistakes in conveying intentions in a forum, both formal and informal. Based on this explanation, speaking is one of the soft skills or capabilities that everyone, even students, should have. The ability to communicate in public is very important for every individual to have, but not all individuals have the ability and courage to do this. Many people experience anxiety when speaking in public. Communicating in front of many people can cause anxiety for individuals. This happens because of the fear that the individual will receive evaluation or criticism from others for what they convey. For people who have speaking anxiety, this is of course the most difficult and frightening challenge, because they are in an uncomfortable situation. Problems

[9] Annisa Fauziah, Setyo Wati, and Tri Agustini Solihati, 'Gender Differences in Speaking Anxiety', *Etnolingual*, 6.1 (2022), 1–13 <https://doi.org/10.20473/etno.v6i1.34064>.

associated with public speaking anxiety are experienced by students, including English education students.

One of the issues with language mastery in the student learning process is anxiety feelings. Feelings of tension, worry, and anxiety that will impede students from speaking effectively in a foreign language lesson are different types of anxiety. Gender and foreign language anxiety are related. The differences between males and females can be seen in the ways that they learn. This study aims to look at the reasons for English speaking anxiety in EFL students as well as whether there are any gender differences in speaking anxiety. This study investigates the existence of a gender difference in English speaking anxiety.

B. Reason for Choosing the Topic

As the most extensively spoken language in the world, English is a part of every aspect of modern life, especially when trying to access media and works of art without the need for translation while job hunting, traveling abroad, or trying to access information while trying to search for a job. There are many factors that affect the language learning process. Foreign language speaking anxiety is

something very common among language learners.[10] Therefore, the researcher brought the topic English speaking anxiety.

C. Research Questions

1. How is male students' speaking anxiety?
2. How is female students' speaking anxiety?
3. How is the significance differences of male and female students' speaking anxiety?

D. Research Objectives

Based on the questions mentioned previously, the goals of this study are:

1. To explain male students' speaking anxiety.
2. To explain female students' speaking anxiety.
3. To analyze the signifiance differences of male and female students' speaking anxiety.

[10] Çilem Suna, 'Speaking Anxiety of Learners of English in Turkey at Different Age Groups', *Language Education and Technology (LET Journal)*, 1.2 (2021), 63–78.

E. Limitation of the Research

In order to get focus on the explanation, the researcher gives the limitation of her research. In this study, the researcher focuses on male and female students' anxiety in speaking English. Additionally, the scope of this research is limited to the research setting. And speaking anxiety among male and female students at the student's university is exclusively examined in relation to its significant differences. This research is specifically concerned with the English Foreign Language students of the English Education Department at UIN Walisongo Semarang in the academic year 2022/2023. This study was carried out online using a Google Forms questionnaire.

F. Significance of the Research

This study is expected to be beneficial for:

1. The lecturer; hopefully, this research would help lecturers distinguish their approaches to male and female students by giving lessons that reflect insight into student anxiety in both genders.
2. The learners; the researcher hopes students might be able to utilize this information to better understand the difficulties they often face when speaking and be motivated to practice more.

3. The next researcher; the researcher expects that this study may be helpful for further researchers who are interested in similar topics on gender differences in speaking anxiety.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents theoretical review and previous research.

A. Theoretical Review

1. Definition of Speaking

Since speaking effectively involves a wide range of skills. Students should be able to choose the right words, pronunciations, and grammar for unusual situations. They must speak clearly and even inquire about proper grammar to make sure their ideas are fully communicated.[11] Speaking is a way to supply expressive interaction regarding linguistic knowledge capabilities and a way to obtain information and language. There are several reasons for speaking involved expressing thoughts and opinion: including expressing a wish or preference to do something, resolving a disagreement or finding a solution, or building and maintaining relationships with others. Speaking involves more than just producing sound through

[11] Indra Yoga Prawiro and Uniyah, 'The Students' and Teachers' Perception: The Factors and Strategies to Cope Students' Anxiety in Speaking', *The Students' and Teachers' Perception: The Factors and Strategies to Cope Students' Anxiety in Speaking*, 11 (2019), 11.

speaking; it also involves the participation of thoughts and feelings. Students learn the information they need to talk as the primary means of verbal communication and as a way of expressing their thoughts through speaking.

According to Rajitha and Alamelu (2020), speaking is a procedure to share ideas, perspectives, opinions, and other information. Speaking exercises are supposed to draw thoughts or opinions from the brain. Therefore, speaking can be seen as an interactive action that involves creating, generating, acquiring, processing the thoughts or feelings, and other information that are communicated through speech organs and emotions. The context affects the speech's organization and meaning. Certainly speaking becomes a crucial component of language learning, but it is also more difficult than other abilities. Evidently, anxiousness was a major contributor to how poorly students performed orally.[12]

Speaking skills can be divided into formal and informal speaking skills, and we use both types of speaking skills in a variety of contexts throughout life. Informal speaking skills are important for conversations with friends and family, helping us to form emotional

[12] Annisa Fauziah, Setyo Wati, and Tri Agustini Solihati, 'Gender Differences in Speaking Anxiety', *Etnolingual*, 6.1 (2022), 1–13 <https://doi.org/10.20473/etno.v6i1.34064>.

connections. On the other hand, formal speaking skills is necessary for workplaces, in presentations or for conversations with people you don't know. Formal language is important because it helps us to make a good impression on people and communicate politely.[13]

2. Functions of Speaking

According to Richard (2008), learning to speak English is a priority for many foreign language learners. The roles of speech in human connection have been categorized by a number of language experts. Brown and Yule (after Jones 1996 & Burns 1998) assert that speaking serves the following three purposes: speaking as interaction: speaking as transaction: speaking as performance. Different learning strategies are required because each of these speech acts has a highly unique form and purpose. (Richards, 2008, p. 24)

a. Talk as Interaction

What we say in a conversation is referred to as talk. It involves two or more people interacting informally and spontaneously. It refers to the strategy utilized to get information out to others. As a

[13] S A Chowdhury, 'Student Anxiety in Speaking: A Study of English Language Courses at the University of Dhaka', *THT Journal*, 8 (2020) <http://thtjalt.bravesites.com/files/documents/2dd65a96-be19-447a-9bf2-0fb9b31651c5.pdf#page=8>.

result, communication between people requires conversation. Creating social connections is the primary goal of this function. The speakers are given more attention than the message, focusing more on how they want to show themselves to one another.

The primary characteristics of talking as interaction are:

1) Primarily serves a social purpose
2) Displays role relationships
3) Identity of speakers reflected
4) May be formal or informal
5) Proper etiquette in conversation
6) Measures manners in degrees
7) Uses a lot of generic terms
8) Uses a conversational tone
9) Joint construction

Some of the abilities needed to use talk as interaction include:

1) Opening and closing statements
2) Selecting topics
3) Small talk
4) Joking
5) Relating personal experiences and situations
6) Turn taking

7) Interrupting
8) Responses to others
9) Using the right voice for the situation

b. Talk as Transaction

When speaking, the goal focuses mainly on getting the point over clearly and accurately so that the other person understands what we are trying to say. Students and teachers typically put a higher priority on meaning or concepts for understanding in this style of spoken language than on interacting. Talk as transactions examples include:

1) Problem-solving exercises and class discussions
2) A class project where students design posters
3) Discussing to a professional about computer repairs
4) Planning a trip and talking with the tour guide
5) Calling a number to get flight information
6) Asking instructions to someone on the street
7) Buying a product in a store
8) Ordering meals from a restaurant menu

Richards makes two distinctions between various types of talk as transaction. The first kind of situation consists of those in which people are primarily focused on what is said or done and the focus is

on delivering and receiving information (like when asking someone for directions). Accuracy may not be your main concern as long as the material is accurately delivered or communicated. The second kind of transaction focuses on acquiring goods or services, such as reserving a hotel room or placing a restaurant order.

The primary characteristics of talking as transaction are:

1) It mostly focuses on providing information
2) The message is the important concern, not the audience
3) Participants use communication techniques to clarify their points
4) As in the illustration from the last classroom lesson, there can be a lot of questions, repetitions, and comprehension tests
5) Accuracy in language use is not always crucial

Some of the abilities needed to use talk as transaction include:

1) Describing a desire or goal
2) Explaining something
3) Asking question
4) Requesting more information
5) Information verification
6) Defending an idea
7) Making recommendations
8) Enhancing comprehension

9) Creating comparisons

c. Talk as Performance

Speaking activities in this case mostly consist of monologue as instead of dialogue, frequently has a recognized structure and more like written language as instead of spoken language. Speaking as a performance took place during speeches, public talks, classroom presentation, public announcements, retelling stories, and other situations. Talk as performance examples include:

1) Presenting a class report about a school trip
2) Holding a class discussion
3) Delivering a welcome speech
4) Presenting a sales promote
5) Giving a lecture

The primary characteristics of talking as performance are:

1) Focusing on the audience and the message
2) Predictable structure and progression
3) Importance of accuracy and form
4) Language resembles written language more.
5) Frequently monologic

Some of the abilities needed to use talk as performance include:

1) Using the right format
2) Presenting facts in a suitable context
3) Creating interest in the audience
4) Using proper grammar and pronunciation
5) Making an impression on the audience
6) Using the proper vocabulary
7) Using the right greeting and closing

3. Problem of Speaking

Speaking issues might prevent someone from communicating effectively. According to Pratiwi, psychological issues are those that frequently affect your mental and physical well-being, interpersonal interactions, productivity at work, or capacity for life adjustment, such as anxiety, lack of self-assurance, and public speaking phobia.[14]

First, lack of vocabulary. The phrases in your vocabulary all have a certain meaning. Vocabulary issues occur when a speaker is unable to communicate effectively due to a lack of spoken vocabulary and poor sentence grammar. Many students studying English as a

[14] Zahradita Widhayanti, 'English Department Students ' Learning Strategies to Overcome Speaking Anxiety', *Retain Journal*, 6.2007 (2018), 60–67.

second language struggle to talk in whole sentences and expressions. When they must translate the source language into a target language, like English, students are prepared with their lines in the source language. They frequently struggle to combine and apply the proper vocabulary. A person with a limited vocabulary will find it difficult to communicate their thoughts and feelings to others.[15]

Second, poor in grammar. Grammar is the study of sentence arrangement and structure. Learners will never be able to speak English fluently if they don't understand the rules of grammar. Incorrect word spelling, incorrect tenses, incorrect sentence structure, etc. are all examples of poor grammar. Grammar turns difficult due to the fact that students do not properly analyze structures. That is the reason why students find it challenging to speak.

