Level of Anxiety of Male and Female in the Eleventh Grade Students in Learning English at SMAN 1 Pondidaha

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ABSTRACT

The purpose of this study is to investigate the level of anxiety in male and female students, and to identify the causes of anxiety in male and female students when learning English. This study applied a quantitative design carried out in the eleventh grade at SMA Negeri 1 Pondidaha. The research subjects were 15 male students and 15 female students in the eleventh grade at SMA Negeri 1 Pondidaha. This study used a questionnaire to obtain data. The results of the questionnaire showed that most of the dominant male and female students were "somewhat anxious" in the English class. Male students were divided into three levels, namely "mildly anxious" (8 out of 15 students or 53.33%), "relaxed" (5 out of 15 students or 33.33%), and "anxious" (2 out of 15 students or 13.33%). Then female students were divided into five levels, namely "mildly anxious" (6 out of 15 students or 40%), "relaxed" (5 out of 15 students or 33.33%), "anxious" (3 out of 15 students or 20%), and "very relaxed" (1 out of 15 students or 6.66%). To sum up, there was no significant difference in anxiety levels between male and female students in this study and it was discovered that only three among six components of the causes of anxiety in this study namely male and female students' beliefs about language learning, personal component, and classroom procedures.

Keywords:
male and female students, English class, level anxiety.

1. Introduction

Linguists have long been interested in anxiety in learning a second or foreign language because of its debilitating effect on learners and the learning process. This interest began in the mid-sixties with the suspicion of researchers that learning a second or foreign language could be hindered by the anxiety experienced by students (Ewald, 2007). In connection with this fact, many researchers in the following decades, such as Horwitz and Macintyre in Ewald (2007) have highlighted that anxiety in second or foreign language classes has a negative impact. One of the arguments why anxiety tends to occur in second or foreign language classes is that language learning is a very troubling psychological problem because it directly threatens a person's self-concept and worldview.

Basically, anxiety is an unpleasant condition, it can be positive if a person is able to make positive adjustments to reduce anxiety and can be negative if the anxiety becomes neurotic anxiety (Byrne, 1961). Cognitively affects the thinking process and causes difficulty concentrating in lessons, and it also will affect academic achievement (Acocella & Calhoun, 1990). It is added that the anxiety

experienced by a person generally can reduce the quality of his life, his education fails and his career is messy. Physiologically, anxiety will be manifested in disorganized behavior, such as cutting movements, shaking, straightening clothes or hair appearance, and even changes in voice height (Acocella & Calhoun, 1990).While psychological (affective) symptoms due to anxiety will cause feelings of fear and worry over an event that will happen to them, feelings of anxiety, lack of confidence, feeling inferior and feeling unable to face problems (Hurlock, 1990). Moreover, the feeling of fear of being unable to carry out developmental tasks as a teenager, as well as in carrying out its functions in the family, school, or community

In an attempt to further elaborate on this issue, MacIntyre & Gardner (1991) argued that language anxiety is actually a form of social anxiety because it is primarily due to the communication and social features or characteristics of language learning. Therefore, the general symptom is that anxiety may appear as feelings of tension and discomfort (affective), negative self-evaluation (cognitive), and a tendency to withdraw due to the presence of other people (behavior). Ganschow & Sparks (2007) asserted that the manifestation of anxiety in a second or foreign language learning situation exhibited by students can be classified as a specific anxiety reaction similar to anxiety about mathematics or physics. Horwitz et al. (1986) supported this assertion by suggesting that subjects' feelings, psycho-physiological indications, and behavioral reactions in language learning situations are essentially the same as for other specific anxieties. Generally, the term specific anxiety is used by psychologists to make a distinction between people who are typically anxious in various social contexts and those who are only anxious in certain situations (Ganschow & Sparks, 2007). In the case of English learning situations, students who experience anxiety can be members of the first or second group. Because both types of learners experience the same type of anxiety, namely language anxiety, and usually show the same symptoms in their learning activities, they fall into one category which is anxious learners.

