

STUDY ON GENDER ANXIETY IN WRITING AT SMAN 2 KEDIRI

SKRIPSI

Presented as Partial Fulfillment of the Requirements to Obtain
The Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



KENYA ARIARTHA

19.1.01.08.0013

**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

2023

STUDY ON GENDER ANXIETY IN WRITING AT SMAN 2 KEDIRI

SKRIPSI

Presented as Partial Fulfillment of the Requirements to Obtain
The Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



KENYA ARIARTHA

19.1.01.08.0013

**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

2023

APPROVAL PAGE

Skripsi by:

KENYA ARIARTHA

19.1.01.08.0013

Title:

STUDY ON GENDER ANXIETY IN WRITING AT SMAN 2 KEDIRI

It has been approved to be submitted to English Language Education Department
Study Program Skripsi Committee FKIP UN PGRI Kediri

Date : July, 27th 2023

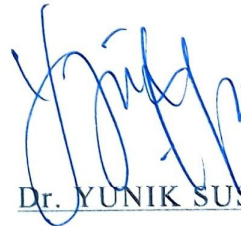
Advisor I



RIKA RIWAYATININGSIH, M.Pd.

NIDN. 0721107201

Advisor II



Dr. YUNIK SUSANTI, M.Pd.

NIDN. 0718017801

APPROVAL SHEET

SKRIPSI

By:

KENYA ARIARTHA

NPM: 19.1.01.08.0013

ENTITLED:

STUDY ON GENDER ANXIETY IN WRITING AT SMAN 2 KEDIRI

Approved and Accepted by all its qualification

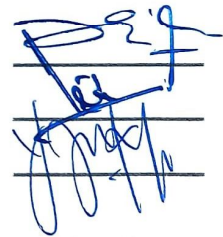
By the Examination Committee of

University of Nusantara PGRI Kediri

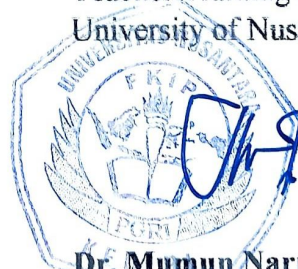
Kediri, 27th July 2023

Board of Examiners

Chairman : Rika Riwayatningsih, M.Pd.
First Examiner : Mahendra Puji Permana Aji, M.Pd.
Second Examiner : Dr. Yunik Susanti, M.Pd.



The Dean of the Faculty of
Teacher Training and Education
University of Nusantara PGRI Kediri



Dr. Mumun Narmilawati M.Pd.

NIP 19680906 1994 032001

THE STATEMENT OF WRITING ORIGINALITY

The undersigned below, I:

Name : Kenya Ariartha
Gender : Female
Place/ date of born : Trenggalek, January 21st 2001
NPM : 19.1.01.08.0013
Fac/Dep : FKIP/ English Language Education Department

states in fact, that in this skripsi no work has ever been submitted for a bachelor degree in a college, and to the best of my knowledge no written work or opinion has ever been published by any other person, except that which is intentionally and written referred to in this manuscript and mentioned in the bibliography.

Kediri, July 27th, 2023

The writer



KENYA ARIARTHA

NPM: 19.1.01.08.0013

MOTTO

*I am not an open book,
You have to turn the page to read me
—Unknown*

I dedicated this work for:
My beloved supportive family & friends

Abstract

Kenya Ariartha Study on Gender Anxiety in Writing at SMAN 2 Kediri in the Academic Year 2022/2023, Skripsi, English Language Education Department, FKIP UN PGRI Kediri, 2023.

Key words: gender, anxiety, writing, writing anxiety

This research background came from researcher observation and experience during her teaching apprenticeship at SMAN 2 Kediri. Based on the observation, majority of students were lack of confidence in their writing skill. As a result, they depicted anxiety in their writing or known as writing anxiety. However, during observation, researcher found that male and female students had different factors that might greatly affect their confidence in their writing skill and triggered the writing anxiety they suffered. Therefore, this research had two objectives which are: 1) To find and investigate differences of writing anxiety between male and female students at SMAN 2 Kediri and 2) To find and investigate differences of factors affect students' writing anxiety between male and female students at SMAN 2 Kediri.

