Students' Speaking Anxiety and Its Effect on Speaking Performance Based on Their Gender

Wahyu Istiqomah

Universitas Negeri Surabaya
wahyu.20004@mhs.unesa.ac.id

Abstrak

Salah satu keterampilan yang harus dikuasai siswa adalah berbicara bahasa Inggris. Namun, tidak semua siswa memiliki rasa percaya diri dalam berbicara bahasa Inggris di depan banyak orang. Baik siswa perempuan maupun laki-laki dapat merasakan kecemasan berbicara yang akan mempengaruhi kinerja berbicara mereka. Tujuan dari penelitian ini adalah untuk mengetahui tingkat kecemasan berbicara pada setiap jenis kelamin, hubungan antara kecemasan berbicara dengan kinerja berbicara, dan faktor-faktor yang mempengaruhi kecemasan berbicara pada setiap jenis kelamin. Penelitian ini menggunakan metodologi penelitian kuantitatif, khususnya pendekatan korelasional, dengan populasi partisipan terdiri dari 36 siswa kelas 12 SMA. Siswa perempuan terbukti lebih percaya diri berbicara bahasa Inggris dibandingkan siswa laki-laki. Selain itu, kecemasan berbicara mempunyai hubungan yang sangat tinggi dengan kinerja berbicara. Artinya, kecemasan berbicara sangat mempengaruhi kinerja berbicara baik pada siswa perempuan maupun laki-laki. Selain itu, siswa perempuan mengalami kecemasan berbicara sebagai akibat dari kecemasan menghadapi ujian, sedangkan siswa laki-laki mengalami kecemasan berbicara sebagai akibat dari ketakutan berkomunikasi, kecemasan menghadapi ujian, dan ketakutan akan evaluasi negatif.

Kata Kunci: Kecemasan berbicara, Tingkat kecemasan, Gender, Penampilan berbicara

Abstract

One of the skills that must be mastered by students is speaking English. However, not all students have confidence in speaking English in front of many people. Both female and male students can feel speaking anxiety which will affect their speaking performance. The aim of this study is to determine the speaking anxiety level of each gender, the relationship between speaking anxiety and speaking performance, and the factors that influenced speaking anxiety in each gender. This research used quantitative research methodology, specifically a correlational approach, with a participant population consisting of 36 grade 12th high school students. Female students proved to be more confident to speak English than male students. In addition, speaking anxiety has a very high relationship with speaking performance. That means, speaking anxiety greatly affects speaking performance for both female and male students. Furthermore, female students experience speaking anxiety as a result of test anxiety, whereas male students experience speaking anxiety as a result of communication apprehension, test anxiety, and fear of negative evaluation.

Keywords: Speaking anxiety, Anxiety level, Gender, Speaking Performance

INTRODUCTION

English is a foreign language in Indonesia. Students in Indonesia tend to speak using their mother tongue (L1), namely Indonesian, and they will use English (L2) after they acquire their L1. The position of English in Indonesia as a foreign language for Indonesian citizens is one of the factors in someone's fear of speaking English, because they are afraid they will make mistakes in pronunciation or messy sentence structures. So students will feel uncomfortable to speak English (Tridinanti, 2018). Indonesian students only have a short time to learn English within the school environment, and even then they rarely speak English. They are more likely to speak in their local language or Indonesian, which they are better at. English learning in Indonesia, especially speaking will end when the English class ends too. This makes it difficult for students to try speaking English because they feel insecure and afraid of making mistakes (Jaya et al., 2022). This phenomenon is also called anxiety in speaking English. In Indonesia, there are some problems arise when students learn speaking in English. First, English lessons in formal schools in Indonesia are severely restricted, occurring only twice a week for a duration of 30-45 minutes (Panggabean, 2015). Second, students only remember a few words when they talk in front of the class. English teachers in Indonesia rely too

much on textbooks; therefore the vocabulary produced by students is very limited as in the textbook. Students will more often imitate what is in the textbook when they speak in front of the class rather than speaking spontaneously using their own language. They do not understand the content and context contained in the book (Tridinanti, 2018). Therefore, when students experience anxiety in speaking English, they cannot participate in class activities well, which has an impact on their speaking performance, because they are too afraid of making mistakes.

