



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

SKRIPSI

BY

FARADISAH AMELIA

NPM 21801073051



UNIVERSITY OF ISLAM MALANG

FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH EDUCATION DEPARTMENT

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ABSTRACT

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In learning process, the main purpose of students is to acquire language skills, include speaking. Speaking is a skill that students will be judged the most in real life situations. 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. The ability of communicators in conveying information in public had to be considered. 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. Feelings of anxiety is one of problems in speaking mastery from students learning process. Anxiety can be divided such as feeling of tension, worry, and anxiety will impede students' ability to perform successfully in a foreign language classroom. Foreign language anxiety has relationship with gender. Male and female have different characteristics who can be distinguished from the way of learning in the classroom.

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 semesters of University of Islam Malang. The procedure of the research applied 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. In the midst of male and female have different characteristics, different learning strategies and cognitive ability especially in speaking class. Male more passive in the speaking class than female.

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, research problems, objective of research, significances of research, scope and limitation of the research, and the definition of key terms.

1.1 Background of the study

English takes a significant role in our daily lives. Therefore, Indonesian government has determined that English is one of the curriculum subjects in Indonesian schools. 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)). Various facets of human existence are enhanced by effective communication. Different cultures around the world have created various

languages over time as their unique means of communication. Without a question, English is one of the most extensively spoken languages in the world and is currently very important in society (Hwa & Peck, 2017).

However, 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. There are different types of anxiety, such as tension, stress, and worry that prevents students from performing well in a foreign language classroom. 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). They came to the conclusion that speaking anxiety among EFL learners has to be investigated immediately since it can lead to underdeveloped speaking proficiency and have an effect on students' progress in learning a foreign language.

Foreign language anxiety has relationship with gender. Both male and female have different characteristics. One of the characters is about the ability in communication. Gender-specific information on linguistic anxiety is limited. According to some researchers, gender is an interesting issue or a component of research that needs to be done. Males and females differ in terms of characteristics, learning styles, and cognitive abilities, particularly in speaking classes. They employ many strategies to address the issue of foreign language anxiety in speaking classes (Putri, 2017).

The aim of this study is to check whether there is or not gender difference in speaking anxiety. The researcher was inspired to investigate students' speaking anxiety among gender levels. This study is using quantitative approach. The researcher investigates from the fourth semester of English Language Teaching students in University of Islam Malang and used one instrument to collect the data of two variables. The instrument was FLSAS questionnaire sheet, adopted from Ozturk (2014).

In conclusion, speaking is one of four skills in English. Speaking in class is an anxiety-inducing activity, and many students experience extremely high levels of anxiety when participating in speaking exercises (Keramida, 2009 cited in Mayangta 2013). Based on the related statements above, in this research, the research would like to use FLSAS (Foreign Language Speaking Anxiety Scale) to find out the difference level of student anxiety. The technique will apply by Google Form or questionnaire which will be sent to the class concerned.

1.2 Research Problem

Based on the discussion above, the problem in this study is formulated as follows:

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

1.3 Objective of Research

The objective of the 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.

1.4 Significance of Research

This study aimed to generate finding that would advance the practice of teaching English as a FL (foreign language). The potential for these kinds of results:

1. Students can be more motivated to practice their English as a Foreign Language speaking.
2. Lecturers are expected to see and comprehend the students' speaking fear and may enhance their inventiveness in the teaching process so that the learning objective can be achieved.
3. Other researchers can be more encouraged to carry out more investigation in the same area.

4. Particularly in implementing the teaching of English, this research could be valuable providing as inputs for the lecturer, student, and administrator.

