AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY BASED ON GENDER

THESIS

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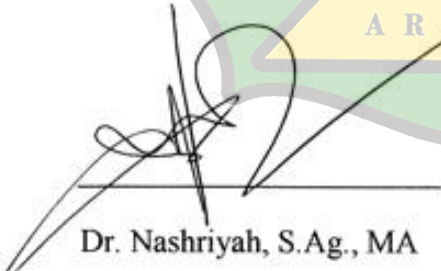Department of English Language Education

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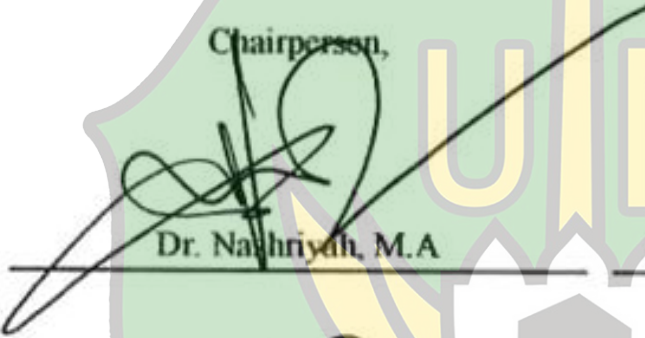
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An Analysis of Students' Speaking Anxiety based on Gender

Adalah benar-nenar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 10 July 2021
Saya yang membuat pernyataan

Sausan Afra Nabila

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Banda Aceh, July 10th , 2021
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ABSTRACT

This research was conducted to find out are there any differences factor that cause speaking anxiety based on gender and what are the strategies that students use in coping with anxiety.This research was conducted in quantitative, the researchers used purposive sampling to select the participants of this research. 60 respondents in fourth semester students of Department of the English Education at Teacher Training Faculty of Ar-Raniry State Islamic University were selected by identifying their answers of Foreign Language Speaking Anxiety questionnaires developed by Horwitz et al. (1986) and questionnaires from Kondo and Ying (2004). The results of this research showed that there was a significant different factor between male and female students in speaking anxiety, Male students agreed that more anxious because of fear of negative evaluation factors meanhwile female students more anxious because of Communication Apprehension factor. In other hand, the most dominant strategies used by males and females students were same, that was preparation strategy.
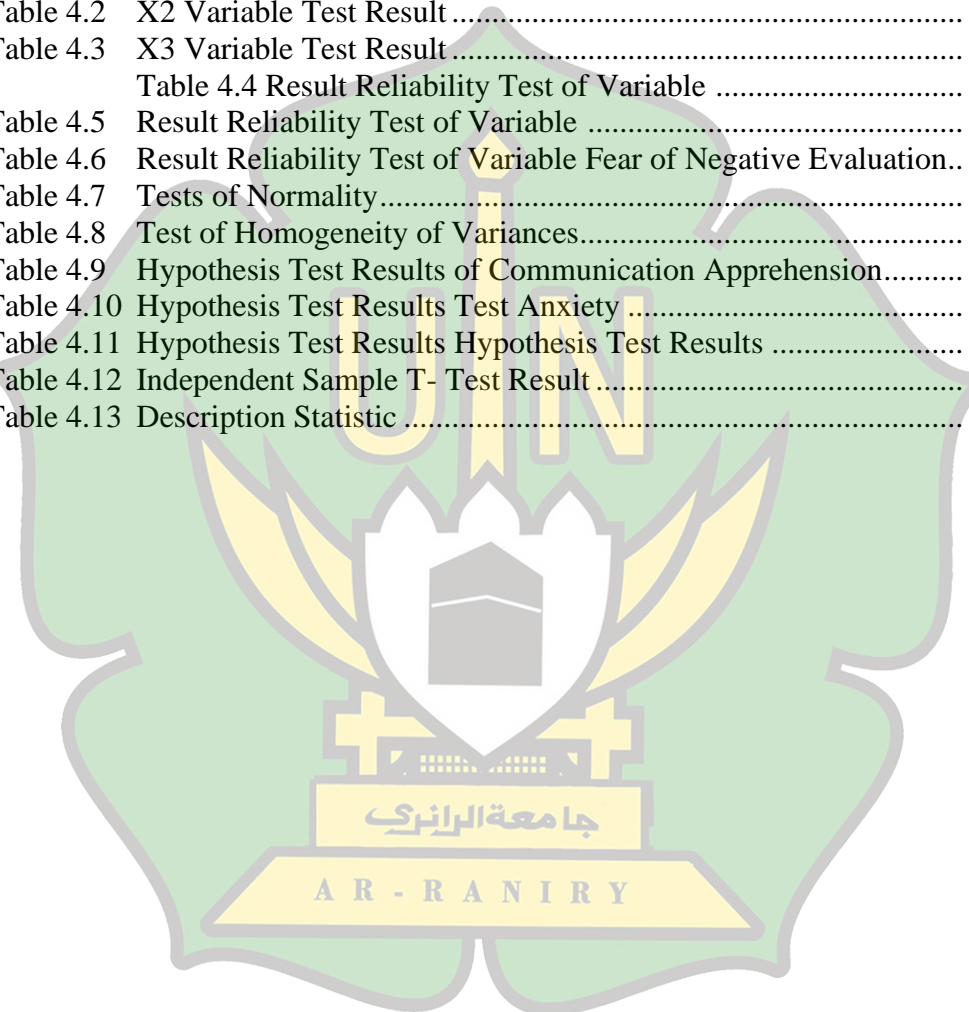
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CHAPTER 1

INTRODUCTION

A. Background of Study

English as a foreign language is used extensively in the educational system from primary to tertiary level, particularly in Indonesia. One of the main goals of English learning is to allow students to communicate in that language. Therefore, students as English learners in foreign language must master four skills: listening, reading, writing, and speaking.

Speaking is one of important aspect in communication, for English language learners speaking is one of the most necessary skills that need to be developed, it implies that speaking is important to be learned by students in the language learning process Paramasivam (2013). Nunan (2000) as cited in Nur and Leni (2019) also stated that speaking is one of the most critical aspects of learning a second language or foreign. Thus, being able to speak is necessary to interact both inside and outside of the classroom in the students' language learning.

However for foreign language learners, speaking English is not easy to be practiced. However, holds different view that most of them were hardly communicate effectively in English, Ammiruddin (2019). Therefor, Students go through many processes and kinds of learning in the target language. Throughout these processes, students are faced with internal and external factors that have a good or bad effect on the learning of English. One of the factors is the feeling of anxiety which sometimes may arise in response to a particular situation or event which can be considered to be a major character in speaking anxiety.

In English classes, the learners often feel uncomfortable using English in their communication and interaction and they unconfidentd doing so. Youngg lerners are very sensitive and some of them are too shy and feel anxiety in the classroom Ikhsan at all (2021). In reality, when learning speaking many students frequently experience difficulties, especially when feeling anxiety. Nur and Leni (2019) stated that more than half of foreign language learners felt the anxiety to speak. Therefore, Yasti and Suswati (2016) stated that learners prefer to ignore the complicated messages in the target language and avoid communicating with a foreign or second language.

When students interact in English, there are a variety of factors that cause anxiety and discomfort. In general anxiety can defined as complicated feeling that someone can feel nervous and fear at certain situation and condition. Anxiety in the language learning process has become one of the main obstacles for foreign language students to the language learning process. Anxiety in language affects language acquisition, retention, and production. Thus, anxiety in a foreign language ruins the overall language learning process.

Additionally, According to Tanveer (2007, p. 5), English-speaking learners often express a feeling of stress, nervousness, or anxiety while learning English and pretending to have a good mental against learning Englis. Anxiety can arise from a variety of sources , it often comes from classroom practices and approaches related to directions and assignments provided to teachers for examples, speaking task also occurs as one of the triggering anxiety factors.

Various studies have been conducted by Gürbüz & Öztürk (2012), Mahmoodzadeh (2012) Mesri (2012), Siom (2014). Both male and female learners have different rates of anxiety. The previous studies shows that there were various factors that make students anxiety in speaking English, as follows related to the gender, fear of making mistakes, lack in vocabulary, and lack in pronunciation. Therefore in this research, the researcher analyzed the problem that found in the situation field. The researcher collected data by using questionnaire to know why students get anxiety situation when they speak English. Beside, in this study the researcher believes that anxiety in speaking a foreign language in a speaking class occurs due to various factors. The researcher wants to know are there any differences in anxiety factors between male and female students and how the students overcoming their anxiety both male and female students. The participants are male and female in fourth- semester students in the speaking class. Therefore, this study would be focused on "An-Analysis of Students' Speaking Anxiety Based on Gender in English Department Student of Ar-Raniry State Islamic University.

B. Research Question

1**.** Are there any differences in anxiety factors between male and female students in speaking class?

2. How do they overcome their anxiety?

C. The Aim of Study

1. To find out are there any differences in anxiety factors between male and female students in speaking class.

2. To find out how students overcome their anxiety in speaking class based on Gender

D. Significant of Study

1. *Student*

The writer hopes that this research can provide additional information and knowledge to know the factors that cause a student to feel anxious while in speaking class then the student can reduce their anxiety

2. *Lecturer*

This research would help the lecturer identify and pay attention to foreign language anxiety that contributes to students' creativity and students can be confident in speaking class.

3. *Writer*

The researcher expects that the research will help prevent herself from committing anxiousness in speaking because it is important to learn in the academic field.

D. Terminology

Before going deeper into this research, some basic terms need to be defined as they would cause misunderstanding if they were not.

1. *Speaking*

"Speaking is a productive oral skill. It consists of producing systematic verbal expressions that convey meaning Nunan (2003) as cited in Abdillah (2018)

2. *Anxiety*

"A subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system" McIntyre & Gardner (1994) as cited Santriza (2018).

3. *Gender*

"According to Connell (2009) as cited by Abdillah (2018) Gender is a term that relates to behavior, roles, and activities, as well as characteristics that are socially created by certain societies to be appropriate for both men and women. Gender essentially refers to two sexes, male and female. Biologically both are having different roles and some major responsibilities which they have to fulfill.

F. Hypothesis

1. Alternative Hypothesis (H_a) there are differences in anxiety factors between male and female students in speaking class.

2. Null Hypothesis (H_o) there are no differences in anxiety factors between male and female students in speaking class

CHAPTER 2

LITERATURE REVIEW

A. Anxiety

1. Definition of Anxiety

Anxiety is one of the psychological disorders which is well known. Anxiety emerges from the human body in general as a reaction to a given situation. Anxiety may usually be described as a feeling of being disturbed, apprehended, tensed, or worried. There are different descriptions of anxiety that the writer considers. According to Carlson and Buskist (1997) as cited in Abdillah (2018) anxiety is a feeling of fear or despair that is followed by other physiological responses, such as rapid heart reteam, sweaty palms, and stomach tightness.

