CHAPTER IV
RESEARCH 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 answer of research problems.

4.1 The Overview of the Study

The objectives of this study were to find out the level of foreign language anxiety in speaking class based on gender, to investigate the significant differences level of foreign language anxiety between male and female students and to identify the dominant factor of foreign language anxiety that experienced by male and female students. This study used survey study with quantitative method. The research site was at English Department of Jambi University. The data were collected by using questionnaire adapted from Balemir (2009). The findings of this study answered the third research question of this study.

1. What is the level of foreign language anxiety in speaking class based on gender?

2. Is there any significance difference level of foreign language anxiety between male and female students in speaking class?

3. What are dominant factors of foreign language anxiety that contribute on male and female students?
4.2 Biographical Description of Participants

There were 96 students of English Department from four classes who participate in this research. Actually, there were more than 100 second semester students of English Department who took speaking course. But when researcher came to the class to distribute the questionnaire, some students didn’t come to the class. So, only 96 second semester students those become respondents in this research. One class consist of 16 students become a subject to do pilot study to check the reliability from questionnaire and the result was reliable. There were 18 male students (22.5%) and 62 female students (77.5%) who participated in this research as real sample.

4.3 Research Finding

This finding divide into two parts of finding. The first was descriptive statistic finding and the second was inferential finding to find out the differences level of foreign language anxiety and the dominant factor of foreign language anxiety.
4.3.1 The Level of Foreign Language Anxiety in Speaking Class Based on Gender

Foreign language speaking anxiety scale (FLSAS) used to measure the level of foreign language anxiety between male and female students in speaking class. It contained 25 items about foreign language speaking anxiety. The questionnaire was in the form of a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), the total score of FLSAS ranged to 45 to 104. A total score more than 80 demonstrated a high level of foreign language anxiety, total score 65-80 demonstrated a moderate level of foreign language anxiety and total score less than 65 demonstrated low level of foreign language anxiety. For first research question, the descriptive data as shown in table 4.1 reveal that 33 participants (41.2%) experienced a moderate level of foreign language anxiety in speaking class and 20 participants (25.0%) experienced a low level of foreign language anxiety. There were 27 participants (33.8%) experienced a high level of foreign language anxiety in speaking class.

<table>
<thead>
<tr>
<th>Total Score of FLSAS</th>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 80</td>
<td>High Level</td>
<td>27</td>
<td>33.8</td>
</tr>
<tr>
<td>65 - 80</td>
<td>Moderate Level</td>
<td>33</td>
<td>41.2</td>
</tr>
<tr>
<td>Less than 65</td>
<td>Low Level</td>
<td>20</td>
<td>25.0</td>
</tr>
</tbody>
</table>

Table 4.1- Frequency and Percentage of the FLSAS Score
To know the level of foreign language anxiety based on gender, researcher analyzed the data using descriptive statistic. From the table 4.2, gender influences the level of foreign language anxiety. It was proved with the differences between male and female in median, mean and standard deviation. Female students have \( Mdn = 73.00, \ Mean = 74.48 \) while male students have \( Mdn = 80.50, \ Mean = 80.89 \).
Gender | N | Minimum | Maximum | Median | Mean  | Std. Deviation
---|---|---|---|---|---|---
Male | 18 | 58 | 104 | 80.50 | 80.89 | 12.304
Female | 62 | 45 | 103 | 73.00 | 74.48 | 13.646

Table 4.2- Descriptive Statistics for Total Score FLSAS and Gender

### 4.3.2 The Significant Differences Level of Foreign Language Anxiety between Male and Female

The second research question aimed to identify significant differences the level of foreign language anxiety between male and female students in speaking class. Researcher measure the data used independent sample t-test to examine significant differences level between male and female students.

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLSAS</td>
<td>Male</td>
<td>18</td>
<td>80.89</td>
<td>12.304</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>62</td>
<td>74.48</td>
<td>13.646</td>
</tr>
</tbody>
</table>

Table 4.3 Group Statistic for FLSAS and Gender

<table>
<thead>
<tr>
<th>FLSAS</th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>.083</td>
<td>.774</td>
</tr>
</tbody>
</table>
As it can be seen from the table 4.3 (descriptive statistics) showed the mean score and standard deviation both gender. FLSAS significantly difference between male ($M = 80.89$, $SD = 12.304$) and female ($M = 74.48$, $SD = 13.646$) in speaking class. From the mean score those male students experienced a higher level of foreign language speaking anxiety than female students in speaking class. To find out there was a statistically significant difference mean scores between male and female, independent sample t-test can be seen in table 4.4. The first thing that researcher should check the statistical significance of Levene’s test for equality of variances whether data homogen or not. Based on the data $f= 0.083$ (sig. $p= 0.774$), it means that the data homogen or equal variance assumed. In the table 4.4 above, the test statistic $t= 1.790$, the degree of freedom $df= 78$ with a significant level $p= 0.077$. The probability of value ($p= 0.077$) was greater than 0.05, so there was no significant difference level between male and female student. From independent sample t-test $t = 1.790 > 0.05$ mean there was no significance differences level between male and female because the differences level only slight.

