



**The Correlation between Gender and Anxiety
In Students' Speaking Skill**

(The Study for 8th Grade Students' of SMP GIS Lazuardi Depok)

Thesis

Submitted as Partial Fulfillment to the Requirement for the Attainment of
the Degree of *Sarjana Pendidikan* (S. Pd)

By

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**“THE CORRELATION BETWEEN GENDER AND ANXIETY IN
STUDENTS’ SPEAKING SKILL”**

xviii+ 56 Pages, 33 Tables, 8 Pictures, 10 Appendices

ABSTRACT

The objective of this study is to find out the Correlation between Gender and Anxiety in Students’ Speaking Skill. This study was conducted at 8th grade students of Global Islamic School Lazuardi Depok in the academic year of 2017/2018. This study used quantitative method design. In collecting the data, the instruments used in this study were speaking anxiety questionnaire and students’ speaking scores. The questionnaire was adopted from Yaikhong and Usaha (2012), consisted of 25 items and analyzed by using Likert scale. In this study, the writer took one class as her sample with the total number of 22 students. The result of the study was calculated by using regression formula. The findings showed that two variables of the research correlated at 21% at the significance level of 5%. This represents that there is a positive correlation between Gender and Anxiety in Students’ Speaking Skill.

Keywords: Gender, Speaking Anxiety, Speaking in EFL.

References 16 (2001-2013)

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui Hubungan antara Gender dan Kecemasan dalam Speaking Skill Siswa. Penelitian ini dilakukan pada siswa kelas 8 tahun akademik 2017/2018 di Sekolah Islam Global Lazuardi Depok. Penelitian ini menggunakan rancangan metode kuantitatif. Dalam pengumpulan data, data instrument yang digunakan dalam penelitian ini adalah kuesioner dari artikel “A measure of EFL Public Speaking Class Anxiety: Scale Development and Preliminary Validation and Reliability” dan dokumen nilai siswa. Kuesioner yang digunakan diadopsi dari Yaikhong dan Usaha (2012) terdiri dari 25 item dengan menggunakan skala likert. Dalam penelitian ini, penulis menggunakan satu kelas sebagai sample dengan rumus regresi. Hasil penelitian menunjukkan bahwa kedua variable penelitian terdapat korelasi sebesar 21% pada tingkat signifikansi 5%. Hal tersebut menunjukkan bahwa terdapat korelasi positif antara Gender dengan Kecemasan dalam Speaking Skill Siswa.

Kata kunci: Gender, Speaking Anxiety, Speaking EFL.

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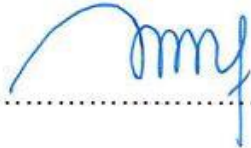
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MOTTO

Keep your best, let God do the rest.

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Jakarta, 11 August 2018

The writer

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CHAPTER I

INTRODUCTION

A. Background of the Study

Allah SWT said in Al-Qur'an surah Ibrahim verse 4:

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ
مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ

“We did not send an apostle, but in the language of his people, so that he could explain them plainly. So Allah misleads who He wills, and guides whom He will. And He is the Almighty, the Wise.

The verse told the love of God to His creatures that God sent the Apostles from among them and in their language so that they would understand what is desired of them and what is conveyed to them. Allah SWT created people to have good talking and kind attitude. Also in hadith told by Aisyah RA that people should talk clearly and truly. She said that “Rasulullah SAW words are always true and clear so people can understand”.

People talk with their language, and English is one of the most popular languages used by all people around the world to build communication. Therefore, Indonesian people learn English as a

foreign language, but nowadays, it is almost be a second language. In the world of education, English has four skills i.e. speaking, reading, writing and listening. Speaking and reading are the direct skills applied spontaneously. Writing and listening are the indirect skills applied after the students got the command. In the learning process of English, there might be problems faced by student especially in learning speaking skill. The problems can be related to competence, performance, and psychological factors.

1. The problems of competence are such as miss of pronunciation, lack of grammar, limited vocabulary, error sentence building, bad intonation, and wrong spelling.
2. While related to performance problems usually faced by students are; low quality of voice, having no eye contact, and bad gesturing.
3. Problems caused by psychological factor are such as feeling scary, trembling, sweating, nervous, low self-confident, and anxiety. Among those problems an anxiety is one of the serious problems that need to be fixed.

In the context of learning English, anxiety is considered as one of the biggest problems faced by the students, especially in speaking class. Based on the writer's experience, when she took her speaking classes at English Study Program, Faculty of Educational and Sciences, Muhammadiyah University of Jakarta, she and her classmates experienced anxious during the speaking class. When the lecturer

asked the students to speak English before the class, they did not even stand up. The students seemed very nervous and were tensed. Usually, none of the student performed until the lecturer called their names one by one.

Apparently, this problem was also found in Junior High School students whose English curriculum also has speaking session. In this curriculum, eight grade students are expected to be able learn about sentence structure, adjective and adverb, writing clear and concise sentence, punctuation, capitalization, and word relationship and usage. When she did pre research at grade nine of Junior High School of Global Islamic School Lazuardi, the writer found that the students faced speaking problems like getting nervous and anxious when they were asked to speak in front of the class. This problem was not only suffered by female students but also by male students. From a small interview to the students, the writer found that to some extents, male students were getting anxious more than females. This was due to their lack attention to what the teacher explained while teaching the lesson. These male students said that they were mostly afraid of making mistakes in speaking English. Even if they have prepared their best practice, the uncontrolled nervous made them blank and wordless.

In a social context, Kuntjara (2012) said that male is dominant in language than female. Female language is often hesitant and full of respect. The position of males who are often above females make

them feel afraid to speak firmly and need to ask “*right?*”, “*really?*” to make sure that what they said is true and approved. Female also try to be well mannered in speaking because they are afraid of being considered rude and cheap.

In line with the theory above, the writer took a note that some resources said that different gender is the cause of speaking anxiety, while other resources said it is not. Even if females are more hesitant than males, they still become number one in some position. Females become news readers mostly. As teachers, they also have more power with their words. As officers, they are more confident and have more appreciation than males.

Based on that background, the writer is interested to investigate further to see whether there is any CORRELATION BETWEEN GENDER AND ANXIETY IN STUDENTS’ SPEAKING SKILL.

B. Identification of the Problem

Based on the background of the study, the writer identifies some problems as the background of this research;

1. Students are nervous and anxious in speaking class.
2. Students are afraid of making mistakes in speaking English.
3. Anxiety is considered as the biggest problems in speaking skill that need to be fixed.
4. Both male and female students experience anxiety, especially in speaking class.

C. Limitation of the Problem

In this research, the writer limits the discussion on the correlation between gender and anxiety in eight grade students' speaking skill. The students were registered at Global Islamic School Lazuardi.

D. Problem of the Study

In line with identification and limitation of problem, the problem of the research is formulated into the research question as follows: Is there any correlation between gender and anxiety in students' speaking skill?

E. Objective of the Study

Based on the limitation of the problem above, the objective of the study is to find out whether gender is correlated with students' speaking anxiety.

F. Significance of Study

Referring to the objective of the research, the writer found some significance that can be applied theoretically and practically, as follows:

1. Theoretically

The writer hopes the result of this research could contribute to the EFL teaching and learning in order to develop students' speaking skill. By this research, hopefully the idea on how gender correlated with students' speaking skill will be revealed.

2. Practically

- a. For the writer, it is hoped that the writer will learn anxiety and its correlation with gender. This lesson will give the writer knowledge for her to handle her real class when later she becomes English teacher.
- b. For the students, the writer expects that the students will know several factors that cause their speaking anxiety and its correlation to gender in their speaking performance, so that they can manage their anxious better.
- c. For English teachers, it is expected that English teachers will get the idea on how anxiety correlates with gender especially in speaking skill through this research. They will be able to overcome problems faced by the students and improve their teaching strategies.
- d. For other researchers, this research hopefully will be one of the sources to discuss the similar study. By the accurate data from this research, they will be easy to make conclusion of their investigation.

CHAPTER II

LITERATURE RIEVIEW

A. Description of the Theories

This chapter aims to provide the basic theories of the research. It discusses the definition of speaking skill, anxiety, and gender.

1. Speaking skill in English Foreign Language (EFL)

Speaking is one of the basic skills in learning language that must be mastered by students. It is an important skill because it is used to communicate with people. Besides, it is beneficial for those whose mastering it not only for getting knowledge, but also to having a job.

English is potentially giving the chance to students to talk face to face with the native speaker. The students attend to major speaking skill because Crsytal (2003) stated that English is now the language of publishing and speech for most international communication and is often used even by people from non-English- speaking countries when they need to interact with people from other nations.

