Exploring The Impact Of Genders On English Language Learning Anxiety Of Secondary School Students

Teguh Eka Pambudi,
English Education Department, State Islamic Institute of Sorong
teguheka0151@gmail.com
,

INFO ARTIKEL	ABSTRACT

This study aims to assess anxiety levels related to English learning among male and female students and compare them based on gender. I used a quantitative method with a descriptive approach, analyzing questionnaire results from 35 male and 35 female 8th-grade students at SMPN 1 Sorong Regency for the 2023/2024 school year. The questionnaire was adapted from FLCAS. The findings reveal that female students tend to experience higher anxiety levels, particularly related to the fear of making mistakes and negative evaluation, and these differences are statistically significant. While females also reported higher anxiety regarding self-confidence and speaking in front of others, these differences were not statistically significant. The correlation analysis shows that fear of making mistakes and fear of negative evaluation are key contributors to anxiety in both genders. However, females display stronger connections between lack of self-confidence and these fears, making these factors more impactful on their anxiety levels

INTRODUCTION

English is a global language, as most of the world's communications are in English. It also reveals how English is widely used in scientific research, business, and education

Exploring The Impact Of Genders On English Language Learning

(Rao, 2019). As a foreign language in Indonesia, English is taught in formal schools, from elementary schools to colleges, and even in informal schools because of its importance. Mastering English is essential to students' academic success and future at SMPN 1 Sorong Regency. However, the foreign language learning process is often accompanied by various challenges, including language learning anxiety.

According to Leonard, anxiety is a feeling of worry and fear characterised by feelings of tension and excessive worry experienced by students during the teaching and learning process(Leonard & Supardi U.S, 2010). Anggiana says this affects students' performance and motivation to learn a new language. In speaking, students try to communicate with their limited abilities and fear being negatively evaluated by teachers and peers who expose their shortcomings. This makes students afraid of making mistakes. They fear embarrassing themselves in public, so they prefer to keep quiet (Musthachim, 2014). From the statement, we can conclude that Anxiety can arise from various factors, including fear of making mistakes, lack of confidence, fear of negative judgment, and speaking in front of others. This kind of anxiety not only hinders students' ability to learn the language effectively but can also negatively impact their overall academic performance.

One factor that is considered to play an important role in language learning anxiety is gender. According to Aoláin Gender, it is an important category of feminist analysis from the book The Oxford Handbook of Gender and Conflict. Gender has several specific aspects. First, gender as a social relation of power functions as an organizing principle of social life, which operates at several interrelated levels, starting from individual and group identity to normative/ideological, institutional, and symbolic meaning. Second, as a category of analysis, gender allows feminists to look beyond individual women and also include men. Gender asks how ideas about manhood and womanhood influence identities, norms, institutions, and symbols (Fionnuala Ní Aoláin, Naomi Cahn, Dina Francesca Haynes, 2017). SMPN 1 Sorong Regency, one of the junior high schools in the Aimas district of Sorong, provides a representative environment to explore the four factors that influence gender on English learning anxiety. In this context, it is important to understand how gender factors affect students' anxiety in learning English so that effective strategies can be identified to reduce anxiety and improve learning.

Recent studies have highlighted that males and females may experience language learning anxiety differently due to their distinct cognitive and emotional processing styles. According to Katalin Piniel and Anna Zólyomi, the research results from this article show that there is a relationship between anxiety in learning a foreign language and gender. Women tend to show slightly higher levels of language learning anxiety than men. This is because their levels of social and self-anxiety are higher In classroom settings (Piniel & Zólyomi, 2022). Other studies from Liu's, the research aimed to investigate the quasi-causal relationship between Foreign Language Class Anxiety (FLCA) and English test performance among 934 freshmen at a university in Beijing, with a particular focus on gender and disciplinary factors. The study revealed that FLCA was the primary determinant of poor test performance, indicating that heightened anxiety in foreign language classes significantly impairs students' performance on English tests. Conversely,

Exploring The Impact Of Genders On English Language Learning

the study found that test performance did not have a substantial impact on FLCA levels. Liu's findings underscore the necessity of integrating considerations of gender and disciplinary context when addressing anxiety in foreign language learning environments (Liu, 2022).

