SPEAKING COMPETENCE BASED ON GENDER TOWARD FIFTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAMME AT IAIN PALANGKA RAYA

THESIS

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DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2017 M / 1438 H

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THESIS

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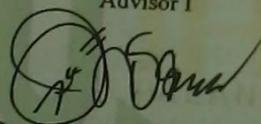**2017 M / 1438 H**

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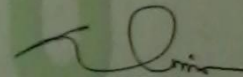
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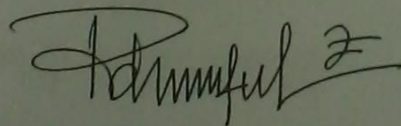Advisor I

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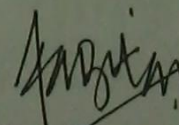
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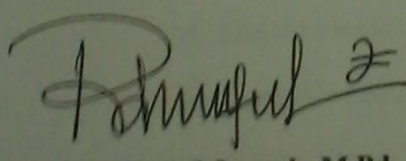
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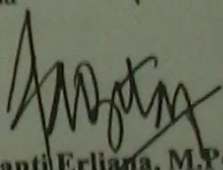Pembimbing II

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MOTTO AND DEDICATION

Mencintai-Nya itu Sulit

Namun Tanpa Mencintai-Nya

Diriku Hanyalah Ketiadaan

Mewlana Jalaluddin Rumi

This Thesis is dedicated to:

My beloved Parents, Mr. Najeri and Mrs. Jumah,

For their valuable endless prayer, sacrifice, and support.

As well as my dearest sister, Diana Nurcahaya for her endless affection and love.

DECLARATION OF AUTHORSHIP

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Herewith, I:

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Declare that:

1. This thesis has never been submitted to any other teritory education institution for any other academic degree.

2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.

3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, Oktober 23rd, 2017

Yours Faith fully

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ABSTRACT

Nurfitria. 2017. *Speaking Competence Based on Gender Toward Fifth Semester Students of English Study Programme at IAIN Palangka Raya.* Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor: (I) Dr. Imam Qalyubi, M. Hum., (II) Akhmad Ali Mirza, M. Pd.

Keywords: Gender, Speaking Competence

The purpose of this research are (1) the influence of gender toward speaking competence of fifth semester of English Study Programme at IAIN Palangka Raya (2) the other factor that influence students speaking competence.

This research applied qualitative design, descriptive analysis. The population of this research was the fifth semester students of English Study Programme of IAIN Palangka Raya 2016 period which consisted of 20 students who have took three sequel classes of speaking I, II, and III. The researcher used purposive sampling. To collected the data in this research, the researcher used class performance and documentation in form audio and visual.

The result showed that (1) gender had significance influence toward male and female students speaking competence. Based on male gender character, male students used to rely on their habit to always straight to the point which make them tend to rely on their fluency rather than accuracy while their speaking. In other hand, female students with prudence character their tends to rely on their accuracy and appropriatness while their speaking speaking performance. (2) other factor that influence students speaking competence are shynes and anxiety.

ABSTRAK

Nurfitria. 2017.*Kemampuan Berbicara berdasarkan Gneder Mahasiswa Semester V Program Studi Bahasa Inggris di IAIN Palangka Raya* .Skripsi, JurusanPendidikanBahasa, FakultasTarbiyahdanIlmuKeguruan, Institute Agama Islam NegeriPalangka Raya. Pembimbing (I) Dr. Imam Qalyubi, M. Hum., (II) Ahmad Ali Mirza, M. Pd.

Kata Kunci :Gender, Kemampuan Berbicara

Tujuan dari penelitian ini adalah (1) untuk mencari tahu apakah gender mempengaruhi kemampuan berbicara mahasiswa laki-laki dan mahasiswa perempuan semester v di IAIN Palangka Raya, (2) mencari tahu faktor lain yang mempengaruhi kemampuan berbicara mahasiswa semester v di IAIN palangka Raya.

Penelitian ini menggunakan metode qualitatif dengan menggunakan model deskriptif analisis. Populasi dari penelitian ini adalah mahasiswa semester v yang duah melewati tiga kelas berututan speaking I, II, dan III. Peneliti menggunakan metode sampling bertujuan. Untuk mengumpulkan data peneliti melakukan aksi kelas dan dokumentasi secara au dio dan visual.

Dari hasil penelitian ditemukan (1) Gender memiliki pengaruh yang signifikan terhadap kemampuan berbicara mahasiswa semester V. Karakter bawaan laki-laki yang bergantung pada sikap langsung menuju topik, membuat mahasiswa laki-laki cenderung lebih mengutamakan kelancaran dalam berbicara sedangkan ketepatan. Di sisi lain, mahasiswa perempuan dengan sikap yang "penuh kehati-hatian" sangat mengutamakan ketepatan saat berbicara dibandingkan kelancaran. (2) Faktor lain yang mempengaruhi kemampuan berbicara mahasiswa laki-laki dan mahasiswa perempuan adalah malu dan cemas.

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Hes appreciation is addressed to:

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Palangka Raya,October 23rd, 2017
The writer,

Nurfitria
SRN. 1201120831

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CHAPTER I

INTRODUCTION

In this chapter, writer would present the main framework of the research. This chapter would consist of background of the study, research problems, objectives of the research, scope and limitations, significance of the study, and key words.

A.   Background of The Study

Since English language became the most-used language in the world and language learning took an important part of human existed, many researchers of education look for the influenced factors over language learning process that related to all aspect such as grammar, learning method, motivations, and etc. At English Education area, English competence became absolute needed for English major students. As the matter of fact, speaking competence is one of and the most crucial part to be qualified as an learner of English language.

Cameron (2001, p.11) explains speaking is an active process of language to represent meaning, that help listener to reach understanding. To get there, English major curriculum designed three speaking competences of learning, *Speaking I, Speaking II, and Speaking III*. These three phases of learning has gradually cover the competencies needed to be a qualified as a English speaker. Appropriate to the essence of the subject, then duty of lecture to guide university student to maximize themshelves to practice using target language as transictional and interactional in every theme and gendre, that developing in silabus. This is as

a real action to replace old paradigm of learning method from *teacher-centered* to *learner-centered.*

But from earlier observations, many english major students less of speaking compentence. They lack of pronounciation, fluency, grammar, and vocabulary. Bailey and Savage on Lazaraton (2001, p.103-115) asserted that;

> *"speaking competence of target language (TL) or speaking competence of second language (SL) is the hardest competence of the all four".*

Many factors that play a great deal to the success of language learning. Those factors could be from the student himself/herself (internal factor) and circumstances side from student himself/herself (external factor). In terms of internal factors that could be a reason are gender, motivations, interest, attitude, personality, or learning style and etc. Whereas about external factors that could be parents demand, school or teacher, and circumstances. Broadly, "speaking" in these factors indicate a significant impact on students, both in terms of academic achievement and involves personal abilities. So it may be to say that these factors are interrelated to one another. They sustain a student simultaneously so that if a student shortage or lose one of them, then these students may fail in their learning process.

Among those factors, writer put a deep focus of the study over internal factors, in this case gender. Elliot (2000, p.30) said, there are some other factors influenced induvidual development, called by *bio-psycho-social*, which in this case birth of characters (male or female) is characters of *bio-psycho-social* theory. Actually, in terms of concept gender and sex have a difference but mostly used overlap. Gender and sex are often equated both in the sense of language and

meaning. This is what ultimately led to the absence of a barrier for both of them. The concept of both is more directed relation in the genetic words and mental. Gender is the result of genetic brought naturally after birth. While gender is a "mental" built by the people of the sexes during the development.

Based on those lines, writer inspire to examine carefully the impact of gender differences and some related aspects over speaking competence based on gender of the fifth semester students of English eduacation study programme of IAIN Palangka Raya in academic years 2015/2016.

B.   Statement of The Problems

Based on the background of the study, reseacher formulated the problem of the study, which are:

1.   How is the influence of gender toward speaking competence' males and females of fifth semester students of English Departement Study Programme at IAIN Palangka Raya Academic year 2015/2016?

2.   What are factors influenced toward speaking competence of male and female fifth semester students of English Departement Study Programme at IAIN Palangka Raya Academic year 2015/2016?

C.   Objectives of The Research

Based on the problem of the study, the objectives of the study are:

1.   To describe the influence of gender toward speaking competence' males and females of fifth semester students of English Departement Study Programme at IAIN Palangka Raya Academic year 2015/2016

2.   To describe is the influenced of other factor toward speaking competence' males and females of fifth semester students of English Departement Study Programme at IAIN Palangka Raya Academic year 2015/2016

D.   Significances of The Study

The writer line up some goals sigficances through this reasearch, which are :

1.   Teorical Sigficances

Teorically, writer hopes this reaserch could give a deep descriptions about linguistic areas factors that influence students speaking competence based on gender of males and female students and to become the next valuable references for onggoing research about gender toward English competences. This research is also expected to influence the world of teaching. Which gives a description of how gender differences affect students. By using the psycholinguistic theory, is also expected to open knowledge to teachers how language reasoning in students of different gender.

2.   Practical Significance

Practically, the writers hope this research give a positive contributions which could be a good references for English learners who interest on some linguistic areas of how gender influences students speaking competences. The results of this study are also expected to provide a new repertoire of knowledge to be able to provide information that is helpful for the world of education and the implementation of teaching English.

E.   Scope of The Study

The scope of the study only conducted to protayed the influence of gender on speaking competence of English Departement Study Programme of male' and female' students who have took a class of *Speaking III* on the fifth semester academic years 2015/2016 at Islamic College of Palangka Raya

F.   Definition of Key Terms

There are some key terms that should be explained in this study as follows:

1.   Gender

According to the language terms John Echols (1976, p.265) , gender originally from english word which refers to sex and generally gender is difference of physical appearance between male and female if seen by value and behaviour. From that sens, it can be said the word sex only lead to differences that are physically more but to gender, it is only due to differences in terms of values and behavior.

Values and behavior that brought in social life shows the type possessed by the individual in this case is gender. Gender is a cultural expectations of men and women, such as women known as the gentle, beautiful, emotional, and motherhood. While men are considered strong, powerful, manly, rational, but the characteristics and properties that can be interchangeable, such as a meek man and a strong woman, rational, and migthy, changes and these characteristics may occur from place to another place. The charateristic that conveyed by her is kind of charateristic in common and standart form which know-well to people. This tendency only in terms of outward only.

However, as has been known, that the possibility of these apply reverse also may occur. This trend created by the community to establish a harmonious society and in accordance with the rule. Men are expected to be a strong personal reference to the word "male" and women are expected to be meek callous private adjust the position of a woman in the eyes of society, which leads to the word "mother".

But keep in mind that gender really is not something that can be shaped to adjust the rules. Gender establishing itself adapts to the environment. For example, men can also minded mentality feminine and there are also masculine women. It is not something common in the first place but not impossible. This often happens and the causes vary. Factors that affect its existence also vary. However, the most frequent objection is proven without any environmental factors.

2. Speaking Competence

Tarigan (1990, p. 84) defines the definition of speaking by stated;

"*a language skill which is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.*"

From this statement, Tarin emphasized the close combination between speaking learning and listen. If the views of some of the relevant literature, in his book Muriel Saville-Troike, about how the language of the man developed, a baby gets word for word from the process of imitation through the process of listening. This also makes a person's ability to speak the results obtained from the long process throughout life. Even this long process is different for each individual result. Due to language skills is closely related to cognitive ability and every person has a different cognitive capacity.

But what has been delivered Tarin refers to the first language skills. The first language is the language which is the language that mastered and grow and develop with the individual himself or herself. But for the second language, this language is the language that learned after the first language which is usually done for the sake of academic or social needs. In English learning, the ability to speak has also become a staple component that must be mastered by the student.

Toward "competency" of speaking, Lado (1961, p.239-240) defines speaking as: "The ability to use in essentially normal communication, stress, intonation, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speakers of the language." It is means that speaking competence is a matter which needs special attention. No matter how great an idea is, if it is not communicated properly, it cannot be effective. Oral

language or speaking is an essential tool for communicating, thinking, and learning powerful learning tool. It shapes modifies, extends, and organizes thought. Oral language is a foundation of all language development and, therefore, the foundation of all learning. Through speaking and listening, student learns concepts, develop vocabulary and perceive the structure of the English language essential components of learning. Students who have a strong oral language base have an academic advantage. School achievement depends on students' ability to display knowledge in a clear and acceptable form in speaking as well as writing.

It has been an important role in communication. In carrying out speaking, students face some difficulties. One of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are students afraid to make mistakes.

In communicating with other people, it is important to know whether the situation is formal or informal. Besides, it is also important to know that the language, in this case English, can be standard or non standard so that they are able to communicate effectively. In speaking English as a foreign language the speaker obviously has to try to speak it in the way the native, speakers do. In order to be able to speak English better, it is important for him to learn all of the four skills in English and matter English phonetic as well, because it is very helpful to learn the language quickly and successfully. The use of language or speaking skill imatter of habit formation.When we speak we produce the text and it should be

meaningful. In the nature of communication, we can find the speaker, the listener, the message, and the feedback.