1.5 Scope and Limitation of Research

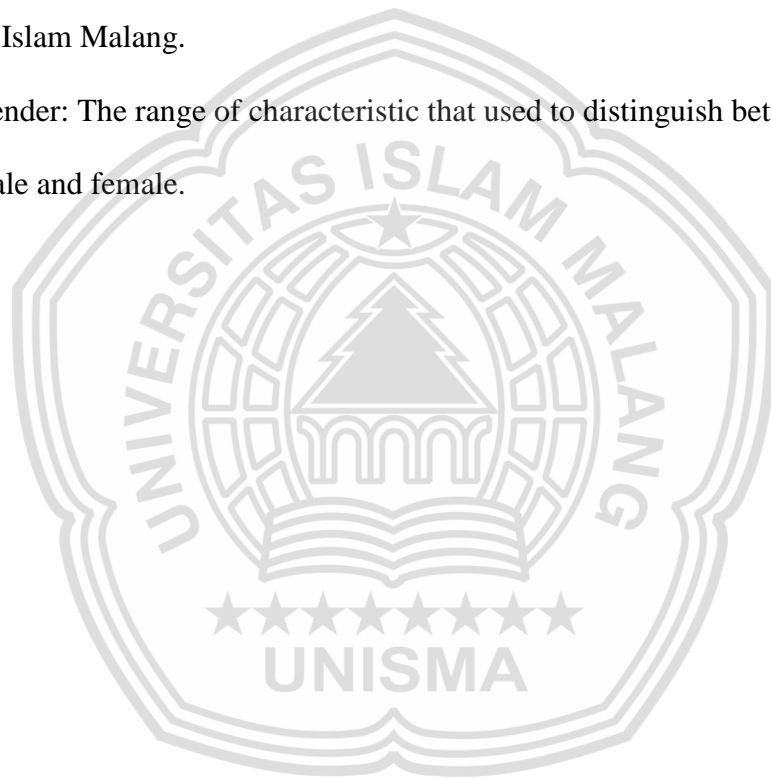
The gender differences in students' speaking apprehension during English language instruction at the University of Islam Malang are the main subject of this study. The study's focus was students' anxiety when speaking a foreign language in the fourth semester of the English department at the University of Islam Malang in 2020/2021. The Foreign Language Speaking Anxiety Scale (FLSAS) from Ozturk (2014) was the instrument applied in this study to measure students' speaking anxiety.

1.6 Definition of Key Terms

The study makes use of a few terms. To make the terms' definitions clearer, the following information has been provided:

1. Speaking: the activities by which students to express thought, feeling, and opinion to exchange information by using utterances in the form of communication.
2. Anxiety: a tense, fearful state brought on by a real or potential threat. In this study, the term "anxiety" refers to students' feelings of fear during speaking exercises. The participants in this study are English-speaking undergraduates participating in University of Islam Malang's fourth semester.

3. Speaking Anxiety: refers to tense or anxious sentiments that hinder students' ability to talk in this study. The students are anxious and concerned about using the wrong grammar when the lecturer asks them to speak in front of the class in English.
4. Foreign language: in this study refers to any language other than the first language learned for students in the fourth semesters at University of Islam Malang.
5. Gender: The range of characteristic that used to distinguish between male and female.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The concluding remarks are presented in this section of the thesis. It is helpful to go back to the research's management structure and findings.

Finding out whether there is or not differences in speaking anxiety among gender University of Islam Malang students learning English is one of the study's goals.

The research tool was used on a sample of 30 students. The instruments were confirmed to be valid and reliable to gather a research's data after being employed by some researchers.

The research finding was there is no significant difference between male and female students in the fourth semester of University of Islam Malang. Besides, the research also finds out the level of students speaking anxiety percentage from each item of questionnaire.

5.1 Conclusions

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 study's objective was not met, so the results did not match expectations. Data from this data and findings shows that there is no significant difference in speaking foreign language anxiety between gender students. Several reasons could be at responsible for this. The sampling design and the minimal number of research participants may be the two determining factors. The use of 0.05 as the sampling error, which might be too ideal for this study, is another potential reason. Techniques used in data collection could also be essential. The only method of obtaining data is through a questionnaire.

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.

5.2 Suggestion

There are two suggestions in this study such as suggestion to lecturer and suggestion to another researcher.

1.2.1 Suggestion to lecturer

One of the key components of learning a foreign language is mastering language anxiety because it has a significant impact on the three stages of learning: input, processing, and output. Both students and lecturers must learn how to aid the process of acquiring a foreign language. Therefore, the function of the lecturer is necessary to create such a condition.

Here are some ideas for the lecturers. 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. Speaking about their worries and anxieties about studying English also gives students the chance to learn stress management from their classmates and the lecturer. Since speaking is anxiety-provoking in activities involving foreign languages, lecturers may try to reduce students' nervousness by speaking more slowly in class.

5.2.2 Suggestion to Another Researchers

Considering the limitations of the study, additional research may be required to examine this problem with a bigger sample. In other words, because

the participants were chosen from two classrooms at University of Islam Malang, not all Indonesian university EFL educational situations can use the findings. Additionally, it is advised that researchers use additional data gathering strategies, such as face-to-face interviews and observation, to provide a more complete picture of a complicated topic like language anxiety.

In this sense, the study has presented some interesting findings. One fascinating finding is that, in addition to gender, there are additional variables that affect linguistic anxiety. 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.

Future research on lecturer approaches that affect how much foreign language anxiety EFL learners experience is more intriguing. This could help us comprehend these emotional factors better. Researchers and educators working in the field should benefit from more in-depth information about the dynamics of language anxiety. Thus, it will be easier for academic staff, researchers, and students to contribute to reducing tension in English classes, which will be better for students' English learning.

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