Anxiety occurs as a reaction to a particular situation. As a normal reaction to potential danger, Passer and Smith (2009) as cited in Abdillah (2018) described anxiety as a state of discomfort and apprehension. It means people feel automatically nervous when they are under pressure. According to Ormrod (2011) anxiety is a feeling of uneasiness and apprehension about a situation with an unknown outcome. While it sounds similar to anxiety and fear, in reality, both are distinct. The difference between fear and anxiety is that fear is a normal warning response to a dangerous situation, while anxiety is forward-looking, anxious, and nervous.

2. Type of Anxiety

1. Trait Anxiety

Trait anxiety is typically a kind of anxiety where a person usually is nervous because of several issues. Brown (1994) as cited in Santriza (2018) revealed that this trait anxiety is a more lasting predisposition tofeel anxious. Someone with this type ofanxiety may experiences anxiety at any time. In other words, Ormrod (2011) explained trait anxiety can occur even in non-threatening circumstances. He continued that anxiety of this sort may be a person's character.

2. State Anxiety

State anxiety is described as a sort of anxiety that occurs when a person accepts a condition as unhealthy, harmful, and threatening, Spielberg (1992) as cited by Santriza (2018). It means the person is feeling the anxiety only in a given situation. This type of anxiety is temporary and it is because of an incident that can be dangerous to a person who feels nervous. Briefly, the circumstance and period make the trait and the state of anxiety vary. Anyone with trait anxiety can long-term feel anxious in any condition. It can happen when the majority of people are comfortable.

On the other hand, a person with state anxiety will only feel anxious when they think that the situation will risk him. That is why this anxiety happens temporarily. The anxious feeling will disappear when the person passed the dangerous event.

B. Speaking Anxiety

1. *Definition of Speaking Anxiety*

According to Finnema (2017), as cited by Subandowo (2017) in certain situations, speaking anxiety can be associated with a feeling of unease, frustration, self-doubt, apprehension, or worry. This may have adverse effects on students in the learning and teaching process, particularly while speaking English. Moreover, anxiety is one of the most negatively powerful affective variables that prevent learners from effectively learning a foreign language. Greenberg (2017) notes that "Anxiety is a feeling of discomfort that people encounter before, during, and after speaking in public. The basis of the argument is when the students feel anxious, insecure, and unconfident about speaking in front of the classroom, and anxiety makes the language learners nervous and scared, leading to poor oral performance Morris (2017) as cited Subandowo (2017).

According to Subasi (2010), there has been a great deal of interest in literature in a second language or foreign language-speaking anxieties. Meanwhile, according to Mak (2011), Speaking has been highlighted as the most anxious ability and speaking is the most prominent cause of anxiety in the language classroom. Saltan (2003) as cited in Ozturk & Gurbuz (2013) stated that speaking anxiety might be described as the fear of using the language orally.

Suleimenova (2013) stated that the concern over communication skills among second-or foreign-language learners in recent years may give rise to a high level of speaking anxiety. The foreign language learners claimed in his study that when learning to communicate using the target language, they feel overwhelming,

nervous, and anxious and said they have a "mental block" against language learning. In the same way, Suleimenova (2013) also stated that students in language classrooms must perform orally in front of their peers and need to participate in group discussions. Therefore, when communication skills emphasize the language classroom, learners would feel frustrated and negatively consider performing such a task.

According to Nunan (2002) as cited by Subandowo (2017) speaking and writing are considered to be the output of language learning skills. However, unlike writing, the grammatical, lexical, and discourse pattern of speech differs in different ways. In addition, speaking is both a productive and interactive skill. Thus, many students fumbled at the task of communicating orally because speaking requires more specific skills than other language tasks.

2. Anxiety in Foreign Language

According to Pappamihiel (2002) as cited by Mahmoodzadeh (2012) Anxiety is defined as the fear of someone facing something that may pose a serious problem for him/her. Sketchily, anxiety means worry and panic, specifically about what can happen. According to Shri (2009), anxiety is a subjective sense of unease, Anxiety, or Anxiety preceded by a host of manifestations both independent and bodily. However, According to MacIntyre and Gardner (1994) as cited by Gopang, Bughio and Pathan (2015) "anxiety is a feeling of tension, apprehension related to second language learning."

The exciting body of information about anxiety in the foreign or second language shows that learners at all levels experience high or low rates of anxiety

in language learning. For instance, Mak (2011) reports that learners feel anxiety about language when speaking in front of their classroom fellows. The study outlined five factors that arouse language anxiety. Two of these are expression disorder and fear of negative assessment. This concept is also stated by Gkonou (2011) as cited by Gopang, Bughio and Pathan (2015) which demonstrates the English classroom is a source of anxiety to speak.

In general, Papamihie (2002) as cited in Marwan (2007) anxiety can be connected to 'threats to self-efficacy and situation assessments as threatening or an unpleasant feeling due to something undermining. Therefore, language anxiety is the feeling of pressure and apprehension experienced by learners in a foreign language classroom.

3. Factor of Foreign Language Anxiety

Anxiety feelings are recognized as an emotional element that a person experiences during the learning process. It draws a state of excessive anxiety that attacks and destroys the students' self-confidence and makes them hesitate to engage in contact activities with teachers and classmates. According to Horwitz, Horwitz, and Cope (2012), there are three components of foreign language anxiety that have been identified; communication apprehension, fear of negative evaluation, and test anxiety.

A. *Communication Apprehension*

Horwitz et al (2012) as cited by Habiburrahim et al (2020) argued that a communication apprehension is a form of shyness characterized by fear, anxiety about communicating with people, or difficulty speaking in groups and public oral communication. According to Lucas et al (2011) as cited by Maisarah (2018) stated that speaking aloud, listening to, or hearing a spoken word that is communication discomfort and anxiety in interacting with individuals and difficulties are manifestations of communication apprehension. A type of anxiety in learning a second language is derived from the personal experience of learners who may have problems in understanding and communicating with others.

B. *Test-Anxiety*

Test anxiety refers to the type of performance anxiety caused by fear of Horwitz and et al (2012) as cited in Habiburrahim et al (2020). Test-anxious students frequently place unrealistic demands on themselves and feel that failure is anything less than perfect test results. As a result, students with foreign language anxieties may experience significant difficulties as examinations and questionnaires are repeated. Even the best and the intelligent student often make mistakes and the anxious students face when they take a formal examination or other assessment situations.

C. *Fear of the Negative evaluation*

Fear of negative evaluation is apprehension about other people's evaluations of Horwitz et al (2012) as cited Habiburrahim et al (2020). The student also involves avoiding the evaluation situations and the expectations that

others might assess them negatively. The negative evaluation also involves the fear of the English classroom, where factors such as learning activities, teaching methods, and even peer pressure can contribute to the anxieties of experienced language.

4. Strategies to Cope with Speaking Anxiety

Anxiety is a negative emotion that should be controlled in the speaking classroom. Even if students do not want to stop it, it will hurt them. Students have many strategies to avoid this. Kondo & Ling (2004) as cited in Faizah (2017) said that there are four strategies to reduce student tension in the classroom, those are:

1. *Preparation*

   Preparation refers to the efforts of learners to escape risk in the classroom by improving learning and learning strategies. Most students are anxious because they may not have much preparation. There are several ways to prepare, including reading the materials before class, taking second language courses given in or out of school, asking for support from friends and teachers, focusing on specific areas that cause anxiety.

2. *Relaxation*

   Relaxation indicates means that aim at reducing anxiety the learners encounter such as taking a deep breath and attempting to calm down. For example, when students are afraid of answering the question by the lecturers in English, they have to be confident to think and respond freely.

3. *Positive Thinking*

Positive thinking means that the learners should think positively about their success in the classroom and not less than the others. Always keep positive thinking about the situation in a classroom will help students escape anxiety and make them more comfortable.

4. *Peer Seeking*

Peer seeking means the learners' ability to search for someone who seems to suffer from anxiety in the language classroom just like them. Then, when students want to talk about their experience with their strategies to minimize anxiety to other students.

5. *Resignation*

Resignation is characterized by students' unwillingness to do anything to decrease their language anxiety. Resignation seems to minimize the impact of anxiety by refusing to face the problem (example: give up, sleeping in class) According to Kondo (2004) as cited in Verawati (2018). Resignation is one of the strategies that make damaged students learning speaking skills. The feeling of surrender arises from the individual of the students.

C. Gender

Gender refers to the socially constructed roles, behaviors, expressions, and identities of girls, women, boys, men, and people who are gender diverse. It has an impact on how people perceive themselves and others, how they act and interact, and how power and resources are distributed in society. Through the

roles they take on, the expectations placed on them, their relationships with others, and the complicated ways gender is institutionalized in society, there is tremendous variability in how individuals and groups understand, experience, and express gender. On the other hand, In humans and animals, sex refers to a set of biological characteristics that are primarily related with physical and psychological characteristics such as chromosomes, gene expression, hormone level, function, and reproductive / sexual anatomy. Although sex is commonly classified as female or male, there is variety in the biological components that make up sex and how those attributes are exhibited (Canadian Institute for Health Research).

Gender has been considered a significant factor in foreign language learners. There are some discrepancies between men and women concerning foreign language learning which cannot be fully erased through education. In-depth studies have found different levels of language anxiety between male and female learners. According to Connell (2009) as cited by Abdillah (2018) Gender is a key dimension of personal life, social relations, and culture. It is an arena in which we face difficult practical issues about justice, identity, and even survival.

Besides, Fauziah, F., Rachmawati, Misbahudin (2018) cited Abdillah (2018) state that males and females have different languages in expressing their thoughts, especially when they have different perceptions based on their minds. Gender is also a topic on which there is a great deal of prejudice, myth, and outright falsehood. For example, many people believe that men and women are

psychologically opposites, that man are more intelligent than women, are naturally violent, or that gender patterns never change.

Gender also has important roles as the variable in this study because many researcher before have been conducted the research only foucused on the students in general and did not specified between gender, even though its is important to exemine the possibility that there are diffrences between male and female students, especially in the study of factors that cause them to be anxious in language class.

D. Previous Study

Many researchers have conducted this study, Closely conducted by Putri "An Analysis of The Differences Of Foreign Language Anxiety In Speaking Class Based On Gender" This is a quantitative study of the significant differences in foreign language anxiety levels experienced by male and female students and the dominating factors of foreign language anxiety that affect male and female students in speaking class. Based on an independent sample t-test, there were no significant differences in levels of foreign language anxiety between male and female students. Six factors contributed to foreign language anxiety, namely: English classroom speaking Anxiety, psychological Anxiety, fear of oral test, competitive attitude in speaking class, social factor and teacher persuaded language anxiety. English speaking anxiety was the main contributing cause to foreign language anxiety across male and female students (29.2%). The next factor was fear of oral tests (20.8%) and competitive attitude in speaking class (16.7%).