Given the critical role of English in students' academic and future success, it is imperative to address the factors contributing to language learning anxiety. Understanding the gender-specific aspects of this anxiety is crucial for developing targeted strategies that can alleviate these challenges by identifying the student anxiety factors between males and females. This research aims to find the level of anxiety towards different anxiety factors among male and female students. In addition, comparing the differences in anxiety levels between male and female students in each anxiety factor studied and Determine the extent to which each anxiety factor correlates with each other and find out which anxiety factor has the strongest relationship in influencing overall English learning anxiety. This study contributes to the academic literature by adding to the understanding of the dynamics of anxiety in English language learning, particularly in the context of gender differences. By understanding the role of gender in this phenomenon, this study can help identify whether there are significant differences between male and female students in experiencing English learning anxiety. This theory can serve as a foundation for developing more effective and inclusive teaching strategies that can reduce anxiety and improve students' learning outcomes. The findings from this study can be used as a basis for further studies in the field of language education and educational psychology, especially in terms of language learning anxiety.

METHOD

This study used quantitative research. According to Creswell, Quantitative research is an investigation of social problems based on testing a theory that consists of variables measured numerically and analysed by statistical procedures to determine whether the theory's predictive generalisations hold true (Creswell & Creswell, 2012). To conduct research, I use descriptive quantitative methods to convey research results. The descriptive method is a type of quantitative research method with a problem formulation that integrates research to explore or photograph social situations to be thoroughly, broadly and in-depthly examined. Various quantitative research methods, such as descriptive, aim to systematically describe facts or characteristics of certain populations or fields factually and accurately (Prajitno, 2017).

This research conducted on eight-grade student at SMPN 1 Sorong Regency in the even semester of 2023/2024. consisting of 35 male and 35 female students. This study i use a quantitative research methodology, and the instrument used to collect the data would be a questionnaire. The questionnaire is adapted from the Foreign Language Classroom Anxiety Scale (FLCAS), which was developed by Horwitz et al (Horwitz et al, 1986). FLCAS is based on the analysis of potential sources of anxiety in a language classroom. Numerous research studies have tested and used FLCAS. to investigate both foreign language learning anxiety (Matsuda & Gobel, 2004). Hence, the extensive use of FLCAS shows that it is reliable for measuring students' learning anxiety levels in all language learning (Yeo et al., 2017).

Exploring The Impact Of Genders On English Language Learning

This study used the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire. The items were scored on a 5-point Likert scale from strongly Disagree (1) to strongly Agree (5). consisting of 33 items on a 5-point Likert scale ranging from strongly agree (1) to strongly disagree (5). It aims to examine students' anxiety pertaining to foreign language learning in classroom contexts. One of the reasons for using this scale was that it has been one of the most comprehensive and valid instruments for measuring students' anxiety in classroom contexts. Another reason was that it showed favorable reliability coefficients with the population samples to which it had been administered.

Quantitative data analysis using IBM SPSS ver 25 in this study involves statistical methods to examine the relationship between gender and the level of anxiety about learning English among secondary school students. To carry out the analysis, firstly collected the data using a validated questionnaire that measures language learning anxiety, along with demographic information regarding gender, from a representative sample of secondary school students. To make students easier to fill out the questionnaire, I carry out a back-to-back translation method. using translator 1 translates the questionnaire into Indonesian, then translator 2 retranslates it into English. furthermore, the original questionnaire is compared, and if the questionnaire has a consistent meaning, then the questionnaire can be understood by students. After that, I distributed questionnaires to students. The data collected can be imported into IBM SPSS ver 25 for analysis. through descriptive statistics to carry out normality tests. with the normality test criteria of Sig value. (P Value) < 0.05 means the data is not normally distributed, and if the Sig. (P Value) > 0.05 means the data is normally distributed. after that, the researcher carried out the Mann-Whitney test. This test is an alternative to the t-test for independent samples if the assumption of normality is unmet. Then, to answer the second problem formulation, the researcher used coefficient interpretation to measure the strength of the relationship between the 4 factors. This provides a deeper understanding of the complexities underlying the impact of gender on language anxiety. Classify Mann Whitney test testing criteria. Asymp Sig value. (2-tailed) < 0.05 means there is a significant difference. Asymp Sig value. (2-tailed) > 0.05 means there is no significant difference. The Mann-Whitney test is a nonparametric test used to compare two independent groups. It is an alternative to the t-test for independent samples when the normality assumption is unmet.

