



Speaking Anxiety of Students in EFL Classroom Based on Gender in Higher Education

(Kecemasan Berbicara Siswa di Kelas EFL Berdasarkan Gender di Perguruan Tinggi)

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Abstract

This research was conducted to determine whether male and female students in speaking classes have different anxiety causes and to discover how students deal with their anxiety in speaking class according on gender. This research used mixed method. The students in English Department at Muslim Maros University chosen as the research subject. Data was collected through questionnaire that created by FLCAS (Foreign Language Classroom Anxiety Scale) and structured interviews. The result of this research shows that female students have higher levels of anxiety than male students. Communication apprehension is the main factor causing student anxiety especially to female students, the second factor that influences anxiety is fear of negative evaluation and the lowest is test anxiety. For the second question, there are preparation, positive thinking, relaxation, peer seeking, and resignation as the strategies to overcome anxiety. The researcher found that female students paid more attention to strategies for dealing with anxiety. Of the five strategies used, both genders prioritize preparation to overcome anxiety than other strategies.

Keywords: anxiety, speaking anxiety, gender

Abstrak

Penelitian ini dilakukan untuk mengetahui apakah siswa laki-laki dan perempuan di kelas berbicara memiliki penyebab kecemasan yang berbeda dan untuk mengetahui bagaimana siswa mengatasi kecemasan mereka di kelas berbicara sesuai dengan jenis kelamin. Penelitian ini menggunakan metode campuran. Mahasiswa Jurusan Bahasa Inggris Universitas Muslim Maros dipilih sebagai subjek penelitian. Data dikumpulkan melalui kuesioner yang dibuat oleh FLCAS (Foreign Language Classroom Anxiety Scale) dan wawancara terstruktur. Hasil penelitian ini menunjukkan bahwa siswa perempuan memiliki tingkat kecemasan yang lebih tinggi daripada siswa laki-laki. Pemahaman komunikasi merupakan faktor utama penyebab kecemasan siswa terutama pada siswa perempuan, faktor kedua yang mempengaruhi kecemasan adalah takut evaluasi negatif dan yang terendah adalah kecemasan tes. Untuk pertanyaan kedua, ada persiapan, berpikir positif, relaksasi, peer seeking, dan pengunduran diri sebagai strategi untuk mengatasi kecemasan. Peneliti menemukan bahwa siswa perempuan lebih memperhatikan strategi untuk mengatasi kecemasan. Dari kelima strategi yang digunakan, kedua gender lebih mengutamakan persiapan mengatasi kecemasan dibandingkan strategi lainnya.

Kata Kunci: kecemasan, kecemasan berbicara, jenis kelamin.



1. INTRODUCTION

Speaking is a crucial component of communication, putting it among the most important skills for students of English to acquire. As a result, speaking should be a skill that students practice throughout their language-learning process (Paramasivam 2013). Communicating in spoken language is a crucial aspect of acquiring a second or foreign tongue (Nunan 2000) as mentioned in Nur and Leni (2019). As a result, speaking is essential for interaction amongst students in order for them to acquire languages both inside and outside of the classroom. However, a lot of learners find it difficult to communicate in a second language. As stated by Souriyavongsa et al (2013), the majority of students throughout the world struggle to acquire foreign languages, especially in countries where those languages are not spoken as the first language. Afraid of making errors is among the causes which prevents people from speaking a foreign language.

However, practicing speaking English is difficult for those who are studying English as a foreign language. Ammiruddin (2019) has a different opinion and claims that the majority of them struggle to speak clearly in English. As a result, students engage in a variety of processes and forms of language learning. Students encounter internal and external influences that either benefit or hinder English language acquisition throughout these phases. One of the contributing causes to speaking anxiety is the sensation of unease that occasionally may develop in reaction to a certain conditions or occurrence.

The students in English lessons frequently anxiety while communicating and interacting in English and lack confidence when doing so. Many young learners experience anxiety in the classroom because they are overly bashful and sensitive, Ikhsan (2021). In truth, many students find it challenging to learn how to communicate, especially when they are anxious. Based on Nur and Leni (2019), over 50% of those learning a foreign language experience speaking anxiety. Yasti and Suswati (2016) concluded such learners tend to avoid using a foreign or second language and ignore the convoluted signals in the target language.