Additionally, Sulistiani (2018) performed a survey at the 11th grade MAN 5 Bojonegoro Speaking Anxiety in the 2017/2018 Academic Year for both males and females. The study outcomes are as follows: Some factors caused speaking English anxiety in male and female students. The first factor related to cognitive anxiety is low English proficiency, lack of vocabulary, lack of practice, and inability to express ideas. The second factor is related to psychological anxiety such as lack of preparation, fear of making mistakes, and memory disassociation. The third factor related to social anxiety such as fear of being the focus of attention. Most contributed factors were lack of vocabulary and lack of preparation on male students, attaining 83.3%, which included cognitive and psychological anxiety. Meanwhile, memory disassociation was 75% became the factor that most caused speaking English anxiety in female students.

Santriza has conducted another study (2018) the purpose of this study was to determine the role of anxiety in students' speaking performance. As a result, the students were given a questionnaire. The questionnaire was adapted from Horwitz and Horwitz (1986). It was a qualitative research project. The participants in this study were from SMA Negeri 5 Banda Aceh's class XI IPA-1. It was found that 72 % of the students experienced the anxiety of tests, 73% of the students feel anxious in communicative apprehension, and 55 % were getting anxious in fear of negative evaluation. Based on the result, the factors of students' anxiety in speaking English is categorized into three significant types of anxiety, namely test anxiety, communicative apprehension with a mean of 28.63, and fear of negative evaluation 28.92

Furthermore, in his research, Tri described the students' anxiety in speaking English at the eleventh grade of MAN 4 Bantul in the academic year of 2017/2018. The study's objectives are to (1) identify the reasons or causes of students' Anxiety in English class, and (2) identify students' solutions for reducing their Anxiety in English class. This research was descriptive qualitative research. The subject of this research was 33 students of the eleventh grade of MAN 4 Bantul. The data collected from the questionnaire, interview, and observation. The data which have been collected are analyzed by using the theory of source anxiety and anxiety coping strategy. The research results showed that the eleventh-grade students have some factors in anxiety: lack of preparation, learners' belief about language learning, fear of making mistakes, afraid of classmates, and personal and interpersonal factors. The most dominant factor of speaking anxiety in eleventh-grade students of MAN 4 Bantul 2017/2018 is lack of preparation. The researcher also found some strategies that students used in reducing anxiety in speaking English. Those are Preparation, peer seeking, positive thinking, avoiding eye contact with the audience, relaxation, and Resignation. The most dominant strategy used by students in the eleventh grade of MAN 4 Bantul 2017/2018 to reduce their anxiety in speaking by using peer seeking. Some of the students combine it with other strategies

Soim (2014) performed another study, and the results of the data analysis indicated that SDN Samirono students' foreign language anxiety had a mean score of 60.58 and an average mean of 1.86 for each item of speaking English, test anxiety, and the fear of being less competent and making mistakes were shown to

be three main components of the students' anxiety. Furthermore, the t-test showed that the t observed of the foreign language anxiety scale of SDN Samirono students is 0.643 with df = 36. The t observed as compared to the t table at the 0.05 significance level to determine whether the hypothesis was accepted or rejected. The t table was found to have a value of 2.028. It indicates that the observed t (0.643) was less than the t table (2.028). As a result, the hypothesis that there is a significant difference in foreign language anxiety between male and female SD N Samirono English students is rejected.

Previous researchers focused on the level of foreign language anxiety between males and females and the effect of foreign language anxiety. While in this research, the researcher focused on different factors that contributed to foreign language anxiety between females and males and how they overcame their anxiety based on quantitative research and using SPSS to analyze the data for the first research question and descriptive percentage for the second research question. The total population was the fourth Semester in English Department student of Islamic University of Ar-Raniry Banda Aceh.

CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

In performing research, there are so many kinds of research designs. This research had a quantitative approach. According to Creswell (2003), Quantitative research is a type of research that explains phenomena by gathering numerical data assessed using mathematics-based methodologies. Therefore, the quantitative research approach was the most appropriate to answer the research questions of this study. In this research, the researcher was concerned about several variables such as the factor of foreign language anxiety that contribute to male and female students in speaking class and how they overcome their anxiety.

B. Population and Sample

1. Population

A population is a group of individuals that have the same characteristics (Creswell, 2013). Students of fourth semesters in the English Speaking Class of the Ar-Raniry Islamic University participate in the research as a population. This research was designed to know are there any differences in speaking anxiety between male and female students and how they overcome their anxiety. The total number of participants in this research was 163 students. Public Speaking class is one of the subjects in the English Language Education Program of Ar-Raniry Islamic University.

2. *Sample*

According to Ary (2002) as cited in Naimatul, (2014) sample is a part of the whole group. Thus, to generalize the sample, a good sample has to be representative of the population. According to Arikunto (2006) sample is a part of a population that has the same characteristics. Arikunto also stated in his books, if the population is less than 100, all populations can be sample, if the population is over 100, the researcher can take 10% up to 15% or 20% up to 25% or more from all population as a sample. This research has more than 100 participants, so the researcher used more than 25 % population sampling.

In this research sampling technique was used to take sample is purposive sampling. According to Arikunto (2010), purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose.

There are several reasons why the writer had chosen fourth-semester students of the English language program:

1. In this grade, the students are very susceptible to have anxieties in speaking during their presentations.

2. This subject is the basis of learning to speak, which is anxiety in speaking skills usually come from this subject.

3. Subject Public Speaking class was used as the sample of this study because it was the only speaking class was available this Semester.

C. Instrument of Data Collection

1.   *Questionnaire of Factor Cause Speaking Anxiety*

As we know before, an instrument is defined as a tool used to obtain the research data. In collecting data, the writer used a questionnaire that was given to the participant. o answer the first research question, the questionnaire was adapted from the Foreign Language Classroom Anxiety Scale as suggested by Horwitz and Cope in 1986. The score of the questionnaire used the Likert scale that was categorized into strongly agree (SA), agree (A) Neutral (N), disagree (D), and strongly disagree (SD). The questionnaire consisted of thirty statements to which the students responded. The following table is some statements of the FLCAS questionnaire by Horwitz and Cope.

Table 3.1.
The score to measured FLACS

Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

Table 3.2.
Foreign Language Classroom Anxiety Scale (FLCAS)

NO	Questionnaire	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I never feel quite sure of myself when I am speaking in my foreign Language class					
2	I start to panic when I have to speak without preparation in Language class.					
3	I would not be nervous speaking in the foreign language with Native speakers.					
4	I feel confident when I speak in foreign language class					
5	I feel very self-conscious about speaking the foreign language in front of other students.					
6	I get nervous and confused when I am speaking in my Language class.					
7	I get nervous when I do not understand every word the language teacher says					
8	I would probably feel comfortable around native speakers of the Foreign language.					
9	I do not worry about making mistakes in language class.					
10	I am usually at ease during tests in my Language class.					
11	I worry about the consequences of failing my foreign Language class.					
12	I am afraid that my language 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 tremble when I know that I am going to be called on in language class.
15	I keep thinking that the other students are better at languages than I am
16	It embarrasses me to volunteer answers in my Language class.
17	I get upset when I do not understand teachers feedback
18	I can feel my heart pounding when I am going to be called on in language class.
19	I always feel that other students speak the foreign Language better than I do.
20	Language class moves so quickly I worry about getting left behind.
21	I am afraid that the other students will laugh at me when I speak the foreign Language
22	I get nervous when the language teacher asks questions that I have not prepared in advance

Adapted from Horwitz, E. K., Horwitz, M. B., & Cope, J. Foreign language classroom anxiety. *The Modern Language Journal, 70 (2), 125-132*

Table 3.3.
The items of questionnaires are designed to survey

Factors of Speaking Anxiety	Number Questionnaires
Communication Apprehension	1, 2, 3, 4, 5, 6, 7, and 8.
Test Anxiety	9, 10, 11, 12 and 13
Fear of Negative Evaluation	14, 15, 16, 17, 18, 19, 20, 21 and 22

2. *Questionnaires of Strategies to Cope with Speaking Anxiety*

The analysis of the second research question was answered by asking the students a questionnaire to collect the data. The questionnaires have consisted of 10 questions, the items in the questionnaire adapted from Kondo & Ying-Ling (2004) & Buchler (2013) research frameworks. The type of scale used to measure the items on the questionnaire is a categorical scale (e.g., yes/no). The respondents were asked to choose the answer by clicking the option of (Yes) or (No) as they use the strategies or not. The questionnaires were chosen because they fit my research framework.

The questionnaire was used to identify the kinds of strategies students used in relieving their anxiety in speaking performances. The responses from the participants were categorized into five strategies based on Kondo & Ying-Ling (2004): Preparation, Positive Thinking, Relaxation, Peer Seeking, and Resignation.

1. Do you read the material before performing in front of the class as a way to cope with speaking anxiety?

2. Do you focus on preparing more for the subject that commonly affects your anxiety experience?

3. Do you try to think of something pleasant or enjoyable to relieve your anxious feeling?

4. Do you try to be confident and imagine your self-giving a great performance?

5. Do you try to be calm and do your best to reduce your anxiety feeling?

6. Do you try to practice taking a deep breath to relieve anxious feelings?

7. Do you prefer yourself with others who have the same problem as you?

8. Do you prefer to ask your friend if there is a topic that you do not understand?

9. When you get anxious, you decided not to make any effort because you realize you always failed in Speaking Foreign Language and can reduce your speaking anxiety?

10. When you get anxious, do you prefer to choose to sleep in the class?

Table 3.4
Questionnaire item of Strategies

Strategies to Coping With Anxiety	Number Questionnaires
Preparation	1 , 2
Positive Thinking	3, 4,
Relaxation	5, 6,
Peer Seeking	7, 8
Resignation	9, 10

Strategies based on Kondo & Ying-Ling (2004) are; Preparation, Positive Thinking, Relaxation, Peer Seeking, and Resignation.

D. Reliability and Validity

Before gaining the data through questionnaires, the researcher checked the validity and reliability of the questionnaire. Validity is one of the strengths of research and is based on determining whether the findings are accurate Creswell (2012). Validity is defined as the extent to which a concept is accurately measured in a quantitative study. The questionnaire used by a researcher was checked by Horwitz, Horwitz, & Cope (1986) and it has good validity, and many researchers in anxiety research already use it.

According to Creswell (2012), reliability refers to the consistency and stability of the score from one administration instrument to another. In addition, reliability refers to the sense an instrument has good enough to be used to collect data (Arikunto, 2010).