Table 4.4 – Independent Sample T-Test

| Equal variances not assumed | 1.896 | 30.235 | .068 | 6.405 | 3.379 |


4.3.3. Dominant Factors of Foreign Language Anxiety That Contribute On Male and Female Students

To answer third research question, descriptive statistic was used to find out the dominant factor that contributory between male and female in speaking class. Then researcher used independent sample t-test to examine if there was significance difference contributory factor of foreign language anxiety between male and female. There were six factors of foreign language anxiety in speaking class, they were English classroom speaking anxiety, psychological anxiety, fear of oral test, competitive attitude in speaking class, social factor and teacher persuaded language anxiety.

4.3.3.1 English Classroom Speaking Anxiety

Students become anxious when they are participated in oral test or activities that required them to speak English. They can’t think about the word that they want to say in front of the class. Communication apprehension may exist both outside and inside of the classroom. In this category consisted of six items to find out English classroom speaking anxiety.
The data showed 14 respondents (17.5%) chose “agree” for the statement "I feel anxious while speaking English in speaking class." Then it was followed by 32 respondents (40.0%) chose “neither”, 19 respondents (23.8%) chose “strongly disagree”, 10 respondents (12.5%) chose “disagree” and 5 respondents (6.2%) chose “strongly agree”.

The data showed 21 respondents (26.2%) chose “agree” for the statement "I feel very relaxed about speaking in English class when I study the planned contents before the class." Then it was followed by 27 respondents (33.8%) chose “neither”, 18 respondents (22.5%) chose “strongly disagree”, 8 respondents (10.0%) chose “disagree” and 6 respondents (7.5%) chose “strongly agree”.

![Figure 4.6 English Classroom Speaking Anxiety Statement](image)
The data showed 24 respondents (30.0%) chose “agree” for the statement *I feel very embarrassed when I speak in English at the front of the class.* Then it was followed by 36 respondents (45.0%) chose “neither”, 8 respondents (10.0%) chose “strongly agree”, 7 respondents (8.8%) chose “strongly disagree” and 5 respondents (6.2%) chose “disagree”.

The data showed 25 respondents (31.2%) chose “agree” for the statement *I am more willing to get involved in class when the topics are interesting.* Then it was followed by 27 respondents (33.8%) chose “neither”, 12 respondents (15.0%)
chose “strongly disagree”, 9 respondents (11.2%) chose “disagree” and 7 respondents (8.8%) chose “strongly agree”.

![Figure 4.9 English Classroom Speaking Anxiety Statement “Going to speaking class makes me more nervous than going to other classes”](image)

The data showed by 28 respondents (35.0) chose “agree” for the statement

*Going to speaking class makes me more nervous than going to other classes.* Then it was followed by 20 respondents (25.0%) chose “neither”, 19 respondents (23.8%) chose “strongly agree”, 7 respondents (8.8%) chose “strongly disagree” and 6 respondents (7.5%) chose “disagree”.

![Figure 4.10 English Classroom Speaking Anxiety Statement "Even if I am well prepared for the planned contents, I feel anxious about speaking English"](image)
The data showed by 29 respondents (36.2%) chose “agree” for the statement *Even if I am well prepared for the planned contents, I feel anxious about speaking English*. Then it was followed by 20 respondents (25.0%) chose “strongly agree”, 16 respondents (20.0%) chose “neither”, 11 respondents (13.8%) chose “strongly disagree” and 4 respondents (5.0%) chose “disagree”.

### 4.3.3.2. Psychological Anxiety

Psychological anxiety is caused by combination of self-doubt and communication anxiety and experienced more by females than by males. Lack of confidence make students feel shy and nervous when they are participating in speaking English. In this category consisted of two items to find out psychological anxiety.