This research is quantitative ex-post facto research. The subjects were eleventh grade male and female student with academic year 2021/2022 at SMAN 2 Kediri. The main instrument for this research is questionnaires adapted from SLWAI by Cheng (2004) and CSLWAI by Rezaei and Jafari (2014). The questionnaire applied Likert scale to represents students' answers. The data taken through *Google Form* and tabulated with SPSS 20.0 version to conclude the result.

Based on the findings and tabulated data, this research found that male students suffered three types of writing anxiety and female students suffered two types of writing anxiety. However, the factors female students' writing anxiety are less than male students. Therefore, it could be concluded that male students had worse writing anxiety than female students. Therefore, researcher recommend teachers to develop teaching – learning process that able to increase students' linguistic knowledge and facilitate students writing anxiety and further researchers to conduct qualitative or mixed method types of research to support and complete this research.

ACKNOWLEDGEMENTS

Be grateful to Allah SWT the Almighty who has been giving blessing and mercies so the researcher is able to finish this skripsi as a partial fulfilment of a requirements for the Sarjana Degree well.

This skripsi entitle “Study on Gender Anxiety in Writing”. The researcher realizes that this skripsi is far from perfect and has many weaknesses, thus she needs criticism and suggestion better. Therefore, she would like to express her gratitude:

1. Dr. Zainal Afandi, M.Pd. as the Rector of University of Nusantara PGRI Kediri.
2. Dr. Mumun Nurmilawati, M.Pd. as the Dean of Faculty of Teacher Training and Education of University of Nusantara PGRI Kediri.
3. Khoiriyah, M.Pd. as the head of English Department.
4. Rika Riwayatningsih, M. Pd. as the first advisor who has many valuable hours to give guidance, suggestion and correction.
5. Dr. Yunik Susanti, M.Pd. as the second advisor who has many valuable hours to give guidance, suggestion and correction.

6. All lecturers of English Department who have given valuable knowledge and science during his study at the teacher training and education faculty of Nusantara PGRI Kediri University.
7. Maidah Tutik Hana S.Pd. as English teacher at SMAN 2 Kediri who gave me permission and support to do the research.
8. Second grade students of Science 2 and Science 4 academic year 2021/2022 at SMAN 2 Kediri who supported researcher to do the research by giving the necessary data.

Kediri, July 27th 2023

Kenya Ariartha

NPM. 19.1.01.08.0013

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL PAGE	ii
APPROVAL SHEET	iii
THE STATEMENT OF WRITING ORIGINALITY	iv
MOTTO	v
Abstract	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF FIGURES	xiii
LIST OF CHART	xiv
CHAPTER I	1
INTRODUCTION	1
A. Background of the Research	1
B. Problem Identification of the Research	6
C. Limitation of the Research	7
D. Problem of the Research	8
E. Aims of the Research	8
F. Significance of the Research	8
G. Definition of Key Terms	9
CHAPTER II	11
THEORETICAL REVIEW AND HYPOTHESIS	11
A. Related Literature	11
B. Previous Study	24

C. Conceptual Framework of the Research	25
D. Hypothesis of the Research	28
CHAPTER III	29
RESEARCH METHOD	29
A. Variable of the Research	29
B. Approach and Method of the Research	30
C. Place and Time of the Research	31
D. Population and Sample of the Research	31
E. Instrument of the Research	32
F. Method of Collecting Data of the Research	37
CHAPTER VI	40
RESULT AND DISCUSSION	40
A. Description of Variable Data	40
B. Data Analysis of the Research	53
C. Hypothesis Analysis	64
D. Discussion	65
CHAPTER V	73
CONCLUSIONS AND SUGGESTIONS	73
A. Conclusion	73
B. Suggestion	74
BIBLIOGRAPHY	76
APPENDICES	83