Students' self-confidence is greatly impacted by speaking anxiety as it often makes them feel inadequate when they are unable to communicate and show their knowledge. It is challenging for students with speech anxiety to understand the teacher's explanations since they lack confidence when speaking in front of people. Maulidiyah (2014:22) and Brown (1994), continues by saying that it has to do with the uneasiness, uncertainty, anxiety, or concern. Stress makes it hard for someone learning a language to acquire the language successfully. Maulidiyah (2014:24) and Oxford (1999:66), through decreased participation and explicit language use, fear reduces language learners' achievements both directly and indirectly. Similar to Maulidiyah (2014:24), Arnold and Brown (1999) argued that the impacts of anxiety in the classroom are constantly spiraling, indicating the possibility of a continuous vicious looping process between students' negative emotions and poor academic achievement. Similar to this, Kondo and Yong (2004) suggested in Maulidiyah (2014:24) that students who are anxious about learning a foreign language may do worse than they should. Additionally, it was argued by Gregersen (2005) in Maulidiyah (2014:24) that anxious students usually struggle to effectively fix their own mistakes.

Based on the explanation above, in this research, the researcher is interested to determine whether male and female students in speaking classes have different anxiety causes and how students deal

with their anxiety in speaking class according on gender.

2. LITERATURE REVIEW

2.1. Anxiety

- **The Meaning of Anxiety**

Anxiety is a reaction to a particular condition. Passer and Smith (2009), quoted in Abdillah (2018), defined anxiety as a feeling of unease and concern that is a typical response to impending risk. It implies that while under pressure, humans become automatically nervous. Ormrod (2011) asserts that anxiety is a sense of unease and dread towards a condition with an unknowable conclusion. While anxiety and fear sound similar, they are actually two separate emotions. Fear is a natural reaction to a dangerous condition that serves as a warning, but anxiety is a forward-looking, apprehensive, and worried feeling.

- **Type of Anxiety**

Anxiety, as defined by Rod Ellis (1994) in Dorrit Sasson, is split entering three categories:

- Trait anxiety
- Determined by Fitriah and Muna (2019), trait anxiety is a form of anxiety that is deeply embedded in a individual's psyche and shows itself as a behavioral tendency it is that usually chronic and difficult to change. Learners that can not to communicate their ideas, thoughts, sentiments, or emotions are more likely to fit this description as they can't to regulate their anxiety through self-discipline. Consequently, how their involvement in class activities affects the It's arguable if they have improved their speaking abilities. These are more inclined to remain silent rather than to speak out or provide a few thoughts to the group. Additionally, it could need location in any certain situation or course at the institution.
- State anxiety
- According to Kirti Bhati (2022) The form of anxiety that is brought on by an uncomfortable situation or trigger is known as state anxiety. The worried reaction to specific conditions that are thought to be life-threatening or harmful in nature is known as state anxiety. State anxiety varies in both intensity and frequency throughout time, not always remaining at the same level. State anxiety is a fleeting reaction (fear) triggered on by an actual threat, such as while crossing a busy street or performing a stunt, etc. Once an individual acknowledges a condition as unwholesome, dangerous, and frightening, state anxiety is said to arise.
- Situation-specific anxiety
- According to MacIntyre and Gardner (1991) and Horwitz (2001), the kind of anxiety trait most frequently observed in language acquisition situations is situation-specific anxiety. Based on Horwitz (2001), "situation-specific anxiety is totally independent of other kinds of anxiety," and "language anxiety varies from trait anxiety and is a specific anxiety."

2.2. Speaking Anxiety

- **The Meaning of Speaking Anxiety**

Speaking anxiety, Finnema (2017) as referenced by Subandowo (2017), can occasionally be accompanied with uncomfortable feelings, irritation, insecurity, trepidation, or concern. Students may have negative consequences during the teaching and learning method, particularly while speaking English. Additionally, anxiety as one of the greatest detrimentally impactful emotional factors that hinders students from successfully learning a foreign language.

- **Foreign Language Anxiety**

Anxiety related to foreign languages can stem from a number of factors. To get good learning outcomes, it is crucial to determine the coping mechanisms that students may use to lessen their anxiety related to learning a foreign language. For instance, Young (1991) identified six coping mechanisms to lessen anxiety related to learning a foreign language that mostly address aspects related to the language, such as teacher conduct and classroom procedures. These cover coping mechanisms for: 1) social and personal anxiety; 2) foreign language learning beliefs of learners; 3) language teaching beliefs of instructors; 4) interaction between teachers and learners; 5) classroom procedures; and 6) language assessment. Additionally, Kondo and Ling (2004) included preparation, relaxation, positive thinking, peer seeking, and surrender as five ways students might employ to lessen their language anxiety.