![Figure 4.11 Psychological Anxiety Statement "I get anxious when I cannot express my thoughts effectively while speaking English"](image)

The data showed by 29 respondents (36.2%) chose “agree” for the statement *I get anxious when I cannot express my thoughts effectively while speaking English*. Then it was followed by 21 respondents (26.2%) chose
“neither”, 13 respondents (16.2%) chose “strongly disagree”, 10 respondents (12.5%) chose “strongly agree” and 7 respondents (8.8%) chose “disagree”.

The data showed 10 respondents (12.5%) chose “agree” for the statement *I get embarrassed to volunteer answers in speaking class*. Then it was followed by 30 respondents (37.5%) chose “neither”, 21 respondents (26.2%) chose “strongly disagree”, 12 respondents (15.0%) chose “disagree”, and 7 respondents (8.8%) chose “strongly disagree”.

**4.3.3.3 Fear of Oral Test**

Students often feel anxious during test when they experience something different in the test question that they have not practiced before. Oral test was responsible for contributing to students’ test anxiety in speaking class. In this category consisted of eight items to find out fear of oral test.
The data showed 30 respondents (37.5%) chose “agree” for the statement "in speaking class, I start to panic when I know I will be graded in oral test". Then it was followed by 23 respondents (28.8%), 13 respondents (16.2%) chose “disagree” and 7 respondents (8.8%) chose “strongly disagree and strongly agree”.

The data showed 23 respondents (28.8%) chose “agree” for the statement "I fear giving a wrong answer while answering questions in speaking class". Then it
was followed by 32 respondents (40.0%) chose “neither”, 11 respondents (13.8%) chose “strongly agree”, 10 respondents (12.5%) chose “strongly disagree” and 4 respondents (5.0%) chose “disagree”.

Figure 4.15 Fear of Oral Test Statement "I never enjoy speaking class when I know that we are going to discuss in English"

The data showed 33 respondents (41.2%) chose “agree” for the statement *I never enjoy speaking class when I know that we are going to discuss in English.* Then it was followed by 26 respondents (32.5%) chose “neither”, 11 respondents (13.8%) chose “strongly agree” and 5 respondents (6.2%) chose “strongly disagree and disagree”.

Figure 4.16 Fear of Oral Test Statement "I feel nervous when I take part in a group discussion in speaking class"
The data showed 33 respondents (41.2%) chose “agree” for the statement *I feel nervous when I take part in a group discussion in speaking class*. Then it was followed by 23 respondents (28.8%) chose “neither”, 9 respondents (11.2%) chose “disagree”, 8 respondents (10.0%) chose “strongly agree” and 7 respondents (8.8%) chose “strongly disagree”.

The data showed 23 respondents (28.8%) chose “agree” for the statement *I worry about oral test in speaking class*. Then it was followed by 18 respondents (22.5%) chose “neither”, 17 respondents (21.2%) chose “strongly disagree”, 12 respondents (15.0%) chose “strongly agree” and 10 respondents (12.5%) chose “disagree”.

![Figure 4.17 Fear of Oral Test Statement “I worry about oral tests in speaking class”](image1)

![Figure 4.18 Fear of Oral Test Statement “I fear to speak in speaking class when I know the scheduled oral activities”](image2)
The data showed 12 respondents (15.0%) chose “agree” for the statement *I fear to speak in speaking class when I know the scheduled oral activities*. Then it was followed by 26 respondents (32.5%) chose “neither”, 24 respondents (30.0%) chose “strongly disagree”, 12 respondents (15.0%) chose “disagree” and 6 respondents (7.5%) chose “strongly agree”.

![Figure 4.19 Fear of Oral Test Statement “I don't like going to speaking class when I know that oral tasks are going to be performed.”](image)

The data showed 35 respondents (43.8%) chose “agree” for the statement *I don’t like going to speaking class when I know that oral tasks are going to be performed*. Then it was followed by 19 respondents (23.8%) chose “neither”, 10 respondents (12.5%) chose “ strongly disagree” and 8 respondents (10.0%) chose “disagree and strongly agree”.

![Figure 4.20 Fear of Oral Test Statement “I don’t feel tense in oral tests if I get more practice speaking in speaking class.”](image)
The data showed 18 respondents (22.5%) chose “agree” for the statement *I don’t feel tense in oral tests if I get more practice speaking in speaking class.* Then it was followed by 34 respondents (42.5%) chose “neither”, 16 respondents (20.0%) chose “strongly disagree” and 9 respondents (11.2%) chose “disagree” and 3 respondents (3.8%) chose “strongly agree”.