LIST OF TABLES

Table 3.1 Table of validity of questionnaires items	34
Table 3.2 Cronbach Alpha table to measure reliability	36
Table 3.3 Likert Scale	38
Table 3.4 Interval Analysis	39
Table 4.1 Male students' responses to item 1	40
Table 4.2 Male students' responses to item 2	41
Table 4.3 Male students' responses to item 3	41
Table 4.4 Male students' responses to item 4	42
Table 4.5 Male students' responses to item 5	42
Table 4.6 Male students' responses to item 6	43
Table 4.7 Male students' responses to item 7	43
Table 4.8 Male students' responses to item 8	44
Table 4.9 Male students' responses to item 9	44
Table 4.10 Female students' responses to item 1	45
Table 4.11 Female students' responses to item 2	45
Table 4.12 Female students' responses to item 3	466
Table 4.13 Female students' responses to item 4	46
Table 4.14 Female students' responses to item 5	47
Table 4.15 Female students' responses to item 6	47
Table 4.16 Female students' responses to item 7	48
Table 4.17 Female students' responses to item 8	49
Table 4.18 Female students' responses to item 9	49

Table 4.19 Validity category	56
Table 4.20 Result of Spearman test for male students' writing anxiety	56
Table 4.21 Result of Spearman test for female students' writing anxiety	58
Table 4.22 Result of Spearman test for male students' writing anxiety factors....	59
Table 4.23 Result of Spearman test for female students' writing anxiety factors.	61

LIST OF FIGURES

Figure 3.1 Reliability statistics of questionnaires items	36
Figures 3.2 Manual calculation to measure students' responses to each items.....	38
Figures 3.3 Manual calculation to score the data based on interval analysis	39
Figure 4.1 Normality test of male students' writing anxiety data	54
Figure 4.2 Normality test of female students' writing anxiety data	54
Figure 4.3 Normality test of male students' writing experience data	55
Figure 4.4 Normality test of female students' writing experience data	55

LIST OF CHART

- Chart 4.1 Comparison of writing anxiety between male and female students 50
- Chart 4.2 Comparison of writing anxiety factors between male and female 52

CHAPTER I

INTRODUCTION

In this chapter, the researcher explained about the introduction those are:

a) Background of the research, b) Problem identification of the research, c) Limitation of the research, d) Problem of the research, e) Aim of the research, f) Significance of the research, and g) Definition of key terms.

A. Background of the Research

English is one of the most important language to learn. The language used as lingua franca in global community (Alsooli and Al- Tale', 2022). Therefore, become proficient in English language is highly beneficial. So, it is common for non- native countries such as Indonesia to teach English language at schools in order for their people to be able to communicate in English. However, mastering a foreign language required patience, practices and long period of time learning. Therefore, majority of non – native English speaker such as Indonesian has difficult time in learning English language.

Majority of Indonesian students found English language difficult to learn especially the writing skill. As foreign language students, it cannot be denied that writing skill is the most difficult to learn (Kusumaningputri, Ningsih and Wisasongko, 2018). There are various challenge students face when they performing writing skill. Students cannot find proper words to express their ideas, ideas blockage, cannot find suitable grammar, cannot match link each sentences properly, negative feedbacks and pressured by time are

most common difficulty factors novice and advanced students had to face when they had to perform writing (Kusumaningputri, Ningsih and Wisasongko, 2018). These factors made writing skill complicated so majority of students half- heartedly learn English language. As the result, they mostly able to communicate in spoken manner (Pratama, Dwiyantia and Manik, 2020) but hardly able to express their ideas in written form.

