

GENDER-BASED DIFFERENCES IN MASTERING ENGLISH LANGUAGE SKILLS

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Abstract

This study aims to find out gender-based differences in mastering English language skills between male and female students in single-sex schooling. There were 330 participants from first and second-year students of Darul Ihsan Islamic Senior High School involved. Direct learning strategies (memory, cognitive, and compensation strategy) along with attitude, motivation, and anxiety are variables analyzed in this study. A questionnaire from the Strategy Inventory for Language Learning (SILL) and Attitude Motivation Test Battery (AMTB) were adapted to collect the data. The data were analyzed by using Mann Whitney-U Test. The findings from the partial test show there was a significant difference between male and female students in attitude, motivation, anxiety, memory strategy, and cognitive strategy. Only compensation strategy and the simultaneous test of the variables were found to have no statistically significant difference between male and female students. The finding of the English subject score showed that female students outperform male students. It also found that male students have a higher level of anxiety than female students. Therefore, it is suggested that teachers should try to adjust the teaching and learning in male classes so that hopefully the learning circumstance will reduce the anxiety of male students.

Keywords: Gender, English language skills, single-sex schooling

INTRODUCTION

Gender affects language acquisition, and there are no instructions or social treatments that can remove perfectly those differences.¹ Ellis in Qian explained that gender differences are one of the real differences that influence and exist in language learning among those who learn to acquire a language.² Consequently, teachers are obligated to understand the issue to reduce students' distress and increase their interest in learning English as a foreign language. Besides, teachers have to apprehend and gain knowledge of the difference to build up the potencies from the students from each sex in the teaching and learning process with the intention that the maximum result of the education process will be attained.

It is important to recognize students' differences in the way they learn English as a foreign language based on their sex because, in a single-sex school, teachers teach male and

¹ Zoghi, M., Kazemi, S. A., & Kalani, A, The effect of gender on language learning, *Journal of Novel Applied Sciences*, 2(4), 2013, p. 1124.

² Qian, W, A study of the influence of gender differences on English learning of senior high school students, *CS Canada Higher Education of Social Science*, 8(6), 2015, p. 66.

female students separately. It was illustrated by Younger et al. in Ibanez who explained that the understanding that teachers have about the fact that every student has a different learning style and also different individual strategies in learning, will support the success of single-sex schooling system implementation.³

In single-sex schooling such as Darul Ihsan, some teachers tend to treat male and female students in the same way while teaching in the classroom. But, based on the preliminary research, the result of the evaluation (which was shown in the academic data of the school at the end of the learning period) is different between male and female students. Female students tend to have a better score in English language subjects compared to male students for two academic years. That phenomenon stimulated the curiosity of the researchers to investigate: (1) Are female students of Darul Ihsan different from male students in mastering English language skills in certain variables (learning strategies, attitude, motivation, and anxiety) (2) Are female students of Darul Ihsan different from male students in mastering English language skills in all variables (learning strategies, attitude, motivation, and anxiety)?

LITERATURE REVIEW

Learning Strategies

Learning strategies are an essential aspect in determining the success of instruction. "One learning strategy cannot be used by all students although those learning strategies are considered effective or efficient. Problems may be due to personal problems and any other factors, including gender differences."⁴ Consequently, gender distinctions are understood as one of the factors that affect learning strategies. Learning strategies are "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations."⁵

Oxford explains that:

*memory (e.g. making associations between new and already known information through the use of formula, phrase, verse, or the like), cognitive (e.g. making associations between new and already known information, and compensation (e.g. using context to make up for missing information in reading and writing).*⁶

From the above explanation, it can be concluded that memory strategies are the strategies that help students to remember the material learned, for instance using the formula in memorizing. Cognitive strategies are the strategies that help students to comprehend and generate new language materials using various means such as summarizing and taking notes. And compensation strategies are the strategies used by students to comprehend the material learned through the context both while reading and listening.

In resume, direct learning strategies are the strategies that are performed by the students exactly during the process of learning a new language. Therefore, studying this element is important for increasing the awareness of the students to their learning strategies and finally influences the success of learning a new language.

Attitude

³ Ibanez, N, *Best practices in single-gender education*. Department of research and evaluation: Austin Independent School District, 2011, p. 2.