E. Tecnique Data Collection

The researcher will do the first step when collecting data was making a schedule about time and day to share the questioner. The questioner was an instrument used during the data collection. Next, questionnaires are delivered using Google Form to all respondents in fourth-semester students of the English Department of Ar-Raniry Islamic University, requesting them to answer the questions and submit them.

The first questionnaire was developed by (FLCAS) Adapted from Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986) The participants were asked to respond to the 22 FLCAS items referring to their feelings of foreign language speaking anxiety experienced during the speaking class. The responses were given on a 5-point Likert scale, where 1 indicated strong disagreement and 5 indicated strong agreement with a statement. Thus, 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, and 5= strongly agree, indicating the degree frequency of respondents.

The second question used a close-ended question, the question was about the strategies to cope with speaking anxiety. The second questionnaire was adapted from Kondo & Ying-Ling (2004) delivered using google Forms. The respondents were asked to respond Yes or No question.

H. Research Data Analysis

For the first research question, the questionnaires were analyzed by using several procedures. In the first step, the researcher checked the names of the respondents thoroughly, checked the complement of the data, and reviewed the content of the data. Secondly, the researcher changed respondents' names based on gender because it can be easy if included in SPSS. After that, the data was analyzed using SPSS (Statistical Package for Social Sciences) for statistical analysis. The researcher used SPSS to calculate or input the data because the researcher used the quantitative method and analyzed data run by using SPSS. Next, the data analyzed to obtain descriptive statistics and an independent sample t-test. The last data analyzed using percentage, mean, and standard deviation.

The analysis for the second research question did through descriptive statistics and percentages used to find out the highest and the lowest rate of strategies male and female students used to relieve their anxiety to make the data easy to analyze the question component of strategies was arranged.

CHAPTER 4

FINDING AND DISCUSSION

This chapter describes and analyzes the data which are obtained during the research. It includes the display of the result questionnaire and discussion about the answer to research problems.

A. Research Finding

1. Factor Cause Speaking Anxiety

a. Instrument Validity and Reliability Test

1. Validity Test

For the level of validity, a significance test was conducted by comparing the $_{calculated}$ r-value with the r $_{table}$ value. For *degree of freedom* (df) = n-2. In this case, n is the number of samples of 60 respondents. If the df value can be calculated as 60 -2 or df = 58 with alpha 0.05, r $_{table}$ 0, 2542 was obtained, if r $_{count}$ > r $_{table,}$ the question items are said to be valid.

Table 4.1

X Variable Validity Test Results

Question Items	*Pearson's Value Correlation/ rcount*	Sig.	r $_{table}$	Criteria
1	0, 454	0.000	0.2542	Valid
2	0, 384	0.000	0.2542	Valid
3	0, 485	0.000	0.2542	Valid
4	0, 399	0.000	0.2542	Valid
5	0, 331	0.000	0.2542	Valid
6	0.620	0.000	0.2542	Valid
7	0, 565	0.000	0.2542	Valid
8	0, 426	0.000	0.2542	Valid

Table 4.2

X2

Question Items	*Pearson's* Value *Correlation/ rcount*	Sig.	r table	Criteria
1	0, 644	0.000	0.2542	Valid
2	0, 659	0.000	0.2542	Valid
3	0, 412	0.000	0.2542	Valid
4	0, 481	0.000	0.2542	Valid
5	0, 568	0.000	0.2542	Valid

Table 4.3

X3

Question Items	*Pearson's* Value *Correlation/ rcount*	Sig.	r table	Criteria
1	0, 470	0.000	0.2542	Valid
2	0, 626	0.000	0.2542	Valid
3	0, 619	0.000	0.2542	Valid
4	0, 497	0.000	0.2542	Valid
5	0, 577	0.000	0.2542	Valid
6	0.519	0.000	0.2542	Valid
7	0, 603	0.000	0.2542	Valid
8	0, 438	0.000	0.2542	Valid

Based on the table above, it can be seen that each question item has $r_{count} > r_{table}$ (0.2 542) and has a positive value. Thus, the question items were declared valid. Therefore, the statement was declared valid as tested for reliability. Therefore, to see the consistency of the answers to the questions obtained from the respondents.

2. Reliability Test

In addition to the validity test, a measuring instrument must have a reliability test so that the measuring instrument was said to be valid. As for this study, the reliability test was used with the *Cronbach Alpha* method with the help of the *SPSS* 22 *Forwindows* statistic.

The following were the results of the reliability test:

Table 4.4
Result Reliability Test of Variable Communication

Variable	Cronbach's Alpha	r table	Criteria
	0.474	0.600	Reliable

From the description table above can be seen that this variable has an alpha (0, 474)> 0,600, so it can be said to be reliable.

Table 4.5
Result Reliability Test of Variable Test Anxiety

Variable	Cronbach's Alpha	r table	Criteria
	0.431	0.600	Reliable

From the description table above can be seen that this variable has an alpha (0, 431)> 0,600, so it can be said to be reliable.

Table 4.6
Result Reliability Test of Variable Fear of Negative Evaluation

Variable	Cronbach's Alpha	r table	Criteria
	0.688	0.600	reliable

From the description of the above table, it can be seen that the variable has an alpha (0,688) > 0.600, so it can be said to be reliable.

2. *Assumption Test Results*

This study aims to determine the different factors of language speaking anxiety between male and female students. Before starting the difference test, it is important to pay attention to the normality test and homogeneity test first as a prerequisite. Normality tests and homogeneity tests need to be done to determine the statistics used in the difference test.

a. Normality Test

The normality test is carried out to determine whether the distribution of the data obtained follows or approaches the standard normal distribution law of Gauss Nisfiannoor (2009, p. 91). If the data distribution is normal, then the analytical technique used is the *Independent-Sample T-Test*. The normality test in this study uses the *Kolmogorov-Smirnov Test,* which is shown in table 4.2 below.

Table 4.7
One Sample Shapiro Wilk, tests of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
Communication Apprehension	.964	25	.498
	.941	35	.061
Test Anxiety	.952	25	.272
	.942	35	.063
Fear of Negative Evaluation	.961	25	.434
	.955	35	.166

Based on table 4. 2 the normality test for the level of speaking anxiety between males and females obtained a significance value (p) of communication Apprehension for male 0.498 and female 0.061 ($p > 0.05$), it can be concluded that the data were distributed normally for male, a significance value (p) was 0.272 and female was 0.063. It can be concluded that the data were distributed normally and the Fear of Negative Evaluation factor of males had a significance value (p) was 0.434 and for females was 0.166, it can be concluded that all factors were distributed normally.

b. Homogeneity Test

A homogeneity test was conducted to determine whether the variance between the groups tested was different or not. The variance was homogeneous or heterogeneous Nisfiannoor (2009). The homogeneity test in this study used ANOVA. The results of the homogeneity test of research data are shown in the table below.

Table 4.8
Homogeneity Test Calculation Results
Test of Homogeneity of Variances

Factor	Levene Statistics	df1	df2	Sig.
Communication Appreciation	1.332	2	58	.112
Anxiety Test	0.16	2	58	.900
Fear of Negative Evaluation	0.613	2	58	.437

In table 4.8 of the *Levene Statistic* column, the significance value for the Communication Apprehension factor was $p = 0.112$, the Anxiety Test factor was $p = 0.900$ and the Fear of Negative Evaluation factor was $p = 0.900$. It showed that $p = > 0.05$, it can be said that the data comes from a homogeneous population.

3. Hypothesis Test Results

After knowing that the data used in this study is normally distributed, then in testing the hypothesis using *the paired sample T-Test* with the test criteria for the asymptotic significance value > 0.05, the alternative hypothesis will be accepted or in other words, do exist difference, if the asymptotic significance is <0.05, then

the null hypothesis will be accepted and alternative hypothesis will be rejected, it is said that there is no a difference.

1. *Communication Apprehension*

Measurement of Communication Apprehension on gender with the initial hypothesis, namely Ha = there was a difference in test anxiety between males and females.

Table 4.9

	Sig. (2-tailed)		Ha accepted/ rejected	Conclusion
Communication Apprehension	0.112	0.05	Ha accepted	There was a difference

From the table above, it can be seen that the significance of communication appreciation was 0.112, it was greater than = 0.05 (0.112>0.05). Therefore, Ha was accepted and Ho was rejected, that showed there was a difference in communication appreciation between male and female.

2. *Test of Anxiety*

Measurement of the test of anxiety for gender with the initial hypothesis, namely Ha = there was a difference in test anxiety between males and females.

Table 4.10

	Sig. (2-tailed)		Ha accepted/ rejected	Conclusion
Test Anxiety	0, 900	0.05	Ha accepted	There was a difference

From the table above, it can be seen that the significance level of the Anxiety Test was 0.900 it was greater than = 0.05 (0.900>0.05). Therefore, Ha was accepted and Ho was rejected, hence there was a difference in test anxiety between males and females.

3. Fear of Negative Evaluation

Measuring the fear of negative evaluation of gender with the initial hypothesis, namely Ha = there was a difference in fear of negative evaluation between male and female.

Table 4.11

	Sig. (2-tailed)		Ha accepted/ Rejected	Conclusion
Fear of Negative Evaluation	0.437	0.05	Ha accepted	There was a difference

From the table above it can be seen that the significant factor of fear of negative evaluation amounting to 0.437 greater than = 0.05 (0.437 > 0.05). Therefore, Ha was accepted and Ho was rejected, so there was a difference in test anxiety between males and females.

D. The Result of Finding

a. Difference Test Results of Factor Speaking Anxiety

After the normality test, homogeneity, and hypothesis test were carried out in this study, it was continued to conduct a difference test. The difference test in this study used the *Independent-Sample T-Test* statistical technique with the help of *SPSS version 11.5 for Windows*.

Table 4.12

Difference Test Calculation Results

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Communication Appreciation	Equal variances assumed	2.610	.112	.229	58	.820	.211	.925
	Equal variances not assumed			.216	40,734	.830	.211	.978
Test Anxiety	Equal variances assumed	.016	.900	2.212	58	.031	1.423	.643
	Equal variances not assumed			2.206	51.377	.032	1.423	.645
Fear of Negative Evaluation	Equal variances assumed	.613	.437	.655	58	.515	.720	1,099
	Equal variances not assumed			.660	53,268	.512	.720	1.090

Based on the result of the calculation of the difference in the three data averages presented in table 4.4, it was known that the *Levene's Test for Equality of Variances* column had a significant value for Communication Apprehension 0.112 ($p > 0.05$) Test Anxiety 0.900 ($p > 0.05$) and Fear of Negative Evaluation of 0.613 ($p > 0.05$). It showed that the three variances were the same, then the use of variance to compare the population mean (t-*test for Equality of Means*) in the *t-test* must be based on *equal variance assumed*.

