STUDENTS' GENDER, ANXIETY, AND SPEAKING PERFORMANCE IN THE INDONESIAN EFL CONTEXT

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Abstract: **Students' Gender, Anxiety, and Speaking Performance in the Indonesian EFL Context.** This study aimed at revealing the relationship between gender, anxiety, and speaking performance in the Indonesian EFL context. The data for this correlational study were collected through a modified Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire consisting of 43 six-Likert-scale items and an informal teacher-made oral test, which were administered to 40 freshmen, 20 males and 20 females, of English Department. The result indicated that students experienced a moderate level of anxiety, which negatively correlated to their speaking performance. However, the correlation was more significant in the male group, indicating the debilitative impact of Foreign Language Anxiety (FLA) to speaking performance. FLA also contributed quite significantly to the speaking performance of the male group than the female one. When included in the computation process, gender was found to not significantly correlate with students' FLA and speaking performance; even though there was a tendency that females were more anxious, their overall speaking performance was better.

Keywords: anxiety; EFL context, foreign language anxiety, gender, speaking performance

Abstrak: **Jenis Kelamin, Kecemasan, dan Performa Berbicara Siswa dalam Konteks Bahasa Inggris Sebagai Bahasa Asing di Indonesia.** Penelitian ini bertujuan menjelaskan hubungan antara jender, kecemasan, dan performa berbicara pada konteks Bahasa Inggris sebagai bahasa asing di Indonesia. Data untuk studi korelasi ini didapatkan melalui dua buah instrumen, yaitu kuesioner modifikasi dari Skala Kecemasan di Kelas Bahasa Asing (Foreign Language Classroom Anxiety Scale) yang terdiri atas 43 pertanyaan skala Likert dan tes oral informal yang diberikan kepada 40 mahasiswa (20 laki-laki dan 20 perempuan) yang berada pada tahun pertama di Jurusan Bahasa Inggris. Hasil penelitian mengindikasikan kecemasan tingkat sedang yang dialami oleh mahasiswa, dan berkorelasi negatif dengan performa berbicara mereka. Korelasi ini nampak lebih jelas pada kelompok mahasiswa laki-laki dan mengindikasikan efek negatif dari kecemasan berbahasa asing terhadap performa berbicara. Kecemasan berbahasa asing juga berkontribusi cukup signifikan terhadap performa berbicara pada kelompok mahasiswa laki-laki dibanding kelompok mahasiswa perempuan. Namun ketika diikutsertakan dalam penghitungan, jender tidak berpengaruh signifikan terhadap kecemasan berbahasa asing dan performa berbicara meskipun kelompok perempuan cenderung merasa lebih cemas, tetapi performa berbicara mereka lebih baik.

Kata kunci: kecemasan, konteks Bahasa Inggris sebagai bahasa asing, kecemasan berbahasa asing, jender, performa berbicara

Anxiety as one of the affective factors in the second or foreign language learning has been believed to correlate with the outcomes of language learning. Since 1970s, there have been a great number of studies (e.g., Horwitz, Horwitz, & Cope, 1986; Abu-Rabia, 2004; Arnaiz & Guillen, 2012; Javid, 2014; Ali & Fei, 2017) trying to reveal the relationship between anxiety and students' language achievement or skill mastery. Generally, anxiety is related to subjective feeling about the condition of someone's psychology or nervous system, when he or she faces a particular circumstance. As stated by Spielberger (2010:1, as cited in Ali & Fei, 2017:306), anxiety is a feeling, such as tension, apprehension, nervousness and worry,

which is subjective in nature as a result of the autonomic nervous system arousal. In the same light, anxiety is considered as the feeling of unpleasant emotion like fright, alarm, dread, scare, horror, trepidation, or even panic (Lewis, 1970:63 as cited in Yahya, 2013:230).

Anxiety is categorized into three types, namely, trait anxiety, state anxiety, and situational anxiety, each of which has different characteristics (Awan, Azher, Anwar, & Naz, 2010:33). While trait anxiety is permanent since it refers to an individual character (Pappamihiel, 2002:330), state anxiety and situational anxiety are temporary (MacIntyre & Gardner, 1991; Chan & Wu, 2004:291) which occur mostly when somebody faces a specific moment in a certain time. Foreign Language Anxiety (henceforth FLA), which is specifically related to language learning, is categorized into temporary anxiety, particularly into situational anxiety. As explained by Horwitz, et al. (1986: 128) FLA will occur temporarily in a well-defined classroom situation only when students learn a foreign language.