- **Foreign Language Anxiety Factors**

There are the three elements of foreign language anxiety that were recently discovered, according to Horwitz, et al (2012).

- Communication Apprehension

A communication apprehension is a kind of nervousness that involves fear, worry of talking with others, or trouble speaking with other people and public conversations.

- Test Anxiety

As Habiburrahim et al (2020) (Mahmud, 2014) points out, test anxiety is an aspect of performance-related anxiety based on by fear of Horwitz and et al (2012). Students who are exam-anxious typically set impossible goals for themselves and believe that being unsuccessful is any less than flawless test outcomes. As tests and surveys are repeated, students who experience anxiety when studying a foreign language could have a lot of trouble. Even the brightest students make errors from time to time, and worried students experience this whenever they take an official exam or participate in other tests.

- Fear of Negative Evaluation

Fear of what other people think of an individual or group engaging in specific activities is a symptom of the FNE concept. The term fear of negative evaluation "FNE" was initially used by Watson and Friend (1969) to describe a type of social anxiety that was affecting a large number of people (Crawford et al. 2015) (Darmawati et al., 2020).

- **To Cope Speaking Anxiety**

In light of Kondo & Ling (2004), referenced in Faizah (2017), there are four options exist to ease pressure among students in the classroom. These include:

- Preparation

By increasing their learning and learning practices, students may reduce risk in the classroom via preparation. The majority of learners experience anxiety since they may have not prepared well.

- Relaxation

Relaxation refers to methods that try to reduce the anxiety that students experience, including take a breathing deeply and trying to relax.

- Positive Thinking

Positive thinking refers to the idea that students should think favorably of their academic performance instead of other students. Maintaining a positive perspective on things happening in the classroom can assist students overcome nervousness and increase their level of confidence.

- Peer Seeking

Peer seeking refers to a student's capacity to look for somebody who appears to experience anxiousness in the same way as they do within language classes. Therefore, when students would like to share with other students their experiences using their anxiety-reduction techniques.

- Resignation

The last one is resignation, which is defined as students' refusal to take any action to lessen their linguistic anxiety. Stated differently, students often escape stress and anxiety by avoiding the difficulties or by ceasing to pay attention to their teachers, other students, and the environment in general.

2.3. Gender

Boyd and Bee (2006) (Idkhan & Idris, 2021) came to the conclusion that gender disparities exist in some instances. First, they claim that men are more forceful and exhibit more physical hostility than women, including harming people bodily or threatening to do so. Simply put, females use what has lately been dubbed relational aggression—peer relationships through hurtful gossip, exclusion, or offensive facial expressions—to show their hostility in a new way. Santrock (2008) further supports this claim, stating that males are more physically violent than women, who are more likely to use verbal violence like yelling. In terms of IQ, men often perform higher on advanced mathematic ability exams. In linguistic tasks, women do considerably better. Boyd and Bee (2006), p. 130. Furthermore, it is stated by Boyd and Bee (2006) and Kuebli, Butler & Fivush (1995) that females exhibit emotion more frequently than males do, even in infancy, through gestures and language. According to McClure (2000), women are more receptive to the facial expressions of others. The idea that women are more vulnerable to emotions is frequently influenced by these distinctions.

3. RESEARCH METHOD

3.1. Research Design

This research employed a mixed method. This research constitutes a research phase that combines two previously existing kind of research, namely quantitative research and qualitative research. This research used the QUAN-QUAL method because the quantitative and qualitative methods in this research were balanced. This could be seen by the fact that quantitative and qualitative data in this research had the same weight and both types of data were collected during the same time period.

3.2. Subjects of The Research

The researcher selected English language program students of Muslim Maros University as subject, consisting of thirty students.

3.3. Instrument of The Research

In this research, the researcher used two instruments when gathering data, namely questionnaire and interview.

