

**MALE AND FEMALE STUDENTS' SPEAKING ABILITY  
(A Comparative Study at the Second Grade Students of SMK  
Negeri 5 Langsa)**

**THESIS**

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*In the name of Allah. The Most Beneficent and the Most Merciful*

All praises be to Allah, who always blesses the writer in writing this thesis. Peace and blessing be upon our prophet Muhammad, his families, his companions, and his followers.

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Langsa, April 1<sup>st</sup> 2017

The writer,

Muhammad Ridho Afriza

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## ABSTRACT

Muhammad Ridho Afriza. **Male and Female Students' Speaking Ability (A Comparative Study at the Second Grade Students of SMK Negeri 5 Langsa).** The Student of English Department Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies (IAIN) Zawiyah Cot Kala Langsa 2017 / 1438 H.

This research aimed to find out the differences between male and female students' speaking ability at SMK Negeri 5 Langsa. The research employed a comparative study of male and female students' speaking ability. The research was conducted at the second grade students of SMK Negeri 5 Langsa. The total population was 80 students, but the researcher selected 20 students as the sample by using simple random sampling. It consisted of 10 male students and 10 female students. Techniques of data collection that used by the researcher were observation and test. Before conducting the test, the researcher observed the students in teaching and learning process. The result of observation was analyzed by using qualitative approach. After that, the researcher tested the 20 students by asking them to compare pictures and analyzed the result by using quantitative approach. The result of observation showed male students paid less attention in responding the teacher's question and method delivered by teacher in learning. It was different from female students, they had more attention to the teacher's explanation. The finding proved that female students were active in term of oral activity and in expressing their opinion. The result of test showed that the female students reached higher points in speaking ability; it was 80 of mean score. Meanwhile, the male students reached 70 of mean score. Most of female students had higher score in the proficiencies than male students, including their pronunciation, fluency, vocabulary, and comprehension. It meant there was a significant difference between male and female students in speaking ability at the second grade students of SMK Negeri 5 Langsa.

**Keywords:** *Gender, Speaking Ability and Comparative Study.*

# CHAPTER I

## INTRODUCTION

### F. The Background of the Study

Language is one of the most important things in communication and it is used as a mean of communication among the nations in all over the world. By using a language, people can express their feelings, thoughts, and minds. People use language to communicate with each other to fulfill their daily needs. Therefore, language plays an important role in human's life. One of the languages which is widely used is English. English has important roles in International communication. English has become a Lingua franca, although it is not the language with the largest number of native speakers.<sup>1</sup> Most people use English in their daily activities. English is used as a tool of communication. It means we are connected by language to do our activities. Without language we cannot interacted each others. English is a compulsory subject in Indonesia which had been taught formally to Indonesian students since they are in elementary school.

The English subject consists of four skills including speaking, writing, listening and reading. One of the most important skills in English is speaking. "Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of context".<sup>2</sup> Speaking is one of the most important skills that must be mastered, because speaking has function to

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<sup>1</sup> Jeremy Harmer. *The Practice of English Language Teaching*, 3rd Ed, (London: Longman, 2001), p. 1.

<sup>2</sup> A.L, Chaney and T. L, Burke, *Teaching Oral Communication In grades K-8* (Boston: Allyn & Bacon, 1998), p. 13



communicate with someone else. Speaking is a key for communication. Speaking is also an important aspect that should be learnt. The success of students in speaking is measured through the accuracy and fluency of their speaking ability. In speaking, the students are expected to be able to speak and interact orally from one to each other, to get or to convey the information.

There are two ways to communicate to others, they are written language and spoken language. Although written language has used to communicate, spoken language is still the most effective way to communicate. Communicative competence is the goal as a language classroom. It can be said that the goal of English classroom is to product a learner who is able to communicate or speak English well. In addition, the learner should need to use the foreign language for communication purpose.<sup>3</sup> So, the students of English as a foreign language are expected to use English in speaking.

Speaking is the action of conveying information or expressing one's feeling in speech. Speaking is one of the most important competencies that should be mastered by English students, because by having good speaking ability they will be able to communicate in English. One of the main aims is to make students able to communicate and convey information effectively in spoken English. Besides the teacher should create active learning condition and develop their techniques they also should pay attention on the factor of gender differences of their students.<sup>4</sup>

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<sup>3</sup> William Little wood. 1991. *Communicative Language Teaching*. Cambridge: Cambridge University Press, 1991), p. 92.

<sup>4</sup> Kathleen M., *New Ways in Teaching Speaking*, (USA: Bloumington Illionois, 1994), p. 7.

The factor of sex differences cannot be ignored in learning language, because it can affect students' achievement and proficiency in learning.<sup>5</sup> It is clear that the students may be grouped into two different sexes, male and female or boy and girl.

When the researcher conducted teaching practice, researcher observed students of second grade of Senior High School. The researcher found that most of female students liked studying English. They were able to finish tasks more quickly than male students. Many linguists believe that there is a significant difference between the two sex groups in the acquisition of the language. Pappalia and Olds also say that from adolescence throughout adulthood, female outperformed male in reading, speaking, spelling and grammar. They started to talk earlier and did better on vocabulary.<sup>6</sup>

According to national assessment for educational progress (2001) girls did better in reading test and boys had slightly higher scores than girls in science test.<sup>7</sup> Based on this statement, it is real that there is a sex difference such as women are more superior in verbal abilities than men, but men in mechanical ability are superior and boys are not less social than girls.

Related to the explanation above, the researcher interested in knowing the differences between male and female in their speaking ability. The researcher also made a comparative study between them, by doing a test on their speaking ability including pronunciation, grammar, vocabulary, fluency and comprehension.

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<sup>5</sup> Arnold, *Project in Linguistic*, (New York: Oxford University Press, 2002), p. 139.

<sup>6</sup> Diane E Papalia and Olds Sally Wenkos. *Human Development*. New York: MC Graw-Hill Book Company, 1983), p. 263.

<sup>7</sup> Mac Graw-Hill, *Educational Psychology*, (New York: McGraw Hill Companies, 2004), 2<sup>nd</sup> Ed., p. 158.

Therefore, the researcher decided to write a thesis entitled: **“Male and Female Students’ Speaking Ability (A Comparative Study at the Second Grade Students of SMK Negeri 5 Langsa)”**.

### **G. Research Questions**

The research questions of this study can be formulated as follow: “What are the differences between male and female students’ speaking ability at SMK Negeri 5 Langsa?”

### **H. Purpose of The Study**

Based on the problem above, the objective of this study is: “To find out the differences between male and female students’ speaking ability at SMK Negeri 5 Langsa.”