Anxiety can be either facilitative or debilitative to the result of language learning (Dörnyei, 2005: 198). However, various studies have found that FLA tends to negatively correlate with the language learning outcomes, even though the degree of FLA and its relationship with language achievement and performance in various regions are different. Awan et al. (2010) found a weak negative correlation between FLA and students' GPA of the undergraduate students in their second and sixth semesters in a university in Pakistan. Similar to it, Kao and Craigie (2010), conducting a study among English department students in Taiwan, also found a weak negative correlation between the two variables using the same measures. Another negative correlation between FLA and students' GPA was also found in Ali and Fei's study (2017) which was conducted to postgraduate students of English Department in three Malaysian universities. Alidoost, Mirchenari, and Mehr (2013) used a different measure, which was a standardized test, to determine students' language achievement, and they found the similar result of a weak negative correlation between FLA and students' test scores.

Regarding the relationship between FLA and language skills, the correlation tends to be more apparent in oral proficiency or speaking skill compared to the other skills (Horwitz, 2001:120; Humphries, 2011; Çağatay, 2015). Speaking seems to be the most threatening matter or language skill in foreign language learning (Horwitz et al., 1986:132) making it to be the most anxiety provoking activity to the students (Cheng, Horwitz, & Schallert, 1999:420). This is due to the complexity of speaking skill where students should perform multisensory activity including body languages and eye contacts, intonations and pitch variations, even pauses (Thornbury, 2005:9, as cited in Nazara, 2011:30) and they should be able to convey meaning, social purposes, and context (Nazara, 2011:31). Since students consider speaking in the target language as a complex activity, they tend to keep silent and withdrawn (Ely, 1986, as cited in Ansari, 2015:39).

Knowing that there might be a different relationship between FLA and speaking performance in different language learning contexts, this study aims at unfolding the relationship between the two variables, namely FLA and speaking performance, in the Indonesian EFL context specifically among students majoring in English at the university level. This is because in the EFL context, the students' exposure to the target language is somewhat limited since the target language is not spoken daily. This condition might give a different and probably a greater challenge for the foreign language learner in an attempt to master the target language. There is a possibility that the limited exposure towards the target language may trigger the feeling of anxiety perceived by the students and lead to the low communicative competence and language acquisition (Lightbown & Spada, 2006:30; Tseng, 2012:78).

Besides attempting to find out the relationship between FLA and speaking performance in the Indonesian EFL context, this study takes into account gender as one of the sociolinguistic factors that may influence the different levels of correlation between FLA and language learning outcome. Several studies (e.g. Abu-Rabia, 2004; Oztürk & Gürbüz, 2012; Mahmoodzadeh, 2013; Dewaele, MacIntyre, Boudreau & Dewaele, 2016; and Ali & Fei, 2017) have also put forward gender as one of the significant factors that correlates with FLA and language performance. Different gender groups are thought to have differences in both personalities (Clark, 2011; Chaplin and Aldao, 2013; Gardener, Carr, MacGregor, & Felmingham, 2013; and Jantz, 2014) and language proficiency (Burman, Blitan, & Booth, 2007). The psychological condition of males and females are different, particularly in terms of anxiety. It was found that females tend to be twice as prone to anxiety as males (Clark, 2011) because they tend to be more expressive about their emotional feelings. Gardener, et al., (2013) also found that women tend to have higher emotional reactivity when they are given negative stimulus. Furthermore, Chaplin and Aldao (2013) add that women have higher emotional reactivity to either negative events or positive events.

The social situation seems to strengthen this psychological difference by giving different treatments to different gender groups when they face a stressing situation in which males are mostly forced to face the stress head on, whereas females are mostly given a hug when they are exposed to stressors (Clark, 2011). In terms of language proficiency, females are thought to have better language acquisition (Saville--Troike, 2006:84), especially when it deals with speaking because they tend to have more verbal centers in both hemispheres of their brains (Jantz, 2014). However, a study conducted by Aregu (2013) found out that males outperformed females in speaking performance because they are less anxious during the speaking class.