### 4.3.3.4 Competitive Attitude in Speaking Class

Competitive classroom environment sometimes become responsible to create students’ anxiety. In such an environment, students try to do better than their peers and when they fail to do so; they become anxious. In this category consisted of three items to find out competitive attitude in speaking class.

![Figure 4.21 Competitive Attitude in Speaking Class Statement “I feel less nervous about speaking in English in front of others when I know them”](image)

The data showed 27 respondents (33.8%) chose “agree” for the statement *I feel less nervous about speaking in English in front of others when I know them.* Then it was followed by 35 respondents (43.8%) chose “neither”, 10 respondents
(12.5%) chose “strongly disagree” and 7 respondents (8.8%) chose “disagree” and 1 respondents (1.2%) chose “strongly agree”.

The data showed 18 respondents (22.5%) chose “strongly disagree” for the statement if I think my classmates speak English better than me, I am nervous about speaking in oral activities. Then it was followed by 28 respondents (35.0%) chose “neither”, 16 respondents (20.0%) chose “agree” and 12 respondents (15.0%) chose “disagree” and 6 respondents (7.5%) chose “strongly agree”.

Figure 4.22 Competitive Attitude in Speaking Class Statement “If I think my classmates speak English better than me, I am nervous about speaking in oral activities”

Figure 4.23 Competitive Attitude in Speaking Class Statement “I stumble when I answer questions in English”
The data showed 26 respondents (32.5%) chose “agree” for the statement *I stumble when I answer questions in English.* Then it was followed by 28 respondents (35.0%) chose “neither”, 13 respondents (16.2%) chose “strongly disagree” and 10 respondents (12.5%) chose “strongly agree” and 3 respondents (3.8%) chose “disagree”.

### 4.3.3.5 Social Factor

Social factors like gender, family pressure for getting good grade and lack of exposure to use the language are responsible for creating language anxiety. In this category consisted of two items to find out social factor.

![Figure 4.2.4 Social Factor Statement "I would feel better about speaking in English if the class were smaller"](image)

The data showed 19 respondents (23.8%) chose “strongly disagree” for the statement *I would feel better about speaking in English if the class were smaller.* Then it was followed by 31 respondents (38.8%) chose “neither”, 14 respondents (17.5%) chose “agree” and 12 respondents (15.0%) chose “disagree” and 4 respondents (5.0%) chose “strongly agree”.
The data showed 23 respondents (28.8%) chose “agree” for the statement *I feel unrelaxed in pair-work activities*. Then it was followed by 31 respondents (38.8%) chose “neither”, 13 respondents (16.2%) chose “strongly disagree” and 8 respondents (10.0%) chose “disagree” and 5 respondents (6.2%) chose “strongly agree”.

4.3.3.6 Teacher Persuaded Language Anxiety

When language teachers follow strict ways to correct errors and do not create positive classroom environment for the learners, they may become anxious. In this category consisted of four items to find out teacher persuaded language anxiety.
The data showed 26 respondents (32.5%) chose “agree” for the statement *I am anxious in class when I am the only person answering the question asked by my teacher in speaking class*. Then it was followed by 21 respondents (26.2%) chose “neither”, 14 respondents (17.5%) chose “strongly disagree” and 11 respondents (13.8%) chose “disagree” and 8 respondents (10.0%) chose “strongly agree”.

The data showed 25 respondents (31.2%) chose “agree and neither” for the statement *because of being corrected by my teacher, I am afraid of going to the speaking class*. Then it was followed by 13 respondents (16.2%) chose “disagree”, 11 respondents (13.8%) chose “strongly disagree” and 6 respondents (7.5%) chose “strongly agree”.

Figure 4.27 Teacher Persuaded Language Anxiety Statement "Because of being corrected by my teacher, I am afraid of going to the speaking class"
The data showed 9 respondents (11.2%) chose “agree” for the statement *I feel uncomfortable when my teacher asks other students to correct my oral practice in speaking class.* Then it was followed by 25 respondents (31.2%) chose “strongly disagree”, 22 respondents (27.5%) chose “disagree and neither”, and 2 respondents (2.5%) chose “strongly agree”.

The data showed 33 respondents (41.2%) chose “agree” for the statement *I feel pressure when my teacher corrects my oral mistakes in class.* Then it was followed by 23 respondents (28.8%) chose “neither”, 11 respondents (13.8%) chose “strongly agree” and 7 respondents (8.8%) chose “strongly disagree” and 6 respondents (7.5%) chose “disagree”.
Researcher also used mean and standard deviation to find out the dominant factor of foreign language anxiety that contribute on male and female students.