Third, poor in pronunciation. A student of a second language must learn the distinctive features of the new language's sounds. Additionally, it will be very beneficial for students to speak naturally like native speakers. As crucial to learning a foreign language as grammar and vocabulary are pronunciation skills. Pronunciation

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[15] S A Chowdhury, 'Student Anxiety in Speaking: A Study of English Language Courses at the University of Dhaka', THT Journal, 8 (2020) <http://thtjalt.bravesites.com/files/documents/2dd65a96-be19-447a-9bf2-0fb9b31651c5.pdf#page=8>.

accuracy might be crucial for improving speaking abilities. Speaking is the first and most visible effect of poor pronunciation. Students find it quite frustrating when they say a word or a name and are met with blank looks from listeners who cannot understand them.[16]

Fourth, lack of self-confidence. The majority of people in this world struggle with self-confidence. Knowing that we are capable of doing well and thinking positively gives us confidence. Lack of self-confidence can take many different forms, including guilt, shyness, inwardness, unrealistic expectations of perfection, fear of effect or making mistakes, sadness, etc. Students who lack confidence may think they won't be able to speak English well. If students lack confidence in their speaking abilities, it is difficult for them to master English.[17]

The last, anxiety. While trying to speak more clearly, students could experience anxiety, nervousness, worried, shame, or fear of something terrible happening. Students who struggle with anxiety may

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[16] K Rajitha and C Alamelu, 'A Study of Factors Affecting and Causing Speaking Anxiety', *Procedia Computer Science*, 172.2019 (2020), 1053–58 <https://doi.org/10.1016/j.procs.2020.05.154>.

[17] Nuraqilah Nadjwa Miskam and Aminabibi Saidalvi, 'Investigating English Language Speaking Anxiety among Malaysian Undergraduate Learners', *Canadian Center of Science and Education*, 15.1 (2019), 1–7 <https://doi.org/10.5539/ass.v15n1p1>.

find it difficult to speak. Students will speak English more fluently in the future if they can identify mental health issues and manage their anxiety.

4. Definition of Anxiety

In general, the human body reacts to specific activities by producing anxiety. Anxiety is typically characterized by a sense of threat, anxiety, fear, or worry. The anxiety a speaker experiences before or during a presentation is the best way to characterize speech anxiety. Anxiety is frequently characterized by sweaty palms, trembling voices, thirsty throats, breathing difficulties, and even memory loss. A public speaking phobia may truly be a fear of rejection or embarrassment. Anxiety related to learning a foreign language may be situational, much like anxiety related to public speaking.[18] Additionally, anxiety levels vary according to the

[18] Syed Zahid Bukhari, Faria Saeed Khan, and Zahid Pathan, 'A Study on Second Language Speaking Students Anxiety among Undergraduate Students of the University of Balochistan', *Annual Research Journal Hanken*, 8 (2018).

language ability of the students. Anxiety is a form of behavior that occurs in advance of an unexpected event; it is not a disease.[19]

5. Types of Anxiety

There are two types of anxiety that a person can experience. The two types of anxiety include state anxiety and trait anxiety. State anxiety is anxiety that occurs in certain situations, usually with clear triggers. This means that state anxiety is an anxious feeling that people feel for a short period of time in a particular situation. A person with a trait anxiety disorder can feel anxious for a long time in any situation. On the other hand, those who struggle with state anxiety disorder only experience anxiety when they feel they are in danger. State anxiety usually occurs when a person feels that he/she is in a threatening situation. The duration of state anxiety depends on how the person feels. The longer a person feels threatened, the longer state anxiety occurs. One example of state anxiety is when you are going to speak in public, your anxiety will last a long time if you arrive far from the appointed time for public speaking.

[19] Maria Eva Damayanti and Listyani Listyani, 'An Analysis of Students' Speaking Anxiety in Academic Speaking Class', *ELTR Journal*, 4.2 (2020), 152–70 <https://doi.org/10.37147/eltr.v4i2.70>.

In contrast to state anxiety, trait anxiety is thought to be natural because the anxiety experienced by a person has become a part of his or her personality. Those who have high anxiety traits feel very threatened by things that can make them fail and threaten their self-esteem.[20] In contrast to people with low anxiety traits, they consider only a few things that can threaten him/her. The potential for nervousness in every situation is another definition of trait anxiety. Students who have high trait anxiety tend to feel anxious in any situation, and specific situations can cause personal anxiety. Furthermore, trait anxiety impairs the cognitive function of memory and may cause people to avoid risky behaviors.[21]

B. Previous Research

According to Batiha (2018), examined components that contribute to speaking anxiety in EFL in the Jordanian context. 112 new students at Jadara University took the FLSAS or the Foreign Language Speaking Anxiety Scale. As a result, it has been clarified that there are four main causes of students' linguistic anxiety: fear of

[20] K Rajitha and C Alamelu, 'A Study of Factors Affecting and Causing Speaking Anxiety', *Procedia Computer Science*, 172.2019 (2020), 1053–58 <https://doi.org/10.1016/j.procs.2020.05.154>.

[21] Maria Eva Damayanti and Listyani Listyani, 'An Analysis of Students' Speaking Anxiety in Academic Speaking Class', *ELTR Journal*, 4.2 (2020), 152–70 <https://doi.org/10.37147/eltr.v4i2.70>.

disappointment, lack of preparation, anxiety in social situations, general embarrassment, and anxiety in the classroom.[22]

There is a similarity between this research and my research. Both our research uses quantitative method. Futhermore, there is a difference between our researches, their research analyzes speaking anxiety in general, whereas my research analyzes speaking anxiety in more specific. In other word, it analyzes gender differences (male and female) speaking anxiety.

According to Damayanti and Listyani (2020), In their research, students in an academic discussion class at the English Language Education Program (ELEP) of a private university in Central Java, Indonesia, are trying to understand what causes them to feel nervous and what situations or conditions cause them to feel anxious. 52 ELEP students in their second year participated in the study. According to the findings, there are three main causes of students' anxiety talking in English-speaking classes: communicative fear, fear of tests, and fear of receiving a poor grade. The results of the questionnaire and the information from the interviews also showed that a lack of vocabulary, a low opinion of their own skills, a lack of preparation, a fear of

[22] Jafar Mohammad Batiha, Rosniah Mustaffa, and Noorizah Mohd Noor, 'Foreign Language Speaking Anxiety of Jordanian Freshman English Learners', *Akademika*, 88.1 (2018), 153–65.

making mistakes, and a concern about embarrassing friends all contribute to students' anxiety when speaking. These findings suggest that the teacher's role in this scenario is crucial. To reduce student anxiety, teachers and students can foster a good learning environment.

There is a difference between this research and my research. This research aimed to gain information about factors trigger students speaking anxiety, while my research aims to analyze the differences of male and female students speaking anxiety. Moreover, there is a similarity between this research and my research, both our research uses quantitative method.

According to Isnaini (2018), the findings of this study indicate that excessive self-predictions, irrational self-confidence, anxiety sensitivity, and false attribution of body signals are all factors in students' anxiety when speaking English as a second language. Low self-efficacy and the ability to communicate their ideas clearly in English are two difficulties in speaking English as a foreign language. When students show indicators of anxiety such as rapid heartbeat and shortness of breath, afraid of making mistakes, are shy, worried, fearful, and panicked, it can be inferred that they lack confidence.

There is a similarity between this research and my research, both our research used quantitative method. Besides, there is a

difference between our researches, this research used observation, interview and questionnaire in collecting the data, while my research used questionnaire.

According to Rahman Hz (2022), it's important to comprehend the causes of public speaking anxiety, which includes gender differences. The purpose of this study was to look at how much English public speaking anxiety students had in relation to gender differences. 63 English Language Education Study Program students from one of the state colleges in North Sumatra (21 men and 42 women) participated in this study. A mixing method was applied to explore this phenomena in its natural setting. The information was gathered by looking through records to gather the necessary data.The findings of 17 question student questionnaires on their level of public speaking anxiety were then statistically calculated, and a constructive analysis was done by contrasting the responses of diverse respondents. These two analyses of the data were performed afterward. In this study, men and women both reported different average levels of anxiety. There is a significant difference between 50.52 and 57.14. The areas where female respondents are more anxious than male respondents include "I am worried that my audience will think I am a terrible speaker", "I am worried that I will embarrass myself in front

of the audience" and "I am anxious before speaking." Further study has to be conducted with a wider range of respondents.[23]

The current research and mine are related since we both focused on gender differences on EFL students' speaking anxiety. The methods used in this research and mine were also different. Unlike my research, which takes a descriptive quantitative approach, this research used a mixed-methods of descriptive qualitative and statistical quantitative analysis.

According to Hwa and Peck (2017), the goal of this study was to ascertain whether speaking anxiety varied 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. The psychological anxiety, fear of a poor evaluation, social environment factor, English classroom language anxiety, and perception factor are among the ESL speaking anxiety categories in this study. A structured questionnaire adapted from the FLCAS (Foreign Language Classroom Anxiety Scale), created by Horwitz and Cope (1986), was used to gather responses from 237 (149 female) undergraduate students in a Malaysian

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[23] Benni Ichsanda and Rahman Hz, 'Exploring Gender Differences in Public Speaking Anxiety', *Sawwa: Jurnal Studi Gender*, 17.2 (2022), 247–66 <https://doi.org/10.21580/sa.v17i2.14295>.

university. The 32-item survey's 32 assertions were rated on a five-point likert-type scale, where 1 denotes strongly disagree, 2 disagree, 3 neutral, 4 agree, and 5 strongly agree, by survey respondents. According to study findings, Malaysian tertiary ESL students had a mild to average amount of speaking anxiety. The study's findings also support the idea that female tertiary ESL students exhibit more speaking anxiety than their male peers.[24]

There are similarities between this research and my research, both our research uses a questionnaire with a five-point likert-type scale to collect the data. Futhermore, there is a difference between our researches. This research focuses on the level of students' speaking anxiety, whereas my research focuses on the differences of male and female students' speaking anxiety.

Previous study by Putri and Marlina (2019) aims to determine the kind and severity of speaking anxiety that EFL freshman students in the English Language Educational Program of the English Department at Padang State University experience. A quantitative descriptive approach was adopted in this descriptive study. Interviews

[24] Siew Pei Hwa and Wee Kim Peck, 'Gender Differences in Speaking Anxiety Among English As a Second Language Learners in a Malaysian Tertiary Context', *International Journal for Studies on Children, Women, Elderly And Disabled*, 2.1986 (2017), 108–17.

and questionnaires are the research tools. The Foreign Language Anxiety Scale (FLCAS), created by Horwitz, served as the inspiration for the questionnaire employed in this study. It consists of 33 items divided into three categories, including communication anxiety, speaking test anxiety, and anxiety over receiving negative criticism from peers and lecturers. Based on the research analysis, it was discovered that 82% of students had a middle-level level of speaking anxiety. With other levels, which had 9% for both low level and high level, it was significantly different. The respondents said that they experienced peer and lecturer comments, speaking test anxiety (44%), communication anxiety (34%), and speaking test anxiety (22%). Fear of speaking tests was the most common type of speaking anxiety. Yet, the research revealed that all varieties of speaking anxiety were present in the relationship after conducting a depth interview regarding their speaking fear.[25]

There is a similarity between my research and their research. Both my research and their research used desriptive quantitative methodology. Moreover, there is a difference between my research and their research. Their research focused on the analysis of students' speaking anxiety, while my research focus on the gender differences.