Due to the inconclusive results about the relationship between gender, anxiety, and speaking performance particularly in the Indonesian EFL context, this present study intends to investigate the correlation and to further find out the contribution of gender and FLA to the speaking performance of the undergraduate students in English Department in Universitas Negeri Malang. There were three main points that were explored in this study: whether FLA correlates with speaking performance; whether gender correlates with anxiety and speaking performance; whether FLA contributes differently to the speaking performance in different gender groups.

METHOD

The participants were 40 undergraduate freshmen (20 males and 20 females) of English Department of a state university in Malang. The freshmen were selected under an assumption that they were likely to show more language anxiety and more genuine responses towards speaking class because they took the speaking class for the first time. This means that they had no previous experiences about speaking classes, which might eventually influence their perception about their speaking class and their speaking anxiety. Five to seven students were selected randomly from each of seven available classes (class A to F) as samples.

Two main instruments were used in this study. The first instrument was a modified Foreign Language Classroom Anxiety Scale (FLCAS) consisting of 43-six-Likert-scale items, used to collect data about FLA. The questionnaire had two sections. The first section is background information section to find out students' demographic information includeing name, sex, age, the latest GPA, length of learning English in formal instructions, and self-perceptions about English oral proficiency. It was not made anonymous to ease the correlation process later on. However, the confidentiality of the personal information was assured. The second section was FLCAS questionnaire to reveal students' anxiety level. This was adapted from various questionnaires to measure FLA which were developed by Sarason (1978), Horwitz et al. (1986), MacIntyre and Gardner (1994), and Arnold (2007). The first draft consisted of 53 items using six-Likert-scale to avoid possible neutral answers, which was then tried-out and measured using Cronbach's alpha coefficient. After the try-out, the items with $r > .37$ were used in the final draft of FLCAS questionnaire making it to be 43 items with internal-consistency reliability of .957.

The second instrument was an oral test adopting the format of a standardized speaking test, which had three sections: reading aloud, dialogue, and monologue, used to collect data about students' speaking performance. The three sections were selected to see the students' consistency in speaking performance measured by various modes of speaking. The genre for the oral test was limited to descriptive genre as implemented in the syllabus of the speaking course, such as describing places, hobbies, family and relationship, hometown and city, and favorite things. The maximum time of test administration was 8 minutes for each participant consisting of 2 minutes for reading aloud, 3 minutes for dialogue, and 3 minutes for monologue. The test was conducted outside the classroom where the students and the researcher arranged a meeting schedule on the students' free time.

The oral test was firstly validated to an expert to see whether the instructions were clear and easy to understand, the level of difficulty was in accordance with the level of the students, the items were sufficient and able to draw out the expected performance from the students. After the feedback was given by the expert validator, the question items, and instructions were revised. Then, the oral test was tried out to 15 students whose characteristics were assumed to be similar to the characteristics of the sample students. It was found out that the oral test was clear, sufficient, and able to draw out students' speaking performance.

An analytic scoring rubric was employed to measure five aspects of oral production namely fluency, pronunciation, content, grammar and vocabulary accuracy, and non-verbal communication cues. Students' fluency and pronunciation were measured through reading aloud performance, while the content, accuracy, and non-verbal communication cues were measured through dialogue and monologue parts of the oral test. The scoring rubric was tried-out

to ensure the reliability of the scoring using Cronbach's Alpha. The try-out was conducted by two raters who had been familiar with the rubric. From the try-out, it was found that the reliability of the scoring was .966.

After all the data were collected, they were analyzed using SPSS 20.0 and XLSTAT 2014. Firstly, the descriptive statistics was used to find out the general level of FLA and speaking performance and the maximum and minimum scores of FLA and speaking performance. To find out the correlation between FLA and speaking performance Pearson Product Moment correlation was used. However, when it comes to the correlation between gender and FLA, and gender and speaking performance, Point-Biserial correlation was used because. Independent Sample t-test and regression analysis were conducted to compare the means of FLA and speaking performance levels, and to find out the contribution of FLA to speaking performance between two different gender groups.

FINDINGS AND DISCUSSION

A number of studies reveal that to some extent FLA correlates negatively with the speaking performance (Awan et al., 2010; Alidoost, Mirchenari, & Mehr, 2013) in different EFL contexts even though the degree of correlation differ from one EFL context to another. On the other hand, the correlation between gender, FLA, and speaking performance is still conflicting. The following sub-sections subsequently present the findings and discussion of each aspect under study.