CHAPTER II

REVIEW of RELATED LITERATURE

In this chapter would consist several review of previous research and literatures. The first part would be related to key words of the research, speaking and gender. To protayed the idea of the research, writer explain about speaking and gender starting at base definition of its. Then, continually some related aspects and previous research which talked near or same idea.

A.   Notions of Speaking

Although English has 4 skills, speaking may be the most important skills of English. Mai (2011, p.29) confirms that when people know or learn a language, they mean being able to speak the language. It means that when someone is acquiring a language, the proof that people want to confirm is when that person can speak the language well, it also happens for English. Besides, Ur stated that of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important. It may be true because speaking involve a lot of ability within, such as pronunciation, vocabulary, grammar and even accent. In-order to become a well rounded communicator one needs to be proficient in each of the four language skills; listening, speaking, reading and writing, but the ability to speak skillfully, provides the speaker with several distinct advantages.

According to Kang Shumin In Jack Richards C. and Willy A. Renandya in *Methodology In Language Teaching* (2002, p.204), speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social

interactions. In this statement they just defines that speaking need some practical pattern to engaging in social communication area and the hardest part for non-English speakers is their "true pattern" refers to their mother tongue differ from their second language. In addition they are also stated speaking ability in one of the elements of communication.

Kang Shumin In Jack Richards C. and Willy A. Renandya (2002, p.209) also stated As a human being, we always need communication to express our idea to do everything, what's more as a students or learners they have to speak with their teacher as long as in learning process to express their idea.

> *"Communication in the classroom is embedded in focused meaning activity. This requires teachers to tailor their instruction carefully to the needs of learners and teach them how to listen to others, how to talk with others, and how to negotiate meaning in a shared context. Out of interaction, learners will learn how to communicate verbally and nonverbally as their language store and language skills develop. Consequently, the give and take exchanges of messages will enable them to create discourse that coveys their intention in real life communication".*

Based on these lines, speaking cover up the whole requires stuff to get involve in social communication. Speaking took an important part of human existed. Being a tool in major area of communication. Therefore, in formal environment between teachers and students have to always interact to make communication. Because in fact, most of our daily communication remain interactional. It can interact in language is essential. Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topic by using interaction as the key to teach language for communication because communication derives essentially from interaction.

Another review stated that speaking is fundamental and instrumental act by Summer & Amanda Chen (2010, p.50). Speakers talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them. And they promise, warn, and exclaim to affect them in still other ways. The nature of the speech act should therefore play a control role in the process of speech production. Speakers begin with the intention of affecting their listeners in a particular way. They select and utter a sentence they will bring just this affect.

At the same lines, Keith and marrow say "*Speaking is an activity to produce utterance to oral communication*". It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants. So, the English teacher should active the students speaking ability by providing communicative language activities in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

Speaking as a skill deserves attention every bit as much as literary skills, in both first and second language. David Nunan (1995, p.39). To most people, mastering the 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. As this statement defined, wheater it is mother tongue or second language the measuring-stuff would be only how good a

speaker deliver their communication and understandable. Lean againts this statement, reseacher claimed that speaking it the most crucial part in human social lifes and also the most challenging one.

Speaking in a second or foreign language has often been viewed as the most demanding of the four skills. When attempting to speak, learners must muster their thoughts and encode those ideas in the vocabulary and syntactic structures of the target language. Depending on the formality and importance of the speech situation (and their own personal linguistic propensities), the learners may also attempt to monitor their output. In conversations and other interactive speech events, the speakers must attend to the feedback from their interlocutors and observe the rules of discourse used in the target culture. Phonological considerations add to the difficulty of the task, especially for adult learners, as speakers strive to achieve "good" pronunciation. The speed of such interaction is also an issue because there may not be adequate time for processing either outgoing speech or incoming messages at the typical rate of native-speaker interaction. All of these factors combine to make speaking in a second or foreign language a formidable task for language learners. Yet for many people, speaking is seen as the central skill. The desire to communicate with others, often face to face and in real time, drives people to attempt to speak fluently and correctly.

People can define speaking as the way to carry out our feeling through words, conversation with other. Speaking also used to communicate as by talking, to make a request, to make a speech. It means that they always use it in their life, because without speaking they will be a dumb and never know everybody's

means and effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.

B.   The Elements of Speaking

Jeremy Harmer (2003, p.269) states that the ability to speak English presupposes the elements necessary for spoken production as follows:

Language features

The elements necessary for spoken production, are the following:

1. Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

2. Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face t- to – face interaction). The use of these devices contributes to the ability to convey meanings.

3. Lexis and grammar: therefore supply a variety of phrases for different functions such as agreeing or disagreeing, *(I think so, yes of course, I doubt (/dʌʊt/), I am afraid of. . .), expressing surprise (I am surprised. . . , I don't believed it. . .), shock (you are joking me. . . ., you are kidding me . . .), or approval (I allow you to. . .)*

4. Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students, for example, asking unclear some words or name that have pronounced by some one.

a. *Mental / Social Processing*

Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates

1) Language processing: language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

2) Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

3) (On the spot) information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.

C. The Problems of Speaking

There are some characteristics can make speaking difficult. According of some language research sources, reseacher found particular factor affecting learners difficulties toward speaking. There are 3 types of factors which hinder the students from speaking English more.

1.   Psychological Factor

The type means factors that come form the individual self or what the students feel when they are speaking English. According to Juhana (2011, p.50), there are 5 kinds of psychological factors. Which are;

a.   Shyness

Here, shyness is identified as an emotional thing that many students suffer from at some time when they are required to speak English. This indicates that shyness could be a source of problem in students' activities, especially in speaking English. In line with this, further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say.

With regard to the cause of shyness, cited in Bowen and Robby (2005, p.29)argue that some shy learners are caused by their nature that they are very quiet. They think that they are being closely observed by other people and they would like to give a good impression. At the same time they may fear that they are not as good as other people and can't 'come up to the mark'.

b.   Fear of Mistake

Students often feel afraid of making mistakes when they are speaking English. In addition, this is also much influenced by the students" fear of being laughed at by other students or being criticized by the teacher. Kurtus (2011, p.50) confirms that the primary reason of fear of

mistake is that students are afraid of looking foolish in front of other people and they are concerned about how other will see them2. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on.

c.　　Lack of Motivation

Motivation is defined as the reason to do something, and this reason is often very strong. And with a strong motivation, success can be achieved. But students can have lack of motivation in learning, especially speaking English. Nunan (cited in Gardner) adds that the causes of the students" lack of motivation e.g. uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program.

d.　　Lack of Confidence

It is commonly understood that students" lack of confidence usually occurs when students realize that their conversation partners do not understand them or when they do not understand other speakers. In addition, He and Chen state the main cause of students" confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they can not speak English well. The other cause of students" lack of confidence also deals with the lack of encouragement.

e.   Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (cited in Nascente). Further writer found that, among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students in learning language. Also, their low ability in this aspect, in many cases, causes anxious feeling among many students. Occhipinti (2009, p.4) also stated that speaking in the foreign language, both in social and academic contexts, entails risk taking and seems to be a challenging activity, in which learners who are not fluent in the target language experience that they cannot fully express their personality, or their intelligence. Gardner and MacIntyre (1993, p.5) define language anxiety as "the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient". Some of the symptoms include nervousness, tension, apprehension, and introversion.

b.   Linguistic Factors

In this domain, it refers to a means factors which the students have regarding to their speaking skill. These factors come up when the students have problems on their speaking skills. Moreover, if sign in to the second language mastering process, it could be difficult part to learners just knot up the new one pattern. As reseacher found, Juhana (2012, p.50) stated that there are 3 kinds of linguistic factors , they are:

1) Lack of Vocabulary

Vocabulary has been increasingly recognized as necessary to language use. Huyen (2003, p.7-10) confirms that in order to communicate well in a foreign language like English, students should acquire an adequate number of words and should also know how to use them accurately. Cited in Smith, lack of vocabulary knowledge could lead to students" difficulties in language reception and production and becomes an obstacle for them to express their ideas in English.

2) Understanding The Grammatical Pattern

Learning grammar cannot be separated in learning a language, especially English. Therefore, it is obviously important to understand grammar. Further Haryanto (2007, p.50) adds that when someone learns a foreign language, he often faces interference where he/she applies his/her mother tongue or first language structure to structure of the foreign language which is different from his/her native language. Due to the different grammar between the mother tongue and foreign language, it is very often that students find this as an obstacle in their learning to speak English. Therefore, without a good understanding of grammar, the message or the idea will not be sent effectively and clearly.

3) Incorrect Pronunciation

Pronunciation is also important in speaking English because a good and correct pronunciation makes the message in a conversation easy to understand. In many cases, especially in EFL class, most students do not have self-confidence to speak because they do not know how to pronounce a certain word well. In addition, learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect. Therefore, incorrect pronunciation can cause the students to be poorly perceived and understood by others. Also, the incorrect pronunciation is often caused by the lack of sound similarity between English and the students' native language.

c.   Contextual Factors

Writer put this kind of factor as a means to the environmental factors which can affect speaking performance. According to Walqui (2002, p.43), there are 3 kinds of contextual factors, as follows

1) Language

This kind of factors involves the things about language. The first is the knowledge about the language itself, in this case English. If the students do not have enough knowledge about English, they will get difficulties in expressing their ideas through speaking.   The

next is about dialect difference. The students' mother tongue dialect may be different from the target language. For example, Javanese students must have a big difference dialect with English dialect, and they may not have much confidence to speak English. That is why dialect may be a factor which hinders them to speak English.

2) Learner

It includes peer pressure and home support. Peer pressure means a pressure which is given to the students when they are having a peer group with the same mother tongue. It will be a pressure when they have to speak English but not all of them have higher speaking skills.

The next is home support. Some people may say that it is important for the parents to support their children to speak English at home, not only at campus. However, far more important than speaking English is that parents value both the native language and English, communicate with their children in whichever language is most comfortable, and show support for and interest in their children"s progress. So, the students may improve their target language and also not forgetting their mother tongue or native language.

It involves learning styles, motivation and classroom interaction. The teacher may not really concern about having a different teaching styles is important for the students" progress, especially speaking skills. Because

every student has their own learning styles, one can have visual, the other is audio, and another is kinesthetic. The next is about motivation. Motivation here is delivered by the teacher and also the activities which are motivating to learn. The last is about the classroom interaction which should be equal for each student, therefore they will have the same opportunities to speak and improve their speaking skills.

2. 3 Previous Study Conducted Toward Speaking

As mentioned by writer that a bunch of study had conducted toward language learning in all aspects. In those, there are some researches that related to this research, wheater to its factor that influenced, treatment use to speaking, or speaking itself as language to learn.

The first thesis is written by Huang entitled *"Exploring Factors Affecting the Use of Oral Communication Strategies"* (2006, p.43). As writer cited the findings imply that overall; the students' linguistic competence was insufficient, leading them to seek alternative ways to convey meaning. Therefore, in EFL teaching especially toward speaking, Huang declared that it is essensial to stress functional practice and instricti motivation because neither gender or any of the other factors influenced rather than motivation itself. In addition, he also stated that by promote dan maintain the student' motivation toward language learning students will take advantage to enchance their new language skills.

Another research about "effect" toward speaking also found by thesis which written by Lê Thị Mai entitled *"An Investigation into Factors That Hinder the Participation of University Students in English Speaking Lessons"*

(2011, p.25). By this thesis found that there are various factors which hinder students' participation in speaking activities coming from students themselves such as student' learning styles, anxiety, and language level, coming from teachers such as teacher' characteristics, teachers" roles and coming from learning and teaching conditions like classroom atmosphere.

In another hand, the terms of gender appeared as one of the influenced factor of student speaking perfomrance in a research written by Hemerka entitled *"Low Speaking Performance of Learners in English"* (2009, p.21). The results bring some of the most common problems and difficulties the students struggle with, such as low motivation, gender gap, and learning style. as well as some valuable feedback and suggestions for possible improvements. But once again, in this quantitative research, motivation showed as significance factor of its.

Another research written by Al-Jamal1 and Al-Jamal2 entitled *"An Investigation of the Difficulties Faced by EFL Undergraduates in Speaking Skills"* (2014, p.50). The outcomes of the study show that the 566 undergraduate students in the sample possess low self-efficacy perspectives, which means they have low self-confidence in their ability to communicate in English. In this research also showed that gender also found as one factor that influences students speaking skill. Female student got low confidence compare to male students.

And there are some researches about perceptions about speaking as oral communication. The first thesis written by Al-Saadi, Tonawanik, and Al Harthy entitled *"Perspective Speaking Difficulties Faced by Omani Students: Empirical*

Data on Self-Perception" (2013, p.77-88). The findings of the present study support the study hypothesis that there are no markedly significant differences between students in their perception of the speaking skill difficulty according to gender or school type. The findings also provide systematic analysis of the skills and sub-skills needed to improve speaking skills in English by identifying the most difficult sub-skills according to student perception of needs.

The second thesis written by Riasati entitled *"EFL Learners' Perception of Factors Influencing Willingness to Speak English in Language Classrooms: A Qualitative Study"* (2012, p.49). Findings of the study showed that willingness to speak is affected by a range of factors. Since the current study focused on foreign language classroom setting, the classroom environmental factors identified as influencing willingness to speak are classroom-specific, such as task type, topic, teacher, classroom atmosphere and grading and correctness of speech.