Therefore, the *equal variance assumed* for factor Communication Apprehension obtained by value *t* was 0.229. The Significant value was $p = 0.820$, for the Test Anxiety factor obtained by value *t* was 2.212 and a significant factor

was $p = 0.31$. For the Fear of Negative Evaluation factors obtained by a value t was 0.655 and the significance of $p = 0.515$ of the three factors showed that $p > 0.05$, it means that there was a difference in the factor of language speaking anxiety between male and female students in terms of these three factors. It can be said that the factor of speaking anxiety between males and females was different.

Table 4.13
Descriptive Group Statistics

Group Statistics					
	Gender	N	mean	Std. Deviation	Std. Error Mean
Communication Appreciation	Male	25	28.84	4.190	.838
	female	35	28.63	2,981	.504
Test Anxiety	Male	25	18.68	2.479	.496
	female	35	17.26	2,442	.413
Fear of Negative Evaluation	Male	25	28.92	4.082	.816
	female	35	28.20	4.276	.723

It can be seen from Table 4.5, the *mean* value of the Communication Apprehension factor for male students was 28.84 while female students were 28.63. In the factor Anxiety Test, male students were 18.68, and female students were 17.26. Meanwhile, the factor Fear of Negative Evaluation for male students was 28.92 and for female students was 28.20. Thus, based on three factors, the most influencing factor for male students was the Fear of Negative Evaluation factor and for female students was the Communication Apprehension factor.

2. The Finding of Strategies to Overcome Student Speaking Anxiety

1. **Preparation**

1. Do you read the material before perform in front of the class as way to cope speaking anxiety?

60 jawaban
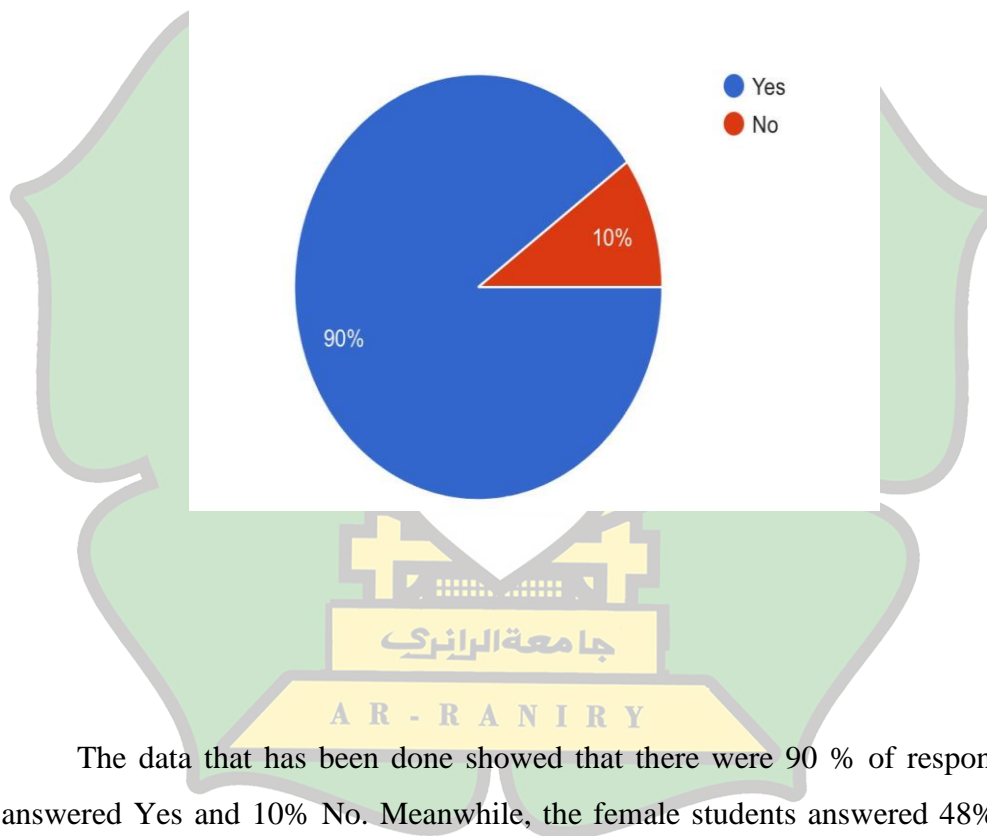
The data that has been done showed that there were 90 % of respondents answered Yes and 10% No. Meanwhile, the female students answered 48% Yes and male 42 % Yes while 10% of female students answered No.

2. Do you focus to prepare more for the subject that commonly affect you experience the anxiety?

60 jawaban
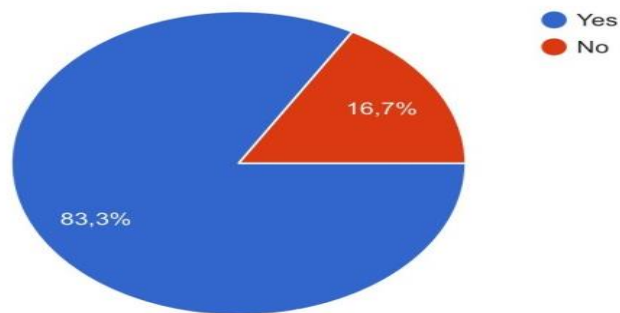
The data showed that there were 83, 3 % of students answered Yes and 16, 7% No. It included female 46, 6 %, and male students 36, 6 %. 11, 6% of female students answered No and male students 5,1%

2. Positive Thinking

3. Do you try to think of something pleasant or enjoyable to relive your anxious feeling?

60 jawaban
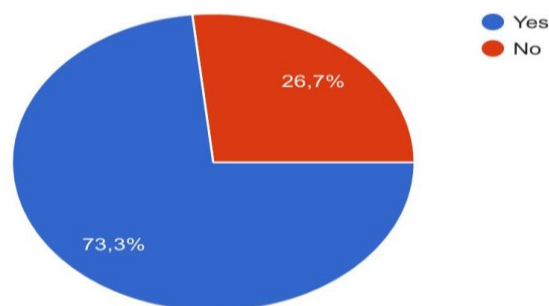
Based on the data, it can be concluded that 73,3% of respondents answered Yes for this questioner and 26,7% of students answer No. Furthermore, there was 38 % of female students answered yes, and 35% of male students. On the other hand, the students answered No there were 20% female and 6,7% male.

4. Do you try to be confident and imagine your self-giving a great performance?

60 jawaban
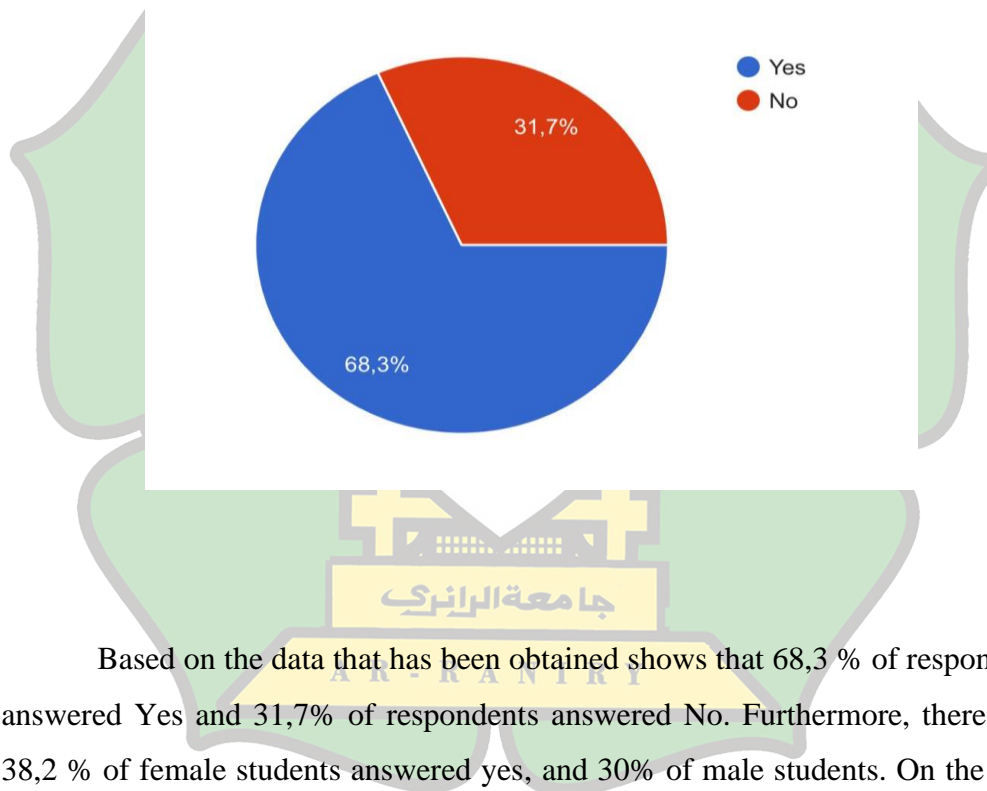
Based on the data that has been obtained shows that 68,3 % of respondents answered Yes and 31,7% of respondents answered No. Furthermore, there were 38,2 % of female students answered yes, and 30% of male students. On the other hand, the students who answered no there were 21,7% of female students and 10% of male students.

3. Relaxation

5. Do you try to be calm and just do your best to reduce your anxiety feeling?

60 jawaban
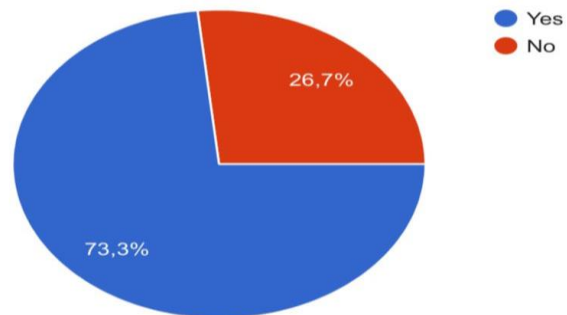
Based on the data, it can be shown that 73,3% of respondents answered and 26,7% of students answered No. Furthermore, there were 38 % of female students answered yes and 35% of male students. On the other hand, the students who answered no there were 20% female students, and 6,7% male students answered No.

6. Do you try to practice to take a deep breath to relieve anxious feeling?

60 jawaban
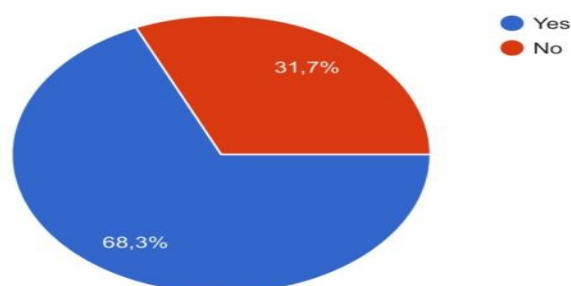
Based on the data, it can be concluded that 68,3 % of respondents answered Yes and 31,7% answered No. Moreover, there were 36,5% of female students answered yes, and 31,6% of male students. On the other hand, there were23,2% of female students were answered No and 8,5% of male students were answered No.