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[25] N. M. Putri and L. Marlina, 'An Analysis of Students' Speaking Anxiety Faced by the EFL Freshman Students at English Department of Universitas Negeri Padang', *Journal of English Language Teaching*, 8.4 (2019), 459–71.

CHAPTER III

RESEARCH METHOD

This chapter presents the research method of the study. The description includes: research design, population and sample, variables, research instrument, data collection procedure, and technique of data analysis.

A. Research Design

A quantitative descriptive research methodology was used to conduct this study. This method was chosen by the researcher since the goal of the study is to provide insight into how speaking anxiety among EFL students differs by gender, particularly with regard to English language anxiety. A descriptive research aims to describe existing events, whether they are happening now or in the past. Furchan stated that descriptive research possesses the following characteristics:

1. Regular investigation, emphasis on objectivity, and thorough execution are the features of descriptive research, which aims to describe a phenomenon's existence.
2. There are no controls or treatments used, and no experiments are conducted.

Additionally, the quantitative approach involves carefully gathering and interpreting research data using statistical calculations. According to Sudjana (2004:53), a descriptive research method with a quantitative approach is used in order to explain or demonstrate an event that is happening right now in the form of relevant data. As a result, the descriptive research method is used in this study together with a quantitative approach, and the results of the statistical calculations are explained or defined using the findings of the data.[26]

B. Population and Sample

1. Population

It refers to Sugiyono (2019), the population is an area for generalization made up of things or people with particular amounts and qualities chosen by researchers to be investigated and from which conclusions will be formed. In this research, the population was undergraduated EFL students.

[26] Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun, *How to Design and Evaluate Research in Education*, 8th edn (Americas, New York: The McGraw-Hill Companies, 2012).

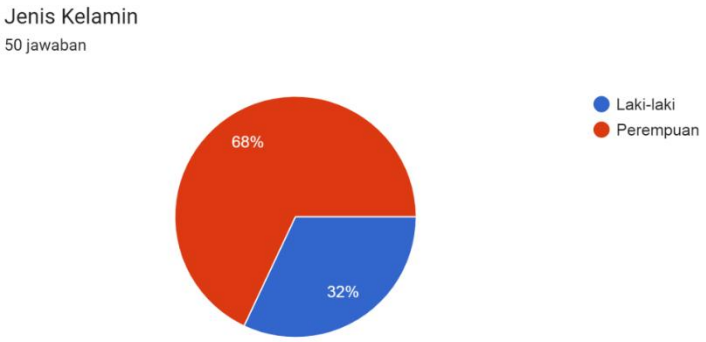
2. Sample

It refers to Sugiyono (2019), the population's quantity and characteristics are represented by the sample. Due to the fact that 50 respondents from the undergraduate EFL students' population were included in this study, the saturated sample technique was employed. Sugiyono (2019) says that saturated sampling refers to a sampling method in which every member of the population is employed as a sample.[27]

[27] Bert P. M. Creemers, Leonidas Kyriakides, and Pam Sammons, *Methodological Advances in Educational Effectiveness Research: Quantitative Methodology Series*, *School Effectiveness and School Improvement* (New York: Routledge Taylor & Francis, 2010), XXIII.

- Gender

Image 3.1
Gender of Respondent



Source: Processed by Author (2023)

From the 50 respondents, 68% or 34 respondents were female. Then 32% or as many as 16 respondents were male.

C. Variables

Dependent variables in research are those factors that come from or depend on previous variables. An independent variable is a variable that precedes the dependent variable. The phenomenon under research and being investigated serves as the dependent variable. The independent variable, as defined by Ary et al. (1985), is a distinct factor that can be measured and different from the dependent variable

yet might be related to it. Additionally, according to Creswell (2009:50), a variable is a trait or quality of a person or an association that can be identified or recognized among the individuals or organization under study. According to the explanation provided above, the independent variable in this study is gender differences, and the dependent variable is EFL students' speaking anxiety.

D. Research Instrument

According to Ary Kunto (2000:134), a data collection instrument is a tool used by researchers to help them collect data more systematically and simply. In this study, the researcher used questionnaires as an instrument. The questionnaires consist of 20 questions (14 negative statements and 6 positive statements). The instrument was used to collect data about the gender differences in EFL students' speaking anxiety in their learning process.

E. Data Collection Technique

The two types of data employed in this research are primary data and secondary data. According to Sugiyono (2019), primary data are data sources that give data directly to data gatherers. Secondary data, on the other hand, refers to study findings that are not specifically tied to giving data to data collectors. The secondary data sources come in the form of documents that have been gathered in

archives linked to the research that will be done, such as proof, old documents, or reports. In this study, the respondent was provided with an online questionnaire using a google form, which was then filled out by the respondent as the primary method of data collection. The researcher stated the aim and goal of this investigation before providing the respondents with the questionnaire. The researcher kept control of the respondents' responses through the google form after they completed the online survey. Researcher used up to 50 respondent data from covering samples, which were collected according to established responses. Researcher used books, journals, articles, or historical materials relating to the topic when collecting secondary data.

F. Data Analysis Technique

First, after the data from the questionnaire was submitted, the information was frequently read and analyzed. Then the researcher divides speaking anxiety among male and female students into different categories and examines how speaking anxiety differs between male and female EFL students.

1. Validity of the Questionnaire

Validity is the ability of the measuring tool to accurately represent the idea being measured, therefore, to measure what it is

intended to measure. As a result, the most crucial need for a test or evaluation instrument is validity. If a test can accurately measure the goals it is intended to measure specific goals using the information or substance of the courses offered then it is said to have high validity. The more specific the test kit, the higher the validity. To determine if the questionnaire had high validity or not, the researcher examined its construct and content validity. The research used the Foreign Language Classroom Anxiety Scale (FLCAS) since the goal of the questionnaire was to determine the level of anxiety among the students. The questionnaire comprised each item from the Foreign Language Classroom Anxiety Scale (FLCAS), which was developed in 1986 by Horwitz and Cope, experts in language acquisition psychology, and is used to quantify anxiety. The instrument examined can be declared valid if the correlation coefficient (r) > from the coefficients in the table (t) at a significant level of 5%. Participants in this study total 50, and the (t) table 5% is 0,284.

2. Reliability of the Questionnaire

A good test should have high reliability in addition to excellent validity. Reliability is the stability or consistency of the test results. According to Heaton, a test's dependability as a measuring instrument is a crucial component of every excellent test; without it, a test cannot be considered valid at all. Understanding an instrument's

reliability involves determining if it can consistently measure a given thing across time. As a result, reliability was the consistency of a particular measurement to get the desired result. The Likert scale is used to determine the reliability of the questionnaire in the form, which had five degrees of agreement: strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. A number known as the reliability coefficient value can be used to objectively distinguish between high and low reliability.

3. Normality of the Questionnaire

Normality test is used to determine whether or not the obtained data is regularly distributed. Data that are typically distributed can serve as a population representation. All data applied for hypothesis testing must have their normality verified. To determine the statistical approach taken, it was applied. The method applied is a parametric statistical method if the data are distributed normal. While, a nonparametric statistical procedure is utilized if the data are not distributed normal. The Shapiro Wilk normality test was used in this research. The purpose of Shapiro Wilk's normality test is to establish whether or not the study data is distributed normal. Because normal data distribution is a criteria that must be met in all cases when using parametric statistics.

4. Mann Whitney U-test

Mann Whitney U-test statistical analysis was employed by the researcher. A non-parametric version of the t-test is used in this statistical method. Because there were an unequal number of participants from male and female, the researcher used non-parametric statistical approaches.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the research finding and the discussion. The outcomes of the data analysis are reported in this chapter. The data were gathered, analyzed in responses to to the issue, and the results were elaborated using the existing theory.

A. Findings

1. Validity of the Instrument

The researcher must confirm the test's validity and reliability before applying it to the sample. There were 20 statements about speaking anxiety in this validity test. It was distributed to 50 EFL undergraduate students. By determining the correlation between the response values of each participant to the (r)table and the (r)count, the validity of this study was tested. The researcher in this study processed the data using SPSS (Statistical for Social Science) and used a level of significance of 5%. The respodents were 50 students, and (r)table N = 50 was 0,284. Sujarweni states if the (r)count > (r)table moment table then the questionnaire items are declared valid, while if the (r)count value < (r)table moment table then the questionnaire items are declared invalid.

Table 4.1

Validity Test Results (X)

Competency Validity Test Results (X)			
Item Number	(r)count	(r)table 5% (48)	Criteria
X1	0.415	0,284	Valid
X2	0.705	0,284	Valid
X3	0.563	0,284	Valid
X4	0.707	0,284	Valid
X5	0.646	0,284	Valid
X6	0.668	0,284	Valid
X7	0.597	0,284	Valid
X8	0.580	0,284	Valid
X9	0.429	0,284	Valid
X10	0.739	0,284	Valid
X11	0.696	0,284	Valid
X12	0.476	0,284	Valid
X13	0.591	0,284	Valid
X14	0.731	0,284	Valid

Based on a comparison between the values of (r)count and (r)table, it can be concluded that all items for the competency variable (X) are valid.

Table 4.2

Validity Test Results (Y)

Competency Validity Test Results (Y)			
Item Number	(r)count	(r)table 5% (48)	Criteria
Y1	0.478	0,284	Valid
Y2	0.368	0,284	Valid
Y3	0.727	0,284	Valid
Y4	0.701	0,284	Valid
Y5	0.578	0,284	Valid
Y6	0.486	0,284	Valid

Based on a comparison between the values of (r)count and (r)table, it might be stated that all items for the competency variable (Y) are valid.

2. Reliability of the Instrument

The reliability test was conducted after the instrument's validity test results are declared to have passed. A reliability test measures how consistently reliable an instrument is. The researcher used the reliability test of the split-half method, which is principally carried out by dividing the two items on the instrument for each variable and then connecting the two using the Spearman Brown

correlation formula. According to Jonathan Sarwono, if the Guttman Split-Half Coefficient correlation is > 0.80, the research instrument is stated reliable. however, if the Guttman Split-Half Coefficient correlation < 0.80, the research instrument was declared unreliable.[28]

Table 4.3

Reliability Test Results (X)

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.861
		N of Items	7[a]
	Part 2	Value	.852
		N of Items	7[b]
	Total N of Items		14
Correlation Between Forms			.674
Spearman-Brown Coefficient	Equal Length		.806
	Unequal Length		.806
Guttman Split-Half Coefficient			.805

a. The items are: X1, X2, X3, X4, X5, X6, X7.