The Level of Students' FLA and Students' Speaking Performance

In order to find out the level of students' FLA and Students' speaking performance, descriptive statistics was computed and the results are presented in Table 1. This table presents the mean, standard deviation, minimum score, and maximum score of responses to FLA questionnaire and of speaking performance among all participants. Since questionnaire consisted of 43 items with 6-graded Likert scale, the scores ranged from 43 to 258. A total scores ranging from 43 to 114.6 meant that the FLA level of the participants was low; the scores ranging from 114.7 to 186.3 meant that the participants had moderate anxiety level. Meanwhile, scores ranging from 186.4 to 258 meant that the FLA level of the participants was high. The similar categorization method was also applied to measure speaking performance. Each aspect of speaking performance was given one to four points, which meant that the total points for each participant was as minimum as 5 points and as maximum as 20 points, which then multiplied by 5 to get the overall speaking score (25 to 100). From the computation, a total score that was higher than and equal to 75 meant that the participants were fluent in speaking; scores ranging from 50 to 74.9 meant that the speaking performance was average. Lastly, scores ranging from 25 to 49.9 was categorized as poor speaking performance.

Table 1. Descriptive Statistics of FLA Level and Speaking Performance Level

		Anxiety	Speaking
N	**Valid**	40	40
	Missing	0	0
Mean		151.68	62.925
Std. Deviation		35.563	13.8174
Minimum		72	40.0
Maximum		233	95.0

Note.
Theoretical mean score for FLA = 150.5,
Theoretical mean score for speaking = 62.5

Based on Table 1, it is clear that the mean score for FLA of the 40 students was 151.68, which was slightly higher than the theoretical mean score of 150.5. However, when compared to the categorization, the score was still in the moderate category. There was a wide variability in scores showed by the large standard deviation (SD = 35.563) which might have been caused by the limited sampling number and the wide range of possible answers for FLCAS questionnaire. The speaking mean score was also slightly higher from the theoretical mean score, 62.925 and 62.5 respectively, but was also still in the average level. This somehow indicates a possible correlation between the two variables.

The mean score for students' anxiety was slightly higher than the theoretical mean score, which indicates that the level of students' anxiety was slightly high even though it was not overwhelmingly high. However, referring to the categorization of FLA level, the degree of anxiety experienced by the participants was moderate, and it was not negligible that students might feel a particular level of anxiety when speaking in academic settings. When explored further, the slightly high level of FLA felt by the students was similar to that of the previous studies conducted by several researchers, such as Abu-Rabia (2004), Tianjian (2010), Javid (2014), Çağatay (2015), Keong and Jawad (2015), and Gopang, Ansari, Kulsoom, and Laghari (2017). Those previous studies were

conducted on an English-as-a-foreign-language (EFL) context in various countries; one study examined the seventh grade students, another study examined students in the English preparatory program in the university, while the remaining four studies were conducted at the college or university level in either English department or non-English department. The findings show that the level of anxiety experienced by the students in their samples was moderate, and the mean score of the students' anxiety level in those studies was also higher than the theoretical midpoint. This indicates that even a moderate anxiety level may be alarming; thus, it needs to be dealt with care (Çağatay, 2015:654). The previously mentioned studies were conducted in different EFL contexts and different levels of education, yet the findings showed similar results indicating that level of FLA may not be influenced merely by the level of education, but may be more influenced by the EFL context itself.

Mostly in an EFL context, such as the one in Indonesia, the exposure to the target language was low. Even though the teacher may use English as Medium of Instruction (EMI) most of the time, they might combine it with the first language. Additionally, the students may not use the target language all the time, particularly outside the classroom because not all people understand English and they do not speak English in daily communication. This situation may trigger the anxiety feeling of the students when they are asked to use the target language in speaking class due to the limited time to practice. As stated by Tseng (2012: 78-79), the development of students' communicative competency will be seriously hampered by the limited English exposure as the target language in the students' home countries, causing them to have lower English competence, and lower competence may trigger higher anxiety, especially when the students are called upon to speak or answer a question spontaneously. Consequently, a vicious circle between students' anxiety and their English competence is formed.