3.   Peer Seeking

7. Do you prefer yourself with other who have the same problem with you?

60 jawaban
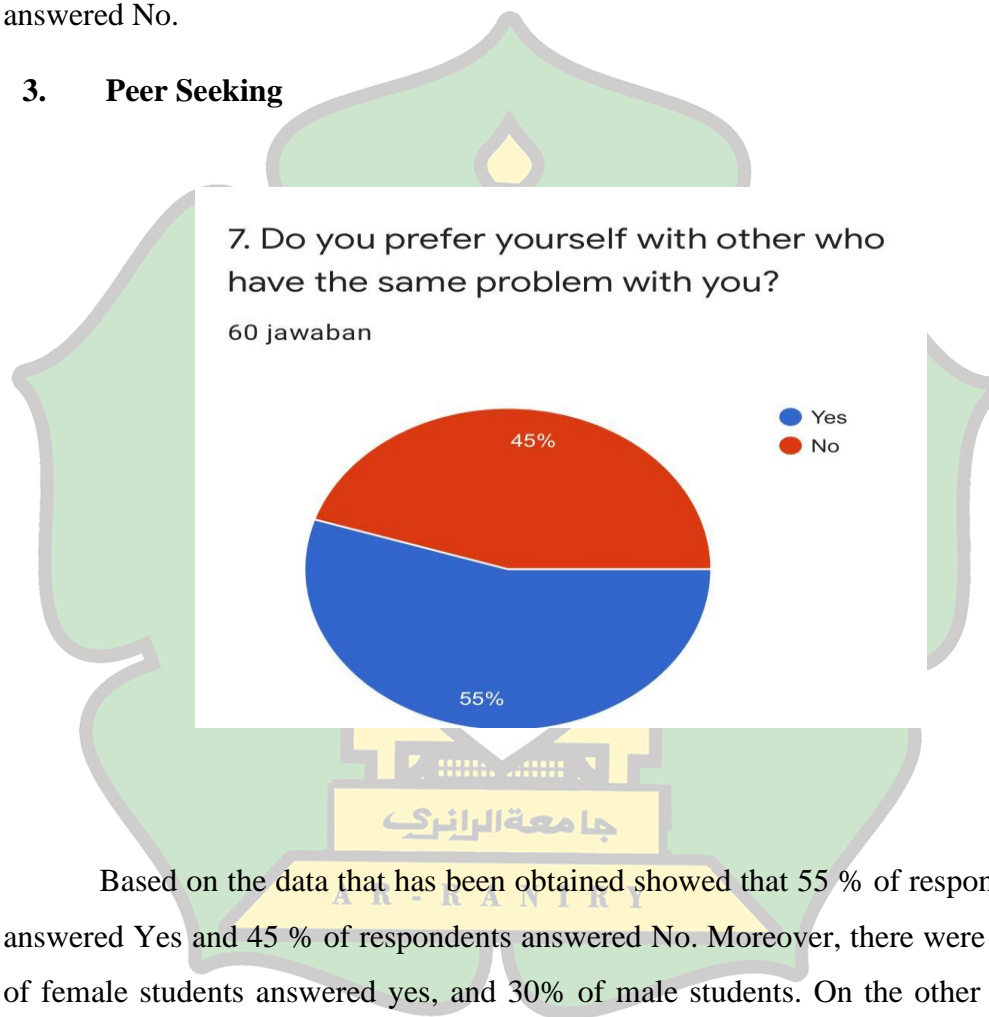
Based on the data that has been obtained showed that 55 % of respondents answered Yes and 45 % of respondents answered No. Moreover, there were 25 % of female students answered yes, and 30% of male students. On the other hand, the students who answered no there are 39%   female students and6% male students.

8. Do you prefer to ask your friend if there is a topic that you do not understand?

60 jawaban
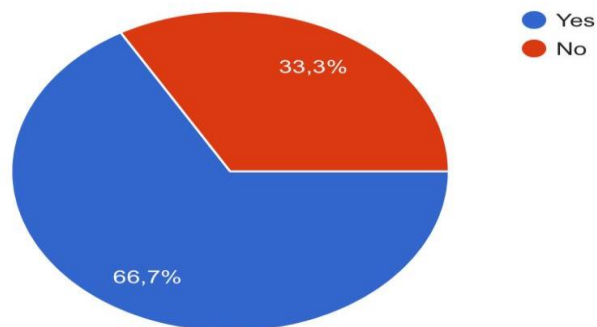
Based on the data, it can be concluded that 66,7 % of respondents answered and 33,3% of students answer No. Furthermore, there were 30 % of female students answered yes, and 37% of male students. Besides that, the students who answered No there were 28 % of female students and 15%of male students answered No.

4. Resignation

9. When you get anxious you decided not to do any effort because you realize you always failed in Speaking Foreign Language and that way can reduce your speaking anxiety?

60 jawaban
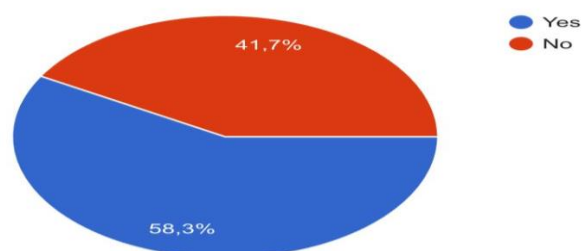
Based on the data that has been conducted, we can conclude that 41, 7 % of respondents answered, and of 58,3 % students answered. It can count that there were 23% of female students answered yes and 19% of male students. While the students who answered no there were 37% of female students and 21% of male students.

10. When you get anxious, do you prefer to choose sleeping in the class?

60 jawaban
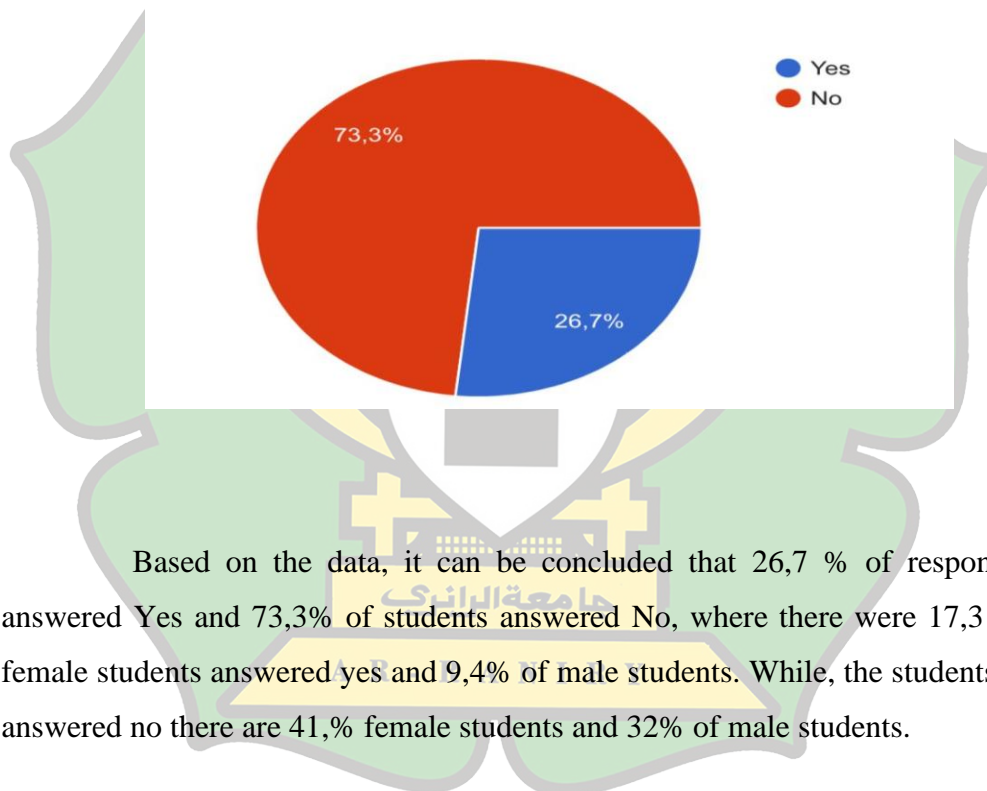
Based on the data, it can be concluded that 26,7 % of respondents answered Yes and 73,3% of students answered No, where there were 17,3 % of female students answered yes and 9,4% of male students. While, the students who answered no there are 41,% female students and 32% of male students.
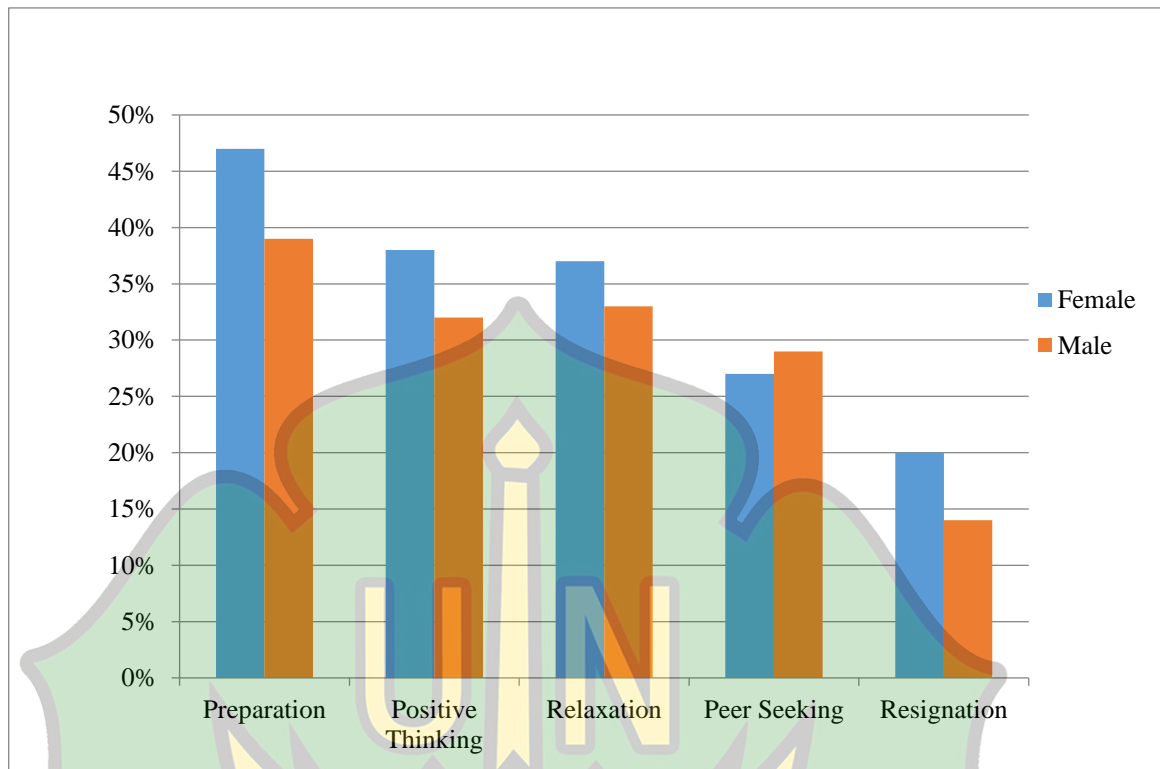
Figure. 1.1

Comparison of Strategies for Reducing Language Anxiety by Male and Female students

Based on the diagram above, it can be seen that males and females tend to use the preparation strategy to reduce anxiety. It can be seen with a percentage of 47.3% of female students answered yes and 39.3% of male students. Meanwhile, for positive thinking, female students got 38% while male students only got 32%. Furthermore, for the Relaxation strategy, the female students were 37% and the male students were higher than the positive thinking strategy was 33.3%. Another strategy is Peer Seeking, where 27% of female students answered yes and 29% of male students answered yes. The last strategy was Resignation, where only 20% of female students use this strategy and only 14.2% of male students.