### **I. Significance of The Study**

Theoretically, this research is useful for giving information to educational practitioners who are interested in English skill, especially in speaking English. This research also gives contribution to the teacher in teaching strategy that can be implied in teaching activity in the classroom.

Practically, the researcher expects that this research result can contribute some advantages not only for the researcher, but also for the school and the teachers.

1. For the researcher

By doing this research, the researcher can add knowledge about how to improve the student's ability in speaking based on the differences of male and female student's speaking ability.

2. For the school

The result of this research can give contribution to the school and curriculum designers to select the most appropriate teaching strategy of speaking and method to certain categories of students in teaching English as a foreign language.

3. For the teacher

The results of this research are useful for the English teacher at senior high school level to get clearly information about student's speaking ability speaking. From this research, they can get available information that is useful to improve the student's speaking ability.

## **J. Terminology**

There is term correlate to the title that the writer wants to explain clearly. This explanation is essential to avoid misunderstanding. The term will be described as follows:

1. Speaking

Speaking is a key of communication. It plays a very crucial part in peoples' daily life. Almost of every aspects in our life is covered by speaking. According to Chaney "Speaking is the process of building and sharing meaning

through the use of verbal and non-verbal symbols, in variety of context”.<sup>8</sup>  
Speaking is the action of conveying information or expressing one’s feeling in speech. So, it is important that what you say is conveyed in the most effective way.

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<sup>8</sup> A.L, Chaney and T. L, Burke, *Teaching Oral Communication In grades K-8* (Boston: Allyn & Bacon, 1998), p. 13

## CHAPTER II

### THEORETICAL FRAMEWORK

#### C. Speaking

##### 7. Definition of speaking

The major goal of English learning is to enable students to communicate with other people by using English language being learned. The communication here means to talk to other people orally or in spoken form. Speaking is a process of using a language that is done by speakers by combining both codes and message.<sup>9</sup> Speech combines both of a code and a message. The code consists of sound, vocabulary, and structures of the language. These components are organized into appropriate combination in order to convey the speakers' ideas or opinion.

Speaking is the capability to use a language. It plays a very crucial part in peoples' daily life. Almost of every aspects in our life is covered by speaking. Speaking is the productive, oral skill that consists of producing systematic verbal utterance to convey meaning.<sup>10</sup> Cameron stated that "speaking is the active use of language to express meaning so that other people can make sense of them."<sup>11</sup> Speaking is the verbal use of language to communicate with others. The statement shows that speaking is used to communicate with others verbally. Speaking is also called the oral production.

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<sup>9</sup> William Boletta, *Fast Fluency*, (California: Logos International, 1992), p. 53.

<sup>10</sup> Bieleley, Kathleen M, *Practical English Language Teaching; Speaking* (Singapore, 2003), p. 119

<sup>11</sup> Lynne Cameron. *Teaching Language to Young Learners*. (New York: Cambridge University Press, 2001), p. 40.

Speaking is a skill which deserved attention every bit as much as literary skills, in both first and second language. To most people, mastering speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.<sup>12</sup> According to Hornby, speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech.<sup>13</sup> Speaking is to utter words orally, talk; to communicate as by talking; to make a request; to make a speech.

We speak in order to carry out various social activities and, although we may not always be consciously aware of doing so, we attune our language and the meanings we wish to exchange to our specific purposes for speaking in that context.

Speaking is a skill which deserved attention from everybody as much as literary skill. We often need to be able to speak with confidence in order any message, ideas, suggestions or other important information. Now, it is uneasy work for the student to communicate in English due to the fact that rules of that language are different from those of students' own language and they have not been familiar to the new rules. All of the definitions above show that how speaking is the important skill in language learning especially in English subject. Speaking is an important skill for students. Jack. Richard states "Learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their

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<sup>12</sup> David Nunan, *Language Teaching Methodology a Textbook for Teachers*, (NY: Phoenix Ltd., 1995), p. 39.

<sup>13</sup> Hornby, *Advance Learner Dictionary*, (Oxford: Oxford University Press, 1995), p. 13

spoken language proficiency.”<sup>14</sup> It is clear that students should be focused to master speaking skill.

From all definitions above, the researcher can concluded that speaking is an activity that gives opportunity to practice language orally. People can express their idea, feeling, or something in their mind to others directly. Speaking does not only deal with correct pronunciation, the use of grammatical structure, and appropriate words, but also with the proficiency to make the listeners understand about what is being talked.

## **8. Components of Speaking Ability**

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process:<sup>15</sup>

### **a. Pronunciation**

Pronunciation is way in which a language or particular word or sound is spoken.<sup>16</sup> Pronunciation includes vowels, consonants, stresses, and intonation patterns. In speaking perfect pronunciation of all sounds is not necessary in order to communicate, but lack of the ability may influence sounds of the words that utterance. If the students are having difficulty with any given sound, the teacher should assist them by describing tongue and lip movements.

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<sup>14</sup> Jack c. Richards. *Teaching Listening and Speaking from Theory to Practice*. (New York: Cambridge University Press, 2008). p. 19

<sup>15</sup>J.B. Heaton, *Classroom Testing: Longman Keys to Language Teaching* (New York: Longman, 1990), p. 70-71

<sup>16</sup> Sally Wehmeier (ed.), *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 2000), 6th Ed., p. 343.



Accent or we can called pronunciation intonation in producing sound or speech the speaker must first decide what to say, be able to articulate the words, and create the physical sounds that carry meaning.<sup>17</sup> At the level of problems distinguishing between sounds in the new language that do not exist in languages they already know when we design speaking test we must decide whether assessing their pronunciation became native or foreign language.

b. Grammar

Grammar is the rules for forming words and making sentences.<sup>18</sup> The grammar of language is the description of the ways in which words can change their forms and can be combined into sentences in that language. Communication in speaking will run smoothly if its grammar can be understood. In order to be understood, the students should organize the words in the sentences compactly and efficiently. They should build grammatical sentences in order the listener can easily catch the meaning carried in their utterances.<sup>19</sup> Therefore, grammar is very important because if the speaker does not master grammar structure, he cannot speak English well.

c. Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verb, and idioms.<sup>20</sup> It is clear that limited vocabulary mastery makes conversation virtually impossible. Vocabulary

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<sup>17</sup> Arnold, *Project in Linguistic*, (New York: Oxford University Press, 2002), p. 141.

<sup>18</sup> Sally Wehmeier (ed.), *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 2000), 6th Ed., p. 343.