The third thesis written by Kayaoğlu and Sağlamel entitled *"Students" Perceptions of Language Anxiety in Speaking Classes"* (2016, p.50). It was found that linguistic difficulties (vocabulary, grammar and pronunciation), cognitive challenges (fear of failure in front of others, fear of exams, fear of failure in communication, lack of self-esteem, fear of making mistakes), the role of the teachers, competitiveness and lack of information were considered to be correlates of language anxiety.

The fourth thesis written by Ramírez entitled *"Students' Perceptions about the Development of Their Oral Skills in An English as A Foreign*

Language Teacher Training Program" (2010, p.78). The findings of this research show that students perceived improvement of their oral skills after attending and participating the Oral Skills course. The findings also revealed that although students are aware of the importance of participating in class activities they leave the responsibility of interaction to the teacher whose presence is necessary to maintain the use of the target language in the activities.

The fifth thesis written by Nazara entitled *"Students' Perception on EFL Speaking Skill Development"* (2015, p.50). The findings indicated that the frequency of using English to communicate with lecturers was far higher than the frequency with classmates, revealed the possibility that the respondents should be forced to practice English.

In domain of treatment toward speaking learning, there are some previous researches related to this study. Some researches here explain how some conducted action influence the stundent ranking and effevtiveness of method using. One research was conducted by Dian Mayang Sari, student of English Education and Art Faculty IKIP PGRI Semarang under the title *"Teaching English Using Still Picture to Improve Their Fluency in Speaking of the Seventh Grade of SMP N O1 Sukorejo Kendal in Academic Year 2008/2009"* (2016, p.50). This research is to find out the technique of teacher in teaching speaking using still picture, to know the ability of the student in speaking, to identify the problem faced by the teacher and the students in teaching learning process of speaking using still picture to improve their fluency in speaking, and to suggest some possible solutions of the problems. The type of the research is descriptive

qualitative and methods of collecting data are observation and test. Meanwhile, the instrument of collecting data is recording the students' performance. Based on the result of the study, it suggested that teaching using still pictures could improve their fluency in speaking and was effective.

Research conducted by Mardliyatu, *Children Songs as Media in Teaching English Pronunciation: A Case of the Fourth Graders of SDN 01 Sekaran Gunungpati in the Academic Year 2006/2007* (2006, p.55). The researcher wants to know the use of children songs as media in teaching English pronunciation to the learners' in speaking skill. The researcher found that the learners have improvement by learning in class. In this research, the researcher does not try to find what the students' response during the processes of children songs as media in teaching English.

One the effectiveness of media toward speaking learning also conducted by Diyah Rumpinuji (2010), *Improving Students' Speaking Competence Using Visual Media (Peneitian Tindakan Kelas pada Kelas X-5 SMA Negeri I Ngraho Bojonegoro Tahun Pelajaran 2009-2010)* The result of this study shows that there is improvement speaking skill after using media. It can be seen from the result of computation of students' score on using media. It shows that the mean is 39.52. Based on calculation of students' score on English achievement, it shows that the mean is 40.4, concerning the main purpose of this study, it was concluded that there is improvement on students' speaking skill.

Dedi Efrizal (2012) *Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding*

School of Bengkulu, Indonesia.16 In this research, the writer mentioned about communicative language teaching. The researcher knows about communicative language teaching is general method that she studied. It should also be focus on one of communicative language teaching to teach speaking. It is impossible whether the writer use all of kinds of communicative language teaching one meeting in the class.

Over all, this research will be different from the studies above. The difference of those previous studies is that this research focused on improving students' speaking ability.

While the other researches above focused on various things, such as development of speaking skill, the willingness to speak English, language anxiety in speaking, speaking difficulties and etc., this research is focused on factors which may cause the students rarely speaking English based on their own perspectives, this will be described in the next chapter.

2. 4   The Issue of Gender Toward Language Learning

One important issue that emerged toward the end of the 20th century is the question of gender. The gender issue itself went into every sphere of social analysis question, be the subject of debate and discourse of many people. The term gender itself became famous in the early 19th century. Gender itself better define mental condition of the male and female.

Ann Oeklay, one of the first feminist of England using the concept say that gender is problem of culture, refers to the social classification of men and women to masculine and feminine terms, is different from the time and place.

The nature of the sexes must be recognized, as well as non-permanent nature of gender. He emphasized that gender is a division of men and women who are socially and culturally constructed. And it turns out, this division is something that is going through a very long process, like the process of socialization, strengthening, and socio-cultural construction.

In the general sense, the notions "sex" and "gender" are perceived to be synonymous and in some studies they are used interchangeably. The definition of *sex* and gender as follows:

sex: (excluding other meanings) *1*- The two *sexes* are the two groups, male and female, into which people and animals are divided according to the function of they have in producing young. *2*- The *sex* of a person or animal is their characteristics of being either a male or female.

gender: 1- A person's *gender* is the fact that they are male or female. *2*- You can refer to all male and female people as a particular *gender*. *3*- In grammar, the gender of a noun, pronoun or adjective is whether it is masculine, feminine or neuter. The dictionary definitions mentioned above do not give a clear distinction between the two terms. However, (especially postmodernist) scholars believe that *gender* is a completely different notion and it is not a biological fact at all.

The writer emphasized that "sex" and "gender" is totally different in all aspect, including meaning. In terms of history just words sex and gender came from a different era. But if these two words stating with the other words, it will have a different focus. Language and gender is more directed to the use of

language by a person based on its social value. For example, the authors describe. To a question "what is your favorite color?" And to the answer is blue. A man tends to directly lead to the answers, and their thoughts leads directly on the points addressed. But it would be different if the question is directed at women. Women will begin to explain the word blue in combination with other words, such a blue of sky, blue of sea is calming, aqumarine, soft pastel blue, or dark blue is romantic.

However, different results proposed by Santi (2013, p.12) in his research that is reviewing the language differences of men and women in the object of study is Comparison of Sexist Language Used in The Twilight Saga Eclipse Movie. From the research, she emphasized that women use all features except precise color language term. A woman is described as having a polite speech than men. Female language features used by men are lexical hedges, intensifier, superpolite forms, and hycorrect grammar. Then the male language used by women is a language that is not standard. From the results delivered, Santi gave a little exceptional. In this research can be concluded that some theories about women with language is not absolutely true and works for them. But surely a closer look need to be conduct to verified as this research did to a fiction work that means all stuff in it supposed to be an act upon the script.

Most research on the relation of learner gender and second language acquisition has been concerned with cognitive style or learning strategies, or to issues of what variety of L2 is being acquired or opportunities for input and interaction (social factors). Gender, as a 'dimension of difference' between people

should always be thought of in relation to other dimensions of difference, such as those of age, class, and ethnic group. A second point he stresses is that linguistically one must be clear as to what is being identified as a difference between the sexes. Unless examining identifiable linguistic behavior, such as interruptions or tag questions, it is difficult to validate generalized claims of dominance, politeness or subordinance. Even then, 'the formal construction of utterances is no consistent guide to what function they might be performing in a specific context. Reinterpretations of gender-differentiated language fall into one of two approaches, which reflect contrasting views of women in society. The *dominance* approach considers language differences to be a reflection of traditional social roles, that of men's dominance and women's subordination. The *difference* approach, in contrast, focuses on sex speech differences as outcomes of two different subcultures. Women, it is claimed, come from a social world in terms of solidarity and intimacy, while men are more hierarchal and independent minded. Contrasting communicative styles are born out of these two subcultures.

There is widespread belief in many western cultures that females tend to be better L2 learners than males, but this belief is probably primarily a social construct, based on outcomes which reflect cultural and sociopsychological constraints and influences. There do appear to be some gender differences in languagae acquisition and language processing, but the research evidence in mixed. For example, female out-perform men in some test of verbal fluency.

Females seems to be better at memorizing complex forms, while males appear to be better at computing compositional rules. Women here depicted easier

to remember a complicated shape, it refers to a word or phrase that is stratified. While men in the process of language more easily in capturing the language rules have been composed. Shrewdness in these two different things show large differences in the process of language acquisition as a whole.

As genetic terms, "female" has X dan Y cromosom. This genetical differences make female born physically difference than male. Female tenderly fat, unmuscle, less energy, and different kind of voice with male. Many people can recognize the difference voices of men and women. Man has a tenor and bass voices , while women have a voice alto and soprano. We also feel , female voice softer than men . It is a little related to social values (social value) or the manners and courtesy There are in that person . In terms of tone , intonation extends more many women wear . In the world of puppet like figures Heroine which kenes. Some experts also believe that the acquisition of language differences between males and females are due to differences in the composition of the brain. Quoted from Suprijono, a child's brain neurons females have more brain than boys, so it causes the brain to work harder on the left. Therefore, the effect of "chatty" of female is refers to the high of the girl verbal ability. It is revealed that the capability of shorting-room for vocabulary dominated by female more than males. This is caused by the difference in both forms of the brain, where is a center left hemisfir "the language skills room" thicker than the right hemisfir. In some expert's opinion it is very clearly illustrated the differences in language skills by male and female. Female are portrayed better in language proficiency than boys.

Compared with girls, language development tad slower seen from speaking learning process.

This biological evidences consolidate the argument it is indeed gender has drawn significant different toward male and female in speaking area. Female more frequent to speaking rather than male, this statement by Wardhaugh (2010, p.31),

> "*Any view too that women's speech is trivial, gosip-laden, corrupt,illogical, idle, euphemistic, or deficient is highly suspect ; not is it necessarily more precise, cultivated, or stylish – or even less profane- than men's speech*".

Differences male and female not only in regards to language / structure , but also things that are proximate said . eg motion limbs and facial expressions . Both of these must be in the community, but differs from community to other communities , different between male and female.

Differences between male and female L1 learners appear more in studies conducted in bilingual settings; and such studies favor female learners in acquiring the languages they are exposed to. According to Ellis' review, there was nothing conclusive in studies of gender differences in SLA in achievement, attitudes and strategy use at that time. As a result, Ellis concluded the section about gender as follows:

> "*Sex is, of course, likely to interact with other variables in determining L2 proficiency. It will not always be the case, therefore, that females outperform males. Asian men in Britain generally attain higher levels of proficiency in L2 English than do Asian women for the simple reason that their jobs bring them into contact with the majority English speaking group, while women are often "enclosed" in the home. Sex interacts with such factors as age, ethnicity, and, in particular social class (Ellis, 1994, p.204)*

Language is a means a means of communication in daily life. As its functions language brings people into realitionship with their environment.

Language is, therefore, socially learned behaviour, a skill that is acquired as we grow up in society. Language not just attend as a tools but language combines with the behaviour of the user and their society. According to expert,

> *"People usually usse language to ask for and to express their feeling of indignation, annoyance, happines, sadness, admiration, respect, and etc."* *(Holmes, 1992, p.2).*

People can also share information, experiences or stories, state the idea, opinion, and also deliver the messages to others. Language has an important role in process of social interaction. Language is not only used in oral communication but also it is used for communicate such as writing. Language is not simply a means of communicating information. It can be concluded that a language is used as a means of communication and as medium for expressing feeling.

Accepting that gender is a practiced attainment, gender should no more be studied as natural sex differences, yet it should be studied as contextualized social, psychological and linguistic behavior.

2. 5 Research Studies Conducted Toward Gender in Second Language Acquisition

Language is a special skill to communicate ideas or feelings by using sounds, gestures, or signs that have been agreed. Is a common reality that can not be denied if the learning of second language (second language learning) or to learn languages other than their mother tongue is a big challenge. Learning a second language took place as major challenge because due to the strong influence of the rules of the first language that had already been bound.The goal of SLA as reported by Ellis (1994, p.15) is the description and explanation of the

learner's linguistic or communicative competence. Therefore this research needs to examine the usage of second language by learners in actual perfomances, by collecting and revising others samples of learners language, report of learner's introspections, or records of their intuitions regarding what is correct or appropriate L2 behavior. The acquisition of an L2 feature may be considered to have taken place either when it is used for the first time or only when it can be used to a high level of accuracy. From these findings confirmed that women have a complicated word stratification compared with men. Women are more varied in using the word level in a new form. Men described Labov more directed to the standard non-standard words. Where it does show that men and women have different abilities in the use of words in daily life speech.

One significant topic of second language acqusition (SLA) is taking into account the learners differences in achieveing success in language learning. To pursue plausible answers about how and why differs one single learners to another, second language acqusition (SLA) classified under the following three area: (1) learning style, (2) learning strategies, and (3) affective variables.

Back to writer explanation on the previously pages, first language acquistion is different from second languange acquisition, Hagen (2008, p.43-63) in investigating the differences between L1 and L2 acqusition outline four conspicuous differences that help us to appreciate learner's differences in language acquisition: (1) acquisition among children astonishingly rapid process, (2) L1 acquisition is effortless, (3) L1 acquisition requires no formal training, (4) statis in the case of L1 acqusition is nearly invariable. These lines explains

widely differences between language acqusition of L1 dan L2. First language (L1) genetically become the default language that programmed automatically to easily mastered without any obstacle. In the other hand, second language (L2) which basically different in every single area, become the most challenging new language for learners. The learners not anly requires to mastery new vocabulary and systems but also the culture of language itself. As we all know, language not only a random letter to word and then sentence, but language is whole concept of the people in it.