Coefficient interpretation is used to measure the strength of the relationship between the 4 factors. According to Sugiyono, the guidelines for providing an interpretation of the correlation coefficient (Sugiyono, 2009) are as follows :

Interval coefficients (r)	Interpretation
0.00 – 0.199	Very low
0.20 – 0.399	Low
0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1.00	Very strong

Table 1. Coefficient interpretation

RESULTS AND DISCUSSION

A. Four anxiety factors Between Male and Female

Exploring The Impact Of Genders On English Language Learning

a) Results

1. The Result of Student's Fear of Making Mistakes

Test of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Gender	Statistic	df	Sig.	Statistic	df	Sig
Score	Male	.176	35	.007	.943	35	.067
	Female	.145	35	.060	.953	35	.138

Table 2. Test of Normality

Based on Table 2 that Males, although there is some evidence from the Shapiro-Wilk test that the data may be normal sig = 0.067 with an interpretation of Sig value > 0.05, the Kolmogorov-Smirnov results show that the data is not normal sig = 0.007 with an interpretation of Sig value < 0.05. Since there is uncertainty regarding the normality of the data, I conduct a Mann-Whitney test to avoid the assumption of normality, which may not be valid. Women's data is normally distributed based on both tests. However, suppose we want to use a consistent method for both groups, especially if there are concerns regarding the general validity of the normality assumption. In that case, the Mann-Whitney test can still be applied. I discuss the Mann-Whitney test results presented in two sections: "Ranks" and "Test Statistics."

Ranks				
	Gender	N	Mean Rank	Sum of Ranks
Score	Male	35	28.19	986.50
	Female	35	42.81	1498.50
	Total	70		

Table 3. Ranks of Fear of Making Mistakes

The table shows data on the average rating and the number of ratings for males and females in an assessment. Based on these data, we can see the distribution of ratings between the two genders and how this may be related to fear of making mistakes. The mean rating shows that the female group has a higher mean rating (42.81) than the male group (28.19). This indicates that, in general, women score higher than men in terms of fear of making mistakes. From this data, we can see that females have a higher average ranking than males.

Test Statistics[a]	
	Score
Mann-Whitney U	356.500
Wilcoxon W	986.500
Z	-3.036
Asymp. Sig. (2-tailed)	.002

Table 4. Test Statistics of Fear of Making Mistakes

Based on Table 4, there is a significant difference Since the p-value (0.002) is

Exploring The Impact Of Genders On English Language Learning

less than 0.05, which states that there is no difference between the male and female groups. This means that there is a statistically significant difference between the male and female scores. Direction of Difference From the mean ranks, it can be seen that women have a higher mean rank than men. This indicates that female scores are generally higher than male scores. This suggests that female students have a higher level of anxiety in terms of "Fear of Making Mistakes" compared to male students.

2. The Result of Student's Lack of Confidence

Test of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Gender	Statistic	df	Sig.	Statistic	df	Sig
Score	Male	.165	35	.017	.959	35	.220
	Female	.116	35	.200[*]	.976	35	.642

Table 5. Test of Normality of Lack of Confidence

Table 5 shows Kolmogorov-Smirnov, Sig. = 0.017, and Shapiro-Wilk, Sig. = 0.220 For the male data, the Kolmogorov-Smirnov results show a significance value of 0.017, which is less than 0.05, indicating that the data is not normally distributed. However, the Shapiro-Wilk test showed a significance value of 0.220, which is higher than 0.05, indicating that the data is normally distributed. There is an inconsistency here. Female Kolmogorov-Smirnov Sig. = 0.200 Shapiro-Wilk Sig. = 0.642 For the female data, both tests show that the data is normally distributed (significance values are more than 0.05). While the Shapiro-Wilk test suggests that the male data may be normally distributed, the Kolmogorov-Smirnov test suggests otherwise. Since there is uncertainty regarding the normality of the men's data, I use a non-parametric test such as Mann-Whitney to avoid assumptions that may be invalid.

Ranks				
	Gender	N	Mean Rank	Sum of Ranks
Score	Male	35	31.09	1088.00
	Female	35	39.91	1397.00
	Total	70		

Table 6. Ranks of Lack of Confidence

Average Rating: Males have an average rating of 31.09, while females have an average rating of 39.91. The higher mean rating for females indicates that, in general, females score higher than males.