<sup>19</sup> Jeremi Harmer, *The Practice of English Language Teaching*, (London: Longman, 2002), 3<sup>rd</sup> Ed., p. 13.

<sup>20</sup> Keith S. Folse, *Vocabulary Myths: Applying Second Language Research to Classroom Teaching* (Michigan: University of Michigan, 2004) P. 2

items or word choices also become one of important components in speaking because as many as people mastering the vocabulary so make their communication understandable. Vocabulary items are needed to talk. Vocabulary is normally studied in dialogue or conversation. This way will help the students to be more active in communication. When we want to assess vocabulary, we can get their mark with assess whether their vocabulary is adequate or inadequate.

#### d. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating.<sup>21</sup> Meanwhile, according to Gower, fluency can be thought of as ‘the ability to keep going when speaking spontaneously’.<sup>22</sup> In speaking students should be able to get the message across with whatever resources and abilities they have got, regardless, of grammatical and other mistakes. In second language learning, fluency is most often described in metaphorical language. Lack fluency is therefore said to be slow and uneven speech.

#### e. Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like. There are two aspects in comprehension.<sup>23</sup> First is skill getting include the cognition or knowledge of the language and its

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<sup>21</sup>David Riddle, *Teaching English as a Second Language* (Chicago: McGraw-Hill Companies, 2001), p. 118

<sup>22</sup>Roger Gower, *Teaching Practice Handbook* (Oxford: Heinemann English Language Teaching, 1995), p. 100

<sup>23</sup>Thomas Scovel, *Psycholinguistics*, (New York: Oxford University Press, 2005), p. 59.

production, and the second is skill using include comprehension of a message or reception and the conveying personal meaning, expression in real communication.

## 9. Elements of speaking

There are two elements in speaking, the first one is language features and the second is mental processing.<sup>24</sup>

### a. Language features

1) Connected speech (simplification phrase in spoken language) Effective speakers of English need to be able not only produce the individual phonemes of English (as saying *I would have gone*) but also to use fluent connected speech (as in *I'd've gone*). In connected speech sounds are modified (assimilation), omitted (elision), added (linking *r*).

2) Expressive devise (tone, facial expression, gesture) Native speakers of English change the pitch and stress of particular parts of utterance vary volume on speed, and show by other physical and non verbal (paralinguistic) means how they are feeling especially in face to face interaction.

### 3) Lexis and grammar

Spontaneous speech is marked by the use of number of common lexical phrases especially in the performance of certain language functions.

### b. Mental/ Social Process

#### 1) Language processing inside self

- Head, as language input the purpose is to schemata, participant response.
- Brain, processing the word.

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<sup>24</sup> Jeremi Harmer, *The Practice of English Language Teaching*, (London: Longman, 2002), 3<sup>rd</sup> Ed., p. 269.

- Speak in comprehensible form in order to understandable communication.
- Make sure that you convey the intended message.

## 2) Interacting with others

Understand the other feeling of the participants, knowing how and when to take turn, good deal of listening.

## 3) Information processing.

Quite apart from our response to others' feelings, we also need to be able to process the information they tell us the moment we get it.

## 10. Point to Consider about Speaking

Speaking is a form of communication, so it is important that communicate conveyed in the most effective way. How to say something can be as important as what is saying in getting your meaning across. Jones states that there are some points to consider about speaking. They are:<sup>25</sup>

### a. Clarity

The words that are spoken must be clear if listeners are to understand what is said. This means speaking the words distinctly and separately, not running them together, and slurring them.

### b. Variety

Speech has its own rhythms and tunes. The voice usually rises, for instance to indicate a question. Some words in a sentence require more emphasis than others if the meaning is to be clear. Unimportant words tend to be spoken more quickly

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<sup>25</sup> Rhodry Jones, *Speaking and Listening* (London: Murray Publishers Ltd, 1989), p. 14

than important ones. Consider things like pitch, emphasis, speed, variations in volume and pauses.

c. Audience and tone

The way you speak and the tone use will be affected by the audiences to whom that are speaking.

### 11. Types of classroom speaking performance

Brown offered six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom:

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation counts out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking is one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair activities where learners are “going over” certain form of language.

c. Responsive

A good deal of student’s speech in the classroom is responsive; short replies to teacher or student-initiated questions or comments.

d. Transactional (dialogue)

Transactional languages, carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language.

e. Interpersonal (dialogue)

Interpersonal dialogue carried out more for the purpose of maintaining social relationship than for the transmission of fact and information.

f. Extensive (monologue)

Finally, students at intermediate to advance levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.<sup>26</sup>

Each category above can be implemented based on the students' level and students' ability. Here are the summary purpose of each element: imitative for focusing on some phonological or grammatical aspect of language, responsive can stimulate students' speaking, transactional to invite students to engage in a conversation, interpersonal, to learn how such features as the relationship in the conversation, and extensive is to practice in the form of oral reports, summaries, or perhaps in short speeches.

## 12. Techniques to Test Speaking

There some technique to test speaking ability as follows:<sup>27</sup>

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<sup>26</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (New York: Pearson Education, 2001), p. 271-274

<sup>27</sup> B. J. Heaton, *Writing English Language Test*, (London: Longman, 1976), p. 98.

a. Reading aloud

Usually used when it is desired to assess pronunciation as distinct from the total speaking skill.

b. Oral drill

Oral drill was used to measure the oral production range widely from purely perspective drill to sentence transformation and construction drills.

c. Using picture

Pictures, maps, and diagrams can be used in oral production.

d. Oral interview

The scoring of the oral interview is highly subjective and thus sometimes has only low reliability.

#### D. Gender

Genetically, sex was defined operationally the type of gametes produced. Commonly, it was divided into two kinds of species; male and female. Male and female is kind of sex of human being or gender.<sup>28</sup> Furthermore, David Shier from Mc. Graw Hill University describes individual with X sex chromosome is classified as male and any individual lacking a Y chromosome is classified as female.<sup>29</sup> By definition, there is a consideration that individual that produces egg is female and one that produces sperm is male. Physically, female has copulatory

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<sup>28</sup> Robert S Feldman. *Understanding Psychology*. (McGraw- Hill companies, 1999), p. 363.

<sup>29</sup> David Shier, et al., *Hole's Human Anatomy and Physiology*, (New York: Mc Graw Hill, 2004), p. 830.

organ for fertilization named ovum and vagina while male has copulatory organ named sperm and penis.