Writing is other communication skill that is difficult to master. Writing allowed students to express their ideas, feeling and thoughts through words. Writing is an ability to convey writer's intention through words and symbols (Reski et. all, 2021). However, the learning process is neither easy nor instant. Writing is challenging skill to learn because it is difficult and complicated to master and has long term process of learning that required patience, experience and practices (Muamaroh, Mukti and Haryanti, 2020; Najogi et. all, 2019; Sabti et. all, 2019; Reski et.all, 2021). In order to learn writing skill, students has to be proficient enough in other three language skills which are listening, speaking and reading. Besides, vast theoretical knowledge related to writing skill such as vocabulary and grammar is highly demanded in order to learn writing skill. Vast knowledge of vocabulary and grammar understanding play great role to be able to write in target language (Syarifudin, 2020; Mukhayati, Setyaningrum and Husen, 2022). In result, many of students feel burdened from the demand, thus instead of progressing, they started to build anxiety in their writing ability (Cheng, 2004; Hartono and Maharani, 2019; Fitrinada, Leoneto and Fiftinova, 2018).

Writing anxiety is one type of anxiety caused by students' negative feelings towards writing skill. Writing anxiety is a feeling that is able to weaken students' writing performance (Demircivi, 2020). Anxiety itself can be stated as excessive feeling of hesitance, worry or fear to do certain action caused by certain factors such as doing unfamiliar things for first time. Anxiety refers to anxious feeling caused by unsure result from certain action a person does (Daud et.al, 2019). Writing anxiety developed by students because they had to perform writing skill with unfamiliar language that they have less sufficient knowledge with. Students mostly cannot express their ideas properly because of their lacking in vocabulary knowledge and grammar understanding. EFL (English Foreign Students) often find learning writing difficult because they either had lack words to use effectively to write or handicap in grammar knowledge (Sabti et. all, 2019). Their disability cause them to create various mistakes so their writing is in low quality and directly reflecting in their decreasing confidence in their writing ability. When student find difficult to write or express their ideas properly, it will demotivate and low their self-esteem that will affect their writing performances and result (Sabti et. all, 2019; Demircivi, 2020). In result, students do not have significant progress in learning writing skill instead they develop negative feelings towards learning writing that become writing anxiety.

Writing anxiety can be developed by male and female students. Although the anxiety may be triggered by different factors, majority of male and female students agreed that writing skill is the least skill they have confidence

performing because of its complicated rules applied in the skill. Therefore, writing anxiety often become a solid barrier that prevent students to master English language. Based on several research that had been done, gender become one factor to determine the ability to master writing skills (Cheng, 2002; Cheng, 2004, Rezaei and Jafari, 2014; Fitrinada, Loeneto and Fiftinova, 2018; Cahyanto, Ashadi and Saputro, 2019; Syarifudin, 2020; Rehman, Samad and Ali, 2022). Many of the researches tend to favor female students (Cahyanto, Ashadi and Saputro, 2019; Al- Saadi, 2020). It is because they are better in language learning and more diligent so they have proper foundation. However, some other researchers stated that they had bad writing anxiety because they can easily overthink things that confused themselves and result in low quality writing (Cahyanto, Ashadi and Saputro, 2019; Rehman, Samad and Ali, 2022; Kurniasih et. all, 2022). Meanwhile in some researches male students stated to have less writing anxiety. However, they tend to avoid writing task or keep their writing as short and simple as possible that is also a sign of anxiety (Rehman, Samad and Ali, 2022).

There were researches indicated students' cognitive ability would affect students' learning. There were various researches related to gender affect students' ability to learn English language (Prihastuti, Padmadewi and Ramendra, 2020; SaizAja, 2021) and anxiety affect students language learning (Wahyuni and Umam, 2017; Balta, 2018; Hanifa, 2018; Sabti, Rashid, Nimehchisalem and Darmi, 2019). However, there are only limited research connected gender trait to measure students' anxiety in learning writing skill.

Besides, many of them were old researches that may or may not relevant nowadays (Hortwitz, Hortwitz and Cope, 1986; Williams, 1991; Cheng, 2002; Cheng, 2004). Therefore, researcher wanted to investigate whether senior high school students today suffered writing anxiety and the factors that play role in building their writing anxiety.