Test Statistics[a]

Exploring The Impact Of Genders On English Language Learning

	Score
Mann-Whitney U	458.000
Wilcoxon W	1088.000
Z	-1.824
Asymp. Sig. (2-tailed)	.068

Table 7. Test Statistics of Lack of Confidence

Based on table 7, the Asymp. sig. (2-tailed) value is 068, > 0.05, indicating no statistically significant difference between male and female scores (p = 0.068). This indicates that male and female students did not show a significant difference in terms of Lack of Confidence in learning English.

3. The Result of Student's Fear of Negative Evaluation

Test of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Gender	Statistic	df	Sig.	Statistic	df	Sig
Score	Male	.152	35	.040	.969	35	.427
	Female	.199	35	.001	.933	35	.034

Table 8. Test of Normality of Negative Evaluation

Based on table 8 shows the male data; the Kolmogorov-Smirnov result shows a sig value of 0.040, which is <0.05, so the data is not normally distributed. However, the Shapiro-Wilk test shows a significance value of 0.427, which is > 0.05, so the data is normally distributed. There is uncertainty here. Female Kolmogorov-Smirnov Sig. = 0.001 Shapiro-Wilk Sig. = 0.034 For female data, both tests show that the data is not normally distributed (significance value is less than 0.05).

Ranks				
	Gender	N	Mean Rank	Sum of Ranks
Score	Male	35	30.66	1073.00
	Female	35	40.34	1412.00
	Total	70		

Table 9. Ranks of Negative Evaluation

Based on Table 9, the average rating for males is 30.66, while for females, it is 40.34. This indicates that females have higher scores than males.

Test Statistics	
	Score
Mann-Whitney U	443.000
Wilcoxon W	1073.000
Z	-2.004
Asymp. Sig. (2-tailed)	.045

Exploring The Impact Of Genders On English Language Learning

Table 10. Test Statistics of Negative Evaluation

Asymp. Sig. (2-tailed) (0.045) is less than 0.05, which means there is a significant difference between men and women. Asymp. Sig. (2-tailed) 0.045 is less than 0.05, which means the difference between men and women in terms of Fear of Negative Evaluation is statistically significant. In other words, there is strong enough evidence to say that women have higher levels of public speaking anxiety than men, which can also be seen in the mean rank. Women have a higher mean rank (40.34) than men (30.66). This suggests that women tend to have greater anxiety towards Fear of Negative Evaluation.

4. The Result of Students Fear of Speaking in Front of Others

	Test of Normality						
	Kolmogorov-Smirnov[a]				Shapiro-Wilk		
	Gender	Statistic	df	Sig.	Statistic	df	Sig
Score	Male	.157	35	.029	.937	35	.044
	Female	.117	35	.200*	.971	35	.463

Table 11. Test of Normality of Fear Speaking Front Others

Based on Table 11, the normality test results are shown. Kolmogorov-Smirnov Sig. = 0.029 Shapiro-Wilk Sig. = 0.044 shows male data <0.5 means the data is abnormal, female Kolmogorov-Smirnov Sig. = 0.200 Shapiro-Wilk Sig. = 0.463 > 0.05 indicates normal female data.

	Ranks			
	Gender	N	Mean Rank	Sum of Ranks
Score	Male	35	30.81	1078.50
	Female	35	40.19	1406.50
	Total	70		

Table 12. Ranks of Fear Speaking Front Others

The mean rating for female (40.19) was higher than male (30.81). This suggests that female tend to have higher anxiety in speaking in front of others compared to male.

Test Statistics	
	Score
Mann-Whitney U	448.500
Wilcoxon W	1078.500
Z	-1.934
Asymp. Sig. (2-tailed)	.053

Table 13. Test Statistics of Fear Speaking Front Others

The Mann-Whitney U value of 448,500 summarizes the rank data used to compare two groups (in this case, by gender). Based on the Mann-Whitney test results, There is an

Exploring The Impact Of Genders On English Language Learning

indication of a difference in scores between men and women, but this difference is not statistically significant at the 0.05 significance level. Although these results were not significant, they showed that female students experienced higher anxiety related to speaking in front of others.