#### **4. Sex differences**

There are two categories of sexes, they are male and female. Both have their own weakness and strength. There are some field of distinction between male and female as follow:

##### **a. Sex different in physiological field**

According to physiological side male and female are mostly different. It is apparent when, look their body. In all human societies, men are bigger and stronger than women on the overage the male is about 6 percent taller and 20 percent heavier, with larger bones and with greater bulk and strength of muscle.<sup>30</sup> So, men have a highest metabolic rate, produce more physical energy, and require more food, male heart beats more strongly and male blood is richer in red corpuscles to the extent of some 300,000 more per cubic millimeter.

##### **b. Sex different in nervous system**

There is a big difference between male and female nervous system. As the result, this leads to a different character. For example men tend to be better at analyzing system (better systemizes) and women tend to be better at reading the emotions of other people (better empathizers).<sup>31</sup> Male and female brain differences include:

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<sup>30</sup> John Nash, *Developmental Psychology*, (USA: Prentice Hall, 1970), p. 189.

<sup>31</sup><http://www.cerebromente.org.br/nll/mente/einstein/cerebio-humens-html> femalebraindifferences. on 23nov2009.



1) Cell numbers

Men have 4% more brain cell than women, and above 100 grams more of brain tissue.

2) Cellular connections

Even though as man seems to have more brain cell, it is reported that women have more dendritic or cellular connections among brain cells.

3) Corpus collosum size

Woman's brain has a large corpus collosum, which means women can transfer data between the right and the left hemisphere faster than men. And man tends to be more left brained, while woman have greater access to both sides.

4) Limbic size (bonding/nesting instincts)

Female has a larger deep limbic system than males. This gives females several advantages and also disadvantages. The advantages is female more in touch with their feelings (more caretakers for children) and disadvantage is female more susceptible to depression.

c. Sex differences in learning

The most obvious difference between male and female is the biological difference. However, they are also different in many factors such as in ability, interest, and personality traits. Papalia and olds say that "the most consistence difference between male and female occur in personality characteristic and emotional adjustment".<sup>32</sup>

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<sup>32</sup> Diane E. Papalia and Olds Sally Wenkos. *Human Development*. (New York: MC Graw-Hill Book Company, 1983), p. 263.

The difference in ability is important to be examined especially in education field. Hetherington says that girls are superior in verbal abilities, include in vocabularies, reading comprehension and verbal creativity and boys are superior in mathematic.<sup>33</sup> Papalia and Old state that girl are superior in verbal items involving vocabulary, memory, and language manipulation, while boys are superior in performance of items involving spatial relations, mechanical abilities and numerical manipulation.<sup>34</sup> Girls learn little earlier than boys to talk, to use sentence, and to use greater variety of words. They also speak more clearly, read earlier and consistently better than boys in treat of spelling and grammar.<sup>35</sup> Males tend to be deductive in their conceptualizations, sharing their reasoning process frequently from general principle and applying it to individual cases. Female on the other hand, tend to favor inductive thinking, adding more and more to their based of conceptualization.

In addition, Holme suggests that women use more standard speech form than men in following ways:<sup>36</sup>

1. Women are more status – conscious than men.
2. Women have better behaviors than men in society.
3. Women as a subordinate behavior rather than men in society avoid offending men and so they must speak carefully and politely.

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<sup>33</sup> E. Mavis Hetherington, and Ross D. Parke. *Child Psychology a Contemporary Viewpoint*. (New York: McGraw-Hill Book Company, 1989), p. 626-627.

<sup>34</sup> Diane E Papalia and Olds Sally Wenkos. *Human Development*. (New York: MC Graw-Hill Book Company, 1983), p. 263-265.

<sup>35</sup> Davit G Myers, *Psychology*. First Edition. (Worth Publisher, Inc, 1986), p. 191-193.

<sup>36</sup> J Holme.. *An Introduction to Sociolinguistic*. (New York: Addission Wesley Longman Publishing. 1992), p. 171.

On average, females do produce more words than males. Female often use words as they learn them, and males often work silently. When female and male are put together at table, the male generally ends up spreading his work into the female's space, but not vice versa because movement seems to help males not only stimulate their brains but also manage and relieve impulsive behavior. The male and female students have different characteristics in language learning strategy that are as below:<sup>37</sup>

**Table 2.1**

**The Difference Characteristic of Male and Female**

<b>Females</b>	<b>Males</b>
Global	Analytic
Subjective	Objective
Feeling	Thinking
Field dependent	Field Independent
Right and left brain balance	Left brain dominant
Extroverted	Introverted
Cooperative	Competitive

Women prefer to be subjective, feeling oriented, global style rather than an objective, thinking-oriented, and analytic style. When learning a new language, males and females take different ways. Males tend to favor more objectivity. They have tendency to learn the rule, facts, and logic to the language they are learning.

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<sup>37</sup> Margaret H. Defleuf, *Fundamental of Human Communication*, (New York: McGraw-Hill Companies. Inc, 2005), p. 125

Females in learning a new language are usually subjective. They put the priority in using their feeling, cultural sensitivity and empathy.

## 5. Factor of sex differences

The differences between male and female apparently seem not only in physical or biological sides but much more other fields or sides. And all of the differences is caused or influenced some factors not just one factor but actually there are three factors as follow:

### a. Biological Factors

Male and female have apparent distinction, from their body structure until another aspects related with it. Sex differences of human are distinguished by chromosome. Female (XX) has double X chromosomes and male (XY) has one X and one Y chromosome.<sup>38</sup> Moreover, from these chromosomes, there are also two characteristics physically of human. An individual produces egg or ovum is female and an individual produces sperm is male.

Physically, male has copulatory organ called penis and female has copulatory organ called vagina involving in fertilization.<sup>39</sup> The distinction was not only restricted to their sex primer organ like ova, uterus, vagina and the other of the female organ, and etc. But also influence or effect of hormones, the hormones of male like androgen and testosterones, and the female's hormones like estrogen and progesterone have been involved in many studies of sex differences.

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<sup>38</sup> Richard C. Labarda, *Foundations of Developmental Psychology*, (United Sates of America: Academic Press of University of South Florida, 2010), p. 77.