Anxious students generally show the same indications. In several studies, results have shown that the most anxious second or foreign language learners experience anxiety, fear, and even fear in the classroom (Horwitz et al., 1986). They further demonstrated that in engaging with learning activities, these learners may also have difficulty concentrating, be unconscious, sweat, and experience an increased and irregular heartbeat. In line with this, Gkonou et al. (2017) suggested that the physical reactions shown by anxious students result from negative energy (anxiety) which specifically affects students' short-term memory. As a major impact of such anxiety, Horwitz et al. (1986) claimed that these anxious learners will exhibit runaway behaviors such as skipping class or procrastinating on homework.

The problem of anxiety in learning English occurs at every grade level, including tertiary level because English learning language is one of the main subjects that students must master (Lena et al., 2019). Anxiety is an essential factor, which affects the language learning (Purwanti et al., 2019). To master English skills, students need to have more time to practice and make English learning activities a habit not only in the school/classroom but also in daily activities, so that it will improve their fluency in English for better students. As the researcher cited, some of the reasons why students feel anxious in the process of learning English in the

classroom are due to lack of vocabulary, worry about sentence structure, and have problems controlling emotions.

Based on the definition of anxiety put forward by the researchers and the different definitions, it is clear that they share the same characteristics of worrying that involve and affect the physical condition and nervous system. Although the definitions of anxiety can be broadly inferred, MacIntyre & Gardner (1991) noted that the language learning construct of anxiety does not have a standard definition. However, it is not necessary to have a standard file because the definition of language anxiety must cover the scope of what is being studied. In addition, Young (1991) also suggested that the definition of anxiety may change depending on the purpose of the study. For the current investigation, speaking anxiety refers to feelings of fear, nervousness, or worry that interfere with students' speaking performance before or while doing English assignments in class.

This argument is supported by Huberty (2009) that nature anxiety refers to anxiety that is chronic and pervasive throughout the situation and is not specifically triggered. State anxiety is anxiety that occurs in certain situations and usually has a clear trigger. In this case, there is a correlation between the two types of anxiety. Not everyone who has high state anxiety has high anxiety, but those who have high anxiety are more likely to experience state anxiety.

From several theories and explanations above, the researchers realize that the anxiety experienced by adolescents will greatly affect their future life. So the researchers are interested in focusing research on adolescents aged 15-18 years old, assuming that adolescents in that age range experience a transition from early adolescence to late adolescence, so they have developmental tasks that must be completed to enter adulthood. It is feared that if the teenager experiences prolonged anxiety, it will interfere with his function and role in social life in the family community and in the world of work in the future. Several theories and research related to anxiety and related to gender differences. Women are more influenced by environmental pressures compared to men. This is because women perceive that the quality of interpersonal relationships with the people around them is very important and a priority in life compared to men. Because women are more influenced by environmental pressures, causing women to be more anxious than men who tend to consider their environment less important. This statement is corroborated by the results of an anxiety study, which states that women are more anxious than men (Maccoby & Jacklin, 1974). In addition to physically women and men are seen as having differences in psychological terms. Women are considered more feminine while men are masculine. In a study on anxiety related to gender differences, Myers (1983) said that women were more anxious about their inabilities than men. It was also said that men were more active, exploratory, and relaxed, while women were more sensitive.

Starting from these things, the dynamics of anxiety levels between male students and female students are different. The anxiety experienced by female students tends to be more complex, besides being more influenced by environmental pressures; women also tend to tend to be anxious about their inability. Meanwhile, men are more relaxed in relating and interacting with their environment and are not easily influenced by environmental pressures, thus it makes men no more anxious

than women. This makes women tend to develop more aspects that support the quality of relationships, such as having high empathy, having a nurturing nature, tending to express feelings when having close relationships with other people, and tend to be sensitive to other people compared to men.

The reason why the researcher did this research is that the researcher realized that anxiety makes an unfavorable contribution to survival in the future, especially for adolescents who are entering the most difficult period in the entire span of human life. In connection with this, the author focuses on research on middle adolescents aged 15-18 years, more specifically male students and eleventh-grade high school girls. Assuming that adolescents in that age range experience a transition from early adolescence to late adolescence, they have developmental tasks that must be completed to enter adulthood. Thus, it is hoped that later anxiety will not interfere with its function and role in the learning process in English class. In this case, the researcher will focus on studying more about the level of anxiety between male and female students and what factors cause students to be anxious when learning English.