In his prominent work *The Study of Second Language Acquisition*, Rod Ellis (1994, p.23) devotes only a few pages to gender in a section entitled "*sex*", that is included in the section of "Social factors and second language acquisition". He shortly discusses the difference between the terms "sex" and "gender" and mentions the two principles Labov (1991, p.206-207) suggested:

1. In stable sociolinguistic stratification, men use a higher frequency of nonstandard forms than women,

2. In the majority of linguistic changes, women use a higher frequency of the incoming forms than men.

From these findings confirmed have a diverse selection and have a complicated stratification and also able to capture new forming words. While boys in Labov invention is described as having standart stratification and tend to use non-standart form. So, from discovery concluded that women as superior in the selection and use the language.

The concept of gender has been dealt with a significantly different approach in social-psychological research. However, most of the studies have traditionally over generalized the notions and the results found in the studies. Nevertheless,

> *"it is in research which is more sociolinguistically oriented (and as a result, at the fringes of mainstream SLA), where gender has been dealt with more robustly, as an aspect of identity inextricably interwoven with other aspects of identity such as nationality and ethnicity, and as an important factor in the process of SLA"* (Block, 2002,p.49-73).

Maccoby and Jacob on Elliot (2000, p.138) males were believed to have a great aptitude for scientific field and score higher on visual special ability,whereas females have a better verbal ability especially to learn foreign languages. From Maccoby and Jacob, writer believe if this argument has drawn a great line about the wide differences between male and female in terms of their skill.

But sometimes in this era, we found that males are seen to be more active and interactive in class but require a little attention from the teacher as they attend to misbehave. The teacher works longer with them in giving instruction and in comparing their activities. Females are reserved and passive. There are other differences that are related to styles and participations; men speak more and tend to interact women, people tend to listen to men rather than women, and men are more active in conversation, women do faster listening. Male more easy to express their behaviour and thought. Female in the other hand, has differences style to express themselves. They sometimes used to cry rather than speak to draw their feelings.

Another studies have concluded if gender did a great impact to studetns learning strategies. The first study which will be mentioned in this section was done by Green and Oxford (1990, p.15), which builds on previous research using the Strategy Inventory for Language Learning (SILL). It is a large scale study including 374 participants conducted to find out language learning strategy use by students at three different course levels at the University of Puerto Rico. It relates strategy use to gender as well as to L2 proficiency level and includes analysis of variation in the use of individual strategies on the SILL. They found greater use of learning strategies among more successful learners and that females used much more strategies than men. What they also found was that with both proficiency level and gender, only some items showed significant variation and significant variation by proficiency level did not invariably mean more frequent strategy use by more successful students.

The strategies used frequently or moderately frequently by successful and unsuccessful learners alike are not necessarily unproductive. According to the authors, a more likely interpretation is that these are "bedrock strategies", which contribute significantly to the learning process of the more successful students, although not being in themselves sufficient to move the less successful students to higher proficiency levels.

Another study by Kaylani (1996, p.75-88), conducted in Jordan, investigated the influence of gender and motivation on EFL learning strategy use. Kaylani's starting point was that there is evidence from a number of studies conducted across different cultures around the world that there are differences

between male and female students of foreign and second languages as regards what strategies they use and how they use them when engaging in language learning tasks. What she wanted to know was why these differences existed, what their effect on teaching is, what similarities exist between successful male and female students and the role of socialization in gender differences. She was also interested in the relationship between motivation and strategy use, and as regards gender, what social factors affecting motivation exist which are distinct to male and female students. She cites an interesting finding from her interviews, namely that female students showed a far stronger tendency to use strategies sanctioned by their teachers than male students did.

Futhermore research conducted by Rohmah Dwi Yuniarti in hers thesis "*Pengaruh Sikap dan Gender Terhadap Prestasi Belajar Bahasa Indonesia",* bassed on her data she found that verbal skill and utterance of females are better rather than males. Females more clearly to utter and fit to the norm of English language, cause the female characters that likely to follow the rule and organize.

At first, she relates this finding to a suggestion made by Niyikos (1980, p.273-287) that female students seek social approval more than male students, a generalization not dissimilar to Labov's (1991) on the higher use among women of socially desirable linguistic forms. Far more interesting is Kaylani's subsequent attempt to relate the finding to "the socialization of girls to exhibit obedience in both private and public domains". According to the author, the socially prescribed role for women is to find a marriage partner and education may be seen as a way to better one's prospects in the context of the study, Jordan. Above all, going to

university is desired by a girl because it "exposes her to more people who might consider her for marriage, it gives her status as being educated which is prized in Jordanian society, and it makes her employable upon graduation". In another study, Oxford and Nyikos found that females taking the SILL reported using strategies far more often than did males in three of the five factors: formal rule-related practice, general study strategies and conversational input elicitation strategies. Ehrman and Oxford, who looked at the strategies used by 1200 university students, found that gender differences made a "profound influence" on strategy use, and discovered significant gender differences in the SILL (favoring women again) in the following strategy classifications: general study strategies, strategies for authentic language use, strategies for searching for and communicating meaning and metacognitive or selfmanagement strategies

The final study that will be cited here is one study conducted in Turkey by Leyla Tercanlıoğlu. The aim of the study was to discover gender differences in language learning strategies used by foreign language learners using Oxford's (1990) SILL. Female students reported a higher score on only one of the The results show gender differences, favoring males, in students' strategy use. Therefore, the results of the mentioned study are not consistent with several other studies that have reported that female learners use strategies with greater frequency than male learners. In conclusion, the discussion of the role of gender in SLA has been in the agenda of many scholars for a long time; yet the results they reached are still far from being conclusive. Because gender itself is not a stable factor; it depends on many variables such as biological factors, cultural and

social elements etc. Besides, along with gender, there are various other factors that also affect the process of language acquisition, especially the types of personality.

The effects of psychological type were the focus of a study by Ehrman and Oxford (1989) who reported on an investigation into the effects of learner variables on adult language learning strategies at the Foreign Service Institute, USA. They concluded that the relationship between language learning strategy use and personality type is far from straightforward. In a later study in the same setting, Ehrman and Oxford (1990) concluded that psychological type appears to have a strong influence on the way learners use language learning strategies.

Personality factors are sometimes added to cognitive style in characteristing more general leaarning style. Speculation and research in SLA has included the following factors, also often characterized as the endpoint on continua. On partlially related to personality dimension, introverts generally do better in school and extroverts talk more. Some SLA researcher have hyphotized that extroverts would be more succesful language learners, but there is no clear support for the advantage of either trait.

Eysenck on Keith Johnson (2009, p.139), describes that extroverts type more frequent on socialize, parties, friendly, talker, and unindependent learners and introvert more silent, shy, wormbook type, listener, and unsociable. Those characters we could find in male or female, sometime there is introvert male that used to passive talkers and tends to book rather than talk. But sometime we also could find a those characters on female also.

Shortly in this terms, we can not decide the type of personality of male and female without any continue study. Cause types of personality is more deeper rather than gender, it is talks about how bio-psycho of human being builded and that is the reason if gender and types and personality related but not fixed.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Location of The Reasearch

Based on matters that previously discuss, the research took at Departement of English Education Study Programme at Institute Islamic College of Palangka Raya which located at G.Obos street Islamic Center of Palangka Raya, Kalimantan Tengah, 73112. This research conducted on fifth semester students on the class of Cross Cultural Understanding of Dr. Imam Qalyubi, M.Hum.

B. Time of Research

The writer had been done conducted the research since 2nd October to December 2nd 2016 until the data fully collected.

C. Research Design

Based on matters that previously discussed, the methodology of this research would be descrictive-qualitative, descrictive-qualitative research is characterised by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis. This also applied naturalistic design that explain the data as the real life evidences.

The research design of this study was categorized into a classroom action research a powerful tool for change and improvement at the local level. According to Kurt Lewin's (2014:75) own work (one of action research's founding fathers) was deliberately intended to change the life chances of

disadvantaged groups in term of housing, employement, prejudice, socialization, and training. Its combination of action and research has contributed to its attraction to the reseachers, teachers and the academic and educational community alike.

In this case, the reseacher only coped with investigate the gender influenced toward students English speaking competence, how student deals and deliver a topic into spoken. Therefore the study was done in small scale and would not try to make any generalization as general condition of the whole students of Indonesia.

D.   Sources of Data

The subject of the study was fifth semester English Departement students at IAIN Palangka Raya. The number of the subject were 20 students.

Table 3.1 The Numbers of Subject

Male	Female	Total
10 students	10 students	20 students

To choose the subject, the writer use purposive sampling. In this case, Sugiono (2010, p.300) stated "*sampel bertujuan adalah teknik pengambilan sampel sumber data dengan pertimbangan tertentu*" (the purposive sampling is the technique of getting the source of sample by using the definite consideration). In this case, to compile the data, the writer took 20 students out of 56 to balance the number of male students. Therefore, writer took all the male student and 10 female students to balance the number.

Table 3.2 Names of Subejct of The Study

No	Initial Names	Sex
1	Said	Male
2	Dian	Male
3	Rizal	Male
4	David	Male
5	As'ad	Male
6	Alfath	Male
7	Dani	Male
8	Rizaldi	Male
9	Risky	Male
10	Raju	Male
11	Lilis	Female
12	Kiki	Female
13	Wendy	Female
14	Rabiatul	Female
15	Asna	Female
16	Nikmah	Female
17	Hasti	Female
18	Sumiati	Female
19	Piona	Female
20	Nurjanah	Female

E.   Method of Data Collected

To collect the data, writers use two ways, which are test of observation and speaking performance, obeservation: forms which are completed through with the respondent.

In the speaking performance, writer gave student a choosen topic about something they already know (for example : holiday trip) and let the students practice in front of class to measure their capability of speaking competence.

F.   Procedure of Data Collection

In collecting the data to find the the result gender impact in speaking competence of male and female students, the writer use observation and speaking performance.

1.   Observation

Writer do obversation to collect initial data about subject at the class of English Major Student on the fifth semester academic year 2015/2016. The obeservation was done to get direct and actual information about student' speaking competence. Moreover, it was carried out to find out student' participations and responses in speaking activity. In this case, if they did not actively react and give responses to the activity, it might be said that students not a competence English speaker. In terms of time the obeservations done in 60 minutes and carried out when class begun by lecturer until done.

2.   Speaking Performance

To collect the data of English speaking competence of the students, writer ask the students to performance a speech by using theme given. The aims also to find out students competency to deliver the topic properly and find out the other influenced factor due to their speaking competence toward gender.

The given-themed topic is same for both males and females students. There were more than 66 students involved in this study, The student were selected for two reasons. First, students are 5th semester students who has passed the three speaking class of language programme, which are speaking I, speaking II, and speaking III. It is all because this study conducted to find out

the students speaking competence, so it is more reliable to conduct it toward 5th semester students who has took three developing speaking class.

3.   Documentation

After the students were asked to come up with a theme that has been agreed before, reseachers recorded sound performances into video form. Then, the recorded results will be use as a source of data to examine more deeply related the influence of gender toward speaking competence. The video recorder was used in order to capture the student' performance and all activities happened in the classroom.

Moreover, the observations notes also was conducted to get more informations about students situations when deliver the topic. It is based on Sugiyono (2008, p.50), that observations note focused on what was said and done by both males and females students in speaking activity in order to note down some things which were missed either by the voice or video recording while speaking perfomance to get more data detailed.

Figure 3.1

Procedure of Data Collection
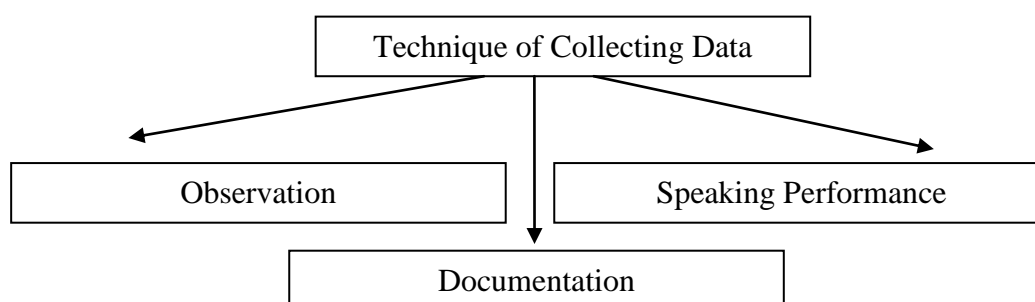
G.   Procedures of Data Analyzed

To measure the male/female students speaking competence, the writer found several resources that explain about the way to assess speaking test and its technique. According Sugiono stated by Bognan (2010, p.344) data analysis is the process of sistematically searching and arranging the interview transcripts, field notes, and other materials that accumulate to increase your own understanding of them and to unable you to present what you have discovered to others.