<sup>39</sup> David Shier, et. al., *Hole's Human Anatomy and Physiology*, (New York: Mc Graw Hill, 2004), p. 830.

b. Cognitive factor

Even biologically factor plays a based role in behavior but, cognitive factor play a major role in modifying their expression. Children's own understanding of gender and sex roles contributes to the process of sex role acquisition. This notion social expectations that describes how male and female should act, think and feel.<sup>40</sup>7 These elements are synthesizing and concentrating into cognitive elements named five strategies for cognitive view. They are repetition, resourcing, translation, grouping, and note taking. Repetition means imitate language model. Resourcing concentrates on using target language reference materials. After that, educators have to take focus on translation. Translation is using the first language as a base for understanding and producing second language. Last is grouping and note-taking. Grouping is about reordering, reclassifying, and labeling the material to be learned based on common attributes while note-taking is about writing down main idea, important points and information in writing.<sup>41</sup>

c. Social and situational factor

Social and situational factor influence such as the family, peers, and school also plays a major role in sex typing. A variety of than sources from family, teacher, friends, television, and children's books. Actually, the factor that can answer why women underrepresented in mathematics is social and situational factor. Because, parents especially fathers, are more likely to stress the important of career or occupational success for sons than for daughter. Differences in

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<sup>40</sup> John W. Santrock, *Educational Psychology: Classroom Update: Preparing for Praxis™ and Practice*, (United States of America: Mc Graw Hill Company, 2006), p. 154.

<sup>41</sup> H Douglas Brown, *Principles of Language Learning and Teaching*, (San Fransisco: Longman, 2000), 4th Ed), p. 5.

treatment of boys and girls is particularly marked in the area of mathematical achievement. In teaching and problem solving situations, fathers of boys are more attuned to achievement and the cognitive aspects of the situation. Fathers of girls seem to be less concerned with performance and more concerned with interpersonal interaction with their daughters.

## **6. The Difference In Using Language**

The differences in sex between men and women seem to be some differences in their learning achievement. These differences can be seen from their ability in using language for communication. There are some differences between what girls do and what boys do to organize the components of speaking in the communication. Men and women have different styles in interaction with their own environment. In interaction of a discussion, men are more likely to interrupt women, with 96 percent of the identified interruptions being attributed to men in one study involving American college students.<sup>42</sup>

Not only girls are superior in verbal ability, but also in the use of sentence and variation of words. The measure of verbal fluency, girls usually do better than boys. Girls learn a little earlier than boys to talk, to use a greater variety of words. They also speak more clearly, read earlier and consistently better than boys in tests of spelling and grammar. There is a difference between the way a woman articulates a word in English and the way men do. In conversational style, there are also differences such as markers: *yeah*, *ahhuh* and *mmm* sound, other markers of active listening such as nodding, and leaning forward, expressions like perhaps,

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<sup>42</sup> George Yule, *The Study of Language*, (New York: Cambridge University Press, 2006), p. 225.

supposed, modal auxiliary, pause between turns, interruption, etc. In different parts of English speaking world, female speakers have been found to use form considered to be better or more correct than those use by male. For this reason, they will be more sensitive to the social significance of social class related linguistic variable such as multiple negotiations. Many women and girls make group of communication such as rumor overtime and everywhere. This facts support the women and girls become more flexible in their pronunciation.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **G. Place and Time of Research**

The research conducted at the second grade student of SMK Negeri 5 Langsa in the academic year of 2017/2018. The researcher selected this school because the researcher found some the differences in students' speaking ability between male and female students when the researcher conducted practice teaching there. The research conducted on January for two meetings during the academic year of 2017/2018.

#### **H. Research Design**

This study is comparative research. In comparative research, the researcher conducted an investigation in order to know are there any differences between two or more groups on phenomenon have being study.<sup>43</sup> This kind of research describes the comparison of two sexes in order to determine both of similarities and differences between them. This study tried to compare male and female students' speaking ability. So, the researcher used a quantitative and qualitative approach. The quantitative technique is applied to get the score and to find out the means of students' speaking ability. Whereas, qualitative technique is applied to describe result of the test compares speaking ability of male and female. So, the researcher combines both approaches.

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<sup>43</sup> Syamsuddin AR, *Metode Penelitian Pendidikan Bahasa*, (Bandung: PT Remaja Rosdakarya, 2006), p. 25.



“Quantitative research is a research data in the form of numbers and analyze uses statistic”.<sup>44</sup> It means that quantitative research is used to determine how large a sample size will be needed from a given population in order to achieve findings with an acceptable degree of accuracy calculate the sample size for a survey and quantitative research refers to counts and measures of things.

“Qualitative research is a type of investigation in which there is a substantial subjective element”.<sup>45</sup> It means that qualitative research is collecting, analyzing, and interpreting data by observing what people do and say. Qualitative research refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things.

## **I. Population and Sample**

### **1. Population**

According to Sugiyono, population is the area of generalism that consist of object, subject who has certain quality and characteristic which is decided by the researcher to be studied then to make a conclusion about it.<sup>46</sup> Population simply means the group that you are interested in investigation.<sup>47</sup> In this study, the population that used by the researcher was the second grade students of SMK

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<sup>44</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: CV. Alfabeta, 2008), p. 7.

<sup>45</sup> Michael J. Wallace, *Action Research for Language Teachers*, (New York: Cambridge University Press, 1998), p. 258.

<sup>46</sup> Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2000), p.117

<sup>47</sup> Michael J Wallace, *Action Research for the Language Teacher*, (USA: Cambridge University Pers, 1998), p. 26.

Negeri 5 Langsa in the academic year of 2017/2018. There were 3 classes of the second grade of SMK Negeri 5 Langsa, the total population was 80 students.

## 2. Sample

Sample is a part of population which represents all the population observed.<sup>48</sup> Sugiono defined sample as part of the number and characteristics possessed by the population.<sup>49</sup> The more samples were taken from the population the more valid the result of the research were expected to be. The sample were taken by using probability sampling especially simple random sampling. Simple Random sampling is method of sampling that use a random member of the population regardless the members' level of population.<sup>50</sup> In this research, There were 3 classes SMK Negeri 5 Langsa, but the researcher selected 20 students as the sample. It consisted of 10 male students and 10 female students.

## J. Technique of Collecting Data

Some of the common techniques to collect data are questionnaire, observation, field notes, interview, documentation, test etc. In this research, the researcher chose some ways which are appropriate with research and can be done there. Techniques of data collection that used by the researcher were observation and test.

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<sup>48</sup> Michael J Wallace, *Action Research for the Language Teacher*, (USA: Cambridge University Press, 1998), p. 26

<sup>49</sup> Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2000), p.118

<sup>50</sup> Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2000), p.120

## 1. **Observation**

Observation is mainstay of this research. It enables researchers to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur. "Observation is a perception activity to know how far research effectiveness of action have reached target".<sup>51</sup> Observation was used as a method to observe the teaching process and the students' activities and respond or something that will be happen. This technique is used to observe directly the Comparative Studies of students' educational background in speaking ability of the second grade student of SMK Negeri 5 Langsa in the academic year of 2017/2018. Observation is intended to see and to know about the condition of class and students when teaching and learning process and test process. Observation also used to support the data of test.