In the speaking EFL, Snow (2017) noted that during speaking practice in class, the more students can talk at any given time, the better. Pair or small-group work allows more students to practice speaking than large-group discussions or teacher-centered activities do. It can be said that the teacher should put more attention to listening to students' practice than teacher talk-activities.

Unfortunately, the success of speaking skill cannot be reached

by all students. There must be a problem related to their speaking practice. The problems that students face when speaking are not the multiplicity of sounds, words, phrases, and discourse, but rather the interactive nature of most communication. Snow (2007) interpreted interactive in general that students work in pairs or small groups as often as possible because this arrangement allows more students to practice at the same time. Pairs are the most efficient grouping in that they allow the most students to talk at once, but, as Harmer (2001) explained, the effectiveness on any pair work is affected quite a bit by how the two students get along. Small groups (of three students) still give many students opportunity to speak but provide a bit more space for personality differences.

Brown (2000) mentioned the other problems of speaking difficulties: clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation and also interaction. The way students manage and prepare their speaking can guarantee their performance. Especially Speaking in EFL, the students do not speak with the local language, but with the foreign one.

The other case that might be happened in speaking EFL is the use of the junk words. Zaremba (2006) stated that "it is difficult to remain focused when someone intersperses junk words throughout speaking class". The students are confused because they tend to focus on the fillers and not on the message itself. The use of junk words is

real in speaking class. The students used it to protect themselves from the wrong sentences or grammar, but on the other side, they stuck in those junk words and let the audience annoyed them.

2. Speaking anxiety

Anxiety is one of the indications of communication apprehensive. In the communication, there is a problem called “communication apprehension”. McCroskey in Nelson (2007) defined communication apprehension as “an individual’s level of fear or anxiety associated with either real or anticipated communication with another person or persons”. Person with high communication apprehension is those experience much of anxiety, while the low are those who relaxed and enjoyed their speaking.

In the form of public speaking, Lynn and Jessica (2007) analyzed that the fear of public speaking might cause the pounding heart and sweat palms, adrenaline in action, and new way to look at body parts. They explained that the fear of public speaking is real for the people around the world. It is easy to imagine about how stupid when there is no word come out of mouth and the audiences are laughing. Thus, with the adrenaline in action, the speaker has to be ready and prepares well about the theme of speaking and the topic related. The speaker ought to manage themselves that they are speaking with the presenting of body and soul. If not, the audiences will know it and sit with hands folded politely, just waiting to the speaker to finish the speaking.

Anxiety is the subjectively unpleasant feelings of dread over anticipated events, such as the feeling of imminent death (Geral, 2008). In the learning process, anxiety is mental disorder that might disturb students' concentration and achievement. Hamilton (2008) mentioned that there are two types of anxiety i.e. situational anxiety and trait anxiety. The description is mention bellows;

- a. **Situational Anxiety** is the anxiety caused by factors in a specific situation. For example, the factor caused by performance problems.
- b. **Trait Anxiety** is internal anxiety an individual brings to the speaking situation; not dependent on the specific situation such as the problems based on the competence.

Huberty (2012) concluded that the range of speaking anxiety is in two periods i.e. Infancy and Preschool and School Age. Infancy and Preschool shown at about 7–9 months, when infants demonstrate stranger anxiety and become upset in the presence of unfamiliar people. At this period, children express their anxiety by crying or screaming. They will scream out and act over to protect themselves from foreigner. Anxiety in School Age started since pre-elementary until college.

At preschool and early childhood levels, children tend to be limited in their ability to anticipate future events, but, by middle childhood and adolescence, these reasoning skills are usually well developed. There tends to be a gradual change from global,

undifferentiated, and externalized fears to more abstract and internalized worry. Up to about age 8, children tend to become anxious about specific, identifiable events, such as animals, the dark, imaginary figures (monsters under their beds), and of bigger children and adults. Young children may be afraid of people that older children find entertaining, such as clowns and wonder woman. After about age 8, anxiety-producing events become more abstract and less specific, such as things concern with grades, peer reactions, coping with a new school, and having friends. Adolescence also may worry more about sexual, religious, and moral issues, as well how they are compared to others and whether they fit in with their peers.

Henningsen (2004) addressed that the students with high levels of anxiety practically set themselves up for failure. They exhibit much about less adaptation with the audience i.e. how to use an eye contact, the moves of hands, eye brows and fingers. In the other case, they also less concern with the tools around the stage i.e. microphone and cable, more difficult in delivering information on speech, and greater self-doubts as the speaker. On the other hand, Zaremba (2006) noted that the persons who take speaking course are eager to address the anxiety they feel. They are designed to look for the solutions of their anxiety from their lecturer. Here are some approaches taken from Zaremba (2006) to alleviate speech anxiety:

a. Recognizing the normalcy of presentation anxiety

Regardless of intelligence, knowledge, or socioeconomic class, people become nervous when they approach a lectern. Even people who speak beautifully are likely to have anxiety, and those who have no anxiety almost certainly experienced presentation-related tension at some point.

b. Acknowledging that presentation anxiety is often not detected

When the speakers perform, the audience members typically do not see speakers as the apprehensive persons they may be.

c. Preparing thorough

The preparation involves studying the subject, analyzing the audience, crafting and practicing how to deliver the message, and examining the speaking location.

d. Visualizing success

Visualization is not for everyone, but this technique is an approach to consider before categorical rejection. In essence, visualization techniques involve imagining success prior to performance.

e. Addressing physical manifestations of apprehension

High communication apprehension can have physiological effects. Recommendations for reducing physical tension include running or exercising before the presentation, breathing exercise, stretching, and pre-speech silent concentration.

f. Using nervous energy

Nervous energy can be channeled into something positive. Speaker can use tension to invigorate their voice, emphasize key words, and reflect enthusiasm for the subject.

g. Making the presentation context less uncommon

Studies have suggested that speech anxiety is reduced by taking a basic speaking class that compels participant to deliver and evaluate presentation.

Those approaches proved that anxiety is real and normal in speaking skill. The students realize that they have speaking anxiety when they do speech or presentation. As the speakers, they are the center of attention, even if they feel difficult to catch the attention; they may be the subordinate of the member of the audience. Besides, an anxiety is undetected apprehension on speaking and communication that might happen when the speakers are ready or not ready on speech. Although they are well prepared, there must be one to two things that disturb them on the stage and drop them to the anxious moment. In other hand, anxiety and nervous can be positive energy to catch audiences' attention. Professional speaker may not need anxiety, but can employ the tension to improve their focus and delivery. That is why practice is very important in speaking skill, because it can reduce anxiety naturally.

3. Gender and Anxiety in Speaking

Generally, gender is more appropriate for distinguishing people based on socio-cultural behavior, including speech, while sex refers to categories differentiated by biological characteristics (Holmes, 2001). In the context of communication, gender and language is correlated one to each other. When talking with both genders, people use different languages and both of them attend to respond based on their gender. Tian (2016) stated when gender of speaker, audience and people who are mentioned are combined together the language used will become different. Human gender differences determine differences in the language they use.

There are some significant differences about male and female. Female has much anxiety than male. Balemir (2009) investigated that there is a relationship between foreign language speaking anxiety and proficiency level. He found that female students experienced a higher level of speaking anxiety than male students. It can be said that female students are more anxious while speaking, especially in foreign language. But, the fact today, the anxious happened to both females and males. Philips and Ferguson (2004) suggested whenever a person behaves in a way that defies social expectations, anxiety increases. When men speak up, they are comfortable with the role of speakers, though they may still have fears about public speaking. A woman speaker does not only have to manage the psychological

anxiety of public speaking that is commanded to both men and women, but also has to manage the anxiety surrounding the role conflict as well.

On the other hand, a study by Marlow and Wathen (2005) stated that a statistically significant difference was found between males and females with respect to their overall communication apprehensive score. Likewise, Aly and Islam (2005) confirmed that the effect of gender on communication apprehensive, finding that women experience a high level of communication apprehensive than men. The reason may be that the stereotypical feminine role usually promotes female inferiority, meaning that a female is likely to suffer from elevated levels of apprehension when she needs to communicate her ideas or feeling to a group, especially over a longer period of time when her speech may appear less clever, serious or convincing.

In line with the theory above, there are also several studies discussed how gender impact speaking anxiety. Heimberg (2010) stated that the fear of negative evaluation, on the other hand, pertains to the sense of dread associated with being evaluated unfavorably while anticipating or participating in a social situation. In this case, the students who fear negative evaluation tend to suffer from elevated levels of language anxiety, especially with respect to their self-perception of speaking abilities. Thus, brought the student to the avoidance from evaluation moreover the evaluation comes from the

lecture in different gender.