3.4. Technique of Data Collection

The first questionnaire based on Foreign Language Classroom Anxiety Scale (FLCAS). Reproduced from Horwitz, M. B., Horwitz, E. K., & Cope, J. (1986). In response to the 22 FLCAS questions, the participants asked to describe how they felt throughout the speaking class in regards to their anxiety about speaking a foreign language. A 5-point Likert scale used to rate the respondents' responses,

with 1 representing strong disagreement and 5 showed strong agreement with a statement. The degree of frequency of responds could be determined by the following: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. In collect the data by questionnaire, the procedure which was followed by the researcher cover several steps as follow:

- The researcher was prepared all the instruments which were needed in this research.
- The next step began the activity by giving the participant paper of the questionnaire.

The second question, which asked about methods of coping for speaking anxiety that described by Kondo & Ying-Ling (2004), was closed-ended answered by interview with five questions to the participant in order to gain deep information about this research. The procedure which followed by the researcher cover several steps as follow:

- The researcher was prepared all the instruments which were needed in the interview.
- In interview, the researcher asked the willingness of the participants and informed them that I took a recorder of the interview.
- After the participants was ready to be interviewed and recorded, the researcher was ready to asked the questions.

3.5. Data Analysis

The surveys would be analyzed using a variety of techniques such as to respond the first study question. The researcher started by carefully verifying each respondent's name, examining the data complement, and going through the data's material. Second, because it could be simple to add in SPSS, the researcher modified the respondents' names according to their gender. Following that, statistical analysis performed on the data used SPSS (Statistical Package for Social Sciences). Because the researcher utilized a quantitative approach and SPSS was used to evaluate the first questions, SPSS was used to compute or input the data. After that, an independent sample t-test and an explanatory statistic were acquired from the data analysis. The previous data analysis has done with the standard deviation, mean, and percentage.

In order to facilitate the data's analysis, the approach's question component arranged. Because the analysis for the second research question was conducted used qualitative method, then in analyzing data the researcher used Miles and Huberman (1984) data analysis. The first was data compression means highlighting, selecting the key points, concentrating upon what matters, and eliminating irrelevant information. The researcher only focuses on strategies for managing anxiety. The second was data display in the processed of compilation of complex information on a systematic form, so it becomes a simple form and could be understood. The form of data display in this research was narrative descriptive. The third was verifying and conclusion. The researcher tried to draw conclusions and to verify the strategies for managing anxiety. In this sense, qualitative data analysis was sustainable effort. Between data reduction, data display, and conclusions become successive descriptions as related analytical ratings.

4. FINDINGS AND DISCUSSION

4.1. Findings

- **Factors of Speaking Anxiety**

Once it was known that the data used in this research is normally distributed and homogeneous, then hypothesis testing was carried out using the independent T-test with the test criteria if the sig value was > 0.05 then H_0 was accepted and H_a was rejected or in other words there was no difference, if the value sig < 0.05 then H_0 was rejected and H_a was accepted or in other words there was a difference.

Based on the results of the analysis, the sig value for the Communication Apprehension factor was 0.004, where the sig value was < 0.05 , so H_0 was rejected so it could be concluded that there was a difference in Communication Apprehension between male and female. The Test Anxiety factor obtained a sig value of 0.003, where the sig value was < 0.05 , so H_0 was rejected so it could be concluded that there was a difference in Test Anxiety between male and female. The Fear of Negative Evaluation factor was 0.000, where the sig value was < 0.05 , so H_0 was rejected so it could be concluded that there was a difference in Fear of Negative Evaluation between male and female.

Table 1. Descriptive statistical Analysis

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Communication	Male	15	28.73	4.026	1.040
Apprehension	Female	15	33.80	4.873	1.258
Test Anxiety	Male	15	15.47	3.623	.935
	Female	15	19.53	3.270	.844
Fear of Negative	Male	15	24.20	6.096	1.574
Evaluation	Female	15	32.73	5.311	1.371

It could be seen in Table 1. that the mean Communication Apprehension score for male students was 28.73 while for female students it was 33.80. The Test Anxiety factor for male students was 15.47, and for female students it was 19.53. Meanwhile, the Fear of Negative Evaluation factor for male students was 24.20 and for female students was 32.73. So, based on these three factors, the factor that most influenced male students are the Communication Apprehension factor and also for female students was the Communication Apprehension factor.

- **Strategies to Overcome Students' Speaking Anxiety**

- **Preparation**

Based on all the statement from interview with several students, male and female students both had preparation before speaking a foreign language in front of the class to overcome anxiety. various preparations, namely preparing the material, practicing in front of the mirror, listening to YouTube to check pronunciation, and even writing the material on paper so that it was easy to remember.