## 2. **Test**

A test is a device for sampling behavior or performance related to the skills, competencies, attitudes, or other characteristics of people.<sup>52</sup> Test is used to measure the person's competence and to achieve the objective. The data was collected by giving speaking test to the student. There are some components that have to be considered in assessing students' speaking ability. They are: pronunciation, vocabulary, grammar, fluency and comprehension.<sup>53</sup>

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<sup>51</sup> Martin Parrott, *Tasks for Language Teachers: A Resource Book for Training and Development*, (New York: Cambridge University Press, 1993), p. 139.

<sup>52</sup> Bruce W. Tuckman, *Measuring Educational Outcomes Fundamental of Testing*, (USA: Rutgers University Press, 1975), p. 207

<sup>53</sup> Arthur Hughes. *Testing for Language Teacher*. (United Kingdom: Cambridge University. 2003), p.131

## **K. Procedure of the research**

The study was conducted at SMK Negeri 5 Langsa. Procedure of observation conducted when teaching learning process conducted by the teacher and test process by using checklist observation. For the test procedure, each student was tested individually. The student and researcher were facing each other and took the following steps:

1. The researcher explained the procedure of test to the students.
2. The researcher gave the two pictures to the students.
3. The researcher asked to the students to tell the comparison between two pictures orally
4. After asked them to describe the pictures, then researcher recorded the students' responses and gave the score.

## **L. Technique Data Analysis**

After conducting the test, the researcher gave score to the students' speaking. There are some components that have to be considered in assessing students' speaking ability. They are: pronunciation, vocabulary, grammar, fluency and comprehension.

So this research used this technique in assessing the students' ability. The scoring criteria can be described in the following table:<sup>54</sup>

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<sup>54</sup> Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra*, 3rd Ed, (Yogyakarta: BPFE UGM, 2009), p. 307-308.

**Table 3.1**  
**Score Guidance**

No	Categories	Score	Description
1	Pronunciation	1	Incomprehensible or no response.
		2	Many phonetic errors: very difficult to perceive meaning.
		3	Occasional phonemic errors, but generally comprehensible.
		4	Phonemically accurate pronunciation throughout.
2	Vocabulary	1	Vocabulary inaccurate throughout or no response.
		2	Vocabulary usually inaccurate, escape for occasional correct word.
		3	Minor lexical problems, but Vocabulary generally appropriate.
		4	Consistently use appropriate words during presentation.
3	Grammar	1	Virtually no correct structure or no response.
		2	Error of basic structure, but some phrase rendered correctly.

		3	Generally accurate structure, occasional slight error.
		4	No error of morphology or syntax.
4	Fluency	1	Long pauses, utterances left unfinished, or no response,
		2	Some definite stumbling, but manages to rephrase and continue.
		3	Speech is generally natural and continues occasional slight stumbling or pauses at unnatural points in utterance.
		4	Speech is natural and continuous; any pauses correspond to those which might be made by a native speaker.
5	Comprehension	1	Incomprehensible.
		2	Some definite stumbling, but manages to rephrase and continue.
		3	Speech can be understood generally.
		4	Totally Comprehensible.

The speaking result was evaluated by concerning on five components and each component had score or level. Each component had 20 highest score and the total of all components was 100. The specification was as follows:

**Table 3.2**

**The Specification of the Test Score**

No	Components of Speaking Skill	The Highest Score
1	Pronunciation	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
<b>Total</b>		<b>100</b>

In this research, the researcher also used mean formula to know the average of male and female students' score in speaking ability. The mean score of the students searched by using this following formula:<sup>55</sup>

$$M = \frac{\sum X}{N}$$

M : the average of students' score

$\sum x$ : total score

N : the number of the students.

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<sup>55</sup> Sugiyono, *Statistik Untuk Pendidikan*, (Bandung: CV Alfabeta, 2007), p. 49.

**CHAPTER IV**  
**RESEARCH FINDING AND DISCUSSION**

**C. Finding**

This research has main goal to compare student's ability in speaking between males and females students. To reach that goal, data searching can be reached through test and observation. Test used to measure the students ability in speaking and observation used to know about the condition of class and students when teaching and learning process and test process. The researcher analyzed the gathered data used quantitative and qualitative approach to respond to the objective of the study.

**3. The Result of Female Students**

Before the researcher give test to students, the researcher observed the classroom teaching and learning process. Observation used to monitor student's activity during the teaching learning process to get a data. Observation also used to support the data of test. The result of observation of female students as follow:

**Table 4.1**

**The Result of Observation of Female Students**

No	Aspect of Observation	Low	Average	High
1	Students are enthusiastic in listening to teacher's explanation.			✓



2	Students show curiosity by asking the question.			✓
3	Students ask question to clarify understanding.		✓	
4	Students are enthusiastic to answer teacher's question.			✓
5	Students are enthusiastic doing the test			✓
6	Students enjoy to learn English			✓

Based on the result of table above, it showed that the female students had more attention to the teacher's explanation. The finding proved that female students were active in term of oral activity and in expressing their opinion. The female students' activeness also showed when the researcher conducting test.

There were 10 female students selected as sample by the researcher. After got the sample the researcher continues conducted the test. After having conducted the test, the researcher continued to analyze the data. In this chapter, the researcher discussed the data analysis by determining the table of criterion of the students' ability, especially in speaking ability. The result was viewed from the mean score of the students. These scores were to know the differences between male and female speaking ability. Actually there are five proficiencies that are assessed from speaking. They are pronunciation, vocabulary, grammar, fluency

and comprehension. Based on the test that was given to the female students, the researcher got the data of the students' ability in speaking and the score of the students. The result of speaking test of female students showed on the table below:

**Table 4.2**

**The Score of the Female Students Ability in Speaking**

No	Female Student	Score
1	AS	80
2	AM	80
3	APA	80
4	AH	85
5	CDM	80
6	DM	80
7	DR	75
8	ESA	75
9	RS	80
10	SN	85
<b>Σ</b>		<b>800</b>

From the data above, the researcher calculated the mean using the formula as follow:

$$M = \frac{\sum y}{N}$$

Where:  $\sum Y = 800$

$$N = 10$$

$$M = \frac{800}{10}$$

$$M = 80$$

The table above showed that the score of female students in speaking ability. The higher score of male students was 85 and the lowest score was 75.