[28] Nancy L. Leech, Karen C. Barrett, and George A. Morgan, *SPSS for Intermediate Statistics: Use and Interpretation*, 2nd edn (Mahwah, New Jersey: Lawrence Erlbaum Associates, 2005).

b. The items are: X8, X9, X10, X11, X12, X13, X14.

Based on the tabel above, the variable (X) consistenly reliable, due to Guttman Split-Half Coefficient score is 0,805.

Table 4.4

Reliability Test Results (Y)

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.584
		N of Items	3[a]
	Part 2	Value	.691
		N of Items	3[b]
	Total N of Items		6
Correlation Between Forms			.711
Spearman-Brown Coefficient	Equal Length		.831
	Unequal Length		.831
Guttman Split-Half Coefficient			.831

a. The items are: Y1, Y2, Y3.

b. The items are: Y4, Y5, Y6.

Based on the tabel above, the variable (Y) consistenly reliable, due to Guttman Split-Half Coefficient score is 0,831.

3. Normality Test

To determine if the data obtained are distributed regularly or not, a normality test is used. Data that is normally distributed can serve as a population representation. All data applied for hypothesis testing must have their normality verified. The analysis of normality test used Shapiro Wilk. The finding of normality test computed by SPSS (Statistical for Social Science).

Table 4.5

Normality Test Results (Shapiro-Wilk)

Tests of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
Negative Statement	.986	50	.819
Positive Statement	.975	50	.350

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

If the normality test's significance level exceeds 0.05, the data is regarded to be normal. According to the table above, the normality test's significancy was 0.819 for Negative Statement and 0,350 for

Positive Statement. It is greater than 0.05 (0.819 > 0.05) and (0.350 > 0.05). This indicates that the data is normal.

4. Mann Whitney U-test

The Mann-Whitney U-test examines if there is a difference between the means of two unpaired samples The number of samples used in the Mann-Whitney U-test does not have to be similar. The researcher used the Mann-Whitney U-test to find out if the observed difference between the two gender groups total mean scores were significant or not. If the Asymp.Sig value < 0.05, then the Hypothesis is accepted, but if Asymp.Sig > 0.05, then the Hypothesis is rejected.

Table 4.6

Mann Whitney U-test Results

Ranks

	Gender	N	Mean Rank	Sum of Ranks
Anxiety Scale	Female	34	26.07	886.50
	Male	16	24.28	388.50
	Total	50		

Test Statistics[a]

	Anxiety Scale
Mann-Whitney U	252.500
Wilcoxon W	388.500
Z	-.406
Asymp. Sig. (2-tailed)	.684

a. Grouping Variable: Gender

Depending on the interpretation of these findings, if the Asymp.Sig (2-tailed) value is less than or equal to 0.05, it is significant; otherwise, if the Asymp.Sig (2-tailed) value is more than 0.05, it is not significant. According to the findings of statistical analyses using the Mann Whitney's U test, it is known that Asymp.Sig. (2-tailed) is more than 0,05, the Asymp.Sig. (2-tailed) is 0,684 there was no significant gender differences in speaking anxiety.

B. Discussions

This study aimed to determine whether there were any significant differences in speaking anxiety between male and female students. Students that were male and female displayed various levels of speaking anxiety, according to this study, but the differences are not significant. After doing an analysis of the data, it was discovered that male students had a mean score of (54.1) while female students

had a mean score of (55.5). On the speaking anxiety test, there were differences in mean scores between males and females, however these differences were not statistically significant. The following is a table of the percentage of responses between male and female EFL students in speaking anxiety. The response percentages of male and female EFL students for speech anxiety are presented clearly in Appendix 2.

Number of Question	Male Responses	Female Responses
1	The data showed that there were 6% of male students strongly agree, 25% agree, 44% neutral, 19% disagree and 6% strongly disagree.	The data showed that there were 15% of male students strongly agree, 26% agree, 21% neutral, 35% disagree and 3% strongly disagree.
2	The data showed that there were 12% of male students strongly agree, 38% agree, 12% neutral, 25% disagree and 13% strongly disagree.	The data showed that there were 18% of male students strongly agree, 26% agree, 21% neutral, 29% disagree and 6% strongly disagree.
3	The data showed that there were 19% of male students strongly agree, 19% agree, 31% neutral, 25% disagree	The data showed that there were 21% of male students strongly agree, 32% agree, 23% neutral, 21% disagree

	and 6% strongly disagree.	and 3% strongly disagree.
4	The data showed that there were 19% of male students strongly agree, 37% agree, 19% neutral, 19% disagree and 6% strongly disagree.	The data showed that there were 20% of male students strongly agree, 44% agree, 18% neutral, 15% disagree and 3% strongly disagree.
5	The data showed that there were 13% of male students strongly agree, 31% agree, 25% neutral, 6% disagree and 25% strongly disagree.	The data showed that there were 12% of male students strongly agree, 32% agree, 25% neutral, 12% disagree and 9% strongly disagree.
6	The data showed that there were 31% of male students strongly agree, 19% agree, 44% neutral, 6% disagree and 0% strongly disagree.	The data showed that there were 32% of male students strongly agree, 44% agree, 15% neutral, 6% disagree and 3% strongly disagree.
7	The data showed that there were 6% of male students strongly agree, 44% agree, 38% neutral, 6% disagree and 6% strongly disagree.	The data showed that there were 18% of male students strongly agree, 50% agree, 20% neutral, 9% disagree and 3% strongly disagree.
8	The data showed that there were 31% of male students	The data showed that there were 6% of male students

	strongly agree, 25% agree, 7% neutral, 31% disagree and 6% strongly disagree.	strongly agree, 32% agree, 35% neutral, 21% disagree and 6% strongly disagree.
9	The data showed that there were 56% of male students strongly agree, 19% agree, 19% neutral, 6% disagree and 0% strongly disagree.	The data showed that there were 18% of male students strongly agree, 32% agree, 41% neutral, 6% disagree and 3% strongly disagree.
10	The data showed that there were 19% of male students strongly agree, 25% agree, 31% neutral, 13% disagree and 12% strongly disagree.	The data showed that there were 9% of male students strongly agree, 41% agree, 26% neutral, 24% disagree and 0% strongly disagree.
11	The data showed that there were 0% of male students strongly agree, 6% agree, 50% neutral, 13% disagree and 31% strongly disagree.	The data showed that there were 12% of male students strongly agree, 15% agree, 35% neutral, 26% disagree and 12% strongly disagree.
12	The data showed that there were 19% of male students strongly agree, 19% agree, 25% neutral, 12% disagree and 25% strongly disagree.	The data showed that there were 6% of male students strongly agree, 26% agree, 35% neutral, 21% disagree and 12% strongly disagree.

13	The data showed that there were 12% of male students strongly agree, 25% agree, 19% neutral, 19% disagree and 25% strongly disagree.	The data showed that there were 3% of male students strongly agree, 18% agree, 32% neutral, 26% disagree and 21% strongly disagree.
14	The data showed that there were 6% of male students strongly agree, 44% agree, 31% neutral, 19% disagree and 0% strongly disagree.	The data showed that there were 20% of male students strongly agree, 56% agree, 15% neutral, 6% disagree and 3% strongly disagree.
15	The data showed that there were 6% of male students strongly agree, 13% agree, 31% neutral, 31% disagree and 19% strongly disagree.	The data showed that there were 0% of male students strongly agree, 38% agree, 32% neutral, 15% disagree and 15% strongly disagree.
16	The data showed that there were 6% of male students strongly agree, 0% agree, 37% neutral, 38% disagree and 19% strongly disagree.	The data showed that there were 3% of male students strongly agree, 26% agree, 27% neutral, 29% disagree and 15% strongly disagree.
17	The data showed that there were 0% of male students strongly agree, 25% agree,	The data showed that there were 12% of male students strongly agree, 23% agree,

	31% neutral, 19% disagree and 25% strongly disagree.	50% neutral, 15% disagree and 0% strongly disagree.
18	The data showed that there were 6% of male students strongly agree, 19% agree, 19% neutral, 44% disagree and 12% strongly disagree.	The data showed that there were 3% of male students strongly agree, 25% agree, 41% neutral, 24% disagree and 6% strongly disagree.
19	The data showed that there were 0% of male students strongly agree, 19% agree, 31% neutral, 44% disagree and 6% strongly disagree.	The data showed that there were 12% of male students strongly agree, 32% agree, 38% neutral, 12% disagree and 6% strongly disagree.
20	The data showed that there were 12% of male students strongly agree, 6% agree, 44% neutral, 13% disagree and 25% strongly disagree.	The data showed that there were 3% of male students strongly agree, 12% agree, 65% neutral, 20% disagree and 0% strongly disagree.

The study came to the conclusion that speaking English in class consistently causes anxiety in both male and female students, and that anxiety is impacted by a number of aspects. It is in line with the research by Almira et al. (2018) entitled "EFL Male and Female Students Perception on Speaking Anxiety in Class-Oral Presentations," which found that speaking modes and context affect

levels of anxiety differently. Students' assessments of some of the techniques they employ to get over their speaking anxiety during in-class oral presentations include attempting to be as confident and knowledgeable as possible. They came to the conclusion that anxiousness is a common occurrence for both male and female students before and during presentations, despite the fact that male students do not express their anxiety in public.[29] Particularly, students are less anxious while speaking in unthreatening situations. Unfortunately, while the prior study did look into gender differences, the other two studies focused on the anxiety field. The gap where the current study enhances the earlier study was identified as the limitation. Both speech anxiety and language anxiety were particularly mentioned above. In contrast to these, the current study investigates how gender affects EFL students' speech anxiety.

[29] Aderibigbe, 'EFL Male and Female Students' Perception on Speaking Anxiety in Class-Oral Presentations', *Journal of Applied Linguistics and Literacy*, 6.1 (2018), 1–8 <http://journals.sagepub.com/doi/10.1177/1120700020921110%0Ahttps://doi.org/10.1016/j.reuma.2018.06.001%0Ahttps://doi.org/10.1016/j.arth.2018.03.044%0Ahttps://reader.elsevier.com/reader/sd/pii/S1063458420300078?token=C039B8B13922A2079230DC9AF11A333E295FCD8>.

CHAPTER V

CONCLUSION AND SUGGESTION

The research findings are presented in this chapter along with the researcher's recommendations for English students, teachers, and future researchers working on relevant topics.