2. Methods

This study used a descriptive analysis method with a quantitative approach. In collecting the data, the researcher needed a group of respondents to complete the research instrument that the researcher used. The purpose of the sampling was employed in selecting participants. The respondents in this study were 30 students consisting of 15 male students and 15 female students in the first semester in the eleventh grade. All respondents were selected and continuously taken to fill out a questionnaire that had been prepared by the researcher regarding the purpose of this instrument to determine the level of anxiety of respondents.

Based on the nature of the research question above, the researcher used a questionnaire as the research instrument to collect research questions. The questionnaire of this study was adopted from Horwitz et al. (1986), namely the Foreign Language Classroom Anxiety Scale (FLCAS). From the questionnaire items, the researcher was able to detect students' anxiety scores obtained by adding up the rankings of all items. Questionnaires were used mostly to collect data about not easily observable phenomena such as attitudes, motivation, and self-concept. Thus, Horwitz et al. (1986) recognized the uniqueness of foreign language anxiety and introduced the Foreign Language Class Anxiety Scale (FLCAS) as an instrument for measuring anxiety levels as evidenced by negative performance expectations and comparisons of social, psychological symptoms, and avoidant behavior. The FLCAS consisted of 33 questions that the researcher used. Each item in the FLCAS was rated on a five-point Likert's scale, the questionnaire was structured on a 5-point scale ranging from strongly agree (1 point) to strongly disagree (5 points) for positive statements. Then strongly agree (5 points) becomes strongly agree (1 point) for negative statements, they will be used to indicate student preferences.

After the data were obtained, the data were analyzed using percentage analysis. The percentage analysis formula is as follows:

$$DP = \frac{n}{N} \times 100\%$$

From the total score of the respondents, then the data were obtained and summarized as students' anxiety scores. There were 5 levels of anxiety which consisted of very anxious, anxious, mildly anxious, relaxed, and very relaxed. Then, the theoretical range of this scale was 33-165. The second research question was analyzed using an independent sample T-test in S P S S . The Independent sample T -test compared t h e m e a n s o f two independent groups in order to determine whether there was statistical evidence that the associated population means were significantly different. In the independent sample, the T-test has answered the hypothesis, that H_1 was any significant difference in the level of anxiety between female and male students, and H_0 was no significant difference in the level of anxiety between female and male students anxiety

3. Results
3.1. Male and Female Students' Levels of Anxiety

To measure male and female students' levels of anxiety, the researcher distributes the questionnaire to the students. After gaining the data from the questionnaire, the data is analyzed by using the FLCAS anxiety scale by Horwitz et al. (1986). The result of male students' level of anxiety shows as follows:

Table 1. Male Students Anxiety Scale

No	Anxiety level	Range	Frequency	Percentage
1	Very anxious	124-165	0	0%
2	Anxious	107-123	2	13,33%
3	Mildly anxious	86-106	8	53,33%
4	Relaxed	65-85	5	33,33%
5	Very relaxed	33-64	0	0 %
	Total		15	100%

Based on the table shows that from the five levels of anxiety analyzed by the FLCAS anxiety scale by Horwitz et al. (1986). Male students are in a mildly anxious position with a range of 86-106 in which of the 8 out of 15 students who feel mildly anxious or 53,33% of total respondents. Then, male students at the relaxed level with a range of 65-85 amount to 5 out of 15 students or 33,33% of total respondents, and for anxious levels in the range 107-123 the number of students who feel anxious was 2 out of 15 male students or 13,33%. The table above shows that of 15 male students, there are no students who are at very anxious and very relaxed levels.