There are also several studies related to gender in the form of society. Ferrante (2010) defined gender as socially created and learned distinctions that specify the ideal physical, behavioral, and mental and emotional traits characteristics of males and females. It is characteristic of people that analyzed by socialization.

Based on the study from several theories above, it is noted that gender plays an active role in speaking skill. There must be success speaking and failed speaking in front of different gender. In relation to psychological factor, gender supports speaking anxiety because language used by both male and female are different. Other research told that women experienced more anxiety than men established the writer to do this research. It will prove whether the gender is correlated with speaking anxiety especially in speaking EFL.

B. Theoretical Framework

Speaking skill is one of the four skills in learning English. It is very important skill because it is used to communicate. In learning EFL, there must be the problems that happened to the students while speaking the language. The problems are varied based on three main aspects i.e. competence, performance, and psychological factors. The problems of competence are such as mispronunciation of words, lack

of grammar, and limited vocabulary. Related to performance, the problems usually faced by the students are: low quality of voice, having no eye contact and bad gesturing. Problems caused by psychological factor are such as feeling scary, nervous, trembling, and anxiety.

Speaking anxiety is mental disorder that happens to all range of ages. It also happens due to different gender. Especially in students' EFL, speaking anxiety becomes a big problem that needs to be fixed. One of the factors of speaking anxiety is psychological factor which students feel afraid and sweat during speaking performance. This might be caused by the different gender of the audience and the second speaker. Different gender is a real problem because there are many differences of speaking style between men and women. Different language used and intonation brought the students to the speaking anxiety.

C. Hypothesis

The result of the theory and the theoretical framework above brought the conclusion about the hypothesis of this research, which formulated as bellow;

H₀: There is no correlation between gender and anxiety in students' speaking skill.

H₁: There is a correlation between gender and anxiety in students' Speaking skill.

CHAPTER III

METHODS AND PROCEDURE

A. Time and Place of the Study

1. Time

This research was conducted for about 6 months. It starts from October 2017 until May 2018.

2. Place

The research was held at the second semester of grade eight students of Global Islamic School Lazuardi, located in JL. Garuda Ujung No.35, Limo, Depok City, West Java, 16515.

B. Operational Definition of Variables

There are two variables in this study; Independent variable and Dependent variable. Independent variable is the variable that gives an influence to dependent variable, while dependent variable is the variable that will be measured in the research and what is affected during the research. It is called dependent because it depends on independent variable.

The Independent variable of this research is gender (X). Gender is the identity of people. In this study, gender was used as the terminology to differentiate students; male and female. The Dependent variable of this research is speaking anxiety(Y). In this study, anxiety refers to personal problem that might be experienced by the students. It is one of the mental disorders that disturb students on

their learning process. Students with anxiety find difficulty to perform their speaking well.

C. Method of the Study

The method of this study is quantitative method. Bryman (2012) defined quantitative research as, “A research strategy that emphasizes quantification in the collection and analysis of data...” It means quantitative research denotes amounting something. Based on the chapter of this research “The Correlation between Gender and Anxiety in Students’ Speaking Skill”, the writer analyzed the degree of students’ speaking anxiety from the lower to the higher. The degree was adopted from the score of students’ speaking test and the answer of questionnaire.

Goodwin (2012) stated that the scale used to write down an ordinal variable is often referred to as a likert scale. It usually has a limited number of ranked categories anywhere from three to seven categories, sometimes more. The degree from the scores of the students’ speaking test was addressed as follows:

Table 3.1
The Degree from Score of students’ Speaking Test

Score	Explanation
95	Very Excellent
90	Excellent
85	Very Good
80	Good
75	Poor

The Table above describes that the students in the range score of 95-85 have lower anxiety while the students in the range score of 85-75 have higher anxiety. The questionnaire of anxiety was adopted from the article of Yaikhong and Usaha (2012) in the form of Likert scale. Each scale consists of one opinion range from 5 – 1, as follows:

Table 3.2
The Scale of Opinion Range

Statement	Opinion				
	(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree

D. Population and Sample

1. Population

Cresswell (2012:142) defined population as a group of individuals who have the same characteristics. In this research, the population is all students of grade eight of Global Islamic School Lazuardi, in academic year 2017/2018. It consisted of 45 students and divided into two classes, A and B. The students in class A consisted of 9 male students and 14 female students, with the total of 23 students. While class B consisted of 11 male students and 11 female students, total 22 students. Accordingly, it is presented in the table below:

Table 3.3
The Population

Class	Male	Female
-------	------	--------

8 A	9 Students	14 Students
8 B	11 Students	11 Students

2. Sample

In choosing the sample, the writer used cluster random sampling. Ahmed (2009) defined it as cluster sampling, cluster i.e., a group of population elements, constitutes the sampling unit, instead of a single element of the population. In the application of cluster random sampling, Ahmed (2009) also selected a cluster grouping as a sampling frame, made cluster with a unique number and chooses a sample of clusters applying probability sampling.

In this research, the sample was all students in grade eight B which consisted of 11 male students and 11 female students. So, the total number of the sample was 22 students. It was presented in the table bellows:

Table 3.4
The sample

Class	Male	Female
8 B	11 Students	11 Students
TOTAL	23 Students	

E. Technique of Collecting the Data

Data collection was taken to determine the final result of this research. In collecting the data, the writer used questionnaire and the

documentation of students' speaking scores.

1. Questionnaire

Brown (2001:1) said that questionnaire are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. The writer adopted the questionnaire from the article of Yaikhong and Usaha (2012). It consists of 25 questions; the students answered it by giving mark (√) in the columns and each question should be answered once.

Since the questionnaire was adopted from non-Indonesian context, both validity and reliability test were made in order to make sure that the items of the questionnaire were all valid to be used as the instruments. The validity was applied in higher level of sample; it was conducted on Monday 19 of March 2018 to grade nine student of Junior High School Global Islamic School Lazuardi. The questionnaire was distributed and analyzed by statistical SPSS.24. The data was validated by *r* table which had significant level 5% and 1%. In order to determine the item of question is valid or not, the score of *r* count must be greater than *r* table. By the formula $Df = n-2$, the *r* score was 0.369, then from 25 of questionnaire there were 18 questions accepted and 7 questions rejected as the table below:

Table 3.5
The Detail of Questionnaire's Total Statistic

Item-Total Statistics					
No		Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1	feel quite sure of speaking	64.70	79.589	.415	.734
2	tremble when going to be called to speaking	64.85	79.292	.598	.727
3	panic when having no preparation	64.80	80.589	.343	.738
4	nervous in speaking class	64.55	80.366	.359	.737
5	confident in speaking	63.65	95.503	-.527	.782
6	self-conscious while speaking	64.25	78.829	.411	.733
7	nervous and confused when speaking	64.45	76.787	.657	.720
8	afraid of being laughed	64.70	77.168	.498	.727
9	nervous when language teacher ask to speaking	64.90	76.726	.692	.719

10	having no fear of speaking	63.70	91.589	-.227	.780
11	heart pounding when called	64.15	74.029	.671	.713
12	relaxed while speaking	63.50	96.158	-.478	.787
13	embarrasses to be volunteer to speak first	64.35	73.818	.721	.711
14	face speaking with confident	63.75	98.197	-.660	.790
15	enjoying experience of speaking	63.15	94.450	-.398	.782
16	more speaking test, more confused	64.65	79.713	.468	.731
17	certain of body feel tense and rigid while speaking	64.95	82.682	.295	.742
18	feel anxious while waiting to speaking	64.70	76.432	.608	.721
19	i want to speak less because i feel shy	64.65	76.239	.517	.724
20	dislike to use voice body expressively	64.90	78.726	.443	.731

21	trouble with coordinate the movements while speaking	64.60	73.516	.632	.714
22	hard to look to audience in the eyes	64.35	83.187	.219	.746
23	still anxious even if well prepared	64.25	75.566	.672	.717
24	keep thinking other are better at speaking	63.75	83.671	.165	.750
25	always feel other students speaking better	63.75	80.934	.297	.741

Meanwhile, the reliability test was taken from Cronbach's alpha score about 0.750. The questionnaire was reliable if Cronbach's alpha score is greater than 0.6. It was addressed in the table below:

Table 3.6
Reliability Statistic

Reliability Statistics	
Cronbach's Alpha	N of Items

.750	25
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2. Documentation

Documentation used was the data of students' speaking scores. It was taken from the students' English Teacher. The speaking scores taken were the ones as final exams results in the second semester of academic year 2017/2018.