By these understanding, reseacher recording speaker perfomance in deliver topic and put them into writing. Resecher analyzed their speaking perfomance using standart of speaking skill by David P. Harris in his three elements which are fluency, accuracy, and appropriateness. Fluency is also used as a criterion to measure one's speaking competence. Speaking fluently means being able to communicate one's ideas without having to stop and think too much about what one is saying. According to Richard stated by David P. Harris, defines fluency as the features which gives speech the qualities of being natural and normal. More specifically, they also points out the criteria for assessing fluency. They are as follows:

1.   Lack of hesitation: Students speak smoothly, at a natural speech. They do not hesitate long and it is easy to follow what they are saying.

2.   Length: Students can put ideas together to form a message or an argument. They can make not only the simplest of sentence pattern but also complex ones to complete the task.

3. Independence: Students are able to express their ideas in a number of ways, keep talking and ask questions, and many more to keep the conversation going.

In terms of accuracy that is of the most important criteria to measure one's linguisticability and to shelter language users from communication breakdowns. Accuracy concerns "the ability to produce grammatically correct sentence." In other words, accuracy in language means grammatical accuracy only. They are also stated some a clear set for assesment of accuracy:

1. Grammar: Students use correct words order, tenses, tense agreement, etc. Students do not leave out articles, prepositions or difficult tenses.

2. Vocabulary: Students have a range of vocabulary that corresponds to the syllabus year list and uses words you have taught.

3. Pronunciation: Students speak and most people understand.

According to David P. Harris (1996, p.15), appropriacy in speaking shows the different levels of formality, that is more or less relaxes ways of saying things. It is important to use the level of formality that suits a situation. In speaking activity, appropriateness is very important to be mastered by the students. It is because it will indicate whether the students really understand what they said or not. The appropriateness in speaking in formal, informal and neutral situations in a performance will show their ability in understanding the context and situation of the speaking in English.

In this study, the data came obtained by students speaking perfomance which recorded in form of visual and audio (video), then put it into writing

(transcribed). After that, reseacher was going to describe and classify the competencies of students based on the three elements of speaking competence.

Figure 3.1
Procedure of Data Analysis

Speaking Performance

| Analyze the recorded performance | Analyze the transcribed speaking performance | Analyze of students speaking competence |

Identification

| Fluency of Students | Accuracy of Students | Appropriateness of Students |
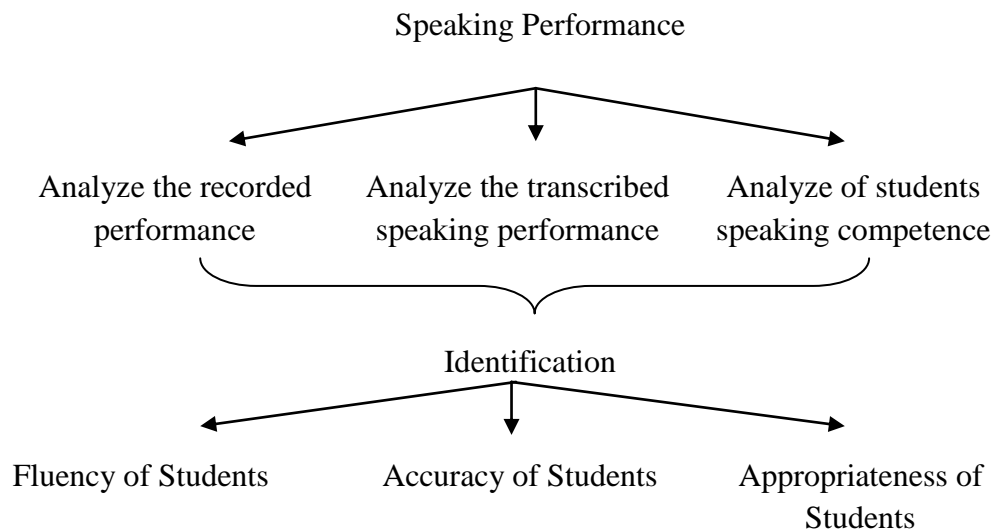
H.   Framework of Research

This study will be conducted with appropriate formation. CHAPTER I including background of study, objectives of study, significance of study, scope and limitations, and defintions of key terms. CHAPTER II including previously data to support the information related to the impact of gender toward language and students. CHAPTER III of how this research will be conduct that including location of the research, time of the research, research design which cover of sources of data, method of data collected, and method of data analysis.

CHAPTER IV

RESULT FINDINGS AND DISCUSSION

In this chapter, the writer would like to present the description of the data obtained and present the result of speaking competence based on gender of fifth Semester Student at IAIN Palangkaraya and also the discussion conccerning the findings obtained from gender influence through speaking competence of male and female students.

A. Data Presentation

This Research took at IAIN Palangka Raya on November, 2nd 2016 until December, 2nd 2016. Subject of the research are fifth semester students of English study programme of IAIN Palangka Raya. This Research conducted toward fifth semester student who have finish the three sequal classes of speaking which are speaking I, speaking II, and speaking III. Writer using a purposive sampling to reduce the number of subject. The writer only took 20 students from 56 under consideration to balance the number of male students. Therefore, there are 10 male students and 10 female studetns.

As for below, the writer classify the data according to the competence of student to seven of English language divisions. They are phonetic, aspect of connected speech, part of speech, inflection, derivational, semantic, and syntax.

Table 4.1

Phonetics Division of Students Speaking Performance

No	Names	Sex	Phonetics Division			
			Vowel	**Consonant**	**Syllable s type**	**intonati on**
1	Said	Male	*a*nd, *o*ther, *e*nough, *o*ver, *o*k, t-sh*ir*t	*th*ink, *th*ank, *liv*ed	tea-che*r,* lec-ture,	(*r*)—other, teacher, lecture,
2	Dian	Male	*e*vent, *a*fter, *o*ften, *a*sk, *a*re, b*ea*t, m*ee*t	*a*ng*ry*, *th*is, *th*at, *th*ank, *fr*ont, *v*ery	drum-mer, fat-her, mot-her, play-ing, practi-ing, ex-peri-ence	(*r*)—parent, father, mother (*ing*)—playing, practicin g, teaching
3	Rizal	Male	*a*gain, *a*bout	*th*ink, *th*ank	al-ways, motor-cycle, luck-i-ly	(*r*)—crazy, friend, from
4	David	Male	*o*ther, *i*mportant, *a*re, *a*sk, *a*nd, h*ar*d, n*ot*	*th*ink, *th*ank, *th*is, *fr*ont, *l*ook, *ch*air	Inter-rest, inter-rest-ted	(*ing*)—packing, happeni ng, somethi ng (*r*)—deliver, their, very
5	As'ad	Male	g*oo*d, l*oo*k, n*ot*, genera*tion* s, l*ea*rn	g*oo*d, l*oo*k, *th*ink, *th*ank, *th*is	Activ-ity, be-come, be-cause	(*ing*)—English, looking, (*r*)—understa nd, very, ground
6	Alfath	Male	*a*gain, *a*bout, togeth*er*, p*eo*ple,	g*oo*d, l*oo*k, *th*ink, *th*ank, *th*is, wi*sh*	Differ-ent, be-cause, tell-ing,	(*ing*)—telling, things, blessing,

			le*ar*n, n*o*t, m*ee*t		any-more	somethi ng (*r*)— very, understa nd,
7	Dani	Male	m*ee*t, n*o*t, *a*g*o*, som*eo*ne, en*ou*gh, h*ea*rt, g*oo*d	*th*ank, wi*sh*, *g*ood, *th*is	some- one, meet- ing, of- ten, mo- ment	(*ing*)— telling, meeting, traveling (*r*)— together, three, first, pray
8	Rizaldi	Male	n*o*t, n*a*me, th*an*k, l*i*ke, av*aia*ble	si*ng*, *wr*ite, *y*ear, *c*an	intro- duce, operate- ing, confid- ence, change- ing,	(*ing*)— operatin g, English, writing, changin g (*r*)—are, write, first
9	Risky	Male	*a*b*ou*t, l*oo*king, sp*ee*ch, g*oi*ng, prep*are*	Begin, select,she, year th*in*k,th*an*k	go-ing, board- ing, motivat- ion, competi- ion, select- ing, actual-ly	(ing)— English, looking, going (r)—are, write, first
10	Raju	Male	*O*ne, *a*bility, y*ou*, r*ea*lly, r*ea*d, ab*ou*t,	*B*ut, *b*and, *th*ink, *th*ank, *d*ismish	Attent- ion, actual- ly, real- ly	(ing)— anything , think (*r*)— right, nature
11	Lilis	Female	*a*nd, n*o*w, m*us*ic,r*ea* ding, h*o*bby, *close*,	Year, listen.thank, first, class	Read- ing, brot- her, e- nough	(ing)— reading, listening , cooking

No	Name	Gender				
			brother, two, street,			(r)—first, brother, street
12	Kiki	Female	One, name, okay,old, school, street, graduate, was, senior, and	Graduate, was,sister,	Number, sister	(r)—sister, born, graduated, from
13	Wendy	Female	Speak, watch, favourite,	Play, do, want,	Because, interested, instrument, noth-ing, seventeen	(ing)—nothing, something, boring, ending (r)—right, sport,three
14	Rabiatul	Female	Speak, about, experience, someone, wants, watch, hit	When, thank,want,watch, mother, hit	Because, spontaneously, confuse, someone ,second, mot-her, motor-cycle	(r)—there, mother, cross
15	Asna	Female	Speak, about, experience, someone, wants, watch, laugh, ask, friend, speak,	When, thank,want,watch, mother, give,thank	Because, confuse, someone ,second, mot-her, fol-low, ex-perience	(r)—there, mother, friend
16	Nikmah	Female	You, friends, last, holiday,	Mix,say, well, then, thank, think	Because, confuse, someone	(r)—there, mother, friend

			sell, like, be*cau*se, rename, moment, *e*xper*ie*nce, c*oo*king, one, f*ou*rth, use, name,mix		,second, mot-her, fol-low, ex-perience, res-pond, mo-ment	(ing)—something, cooking,
17	Hasti	Female	Today, morning, exp*lai*n, kn*o*w, h*a*te	Thank, think, whisper	Stu-dent, mor-ning, whis-per	(r)—brother, whisper (ing)—morning
18	Sumiati	Female	Sp*ea*k, ab*ou*t, exp*erie*nce, som*eo*ne, wants, watch, ar*ou*nd,	When, thank,want,watch	Attent-ion, actual-ly, real-ly, reli-gion	(ing)—nothing, something, boring, ending (r)—right, sport,three
19	Piona	Female	Sp*ea*k, ab*ou*t, exper*ie*nce, som*eo*ne, wants, watch, l*au*gh, ask, fr*ie*nd, sp*ea*k,	When, thank,want,watch, mother, give,thank	Be-cause, confuse, someone ,second, mot-her, fol-low, ex-perience	(r)—there, mother, friend (ing)—dancing
20	Nurjanah	Female	*O*ne, n*am*e, *o*kay,*o*ld, sch*oo*l, str*ee*t, gradu*a*te, w*a*s, sen*io*r, and	Graduate, was,sister,	Num-ber, sis-ter	(r)—sister, born, graduated, from

In terms of aspect of connected speech, males and females of fifth semester students, have their own clasification. These clasification divided by writer to facilitate readers for deeply understanding about the divisions of speaking of fifth semester students. These aspect divided into some are, which are rhythim, assimilation, and ellision.