B. The Result Correlation Between Anxiety 4 Factors in Learning English Among Male and Female

1. Correlation Between Anxiety 4 Factors in Learning English Among Male Students

Correlations					
		Fear of making mistakes	Lack of confidence	Fear of negative evaluation	Speaking in front of others
fear of making mistakes	Pearson Correlation	1	.247	.789**	.440**
	Sig. (2-tailed)		.152	.000	.008
	N	35	35	35	35
lack of confidence	Pearson Correlation	.247	1	.384*	.420*
	Sig. (2-tailed)	.152		.023	.012
	N	35	35	35	35
fear of negative evaluation	Pearson Correlation	.789**	.384*	1	.274
	Sig. (2-tailed)	.000	.023		.112
	N	35	35	35	35
speaking in front of others	Pearson Correlation	.440**	.420*	.274	1
	Sig. (2-tailed)	.008	.012	.112	
	N	35	35	35	35

Table 14. Correlation Between Anxiety 4 Factors in Learning English Among Male Students

Correlation Results Fear of Making Mistakes with Lack of Confidence: $r = 0.247$ has a low correlation 0.20 - 399, Fear of Negative Evaluation: $r = 0.789$ has a strong correlation 0.60 – 0.799 Speaking in Front of Others: $r = 0.440$ has a medium correlation 0.40 - 599

Correlation results of Lack of Confidence with Fear of Making Mistakes: $r = 0.247$ has a low correlation of 0.20 - 399, Fear of Negative Judgment: $r = 0.384$ with the interpretation of having a low correlation 0.20 - 399, Speaking in Front of Others: $r = 0.420$ has a medium correlation of 0.40 – 599.

Correlation results of fear of negative evaluation with Fear of Making Mistakes: r = 0.789 has a strong correlation 0.60 – 0.799, Lack of Self-Confidence: r = 0.384 has a low correlation 0.20 - 399, Speaking in Front of Others: r=0.274 has a low correlation of 0.20 - 399.

Correlation results of fear of Speaking in Front of Others with Fear of Making Mistakes: r=0.440 with a medium interpretation of 0.40 - 599, Lack of Self-Confidence:

Exploring The Impact Of Genders On English Language Learning

r=0. 420 has a medium interpretation of 0.40 - 599, Fear of Negative Judgment: r=0. 274 has a low correlation of 0.20 - 399.

Based on the details above, the research results show that the fear of making mistakes is strongly correlated with the fear of negative evaluation, indicating that these two factors are closely related in contributing to male English learning anxiety. Speaking in front of others is quite influenced by fear of making mistakes and lack of self-confidence, which shows that both factors are significant. The relationship between lack of self-confidence and anxiety factors, fear of making mistakes, fear of negative evaluation, and fear of speaking in front of other people tends to be low to moderate.

2. Correlation Between Anxiety 4 Factors in Learning English Among Female Students

Correlations					
		Fear of making mistakes	Lack of confidence	Fear of negative evaluation	Speaking in front of others
fear of making mistakes	Pearson Correlation	1	.589**	.827**	.620**
	Sig. (2-tailed)		.000	.000	.000
	N	35	35	35	35
lack of confidence	Pearson Correlation	.589**	1	.546**	.827**
	Sig. (2-tailed)	.000		.001	.000
	N	35	35	35	35
fear of negative evaluation	Pearson Correlation	.827**	.546**	1	.591**
	Sig. (2-tailed)	.000	.001		.000
	N	35	35	35	35
speaking in front of others	Pearson Correlation	.620**	.827**	.591**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	35	35	35	35

Table 15. Correlation Between Anxiety 4 Factors in Learning English Among Female Students

Correlation Results Fear of Making Mistakes with Lack of Confidence: $r = 0. 589$ has a moderate correlation 0.40 - 599, Fear of Negative Evaluation: $r = 0. 827$ has a very strong correlation 0.80 – 1.00 Speaking in Front of Others: $r = 0. 620$ has a strong correlation 0.60 – 799.

Correlation results of Lack of Confidence with Fear of Making Mistakes: $r = 0. 589$ has a moderate correlation of 0.40 - 599, Fear of Negative Judgment: $r = 0. 546$ with the interpretation of having a moderate correlation 0.40 - 599, Speaking in Front of Others: $r = 0. 827$ has a very strong correlation 0.80 – 1.00.

Correlation results of fear of negative evaluation with Fear of Making Mistakes: r = 0. 827 has a very strong correlation 0.80 - 1.00, Lack of Self-Confidence: r = 0. 546 has a moderate correlation 0.40 - 599, Speaking in Front of Others: r=0. 591 has a moderate correlation 0.40 - 599.