⁴ Mahmud, M, Exploring students' learning strategies and gender differences in English language teaching. *International Journal of Language Education*, 2(1), 2018, p. 52.

⁵ Oxford, R. L, *Language learning strategies: What every teacher should know*, Boston: Heinle & Heinle Publishers, 1990, p.8.

⁶ Oxford, R. L, *Language learning strategies:...*p.15.

Attitude may be defined as “a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor”.⁷ Additionally, Mahmoudi states that “language learners’ attitudes toward the language being learned, likewise, can have a significant impact on SLA.”⁸ Therefore, it is necessary to consider attitude as a factor that is expected to influence language learner.

Some researchers investigate gender and attitude of English language learner. Kiziltepe investigated the attitude and motivation of English foreign language learners with respect to gender. She found that there was a difference in attitude toward learning English between male and female students.⁹ Moreover, Javid, et al. conducted a gender-based investigation about EFL learners' attitude towards the English language teaching and learning, between male and female students. They found that there were no statistical differences between male and female students in relation to male and female students' attitude towards the English language teaching, and learning.¹⁰ Those difference stimulate the curiosity to investigate the attitude toward learning English difference between male and female students in mastering English language skills.

Motivation

Motivation is believed to be one of the variables that contributes to the success of language learning.¹¹ A study about English language motivation between gender and culture, gave a conclusion that both male and female students are motivated to learn English, whereas females show a greater level of motivation and attitude than male students. The result also mention social factors that have positive effects on increasing students' motivation for learning a second or foreign language such as family support, parental expectations, cultural restrictions, learning environment, and individual's beliefs about their abilities and expectations.¹²

Similarly, Henter researched affective factors in learning a foreign language and formulated motivation as one of the variables that influence the English language performance of the students. The results showed that motivation has a strong relationship with students' English performance.¹³ This study tried to see if there is a difference between the level of motivation of male and female students.

Anxiety

Anxiety is stated as “one of the most highly examined variables in all of psychology and education”.¹⁴ It is one of affective issue in learning foreign language.¹⁵ Henter conducted a

⁷ Javid, C. Z., Farooq, M. U., Umar, M., & Gulzar, M. A., A gender-based investigation of Attitudes of Saudi EFL learners towards English language teaching, *NUML Journal of Critical Inquiry*, 15(1), 2017, p.45.

⁸ Mahmoudi, S., & Mahmoudi, A., Internal, and external factors affecting learning English as a foreign language, *International Journal of Language and Linguistics*, 3(5), 2015, 314.

⁹ Kiziltepe, Z., Considering gender with attitudes and motivation of EFL students. *Education and Science*, 28(130), 2003, p.75.

¹⁰ Javid, C. Z., Farooq, M. U., Umar, M., & Gulzar, M. A., A gender-based investigation ..., p.45.

¹¹ Henter, R., Affective factors involved in learning a foreign language, *Procedia-Social and Behavioral Sciences*, 2014, p. 374.

¹² Al-Harthy, S. R, English language motivation between gender and cultures, *Journal of Educational and Social Research MCSER Publishing, Rome-Italy*, 7(2), 2017, p.130.

¹³ Henter, R., Affective factors involved in learning a foreign language, *Procedia-Social and Behavioral Sciences*, 2014, p. 374.

¹⁴ Hashemi, M., Language stress and anxiety among the English language learners *Procedia-Social and Behavioral Sciences*, 2011, 1812.

study involving language anxiety as one of the variables in language performance. The results found that anxiety has a significant influence on students' English performance.¹⁶

More importantly, Debreli and Kucuk conducted a study related to anxiety concerning language proficiency and gender. They found that the higher the level of the students is, the more language anxious they are. As a result of anxiety levels with respect to students' gender, they also found that male students tend to be more anxious than female students.¹⁷

This present study explored attitudes, motivation, and anxiety and put in direct learning strategies, which consist of memory, cognitive, and compensation strategies, to find out how English language skills are mastered by students based on their gender's specific characteristics.

RESEARCH METHOD

This study employed a comparative research design. It was selected because this study intended to investigate the gender-based difference in mastering English language skills by comparing the tendency of students' English language skills mastering by each sex. Thus, it is appropriate as Schreiber and Asner-Self explain that "comparative studies examine differences between two or more groups".¹⁸ The difference that was examined was the variable beyond English skill mastering. The groups compared were the first and second-year female students and the first and second-year male students of Darul Ihsan Islamic Senior Boarding School.