A. Conclusion

This section of the thesis contains the research conclusions. It is beneficial to review the management structure and conclusions of the research. One of the objectives of the study is to determine if there are gender differences in the speaking anxiety of undergraduate EFL students who are learning English. A sample of 50 students was subjected to the research instrument. After being used by some researchers, the instruments were determined to be valid and reliable to collect data for a research study. Additionally, the study determines the percentage of students with speaking anxiety for each questionnaire question, both for male and female students. The data from these statistics and findings show that there is no significant differences in students' anxiety over speaking English between genders. There could be a number of causes for this. The lowest

number of research participants and the sample design may be the two deciding factors. Techniques for gathering data may be crucial as well. The only way of gathering data is through a questionnaire. In actuality, the observations will lead to questions concerning gender differences. This implies that treating EFL students differently based on their gender in relation to anxiety during the teaching and learning process is not necessary. However, in order to validate this finding, more research that focuses on this issue needs to be done.

B. Suggestions

Regarding this study, the researcher would like to offer some suggestions, as follows:

1. For students

   Students are suggested towards learning how to speak with more motivation. To effectively manage their anxiety, students must be aware of the level of their anxiety. Students can try a variety of strategies or techniques to manage their anxiety. Additionally, students can have fun while dealing with their stress, depression, and anxiety. They need to learn English Speaking with

more attention. Students still need to practice more, but they are also able to achieve greater skill improvement.

2. For English teachers and lecturers

Teachers need to be aware of the several causes of students' anxiety so they may figure out how to deal with them and avoid them. In addition, the teacher must provide students with the opportunity to demonstrate their speaking skills as well as support students in overcoming their anxiety, boosting their confidence, and creating an enjoyable atmosphere for speaking. Additionally, teachers are required to use greater creativity and innovation in implementing speaking lessons in the classroom. The teacher can use more innovative teaching methods to engage their students and inspire them to learn a foreign language without causing them any anxiety or fear when it comes to showing their abilities orally.

3. For next researcher

The researcher proposes that future researchers who are interested in the study of anxiety discuss the need to be more informed while analyzing and modifying studies. However, the most recent research on speaking will provide more important recommendations for the

advancement of the English speaking field. The researcher also recommended conducting a more thorough analysis of the gender differences in students speaking anxiety. Thus, they can discover various explanations for how gender may affect students' learning of the English language, and the researcher hopes that the findings will help readers better understand the variations between male and female when it comes to speaking fear. The researcher expects that future researchers will be able to conduct better research on language anxiety in other skill areas such as writing, reading, and listening. Due to how many people who study a second language experience language anxiety, the issue will never go away. Therefore, there is a critical need for more research on particular methods that can assist students to cope with their anxiety while learning English.

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APPENDICES

Appendix 1. Research Instrument

Google Form Questionnaire

This questionnaire was prepared using a Likert scale consisting of 5 options:

Strongly agree : 1

Agree : 2

Neutral : 3

Disagree : 4

Strongly disagree : 5

No	Questionnaire	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
		Negative Statement				
1.	I never feel quite sure of myself when I'm speaking in my English class					
2.	I'm afraid that the other students will laugh at me when I speak English					

	language
3.	I tremble when I know that I'm going to be called on in my English class
4.	I get nervous and confused when I'm speaking in my English class
5.	I get nervous when I don't understand every word the English teacher says
6.	I start to panic when I have to speak without preparation in my English class
7.	In speaking class, I can get so nervous I forget things I know

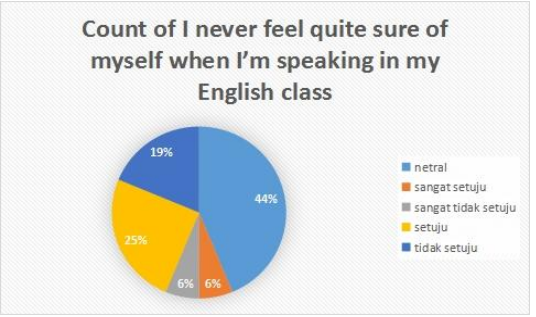
8.	It embarrasses me to volunteer answer in my English class
9.	I always feel that the other students speak English language better than I do
10.	Even if I'm well prepared for speaking class, I feel anxious about it
11.	I often feel like not going to my speaking class
12.	I'm afraid that my teacher is ready to correct every mistake I make
13.	The more I study for a

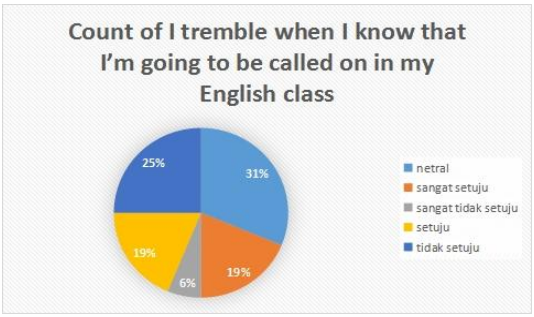
	language test, the more confused I get	
14.	I get nervous when teacher asks questions which I haven't prepared in advance	
	Positive Statement	
15.	I don't worry about making mistakes in my English class	
16.	I would probably feel comfortable around native speakers of the foreign language	
17.	When I'm on my way to language class, especially speaking, I feel very sure	

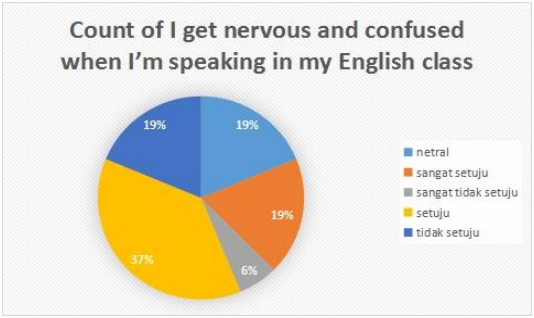
	and relaxed
18.	I don't feel pressure to prepare very well for my English class
19.	I wouldn't be nervous speaking the English language with native speakers
20.	I'm usually at ease during tests in my English class

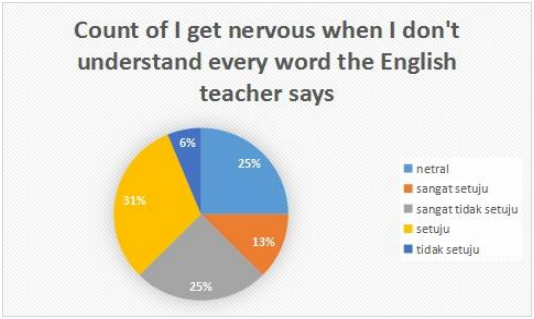
Appendix 2. Google Form Result

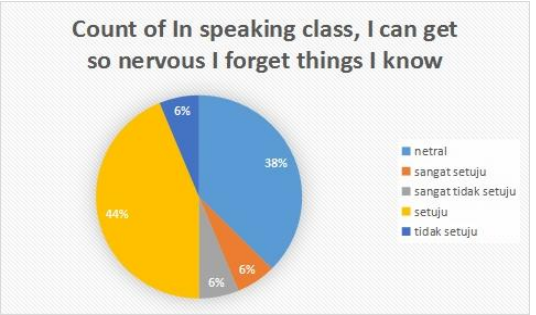
Percentage of Male Students Speaking Anxiety

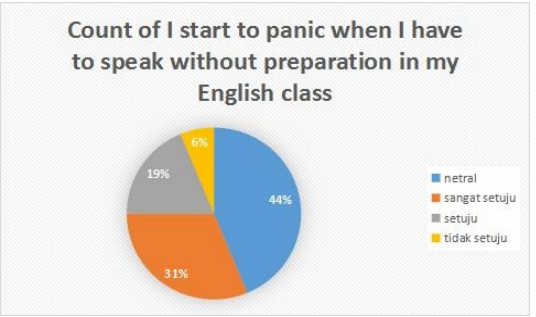


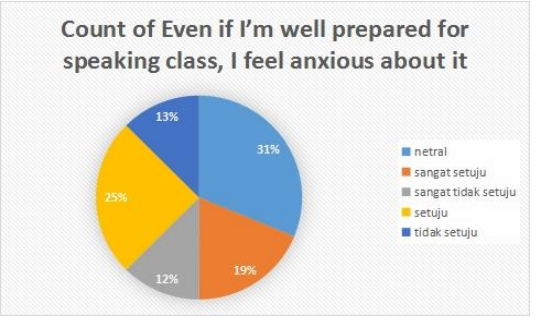

Count of I tremble when I know that I'm going to be called on in my English class
25%
31%
19%
19%
6%
netral
sangat setuju
sangat tidak setuju
setuju
tidak setuju

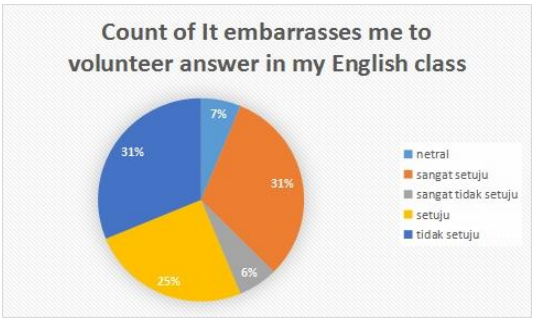

Count of I get nervous and confused when I'm speaking in my English class
19%
19%
19%
37%
6%
netral
sangat setuju
sangat tidak setuju
setuju
tidak setuju

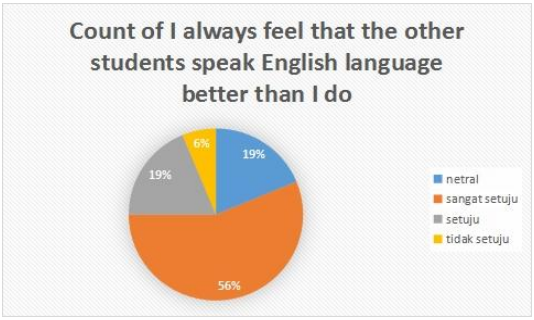

Count of I get nervous when I don't understand every word the English teacher says
6%
25%
31%
13%
25%
netral
sangat setuju
sangat tidak setuju
setuju
tidak setuju

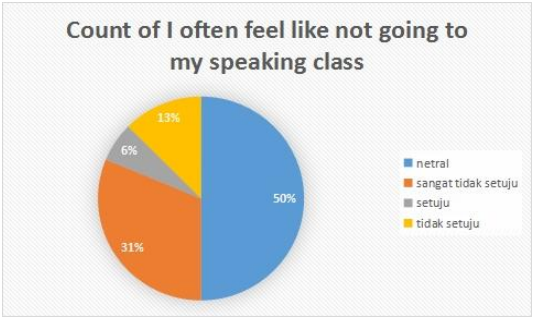

Count of In speaking class, I can get so nervous I forget things I know
6%
38%
44%
6%
6%
netral
sangat setuju
sangat tidak setuju
setuju
tidak setuju