Then, the result of female students' level of anxiety showed as follows:

Table 2. Female Anxiety Scale

No	Anxiety level	Range	Frequency	Percentage
1	Very anxious	124-165	0	0 %
2	Anxious	107-123	3	20 %
3	Mildly anxious	86-106	6	40 %
4	Relaxed	65-85	5	33,33 %
5	Very relaxed	33-64	1	6,66%
	Total		**15**	**100%**

The above table shows the five levels of anxiety analyzed by using the FLCAS anxiety scale by Horwitz et al. (1986). Female students are in mildly anxious positions with a range of 86-106 amounting to 6 of 15 female students or 40% of total female students respondents). Then, female students who are at the relaxed level with a range of 65-85 amounted to 5 out of 15 female students or 33,33% of total female students respondents. Next, the anxiety level is in the range 107-123 the number of students who feel anxious is 3 out of 15 female students or 20% of total respondents. Also, very anxious level in the range 124-165 amounted to 0 out of 15 female students or 0% of total respondents. For very relaxed levels with range 33-64 amounted to 1 student from 15 female students or 6,66% of total respondents.

3.2. Significant Difference between Male and Female Students' Anxiety

To determine the comparison of level anxiety between males and females, then the comparative test uses an independent sample T-test. Before performing the test, the researcher must determine the hypothesis first, namely H0: there is no significant difference between females and male, and H_1: there is a significant difference between females and male. With the hypothesis, H_0 is accepted if the P-value > 0.05, and H_1 is rejected if P-value < 0.05. In a comparison test, the data has to fulfill two assumptions to test the hypothesis and the data should be normal and homogeneous.

Table 3. Normality
One-Sample Kolmogorov-Smirnov Test

		Male	Female
N		15	15
Normal Parameters[a]	Mean	93.60	90.00
	Std. Deviation	11.070	16.626
Most Extreme Differences	Absolute	.121	.106
	Positive	.115	.106
	Negative	-.121	-.085
Kolmogorov-Smirnov Z		.469	.410
Asymp. Sig. (2-tailed)		.980	.996

a. Test distribution is Normal.

For the significance value for female students is 0.996 > 0.05, then H0 is accepted in other words that the data for the female is normally distributed, as well as for male students the significance value is 0.980 > 0,05, then H0 is accepted in other words normal distribution. Because of the value of Asymp. Sig, (2-tailed) between male and female students is 0.896 and 0.980 from 0.05 then data as a whole is a normal distribution. Because the data presented is normally distributed, the test equipment of the difference among others that can be used is the Independent sample T-test.

After the data is appeared to be normal, then the homogeneity test is investigated, as follows:

Table 4. Homogeneous
Test of Homogeneity of Variances

Levine Statistic	df1	df2	Sig.
2.472	1	28	.127

The table above shows that P-Value is 0.127 where P-Value is higher than a = 0.05. It can be concluded that the data is homogeneous. If the assumption has been fulfilled, then it is possible to continue the Hypothesis Test.

Table 5. Male and Female Students' Level of Anxiety in English Class

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Score	Male	15	93.6000	11.06991	2.85824
	Female	15	90.0000	16.62614	4.29285

In accordance, the above table shows those male students with an average number of 90.45 while female students are at 93.23. For more details see the chart below:

Level Anxiety

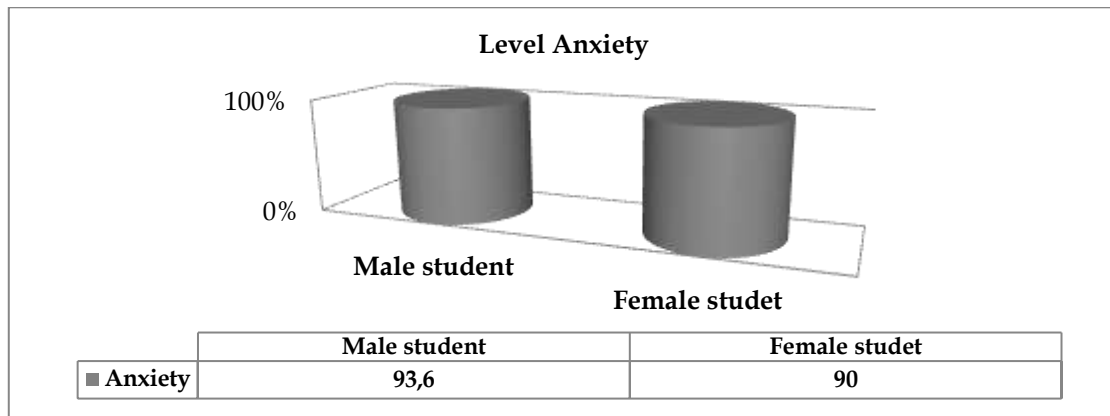|	Male student	Female studet
■ Anxiety	93,6	90