Based on the research results above, the researcher can conclude that female and male students use the same strategy to reduce their speaking anxiety that was the reparation strategy and rarely uses the resignation strategy.

B. Discussion

The objectives of this study were to find out the factor of foreign language anxiety in speaking classes based on Gender. To analyze the significant differences factor of foreign language anxiety between male and female students and to know how do they overcome their anxiety. This study used the quantitative method. The research site was at the English Department of Islamic University of Ar-Raniry Banda Aceh. The data were collected by using a questionnaire adapted from Horwizt (1986) and Kondo & Ying-Ling (2004). There were 60 students of the English Department in the fourth Semester who participates in this research. There were 25 male students and 35 female students who participated in this research as the real sample.

The findings of this study answered the two research questions of this study.

1. Are there any differences in speaking anxiety factors in speaking class between male and female students?

2. How do they overcome their anxiety?

The researcher used an independent sample t-test to examine if there was a significant difference in foreign language anxiety between males and females. There were 3 factors of foreign language anxiety in speaking class: Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation.

On the other hand, there were 5 strategies to relieve student speaking anxiety: Preparation, Positive Thinking, Relaxation, Peer Seeking, and Resignation.

The researcher got the result that most female participants mostly feel anxious because of factor Communication Apprehension. *The Mean* was 28.63. Meanwhile, for participants of male more feel anxious because of factor Fear of negative evaluation 28.92. Therefore, based on the research conducted, the researcher can conclude that there was a significant differentiating factor that causes speaking anxiety between male and female students in speaking class, that was female students most anxious because of Communication Apprehension. In contrast, male students were anxious about fear of negative evaluation.

For research question number two, after the researcher found the factor that contributed to students speaking anxiety in speaking class, the researcher also found how they can cope with their anxiety, the researcher found that female and male students have the same way to cope with speaking anxiety that was they tried to prepare their selves well female students got 47.3% while answered and 39.3% of male students. So the Preparation strategy got a high percentage than the other strategies.

The significant differences in this research with the previous study were this research conducted by quantitative research and found the difference between male and female students. This research showed that there were no differences in speaking anxiety factor in speaking class between male and female students. As a result female students more anxious because of Communication Apprehension while male students were found because of fear of negative evaluation.

The similarities that the researcher found was same focus on strategies that students used to reduced foreign language anxiety based on Gender that was student choose to prepare themselves well to face speaking class so that they do not feel anxious that was mean preparation strategies to be the high strategies to use with percentage female while the male.

The researcher's findings were in line with the results from research findings conducted by previous researchers, such as Thaher (2005), Amogne and Yigzaw (2013), and Zakaria and Hassan (2015) which revealed that communication apprehension was the anxiety factor that most often appeared and caused students to not want to speak English in the front of the classroom.

This finding contradicts with the majority of some previous studies. Some previous was found that by Vanessa (2020) dominant factor of foreign language anxiety that contributed between male and female students was English classroom speaking anxiety. Another research conducted by Santriza (2018) 72 % of the students experienced the anxiety of test. Based on the result, this study was different with my research because it has been conducted in qualitative research and the focused was different. On the other hand, Santriza only focused on the dominant factor, but the researcher focused on differences between male and female students. Another research result from Eleldi (2016) also concluded that male students have higher level on foreign language anxiety than female students. Male students more feel worried about making mistakes when they are in the speaking class.

The second research question, it contradicted with the previous study done by Abdillah (2018). She found that the most strategy used by students to reduce language anxiety in speaking skills was the positive thinking strategy. While in this research, the result showed that both male and female used preparation strategy to overcome their anxiety.

CHAPTER 5

CONCLUSION AND SUGGESTION

This chapter is divided into two parts, conclusions, and suggestions. In conclusion, the researcher will clarify the results of investigated speaking anxiety in speaking class based on the Gender of the fourth Semester Students in the Islamic University of Ar-Raniry Banda Aceh. Then, the advice section contains the views and suggestions of researchers for students, future researchers, and teachers or lecturers.

A. Conclusion

Based on the data analysis and the results of the study, the researcher can conclude as followed:

1. According to the data result of type-based FLCAS grouping, it found that "Fear of Negative Evaluation" is the main factor that causes male students to feel anxious with a Mean =28.92 After that the factor became the second factor with 10 with a mean = 28.84, then the last factor was communication apprehension Test anxiety with mean = 18.68

2. According to the second research question based on Kondo & Ying ling (2004), males and females tend to use the Preparation strategy to reduce Anxiety 47.3% of female students and 39.3% of male students. Meanwhile, for positive thinking, female students got 38% while male students got 32%. Furthermore, for the Relaxation strategy, the female students were 37% and the male students were higher thathe positive

thinking strategy, which was 33.3%. Another strategy is Peer Seeking where 27% of female students and 29% of male. The last strategy is Resignation where only 20% of female students use this strategy and only 14.2% of male students.

B. Suggestion

Based on the findings, the researcher has made some recommendations for future research. Students, lecturers, and future researchers are all given suggestions.

1. Students

Students in the speaking class are no longer nervous about speaking English. There is no need for them to be nervous in speaking class because being nervous can affect their score and prevent them from getting the best results on the oral exam. Students can identify the foreign language factors that have an impact on themselves. Students should also employ some strategies for reducing their foreign language anxiety in speaking class.

2. Lecturer

When teaching speaking, the lecturer can identify and address the factors that contribute to students' foreign language anxiety also in helping the students to cope with their language anxiety in speaking skills, English the lecturer should be aware of the existence of anxiety among their students. The lecturer should use a method to inspire and ease the students' learning in the speaking course without making them feel uneasy.

3. *Future researcher*

According to the researcher, future research is expected to conduct a better study with a better research methodology and more data collection. Future researchers interested in studying foreign language anxiety should look into diverse subjects and locations. In addition, future researchers can gain from this research and be inspired to explore similar topics to overcome problems that arise in speaking classes.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-13620/UN.08/FTK/KP.07.6/12/2020

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 23 November 2020

MEMUTUSKAN

Menetapkan	:	
PERTAMA		Menunjuk Saudara:

1. Dr. Nashriyah, MA   Sebagai Pembimbing Pertama
2. Alfiatunnur, M. Ed   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Sausan Afra Nabila**
NIM	:	**160203246**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**An Analysis of Students' Speaking Anxiety Based on Gender**

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
KEEMPAT	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 07 Desember 2020
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Nomor   : B-8139/Un.08/FTK.1/TL.00/05/2021
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **SAUSAN AFRA NABILA / 160203246**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Analysis of Student's Speaking Anxiety Based on Gender*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 03 Mei 2021
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 09 Agustus 2021

Dr. M. Chalis, M.Ag.

APPENDIX C

Questionnaire of Speaking Anxiety

NO	Questionnaire	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I never feel quite sure of myself when I am speaking in my foreign Language class					
2	I start to panic when I have to speak without preparation in Language class.					
3	I would not be nervous speaking in the foreign language with Native speakers.					
4	I feel confident when I speak in foreign language class					
5	I feel very self-conscious about speaking the foreign language in front of other Students.					
6	I get nervous and confused when I am speaking in my Language class.					
7	I get nervous when I do not understand every word the language teacher says					
8	I would probably feel comfortable around native speakers of the Foreign language.					
9	I do not worry about making mistakes in language class.					
10	I am usually at ease during tests in my Language class.					
11	I worry about the consequences of failing my foreign Language class.					

12	I am afraid that my language 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 tremble when I know that I am going to be called on in language class.
15	I keep thinking that the other students are better at languages than I am
16	It embarrasses me to volunteer answers in my Language class.
17	I get upset when I do not understand teachers feedback
18	I can feel my heart pounding when I am going to be called in language class.
19	I always feel that other students speak the foreign Language better than I do.
20	Language class moves so quickly I worry about getting left behind.
21	I am afraid that the other students will laugh at me when I speak the foreign language
22	I get nervous when the language teacher asks questions which I have not prepared in advance