F. Technique of Analyzing the Data

In this research, the writer intends to prove whether there is correlation between gender and anxiety in students' speaking skill. The data was analyzed by distributing questionnaire and taking students' speaking scores from the documents. The results from the instrument were analyzed by using Pearson Product-Moment Correlation Coefficient (PPMCC). It was a measure of the strength and direction of association that exists between two variables measured on at least an interval scale.

The spearman's rank-order correlation is the nonparametric version of the Pearson product-moment correlation. Spearman's correlation coefficient measures the strength and direction of association between two ranked variables.

There are two methods to calculate Spearman's correlation depending on whether the data does not have tied ranks or the data has tied ranks. In this research the writer used the last one that the

data has tied ranks. The analysis of data was done statistically by using the formula as follows:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Explanation:

n = the sample

r = correlation score

x = independent variable

y = dependent variable

CHAPTER IV

FINDINGS AND INTERPRETATION

In this chapter, the writer described the result of the research. It discusses the findings and the interpretations.

A. Findings of the Research

1. The Description of the Data

As described in previous chapter, the writer is willing to find out whether gender correlated with students' speaking anxiety. This research involved 22 students of Junior High School GIS Lazuardi in academic year 2017/2018. In order to measure the degree of students' speaking anxiety from the lower to the higher ones, the writer used questionnaires with likert scale, while students' speaking skill was measured by students' speaking scores document.

a. Questionnaire (X Variable)

The questionnaire consists of 18 statements and was validated on 19 of March 2018 to grade nine students of Junior High School GIS Lazuardi. Table 4.1 below describes the total score of students' response to the questionnaire.

Table 4.1
The score of questionnaire

Students N	Gender	The Correlation Between Gender and Anxiety in Students' Speaking Skill (X)
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1	Male	39
2	Male	63
3	Male	57
4	Male	47
5	Male	49
6	Male	50
7	Male	57
8	Male	56
9	Male	48
10	Male	52
11	Male	68
12	Female	56
13	Female	53
14	Female	63
15	Female	50
16	Female	42
17	Female	59
18	Female	54
19	Female	53
20	Female	70
21	Female	59
22	Female	53
TOTAL		1198

From the table above, it can be concluded that the total score of the correlation between Gender and Anxiety in Students' Speaking Skill questionnaire is 1198, with the highest score from male 68 and female 70. The data was calculated with SPSS.20 program and analyzed as below:

Table.4.2
Statistics Calculation

		Questionnaire The correlation between gender and anxiety in students' speaking score	students' speaking score
N	Valid	22	22
	Missing	0	0
Mean		54.45	76.36
Median		53.50	75.00
Mode		53	70 ^a

a. Multiple modes exist. The smallest value is shown

The X variable was the questionnaire of the correlation between gender and anxiety in students' speaking skill with the mean score of 54.45 and median of 53.50 and also the minimum score of respondent was 39 and maximum score of respondent was 70. The description of students' response to each item of the questionnaire can be seen as follows:

- 1) I never feel quite sure of myself while I am speaking English.

Table 4.3

The Description of Response to item of Questionnaire

Respondent	Opinion				
	(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
Male	1	1	3	5	1
Female	-	5	5	1	-
Total	1	6	8	6	1

From the table above, the respondents of strongly agree was only 1 person, agree were 6 persons, undecided were 8 persons, disagree were 6 persons, and strongly disagree was 1 person. It can be concluded that most of the students chose undecided toward the statement “I never feel quite sure of myself while I am speaking English”. While the rest, total of the respondents gave balanced responses between agree and disagree.

- 2) I tremble when knowing that I am going to be called on to speak English.

Table 4.4
The Description of Response to item of Questionnaire

Respondent	Opinion				
	(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
Male	-	4	4	2	1
Female	1	3	5	2	-

Total	1	7	9	4	1
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From the table above, the respondents of strongly agree was 1 person, agree were 7 persons, undecided were 7 persons, disagree were 4 persons, and strongly disagree was 1 person. It can be concluded that most of the students chose undecided toward the statement "I tremble when knowing that I am going to be called on to speak English". While rest of the 7 respondents agreed about the statements.

3) I feel confident while I am speaking English

Table 4.5
The Description of Response to item of Questionnaire

Respondent	Opinion				
	(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
Male	2	4	5	-	-
Female	-	2	6	3	-
Total	2	6	11	3	

From the table above, the respondents of strongly agree were 2 persons, agree were 6 persons, undecided were 11 persons, and disagree were 3 persons. None of the student chose strongly disagrees of the statement. While 6 respondents were agree of statement.

4) I feel very self-conscious while speaking English in front of other students.

Table 4.6
The Description of Response to item of Questionnaire

Respondent	Opinion				
	(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
Male	1	3	7	-	-
Female	1	1	8	1	-
Total	2	4	15	1	-

From the table above, it can be seen that the respondents of strongly agree were 2 persons, agree were 4 persons, undecided were 15 persons and disagree was 1 person. Most of them chose undecided on the statement, while 4 respondents were agree.

5) I get nervous and confused when I am speaking English

Table 4.7
The Description of Response to item of Questionnaire

Respondent	Opinion				
	(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
Male	1	2	2	5	1
Female	-	4	3	4	-
Total	1	6	5	9	1

From the table above, it can be seen that the respondents of strongly agree was 1 person, agree were 6 persons, undecided 5

were persons, disagree were 9 persons and strongly disagree was 1 person. Most of them disagreed with this statement.

- 6) I am afraid that other students will laugh at me while I am speaking English

Table 4.8
The Description of Response to item of Questionnaire

Respondent	Opinion				
	(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
Male	1	-	3	5	2
Female	3	4	1	3	-
Total	4	4	4	8	2

From the table above, it can be concluded that the respondents of strongly agree were 4 persons, agree were 4 persons, undecided were 4 persons, disagree were 8 persons, and strongly disagree were 2 persons. Most of them disagreed with this statement.

- 7) I get so nervous when the language teacher ask me to speak English which I have prepared in advance

Table 4.9
The Description of Response to item of Questionnaire

Respondent	Opinion				
	(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree

Male	2	2	3	3	1
Female	-	2	2	5	2
Total	2	4	5	8	3

From the table above, it can be said that the respondents of strongly agree were 2 persons, agree were 4 persons, undecided were 5 persons, disagree were 8 persons, and strongly disagree was 1 person. Most of them disagreed with this statement.

8) I can feel my heart pounding when I am going to be called on

Table 4.10
The Description of Response to item of Questionnaire

Respondent	Opinion				
	(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
Male	2	4	3	1	1
Female	1	5	2	3	-
Total	3	9	5	4	1

From the table above, it can be concluded that the respondents of strongly agree were 3 persons, agree were 9 persons, undecided were 5 persons, disagree were 4 persons, and strongly disagree was 1 person. Most of them agreed with this statement.

9) I feel relaxed while speaking English

Table 4.11

The Description of Response to item of Questionnaire

Respondent	Opinion				
	(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
Male	3	1	6	1	-
Female	1	1	7	2	-
Total	4	2	13	3	-

From the table above, it can be concluded that the respondents of strongly agree were 4 persons, agree were 2 persons, undecided were 13 persons, disagree were 3 persons and none of them answered by strongly disagree. Most of them chose undecided at this statement.

10)It embarrasses me to volunteer to go out first to speak English

Table 4.12
The Description of Response to item of Questionnaire

Respondent	Opinion				
	(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
Male	1	3	2	4	1
Female	1	4	3	3	-
Total	2	7	5	7	1

From the table above, it can be concluded that the respondents of strongly agree were 2 persons, agree were 7 persons, undecided were 5 persons, disagree were 7 persons and strongly disagree was 1 person. The opinion given between agree and disagree was balance. Indirectly, the respondents were balance about this statement.

11) I face the prospect of speaking English with confidence

Table 4.13
The Description of Response to item of Questionnaire

Respondent	Opinion				
	(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
Male	2	2	6	1	-
Female	1	2	5	3	-
Total	3	4	11	4	-

From the table above, it can be concluded that the respondents of strongly agree were 3 persons, agree were 4 persons, undecided were 11 persons, disagree were 4 persons and none of them answered strongly agree. Most of them chose undecided on this statement.

12) I enjoy the experience of speaking English

Table 4.14
The Description of Response to item of Questionnaire

Respondent	Opinion				
	(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
Male	3	6	2	-	-
Female	1	5	3	2	-
Total	4	11	5	2	-

From the table above, it can be concluded that the respondents of strongly agree were 4 persons, agree were 11 persons, undecided were 5 persons, disagree were 2 persons, and none of them answered strongly disagree. Most of them were agreed with the statement "I enjoy the experience of speaking English".

