



An Analysis of Students Language Anxiety based on Gender Differences During Online (Zoom Meeting) and Offline Class Towards English Department Students at Universitas Negeri Padang

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ABSTRACT

Indonesian ELT process still cannot be avoid from language anxiety matters. During the transition of offline class to online class due to the pandemics have given new experience on Educational sector either for teachers or students. This study was aimed at exploring the students level of language anxiety based on gender differences in both online and offline class. The design of the study was descriptive quantitative study. The participants of this study were the fourth year students of English Department of Universitas Negeri Padang. The participants were choosen through purposive sampling technique. The data was gathered by using FLAS (Foreign Language Anxiety Scales). And the data was analysed by using SPSS 25.0. Based on the results of the questionnaires, the students have moderate level of anxiety which were among (M=146.5000) until (M=148.7000). Where male students have experienced anxiety bit higher than female students while learning English in the classroom (offline class). Futhermore, there have no correlation or in moderate correlation of gender with Foreign Language Anxiety (FLA). A brief suggestion have also stated for the next researcher.

Keywords: EFL students, language anxiety, level of anxiety, gender differences, online and offline class

1. INTRODUCTION (HEAD 1)

As a foreign language, studying English might be challenging especially for Indonesian students at school. Due to the difference of contexts where English is not used as daily communication by Indonesian. Of course they will always get some troubles when try to use this language because mostly Indonesian people use Bahasa and any local languages as their mother tongues.

Language learning is a complex process in which the elements of the affective domain are as important as those of the cognitive domain. Affective domain involves certain personality traits or qualities such as self esteem, empathy and introversion [1]. These qualities may have either facilitating or debilitating effects on the process of language learning [2]. One such quality is anxiety, which is an important facet of the affective domain.

1.1 Language Anxiety

According to Scovel in 1978, anxiety is "a state of apprehension, and a vague fear that is only indirectly associated with an object"[3]. Brown in 1994 states that people react anxiously to things which involve complex tasks, thinking deep inside that they lack the necessary skills to accomplish them.

Meanwhile, language anxiety" can be defined as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process"[4]. Language anxiety harms learners efficiency in many respects, both indirectly through concern and self-doubt, and directly through the reduction of class involvement and the creation of open-minded linguistic prevention [5].

Hence, anxiety is one of the cognitive factors that has a strong negative influence on the process of language learning [6]. In case, language anxiety has an influence on language acquisition, retention, and production; therefore, foreign language anxiety has a negative influence on the whole process of language learning [7].

1.2 Gender Differences

Gender is not something we are born with, and not something we have, but something we do West and Zimmerman [8]—something we perform [9]. Meanwhile, Sex is a biological categorization based primarily on reproductive potential, whereas gender is the social elaboration of biological sex. Gender builds on biological sex, it exaggerates biological difference and, indeed, it carries biological difference into domains in which it is completely irrelevant.

It is commonly argued that biological differences between males and females determine gender by causing enduring differences in capabilities and dispositions. Higher levels of testosterone, for example, are said to lead men to be more aggressive than women ; and left-brain dominance is said to lead men to be more “rational” while their relative lack of brain lateralization should lead women to be more “emotionall.”

Gender has been one of variable that frequently used in many topics of researches. Indeed, there are some studies also correlate gender as the factor that influence foreign language anxiety such as G. Öztürk and N. Gürbüz in 2013; W. K. Wienanda and U. Widiawati in 2017 and A. A. Sabti, S. M. Rashid, V. Nimehchisalem and R. Darmi in 2019 [10], [11], [12] .

However, during two years ago, any language learning processes have changed massively caused by the pandemic. The learning process that actually progresses in the class and face to face in a room together but was changed being an online class. So, as the command of government, teachers and students have to followed the protocols and move the learning process into online class. An online class means the type of instruction that is mediated via the internet. Instruction may be synchronous or asynchronous and various technologies can be use to mediate the process[13]. And Zoom is the most frequently used online platform at the time. It has been the bridge for teacher and students to proceed the learning process.

So, this has attracted many researchers to investigate this issue and its effect on the process of language learning like Y. Aida in 1994; E. K. Horwitz and D. J. Young in 1991, A. A. Ezzi in 2012 [14], [15], [16]. And, English language learning had proceed via zoom meeting within two years ago intensively. To bridge the gap of the previous studies, the researcher indicated whether there is anxiety while in online class also. Hence, this study was aimed to find whether between male and female have different level of language anxiety at online and offline class. Also, to find out if there is correlation between gender differences and foreign language anxiety.

2. RESEARCH METHOD

This study was descriptive quantitative study. The

participants in this study were fourth-year English Department students at Universitas Negeri Padang. There are 20 students was participated in this study. 10 students are male and the rest of them are female. And, the participants of this study were chosen by using purposive sampling technique.

Then, the researcher used questioner as the instrument. FLAS (Foreign Language Anxiety Scales) was used to gain the data. There are 48 items within the questionnaire.

The items have been revised by two ELT experts and their comments were taken into consideration. Moreover, the questionnaire was piloted on 40 students to measure its reliability, and Cronbach’s Alpha reliability of the whole scale is .807 which shows that the internal consistency of the items is very good. The questionnaire items was transferred into google form to make easily the process of delivery to the participants. The questionnaire then sent to the participants through Whatsapp after make an agreement. When all the data have collected, the researcher used SPSS 25.0 to analyze the data.