Researcher interested to investigate this case due to her finding during teaching apprenticeship at SMAN 2 Kediri. There, researcher found that students tend to be more passive during English class. The passiveness became worse when they had to perform their writing ability. When they had to write on whiteboard, female students would write longer sentences but they need more time to write it because they often erase their writing several times first. However, for male students, researchers found that they were really against to perform their writing skill unless really necessary such as they had to write on whiteboard to get extra score or did written test. Researchers found that their hesitance in writing is due to their lack linguistic knowledge such as grammar and vocabulary. Therefore, researcher interested to find and investigate the difference of writing anxiety and the factors of writing anxiety between male and female students nowadays. Researcher hopes the research's result able to help further researchers that interested in relevant research as well as help as references to build teaching and learning methods that suitable for both male and female students.

B. Problem Identification of the Research

Writing is a skill that combine three language skills that are listening, speaking and reading. To be able to write in target language properly, students have to master the other three language skills. Therefore, as EFL learners, Indonesian students found writing skill difficult to learn. The problem commonly either limited linguistic knowledge or poor writing techniques. As a result, they constantly made low quality product that result bad feedback and affecting their confidence in their learning and abilities. These constant decrease of confidence will trigger students to build writing anxiety. In result, students had more difficulties in learning writing skill because they overwhelmed by negative feeling that push them to avoid performing writing skill that will worsen their writing anxiety even more.

The researcher found such phenomenon during her teaching apprenticeship. She found that majority of students she taught felt hesitant when they had to perform their writing skill. They would constantly asked their friends or used translator that showed they had small confidence in their writing. Researcher noted that male students had stronger hesitance than female students in performing their writing skill. Therefore, researcher wanted to investigate whether students' gender affect types of writing anxiety they suffered.

Gender related to students biological sex which either male or female. Based on their gender, students had advantages and disadvantages in language learning. Some books stated that female had better language learning abilities

(Reilly and Andrews, 2019) but prone to stress (Nelson and Burke, 2002) but able to control it better (Gurian, 2001). Meanwhile, male students had lower language learning abilities (Reilly and Andrews, 2019), better in calculation (Gurian, 2001) and easy felt stress and difficult to control it (Karlina and Pancoro, 2018; Nelson and Burke, 2002). At school researcher placed, she found that majority of female students had trouble in controlling their nervous when performing their writing skill, while male students strongly hesitant in performing their writing skill. Therefore, researcher believed that gender somehow affect their writing anxiety, thus, she wanted to conduct this study to know and find whether male and female EFL students has different writing anxiety and whether they had different factors that affect their writing anxiety.

C. Limitation of the Research

Writing anxiety built by male and female students. Therefore, researchers wanted to conduct this study. Researcher limited this study to know and find whether male and female students suffered different types of writing anxiety and the factors behind those writing anxiety. The subject of this research were male and female students in their eleventh grade eleventh grade of senior high school at SMAN 2 Kediri with academic year 2021/2022. The research is quantitative ex- post facto research and used their experience and background knowledge in writing using English language to answer the researcher questionnaires.

D. Problem of the Research

1. What are differences of writing anxiety between male and female students at SMAN 2 Kediri?
2. What are differences of factors affect students' writing anxiety between male and female students at SMAN 2 Kediri.

E. Aims of the Research

1. To know and find differences of writing anxiety between male and female students' of SMAN 2 Kediri.
2. To know and find differences in factors affecting students' writing anxiety between male and female students at SMAN 2 Kediri.

F. Significance of the Research

1. For English teacher

This research can be used as reference to find out male and female students writing anxiety and the factors behind it. So, teacher will be able to create or find several teaching methods that able to effectively increase students writing knowledge so it will decrease students writing anxiety and increase students confidence in their writing skill.

2. For students

This research can be used as reference to add students' knowledge about writing anxiety male and female students suffered and the cause behind the anxiety. So, they will be able to find better learning strategy to learn writing that accommodate both their ability and match their gender traits.

3. For future researchers

This research can be used as reference for further research related to gender and anxiety in learning in addition to old researches with similar topics that in the far future may or may not be considered as significant researches or not.