<table>
<thead>
<tr>
<th>Factor of foreign language anxiety</th>
<th>Number of items</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Classroom Speaking Anxiety</td>
<td>1, 3, 8, 19, 23 and 25</td>
<td>4.49</td>
<td>0.86</td>
</tr>
<tr>
<td>Psychological Anxiety</td>
<td>14 and 18</td>
<td>3.56</td>
<td>0.46</td>
</tr>
<tr>
<td>Fear of Oral Test</td>
<td>5, 6, 7, 10, 12, 15, 17 and 20</td>
<td>3.77</td>
<td>0.40</td>
</tr>
<tr>
<td>Competitive Attitude in Speaking Class</td>
<td>2, 11, and 24</td>
<td>3.57</td>
<td>0.25</td>
</tr>
<tr>
<td>Social factor</td>
<td>13 and 16</td>
<td>3.38</td>
<td>0.23</td>
</tr>
<tr>
<td>Teacher persuaded language anxiety</td>
<td>4, 9, 21 and 22</td>
<td>3.54</td>
<td>0.58</td>
</tr>
</tbody>
</table>

Table 4.5 - Descriptive Statistic Factor of FLA

<table>
<thead>
<tr>
<th>Factor of FLA</th>
<th>Gender</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Classroom Speaking Anxiety</td>
<td>female</td>
<td>3.83</td>
<td>0.47</td>
<td>.012</td>
</tr>
<tr>
<td></td>
<td>male</td>
<td>3.75</td>
<td>0.30</td>
<td></td>
</tr>
<tr>
<td>Factor</td>
<td>Gender</td>
<td>Mean</td>
<td>Standard Deviation</td>
<td>p-value</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>--------</td>
<td>------</td>
<td>--------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Psychological Anxiety</td>
<td>female</td>
<td>3.58</td>
<td>0.30</td>
<td>.004</td>
</tr>
<tr>
<td></td>
<td>male</td>
<td>3.49</td>
<td>0.74</td>
<td></td>
</tr>
<tr>
<td>Fear of Oral Test</td>
<td>female</td>
<td>3.81</td>
<td>0.41</td>
<td>.082</td>
</tr>
<tr>
<td></td>
<td>male</td>
<td>3.64</td>
<td>0.47</td>
<td></td>
</tr>
<tr>
<td>Competitive Attitude in Speaking Class</td>
<td>female</td>
<td>3.52</td>
<td>0.28</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>male</td>
<td>3.74</td>
<td>0.26</td>
<td></td>
</tr>
<tr>
<td>Social factor</td>
<td>female</td>
<td>3.46</td>
<td>0.20</td>
<td>.006</td>
</tr>
<tr>
<td></td>
<td>male</td>
<td>3.10</td>
<td>0.31</td>
<td></td>
</tr>
<tr>
<td>Teacher persuaded</td>
<td>female</td>
<td>3.58</td>
<td>0.58</td>
<td>.000</td>
</tr>
<tr>
<td>language anxiety</td>
<td>male</td>
<td>3.38</td>
<td>0.54</td>
<td></td>
</tr>
</tbody>
</table>

![Figure 4.30 Percentage of each factor of FLA](image)

**Figure 4.30 Percentage of each factor of FLA**
The result from table 4.5 and figure 4.30 showed the dominant factor of foreign language anxiety was English classroom speaking anxiety (M = 4.49, SD = 0.86). 29.2% students feel English classroom speaking anxiety as dominant factor of foreign language anxiety. It can be seen from the highest percentage each statement that related to English classroom speaking anxiety statement. Students chose “agree” for each English classroom speaking anxiety statement rather than other statement. As regard English classroom speaking anxiety, example of items in the questionnaire such as “I feel anxious while speaking English in speaking class”, “I feel very embarrassed when I speak in English at the front of the class”, and “Going to speaking class makes me more nervous than going to other classes”. This means that students concerned about their anxiety in speaking class. They just have a little bit opportunity to get a chance to improve their speaking ability in the classroom, feel uncomfortable to communicate and forget about the word that they want to say in front of the their peers in speaking class. The result from table 4.6 indicated both female and male feel agree that English classroom speaking anxiety was dominant factor of foreign language anxiety in speaking class. We can see from mean between female and male.