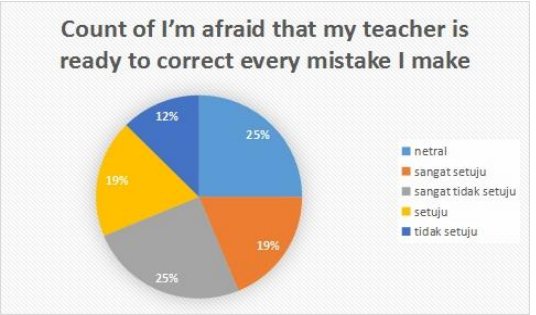

Count of I start to panic when I have to speak without preparation in my English class
6%
19%
44%
31%
netral
sangat setuju
setuju
tidak setuju

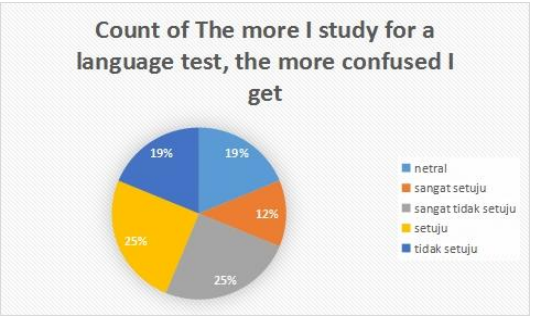

Count of Even if I'm well prepared for speaking class, I feel anxious about it
13%
31%
25%
19%
12%
netral
sangat setuju
sangat tidak setuju
setuju
tidak setuju

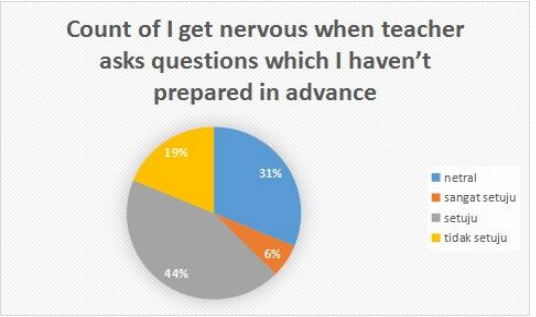

Count of It embarrasses me to volunteer answer in my English class
7%
31%
6%
25%
31%
netral
sangat setuju
sangat tidak setuju
setuju
tidak setuju

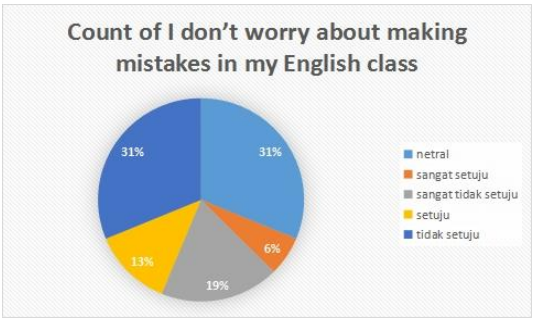

Count of I always feel that the other students speak English language better than I do
6%
19%
19%
56%
netral
sangat setuju
setuju
tidak setuju

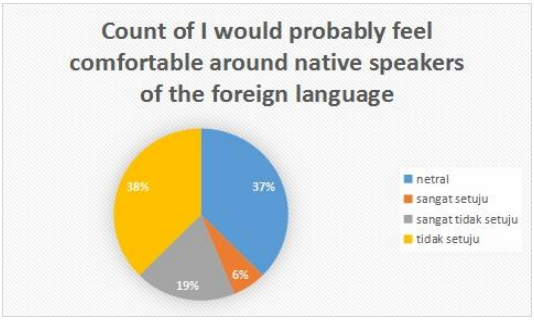

Count of I often feel like not going to my speaking class
13%
6%
50%
31%
netral
sangat tidak setuju
setuju
tidak setuju

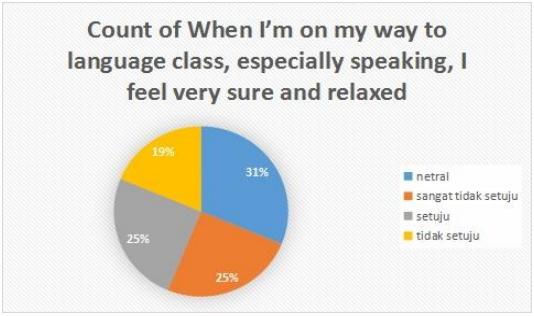

Count of I'm afraid that my teacher is ready to correct every mistake I make
25%
19%
25%
19%
12%
netral
sangat setuju
sangat tidak setuju
setuju
tidak setuju

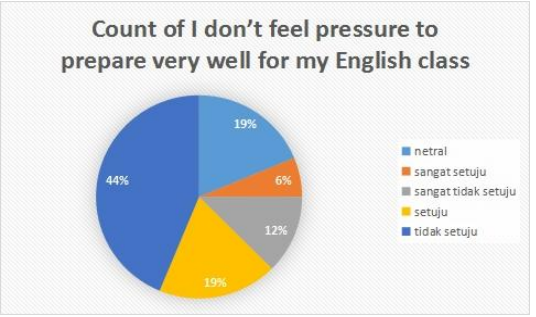

Count of The more I study for a language test, the more confused I get
19%
12%
25%
25%
19%
netral
sangat setuju
sangat tidak setuju
setuju
tidak setuju

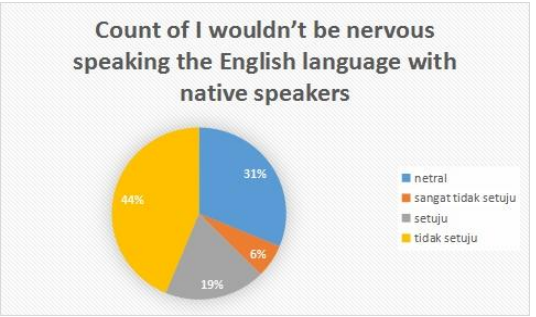

Count of I get nervous when teacher asks questions which I haven't prepared in advance
31%
6%
44%
19%
netral
sangat setuju
setuju
tidak setuju

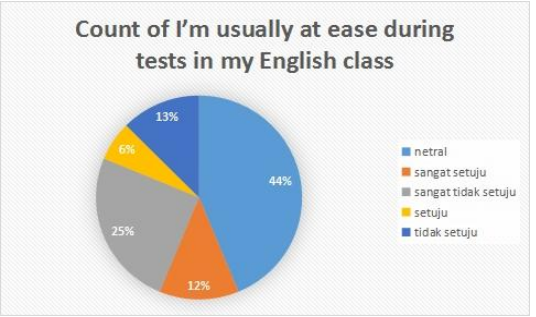

Count of I don't worry about making mistakes in my English class
31%
31%
6%
19%
13%
netral
sangat setuju
sangat tidak setuju
setuju
tidak setuju


Count of I would probably feel comfortable around native speakers of the foreign language
37%
6%
19%
38%
netral
sangat setuju
sangat tidak setuju
tidak setuju

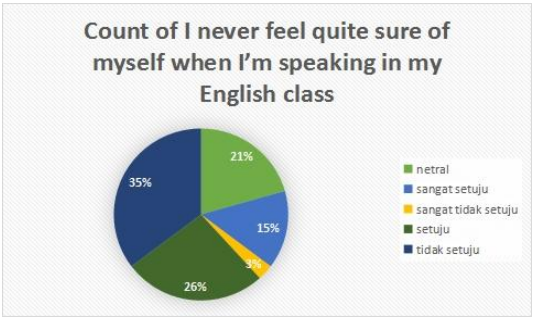

Count of When I'm on my way to language class, especially speaking, I feel very sure and relaxed
31%
25%
25%
19%
netral
sangat tidak setuju
setuju
tidak setuju

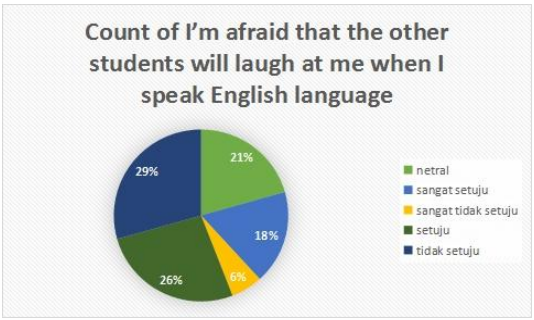

Count of I don't feel pressure to prepare very well for my English class
19%
6%
12%
19%
44%
netral
sangat setuju
sangat tidak setuju
setuju
tidak setuju

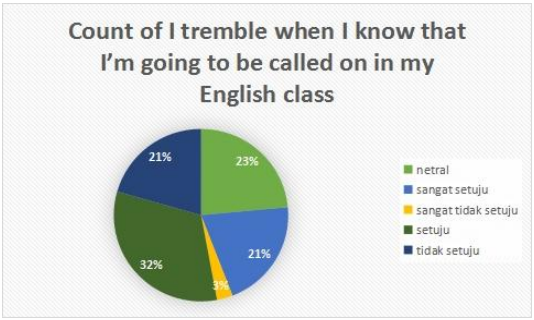

Count of I wouldn't be nervous speaking the English language with native speakers
31%
6%
19%
44%
netral
sangat tidak setuju
setuju
tidak setuju

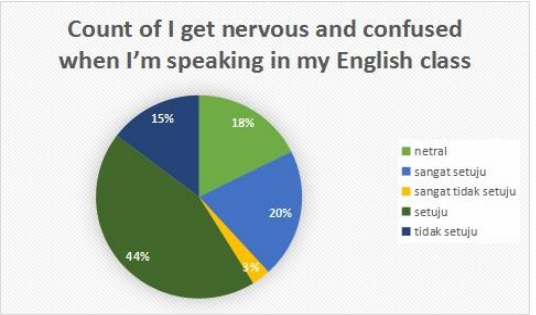

Count of I'm usually at ease during tests in my English class
44%
12%
25%
6%
13%
netral
sangat setuju
sangat tidak setuju
setuju
tidak setuju

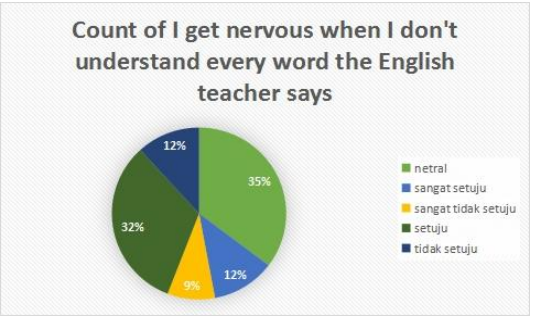
Percentage of Female Students Speaking Anxiety