Another possible cause is the length of study time in the university and the nature of the language classroom, particularly the speaking class. As previously stated, the students in this sample were still freshmen who underwent their second semester in their university, and they had not been accustomed to using English all the time. They might need more adjustment to lower their anxiety in language classroom, specifically in speaking classes. Moreover, it was their first time to have the speaking class which made them have little or no idea at all about how speaking class should be and what strategy they should use, which eventually caused them to feel the fear of the unknown. It may be an indication that learning experience also plays a role in the level of students' anxiety. MacIntyre and Gardner (1993, as cited in Tóth, 2011:40) affirm that the higher students' experience and proficiency are, the lower their anxiety may be, which suggests that higher or even the highest anxiety level felt by the students will be in their early stage of language learning (Tóth, 2011:40). Hence, there is a tendency that the students will be more comfortable at the end of the semester or when they had taken at least one previous speaking class.

Students' perception towards language classroom may also influence their anxiety level. The fear of the unknown causes the students' negative perception on language classroom, and when the students consider that language classroom is threatening because they have to use the target language all the time. Besides, because their performance is constantly evaluated, they can set very unrealistic goal for themselves. Conway (2007; as cited in Aydogan et. al, 2013) says that language learning can be a fearful experience for students because they need to adjust themselves due to the apprehension and pressure on them that trigger the existence of anxiety. Foreign language classroom is also considered highly anxiety-provoking due to its evaluative nature where three aspects of the classroom, namely teacher, peers and students' own selves, consistently evaluate their performance (Souad, 2011:132). It seems not enough, high expectations on students' performance and achievement also add to the evaluative nature of language classroom. Thus, it may be true that the students need to adjust more in order to cope with their anxiety, particularly in the speaking class.

Regarding the data collection method, anxiety of the students may increase a little because of the use of camera recorder to record their speaking performance, even though the interview had been designed to be informal. The presence of a camera or any recorder devices may trigger the students to feel more nervous compared to when they were interviewed without being recorded. This somehow, needs further comparison with other similar studies which use different data collection method, especially the ones which do not use any recording devices.

Meanwhile, the speaking performance level of the students was also in the moderate level although the mean score was slightly higher than the theoretical mean score. However, the mean score still reflects an average level of speaking competency. The speaking score was quite satisfactory, remembering that all of the students in the samples were freshmen,

and it was their first time to have the speaking class. In addition, it was also their first time to get an oral test consisting of reading aloud, interaction, and monologue. The moderate level of speaking performance may have been due to the test situation which was not comfortable enough for the students to perform a speaking task since the test was conducted outside the classroom. There were some disturbing noises that possibly made the students lose focus or concentration. Shyness could also occur when the students realized that they were being interviewed outside the classroom, where people who were passing by may have looked at them. This condition can be one of the reasons for their low speaking performance score.

Referring to the results of the descriptive statistics, students' speaking performance was regarded average—very slightly higher than the expected means—because they demonstrate a moderate level of anxiety in the speaking class. This result that was similar to the findings of a study conducted by Anyadubalu (2010) which indicated a correlational relationship between the two variables, which will be elaborated further in the next sub-section.

Gender, FLA, and Speaking Performance

The results of the correlational computations among the three variables under study are presented in Table 2.

Table 2. Correlations between Gender, FLA, and Speaking Performance

	FLA	Speaking	Gender
FLA	1.00		
Speaking	-.454**	1.00	
Gender	.072	.198	1.00

**. Correlation is significant at the 0.01 level (2-tailed)

*. Correlation is significant at the 0.05 level (2-tailed)

The results indicate that students' FLA level negatively correlates with their speaking performance (r = -.454, p = .003), and the correlation was moderate. This denotes that the higher the FLA is, the lower the students' speaking performance may be. However, gender seems not to have a significant correlation with the other two variables. It is seen from the significance point which was higher than .05 in all aspects. This indicated that males and females may experience similar level of anxiety and have similar level of speaking ability.

The statistical significance correlation between FLA and students' speaking performance shows that FLA had debilitative effect towards the speaking performance of the freshmen in this sample. This result was consistent with the results of the previous studies specifically in oral performance, conducted by various researchers (Anyadubalu, 2010; Liu, 2012) leading to the corroboration of the debilitative impact of language anxiety to students' speaking performance.