Both male and female students can feel this anxiety when they have to speak English. Gender plays an important role in foreign language anxiety, especially in speaking anxiety. However, several studies show mixed and contradictory results. Female students are considered to have higher anxiety than male students in speaking English (Öztürk & Gürbüz, 2013). Therefore, female students choose to discuss with peers to increase positive thoughts so they can overcome these problems (Kao et al., 2017). Several other studies say that female students experience greater speaking anxiety when learning English (Ça, 2015; Yeo Jiin Yih, Vicky Chin, 2017). Meanwhile, male students experience speaking anxiety during the English learning process, which means male students feel speaking anxiety at the beginning, middle and end of learning (Kitano & Ave, 1991). In other research, it is said that there is no significant difference between female and male students and their anxiety levels (Jiang & Dewaele, 2020). Male students feel less anxious about speaking English because they are reluctant to talk about their feelings and experiences in a foreign language (Ahmed et al., 2017). Meanwhile, female students experience anxiety when they have to face the teacher's assessment of their speaking performance. In other words, female students experience anxiety with the type of fear of making mistakes and fear of other people's judgment (Mesri, 2012). Apart from that, anxiety is always associated with traits or personalities that are always associated with women, namely emotional nature and a high sense of conscientiousness so that women are considered to have higher anxiety than men (Gargalianou et al., 2015).

Based on the results of previous research, it shows that female students experience more anxiety than male students. However, all of these statements were refuted by the problems that emerged at one of the schools in Nganjuk, East Java. The researcher undertook research in this field due to disparities in the involvement of female and male students in speaking classes, resulting in varying grades. Based on the researcher's observations at the school, it was observed that female students exhibit greater courage in speaking English and are more

friendly compared to male students. This is noteworthy considering the societal perception of male students as leaders in social interactions. However, this does not mean that male students are afraid to speak; however, male students tend to prefer to remain silent because they are not interested in learning English.

Based on the above explanation, an important contribution to the focus of English language learning will be made by this research. This objective of this study is to compare the percentages of speaking anxiety experienced by male and female 12th grade high school students. Furthermore, the study examines the correlation between speaking anxiety and speaking performance, in addition to identifying the determinants of speaking anxiety in individuals of mixed gender. In addition to identifying the factors that contribute to speaking anxiety when speaking English, the results will aid in determining whether speaking anxiety affects speaking performance.

METHODS

This research used quantitative method and questionnaire as the data collection. This research design uses a correlation study using Pearson product moment correlation. A correlational study is a research that is not experimental that used to establish a relationship or association between variables (Euclid Seeram, 2019). Researchers who use correlational studies are useful for measuring the relationship between 2 or more variables. This research was conducted at one of the high schools located in Nganjuk Regency, East Java, Indonesia, especially in 12th grade. The researcher selected this particular school and class because 12th grade has more complex speaking demands than the classes below in accordance with the Learning Outcomes (CP) of the independent curriculum. Students in class XII at a public senior high school in Nganjuk are the research subjects. One class, class XII-B, with a total enrollment of 36 students—ten male and twenty-six female—will be the site of data collection. The researcher used two instruments to collect the data, there are:

1. FLCAS Questionnaire

    The questionnaire adapted from Horwitz and Cope (1986) in the form of close-ended questionnaire. The name of the questionnaire is Foreign Language Classroom Anxiety Scale (FLCAS). One, two, and three research questions are addressed by the FLCAS questionnaire. The results of the questionnaire are summed up based on gender to address research question number one, which pertains to the level of speaking anxiety. In order to address the second research question, which pertains to

the correlation between speaking apprehension and speaking performance, the student's speaking performance scores and the results of the questionnaire will be computed using the Pearson Product Moment formula. In order to address the third research question, which pertains to the factors that influence speaking anxiety, the questionnaire is categorized into 3 parts according to the factors behind the occurrence of speaking anxiety; the following is the division of the questionnaire based on the factors.

a. Factor 1, Communication apprehension: 1,4,9,14,15,18,24,27,29,30,32
b. Factor 2, Test anxiety: 3,5,6,8,10,11,12,16,17,20,21,22,25,26,28
c. Factor 3, Fear of negative evaluation: 2,5,8,11,14,18,22,28,33

2. Speaking Performance

Speaking performance score took from teacher's note. Teacher take students' speaking scores during the learning process with narrative text, argumentative text, discussion text, and hortatory text materials. In narrative text material, students did PjBL to perform a drama. During the PjBL activity, the teacher took the students' speaking score individually during the preparation process until the drama performance. In argumentative text, students are asked to make a presentation in front of the class, during the presentation and question and answer activities; the teacher took the students' speaking score. In discussion text, students did PBL activities to discuss about the trending phenomenon at that time. During the PBL activity, the teacher took the students' speaking score when they discuss. In the hortatory text, students are asked to do an English debate and then the teacher takes the students' speaking score.

After obtaining data through questionnaires, the data was analyzed to get answers to the overall problem formulation. To determine the speaking anxiety level of each gender, the data is analyzed descriptively by finding the average score of the questionnaire and then will be grouped based on gender. To determine the relationship between speaking anxiety and speaking performance, the data were analyzed using the Pearson Product Moment Correlation formula processed using SPSS. The FLCAS questionnaire score and speaking performance score will be processed to produce a correlation value which will then be interpreted according to (Freenkel & Wallen, 1990). The following is the correlation interpretation.