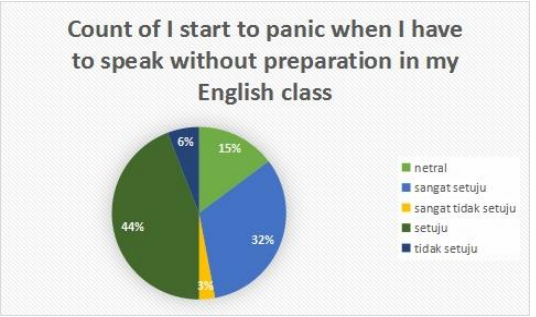


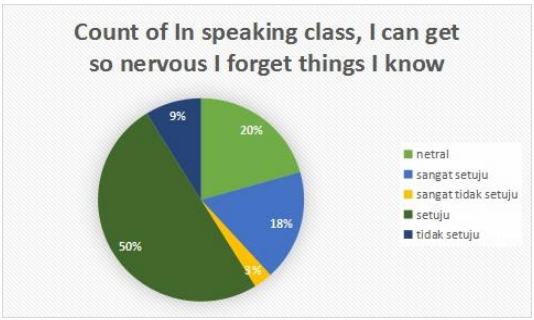


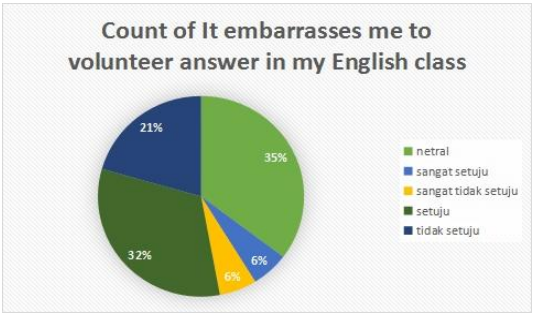


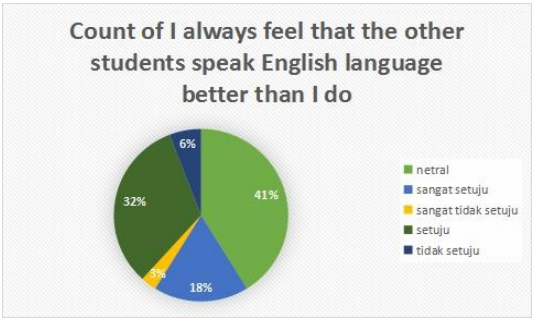

Count of I get nervous and confused when I'm speaking in my English class
18%
20%
3%
44%
15%
netral
sangat setuju
sangat tidak setuju
setuju
tidak setuju

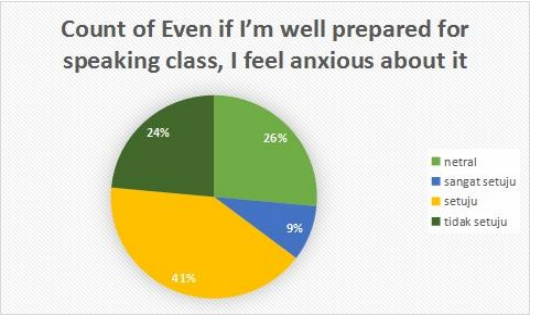

Count of I get nervous when I don't understand every word the English teacher says
35%
12%
9%
32%
12%
netral
sangat setuju
sangat tidak setuju
setuju
tidak setuju

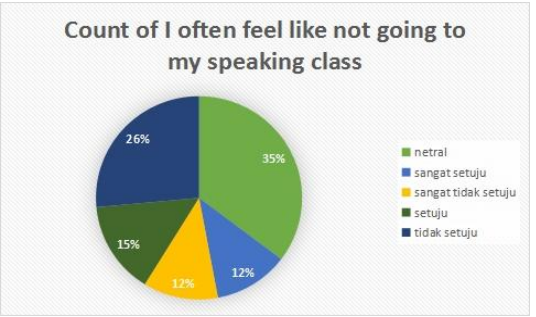

Count of I start to panic when I have to speak without preparation in my English class
15%
32%
3%
44%
6%
netral
sangat setuju
sangat tidak setuju
setuju
tidak setuju


Count of In speaking class, I can get so nervous I forget things I know
9%
20%
18%
3%
50%
netral
sangat setuju
sangat tidak setuju
setuju
tidak setuju

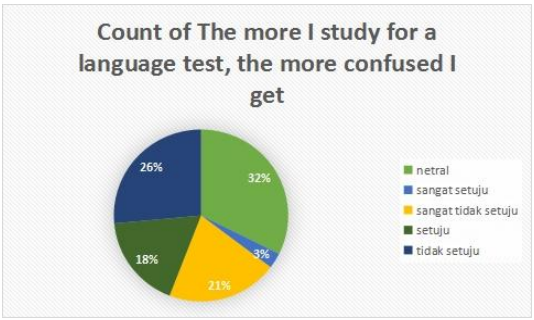

Count of It embarrasses me to volunteer answer in my English class
21%
35%
6%
6%
32%
netral
sangat setuju
sangat tidak setuju
setuju
tidak setuju

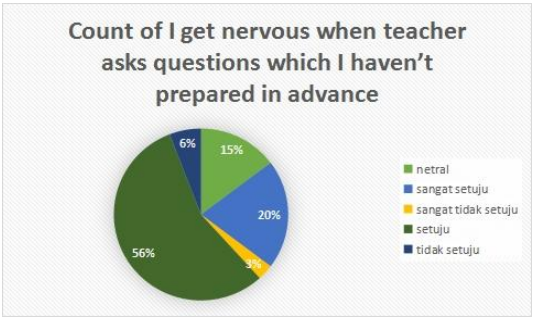

Count of I always feel that the other students speak English language better than I do
6%
41%
32%
3%
18%
netral
sangat setuju
sangat tidak setuju
setuju
tidak setuju

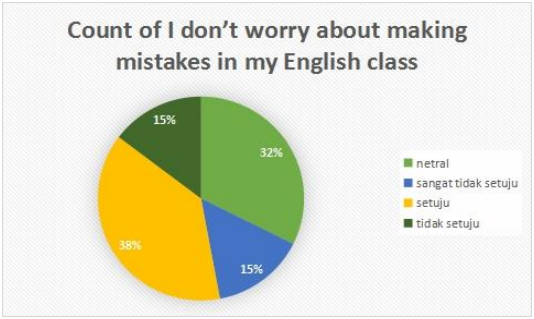

Count of Even if I'm well prepared for speaking class, I feel anxious about it
26%
9%
41%
24%
netral
sangat setuju
setuju
tidak setuju

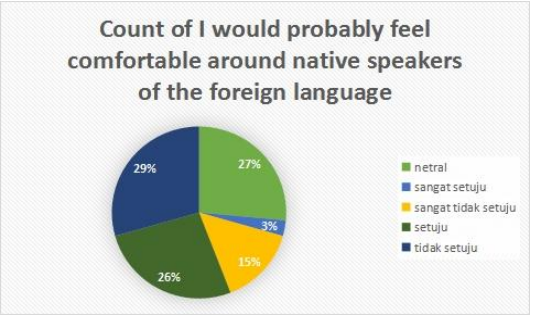

Count of I often feel like not going to my speaking class
35%
12%
12%
15%
26%
netral
sangat setuju
sangat tidak setuju
setuju
tidak setuju

Count of I'm afraid that my teacher is ready to correct every mistake I make
35%
6%
12%
26%
21%
netral
sangat setuju
sangat tidak setuju
setuju
tidak setuju

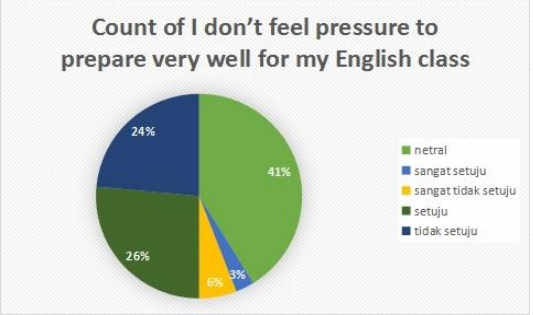

Count of The more I study for a language test, the more confused I get
26%
32%
3%
21%
18%
netral
sangat setuju
sangat tidak setuju
setuju
tidak setuju

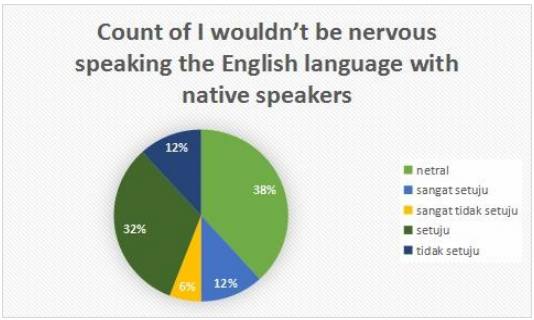

Count of I get nervous when teacher asks questions which I haven't prepared in advance
6%
15%
20%
3%
56%
netral
sangat setuju
sangat tidak setuju
setuju
tidak setuju

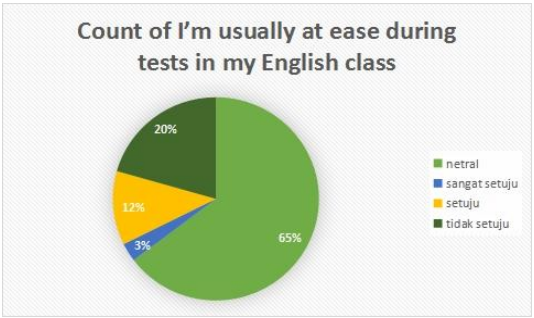

Count of I don't worry about making mistakes in my English class
15%
32%
38%
15%
netral
sangat tidak setuju
setuju
tidak setuju


Count of I would probably feel comfortable around native speakers of the foreign language
27%
3%
15%
26%
29%
netral
sangat setuju
sangat tidak setuju
setuju
tidak setuju

Count of When I'm on my way to language class, especially speaking, I feel very sure and relaxed
50%
12%
23%
15%
netral
sangat setuju
setuju
tidak setuju


Count of I don't feel pressure to prepare very well for my English class
41%
3%
6%
26%
24%
netral
sangat setuju
sangat tidak setuju
setuju
tidak setuju