13)The more speaking test I have, the more confused I get

Table 4.15
The Description of Response to item of Questionnaire

Respondent	Opinion				
	(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
Male	-	3	2	5	1
Female	2	-	3	5	1
Total	2	3	5	10	2

From the table above, it can be concluded that the respondents of strongly agree were 2 persons, agree were 3 persons, undecided were 5 persons, disagree were 10 persons and strongly disagree were 2 persons. Most of them disagreed with the statement “the more speaking test I have, the more confused I get”.

14)I feel anxious while waiting to speak English

Table 4.16
The Description of Response to item of Questionnaire

Respondent	Opinion				
	(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
Male	1	1	4	4	1
Female	1	3	5	2	-
Total	2	4	9	6	1

From the table above, it can be concluded that the respondents of strongly agree were 2 persons, agree were 4 persons, undecided were 9 persons, disagree were 6 persons and strongly disagree was 1 person. Most of them answered undecided on this statement, while rest of the respondents disagreed with this statement.

15) I want to speak less because I feel shy while speaking English

Table 4.17
The Description of Response to item of Questionnaire

Respondent	Opinion				
	(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
Male	1	-	2	5	3
Female	-	5	3	2	1
Total	1	5	5	7	4

From the table above, it can be concluded that the respondents of strongly agree was 1 person, agree were 5 persons, undecided were 5 persons, disagree were 7 persons, and strongly disagree were 4 persons. Most of them disagreed with this statement.

16) I dislike using my voice and body expressively while speaking English

Table 4.18
The Description of Response to item of Questionnaire

Respondent	Opinion				
	(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
Male	-	-	5	4	2
Female	1	1	2	6	1
Total	1	1	7	10	3

From the table above, it can be concluded that the respondents of strongly agree was 1 person, agree was 1 person, undecided were 7 persons, disagree were 10 persons, and strongly disagree were 3 persons. Most of them disagreed with this statement.

17)I have trouble to coordinate my movements while speaking English

Table 4.19
The Description of Response to item of Questionnaire

Respondent	Opinion				
	(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
Male	-	3	3	3	2
Female	-	2	3	5	1

Total	-	5	6	8	3
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From the table above, it can be concluded that the respondents of strongly agree was zero, agree were 5 persons, undecided were 6 persons, disagree were 8 persons, and strongly disagree were 3 persons. Most of them disagreed with this statement, while rest of the respondents chose undecided on this statement.

18) Even if I am very well-prepared I feel anxious about speaking English.

Table 4.20
The Description of Response to item of Questionnaire

Respondent	Opinion				
	(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
Male	1	1	2	4	3
Female	1	5	3	2	-
Total	2	6	5	6	3

From the table above, it can be concluded that the respondents of strongly agree were 2 persons, agree were 6 persons, undecided were 5 persons, disagree were 6 persons, and strongly disagree were 3 persons. The responds of agree and disagree opinion were balanced. It can be said that they agreed and disagreed with the statement.

The description above is based on the real answers the students gave toward the questionnaire. Those eighteen questions are related to students' problems on speaking, such as problem of competence, performance and psychological factor. The response given by male and female were totally different. Some female agreed to several statements which were rejected by male students (they disagreed). Thus, it can be seen that male students had lower anxiety than female ones.

a. Documentation of Students' Speaking Score (Y Variable)

Speaking materials learnt by grade 8 of students of JHS of GIS Lazuardi were adopted from Cambridge curriculum which outlines three basic competence, i.e. ability to engage in a simple debate, ability to conduct a discussion work in groups and ability to develop skills in solo, paired and group assignments. Table 4.2 below describes the total score of students' speaking score that based on those three basic competences:

**Table 4.21
Total Scores of Students' Speaking Skill**

Students N	Gender	Scores of Students' Speaking Skill (Y)
1	Male	60
2	Male	65
3	Male	80
4	Male	70
5	Male	75

6	Male	65
7	Male	75
8	Male	89
9	Male	84
10	Male	89
11	Male	87
12	Female	70
13	Female	85
14	Female	78
15	Female	75
16	Female	70
17	Female	86
18	Female	70
19	Female	80
20	Female	87
21	Female	75
22	Female	65
TOTAL		1680

From the table above, it can be concluded that the total score of students' speaking skill was 1680 with the highest score from male was 89 and female was 87. The analysis of the data through SPSS.22 program gave the conclusion below:

Table.4.22
Statistical Calculation

		Questionnaire The correlation between gender and anxiety in students' speaking score	students' speaking score
N	Valid	22	22
	Missing	0	0
Mean		54.45	76.36
Median		53.50	75.00
Mode		53	70 ^a

a. Multiple modes exist. The smallest value is shown

Variable Y was the scores of students' speaking skill with the total of 1680 with the mean score of 76.36 and median score of 75.00 with the highest score from male was 89 and female was 87.

B. The Analysis of Data

The result of data analysis was explained as follows:

1. Instrument test

a. Validity test

Validity test was made in order to make sure that the items of the questionnaire were all valid to be used as the instruments. The questionnaire was distributed to higher level of the sample and analyzed by statistical SPSS.24. The data was validated by *r* table which had significant level of 5% and of 1%. In order to determine whether the item of question was valid or not, the score of *r* count must be greater than *r* table. By the formula $Df = n-2$, the *r* score was 0.444, then from 25 of the statements in the questionnaire there were only 18

questions were valid and 7 of them were rejected. The detailed items of the questionnaire are in the table below:

Table.4.23
The Number of Items in the Questionnaire
Which Valid and Dropped

No	Name	Item	
		Valid	Dropped
1.	Questionnaire of the correlation between gender and anxiety in students' speaking skill.	1,2,5,6,7,8,9,11,12,13,14,15,16,18,19,20,21,23	3,4,10,17,22,24,25

b. Reliability test

The reliability test was taken from Cronbach's alpha score at about 0.750. The questionnaire was reliable if Cronbach's alpha score is greater than 0.5. It was addressed in the table below:

Table.4.24
Reliability Statistic

Reliability Statistics	
Cronbach's Alpha	N of Items
.750	25

2. Test Instrument prerequisites

Normality test

Normality test was held after obtained the percentage of the questionnaire, and then the next step was finding the normality test for each research variable. The analysis used SPSS program in version 20.00 with the result below:

**Table.4.25
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		22
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	7.47960606
	Absolute	.079
Most Extreme Differences	Positive	.079
	Negative	-.077
Kolmogorov-Smirnov Z		.370
Asymp. Sig. (2-tailed)		.999

a. Test distribution is N

b. normal.

b. Calculated from data.

Based on the table above, if Sig > 0.05 means data distribution was normal, while if Sig < 0.05 then data distribution was not. The value Sig. (2-tailed) was = 0.999; it was greater than 0.05 and assumed that the data was normally distributed.

3. The distribution of data frequency

In order to obtain the data, the writer used questionnaire and documentation of students' speaking scores. The questionnaire was distributed and analyzed to determine the correlation between X and Y variables. The data of different gender becomes X variable got from the questionnaire and students' speaking scores became Y variable taken from final exam of speaking class. The questionnaire was distributed to 22 respondents, eight grade students of Junior High School GIS Lazuardi. It consisted of 18 valid items.

4. The Hypothesis of Test

a. Simple correlation test

The analysis of data correlation used SPSS program in version 20.00 with the result below:

Table.4.26
Correlations

	Questionnaire The correlation between gender and anxiety in students' speaking score	students' speaking score
Questionnaire The correlation between gender and anxiety in students' speaking score	1	.461*
students' speaking score	.461*	1
	Sig. (2-tailed)	.031
	N	22
	Pearson Correlation	
	Sig. (2-tailed)	
	N	22

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

b. Test coefficient of determination

In order to measure the percentage of independent variables with dependent variables based on known calculations $r = 0,444$ so, the value of determination can be searched with the following formula:

$$CD = r^2 \times 100\%$$

$$CD = 0,459^2 \times 100\%$$

$$CD = 0,210681 \times 100\%$$

$$CD = 21,06 \%$$

$$CD = 21 \%$$

With the calculation from SPSS 20.00 program as below:

Table.4.27
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.459 ^a	.210	123	7.714

Based on the result of the test, it can be seen that the value of r square was 0.21%, showing that gender has contribution for about 21 % to the students' anxiety in speaking skill, while the rest of 79% was influenced of other variables which were not discussed in this study.