APPENDIX D

Questionnaire's Result of Students' Speaking Anxiety

Gender	P1	P2	P3	P4	P5	P6	P7	P8	Total X1	P1	P2	P3	P4	P5	Total X2	P1	P2	P3	P4	P5	P6	P7	P8	Total X3
			X1									X2							X3					
1	4	4	4	4	3	4	4	4	31	4	4	4	3	4	19	3	4	4	4	5	4	3	4	31
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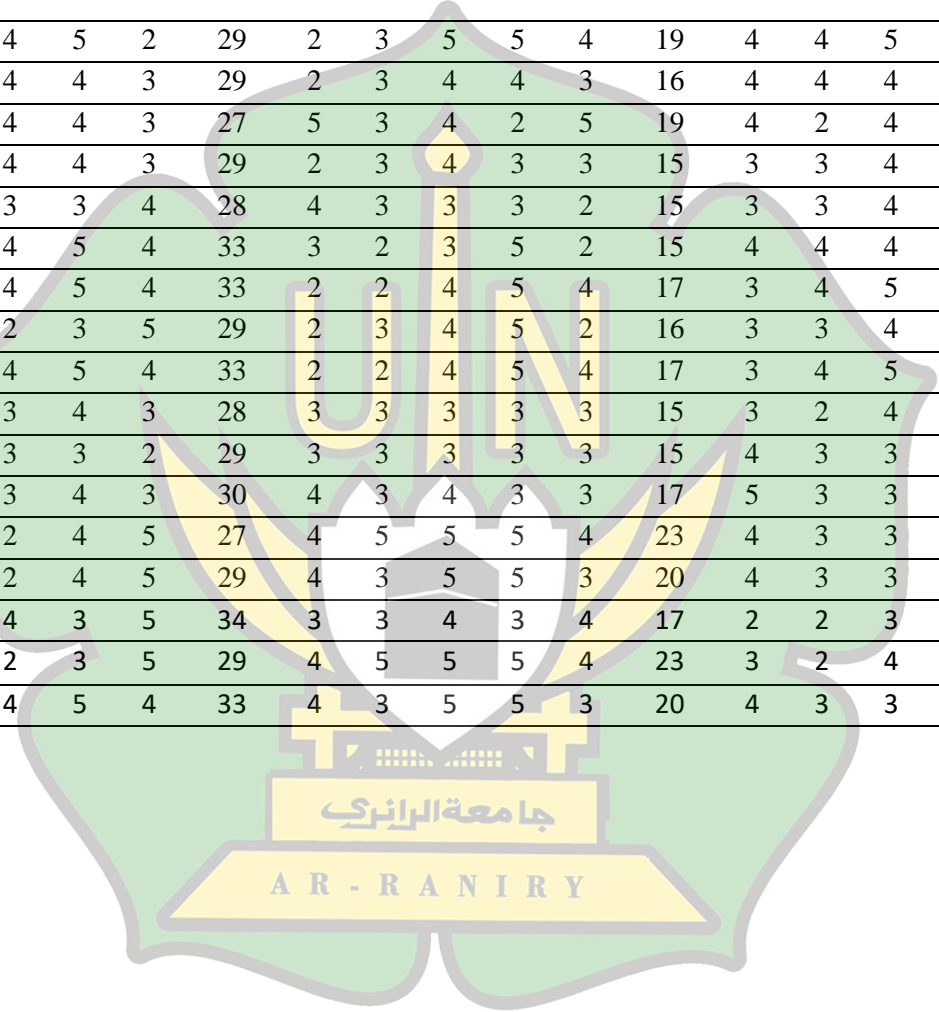
APPENDIX E

Questionnaire of Strategies to Cope with Speaking Anxiety

No	Questionnaire	Yes	No
1	Do you read the material before performing in front of the class as way to cope with speaking anxiety?		
2	Do you focus on preparing more for the subject that commonly affects you experience anxiety?		
3	Do you try to think of something pleasant or enjoyable to relieve your anxious feeling?		
4	Do you try to be confident and imagine your self-giving a great performance?		
5	Do you try to be calm and just do your best to reduce your anxiety feeling?		
6	Do you try to practice taking a deep breath to relieve anxious feeling?		
7	Do you prefer yourself with others who have the same problem as you?		
8	Do you prefer to ask your friend if there is a topic that you do not understand?		
9	When you get anxious, you decided not to make any effort because you realize you always failed in Speaking Foreign Language and can reduce your speaking anxiety		
10	When you get anxious, do you prefer to choose to sleep in the class?		

APPENDIX F

Questionnaire's Result of Strategies to Cope with Speaking Anxiety

No	Name	Gender	Statements									
			1	2	3	4	5	6	7	8	9	10
1	HA	F	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No
2	NRF	F	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes	No
3	NA	F	Yes	No	No	Yes	No	No	No	Yes	No	Yes
4	CB	F	No	No	No	No	No	No	No	Yes	No	Yes
5	AS	F	No	Yes	Yes	Yes	No	No	No	No	No	No
6	A	F	No	No	No	No	Yes	Yes	Yes	Yes	No	Yes
7	JZ	F	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No
8	RN	F	Yes	Yes	Yes	No	Yes	Yes	No	Yes	No	No
9	RA	F	Yes	No	Yes	Yes	No	No	Yes	Yes	No	No
10	RS	F	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	No
11	SM	F	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	No
12	FF	F	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No
13	CNN	F	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes
14	S	F	No	No	No	No	No	No	No	No	No	No
15	ZA	F	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No
16	ZPA	F	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No
17	F	F	Yes	Yes	No	Yes	Yes	Yes	No	Yes	No	No
18	TM	F	Yes	Yes	Yes	No	No	No	Yes	Yes	No	No
19	FA	F	Yes	Yes	No	Yes	Yes	Yes	No	Yes	No	No
20	RS	F	Yes	Yes	No	No	No	No	No	Yes	Yes	No
21	FF	F	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
22	H	F	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
23	CD	F	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No
24	SA	F	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
25	WA	F	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
26	NM	F	Yes	Yes	No	No	No	No	Yes	Yes	Yes	No
27	SD	F	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes
28	RF	F	Yes	Yes	No	Yes	No	No	No	Yes	Yes	No
29	AM	F	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes
30	AF	F	Yes	No	Yes	Yes	No	No	Yes	Yes	Yes	No
31	CN	F	Yes	Yes	No	No	Yes	Yes	No	No	No	No
32	IR	F	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No
33	MF	F	Yes	Yes	No	No	Yes	Yes	No	Yes	No	No
34	A	F	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
35	MA	F	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

36	S	M	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
37	ZH	M	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
38	MH	M	Yes	No	Yes	Yes	No	No	No	No	Yes	Yes
39	MZ	M	No	No	Yes	Yes	Yes	Yes	No	Yes	No	No
40	MF	M	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No
41	M	M	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
42	H	M	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
43	PS	M	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
44	FS	M	Yes	Yes	No	No	No	No	No	No	No	No
45	M	M	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
46	MF	M	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	No
47	RM	M	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No
48	WS	M	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes
49	TA	M	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	No
50	MIS	M	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No
51	MH	M	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
52	SD	M	Yes	Yes	Yes	Yes	No	No	No	No	Yes	No
53	AH	M	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No
54	FR	M	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
55	SI	M	Yes	Yes	Yes	No	Yes	Yes	Yes	No	No	No
56	RA	M	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No
57	Z	M	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
58	AM	M	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
59	AM	M	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
60	ZA	M	Yes	Yes	Yes	No	No	No	Yes	Yes	No	No

APPENDIX G
T-Test

Notes

Output Created		09-JUN-2021 02:36:22
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	60
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=Gender(1 2) /MISSING=ANALYSIS /VARIABLES=Communication TestAnxiety FearofNegativeEvaluation /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00,02
	Elapsed Time	00:00:00,03
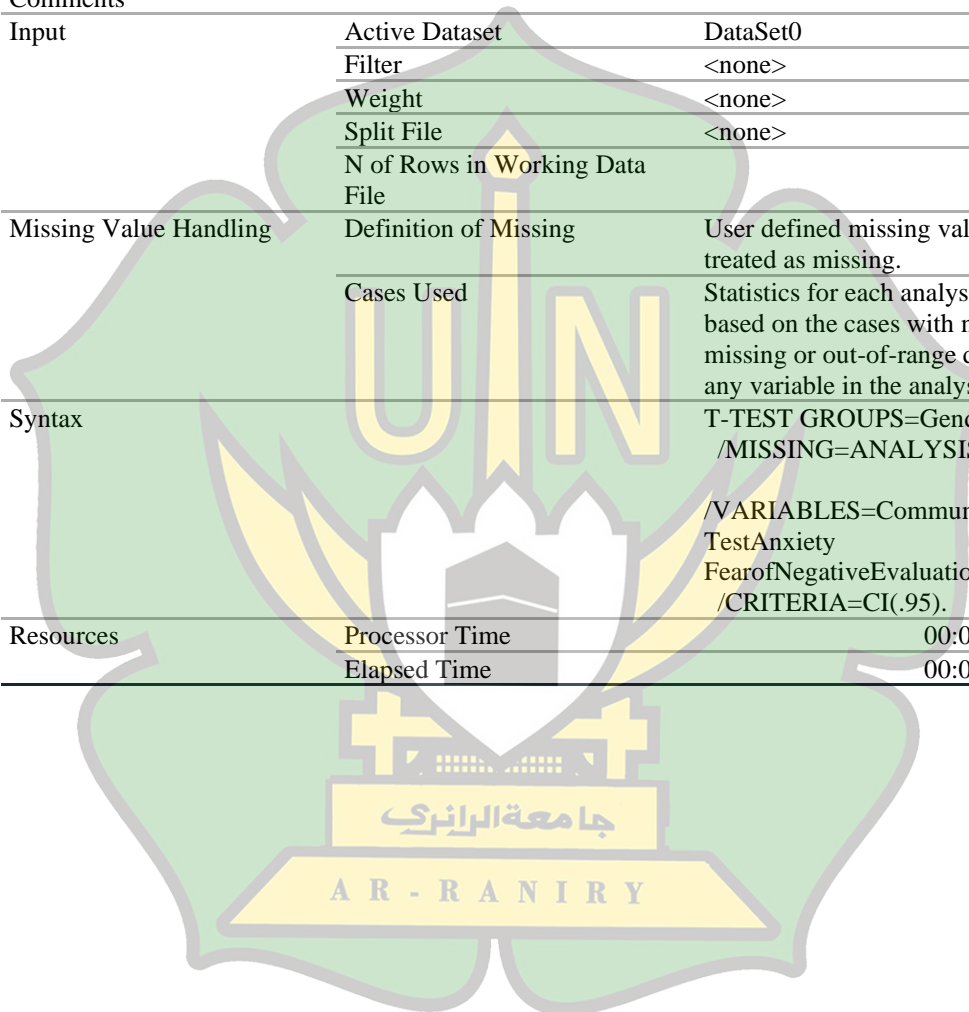
APPENDIX H
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Communication Aprehention	Equal variances assumed	1.281	.262	.288	58	.774	.274	.951	-1.630	2.178
	Equal variances not assumed			.276	43.115	.784	.274	.994	-1.729	2.278
Test Anxiety	Equal variances assumed	.199	.658	2.608	58	.012	1.594	.611	.370	2.818
	Equal variances not assumed			2.561	48.330	.014	1.594	.623	.343	2.846
Fear of Negative Evaluation	Equal variances assumed	.872	.354	.646	58	.521	.720	1.114	-1.510	2.950
	Equal variances not assumed			.654	53.896	.516	.720	1.101	-1.488	2.928

APPENDIX I

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Communication Apprehension	Male	25	28.76	4.166	.833
	Female	35	28.49	3.203	.541
Test Anxiety	Male	25	18.68	2.479	.496
	Female	35	17.09	2.228	.377
Fear of Negative Evaluation	Male	25	28.92	4.082	.816
	Female	35	28.20	4.371	.739