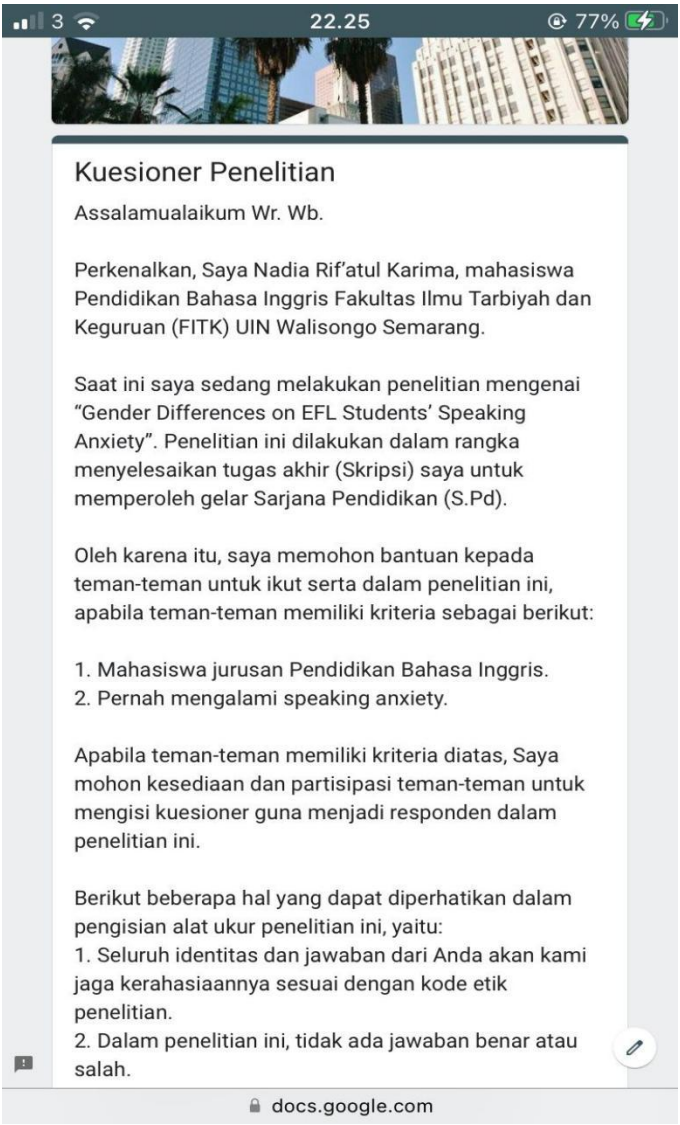

Count of I wouldn't be nervous speaking the English language with native speakers
12%
38%
32%
6%
12%
netral
sangat setuju
sangat tidak setuju
setuju
tidak setuju


Count of I'm usually at ease during tests in my English class
20%
12%
3%
65%
netral
sangat setuju
setuju
tidak setuju

Appendix 3. Tabulation of Variable (X) and Variable (Y)

No	Name	Gender	Age	Tabulation of Variable (X)															Tabulation of Variable (Y						
				X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	Total	Y1	Y2	Y3	Y4	Y5	Y6	Total
1	Nurul Mu'zizah	Female	22	4	3	2	2	2	3	2	1	3	2	4	2	3	2	35	4	3	4	3	4	3	21
2	Aisyah Hanum	Female	22	2	5	4	4	5	4	2	4	3	4	3	3	4	2	49	1	1	2	2	1	3	10
3	mutiara farahdiva	Female	21	1	1	1	1	1	1	1	3	1	1	1	3	3	1	20	4	2	5	5	5	3	24
4	Annisa Try	Female	22	3	2	4	3	2	2	3	2	2	4	4	4	4	2	41	2	2	3	2	1	3	13
5	Laila Maulidiyah	Female	22	2	1	2	2	3	1	1	2	2	3	2	3	2	2	28	4	3	3	3	4	4	21
6	Mohamad Irfan	Male	22	4	1	1	1	1	1	2	1	1	1	3	1	1	2	21	3	1	4	4	3	3	18
7	Kartika Puspa	Female	22	4	3	5	4	2	3	4	2	3	3	3	1	2	2	41	3	4	3	3	3	3	19
8	Muzayyinatun	Female	22	4	3	4	3	2	3	3	3	3	3	3	4	2	2	42	2	3	3	2	4	3	17
9	Zaki Hudan	Male	22	2	2	1	1	2	3	2	2	1	2	2	1	2	2	25	3	2	3	2	2	1	13
10	M. Syahrudi	Male	22	2	1	2	1	3	2	3	2	1	1	3	4	4	2	31	1	2	3	2	4	4	16
11	Ahmad Fathoni	Male	22	3	4	4	2	4	3	2	2	2	3	4	3	4	2	42	2	3	4	3	4	3	19
12	Ahmad Farchan	Male	22	3	3	3	2	2	3	3	4	1	3	5	5	5	3	45	3	5	3	3	2	3	19
13	Adrowy Jonathan	Male	22	2	4	5	5	5	3	2	4	1	4	3	5	5	4	52	2	1	1	1	1	1	7
14	Muh khoirun	Male	22	3	4	2	2	2	1	3	1	2	5	5	1	2	3	36	3	3	1	2	3	1	13
15	Rayes Ali	Male	22	1	2	1	2	2	1	2	4	2	2	3	4	3	2	31	4	3	4	3	4	2	20
16	Likha Malikhatul	Female	22	2	2	1	2	2	2	1	2	1	1	2	2	2	1	23	4	4	5	4	5	4	26
17	Anis Indah	Female	22	5	3	3	3	3	2	2	3	2	2	3	3	3	2	39	1	2	3	2	3	2	13
18	Salsabila	Female	22	4	4	2	2	3	2	1	4	3	2	3	2	2	1	35	4	4	4	4	4	3	23
19	Irfani Rahadatul	Female	21	2	3	2	1	2	2	3	3	4	2	3	4	5	2	38	4	1	3	3	4	3	18
20	Nanda Kamalia	Female	22	3	2	3	2	3	2	3	4	2	3	3	3	4	2	39	3	4	3	3	5	3	21
21	Peter Ipung	Male	22	4	4	3	3	3	2	3	1	1	3	5	5	3	3	43	1	2	2	2	3	3	13
22	Luthfi Nara	Female	21	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42	3	3	3	3	3	3	18
23	Tengku Maulana	Male	22	3	2	3	3	1	1	2	3	3	2	3	2	3	2	33	4	2	3	4	3	3	19
24	Nanda Nurul	Female	20	4	4	4	2	4	4	2	5	3	4	5	5	5	4	55	1	2	2	1	3	2	11
25	Eren	Female	19	4	2	2	4	2	1	2	4	3	4	4	5	5	2	44	2	2	3	4	3	2	16
26	Dhiko Evan	Male	20	3	2	3	2	3	1	1	1	1	1	3	3	1	1	26	3	3	4	4	2	5	21
27	M. Dimas Panji	Male	22	5	5	4	4	5	4	5	5	4	4	5	5	4	4	63	2	2	1	2	2	2	11
28	Sumiati	Female	20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	4	4	4	4	3	3	22
29	Ida Fitria	Female	22	4	2	2	2	2	2	2	2	2	2	4	3	4	2	35	3	3	3	3	3	3	18
30	Shinta Nisrina	Female	22	2	4	1	2	4	2	2	3	4	4	5	4	5	3	45	4	2	3	3	3	3	18
31	Witiza Halwa	Female	22	3	4	3	3	3	2	3	3	3	3	3	3	4	2	42	3	2	3	3	3	3	17
32	Tiara Pramudhita	Female	22	4	4	3	4	3	2	3	5	2	4	5	4	5	3	51	1	1	2	1	2	2	9
33	Salma Aulia	Female	19	2	2	2	2	2	2	2	2	2	2	3	3	2	2	30	3	2	3	3	3	3	17
34	Titik Syahida	Female	22	4	2	2	2	4	2	2	2	3	2	2	2	5	2	36	4	1	3	4	2	3	17
35	jihanasia bornin	Female	22	2	4	2	2	4	2	2	4	2	2	4	2	4	2	38	3	2	3	2	3	3	16
36	Rahmatun nisa	Female	21	3	3	4	3	3	2	2	3	3	3	4	2	3	2	40	4	3	3	4	4	3	21
37	Mochammad Fariz	Male	22	4	5	3	4	5	3	3	4	1	5	5	2	5	4	53	2	3	1	1	2	1	10
38	Ai Anaya Putri	Female	19	2	4	2	1	3	1	2	2	2	2	3	4	3	3	34	3	3	3	2	3	2	16
39	Uci Nurdiyani	Female	21	1	1	1	2	1	1	2	3	3	4	4	4	4	4	35	3	3	2	3	2	3	16
40	Salsabila	Female	20	4	4	2	2	5	2	2	2	2	3	4	3	3	2	40	2	2	4	4	5	3	20
41	Ruth anggun	Female	21	3	1	4	2	2	1	2	2	1	2	2	2	4	1	29	4	3	4	4	4	5	24
42	Aulia Febriani	Female	21	4	4	1	1	2	1	4	3	1	2	1	5	3	1	33	1	4	5	3	3	4	20
43	Felicia Helena	Female	21	1	2	3	2	1	1	1	3	1	2	2	2	3	1	25	2	5	4	2	4	3	20
44	Sifa Imnatul	Female	21	3	5	4	5	5	5	5	4	5	4	5	5	5	5	65	3	4	4	4	4	4	23
45	Indana Hamuda	Female	22	4	4	3	4	3	3	4	4	2	3	4	3	3	3	47	3	1	2	2	2	2	12
46	Alma Dliya	Female	20	2	2	3	1	3	1	2	3	3	2	3	3	4	2	34	4	4	5	3	4	3	23
47	Ardi Wirya	Male	20	3	2	4	4	5	2	3	4	3	3	4	3	5	3	48	2	2	2	2	3	3	14
48	Achmad dahlan	Male	20	2	2	2	3	2	3	2	2	3	2	3	3	2	2	33	5	1	2	5	2	5	20
49	M. Ali Mahfudz	Male	20	3	3	4	2	3	3	4	1	1	3	3	2	2	3	37	1	3	3	2	2	3	14
50	Mayfika Yusrina	Female	19	1	1	1	1	3	1	2	2	3	2	1	2	3	2	25	4	4	4	3	4	2	21

Appendix 4. Questionnaire View on Google Form



CURRICULUM VITAE

Personal Identity

1. Name : Nadia Rif'atul Karima
2. Place and Date of Birth : Pati, 17th April 2002
3. Gender : Female
4. Religion : Islam
5. Address : Ds. Pesagi, Kec. Kayen, Kab. Pati
6. Email : nadiakarima1704@gmail.com
7. Phone Number : 081329350526

Educational Background

1. Primary School : MI Raudlatul Muta'allimin
2. Junior High School : MTs N 01 Pati
3. Senior High School : MA NU Banat Kudus
4. University : UIN Walisongo Semarang

Semarang, 22nd June 2023

The researcher,

Nadia Rif'atul Karima

NIM.1903046094