Table 4.2

Aspects of Connected Speech

No	Names	Sex	Aspects of Connected Speech		
			Rythim	**Assimilation**	**Ellision**
1	Said	Male	*oh 3 minute?oh ok...oh yaa*	In the	
2	Dian	Male	I *learn* to *play* a *drum*	There is	Going to
3	Rizal	Male	*I want to tell a story about my friend*	When I	I have
4	David	Male	*because there is a something in my heart*	I am	Is not
5	As'ad	Male	*maybe from the first graduated I become musyrif in Mahad Al-Jamiah*	We can	Fifth
6	Alfath	Male	*his blessing that we can be together in this beautifull class*	In the	Him
7	Dani	Male	*my story telling is*	In my	
8	Rizaldi	Male	*I...love to writing in my blog*	In the	It is
9	Risky	Male	*because my favourite subject is Mathematic and Physic*	There is	It is
10	Raju	Male	*but I can have one topic*	When I	I have
11	Lilis	Female	*And now I live in Jintan Street*	I am	I have
12	Kiki	Female	*I was born on Palangkaraya*	I am	It is
13	Wendy	Female	*because I like Soong Jong Ki so much...he*	he is	It has

			is cute		
14	Rabiatul	Female	*maybe I will speak about.....my experience*	Ask me	I have
15	Asna	Female	*Mr.Luqman ask me go room*	When I	Is not
16	Nikmah	Female	*my **hob**by is **coo**king*	When I	Vegetable
17	Hasti	Female	I hate scout	I am	I have
18	Sumiati	Female	*my name is Sumiati, ehmmm....the others call me Isum*	When I	I have
19	Piona	Female	*good morning my friends*	When I	Going to
20	Nurjanah	Female	*I can't say anything because...*	I am	I have

The semantic relationship of the use of language by male students were excerpted from the transcript of their speaking performance, which are;

Table 4.5
Semantics Relation of Males and Females of Fifth Semester Students

SEMANTICS RELATION	TRANSCRIPTSION	
	MALE	FEMALE
Agent + action	*I* will ***tell*** you	*I live in*
	I was ***entering***	*I want*
	I stand	*I watching*
	-	*I start*
	-	*she want to*
	-	*my father say "yes"*
Action + object	*play drum*	*Sell my cooking*
	hit my ***table***	*Hit my motorcycle*
	Teaching by ***him***	*Wacthing movie*
Agent + Object	*my parent*	*My friends*
	my classmate	*Your brother*
	my teacher' home	-
Agent + Place	take ***me*** to	-

	Garuda Street	
	next drummer in *Palangkaraya*	**-**
Posseive + Possesion	*(e.g. that book is mine)*	
Agent+ theme+ recipient	*he told me*	*I like Soong Jong Ki* so much
	my teacher was angry to *me*	*Tina give the spirit* to *our group*
	-	*She wants to hit me*
	-	*my friends give positive respond* to my...*my cooking*
Agent+action+source	When *I was in* the *first semester*	when *I stay in Mahad Al-Jamiah*
	When *I was* in *senior high school*	-
Experiencer+theme+instrument	**(e.g. *Jeff cuts the rope with a knife*)**	
Agent+source+goal	*he* take me from *home* to go to *campus*	**-**
	I go from Buntok to Palangkaraya	**-**

B. **Result Findings**

Here, the result of students speaking competence analysis which done by males and females of fifth semester students. All speaking performance took at class of Cross Cultural Understanding, lectured by Dr. Imam Qalyubi, M.Hum.,

1. Name : Muhammad Said
   Semester : 5th
   Sex : male

When viewed through the aspect of how male student delivery, he able to convey the topic with confidence. But the level of fluency in sifting is very less. This is able to show that the variety of city-owned vocabulary is minimal. The accuracy in grammar rules also experience an errors in some of its delivery. Like when he wants to say "*other music and other*" and "*the team is too busy is on the proposal*", although in this case the listener will understand the intent to be conveyed by the speaker.

From the pronounciation aspect, this speaker uses a loud, though stuttering way. This indicates an indication of high confidence by the way he pronounced word to word with the sentence he wants to convey. But the pause or body language also indicates a doubt about what to say, not to lead the word singularly, but to the whole sentence. The male student is not too concerned about whether the pronounciation of one word is true or not, their mindset of the delivery is to find a vocabulary who will be able to represent the message he wants to convey through this speaking performance.

This speakers are less able to process speech ideas to be more precise and very passive in the interaction of the listener. So as to create an atmosphere

where the listener understands the intentions conveyed but is less interested in listening further.

2. Name   : Fajar Dian Pratama
    Semester   : 5th
    Sex   : male

In terms of manner, this male student understands the right way to say hello first to start a conversation. Still showing the same trend, male students tend to prank and believe in their pronounciation. There are several pauses in the delivery but he remains on a rhetorical and structured topic, demonstrating the ability of these male students to cultivate topics and gather ideas to be orally delivered to listeners.

However, if viewed from the aspect of accuracy, the use of some linguistic rules is not found in place, when this student says "*When I was ... ehmmm ... Junior High School*", he forgot the word "*place*" to complete the sentence. This shows that this male student does not care about the correct language rules in the oral context but rather to care about the intent to convey understanding of the listener.

This is also seen from how he chose the word when saying "*I less smart ..... ehmmmm you can say my smart is small*", although the meaning of the listener understand the intent to say is "*I'm not smart and my intelligence is very little*" but the use of the word "*small*" and "smart" itself in the grammar that should be less precise.

But in the processing of sentence by sentence, this male student is not lacking vocabulary, she has enough vocabulary to assist her in

processing word by word. This also makes him not hesitate in conveying the topic he talked about. Although the pause remains but the conversation can still be well attended by the speaker.

3. Name   : Rizal Muttaqin
   Semester   : 5th
   Sex   : male

Submission is done in a straightforward and unambiguous way. The level of self-confidence of male students, able to make the topics delivered can be digested well by the listener. This assignment also shows the variety of vocabaulary and word-for-word processing done precisely and is to the point. This makes the topic to be unity and without unnecessary pauses. The exact mention of vocabulary is still ignored, and emphasizes the point for the audience to understand easily.

4. Name   : David Sumbogo
   Semester   : 7th
   Sex   : male

There are some errors in the use of sentences. Like the use of the word *"I have ehmmm ... by look at your face ...."*, then *"maybe I before ..... I looked my phone ...."*. This student also has difficulty in completing one sentence correctly or straightforwardly. Several times have a pause used to restore correct wording. Although it is clear that the pause taken is not so long, so that when it encounters an error again, this male student does not hesitate to repeat and then improve again. This is consistent with some opinions that suggest that men tend to be more outspoken than women.

There are also, some pauses that indicate the speaker is trying to say another word approaching the actual word that he wants to say. Like when he told me that he really likes to travel freely. He uses the word "*packing*" over and over to provoke the listener that what he means is the word '*backpaker*'. The interaction between a male speaker and his audience will only occur when those emphases are needed.

Feeling of the correct aspects of language rules, there are many errors of word-for-word arrangement. This does not directly indicate the lack of knowledge of grammar. This male student in several sentences is able to correctly compile the sentence, and the repetitions he did earlier also indicate a high awareness or an adequate sense of grammar. Although in the end stay focused to be easily understood by the listener so that pronounciation done is relaxed and impressed not too push.

5. Name   : As'ad Khairul Umam
    Semester   : 7th
    Sex   : male

Overall message or topic to be conveyed can be understood well by the listener. The focus of the conversation that does not deviate and try to always try to deliver the topic with a straightforward and directed. Some pauses occur in a single sentence but still do not diminish the assignment. Try to always emphasize the intent to be conveyed to the listener.

It is still difficult to convey the perfect whole sentence, so in the delivery though straightforward but found many errors. Just as he said "*maybe from the first graduate I become Musyrif in Mahad Al-Jamiah*

....." , what he really wants to say is "*that from the first semester I have become a Musyrif in Mahad Al-Jamiah*". But because of the inappropriate wording and "maybe" that seem to have become a habit pronounced without knowing the actual functions and rules, the sentence becomes imperfect. However this does not affect the listener. The listener will be able to draw conclusions from what to say because of the keywords used.

From the aspect of independence, these male students are able to express the topic that they bring in its own way. This is seen from how when he told about the habits of boarding children are allowed to use a foreign language mixed with the Indonesian language. When he says some examples like "*looking around looking looking for me?*", It shows that it's important to attract listeners to the topic he wants to bring. Sense of grammar becomes overly observed as the conversation progresses. Some pairs of words are correct as they say "*From 1st generations to 5th generations ....*", "*I want to share the benefits .....*", and "*I have some friends like Wahyu Kurniawan and Cahyo ... .* ". The use of the word "*some*" is precisely because the referenced object is more than one.

6. Name   : Muhammad Alfath
   Semester   : 5th
   Sex   : male

For this male student, the topic to be conveyed is well covered to the end. The point by point which conveyed is able to give a good explanation to the listener regarding the intention to be conveyed. This is because the delivery is quite convincing and confident.

But if you look from the aspect of correct linguistic rules, then there is a mistake. Like when he says "*I get .... the beautiful holiday in the Egyth*". The use of the word "*get*" should be replaced by ata "*got*" which is more appropriate to the situation of the past. Then use the word "*the*" before Egyth, because it is a mistake to use articles on pronoun. This also happens again when he says "*in the Cairo*".

Some pauses that occur result in less than perfect sentences. Submission made more emphasis on keywords that to convey the purpose to the listener. This pattern of language is often found. Male students do not understand the correct use of grammar. This is evident when he says "*I got it from PPI world ......*", "*I got my experience*". So it can be concluded that the male students are actually aware of the correct foreign language rules, but in oral conditions often forget it and more emphasis on the understanding of the listener.

7. Name   : Ahmad Madani
   Semester   : 5th
   Sex   : male

The speaker gives another illustration of the gender effect on a man's speech. A confident, unshakable personality makes men able to articulate topics that are still considered taboo or personal by a woman. It can thus be delivered with straightforwardness without consideration. The ability to interact with the listener to make the topic well received is also done.

The lack of such vocabulary possessions does not prevent the speaker from continuing the topic to be conveyed through simple talk. Use and emphasis on keywords to help the listener understand the context of the conversation.

Viewed from the grammar side, many errors occur when finishing one sentence correctly. Like when he says "*I eat lunch together*". The use of the word "*I*" with "*together*" is not appropriate. But in the next few sentences, the speaker said "*we go to festival together ...*". So the previous error is not not because kurangnya knowledge of the correct linguistic rules but a momentary error when composing the sentence orally.

8. Name   : Muhhamad Rizaldi
Semester   : 5th
Sex   : male

Errors in the use of grammar occur in several parts. Can be observed when this male student says "*in my blog..ehmmm ... I do and I always..are I usually telling about ...*", although if diteleaah from the listener side of the intent and purpose of the topic can be understood. The lack of vocabulary also makes the speaker feel the need to use his hands and explain in detail through a short practice on the topic being discussed. Emphasis is placed on keywords about objects or something to be explained.

Like when the speaker wants to explain about how his hobby is deep. By taking out the phone and saying "*take this and that ....*", the words "*take*" and "*that*" help him to explain the unknown vocabulary.

Topics delivered are not neatly arranged, but still do not reduce the smoothness. Introduction is done at the beginning and at the end.

9. Name   : Risky Musalamat
    Semester   : 5th
    Sex   : male

In the delivery of the topic, the speaker is able to deliver the whole sentence. Topics delivered gradually and unity. This not only helps the listener to understand the topic to be conveyed but also interested in listening further. Diverse vocabulary mastery makes the performance in the delivery is also good. There are still a few words in Bahasa dictated with English. Awareness of the use of the right word is also shown when he says "*my motivate*" which is then fixed to "*my motivation*". Often male students interact with the audience for often the atmosphere does not become passive.

10. Name   : Raju
    Semester   : 5th
    Sex   : male

In opening the topic, this student managed to attract the attention of the listener. He did not hesitate in delivering the topic. This student is trying to continue to attract the attention of listeners by doing the interaction of eye contact and body language that is confident. The idea of the topic to be conveyed is well summarized. Submission is not out of the topic to be conveyed. This student is trying to convey in a simple way even though there are some pauses. Like when he tried to say "*when I ehmmm .. join of the fan of a band*", then continued "*it will be the band*

will be lost of members". It does not use the term "*fanbase*" but directly uses the term "*fan*". Subsequent sentences are delivered piece by piece to clarify the situation he wants to convey through the story. Speakers lack the idea of expressing topics to become longer. So he conveyed the topic in a short and concise form. No advanced interaction when the topic has been successfully submitted.

The use of vocabulary is less varied. Like the use of the word "*fan*" for "*fanbase*", the word "ability" for other words such as "*power*" or "*prosperity*" is better able to describe the situation he wants to convey. The pronunciation of "curse" becomes "crus (in its language pronunciation). This makes the listener initially think the word is "*cruise*" which is the screen or cruise. In terms of grammar, there are several things related to articles like a, an, and the.

Like when he says "*I have one topic*", he does not use one instead of a. This also happens when he says "*I have one ability*". Several sentences continue as "*I do not want to fans or ehmm ... or look band or read about bands ... actually right*", which the word "*fans*" itself is a noun so less precise. While "*.... to fans*" itself means to be not related to what you want delivered.

11. Name   : Lilis Oktaviani
    Semester : 5th
    Sex   : female

Speakers quite smoothly in delivering the topic when viewed in terms of fluency. The speaker is trying to keep the conversation going

without the long pause. The topics conveyed are only related to information related to the speaker's identity. He is not trying to develop the topic to be more appealing to the listener.

Submitter is done monotonously without trying to develop the topic by interacting with the audience or others. It also does not indicate the existence of a variety of vocabulary that is mastered. A grammatical error occurs when he says "*I have two brothers*" without using the suffix "s" at the end of the word as a plural marker. Mistakes also occur when he tries to convey "*my two brothers*" which he actually means "my second brother".

12. Name   : Kiki Agustina
     Semester : 5th
     Sex   : female

Delivery is done neatly and structured. Female students consider more listeners' understanding than focus on being fluent in speech. This makes in the interaction, the female speaker is more consideration so as to experience a pause while thinking what sentence should be used.

13. Name   : Wendy Meika Kristiani
     Semester : 5th
     Sex   : female

Female students have their own way of consveying the topic. The error occurred when he tried to translate "*when bored with the story, then I will immediately find out finally*", this sentence then orally translated into "*if I boring to watch I just know the ending.just like that*". Lack of use to be in a few sentences. But this does not make the speaker less understood about the

correct use of language rules. This is commonplace when a foreign language speaker attempts to translate the mother tongue into a foreign language orally.