Figure 1. Male and Female Students' Level of Anxiety in English Class

In accordance with the FLSC scale range, the data show that the questionnaire 93,6 male students are at middle anxiety in level anxiety in English class while, the female students with the number 90 are also in the middle anxiety level. From the data, it can be seen that the number of male students with anxiety is greater by several points than the number of male students.

Table 6. Independent Samples Test

	Levine'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
Equal variances assumed	2.472	.127	.698	28	.491	3.60000	5.15733	-6.96432	14.16432
Equal variances not assumed			.698	24.374	.492	3.60000	5.15733	-7.03558	14.23558

Based on the above table, it can be seen the value of significance with equal variance assumed is 0.127 higher than 0,05 then it can be stated that the data is homogeneous. The score P-value is 0,491 higher than the value of 0.05. It means that H0 is accepted and H1 rejected, so it can be concluded that there is no significant difference in the level of anxiety between male and female students in the eleventh grade in English lessons at SMA Negeri 1 Pondidaha.

4. Discussion

Gender is the wide set of characteristics that are seen to distinguish between males and females. In the learning process, males and females have different habits, different manners to learn, and different anxiety. Males and females have different w a y s to learn but although males and females have different ways, however, anything is good.

From the findings of the questionnaires male and female students, it has the same position in which they level anxiety when English learning. It is mild anxiety. Middle anxiety will affect language learning, there are debilitating and facilitating. Which is debilitating middle anxiety poses an obstacle to language learning, whereas facilitating anxiety facilitates or fosters it (Arnold, 1999). Although both types exist, studies have mostly concentrated on the former. Anxiety students learn to have preparation before performing in front of a class or audience. It means that the existence of middle anxiety makes students realize that they cannot be careless a b o u t language learning. According to Scovel in (Arnold, 1999), he stated that anxiety could be helpful or facilitating in some ways such as keeping students awake. In other words, mild anxiety makes students ready on learning. On the contrary, the negative kind of anxiety is sometimes called debilitating anxiety, because it harms learners' performance in many ways. Decline motivation, negative behavior and beliefs, and language performance difficulties relate to a harmful level of anxiety.

There is no significant difference in anxiety levels between male and female students in English classes. This is supposed by Aida (1994) who reports no significant gender difference in the anxiety analysis, in her research, gender and anxiety are observed as the independent variables concerning the final course grade, a dependent variable. The result is that gender had an important effect on course grades, where women scored higher than men. There was no significant gender-anxiety interaction effect on course grades. On the whole, among both males and females, those students who were highly anxious received a lower grade than the more relaxed students.

The learners feel anxious to present in English class. This is because when the student is presenting, they become the center of attention. Different learners give different reasons. They feel anxious to do a presentation in the classroom because they are afraid of the questions from other learners and lecturers. In addition, the presenters do not prepare the materials. The presenter should master the material because if there is a mistake the audience will laugh and it makes the learners unconfident and loses the materials he/she prepared. Some of the male and female students would feel greater nervousness when they were on the stage and were afraid of interacting with the audience. Research has shown that during a

foreign language class, where students are speaking in front of teachers and classmates, that is the moment that they will get the most anxiety (Horwitz & Young, 1991). Students feel afraid of the idea of making mistakes, as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistakes in speaking English (Juhana, 2012). The other said that they are strained if they did not understand what the teacher is talking about.