C. Data Interpretation

From the result presented above, it can be interpreted that r count in correlation test was 0.461 and r table was 0.444. With the form r count $>$ r table, or $0.461 > 0.444$ the correlation between X and Y variable was met. In other calculation from determination test the result was r square 0.210 with the percentage of 21% as it means that gender has contribution for about 21 % to the anxiety of students' in speaking skill. Those calculations show that gender has correlation with students' anxiety in speaking skill.

CHAPTER V CONCLUSION AND SUGGESTIONS

This chapter describes the conclusion of the study and the suggestion given by the writer.

A. Conclusion

Based on the description, analysis and interpretation in the previous chapter, it can be concluded that gender is correlated with 8th grade students' speaking anxiety. It was proven by the obtained score using coefficient determination and SPSS program in version 22. The result of this study indicates that there is a positive and significant correlation between gender and anxiety in students' speaking skill.

The calculation in this research shows that r_{cal} in correlation test is 0.461 and r_{table} is 0.444. With the form $r_{cal} > r_{table}$, or $0.461 > 0.444$ the correlation between X and Y variable meet. In the calculation of the determination test, the result of r^2 square is 0.210 with the percentage of 21%. It means that gender has contribution for about 21 % to the anxiety of students' in speaking skill. Those calculations show that gender has correlation with students' anxiety in speaking skill.

B. Suggestions

The writer aimed to give the suggestion based on in the results of this research. The writer expects that further research with similar topic can be much better than this research. Thus, the writer proposes the

following suggestions:

1. For English Teachers

- a. Teachers should be able to identify the factors that make students' anxiety.
- b. Teachers should support the students and make them become more confident in speaking skill, so they can reduce their speaking anxiety.
- c. Teachers should be able to appreciate the students who are brave in speaking performance in front of the class.
- d. Teachers should be able to measure each student's speaking anxiety and how to reduce it.
- e. Teachers should be able to identify the problem between male and female students, in order to avoid the possibility of their speaking in the class.

2. For students

- a. Students should be confident in speaking skill especially in front of students with different gender.
- b. Students should be able to identify their own problems related to speaking performance.
- c. Students should be able to practice more in speaking class.
- d. Students should be able to consult their speaking problems to their teacher, so they can be solved.

- e. Students are expected to reduce their speaking anxiety under the guidance of their teachers.

3. For other researchers

- a. Other researchers who want to study the similar topic can use the sample with the capability of speaking lower than this one.
- b. Other researchers can use bigger sample with more variables to get more valid results.

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APPENDIX 1

QUESTIONNAIRE

Hi, Assalamualaikum. Wr. Wb
Hai, Assalamualaikum. Wr. Wb

I am Hafsa Sundusiyah, I am student of Muhammadiyah University of Jakarta. In this opportunity, I would like to ask your help to fulfill this questionnaire as the instrument of my research. I am so glad to know that you help me. Please follow the rules below;

Nama saya Hafsa Sundusiyah, saya mahasiswa Universitas Muhammadiyah Jakarta. Pada kesempatan kali ini, saya ingin meminta bantuan teman-teman untuk mengisi angket yang akan saya gunakan sebagai data dalam penelitian saya guna melengkapi tugas akhir skripsi. Saya sangat berterimakasih kepada teman-teman yang telah membantu saya. Silahkan ikuti beberapa peraturan dibawah ini.

1. This questionnaire consists of 25 questions. You can answer it by giving the mark square root (\surd) to the columns you prefer as the best answer.

Angket ini terdiri dari 18 pertanyaan. Kamu dapat menjawabnya dengan memberikan tanda ceklis (\surd) pada kolom yang paling tepat dengan jawaban.

2. Each question should be answer **only once**.

Setiap pertanyaan hanya dapat dijawab satu kali.

3. Don't leave any question blank because it will reduce your score.

Jangan biarkan pertanyaan kosong, karena itu akan mengurangi skor.

4. Any question you don't understand well, kindly ask to the supervisor.

Jika ada pertanyaan yang tidak dimengerti, silahkan bertanya kepada pengawas.

5. Don't forget to start with Basmallah, Bismillahirrohmanirrohim,,,

Jangan lupa untuk membaca Basmallah, Bismillahirrohmanirrohim..

The scores:

Skor :

5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree

5= sangat setuju, 4= setuju, 3= bimbang, 2= tidak setuju, 1= sangat tidak setuju.

Name and class:

Nama dan kelas :

No No	Statement Pernyataan	Opinion / Pendapat				
		(5) Strongly Agree Sangat Setuju	(4) Agree Setuju	(3) Undecided Bimbang	(2) Disagree Tidak Setuju	(1) Strongly Disagree Sangat tidak Setuju
1	I never feel quite sure of myself while I am speaking English <i>Saya tidak pernah merasa cukup yakin ketika saya berbicara bahasa Inggris</i>					
2	I tremble when knowing that I am going to be called on to speak English <i>Saya gemetar ketika mengetahui bahwa saya akan dipanggil untuk berbicara bahasa Inggris</i>					
3	I feel confident while I am speaking English <i>Saya merasa percaya diri ketika saya berbicara bahasa Inggris</i>					
4	I feel very self-conscious while speaking English in front of other students <i>Saya merasa sangat sadar diri saat berbicara bahasa Inggris di depan siswa lain</i>					
5	I get nervous and confused when I am speaking English					

	<i>Saya gugup dan bingung ketika saya berbicara bahasa Inggris</i>					
6	I am afraid that other students will laugh at me while I am speaking English <i>Saya takut siswa lain akan menertawakan saya saat saya berbicara bahasa Inggris</i>					
7	I get so nervous when the language teacher asks me to speak English which I have prepared in advance <i>Saya menjadi sangat gugup ketika guru bahasa meminta saya untuk berbicara bahasa Inggris yang telah saya persiapkan sebelumnya</i>					
8	I can feel my heart pounding when I am going to be called on <i>Saya dapat merasakan hati saya berdebar ketika saya akan dipanggil</i>					
9	I feel relaxed while speaking English. <i>Saya merasa santai saat berbicara bahasa Inggris.</i>					
10	It embarrasses me to volunteer to go out first to speak English <i>Ini memalukan bagi saya untuk menjadi sukarelawan untuk maju terlebih dahulu untuk berbicara bahasa Inggris</i>					
11	I face the prospect of speaking English with confidence <i>Saya menghadapi prospek berbicara bahasa Inggris dengan percaya diri</i>					
12	I enjoy the experience of speaking English					

	<i>Saya menikmati pengalaman berbicara bahasa Inggris</i>					
13	The more speaking tests I have, the more confused I get <i>Semakin banyak tes berbicara yang saya ikuti, semakin membingungkan saya</i>					
14	I feel anxious while waiting to speak English <i>Saya merasa cemas ketika menunggu untuk berbicara bahasa Inggris</i>					
15	I want to speak less because I feel shy while speaking English <i>Saya ingin berbicara lebih sedikit karena saya merasa malu ketika berbicara bahasa Inggris</i>					
16	I dislike using my voice and body expressively while speaking English <i>Saya tidak suka menggunakan suara dan tubuh saya secara ekspresif saat berbicara bahasa Inggris</i>					
17	I have trouble to coordinate my movements while speaking English <i>Saya mengalami kesulitan untuk mengkoordinasikan gerakan saya saat berbicara bahasa Inggris</i>					
18	Even if I am very well-prepared I feel anxious about speaking English <i>Meskipun saya telah membuat persiapan dengan baik, saya tetap merasa cemas untuk berbicara bahasa Inggris</i>					

APPENDIX 2

The Questionnaire of Female Student

Hi, Assalamualaikum. Wr. Wb

Hai, Assalamualaikum. Wr. Wb

I am Hafsa Sundusiyah, I am student of Muhammadiyah University of Jakarta. In this opportunity, I would like to ask your help to fulfill this questionnaire as the instrument of my research. I am so glad to know that you help me. Please follow the rules below;

Nama saya Hafsa Sundusiyah, saya mahasiswa Universitas Muhammadiyah Jakarta. Pada kesempatan kali ini, saya ingin meminta bantuan teman-teman untuk mengisi angket yang akan saya gunakan sebagai data dalam penelitian saya guna melengkapi tugas akhir skripsi. Saya sangat berterimakasih kepada teman-teman yang telah membantu saya. Silahkan ikuti beberapa peraturan dibawah ini.