The data of the first and second-year students of Darul Ihsan Islamic Senior Boarding School were used. The data consisted of students' scores which contained the scores from the English subject. The data were taken from the school examination results held by the school at the end of the semester. The researchers decided to use school examination results held by the school at the end of the semester because the test is standardized and the questions in the test have been verified by the authorized officer at school. As a result, the score from the test is believed to be a reliable source for this study. The scores were used to compare the achievement of male and female students in mastering English language skills.

Strategy Inventory for Language Learning (SILL) and Attitude Motivation Test Battery (AMTB) was adapted and distributed to the students. Attitude Motivation Test Battery (AMTB) was employed to measure the rest three variables, i.e. attitude toward learning English, motivational intensity, and English class anxiety. The items of the questions in it were adapted. The item relevant to the context in this study was translated into the Indonesian language and distributed to the respondents

The questionnaire adapted from Strategy Inventory for Language Learning (SILL) was only used to analyze direct learning strategies in language learning for students who learn English as a foreign language. The scope was specified. It was focused on the question that explored the direct learning strategies of the respondents that consisted of memory strategy, cognitive strategy, and compensation strategy.

¹⁵ Fitriah & Hayatul Muna, Foreign language anxiety: A case study at English Department students of IAIN Lhokseumawe and Al Muslim University, *Jurnal Ilmiah Didaktika*, 19 (2), 2019, p.143.

¹⁶ Henter, R., Affective factors involved in ..., p. 374.

¹⁷ Debreli. E., & Kucuk. F, Sources and levels of foreign language speaking anxiety of English as a foreign language university students with regard to language proficiency and gender, *International Journal of English Language Education*, 2015, 4(1), p. 57.

¹⁸ Schreiber, J. B., & Asner-Self, K, *Educational research: interrelationship of questions, sampling, design, and analysis*, New Jersey: John Willey & Sons, Inc, 2011, p. 15.

Both Strategy Inventory for Language Learning (SILL) and Attitude Motivation Test Battery (AMTB) that were answered by the students were reviewed to dig up more information about the variables that most stimulate students in improving their achievement, and then the answers of male and female students were compared and discussed.

The population in this research was the first and second-year students of Darul Ihsan Islamic Senior Boarding School in the 2019-2020 school year. The number of the sample was decided by the sample size table proposed by Krejcie and Morgan.¹⁹ There were 330 participants from first and second-year students of Darul Ihsan Islamic Senior High School involved.

The students were chosen by using the purposive sampling technique. The purposive sampling technique “occurs when the researcher selects participants because they have specific characteristics that will be representative or informative in relation to the population of interest”.²⁰ The samples were selected by the characteristic that was determined by the researcher. The specific characteristic was that the students were first and second-year students of Darul Ihsan Islamic Senior Boarding School that had learned in single-sex classroom systems for at least two years.

After the students answered the questionnaire, it analyzed to find specific characteristics of English language skills mastering between male and female students. In short, the researcher did not do any intervention or manipulate the data of each variable. The analysis of difference with the Man Whitney-U Test was employed to analyze the data of this research. It is because Man Whitney-U Test is compatible to count the data which compares two or more variables that do not have normal distribution.

DISCUSSION

For the reason that some of the data compared do not have normal distribution, and only one of them is normal, therefore, the appropriate different test to analyze the difference is Mann Whitney-U Test. The following explanation below will present the result of different tests for each variable.

Different Test on Motivation of Male and Female Students

There were 10 statements related to motivation that is adapted from Attitude Motivation Test Battery (AMTB) given to the students. The results from a different test using Mann Whitney-U Test show that the Mann Whitney-U statistic value is 11146 and Asymp. sig. for male and female students' motivation is 0.004. For the reason that Asymp. sig. is less than alpha (sig.= 0.004 < α = 0.05), consequently H_0 is rejected so that the final decision is that (statistically) the scores of motivation for both groups are different, or in other words, there is a difference found between male and female students' motivation.