The students' anxiety came from some sources. Based on from findings of questionnaires that were done by the researcher, it was found that learner's beliefs about language learning be the main source of provoking students' anxiety. The students felt that they cannot speak well because they have limited vocabulary, grammatical problems, bad pronunciation and they have little knowledge of English. As Hiebert & Kamil, (2005) stated that vocabulary is the knowledge of the meaning of words. It means that when the students have limited vocabulary they cannot arrange good sentences in English. As a result, they are reluctant to speak in English class. This was also in line with Gebhard in Juhana (2012) who said that the students' problem with speaking is caused mostly by their shyness and anxiety. Besides that, some male and female students felt that they did not master the grammatical structure.

It made them think that grammatical problem is one of the causes of their anxiety. They cannot speak well without good grammatical structure. It is generally accepted that an understanding of grammar can help in constructing well-formed language when it is important to do so, such as writing done in a formal context or for a wide audience (Mary, 2005). Learning some grammatical rules and terms make language learning easier for learners in order to understand better our language or learn another language. An understanding of grammar is a necessary part of successful learning at some stage.

Moreover, they were not ready to answer questions therefore; they got confused about what they were going to say. Besides that, they also felt that their friends were better at English. In this case, the students compared themselves with others. Bailey in Arnold (1999) asserted that competitiveness could lead to language anxiety. This happens when language learners compare themselves to others or to idealized self-image. In addition, Krashen in Young (1991) suggested that an individual's degree of self-esteem is highly related to language anxiety. He said also that people with low self-esteem worry about what their peers think; they are concerned with pleasing others. This is what causes anxiety in a lot of people.

The last source of anxiety that was covered in this study was classroom procedure. The students said that they get anxious if be asked by the lecturer something they do not know. In addition, the students felt uncomfortable speaking in class. This was in line with Young's (1991)result, she found that more than sixty-eight percent of her subjects reported feeling more comfortable when they did not have to get in front of the class to speak. She said that one of the other strong anxieties is being called on to respond orally in the target language.

In this study, male and female students used preparation, relaxation, positive thinking, and peer seeking. Some students used more than one strategy in reducing anxiety. This study found that most of the students used relaxation strategies as

same as preparation strategies. While preparation strategies were done through studyi n g hard, memorizing vocabulary, writing a note, and asking for help. Kondo & Ying-Ling (2004) stated that relaxation strategy is characterized by its affective quality in that it aims at making flexible bodily tension associated with emotional stimulation. While preparation strategy can be considered a behavioral strategy because it focused on behavioral components of language learning that are related to effective performance in class.

As Oxford (2003) said that social strategy includes asking a question, cooperating, and empathizing with others to help the learner work with others and understand the target language. Kondo & Ying-Ling (2004) stated that for anxious students, the realization that others are having the same problem may serve as a source of emotional regulation by social comparison. In addition, several students did positive thinking through say a prayer, smiling and try not to think of people around them. This strategy was intended to divert attention from the stressful situation to positive and pleasant cues, and bring relief to the anxious student.

Some strategies were male and female students' efforts to involve in speaking class. On the other side, the role of the lecturer was very important. Horwitz et al. (1986) stated that in general, educators have two options when dealing with anxious students. They can help them learn to cope with the existing anxiety provoking situation or they can make the learning context less stressful. In other words, the lecturer can help students reduce their anxiety levels by focusing on the students' characteristics that are causing the anxiety. As suggested by Harmer (2001), to reduce this anxiety feeling, teachers need to pay attention to each student's strengths and weaknesses so that they can create a learning method that accommodates all students in the classroom.

5. Conclusion

Based on the data found, this study can be concluded that the students of SMA Negeri 1 Pondidaha do experience anxiety. For male students, the majority of them are in the level of mildly anxious (53.33%), whereas for female students, many of them are in the level of mildly anxious (40%). Therefore, there is no significant difference in anxiety levels between male and female students in this study and it is discovered only three among six components the causes of anxiety in this study. Those are male and female students' beliefs about language learning, personal component, and classroom procedures. For the next researcher, the teachers' roles in reducing the male and female levels of anxiety are needed to be scrutinized. In addition, other researchers are also expected to provide a basis or initial knowledge for further researchers to conduct applied research related to strategies to overcome anxiety in the process of learning English in the classroom.

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