1. This questionnaire consists of 25 questions. You can answer it by giving the mark square root (√) to the columns you prefer as the best answer.
Angket ini terdiri dari 18 pertanyaan. Kamu dapat menjawabnya dengan memberikan tanda ceklis (√) pada kolom yang paling tepat dengan jawaban.
2. Each question should be answer **only once**.
Setiap pertanyaan hanya dapat dijawab satu kali.
3. Don't leave any question blank because it will reduce your score.
Jangan biarkan pertanyaan kosong, karena itu akan mengurangi skor.
4. Any question you don't understand well, kindly ask to the supervisor.
Jika ada pertanyaan yang tidak dimengerti, silahkan bertanya kepada pengawas.
5. Don't forget to start with Basmallah, Bismillahirrohmanirrohim,,,
Jangan lupa untuk membaca Basmallah, Bismillahirrohmanirrohim..

The scores:

Skor :

5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree

5= sangat setuju, 4= setuju, 3= bimbang, 2= tidak setuju, 1= sangat tidak setuju.

Name and class:

Nama dan kelas: Chika 8-HB Jassin

No No	Statement Pernyataan	Opinion / Pendapat				
		(5) Strongly Agree Sangat Setuju	(4) Agree Setuju	(3) Undecided Bimbang	(2) Disagree Tidak Setuju	(1) Strongly Disagree Sangat tidak Setuju
1	I never feel quite sure of myself while I am speaking English <i>Saya tidak pernah merasa cukup yakin ketika saya berbicara bahasa Inggris</i>		✓			
2	I tremble when knowing that I am going to be called on to speak English <i>Saya gemetar ketika mengetahui bahwa saya akan dipanggil untuk berbicara bahasa Inggris</i>		✓			
3	I feel confident while I am speaking English <i>Saya merasa percaya diri ketika saya berbicara bahasa Inggris</i>			✓		
4	I feel very self-conscious while speaking English in front of other students <i>Saya merasa sangat sadar diri saat berbicara bahasa Inggris di depan siswa lain</i>			✓		
5	I get nervous and confused when I am speaking English <i>Saya gugup dan bingung ketika saya berbicara bahasa Inggris</i>		✓			
6	I am afraid that other students will laugh at me while I am speaking English <i>Saya takut siswa lain akan menertawakan saya saat saya berbicara bahasa Inggris</i>			✓		

7	I get so nervous when the language teacher asks me to speak English which I have prepared in advance <i>Saya menjadi sangat gugup ketika guru bahasa meminta saya untuk berbicara bahasa Inggris yang telah saya persiapkan sebelumnya</i>		✓				
8	I can feel my heart pounding when I am going to be called on <i>Saya dapat merasakan hati saya berdebar ketika saya akan dipanggil</i>	✓					
9	I feel relaxed while speaking English. <i>Saya merasa santai saat berbicara bahasa Inggris.</i>			✓			
10	It embarrasses me to volunteer to go out first to speak English <i>Ini memalukan bagi saya untuk menjadi sukarelawan untuk maju terlebih dahulu untuk berbicara bahasa Inggris</i>	✓					
11	I face the prospect of speaking English with confidence <i>Saya menghadapi prospek berbicara bahasa Inggris dengan percaya diri</i>			✓			
12	I enjoy the experience of speaking English <i>Saya menikmati pengalaman berbicara bahasa Inggris</i>			✓			
13	The more speaking tests I have, the more confused I get <i>Semakin banyak tes berbicara yang saya ikuti, semakin membingungkan saya</i>	✓					
14	I feel anxious while waiting to speak English <i>Saya merasa cemas ketika menunggu untuk berbicara bahasa Inggris</i>	✓					

15	<p>I want to speak less because I feel shy while speaking English</p> <p><i>Saya ingin berbicara lebih sedikit karena saya merasa malu ketika berbicara bahasa Inggris</i></p>		✓			
16	<p>I dislike using my voice and body expressively while speaking English</p> <p><i>Saya tidak suka menggunakan suara dan tubuh saya secara ekspresif saat berbicara bahasa Inggris</i></p>	✓				
17	<p>I have trouble to coordinate my movements while speaking English</p> <p><i>Saya mengalami kesulitan untuk mengkoordinasikan gerakan saya saat berbicara bahasa Inggris</i></p>		✓			
18	<p>Even if I am very well-prepared I feel anxious about speaking English</p> <p><i>Meskipun saya telah membuat persiapan dengan baik, saya tetap merasa cemas untuk berbicara bahasa Inggris</i></p>			✓		

APPENDIX 1

The Questionnaire of Male Student

Hi, Assalamualaikum. Wr. Wb

Hai, Assalamualaikum. Wr. Wb

I am Hafsa Sundusiyah, I am student of Muhammadiyah University of Jakarta. In this opportunity, I would like to ask your help to fulfill this questionnaire as the instrument of my research. I am so glad to know that you help me. Please follow the rules below;

Nama saya Hafsa Sundusiyah, saya mahasiswa Universitas Muhammadiyah Jakarta. Pada kesempatan kali ini, saya ingin meminta bantuan teman-teman untuk mengisi angket yang akan saya gunakan sebagai data dalam penelitian saya guna melengkapi tugas akhir skripsi. Saya sangat berterimakasih kepada teman-teman yang telah membantu saya. Silahkan ikuti beberapa peraturan dibawah ini.

1. This questionnaire consists of 25 questions. You can answer it by giving the mark square root (\surd) to the columns you prefer as the best answer.
Angket ini terdiri dari 18 pertanyaan. Kamu dapat menjawabnya dengan memberikan tanda ceklis (\surd) pada kolom yang paling tepat dengan jawaban.
2. Each question should be answer **only once**.
Setiap pertanyaan hanya dapat dijawab satu kali.
3. Don't leave any question blank because it will reduce your score.
Jangan biarkan pertanyaan kosong, karena itu akan mengurangi skor.
4. Any question you don't understand well, kindly ask to the supervisor.
Jika ada pertanyaan yang tidak dimengerti, silahkan bertanya kepada pengawas.
5. Don't forget to start with Basmallah, Bismillahirrohmanirrohim,..
Jangan lupa untuk membaca Basmallah, Bismillahirrohmanirrohim..

The scores:

Skor :

5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree

5= sangat setuju, 4= setuju, 3= bimbang, 2= tidak setuju, 1= sangat tidak setuju.

Name and class: JAZIB.....SHB Jassin.....

Nama dan kelas :

No No	Statement Pernyataan	Opinion / Pendapat				
		(5) Strongly Agree Sangat Setuju	(4) Agree Setuju	(3) Undecided Bimbang	(2) Disagree Tidak Setuju	(1) Strongly Disagree Sangat tidak Setuju
1	I never feel quite sure of myself while I am speaking English <i>Saya tidak pernah merasa cukup yakin ketika saya berbicara bahasa Inggris</i>					✓
2	I tremble when knowing that I am going to be called on to speak English <i>Saya gemetar ketika mengetahui bahwa saya akan dipanggil untuk berbicara bahasa Inggris</i>					✓
3	I feel confident while I am speaking English <i>Saya merasa percaya diri ketika saya berbicara bahasa Inggris</i>	✓				
4	I feel very self-conscious while speaking English in front of other students <i>Saya merasa sangat sadar diri saat berbicara bahasa Inggris di depan siswa lain</i>			✓		
5	I get nervous and confused when I am speaking English <i>Saya gugup dan bingung ketika saya berbicara bahasa Inggris</i>					✓
6	I am afraid that other students will laugh at me while I am speaking English <i>Saya takut siswa lain akan menertawakan saya saat saya berbicara bahasa Inggris</i>					✓

7	I get so nervous when the language teacher asks me to speak English which I have prepared in advance <i>Saya menjadi sangat gugup ketika guru bahasa meminta saya untuk berbicara bahasa Inggris yang telah saya persiapkan sebelumnya</i>					✓
8	I can feel my heart pounding when I am going to be called on <i>Saya dapat merasakan hati saya berdebar ketika saya akan dipanggil</i>					✓
9	I feel relaxed while speaking English. <i>Saya merasa santai saat berbicara bahasa Inggris.</i>	✓				
10	It embarrasses me to volunteer to go out first to speak English <i>Ini memalukan bagi saya untuk menjadi sukarelawan untuk maju terlebih dahulu untuk berbicara bahasa Inggris</i>					✓
11	I face the prospect of speaking English with confidence <i>Saya menghadapi prospek berbicara bahasa Inggris dengan percaya diri</i>	✓				
12	I enjoy the experience of speaking English <i>Saya menikmati pengalaman berbicara bahasa Inggris</i>	✓				
13	The more speaking tests I have, the more confused I get <i>Semakin banyak tes berbicara yang saya ikuti, semakin membingungkan saya</i>					✓
14	I feel anxious while waiting to speak English <i>Saya merasa cemas ketika menunggu untuk berbicara bahasa Inggris</i>			✓		