G. Definition of Key Terms

1. Gender

The term gender actually used to use to refer people as masculine or feminine based on social values. However, gender has been long used to refer people as male or female based on their biological sex. The use of term 'Gender' has been used to differentiate people based on their biological sex Thus, this research used the term to refers students as male or female based on their biological characteristics and traits.

2. Anxiety

Anxiety refers to excessive fear, cautious and worry feelings caused by certain stimulus. Anxiety is the combination feelings of nervous, worry, and uneasy that turned into dread feeling to do certain activity (Sabti et. all, 2019) caused by biological traits, certain stimulus or condition (Hartono and Maharani, 2019).

3. Writing

Writing is a communication skill that allow people to express their ideas, thoughts and feelings through words in written form. Writing is an ability to convey writer's intention or information through words and symbols (Reski et. all, 2021).

4. Writing Anxiety

Writing anxiety developed from students' negative feelings towards learning writing skill. Writing anxiety refers to a condition when students tend to avoid situation that required performing their writing skill (Karlina and Pancoro, 2018). Based on Cheng (2004), writing anxiety classified into three which are somatic anxiety related to physical condition, cognitive anxiety related to thinking process and avoidance behavior ability related people response to performing writing skill.

BIBLIOGRAPHY

- Alammar, M. (2019). A case study to compare collaborative vs. individual essay writing in Saudi male EFL learners. University of Limerick
- Al- Saadi, Z., (2020). Gender differences in writing: The mediating effect of language proficiency and writing fluency in text quality. *Cogent Education*. 7(1), 1-19. <http://dx.doi.org/10.1080/2331186X.2020.1770923>
- Ali B.J & Anwar G. (2021). Anxiety and foreign language learning: Analysis of students' anxiety towards foreign language learning. *International Journal of English Literature and Social Sciences*. 6(3), 234 – 244. <https://dx.doi.org/10.22161/ijels.63.32>.
- Alsalooli, R. A. & Al- Tale', M. A. (2022). Saudi EFL Learners' FLA: Levels, causes, gender, and impact on academic performance. *Journal of Language Teaching and Research*, 13(1), 144-145. <https://doi.org/10.17507/jltr.1301.17>
- Aripin, N. & Rahmat, N.H. (2021). Writing anxiety and its sign: A qualitative study of a female ESL writer. *International Journal of Academic Research in Business and Social Sciences*. 11(1), 334-345. <http://dx.doi.org/10.6007/IJARBSS/v11-i1/8399>
- Batubara, M.H., Rahila, C.D.I., & Rahmadani, P. (2021). An analysis on the students' error in writing report text at eight grade students of SMP N 6 Timang Gajah. *Jurnal As- Salam*. 5(1), 10 – 19. <https://doi.org/10.37249/assalam.v5i1.237>.
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). White Plains, New York: Pearson Education, Inc.

- Cahyanto, M. A. S., Ashadi, A., & Saputro, S. (2019). An analysis of gender difference on students' misconceptions in learning the material classification and its changes. *Jurnal Inovasi Pendidikan*. 5(2), 157-167. <http://dx.doi.org/10.21831/jipi.v5i2.26613>
- Cheng, Y-S. (2002). Factors associated with foreign language writing anxiety. *Foreign Language Annals*. 35(5). 647-656. <http://dx.doi.org/10.1111/j.1944-9720.2002.tb01903.x>
- Cheng, Y-S. (2004). A measure of second language writing anxiety: Scale development and preliminary validation. *Journal of Second Language Writing*. 13, 313-335. <https://doi.org/10.1016/j.jslw.2004.07.001>
- Cohen, S.B. 2005. The essential difference: The male and female brain. *Phi Kappa Phi Forum*, 85(1), 23 – 26.
- Creswell, J.W and Creswell, J.D. (2018). *Research design: Qualitative, quantitative and mixed method approaches (fifth edition)*. SAGE Publications, Inc.
- Feldenkrais, M. (1941). *Body and mature behavior: A study of anxiety, sex, gravitation and learning*. International Universities Press Inc.
- Fitrinada, D. M., Loeneto, B. A., & Fiftinova. (2018). Students' writing anxiety and its correlation with writing performance. *The Journal of English Literacy Education*. 5(1), 194-207. <https://doi.org/10.36706/jele.v5i2.7250>
- Freeman, A. & DiTomasso, R. A. (2002). Cognitive concepts of anxiety. In Stein, J. D & Hollander, E. *Textbook of Anxiety Disorders*. American Psychiatric Publishing.