This present study obtained higher correlation coefficient (r = -.454, sig. = .003) than the previous study conducted by Chiang (2012), showing r = -.115, meaning that the relationship between the two variable is more evident in this sample. In contrast, the result is similar to the study conducted by Wilson (2006) which got r = -.494 (sig. = .001) for the correlation between the two variables. The moderate relationship between the two variables was presumably caused by the length of learning English in the university because the students in this sample had just enrolled to the university for less than a year, which requires them more adjustment in the classes including speaking class because they had not got it previously. This situation was similar to that of Wilson (2006:273) where the students attained a moderate negative correlation for FLA and oral test grade when it was their first time sitting on an oral exam.

Interestingly, around six students answered the questions given in the oral test interview confidently, and it was suitable with the lower level anxiety they felt as reflected in their responses to the questionnaire. Unfortunately, despite their confidence in speaking, their fluency, pronunciation, and grammar accuracy scores were low due to the limited language proficiency. However, their scores in the content and voice and non-verbal communication cues were fair because they had good and organized ideas as well as good gestures and clear voice. The result may be an indication of the effect of self-consciousness and self-confidence towards anxiety level. Students' whose self-consciousness is high about their language or linguistic related to grammar and pronunciation may have lower performance, while those whose self-confidence is high may have better performance despite their language proficiency level. Similar results were shown in a study conducted by Smith and Schroth (2014) which revealed negative correlation between FLA and grammar quiz of the Spanish students, but the more relaxed students did not have better grammar grades. This implied that the non-existence of language anxiety does not always mean the best score in language course. In other words, it is true that much anxiety may harm the students and obstruct them in showing an excellent performance. Nevertheless, in order to get optimum

score in performance, students need to stay calm, feel normal, and not to be overconfident (Smith & Schroth, 2014).

Moreover, this unique circumstance may also be caused by the situation during the oral test. The examiner in the oral test has the same mother tongue as the students, which might increase the relaxing feeling among the students. Cummins (2007), and Pablo, Lengeling, Zenil, Crawford, and Goodwin (2011) found that a calming effect will be created when the English teachers or the speaking counterparts had the same mother tongue as the students, and the students' affective filter will be reduced. This situation might be true for the students who claimed not being anxious in speaking class, but got lower speaking performance score. It means that in their case, anxiety does not strongly affect the performance, but it is the language proficiency that matters more. However, further investigation is needed.

Another possibility is the difference in oral test situation and classroom situation. In the oral test, the students were required to talk spontaneously and face to face with the examiner, whereas in the speaking class they were given preparation time and the activities mostly revolved around interaction with their peers rather than their teacher. The spontaneous activity may affect the level of anxiety and students' performance because they did not prepare and they had no idea about the topic beforehand. It is possible that the students who did not feel really anxious in speaking class started to feel anxious during the informal oral test because they had very limited time to prepare for their performance, which was only one minute for reading aloud and monologue. The preparation time was a lot shorter than the preparation time in speaking class, which mostly was around one week. Students' statement after the oral test affirmed the difference in situation. They stated that they needed more time to prepare before they performed a speaking task and they tended to be more anxious if they were given spontaneous questions. Not to mention, the oral test was video recorded using a digital camera for the rating process, and the existence of a camera might trigger the anxiety felt by the students during oral test and thus affect their performance.

However, when gender was included as one of the variables in the correlational computation, the findings indicated that gender did not significantly correlate with students' FLA and speaking performance even though there was a very slight tendency that females were more anxious than males and they had better speaking performance than males. This may be caused by the presumed personality of females that tend to be more blunt and sincere in expressing their feelings than males (Abu-Rabia, 2004:719), and males appear more reluctant to say that they were anxious (Ali & Fei, 2017:308). In addition, this result is similar to some extent with the result of the study conducted by Dewaele, et al. (2016:52) which showed that the female participants were more worried of making mistakes, more nervous and confused, and they also stated that experienced more physical symptoms of anxiety. By contrast, unlike women who were more likely to dwell on their stressful feelings such as their feeling of anxiety (http://www.calmclinic.com/anxiety-in-women), men tend to be more introverts about their feelings or are more ignorant, so that there was highly possible that they did not think much about their anxiety during speaking class. Interestingly, the range of anxiety score in males is wider and more extreme indicating that the influence of FLA may be more apparent in males than in females, which would be expanded in the next subsection. In relation to the speaking performance, there might be a tendency that women perform better than men in speaking class. However, the correlation was not apparent and could not be used as a basis of predicting students' performance in speaking.