Table 1 Interpretation of Correlation

Correlation	Interpretation
Under 0.35	Low Correlation
0.40 – 0.60	Fairly Low Correlation
0.65 – 0.85	Fairly High Correlation
Over 0.85	High Correlation

To determine the factors that influence speaking anxiety in each gender, the data was analyzed descriptively by determining the average answers chosen by female students and male students, and then the data was displayed in the form of bar charts to make it easier to read the results. After all the data has been successfully analyzed, the next step is to write an appropriate conclusion.

RESULTS AND DISCUSSION

The research questions of this study are as follows, **"**What are the levels of speaking anxiety among female and male students?", "Does anxiety of female students affect their speaking performance more than male students?", "What factors influence the speaking anxiety of female and male students?" After collecting and analyzing the data, it can be seen that each female and male student has a different level of speaking anxiety as well as the influencing factors even though the speaking performance scores of both are equally affected by speaking anxiety.

To answer research question number one, researchers collected data using the FLCAS questionnaire. The results are presented in the following table

Table 2 Speaking Anxiety Level of Female Students

	N	Minimum	Maximum	Mean	Std. Deviation
Score	**26**	**60**	**99**	**79.5**	**14.339**
Valid N	**26**				

Table 1 show that N is the total data of 26 female students. The minimum score of the female students is 60 and the maximum score is 99. So the average speaking anxiety level of female students is 79.5 which indicates that female students have speaking anxiety level of very low anxiety, according to the range of 33-82 = experiences very low anxiety.

Table 3 Speaking Anxiety Level of Male Students

	N	Minimum	Maximum	Mean	Std. Deviation
Score	**10**	**69**	**128**	**93.4**	**18.554**
Valid N	**10**				

Table 2 shows that N is the total data of 10 male students. The minimum score of male students is 69 and the maximum score is 128. So the average speaking anxiety level of male students is 93.4 which indicates that

male students have speaking anxiety at moderate anxiety level, in accordance with the range of 90-98 = experiences moderate anxiety.

After knowing the average results of the anxiety level scores between female students and male students, it can be seen that female students experience lower anxiety than male students. 26 female students experienced very low anxiety with an average score of 79.5, while 10 male students experienced moderate anxiety with an average score of 93.4.

To find out the significant value between the speaking anxiety level of female students and male students, the researcher shows the t-test table as follows:

Table 4 Independent Sample Test for Quality of Means

		Total Speaking Anxiety	
		Equal variance assumed	Equal variance not assumed
Levene's test for equality of variance	F	.676	
	Sig.	.417	
t-test for equality of means	t	-2.400	-2.136
	df	34	13.356
	Sig. (2-tailed)	.022	.052
	Mean difference	-13.90000	-13.90000
	Std. Error Difference	5.79242	6.50655
	95% confidence interval of the difference: upper	-2.12839	.11853
	lower	-25.67161	-27.91853

From the data above, it can be seen that the significant value (sig 2-tailed) is 0.022, meaning that there is no significant difference in the average speaking anxiety scores of female students and male students. This happens because 0.022 is greater than 0.05 or in other words, the average speaking anxiety score of female and male students is almost the same.

To answer research question number two, researchers collected data using questionnaires and speaking performance scores then analyzed using SPSS to get accurate answers.

Table 5 The correlation between speaking anxiety and speaking performance of female and male students

		Speaking Anxiety	Speaking Performance
Speaking Anxiety	Pearson Correlation	1	-.886**
	Sig. (2-tailed)		<,001
	N	36	36
Speaking Performance	Pearson Correlation	-.886**	1
	Sig. (2-tailed)	<,001	
	N	36	36

Based on the table above, the speaking performance of grade 12 in the school is proven to be affected by speaking anxiety. This is proven by the correlation value r = -.886 which shows that there is a negative correlation, which means that the higher the value of speaking anxiety, the lower the value of students' speaking performance. Then the significant value is found <0.001 which shows that there is a correlation between speaking anxiety and speaking performance, since the significant value is <0.001 < 0.05. Based on the table, it can also be seen that speaking anxiety and speaking performance have a relationship that falls into the criteria of very high correlation in accordance with the correlation coefficient table which shows that 0.80 - 1.000 = very high correlation.

Upon recognizing the strong correlation between speaking anxieties and speaking performance, it becomes evident that both male and female students are significantly impacted by speaking anxiety in terms of their speaking performance. Nevertheless, male students experience higher levels of anxiety compared to female students. Although the scores of speaking performance of female students are also influenced by speaking anxiety, female students have superior scores than male students. The following is a comparison table of speaking anxiety and speaking performance average of female and male students.

Table 6 The comparison of average speaking anxiety and speaking performance of female and male students.