14. Name : Rabiatul Adawiyah
    Semester : 5th
    Sex : female

Female students hastily opened the conversation. he was nervous but still trying to convey the topic he had prepared. If judged from the aspect of fluency, this female student makes many pauses in her conversation. This is observed by the author not only because of nervousness, but also created by too much excitiment. From the aspect of the precision of this female student to make some mistakes in either spelling of words or phrasing sentences. This is evident from the time he wanted to say "hit" but became "sip". When she wanted to describe her situation, she despaired in her mother tongue. When he says "you did not use you sign" which should be "your sign". These error patterns occur can be caused by several factors such as nervousness and rush.

15. Name : Asna Yanti
    Semester : 5th
    Sex : female

Female students deliver the topic rhetorically following the flow with simple language. When he delivered the topic, he delivered it by using mother tongue and also English simultaneously. in the delivery there are some errors that make him experience misunderstanding. but when viewed in a row, the topic is rhetorically delivered is able to make the whole topic without getting out of the way it should.

16. Name   : Nikmah Sintia Esti
    Semester   : 5th
    Sex   : female

In opening the topic, this student managed to attract the attention of the listener. She did not hesitate in delivering the topic. This student is trying to continue to attract the attention of listeners by doing the interaction of eye contact and body language that is confident. The idea of the topic to be conveyed is well summarized. Female students have their own way of conveying the topic. Lack of use to be in a few sentences. But this does not make the speaker less understood about the correct use of language rules.

17. Name   : Hasti Oktaviona
    Semester   : 5th
    Sex   : female

The accuracy in grammar rules also experience an errors in some of its delivery. When she wanted to describe her situation, she despaired in her mother tongue. Lack of use to be in a few sentences. But this does not make the speaker less understood about the correct use of language rules. This is commonplace when a foreign language speaker attempts to translate the mother tongue into a foreign language orally.

18. Name   : Sumiati
    Semester   : 5th
    Sex   : female

Female students consider more listeners' understanding than focus on being fluent in speech. This makes in the interaction, the female speaker is more consideration so as to experience a pause while thinking what sentence should be used then delivery is done neatly and structured.

19. Name   : Scorpiona
    Semester : 5th
    Sex   : female

In the delivery of the topic, the speaker is able to deliver the whole sentence. Topics delivered gradually and unity..Diverse vocabulary mastery makes the performance in the delivery is also good. There are still a few words in Bahasa dictated with English. This not only helps the listener to understand the topic to be conveyed but also interested in listening further.

20. Name   : Nurjanah
    Semester : 5th
    Sex   : female

Speakers quite smoothly in delivering the topic when viewed in terms of fluency. The speaker is trying to keep the conversation going without the long pause. The topics conveyed are only related to information related to the speaker's identity. He is not trying to develop the topic to be more appealing to the listener.

C. DISCUSSION

1. Gender InfluenceToward Male and Female Speaking Production

Speaking performance took at Cross Cultural Understanding class, lectured by Dr. Imam Qalyubi, M.Hum. There are three classes that consisted of fifth semester students or could be insurable have took three sequel classes of speaking I, II, and III incessantly. Besides to understand the males and females of fifth semester students speaking competency, as writer also put a deep concern on their gender influenced toward their speaking competence.

It is quite easy to make the claim that male and female differ in their linguistic behavior. Assumed gender roles are contrastive, to male often thought as dominant speakers, while female are placed in a subordinate role during the conversation process. Important to realize in this issue, however, is the different perspectives the two sexes have in casual speech. If female speaks and hears a language of connection and intimacy, a clash of conversation styles can occur, when confronted with a male's language concerned with status and independence.

In terms of speaking, writer understood the fact that there are some divisions to be divide. The competency of speaking English of fifth semester students could be divided into some structural following grammae rules. The results sorted by linguistic rules and regulations. This classification is intended to systematically see the difference speaking competence of students who have different gender. The components are classified are these:

a. **Phonetics**

Phonetics is the study of speech sounds. Phonetic themselves are subdivisions within psycholinguistics that are based on the components that make up the language in humans. Within psycholinguistics itself, a study of phonetics will be focused on how the brain processes and understand the sounds of language. Source of research data related to the ability to speak associated with gender can be obtained using research of class, in which researchers asked the students to do the speaking performance in front of the class and documented in both of visual and sound (video).

1)   Vowels

The most common view is that vowels are sounds which there is no obstruction to the flow of air as it passed from the larynx to the lips (Peter Roach, 1998, p.6) This can be understood that the vowel is type of sounds or vocal sounds that needs space for air to enter while it is sounded. From source data obtained, in analyze male students of fifth semeter, David Sumbogo when he explained his other hobbies besides travelling, he recited the combination of the words "*and*" and "*other*" becomes "*enader*" so it sounds like the word "another" in English pronunciation. Another male students, Muhhamad Said also did the same way, he pronounced the word "*and*" and "*other*" become "*enader*".

Male students, who in this case David Sumbogo and Muhhamad Said recite in this way because of the combination of the beginning words with a vowel simultaneously. The word "*and*" and "*other*" consists of (ɜ:) vowel and (ɑ:) in first section, which is part of a short vowel or pronounced with a short sound. For the word "*other*", is known as triphongs, described as the types of complicated vowel or complex, described in his book Professor of Phonetics, Peter Roach (1998, p.8) defined that;

> *"The can be rather difficult to pronounce, and very difficult to recognise. A tripthong is a glide from one to another and then to a third, all produced rapidly and without interruption".*

From that sense Professor Peter Roach said from one of its kind, tripthong is a word with a combined another vowel. The majority of

people will have little difficulty in pronouncing. This is in line with the findings of a study where male students tend to make mistakes in pronouncing the word "*and*" and "*other*". The speech transcription of one of the research subjects, male students while in his speaking performance, he explained his hobbies other than reading. In the process of explaining another hobby he used the word "*and other*". From here can be analyzed male students had problems in pronouncing a combination of two different words but contains vowel simultaneously. Supposedly the "*ands*" and "*other*" is pronounced separately to emphasize enhance the meaning to be conveyed.

But in this context, female students are more able to distinguish and then emphasize the sound of the language of the two words are pronounced simultaneously. From the analysis of one of the research subjects of fifth semester students, a female students, Kiki Agustina, which in her speaking competence performance she explains the month and date of birth. There she said, "*one august*" using a clear pressure on the pronunciation. The word "*one*" which is dipthongs and the word "*august*" which is tripthong pronounced well in accordance with the rules of the voice should be.

Both of these differences researchers observed as unfounded. Where the male students of fifth semester, David Sumbogo and Muhammad Said prefer directness rather than clarity. This is in accordance with the submitted Brizendine (2006, p.43), an expert in

neuropsychiatry and clinical director that specifically examine brain function of women says in his book, Female Brain that;

> "*Indeed there is a difference in structure between the male brain and the female brain, it causes there are differences both as in the way of thinking, a way of looking at things, a way of communicating, and others*".

Judging from the description and understood of the situation on the research field, males of fifth semester students tended to have a mindset that is free and not bound by the rules. In understanding the correct sound in words, males of fifth semester student only give more priority to speed that leads to effectiveness in pronunciation.

As for the female of fifth semester students, a way of prudent thinking makes the results of female student speech of women slower, but according to the rule or in this case, about how the female student Kiki Agustina uttering "*august one*" with a clear emphasis. In terms of understanding the rules, women are considered more capable than men. This is in line with the results of research conducted by Prawitasari & Kahn (1985, p.703-708), which says that;

> "*Women have a propensity for warmer, emotional, polite, sensitive and obey the rules*".

From this side, in terms of women's personality is considered more thoughtfully for an emotional level and a high sensitivity than men. If it is associated with the speech made previously, women are more consideration of clarity in pronunciation because of the personality that is sensitive to the needs of listeners.

But the results of the analysis further explained that in order to pronounce words containing "*r*", male of fifth semester students, is more oral than female of fifth semester students. Such as when the word "*sister*", "*father*", "*brother*" and "*mother*", the female of fifth semester students, Asna Yanti, Hasti, and Nurjanah, they became down the last part of the word. For Asna Yanti, a female of fifth semester students During her speaking performance, she explains about her family members, she siad the word "father", "mother", and "brother", she recited it carefully in "r" part. This was also done by Hasti and Nurjanah. In their speaking performance they put a falling intonations in the end of word, more precisely in part of letter "r". This suggests that female of fifth semester students are weak in pronouncing (æ) and (ə). Yet, this pronunciation sounds more powerful and appropriate time while male of fifth semester students recite them.

But in the terms of its kind, this distinction is often happen. This is because these consonants are heavy so it is difficult for female of fifth semester students to pronounce it aloud. The tendency of women' pure feminine character with congenital shy and gentle nature is hard to say the words that contain "*r*" eloquently. In the intonation and pronunciation detected a tone done pressure. Back to the results of research by Prawitasari & Kahn who revealed the nature is one of female personality that tends to "play safe". This things also affect the speech production by female of fifth semester students. As for males of fifth semester students ,

the word "r" is convenient and easy to pronounce, because the nature of their personality are dominant and stable. Stable is refers to the male characters that is insupceptible in any kind situation. This also could be means that males of fifth semester students not easy to get panic under the pressure.

Other findings, for several males of fifth semester student, Dian Fajar Pratama, David Sumbogo, and As'ad when they pronounced the word "ask" which contains vowel "a", they pronounce it became "axe". Once again males of fifth semester students, to their birth distinct and sharp character, they pronounced the word directly. In other hand, females of fifth semester students, Scorpiona and Sumiati, pronounce the word "ask" became "as". Their prudence character, made them tend to carefully recite the word. Their mental language production followed their birth character. Then while producing a language, females of fifth semester students influenced by their gender character. It was also occur to males of fifth semester students.

2) Consonants

If a vocal sounds means vowels, then consonant is the opposite. Writer understood that consonant is a collection of letters other the five vocal sounds or vowel. English Phonetics and Phonology book written by Professor Peter Roach (1998, p.11) said that;

> "We must say that the most important difference between vowel and consonant is not the way that they are made, but their different distributions".

From here it is understood, it does not mean the difference between vowels and consonants lies only in how they are pronounced. Because there are few words in English, beginning with a consonant, but the identity known as vowel. But one thing is certain, the distribution of vowels and consonants is different for each language.

Table 4.7
Consonants of Males and Females

No	Consonants	Male	Female
1.	Think	/ɵɪŋk/	/ɵɪŋk/
2.	Thank	/ɵæŋk/	/ɵæŋk/
3.	Front	/frənt/	/frənt/
4.	Angry	/æŋrɪ/	/æŋrɪ/
5.	Lived	/lɪv/	/lɪv/
6.	This	/ðis/	/ðis/
7.	That	/ðæt/	/ðæt/

From the table it can be seen a few consonants used by male students and female when their speaking performance. In terms of pronunciation, males and females of fifth semester students have in common in the way of pronouncing the word "*think*" and "*thank*" and other. The male and female fifth semester students tend untter these word when close their speaking performance. They said "I *think* enough....*thank* you". The difference lies only in intonation and pronunciation time.

3) Syllable Types

There are two types of syllable if it hearded of how its pronunciation, which are the strong and weak syllables. These words of strong and weak refers to the phonetics character carried by syllables.

Back to the vowel analysis of male students and female students associated the word "*father*" and "*mother*", here the second syllables pronounced shorter than the first syllable because the weak syllables containing vowels with strong syllables. This is in line with those expressed by Prof. Peter Roach (1998, p.75) in his book that;

> *"When we compare weak syllables containing vowels with strong syllables, we find the vowel in weak syllable tends to be shorter, of lower intensity and different quality".*

This proves that the existence of strong and weak syllable in a word will affect pronunciation. If further review "prudence" of female of fifth semester students in pronouncing the vowel "*r*" is considered more appropriate when seen from the natural transcription. From the pronunciation of the word "*father*" and "*mother*" female student is using intonation and emphasis slowly in the second part, so it sounds more fitting in spelling and rules of words. If a male student is more straightforward in pronouncing the word "*father*" and "*mother*", another case with a woman who sounded cautious in pronouncing the word "*father*" and "*mother*". But it if only judged in terms of "candor" alone, but if it is considered in terms of accuracy in pronunciation, then the female students can be said to be more precise.

Accuracy in pronunciation is actually not confirm absolutely that women are more precise in spelling words. If evaluated further, there are other factors also have contributed to the "accuracy" domain. One of the factors such as the researcher said before is the character or nature of the

woman who tends to "play safe". If in question between "accuracy" and "play safe" which first will appear in her thinking style, the researchers concluded that the "accuracy" comes after "play safe". The nature of women's in full consideration makes the mindset of women in understanding and producing more structured and hit the precise language, although if rated in terms of candor or speed in spelling, female students can be said to be slower than male students.

4) Intonation

The influence of gender also follow the way intonation male students and female students. If seen previously how students males and females of fufth semester students pronouncing the vowel "r" in the word "*father*" and "*mother*" in a different way, it is actually part of the way students male and female intonating the word. Intonation alone can not be ascertained its actual meaning. It is also quite difficult to identify because the intonation of a word or speech produced by a speaker and it is depends on them. In addition to the applicable rules on the correct intonation in words or sentences, other factors that influence is due to the situation of speaker. This situation could affect the way the speaker to pronounce the word or phrase.