Different Test on Anxiety of Male and Female Students

There were 10 statements related to anxiety that was adapted from Attitude Motivation Test Battery (AMTB) given to the students. The result from a different test using Mann Whitney-U Test shows that the Mann Whitney-U statistic value is 10710. The other information gained from the test is the Asymp. sig. from male and female students' anxiety is 0.001. For the reason that Asymp. sig. is less than alpha (sig.= 0.001 < α = 0.05), consequently H_0 is rejected so that the final decision is that (statistically) the scores of anxiety for both groups are different, or in other words, there is a difference found between male and female students' anxiety.

¹⁹ Tabel sampel Krejcie & Morgan, <https://teorionline.files.wordpress.com/2011/04/tabel-sampel-krejcie-dan-morgan.pdf>, accessed on 13/3/2020.

²⁰ Schreiber, J. B., & Asner-Self, K, *Educational research: interrelationship of: ...*p.85.

Different Test on Attitude of Male and Female Students

There were 10 statements related to attitude that was adapted from Attitude Motivation Test Battery (AMTB) given to the students'. The result from a different test using Mann Whitney-U Test shows that the Mann Whitney-U statistic value is 9983.5. The other information from the test is that the Asymp. sig. from male and female students' attitude is 0.000. For the reason that Asymp. sig. is less than alpha ($\text{sig.} = 0.000 < \alpha = 0.05$), consequently H_0 is rejected so that the final decision is that (statistically) the scores of attitude for both groups are different, or in other words, there is a difference found between male and female students' attitude.

Different Test on Memory Strategy of Male and Female Students

There were 9 statements related to memory strategy that was adapted from Strategy Inventory for Language Learning (SILL) given to the students. The result from a different test using Mann Whitney-U Test shows that the Mann Whitney-U statistic value is 9420.5. The other information gained from the test is that the Asymp. sig. from male and female students' memory strategy is 0.000. For the reason that Asymp. sig. is less than alpha ($\text{sig.} = 0.000 < \alpha = 0.05$), consequently H_0 is rejected so that the final decision is that (statistically) the score of memory strategy for both groups are different, or in other words, there is a difference found between male and female students' memory strategy.

Different Test on Cognitive Strategy of Male and Female Students

There were 14 statements related to the cognitive strategy that was adapted from Strategy Inventory for Language Learning (SILL) given to the students'. The result from a different test using Mann Whitney-U Test shows that the Mann Whitney-U statistic value is 10573. The other information gained from the test is the Asymp. sig. from male and female students' cognitive strategy is 0.000. For the reason that Asymp. sig. is less than alpha ($\text{sig.} = 0.000 < \alpha = 0.05$), consequently H_0 is rejected so that the final decision is that (statistically) the score of cognitive strategy for both groups are different, or in other words, there is a difference found between male and female students' cognitive strategy.

Different Test on Compensation Strategy of Male and Female Students

There were 6 statements related to compensation strategy that was adapted from Strategy Inventory for Language Learning (SILL) given to the students'. The result from a different test using Mann Whitney-U Test shows that the Mann Whitney-U statistic value is 13453. The other information gained from the test is that the Asymp. sig. from male and female students' compensation strategy is 0.854. For the reason that Asymp. sig. is more than alpha ($\text{sig.} = 0.845 > \alpha = 0.05$), consequently H_0 is accepted so that the final decision is that (statistically) the score of compensation strategy for both groups are not different, or in other words, there is the same level of using compensation strategy between male and female students' cognitive strategy.

Different Test on All Variables of Male and Female Students' Differences

The result from a different test using Mann Whitney-U Test shows that the Mann Whitney-U statistic value is 12544. The other information gained from the test is that the Asymp. sig. from male and female students' all variables' is 0.218. For the reason that Asymp. sig. is more than alpha ($\text{sig.} = 0.218 > \alpha = 0.05$), consequently H_0 is accepted so that the final decision is that (statistically) the scores of all variables for both groups are not different, or in other words, there is no difference between male and female students in all variables in the simultaneous test.

The summary of the result from a different test using the Mann-Whitney-U Test is presented in the table below.

Table 1. The summary of statistic test of all of the variables for male and female students

No	Variable	The result of different tests between male and female students
1	Motivation	Different
2	Anxiety	Different
3	Attitude	Different
4	Memory Strategy	Different
5	Cognitive Strategy	Different
6	Compensation Strategy	Not Different
7	All Variables	Not Different

The table above shows the summary of a different test using the Mann-Whitney-U Test for hypothesis testing. Partial tests for each variable proved that the variables of motivation, anxiety, attitude, memory strategy, and cognitive strategies are different between male and female students. The compensation strategy is the only strategy that is found as the same variable used by both male and female students. The compensation strategy is one out of three variables from direct learning strategies. Therefore, female students of Darul Ihsan are different from male students in mastering English language skills in certain variables, namely attitude, motivation, and anxiety. For the direct learning variable, only the compensation strategy was found to have no difference between male and female students, while memory and cognitive strategies are different.