#### 4. The Result of Male Students

Observation also conducted in monitoring the male student's activity during the teaching learning process. It meant to know the different behavior between male and female student in learning. The result of observation of male students as follow:

**Table 4.3**

**The Result of Observation of Male Students**

No	Aspect of Observation	Low	Average	High
1	Students are enthusiastic in listening to teacher's explanation.			✓
2	Students show curiosity by asking the question.		✓	
3	Students ask question to clarify understanding.		✓	
4	Students are enthusiastic to answer teacher's question.	✓		

5	Students are enthusiastic doing the test			✓
6	Students enjoy to learn English			✓

The result of observation showed that the male students were enthusiastic in listening to teacher's explanation; they enjoyed in process of teaching learning. Male students also showed enthusiastic in doing the test. But male students have low response the teacher's question and method delivered by teacher in learning.

There were 10 male students selected as sample by the researcher. After got the sample the researcher continues conducted the test. After having conducted the test, the researcher continued to analyze the data. In this chapter, the researcher discussed the data analysis by determining the table of criterion of the students' ability, especially in speaking ability. The result was viewed from the mean score of the students. These scores were to know the differences between male and female speaking ability. Actually there are five proficiencies that are assessed from speaking. They are pronunciation, vocabulary, grammar, fluency and comprehension. Based on the test that was given to the male students, the researcher got the data of the students' ability in speaking and the score of the students. It can be seen in the following table:

**Table 4.4**

**The Score of the Male Students Ability in Speaking**

No	Male Student	Score
1	AP	65
2	IQ	70
3	MR	70
4	MHR	70
5	MI	80
6	MRH	70
7	MN	70
8	SA	65
9	THM	75
10	ZF	65
<b>Σ</b>		<b>700</b>

After calculating the students score, the researcher calculated the mean to measure the male students' score in speaking ability. To know the mean of the male students' score, the researcher used formula as follows:

$$M = \frac{\sum x}{N}$$

Where:  $\sum X = 700$

$N = 10$

$$M = \frac{700}{10}$$

$$M = 70$$

The result above showed that the male students score in speaking ability. The higher score of male students was 80 and the lowest score was 65. The male students had difficulties in comprehension and fluency.

After the researcher calculated the male and female student's score, the researcher compared the result. Based on the presentation and data analysis above, the researcher interpreted that there was significant difference speaking ability between male and female students at the second grade of SMK Negeri 5 Langsa. It proved of the mean score of students. The difference student's mean score showed on the table below:

**Table 4.5**

**Mean Score of Male and Female Students**

<b>No</b>	<b>Students</b>	<b>Mean Score</b>
1	Male	70
2	Female	80

The table above showed that the female students' score was higher than male students. It was 80 of female students' mean score, meanwhile 70 of male students' mean score. It proved that the female student speaking ability at SMK Negeri 5 Langsa was better than male students.

#### **D. Discussion**

The result of observation that showed the female students had more attention to the teacher's explanation. The finding proved that female students were active in term of oral activity and in expressing their opinion. The female students' activeness also showed when the researcher conducting test. According the result of the research, the female students were high interest and high seriousness in learning. Female students can enjoyed with method was delivered by the teacher, female students can make comfortable situation in the class, and female students have more attention to the teacher's explanation. The finding also showed the female students are active in term of oral activity. The female students were active in expressing their opinion, female students were active in asking question and female students' activeness in answering the questions was good and the answer was comprehensive with the problem.

In observation of male students, the researcher found that the male students were enthusiastic in listening to teacher's explanation; they enjoyed in process of teaching learning. Male students also showed enthusiastic in doing the test. But male students have low response the teacher's question and method delivered by teacher in learning. The male students have less interest and low seriousness in learning. The male students have low response to method delivered by teacher, almost male students cannot made comfortable situation in learning activity, and male students did not pay attention well to the teacher's explanation. The finding also showed the male students are active in term of oral activity. The male students were active in expressing their opinion, male students were active in

asking question although sometimes the question was not focus with the problem and male students' activeness in answering the questions was good although the answer was not too comprehensive with the problem.

Observation used as a method to observe the teaching process and the students' activities and respond or something that will be happen in the class room. It was also used to support the data of test. For getting comparative result of male and female in learning, the writer also determined the differences males and females in learning. From any data, researcher got any analysis related to learning style differences of male and female in learning. First analysis is female students have high interest and high seriousness than male students while male students have low interest and low seriousness than female students. The reasons were the method is more enjoyable for female students; the method was less enjoyable for male students. The female students can made situation to be more comfortable; male students cannot made situation to be more comfortable and female students can pay more attention than male students.

In speaking, the students have able to convey their ideas and opinion to other people orally. Actually they have to master some components of speaking including vocabulary, grammar, pronunciation, comprehension, and fluency. Here, the researcher can know the students ability when they speak English especially in describing picture. The result of the students test state that the female students are higher than male students in speaking ability.

After the researcher calculated and analyzed the data, the researcher got the result. Then the researcher calculated the mean of the students score. From the



result, the researcher found out the mean score of the students' ability in their speaking ability. The mean score of female students was 80. The higher score of male students was 85 and the lowest score was 75. There were 2 students had 85 score. There were 6 students had 80 score and 2 students had 75 score. Meanwhile, the male student was 70. The higher score of male students was 80 and the lowest score was 65. There was a student that had 80 score and a student had 75 score. There were five students had 70 score and three students had 65 score. It meant that the speaking ability of female students was higher than male students. The researcher would like to describe the differences between male and female on the components of speaking as follow:

**Table 4.6**

**Score of the Components of Male Students Ability in Speaking**

No	Male Student	Aspects					Total	Score
		P	G	V	F	C		
1	AP	2	3	3	3	2	13	65
2	IQ	3	3	3	3	2	14	70
3	MR	3	3	3	2	3	14	70
4	MHR	3	3	3	2	3	14	70
5	MI	4	3	3	3	3	16	80
6	MRH	3	3	3	3	2	14	70
7	MN	3	3	4	2	2	14	70
8	SA	3	2	3	3	2	13	65
9	THM	3	3	3	3	3	15	75

10	ZF	3	3	3	2	2	13	65
<b>Total</b>		<b>30</b>	<b>29</b>	<b>31</b>	<b>26</b>	<b>24</b>	<b>140</b>	<b>700</b>

**Table 4.7**

**The Score of the Components of Female Students Ability in Speaking**

No	Female Student	Aspects					Total	Score
		P	G	V	F	C		
1	AS	4	3	3	3	3	16	80
2	AM	3	4	3	3	3	16	80
3	APA	4	3	3	3	3	16	80
4	AH	4	3	4	3	3	17	85
5	CDM	3	4	3	3	3	16	80
6	DM	3	3	4	3	3	16	80
7	DR	3	3	3	3	3	15	75
8	ESA	3	3	3	3	3	15	75
9	RS	3	3	4	3	3	16	80
10	SN	4	3	3	3	4	17	85
<b>Total</b>		<b>34</b>	<b>32</b>	<b>33</b>	<b>30</b>	<b>31</b>	<b>160</b>	<b>800</b>

Based on the table above, researcher concludes that females students were higher in their pronunciation or way in which a language or particular word or sound is spoken. The score shows that pronunciation of female was 34 and pronunciation of male was 30. From the individual score, it showed that there was

a male student got 4, there were eight male students got 3 and there was a student got 2. The other way there were four female students got 4 and six students got 3. It means that male usually using foreign accent so, requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent in error and vocabulary. In contrast female in produce pronunciation is tending to be marked foreign accent and occasional mispronunciation which do not interfere with understanding.