Then, there were differences between male and female students. Male students tend to only did basic preparation, namely preparing the material to be presented and also, one of the male students said that he actually rarely prepared because he was confident enough to speak a foreign language in front of the class. However, female students made more

specific and varied preparations, for example practicing their vocals and watching YouTube for pronunciation.

- **Positive Thinking**

The students had different statements, especially between male and female students. Male students tend to have a high level of self-confidence so that negative thoughts did not influence them to experience anxiety. One student even said that he did not care about other people's assessments. Meanwhile, female students seem to try to think positively even though they sometimes experience anxiety. One of the female students thought that positive thinking was not able to overcome the anxiety she experienced because she always felt anxious so that feeling affected her thoughts too.

- **Relaxation**

Male and female students generally did the same relaxation, namely inhaling deeply and then exhaling. It was indeed quite effective for calming and overcoming anxiety. But, some students, especially female students, had their own way of relaxing. Such as singing or drinking lots of water.

- **Peer Seeking**

Based on the results of interviews about peer seeking, several students confirmed that peer seeking was able to have a good impact because they were able to go through the anxiety phase together with friends who also experienced it.

However, among these opinions, there was one female student who said that peer seeking had a bad impact on her because she thought that peer seeking was a way for other people to know her shortcomings so she felt there was no need to look for friends who also experienced anxiety, she felt she was able to get through it alone.

- **Resignation**

Based on the results of interviews obtained by researchers, female students were more dominant in resignation rather than facing things that could trigger anxiety. Different from male students who prefer to be brave and wanted to face it even though there were some students who also wanted to avoid it.

4.2. Discussion

Based on the findings above, it can be concluded that there was a statistically significant difference in foreign language anxiety levels between males and female students. This was evidenced by data taken from students and processed using an independent sample t-test. Communication anxiety, test anxiety, and fear of negative evaluation were the three main causes of foreign language anxiety in speaking classes. Conversely, there are five methods to help students overcome their speaking anxiety: Preparation, Resignation, Relaxation, Positive Thinking, and Peer Seeking.

The research discovered that the main source of anxiety was communication apprehension. This research found that the highest anxiety factor for male and female students focused on communication apprehension. The mean score for female students was 33.80 while for male students it was only 28.73. This shows that female students experience higher anxiety than male students even though they were based on the same factors. Likewise with the test anxiety and fear of negative evaluation factors, female students got the highest mean score than male students.

The research's conclusions were consistent with those of earlier researchers, including Thaher (2005), Amogne and Yigzaw (2013), and Zakaria and Hassan (2015), who found that the anxiety factor that most frequently showed up and made students unwilling to speak English in front of the class was communication apprehension. This finding also confirms a study by Balemir (2009) that examined the association between speaking anxiety and competency level in a foreign language and discovered that speaking anxiety was more common in female students than in male students. According to these findings, female students are more likely to have anxiety while speaking English and to be concerned about speaking the language in class. The findings of this investigation also demonstrate similarities with Huang's (2004) study conducted in a Taiwanese setting. He discovered that female learners were more apprehensive while speaking in English, and that this was supposedly a cultural trait of Taiwanese culture. Mahmoodzadeh (2012), who examined foreign language anxiety in Iranian learners' interlanguage systems as EFL learners, supports this. His study's findings indicated that female participants were more likely than male participants to experience anxiety when speaking a foreign language. Fear of communicating could be present in the majority of daily communication scenarios or it might even be a general anxiety characteristic that manifests in several aspects of a person's life and learning personality (Tanveer, 2007). According to Anggraeny et al. (2020), 62.5% of the students in the study believed that one reason for their language nervousness when speaking in class was communication anxiety. Consequently, considering several research, it has become evident that gender has a significant impact on speaking anxiety.

For research question number two, after researchers conducted interviews with 16 students consisting of 8 male students and 8 female students, researchers discovered how students deal with their anxiety. Male and female students deal with anxiety in the same way, but there were differences in opinions and levels of anxiety in each gender.

In the preparation section, male students only carry out basic preparations while female students carry out more specific and varied preparations. In the positive thinking section, female students did it by really tried to think positively, while male students were quite brave and did not care about other people's judgments. In the relaxation section, male and female students on average did the same relaxation, namely taking deep breaths. In the peer seeking section, male and female students both wanted to find friends who also experience anxiety so they could share with each other and find solutions together. In the last part, namely resignation, more female students chose to resignation than male students who were brave enough to faced anxiety. So, female students had higher preparation than male students.