Table.1 above also shows the summary of a different test using the Mann-Whitney-U test for second hypothesis testing. Simultaneous tests for all variables give the result that when all variables are tested together, it will give the result that there is no difference between males and females in mastering English skills. Therefore, female students of Darul Ihsan are not different from male students in mastering English language skills in all variables: attitude, motivation, anxiety, and also all of the direct learning strategies, including memory strategy, cognitive strategy, as well as compensation strategy.

This study was intended to find out the gender-based differences in mastering English language skills among single-sex schooling students. The researcher has examined the scores of the English subject of both male and female students of Darul Ihsan and also distributed the questionnaires to them to explore whether there were any differences between male and female students in mastering English language skills through the analysis of some variables. Direct learning strategies (memory strategy, cognitive strategy, and compensation strategy), motivation, anxiety, and attitude are the variables analyzed in this study.

Based on the descriptive statistics from the scores of the English subject, it revealed that the mean score of male students is 84.5697 and 88.5394 for female students. It indicates that female students outperform and are better than male students by getting a higher score in the English subject. This finding is in line with the result of a previous study conducted by Glowka who found that girls excel in language achievement.²¹ Similarly, Zoghi et al. stated that female students have better accomplishments than male students in language ability.²²

²¹ Glówka, D, The impact of gender on attainment in learning English as a foreign language, *Studies in Second Language Learning and Teaching*, 4(4), 2014, p. 631.

²² Zoghi, M., Kazemi, S. A., & Kalani, A, The effect of ..., p. 1124.

The partial and simultaneous test results of male and female students' differences shows that female students have a higher score in all categories and mostly apply the cognitive strategy. It is also the same as identified by Qian who found that female students' English learning strategies tend to be more comprehensive than male students, and also female students have better ability in memorizing.²³ Additionally, this finding is partly similar to Mahmud's finding. The similarities between this study and her study's findings are that female students tend to apply different learning strategies and mostly apply the cognitive strategy. The difference is that male students in this study tend to apply compensation strategy, whereas Mahmud's study found that male students tend to apply memory strategy.²⁴

Equally important that partial tests for direct learning strategies (memory strategy, cognitive strategy, and compensation strategy), motivation, anxiety, and attitude proved that motivation, anxiety, attitude, memory strategy, and cognitive strategy are different between male and female students (see Table 1), whereas compensation strategy and simultaneous test of those all variables show that there are no statistically significant differences between male and male students in mastering English language skills.

In addition, this finding related to motivation, anxiety, and attitude in the partial test found that there is a difference between male and female students in those three variables. It is similar to the findings of some researchers such as Al-Harthy who found that both male and female students are motivated to learn English.²⁵ Moskovsky and Alrabai found that motivation could be influenced by gender difference so that this difference should be considered by educators.²⁶ It is because motivation is one of the determining factors in English language learning achievement.²⁷

In contrast, this finding for motivation variables is in contrast to the study of Othman et al. who found that that there were no differences in the motivation of learning English as a foreign language between male and female students when examined.²⁸ Also, related to anxiety variables, this study found that when tested partially, there are differences between male and female students. Both of them have significant differences in English class anxiety. Male students are more anxious than female students. In the same way, Debreli & Kucuk found that the anxiety level of male students is higher than female students, although the difference between both of them was not statistically significant.²⁹ Complementary to this, Na also found that the anxiety level of students was higher in the male students' group than in the female students' group.³⁰ This is in contrast to Gerencheal who found that female students were more anxious than male students.³¹ While in this case, the finding of the study conducted by Taghinezhad et al. is also in contrast to this study's finding that "there was no

²³ Qian, W, A study of the influence of gender..., p. 68.

²⁴ Mahmud, M, Exploring students' learning strategies..., p. 51.

²⁵ Al-Harthy, S. R, English language motivation ..., p.130.