In grammar, between males and females students also difference. It was 29 score of male student and 32 score of female students of grammar. It meant that the grammatical mastery of female student was better than male students. Although, there were some students that showed occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding. It also occurred in the use of vocabulary items. The score of female students was 33 score and male student got 31 score of vocabulary item. It meant that females chosen of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topic. Males used vocabulary was limited to basic personal and survival areas (food, time, transportation, family, etc).

In the aspect of fluency female students were still strong. Based on the table above, it showed that female students got 30 score and males got 26 score. The differences also in fluency, female students could reach score until 31 and male just up to 24 score. It meant that female students in producing sentences understand everything in normal educated conversation except for very colloquial

or low-frequently items, or exceptionally rapid or slurred in speech. Different with male students, their speech understands quite well normal educated speech directed to him, but required occasional repetition and rephrasing.

Based on the test score of the students on speaking ability, the researcher found that there was a significant difference between male and female students. This result proved that the mean score of female students in speaking ability was higher than male students; it was 80 of female students' mean score, meanwhile 70 of male students' mean score.

The difference result was caused by some factors, for example age and maturity constraints. In the interactive behavior of EFL learners is influence by a number of factors. Age is one of the most commonly cited determinant factors of success or failure in L2 or foreign language learning. Acquirers who begin learning a second language in early childhood through natural exposure achieve higher proficiency than those beginning in adults.

Besides, socio cultural factors also influence such as the family, peers, and school also plays a major role in sex typing. From the moment of birth boys and girls are exposed to different sex-role standards and treatment by the significant people around them. Sex role standards and pressure to adopt sex typed behavior patterns. Converge on the developing child from a variety of than sources from family, teacher, friends, television, and children's books. It was a plain corollary of the argument above, that males and females differ in certain important respects and that these differences require them to have different reaction to the same experiences with different emphases.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### C. Conclusions

Based on the research that conducted at the second grade student of SMK Negeri 5 Langsa in the academic year of 2017/2018, the researcher concluded that there was a significant difference between male and female students. The female students reached higher points in speaking ability; it was 80 of mean score. Meanwhile, the male students reached 70 of mean score. Most of female students had higher score in the proficiencies than male students, including their pronunciation, fluency, vocabulary, and comprehension. It happened because adult learners are mainly influence by social and situational factor not biological factor. The differences also showed based on the result of observation. It showed the female students had more attention to the teacher's explanation. The finding proved that female students were active in term of oral activity and in expressing their opinion. The female students' activeness also showed when the researcher conducting test. In observation of male students, the researcher found that the male students were enthusiastic in listening to teacher's explanation; they enjoyed in process of teaching learning. Male students also showed enthusiastic in doing the test. But male students have low response the teacher's question and method delivered by teacher in learning.

#### **D. Suggestions**

Based on the result of the study, the researcher had some suggestions for English teacher, students and other researchers as follow:

##### **4. For the Teachers**

A teacher is one of the most important educational components in selecting instructional material and in choosing appropriate strategies in teaching learning process. Based on the research conclusion above the researcher suggested the teacher as follows:

- a. The teacher in English course should be able to find out the relevant strategies to increase students speaking ability.
- b. The teacher should evaluate all of the system and role in teaching and learning process.
- c. The gender differences are very affected on student achievement and proficiency. So the teacher must do sex segregation on their class if the class is classroom gender mixed. The teacher has to reduce sex biased on their classroom. Analyze the seating chart in your classroom and determine whether there are gender segregations. When your students work in groups, monitor whether the groups are balanced by the gender.

##### **5. For the Students**

It is suggested to the all of English students to improve their speaking practice by keeping their motivation to always practice their English whenever and wherever. Students have to changing their bad habits, such as laziness, speaking in other language and always evaluating them-selves.

## 6. For Other Researchers

They can make this study as their reference to conduct other researcher on the same field. They are also expected to be able to cover the limitation about this. They can conduct a research with the same case in different situation and proficiency. The writer hopes that the text researchers can prepare everything as good as possible in doing research and can follow up this research

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**MALE STUDENTS' NAME**

<b>NO</b>	<b>NAME</b>
1	Ayi Prianto
2	Iqbal
3	M, Ridho
4	M. Hafis Ramadhan
5	M. Ikhsan
6	M.Rohan
7	Maulana
8	Samawi Alfian
9	T. Herlambang M
10	Zulfan

**FEMALE STUDENT'S NAME**

<b>NO</b>	<b>NAME</b>
1	Adinda Salsabila
2	Alza Masytah
3	Annisa Putri Afinur
4	Asmaul Husna
5	Cut Desi Mayanti
6	Dedek Maulida
7	Desni Ramadhani
8	Eka Sri Agustina
9	Rita Surianti
10	Selfia Nanda

## TEST ITEMS

Based On the Pictures, Please Describe It Orally by Comparing between Two Pictures













## OBSERVATION SHEET

(MALE)

No	Aspect of Observation	Low	Average	High
1	Students are enthusiastic in listening to teacher's explanation.			✓
2	Students show curiosity by asking the question.		✓	
3	Students ask question to clarify understanding.		✓	
4	Students are enthusiastic to answer teacher's question.	✓		
5	Students are enthusiastic doing the test			✓
6	Students enjoy to learn English			✓

Researcher

Muhammad Ridho Afriza  
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## OBSERVATION SHEET

(FEMALE)

No	Aspect of Observation	Low	Average	High
1	Students are enthusiastic in listening to teacher's explanation.			✓
2	Students show curiosity by asking the question.			✓
3	Students ask question to clarify understanding.		✓	
4	Students are enthusiastic to answer teacher's question.			✓
5	Students are enthusiastic doing the test			✓
6	Students enjoy to learn English			✓

Researcher

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