The primary difference between this study and the previous research was the used of mixed method research to determine the disparities between male and female students. This study revealed that male and female students did not differ in their speaking anxiety levels in speaking classes. Female students were shown to be more anxious as a consequence of communication apprehension than male students. Similar approaches that students used to lessen their anxiety about speaking a foreign language were identified by the researcher, who observed that students chose to adequately prepare for speaking classes in order to avoid feeling anxiety. Based on the results of interviews with all students, the strategy most paid attention to by both male and female students was preparation, because they have their own way of preparing themselves so as not to experience anxiety.

Also based on the interview above, preparation is the most basic thing that students could did to avoid anxiety because of the aspects of positive thinking, relaxation, peer seeking and resignation without thorough preparation students would have the potential to experienced anxiety. Even

though students' tried to think positively if they did not prepared then it would not be able to made students' avoid anxiety, even though students' tried to relax many times if without preparation they would felt restless and anxious, even though students applied peer seeking if they did not thorough preparation then they only found friends to complain about but were unable to overcome their anxiety completely, and finally, if students' made sufficient preparation then they did not need to implement resignation because they were ready to spoke in front of the class so they were braver and more confident. So, the researchers concluded that preparation was the dominant key to overcoming anxiety in students in the English department at the Muslim Maros University.

In the meantime, 72% of students reported experiencing test of anxiety in a different research by Santriz (2018). The fact that this research was done using a qualitative methodology and had a distinct emphasis made it different from my research, according to the results. Conversely, Santriz concentrated solely on the dominating component, whereas the researcher concentrated on the distinctions between male and female students. Male students had higher levels of foreign language anxiety than female students, according to another Elaldi (2016) study finding. It was more common for male students to worry about making errors in speaking classes. The results of this study also contradict those of Kitano (2001) and Hasan and Fatimah (2014), who both found that male students experience higher levels of anxiety than female students when learning a foreign language.

The second research question ran counter to Abdillah's (2018) earlier investigation. He discovered that students most frequently employed the positive thinking technique to lessen language anxiety when speaking. The findings of this research indicated that preparation was a strategy utilized by both genders to deal with anxiety. Similar with the current study's results differed from earlier research in terms of the coping mechanisms freshmen EFL learners employed to lessen their speaking anxiety in class. While Indonesian, Turkish, or Malaysian EFL learners were found to use relaxation, peer-seeking, and resignation strategies more frequently (Ardi, 2007; Genc, Kulusakli, and Aydin, 2016; Hidayoza, Amri, and Wahyuni, 2019; Sari, 2016), it was found that Mekong Delta freshman EFL learners used preparation strategies the most to reduce their speaking anxiety in class.

5. CONCLUSION

Based on the findings in this research, the researcher draws several conclusions as follow: According to the type-based FLCAS grouping data results, the researcher found that female students have higher levels of anxiety than male students. Communication apprehension is the main factor causing student anxiety especially to female students. Male students have a mean score of 28.73 while female students have a mean score of 33.80. On the anxiety test the mean score for male students was 15.47 while the mean score for female students was 19.53. On the fear of negative evaluation factor, male students got a mean score of 24.20 while female students got a mean score of 32.73. So, the main factor that influences the most is communication apprehension, the second factor that influences anxiety is fear of negative evaluation and the lowest is test anxiety.

According to the second research question based on Kondo & Ying ling (2004), researcher found that female students paid more attention to strategies for dealing with anxiety. Of the five strategies used, both genders prioritize preparation to overcome anxiety than other strategies. This is proven by more varied and specific answers during the interview. In preparation, male and female students

have different preparations to avoid anxiety. In the positive thinking strategy, male students also try to think positively but are quite brave and don't think about other people's judgments, while female students try to think more positively because negative thoughts often arise about other people's judgments. In the relaxation strategy, both genders on average do the same relaxation, by taking deep breaths. Then in the peer seeking section, male and female students are happy to look for friends who also experience anxiety so they can share with each other and find solutions together. Meanwhile, in the resignation section, female students prefer to resign because they are afraid of making a mistake and male students generally choose to face their anxiety.

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