Besides that, fear of oral test (M= 3.77, SD= 0.40) also caused male and female students to feel anxious in speaking class. As regards fear of oral test, example of the items in the questionnaire such as “In speaking class, I start to panic when I know I will be graded in oral test” and “I worry about oral test in speaking class”. Students become anxious if they think they can’t do the best in
oral test and they measure the risk of failing in oral test. The third factor of foreign language anxiety that contributory in speaking class was competitive attitude in speaking class (M= 3.57, SD= 0.25). As regards competitive attitude in speaking class, example of the items in the questionnaire such as “if I think my classmates speak English better than me, I am nervous about speaking in oral activities”. Male and female students usually compare themselves ability to speak with their peers. If their peers have a good ability to speak fluently, so the anxious students didn’t want to try speaking in front of their peers. Both female and male concerned about their performance and speaking ability in speaking class.

From table 4.6, both female and male have significantly different mean in the variable. But both female and male have same contributory factor of foreign language anxiety in speaking class. There was significant difference based on factor of foreign language anxiety that contribute on male and female students. They agree that English classroom speaking anxiety as dominant factor of foreign language anxiety in speaking class but, have differences in the third factor. Male agree that the third factor causing anxiety was fear of oral test while female agree that the third factor causing anxiety was teacher persuaded language anxiety. They have different factor that contribute on themselves.

4.4 Discussion

As researcher wrote in the first chapter, this research purposed to find out the influence gender and significance difference level then factor of foreign language anxiety in speaking class. The data were collected by using
questionnaire about FLSAS (Foreign Language Speaking Anxiety Scale). This questionnaire was distributed to Second Semester student from English Department Study Program in Jambi University. There were 76 female students and 20 male students that participate in this research. There were 16 students as subject to test the reliability and validity of the instrument. There were 80 students as participant in this research. The number of female participant was 62, while the number of male participant was 18. The questionnaire used to measure the level of foreign language anxiety and identify the contributory factor of foreign language anxiety in speaking class.

From the analysis, the researcher got result that the most participants (41.2%) have a moderate level of foreign language anxiety. Gender influence the level of foreign language anxiety between male and female students. Male students have a higher level of foreign language anxiety in speaking class than female students. There was no significance difference level of foreign language anxiety between male and female students. They only have a little bit difference based on analyzed data by using independent sample t-test in SPSS software. Like finding of some research (Aida, 1994; Matsuda & Gobel, 2004 as cited in Hwa, 2014) there was no significant between male and females in language learning anxiety and males were more prone to language anxiety than females (Capan & Simsek, 2012 as cited in Hwa, 2014). There were some factors of foreign language anxiety based on questionnaire that develop by Balemir (2009), the first factor or dominant factor of foreign language anxiety that contributed between male and female students was English classroom speaking anxiety (items 1, 3, 8,
19, 23, 25) \( (M = 4.49, \ SD = 0.86) \). They concerned about their feeling of foreign language anxiety in speaking class. Both female and male students also agree that fear of oral test (items 5, 6, 7, 10, 12, 15, 17, 20) \( (M = 3.77, \ SD = 0.40) \) become the second factor that influential students anxious when speaking test. They concerned about their score in oral test, ability to speak and communicate in front of their peers. Another factor was competitive attitude in speaking class (items 2, 11, 24) \( (M = 3.57, \ SD = 0.25) \) also become factor that contributory student anxious in speaking class. They didn’t get their confidence to speak in front of their peers; if they looked their peers speak better and fluent in front of the class. There was significant difference level of foreign language anxiety that contribute on male and female students. They have different on the third factor of foreign language anxiety. Male students have fear of oral test in the third factor and female students have teacher persuaded language anxiety in the third factor.

This finding contradicts with the majority of some previous studies. Some previous studies found that female students have a higher level of anxiety in speaking class or foreign language classroom. The result of this research found that male students have a higher level of anxiety than female students. The finding similar to other research result (Fariadian et al, 2014) found that male students have a slight higher anxiety than female students. Male and female have different ability to communicate and speak English in speaking class. Other 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. Like finding of research that
conducted by Hwa (2014), English classroom speaking anxiety as influential factor of foreign language anxiety in speaking class. Students feel anxious when they are in the speaking class. But Marwan (2008) found the major factor contribution to learners’ foreign language anxiety was fear of failing the class. The students worry if they can failing in speaking test. Pappamihiel (2001) found that male and female students are responding differently to the pressures associated with using English in this setting such as an EFL classroom. Between male and female have different characteristic, different learning strategies and cognitive ability especially in speaking class. Male more passive in the speaking class rather than female.