- Gurian, M, Henley, P., & Trueman, T. (2001). *Boys and girls learn differently!* (1st ed.). Jossey- Bass.
- Hartono, H., & Maharani, M. M. (2020). English writing anxiety and the writing problems of Indonesia EFL learners. 513-517. Atlantis Press.
- Horwitz, E.K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*. 70(2), 125-132.
<https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Ismuwardani, Z., Nuryatin, A., & Doyin, M. (2019). Implementation of project based learning model to increased creativity and self-reliance of students on poetry writing skills. *Journal of Primary Education*. 8(1), 51 – 58.
<https://doi.org/10.15294/jpe.v8i1.25229>.
- Kane, T.S. (2000). *The oxford essential guide to writing*. Berkley Books.
- Karlina, P. & Pancoro, N. H. (2018). Students' writing anxiety: How does it affect students' writing performance in EFL context?. *Advances in Social Science, Education and Humanities*. 267, 49-58.
- Kim, J-H. (2000). *Foreign language listening anxiety: A study of Korean students learning English*. Unpublished doctoral dissertation, The University of Texas, Austin.
- Kurniasih, K., Cahyono, B.Y., Astuti, U.P., & Suryati, N. (2021). EFL students' writing anxiety in online learning environment during covid-19 pandemic. *Advances in Social Sciences, Education and Humanities*. 624, 149-153.

- Kusumaningputri R., Ningsih, T. A., & Wisasongko. (2018). Second language writing anxiety of Indonesian EFL students. *Lingua Cultura*. 12(4), 357-362.
<https://doi.org/10.21512/lc.v12i4.4268>
- MacIntyre, P. D. (1999). Language anxiety: A review of the research for language teachers. *Affect in foreign language and second language learning: A practical guide to creating a low- anxiety classroom atmosphere*, 24, 41.
- Mayer, L.S & McHugh, P.R. (2016). *Sexuality and gender: Findings from the biological, psychological and social sciences*. The New Atlantis.
- Molyaty, S. (2020). Students' strategies in writing narrative text at grade XI IPS 3 at SMAN 9 Padang. *Advances in Social Science, Education and Humanities Research*. 485, 294 – 299.
- Nelson. D. L, Burke. R. J. (2002). A framework for examining gender, work stress, and health. In D. L. Nelson & R. J. Burke (Eds.), *Gender, Works Stress and Health*. (pp. 3-12). American Psychological Association.
- Omid et.all. (2003). Gender, genre, and writing style in formal written texts. *Interdisciplinary Journal for the Study of Discourse*. 23(3), 10.1515/text.2003.014.
- Oteir, I.N & Al- Otaibi, A.N. (2019). Foreign language anxiety: A systematic review. *Arab World English Journal*, 10 (3), 309-317.
<https://dx.doi.org/10.24093/awej/vol10no3.21>.
- Oxford, R.L. (1998). *Language learning strategies: What every teacher should know*. Heinle & Heinle Publishers.