FLA and Speaking Performance in Different Gender Groups

In order to get a clear picture of the level of FLA and speaking performance in male and female groups, as well as to get the clear understanding about the contribution of FLA towards the speaking performance of male and female students, the t-test and regression analyses were performed. Table 3 presents the results of Independent sample t-test:

Table 3. Independent Sample t-test

Variable	Group	Mean ± SD	t	Sig.
Foreign Language Anxiety	Men	149.65 ± 40.72	-.356	.724
	Women	153.70 ± 30.48		
Speaking Performance	Men	60.77 ± 15.45	-.986	.330
	Women	65.08 ± 11.98		

Based on Table 3, the mean scores of female students in both aspects, FLA and speaking performance, were all higher than those of the males. Regarding the level of FLA female students got higher

mean scores (M=153.70, SD=30.48) implying that they are more easily anxious compared to their male counterparts (M=149.65, SD=40.72). However, when it comes to the significance point of the computation between anxiety level of female and male students, the result showed that it was insignificantly different since the significance point was higher than .05 and the t-score for anxiety aspect was also lower than the t-table score. The result for speaking performance showed similar finding in favor of the female students (M = 65.08, SD = 11.98). However, the t-score was lower than t-table value and the significance point was higher than .05. This indicated that indeed, there was a tendency that females may be better in speaking than males, but the tendency was very slight.

Regarding the contribution of FLA towards the speaking performance of the students in different gender groups, the results of the regression analyses are presented in Table 4, and Table 5.

Table 4. Regression of FLA and Speaking Performance in Male Group

Variable	Unstandardized Coefficients (B)		Standardized Coefficients (β)	t	Sig.
	B	Std. error			
(Constant)	91.958	11.567		7.950	.000
Anxiety	-.208	.075	-.549	-2.789	.012

Note.
Model R = .549 R2 = .302; Adjusted R2 = .263;
F = 7.781 (p = .012).

Table 5. Regression of FLA and Speaking Performance in Female Group

Variable	Unstandardized Coefficients (B)		Standardized Coefficients (β)	t	Sig.
	B	Std. error			
(Constant)	85.204	13.671		6.233	.000
Anxiety	-.131	.087	-,333	-1.499	.151

Note.
Model R = .333; R^2 = .111; Adjusted R^2 = .062;
F = 2.333 (p = .113)

Based on the results presented in Table 4, it is clearly seen that there was a statistically significant negative correlation between FLA with the result of the speaking performance of the male students (β = -.549, sig. = .012). Based on the categorization of the correlation coefficient proposed by Cohen and Holliday (1982), the correlation was considered moderately negative. Furthermore, Table 4 showed that FLA contributed as much as 30.2% to students' speaking performance in the male group (R^2 = .302), while the remaining 69.8% was contributed by other factors. Meanwhile, Table 5 shows that the correlation between FLA and speaking performance in the female group was not statistically significant even though it was also in the moderate level (β = -.333, sig. = .151). Compared to the contribution of FLA towards speaking performance in the male group, the contribution in the female group was significantly lower accounted for only 11.1% (R^2 = .111).

The Independent Sample t-test showed higher mean scores for females in all aspect of FLA and speaking performance. However, the t-scores were not significant indicating that gender was not a significant signifier to the level of students' FLA and speaking performance. Similar conclusion was also found by (Souad, 2011) in which there was no statistically significant differences between female and male groups in terms of anxiety felt by the students. This condition may be because the female and male students were exposed to the same situation in the class and taught using the same method by the same teacher. They were given the same treatment that may trigger the same level of anxiety, and the teacher may have the same attitude towards male or female students (Çağatay, 2015:654). Additionally, even though women got higher mean score than men, it was concluded that there was no significant difference between the speaking scores of women and men. This result supports those of Koosha, Ketabi, and Kassaian (2011), and Onovughe (2012). This was probably because both genders were exposed to the same materials and teaching methods. They were given the same chance to speak and to express their ideas. Furthermore, the result also implies that female and male students have equal chances of acquiring the target language. There was also a possibility that the limited sample in this study (N = 40) affected the result of the present study. Thus, more elaboration needs to be made for further examination.