Gender	Speaking Anxiety	Speaking Performance
Female	79.5	83.9
Male	93.4	77.9

To answer research question number 3, researchers collected data using a questionnaire which was then analyzed by finding the average value of each female and male student's answers.

Figure 1 A Chart of the Factors That Influenced the Speaking Anxiety of Male and Female Students
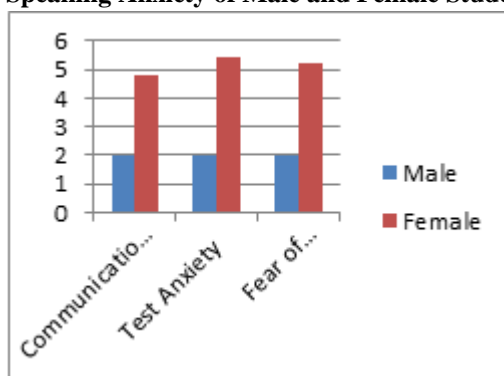
The diagram shows that female students experience speaking anxiety caused by test anxiety (5.41), followed by communication apprehension (4.83) and fear of negative evaluation (5.25), while male students experience speaking anxiety caused by all three factors, namely communication apprehension (2), test anxiety (2), and fear of negative evaluation (2).

Some studies reveal that female students experience more anxiety when speaking English. One of them is a study conducted by Zulkiflee & Nimehchisalem, 2022 and Fauziah et al., 2022 which revealed that on average students experience low speaking anxiety, but when viewed more specifically female students experience high speaking anxiety. However, Speaking anxiety did not significantly differ between male and female pupils, according to Zulkiflee and Fauziyah. Nevertheless, it is very contradictory to the research conducted by Putri, 2017 research indicates that males, not females, are the students who suffer from the most serious speaking anxiety. Putri's 2017 study was replicated and yielded identical outcomes as this one.

Speaking anxiety has an impact on both male and female students' speaking performance, as Table 5 illustrates the relationship between speaking anxiety and speaking performance. The significant value shows -0.886 which means Speaking performance and speaking anxiety have a strong inverse relationship. This is highly consistent with the notion put forth by Horwitz in 1986; according to which students perform worse the more anxious they are. The findings in this study have similar results with research conducted by Hasibuan & Irzawati, 2020. Their research revealed that students' speaking performance is largely influenced by speaking anxiety felt by students and they cannot control it. According to their statement, even though students have high speaking performance, but when they speak they feel uncomfortable feelings such as shaking and nervousness, it will affect their speaking performance.

Female students are typically more fearful about taking exams resulting in them experiencing anxiety in speaking which makes their speaking performance low. The test that they fear is the impromptu oral examination administered by the teacher. They do not have much time to prepare themselves to speak English which results in them fearing that they don't know how to respond to inquiries from the teacher properly and correctly. However, previous research revealed that female students experience speaking anxiety because it is caused by communication apprehension which is then followed by fear of negative evaluation and test anxiety (Purwanti, 2019).

Communication apprehension, test anxiety, and fear of negative evaluation was influenced males' students speaking anxiety that much. These three factors greatly affect the speaking anxiety of male students where these three factors have an average score of 2. However, this score is also caused by the unbalanced number of male and female students. There are only 10 male students while there are 26 female students, which cause the results to be unbalanced. Previous research has revealed that male students experience speaking anxiety because it is caused by communication apprehension where they always feel nervous and tremble when they speak in front of people using English (Purwanti, 2019).

CONCLUSION

Based on the findings and discussions, it can be concluded that female students in 12th grade exhibit greater courage in speaking English compared to male students. This is because female students experience very low levels of speaking anxiety, while male students experience moderate levels of anxiety. The speaking performance of both male and female students is influenced by speaking anxiety. However, the results of the data finding and discussion indicate that female students in 12th grade demonstrate a higher level of confidence in speaking English than their male counterparts. This is due to the fact that the speaking anxiety level of female students is lower. Thus, it can be concluded that speaking anxiety has a strong relationship with speaking performance. There are several factors that influence speaking anxiety of female and male students. However, the causes of speaking anxiety experienced by female and male students in 12th grade are very different. Female students experienced speaking anxiety due to test anxiety which was then followed by communication apprehension and fear of negative evaluation, while male students experienced speaking anxiety due to communication apprehension, test anxiety, and fear of negative evaluation.

The researcher acknowledges limitations of this study, however is able to offer recommendations for future researchers based on the findings and discussion of the research. In future studies, it is desirable for researchers to augment the number of male participants to mitigate inconclusive results. This is because a limited number of male participants cannot serve as a definitive standard. Furthermore, it is desirable that future studies to conduct comprehensive interviews with individuals of both genders in order to acquire a more diverse range of information. In addition, it is also suggested that future researchers can expand their further studies by involving students' at all educational levels, starting junior high school, senior high school, and vocational school students.

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