- Oxford, R. L. (1999). Anxiety and the language learner: New insights. *Affect in language learning*, 58-67.
- Lestari, D. E., Loeneto, B., & Ihsan, D. (2019). The correlation among English learning anxiety, speaking, and writing achievements of senior high school students. *Indonesian Journal of EFL and Linguistics*. 4(2), 135-150. <http://dx.doi.org/10.21462/ijefl.v4i2.137>
- Prihastuti, L. P.R., Padmadewi, N. N., & Ramendra, D. P. (2020). The effect of 'power' as an instructional writing strategy on students' writing skill across gender. *Journal of Educational Research and Evaluation*. 4(1), 17-26. <https://doi.org/10.23887/jere.v4i1.23960>
- Rehman, I., Samad, A., & Ali, M. (2022). An investigation of the role of gender in foreign language learning in students of Department of English at Kust. Harfo- Sukhan. 6(1), 246–268.
- Reilly, D., Neumann, D. L., & Andrews, G. (2019). Gender differences in reading and writing achievement: Evidence from National Assessment of Educational Progress (NAEP). *American Psychological Association*. 74(4), 455-458. <http://dx.doi.org/10.1037/amp0000356>
- Reski, Nurhaspiah, Uswatunnisa, & Adawiah, R. (2021). An analysis of students' ability in writing analytical exposition text. *Journal of Linguistics and English Teaching Studies*. 3(1). 23-30.
- Rezaei, M. & Jafari, M. (2014). Investigating the levels, types, and causes of writing anxiety among Iranian EFL students: A mixed method design. *Procedia: Social*

and Behavioral Sciences. 98. 1545-1554.
<https://doi.org/10.1016/j.sbspro.2014.03.577>

Richardson, S.S. (2013). *Sex itself: The search for male and female in the human genome*. The University of Chicago Press.

Riwayatningsih, R. & Sulistyani, S. (2020). The implementation of synchronous and asynchronous e-language learning in EFL setting: A case study. *Jurnal Basis*. 7(2). 309 – 3018. <https://doi.org/10.33884/basisupb.v7i2.2484>

SaizAja, A. M. (2021). Gender-based differences in EFL learners' language learning strategies and productive vocabulary. *Theory and Practice of Second Language Acquisition*. 7(2). 83-107. <https://doi.org/10.31261/TAPSLA.8594>

Speck, O. et. all. (2000). Gender differences in the functional organization of the brain for working memory. *Brain imaging*, 11(11), 2581 – 2585

Stone, M.H. (2002). *Textbook of anxiety disorders*. In Dan J.S & Eric H. Eds. American Psychiatric Publishing Inc.

Sugiyono. (2015). *Metode penelitian pendidikan: pendekatan kualitaitaif, kuantitatif dan R&D*. Alfabeta

Susanti, Y. (2020). Students engagement in EFL on-line class. *Lingual*. 10(2), 1-8.
[10.24843/LJLC.2020.v10.i02.p02](https://doi.org/10.24843/LJLC.2020.v10.i02.p02).

Syarifudin. (2020). Survey on EFL students' writing anxiety: Level, types and causes. *Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra*. 4(2), 122-132.
<https://doi.org/10.26858/eralingua.v4i2.13925>

Tiara, L. (2019). Innovating digital “J- Slate” in writing report texts. *English Language and Literature International Conference*. 3, 195 – 201.

- Vasa, R.A & Pine, D.S. (2004). Anxiety disorders in children and adolescents: Second Edition. In Tracy L.M and John S.M. Eds. The Guildford Press.
- Wahyuni, S. & Umam, K. (2017). An analysis on writing anxiety of Indonesia EFL college learners. JEELS. 4(1), 103-126.
<https://doi.org/10.30762/jeels.v4i1.333>
- Wahyuni, D. Oktavia, W. & Marlina, L. (2019). Writing anxiety among Indonesian EFL college students: Levels, causes and coping strategies. *Lingua Cultura*, 13(1), 67-74.
- Williams, K. (1991). Anxiety and formal second/foreign language teaching. *RELC Journal*. 22(2), 19-28. <http://dx.doi.org/10.1177/003368829102200202>
- Wern, T.C. & Rahmat, N. H. (2021). An investigation study on the types and causes of ESL writing anxiety: A case study of learners from a chinese independent middle school. *European Journal of English Language Teaching*. 6(3), 19-36.
<http://dx.doi.org/10.46827/ejel.v6i3.3553>