Regarding the correlation of FLA and speaking performance in different gender groups, the regression analyses were conducted. Shockingly, it was found out that female and male groups had different correlation coefficients indicating the relationship of the two variables. It was found out that the relationship between FLA and speaking performance was more apparent and significant in the male group. In reverse, in female group the correlation between the two variables was not statistically significant even though it indicated moderate correlation. However, when it comes to the contribution of the FLA towards students' speaking performance in the female

group, the result showed little contribution which accounted for 11.1% and it was not significant.

These results indicate the debilitative impact of FLA to speaking performance in the male group. This means that when the males in this sample feel highly anxious, they have higher tendency to get lower score for their speaking performance. This was strengthened by the finding on the linear regression computation which showed that FLA accounted for 30.2% to the male students' speaking performance. This contribution was considered high and significant. This means that the level of students' FLA in the male group can be one of the predictors of their speaking performance. In addition to this, fear of negative evaluation, among three sub-components of FLA, significantly contributed to the male students' speaking performance. This indicated that men may have the tendency to think about what others' think about them and may have a constant thought that they would fail the class which affirms the finding of a study conducted by Marwan (2007) revealing that male students had more fear of failing the class compared to their female counterparts. On the contrary, it shows that although females may be prone to language anxiety, they have greater resistance to it. Thus, their anxiety may not significantly affect their performance. This may be because they have a wider range of strategies to fight their anxiety since different genders were said to use different language learning strategies (Aslan, 2009 as cited in Ali & Fei, 2017: 306). The statement from Zafar and Meenakshi (2012: 639) seems to corroborate to the aforementioned possibility because they state that female students have the tendency to show more positive attitude to learning language and use more varied learning strategies than male students. Henry and Cliffordson (2013, as cited in Dewaele et al, 2016:55) also strengthen that female students seem to care more about their performance in using foreign language, and they can progress well because they find the intrinsic appeal, the fun, and the value of learning a foreign language, which consequently boost their positive and negative emotion. This positive attitude may cause female students to struggling more to improve their performance because females' attitude towards language can influence their performance (Shaibu & Ahmed, 2009, as cited in Onovughe, 2012:159).This may be an indication that there is a big possibility that the FLA has more facilitative effect towards female students' speaking performance than its debilitative impact, meaning that when the female students feel anxious during the speaking class, they tend to be more cautious when they perform. The anxiety felt by female students does not necessarily make then frozen or panic when they have to use foreign language (Dewaele et al, 2016:55). Even, there is a possibility that women feel more motivated in learning foreign language, as what was found by Oztürk and Gürbüz (2012) where females showed higher motivation level than males. Furthermore, the similar trend also occurred in the categorization of motivations. Females were shown to have higher integrative motivation in learning language, which indicates that they can motivate themselves to be better. These factors can make the score of their speaking performance quite stabile despite the anxiety they feel.

CONCLUSIONS

The students' FLA in the speaking class correlates negatively towards their speaking performance in the oral test. This result adds to the long list of the debilitative impact of language anxiety towards students' achievement or performance, particularly in speaking. This may be caused by the length of the study time in the university, the situation in the speaking class, and the situation during the oral test. Regarding the sub-components of FLA, the students score the highest in test anxiety which indicated that they think too much about getting a good score in the speaking test given by the lecturer in the classroom. Moreover, different gender groups seemed to experience different level of FLA since the correlation between the two variables was more apparent in the male group. However, when gender was included as one of the variables, there was no significant correlation between gender and FLA, and gender and speaking performance. This may be caused by the fact that the male and female groups receive the same exposure to the speaking materials, teaching techniques, and speaking activities, and the same chance to speak in the speaking class.

By knowing that the students may feel anxious in the speaking class, it is suggested that lecturers create a non-exasperating situation in the speaking class to help students lower down their language anxiety by applying more pair or group exercises, or combining the speaking tasks with some interesting games. Not to mention, they are also expected to be more encouraging and more familiar towards the students to make them open up. Perhaps, different assessment methods may also be considered to make the students not too focused on their speaking grade. Future researchers are expected to expand the similar study by using a bigger number of samples, different universities, different study majors, and different measures to get more complete results about the correlation between FLA and language achievement.

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