Exploring The Impact Of Genders On English Language Learning

Correlation results of fear of Speaking in Front of Others with Fear of Making Mistakes: r=0. 620 has a strong correlation 0.60 – 799, Lack of Self-Confidence: r=0. 827 has a very strong correlation 0.80 - 1.00, Fear of Negative Judgment: r=0. 591 has a moderate correlation 0.40 - 599.

Based on the details above, the research results show that Fear of Making Mistakes is very strongly correlated with Fear of Negative Evaluation in addition to Lack of Self-Confidence has a very strong correlation with Speaking in Front of Other People, which shows that these two factors are closely related in contributing to language learning anxiety. English in female. Fear of Making Mistakes strongly correlates to Speaking in Front of Others. Fear of Making Mistakes and Lack of Confidence have a moderate correlation. There is an important relationship between fear of making mistakes and lack of confidence. Lack of Self-Confidence and Fear of Negative Evaluation Lack of self-confidence is related to fear of negative evaluation. Fear of Negative Evaluation and Speaking in Front of Others Fear of negative evaluation has a moderate impact on anxiety when speaking in front of other people.

b) Discussions

The study from Adnan Oflaz found that male students have more anxiety towards foreign languages than female students. In particular, male students showed more foreign language anxiety compared to female students, although the difference was not statistically significant. Additionally, female students used more language learning strategies than male students, which may have contributed to their lower anxiety levels. Lower. In this research, what contributes to anxiety is that various psychological factors, including shyness and introversion, can influence anxiety in language learning. Research shows that men tend to be more shy than women, although the difference is not statistically significant. Using less effective language learning strategies can also increase anxiety levels. Interestingly, research finds that women use more language-learning strategies than men, which may contribute to women's lower levels of anxiety. In addition, the level of motivation and willingness to communicate in a foreign language also influences the level of anxiety; students with low motivation and a low desire to communicate tend to experience higher anxiety. Social and environmental factors, such as an unsupportive learning environment or peer pressure, also play an important role in increasing anxiety. Previous negative experiences in learning a foreign language, such as failure, can worsen anxiety in the future. Although research shows that men experience more foreign language anxiety than women, the difference is not statistically significant (Oflaz, 2019).

I found differences between Adnan Oflaz's research and the research I conducted. The main difference between my study and Adnan Oflaz's findings regarding the level of anxiety between male and female students in the context of foreign language learning. The first research I conducted found that female students had higher levels of anxiety than male students, especially related to fear of making mistakes, lack of self-confidence, fear of negative evaluation, and public speaking. Female students also tend to worry more

Exploring The Impact Of Genders On English Language Learning

about teacher and peer reactions, resulting in higher anxiety in English learning. On the other hand, Adnan Oflaz's research concluded that male students experienced higher foreign language anxiety than female students, although this difference was not statistically significant. Oflaz also highlighted that female students tend to use more language learning strategies, which might help them reduce anxiety levels. In addition, factors such as shyness, introversion, and low motivation to communicate in a foreign language also influence anxiety levels in male students. While your research emphasises gender-based anxiety differences in four specific factors, Oflaz's research focuses more on the psychological aspects and learning strategies used by students, as well as the non-statistically significant differences in anxiety between genders.

CONCLUSION

This research found differences in anxiety levels between male and female students in learning English based on four anxiety factors. In terms of fear of making mistakes, female students had a higher mean score (42.81) than male students (28.19), with a statistically significant difference (p-value 0.002). Female students also had a higher average score in fear of negative evaluation (40.34) than males (30.66) with a value of Asymp. Sig. (2-tailed) 0.045, indicating a statistically significant difference. In terms of lack of self-confidence, although females had a higher mean score (39.91) than males (31.09), this difference was not statistically significant (p-value 0.068). Finally, in fear of speaking in front of others, females also had a higher mean score (40.19) than males (30.81), but this difference was not statistically significant at the 0.05 significance level. Overall, these results indicate that female students tend to experience higher anxiety than male students in several aspects of English learning, especially in terms of fear of making mistakes and fear of negative evaluation.