15	<p>I want to speak less because I feel shy while speaking English</p> <p><i>Saya ingin berbicara lebih sedikit karena saya merasa malu ketika berbicara bahasa Inggris</i></p>					✓
16	<p>I dislike using my voice and body expressively while speaking English</p> <p><i>Saya tidak suka menggunakan suara dan tubuh saya secara ekspresif saat berbicara bahasa Inggris</i></p>					✓
17	<p>I have trouble to coordinate my movements while speaking English</p> <p><i>Saya mengalami kesulitan untuk mengkoordinasikan gerakan saya saat berbicara bahasa Inggris</i></p>					✓
18	<p>Even if I am very well-prepared I feel anxious about speaking English</p> <p><i>Meskipun saya telah membuat persiapan dengan baik, saya tetap merasa cemas untuk berbicara bahasa Inggris</i></p>					✓

APPENDIX 5
The Calculation from Both X and Y Variables

Respondent	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	X	Y
1	1	1	5	3	1	1	1	1	5	1	5	5	2	3	1	1	1	1	39	60
2	2	4	4	4	4	2	5	5	5	5	5	5	4	5	1	1	1	1	63	65
3	3	3	3	3	3	5	4	3	2	4	3	4	3	2	2	3	4	3	57	80
4	2	3	4	3	2	3	2	4	3	2	3	4	2	2	2	2	2	2	47	70
5	2	2	5	5	2	3	2	5	5	2	2	5	1	1	1	3	2	1	49	75
6	3	3	3	3	2	1	3	3	3	3	3	4	2	3	3	2	3	3	50	65
7	3	4	3	3	4	2	4	4	3	2	3	3	3	3	2	3	4	4	57	75
8	2	4	3	3	2	2	3	4	3	4	3	4	4	4	3	2	4	2	56	89
9	2	3	4	3	2	3	3	2	4	2	4	4	2	2	2	2	2	2	48	84
10	4	2	4	4	3	2	2	3	3	3	4	4	2	2	2	3	3	2	52	89
11	5	4	3	4	5	2	5	4	3	4	3	3	4	3	5	3	3	5	68	87
12	4	3	2	3	3	4	3	4	3	4	2	3	2	3	4	3	2	4	56	70
13	3	3	4	3	2	2	2	4	4	3	3	4	1	2	3	3	3	4	53	85
14	3	4	2	5	4	5	4	3	3	2	4	3	5	3	3	2	4	4	63	78
15	4	2	3	3	3	4	2	2	3	4	3	4	2	3	2	2	2	2	50	75
16	3	2	3	3	2	2	1	3	2	2	3	2	3	3	3	1	2	2	42	70
17	4	5	3	3	4	5	2	2	3	2	5	5	3	4	2	2	2	3	59	86
18	3	3	4	3	3	4	1	2	5	4	4	4	2	3	1	2	3	3	54	70
19	2	3	3	4	2	2	2	4	3	3	3	4	2	2	4	2	3	5	53	80
20	4	4	3	3	4	3	4	5	3	5	3	3	5	5	4	5	4	3	70	87

21	4	3	3	2	4	4	3	4	3	4	2	4	3	4	4	2	2	4	59	75
22	3	4	2	3	2	5	2	4	2	3	2	2	2	4	4	4	1	4	53	65



UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN

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 Website: <http://www.fipumj.ac.id> Email: fip_umj@yahoo.co.id

KARTU MENYAKSIKAN UJIAN SKRIPSI

Nama : Hafsah Sundusiyah
 NIM : 2014050009
 Prodi : Pendidikan Bahasa Inggris.

No.	Hari/Tanggal	Nama Peserta Ujian	Judul Skripsi	Paraf Ketua Sidang
1	wed, August 16 2017	Efracti Nugroho	The use of screencast Omatic to improve student's speaking skills.	
2	wed, august 16 2017	Desi Kusma Wardani	An Analysis of Item in English Summative test.	
3	wed, august 16 2017.	Zaefatun Mahmudah.	The use of snakes and ladders game in teaching vocabulary.	
4	wed, august 16 2017.	Hurul Asriyati	Podcast in Teaching Comperehension	
5	wed, august 16 2017.	Vivid surya atmaja	Developing students speaking skills through talking stick model.	
6	wed, august 16 2017.	Milla Virginia Hikmaya	The effectiveness of memorise App in enhancing the student's vocab walter.	
7	wed, august 16 2017.	Iren Lafebion	The correlation hippocrates- galenus theory of human's characters and student english achievement.	
8	Fri, august. 18 2017.	Mila Ratnasari	The effectiveness of using analytical rubric for assesment toward student's description writing skill.	
9	Fri, august 18 2017.	opra monica	The influence of Top-Down listening strategy toward student's listening skill	
10	Fri, august 18 2017.	shabrina aisthi aien	enhancing student's english pronunciation through Rachel's english. youtube channel.	

Mengetahui, Aug 18, 2017
 Ka. Prodi,

(Zaitun, M.Pd.)

15/8

APPENDIX 8



**UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
KARTU KONSULTASI BIMBINGAN SKRIPSI**

Nama / No.Pokok : Hafsa Sundusiyah / 2014850009
 Masa Bimbingan : 10 OKTOBER 2017 – 10 APRIL 2018
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : *The Corelation Between Gender And Anxiety In Student's Speaking Skill*
 Pembimbing : Zaitun, M.Pd.

NO	TANGGAL	URAIAN	PARAF PEMBIMBING
01.	19/10/2017	MS For Revise as it is suggested on your chapter I	<i>[Signature]</i>
02.	Nov 6/ 2017	Totally revise !	<i>[Signature]</i>
03.	Nov 17/ 2017	Totally Revise Chapter I	<i>[Signature]</i>
04.	Dec 11, 2017	Revise Chapter I	<i>[Signature]</i>
05.	Dec 14, 10	Revisi Revise Chapter I	<i>[Signature]</i>
06.	Dec 19, 17	Revise Final chapter I	<i>[Signature]</i>
07.	Dec 21, 17	Final Revise chapter I	<i>[Signature]</i>
08.	Dec 29, 17	OK chapter I, Cont. to chapter II	<i>[Signature]</i>
09.	Jan 4, 18	Revise chapter II	<i>[Signature]</i>
10.	Jan 10, 18	Revise chapter II	<i>[Signature]</i>
11.	Jan 20, 18	Revise chapter II	<i>[Signature]</i>
12.	Jan 25, 18	Revise chapter II, Cont. to Chapter II	<i>[Signature]</i>
13.	Febr 1, 18	OK chapter II, Revise chapter III	<i>[Signature]</i>
14.	March 5, 18	Revise chapter III	<i>[Signature]</i>

No		Uraian	Paraf Pembimbing
15.	March 10, 18	Revise Chapter III	if
16.	March 15, 18	Revise Chapter III	if
17.	March 24, 18	Ok chapter III Ape to collect data 24/11/18	if
18.	April 1, 18	Instrument (questionnaire) 27/18 ok	if
19.	May 7, 18	Revise chapter IV, Complete all!	if

Mengetahui :
Ketua Program Studi

Zaitun, M.Pd.

Pembimbing,

Zaitun, M.Pd.

APPENDIX 10

Grade 8 HB JASSIN
14th April 2018









APPENDIX 10

CURRICULUM VITAE



Name : Hafsah Sundusiyah
Date and Place of Birth : Bogor, 08th June 1995
Religion : Islam
Address : Jl. H. Kimah Rawadenok Rt.05 Rw.01 Rangkapan Jaya Baru, Pancoran Mas Depok
Phone number :085885879323
Email : hafsahacong.95@gmail.com

Family profile
Father : KH. Asman Umar Sulaiman, M.A
Mother : Hj. Eha Zulaiha Nuh
Siblings : Naqiyatunnada and Izhar
Marwah Awniyah and Abdul Aziz
Muhammad Nabil Robbani
Ahmad Kautsar Fatin
Ahla Nisrina
Aida Mukhbita

Husband : Hidayatulloh, M.H

APPENDIX 9



**UNIVERSITAS MUHAMMADIYAH JAKARTA
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Website : www.fip.umj.ac.id, Email:fip@umj.ac.id

Nama Mahasiswa:
Hafsah
Sundusiyah.

**BIMBINGAN PASCA SIDANG SKRIPSI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH JAKARTA
Tanggal 11 Agustus 2018 (R. 303 FIP UMJ)**

TANGGAL	KEGIATAN PEMBIMBINGAN	PARAF DOSEN
29/8-2018	Final revision OK : - content - grammar - writing format	
31/8/2018	Revisi sudah OK. <u>Acc</u>	

Penguji I,

Aswin, M.Pd

Penguji II,

Laili Martin