3. RESULT AND DISCUSSION

The result of this study was grouping into two ways, firstly was the level of Foreign language anxiety (FLA) between male and female in online and offline class. Secondly, was correlation of gender differences and Foreign Language Anxiety. The elaboration of the data can be seen below:

1. Foreign Language Anxiety Level based on Gender.

1.1 Male Students

Table1. Descriptive statistics of Male FLA Level.

Table 1 represented the descriptive analysis result of Foreign Language Anxiety Level (FLA) of male students from Foreign Language Anxiety Scale (FLAS). Which is the mean (M=148.7000) and Std.Deviation is (SD=16.80641). That is the result of male students’ level in Foreign Language Anxiety even in offline class.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Female	10	116.00	192.00	146.5000	25.35635
Valid N (listwise)	10				

	N	Descriptive Statistics			Std. Deviation
		Minimum	Maximum	Mean	
Male	10	125.00	183.00	148.7000	16.80641
Valid N (listwise)	10				

1.2 Female Students

Table2. Descriptive statistics of Female FLA Level.

Meanwhile, for female students table 2 had represented the descriptive analysis result of Foreign Language Anxiety Level (FLA) from Foreign Language Anxiety Scale (FLAS). Which was the mean (M=146.5000) and Std.Deviation was (SD=25.35635). That was the result of female students' level in Foreign Language Anxiety even in offline class.

In fact, from both descriptive statistic analysis the students have moderate level of anxiety which were among (M=146.5000) until (M=148.7000). Where male students have experienced anxiety bit higher than female students while learning English in the classroom (offline class). It had been proven with one of items of Foreign Language Anxiety Scale (FLAS). The item elaboration can be seen within crosstabulation below:

Table 3. Crosstabulation of item 7 of FLAS.

Count	Gender	Q7				Total
		Disagree (D)	Neither Agree nor Disagree (NAD)	Agree (A)	Strongly Agree (SA)	
	Male	6	3	1	0	10
	Female	3	5	1	1	10
	Total	9	8	2	1	20

From item no 7 which is "I feel more self-conscious about speaking the foreign language in front of others within offline class rather than online class.", the results showed there were 6 male students answering Disagree (D) and 3 male students answered Disagree (D). Meanwhile, 3 students answered Neither Agree nor Disagree (NAD), and there 5 Female students that also answered Neither Agree nor Disagree (NAD). However, only 1 male students was chosen Agree (A) and also only 1 female answered Agree (A). And the rest of the data proved that 1 female choosed Strongly Agree (SA) to answer the item of Foreign Language Anxiety Scale (FLAS) above. That was the result of students level of Foreign Language Anxiety (FLA) which concern to gender differences. This study had contradicted with Ali's and Fei's research in 2017. Ali also had studied about Foreign Language Classroom Anxiety among Iraqi Students and its Relation With Gender. The study employed a mixed mode approach using survey questionnaire (AFLAQ) and semi-structured interview. The study built by Ali was reported that females show

more anxiety compared to males[17]. However, the present study was in line with V. Geckin in 2019. The study adopted a purely quantitative design and the instrument used in the study was a single questionnaire comprising of The Foreign Language Classroom Anxiety Scale (FLCAS). The result of the Geckin showed that, the female participants differed from the male participants in that they exhibited higher levels of anxiety. So, between male and female might have different in the level of anxiety while learning English Language. Those are the explanation about the present and previous study about Foreign Language Anxiety (FLA) level based on Gender Differences[18].

2. The Relationship between Foreign Language Anxiety (FLA) and Gender.

To find out the relationship between Foreign Language Anxiety (FLA) and gender, the researcher made a correlation analysis between FLA and Gender Differences.

Table 4. The Correlation of Foreign Language Anxiety (FLA) and Gender.

		Gender	FLA
Gender	Pearson Correlation	1	.054
	Sig. (1-tailed)		.411
	N	20	20
FLA	Pearson Correlation	.054	1
	Sig. (1-tailed)	.411	
	N	20	20

Based on the correlation table above, the significance of the correlation coefficient (Sig. (1-tailed) is .054. In fact, according to the theory of significance in correlational research, if the (Sig. (1-tailed) is higher than 0.05, so it means that the results does not have any correlation between Foreign Language Anxiety (FLA) and gender. This result of study was contradictory with a study by S. Ayidin et.al in 2017 where a background questionnaire interrogating the variables mentioned and the Children's Foreign Language Anxiety Scale (CFLAS) was used as instruments. The result of their study was gender have significant correlation regarding to FLA[19]. Meanwhile, the result of present study was in line with previous study by Y. J. Yih, V. Chin and T.H. Ling in 2017, Data analysis on the Foreign Language Classroom Anxiety Scale (FLCAS) items were used and analysed using SPSS 22. The findings revealed that male students were slightly more anxious than female students. The study also indicated that there was no significant relationship between gender and language learning anxiety[20]. In brief, the study about Foreign Language Anxiety (FLA) might have positive and negative correlation with variable gender differences. That was all the explanation about correlational of study between FLA and Gender.

4. CONCLUSION

Based on the result obtained above, it can be concluded that Gender Differences-male and female-about the fourth year students of English Department at Universitas Negeri Padang, have no correlation or in moderate correlation with Foreign Language Anxiety (FLA). Also, Male students was only getting bit higher in Anxiety level than female students where in offline class instead of online class. And the level of anxiety by students was in moderate level. So, it can not be

predicted or claimed that gender have always relation to students degree of anxiety level. There is no reason that male will always have high anxiety level than female and vice versa.

5. SUGGESTIONS

Based on the conclusion stated above, it is suggested for the next researcher to continue the research about the relationship between foreign language anxiety with some more variables like academic study level, skills or achievement, learning strategies or method and etc.

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