This research also aims to find out the correlation between four factors of anxiety in gender. Data obtained from findings that male and female students in common showed a strong correlation between fear of making mistakes and fear of negative evaluation, indicating that this relationship is a significant contributor to English learning anxiety for both genders. Fear of speaking in front of other people is influenced by fear of making mistakes and lack of self-confidence in both sexes, although the strength of the influence varies. There are differences between males and females. Females showed particularly strong correlations between lack of self-confidence and speaking in front of others and between fear of making mistakes and fear of negative evaluation, indicating that these factors are more interrelated and have a significant impact on their anxiety levels. There were moderate correlations between fear of making mistakes and lack of self-confidence, as well as between lack of self-confidence and fear of negative evaluation, indicating a more complex relationship between these factors. Males showed a strong correlation between fear of making mistakes and fear of negative evaluation but had low to moderate correlations between lack of self-confidence and other anxiety factors, indicating that lack of self-confidence played a less dominant role in their overall anxiety compared to females.

Based on the findings that female students exhibit higher levels of anxiety in several factors related to English language learning compared to male students, a more targeted approach is needed to address this anxiety. Specialised training programs and workshops designed to help female students manage their fear of making mistakes and negative evaluation could be highly beneficial. These programs could include techniques for building self-confidence, providing constructive and positive feedback, and creating a supportive and non-judgmental learning environment. This approach is expected to help female students reduce their anxiety levels and improve their performance in English language learning.

To address issues of low self-confidence and discomfort speaking in front of others, it is important to implement regular public speaking exercises in the curriculum. These exercises could include simulations, group presentations, or role-plays that help students feel more comfortable and confident when speaking in front of others. Mentoring or support programs focusing on communication skills and anxiety management could also be an effective addition to helping students improve their self-confidence.

The differences in anxiety patterns between male and female students indicate that interventions should be tailored to the needs of each gender. Therefore, further research is essential to explore the factors influencing anxiety in the context of gender in more depth. With a better understanding of these differences and the relationships between anxiety factors, more effective learning strategies and support mechanisms can be developed to assist all students, regardless of gender, in overcoming their anxiety and achieving better outcomes in English language learning.

REFERENCES

Creswell, J. W., & Creswell, J. D. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications. 2012.

Fionnuala Ní Aoláin, Naomi Cahn, Dina Francesca Haynes, N. V. *The Oxford Handbook of Gender and Conflict*. Oxford University Press. 2017.

Horwitz, E.K., Horwitz, M.B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal, 70*, 125-132.

Leonard, & Supardi U.S. (2010). Pengaruh Konsep Diri, Sikap Siswa pada Matematika, dan Kecemasan Siswa Terhadap Hasil Belajar Matematika Leonard. *Jurnal Ilmiah Pendidikan*, *20*(3), 259–262. https://doi.org/10.1007/s002669900030

Liu, M. (2022). Foreign Language Classroom Anxiety, Gender, Discipline, and English Test Performance: A Cross-lagged Regression Study. *Asia-Pacific Education Researcher*, *31*(3), 205–215. https://doi.org/10.1007/s40299-020-00550-w

Matsuda, S., & Gobel, P. (2004). Anxiety and predictors of performance in the foreign language classroom. *System*, *32*(1), 21–36. https://doi.org/10.1016/j.system.2003.08.002

Musthachim, A. (2014). Student' Anxiety In Learning English (A case Study at the 8th Grade of SMPN 9 South Tangerang). *Thesis*, 1–74.

Oflaz, A. (2019). The effects of anxiety, shyness and language learning strategies on

speaking skills and academic achievement. *European Journal of Educational Research*, *8*(4), 999–1011. https://doi.org/10.12973/eu-jer.8.4.999

Piniel, K., & Zólyomi, A. (2022). Gender differences in foreign language classroom anxiety: Results of a meta-analysis. *Studies in Second Language Learning and Teaching*, *12*(2), 173–203. https://doi.org/10.14746/ssllt.2022.12.2.2

Prajitno, S. B. (2017). Metodologi Penelitian Kuantitatif Metodologi Penelitian Kuantitatif. In *Metodologi Penelitian Kuantitatif* (Issue May).

Rao, P. (2019). *The Role of English as a Global Language*. *4*, 65–79.

Sugiyono; Apri Nuryanto. *Metode penelitian administrasi / Sugiyono ; penyunting, Apri Nuryanto*. Bandung :: Alfabeta,. 2009.

Yeo, J. Y., Chin, V., & Ting, H. L. (2017). The Role of Gender in English Language Learning Anxiety among Tertiary Students. *E-Academia Journal*, *Volume 6*(Issue 2 2017), 14–22. http://myjms.mohe.gov.my/index.php/JeA/article/view/3135/766

Exploring The Impact Of Genders On English Language Learning