²⁶ Moskovsky, C., & Alrabai, F, Intrinsic motivation in Saudi learners of English as a foreign language, *The Open Applied Linguistics Journal*, 2, 2009, p. 6.

²⁷ Henter, R., Affective factors involved in learning a foreign language,...p. 374.

²⁸ Othman, N. A., Manap, M. R., Ramli, N. F. M., & Kassim, A. A. M, Motivation in English language learning: A case study of Afghanistan students in Malaysia, *4th International Conference ILANNS*, 2018, p. 377.

²⁹ Debreli. E., & Kucuk. F, Sources and levels of ..., p. 57.

³⁰ Na, Z, A study of high school students' English learning anxiety, *Asian EFL Journal: English Language Teaching Article*, 9(3), 2007, p. 22.

³¹ Gerencheal, B, Gender differences in foreign language anxiety at an Ethiopian University: Mizan-Tepi University third year English major students in focus, *African Journal of Education and Practice*, 1(1), 2016, p. 11.

statistically significant difference between males and females with respect to their language learning anxiety.”³²

Then again, this study’s finding related to attitude variable found that there are differences between male and female students in attitude variables. This finding is similar to the finding of research by Kiziltepe who found that there was a different attitude toward learning English between male and female students.³³ Javid et al.’s study were in contrast to the result of this study, where they found that there were no statistical differences between male and female students related to male and female students’ attitude towards English language teaching and learning.³⁴

To summarize, both male and female students have unique characteristics in learning and mastering English language skills. There are also similarities and differences among them. Male students have higher motivation and attitude along with a higher level of anxiety as well. Conversely, they have a lower score in English subjects and apply direct learning strategies (memory, cognitive, and compensation strategy) not as much as female students.

Besides, female students have less motivation and attitude along with a lesser level of anxiety (Figure 1), but they have a higher score in English subjects and employ all direct learning strategies (memory, cognitive, and compensation strategy) more frequently than male students. The similarities between both of them are that when all variables are tested together simultaneously, the result shows that there are no statistically significant differences between male and female students in all variables.

CONCLUSION

This research was conducted in Darul Ihsan Islamic Senior Boarding School. Approximately 330 students from the first and second years were involved. Based on the findings and discussion in the previous chapter, the findings of this study can be concluded into three main parts. First, descriptive statistic tests for male and female students’ English subject scores show that the male students’ mean score is 84.5697, and the female students’ mean score is 88.5394. It is proved that the female students’ English subject scores are better than male students.

Second, the partial test shows that among six variables: motivation, anxiety, attitude, memory strategy, cognitive strategy, and compensation strategy, the variable which shows the difference between male and female students are six variables; only compensation strategy has no statistically significant difference between male and female students. In short, female students of Darul Ihsan are different from male students in mastering English language skills in motivation, anxiety, attitude, memory strategy, cognitive strategy.

Third, the findings of this study related to simultaneous tests among all variables show that there was no statistically significant difference between male and female students. It means when all variables are tested together statistically, the result shows that there was no statistically significant difference between female and male students of Darul Ihsan in mastering English language skills in all variables. Some female students apply all three direct language learning strategies and have lesser language anxiety compared to male students. Whereas, male students apply direct learning strategies not as much as female students and have a higher level of English language anxiety.

Based on the conclusion, it is suggested that male students develop and extend their learning strategies to achieve the highest and meaningful English language learning

³² Taghinezhad, A., Abdollahzadeh, P., Dastpak, M., & Rezaei, Z., Investigating the impact of gender on foreign language learning anxiety of Iranian EFL learners, *Modern Journal of Language Teaching Methods (MJLTM)*, 6(5), 2016, p. 423.

³³ Kiziltepe, Z., Considering gender with ..., p.75.

³⁴ Javid, C. Z., Farooq, M. U., Umar, M., & Gulzar, M. A., A gender-based investigation... p.44.

experience. Due to the higher level of language class anxiety among male students, it is suggested that teachers adjust their teaching strategy to reduce the male students' language class anxiety so that hopefully it can boost up the English language achievement among them. Teachers are also encouraged to motivate female students to increase their motivation. For further studies related to this issue, it is suggested that other researchers conduct a mix-method study to discover the factor beyond male students' anxiety in single-sex schooling and consider adding up some other data collection techniques such as an interview or focus group discussion so that the data will provide more comprehensive information.

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