As the result of analysis of the research conducted, one of the research subjects, male of fifth semester students, Risky Musalamat in his speech about his last experience to be a delegation for kind of contest, he said "I am very..very excited", it seemed there was a pause and falling

intonation for each word because the situation male of fifth semester student is "not sure" with its rhetoric and still in a condition to think of the next word to be spoken. Once the "thingking process" is complete, the male student was immediately repeated with the correct intonation. The "correct" here means if it is appropriate to the situation what is intended to described by this male of fifth semester students to convey that he was really very excited about the topics..

It is also experienced by female of fifth semester students, Rabiatul Adawiyah who in her explanations related to the accident she had ever experienced, she said someone almost "*sip*" her motorcylce. What was meant by this female student is "*hit*" which means crashing. While she spokes, she repeats the word several times to slowly intonation, due to the unsure of the vocabulary propriety which she says . The composition of the story that is owned by a speaker is actually required him/her to emphasize the intonation, as when she says excitedly a chronology how she almost got hit by said "*she did not use the sign ... the sign ,, ehmm , when I ....cross .... ehmm she ,,,, ehmmm .... ehmm she wants ... she wants to*" but because the unsure condition, then intonation becomes affected.

Different things done by male of fifth semester students. Their Intonation not affected by anything. Despite a pause in the sentence remain there, where they are also trying to find a vocabulary that will be continued, but they do not change intonation or still and moreover some male students raise the intonation of words and get louder. As performed

by the male students, Muhammad Alfath, have emphasized the word "*PPI*" to talks with same intonation on several times. In his conversation he mentioned how his holiday experience in the last semester when he got the chance to be invited to the syimposium event in Egypt. He says *"I went to .... Egypth ... when ... July? Maybe ... July and .... ehmm I got it.. from PPI PPI World World .... what is that? PPI PPI World .... ehmmm ... World ... ehmmmm"*, he tried to find out or recalling the continuation of the word "PPI" in which it would probably make it easier to explain in English. Although he got difficulty in remembering then there are some pauses in its delivery, he still pronounce the word "*PPI*" loudly without hesitations. This is not apart of the personality of males which influences his way of thought and way of his language production.

Stated by Prawitasari & Kahn (1985, p.50), in comparison to the differences of personality possessed by men and women, they said that the character of men tend to be more stable than the female characters. Glean from the statement, could be drawn the similarities toward the analysis of this study, male of fifth semester students can be called a "stable" in the delivery of language, which is where the word "stable" refers to a state of calm and unaffected by the circumstances or situation. Male students do not feel embarrassed if they do not know or utter mistake. There are no doubts that could hinder their intonation. So it is not an exaggeration to say that male students are individuals who are born as a high confident creature.

Another thing that is also conveyed by Prawitasari & Kahn is that men tend to dominate. The characters affects the structure of intonation and linguistic information that he needs to convey through language. When they say something or try to say something male of fifth semester students dominate the conversation with a fixed intonation or even rising intonation. This further proves that male of fifth semester students are not easily distracted and caught in the "fear of being wrong" or "shame" which is often experienced by female of fifth semester students in the process of speaking.

b.   Aspect of Connected Speech

To writer understanding there are several aspects of connected speech which is noteworthy as a means to break down the structure of the speech competence of male   fifth semester students and female of fifth semester students. As these aspects are rythm, assimilation, elision, and linking. These aspects are considered important to describe a speaker in its ability to convey the message or the composition of the topics discussed.

Acccording to definition rhythm is the beat of a person when he used the language. The rhythm is known in the music component and how someone delivering rhymes or poems. But in English, there is a rhythm which is a special feature of its own. English is considered to have a rhythm in pronunciation of every word. How this rhythm playing, could facilitate listeners in defining a topic of the conversation. It is also delivered by Prof. Peter Roach in his English Phonetics and Phonology (1998:120) that;

"It has been often claimed that English speech in rythmical, and that the rythm is detectable in the regular occurence of stressed syllables; but of course, it is not suggested that the timing is a regular as a clock- the regularity of the occurrance is only relative.".

According to Prof. Peter Roach (1998, p.121), although English has a rhythm in the pronunciation, but the rhythm was not fixed from one word to the next. This refers to the phonetic theory in science which is "stress-timed rhythm" or the use of rhythm on strong syllables only. As he said;

"The theory that English has stress-timed rythm implies that stresses syllables will tend to occur at relatively regular intervals whether they are separated by unstressed syllables or not; this would not be the case in "mechanical speech".

This theory also states that the rhythm at any syllables are stressed will remain the same for the next or not depends on syllables that are unstressed. Associating with the findings in the field in source of data, implies the existence of differences between the way males and females of fifth semester students using a rhythm in speaking. Emphasize once more, that this rhythm in language arising from weak and strong syllables in a word or sentence. Lilis Oktaviona, a female of fifth semester students, said, "*and now I live at Jintan Street*", if we broke into a few words will be as follows;

Table 4.8
Female of Fifth Students Transkription Rythm
(Lilis Oktaviona)

English STR	W		S	S		W	S
	Now	I	Live	At	Jin	Tan	Street
Female student' Rythm	W			S		W	S
	Now	I	Live	At	Jin	Tan	Street

It can be seen from the table the stressing in some not as it should, when referring to the rules of proper English then the rhythm will be produced will be like on top, but the differences seen when female of fifth semester students, Lilis Oktaviona explain the rhythm of the English language. She did stressing on the syllable of "*jin*" and "*tan*", she immediately recited simultaneously without any rhythm that distinguishes between strong and weak syllables. is actually natural if we associated with the meaning or origins of the word that is part of the original Bahasa.

The stressing precisely occur at the word "*at*" as itself . The stressing is not without reason, if viewed from the break should be, Lilis Oktaviona, female of fifth semester students in her mental language is trying to translate "*Jalan Jintan*" in her mother tongue became "*Jintan Street*" in English. This is interesting because due to the fact that there are differences in English and Bahasa, if viewed from the sentence structure. Where proper noun in the English language placed in the front. Female student trying to recall the rules of grammar of language which she was using. This is consistent with the personality of the women who give priority to "precision".

Different things done by a male of fifth semester student as he tried to explain the same thing as saying "*I live in a house at IAIN complex*", breaking his rhythm will be as follows;

Table 4.9
Male of Fifth Semester Students Transkription Rythm
(Muhammad Said)

English STR	W	S		W	S			W	S
	I	live	In	A	House	At	IAIN	com	Plex
Male' Rythm	W	S		W	S	S	W		S
	I	live	In	A	House	At	IAIN	com	Plex

From the above table, we can see there are many differences than they should. Male students just do not emphasize on the word "*IAIN*" only. This makes the rhythm according to stressing word with a combination of strong and weak syllables. The difference between male and female of fifth semester students have is in the terms of rhythm implies that male students are superior in musicality of language.

Some other analysis results also show the same thing. With the same content is about the hobbies. Rhythm that pronounced by male students more appropriate with the English language. One of them male of fifth semester students, Dian Fajar Pratama, who says "*I learn to play a drum*", using stressing on the word "*learn*", "*play*", and "*drum*" as it should be considering the content of strong syllables in it, "I *learn* to *play* a *drum* ".

Unlike the female students who pronounces "*my hobby is cooking*" in this sentence there should be a stressing as "*my **hobby** is **coo**king*", but female students pronounce it becomes "*my hobby **is** coo**king***". When analyzed further found that there was a thinking process before producing the word "*cooking*", the mental language in the Indonesian women prefer to say "*cook*" rather than "*cooking*". Resulting in the production of women's students say the word cooking with slow

intonation due to the choice of words between "*cook*" or "*cooking*". But different things delivered by female students WA, when he said that one of his hobbies is "*sleeping*", he says "*I spent most of my time by sleeping*". The word "*sleeping*" in accordance with the weight he recite the rhythm of "*slee* (s) *ping* (w)". As she recites the word "*sleeping*", she enclose with laughter that kind to make it sounds cute. It is then made her utterance appropriate apart from whether she do understand or not with the proper rythm.

Presented by Siminto, S.Pd., M.Hum in his book Introduction to Linguistics (2013, p.66) definition of assimilation, he stated conclusion that;

> "*Asimilasi adalah proses suatu bunyi mempengaruhi bunyi lain yang berdampingan sehingga bunyi yang dipengaruhi menjadi sama atau hampir sama dengan bunyi yang mempengaruhi*".

From the statement above, it is concluded that there is a function due to the effectiveness of spelling which in English that called by assimilation. Relate it with the findings of the study, researchers analyzed some words be well assimilation by students both male and female.

Table 4.10
Asimilation of Male and Female of Fifth Semester Student

Sentences	Assimilation		Transkript
	Male	**Female**	
In the	*in de*		/n/-----/d/
There is	*de ris*		/ð/-----/z/
When I	*wen dai*		/n/-----/d/
I am	*a yem*		/ai/-----/əm/
That's all	*dat sol*		/t/-----/s/

For this assimilation process, unindicating the significant differences, both male and female students pronounce it in the same ways, then the two of them have in common of assimilation process. Male of fifth semester students, Muhammad Rizaldi, in his speaking performance when he explains about his hobby to write in the blog. He pronounce the "*in the*" same as when female of fifth semester students, Rabiatul Adawiyah tried to describe her situations in the street. When they pronounce "*in the*", male and female of fifth semester students stated these two words together then produce a sound that almost the same. The same thing happens when the male students and female students stating the phrase "*when I*" it heards clearly that there is a process of assimilation occurs, there is no pause or separation in saying that being "*wən: dai*". Here also the "*i am*", "*there is*" and "*that's all*", male and female of fifth semester students have the same assimilation process.

From further investigation this kind of similarity is reasonable. Male and female of fifth semester students have the same talent in terms of adoption and retention of vocabularies. They tend try to follow the same path as chosen by most people. Not in the assimilation case but for example, most of the students are very familiar even a good user for some words like "*maybe*" is used to express the uncertainty of something. But as you know there are many other similar words to "maybe" and contains the same meaning, such as "*perhaps*" or "*possibly*". However, as everybody often use and familiar to the word "*maybe*" to stating

uncertainty of something. This can also be called as the tendency of language options.

Using the exact same way to pronounce these two word is a part of infected habitual. Some of the phrases is the result to one of the tendencies of language options. This kind of trend led to the "freezing" type in the language acqusition of the learners memory. The language itself eventually become a "statute" which absolute be use. So, it is fairness when the language learners or in the case of male students and female students use the word "*when*" and "*I*" simultaneously then becomes "*wən: dai*". With this kind of process in mind male students and female students do have similarities in the process of assimilation that they value as institutional setting.

c.   Morphology

Based on writer understanding, morphology is a field that studies the structure of the sentence, especially the relationships between related words and the formation of words based on the rules. In the English language itself it is the morphological study of word formation Siminto (2013, p.75).   The word is learned here also consists of arrangements grammatical tha have a meaning. One of the them is morpheme, The word is learned here also consists of arrangements grammatical tha have a meaning. One such arrangement is morpheme, which is the smallest unit and then the word of the language unity, which has one meaning. Connecting to the results of the research and data related to the production of language done by the students, then the words are grouped into several sections as follows;

d.   **Part of Speech**

Parts of speech is a traditional class of words distinguished according to the kind of idea denoted and the function performed in a sentence. Part of speech consists of 8 sections, namely;

Table 4.11
Part of Speech

PART OF SPEECH	MALE	FEMALE
Noun	*Story, experience, parents, passion, girl, mind, brother, and hobby.*	*Mother, father, brother, sister, friends, hobby, reading, experience, and future husband*
Pronoun	*Someone and everybody, he, you, me, and my self*	*I and she*
Adjective	*Beautiful, many*	*Handsome, many*
Adverb	*Actually,*	*Actually*
Verb	*To tell*	*To speak*
Preposition	*Before, about, for, from, with*	*About, for,from, with*
Conjuntion	*But*	*Not only, so*
Interjection	*Oh no!*	*Wow!*

There are some of parts of speech used by males and females of fifth students. From data can be seen, variations in the part of speech by two groups of this different gender. The results are the source of data obtained, in this case the research subjects which are the male and female of fifth semester students. These classification of data done by beaten out deeper each of the result of research data. The analysis results to the using tendecy some parts of speech by male students

and female students. The analysis results showed some differences in the use of part of speech, but in other aspects of its use are mainstream or equal.

In terms of VERB, there are two words that tend to be used by these two different groups of gender, the word is "*to tell*" (transitive verb) and "*to speak*" (intransitive verb). The use of "*to tell*" (transitive verb) is dominated by male students. Several males of fifth semester students, such as Muhammad Said, Dian Fajar Pratama, David Sumbogo, and Raju, when they were asked to do a speaking performance, they would say "*I will tell you a story about .....*", whilev several females of fifth semester students, such as Wendy Meika, Sumiati, and Nurjanah would start by saying "*I will speak about my ...*". This research could be related to psycholinguistic theory, so it will be necessary to examine each words that arranged into the language by language users, in this case the students.

Under the study, "*to tell*" is part of a transitive VERB or a verb that lead to the object directly. Transitive verb itself is the link between the subject with the object. Users of this verb usually want to provide information either through speech or writing. In terms of the definition of this verb is more directed to the definition of "*to express*", in which users have expressed what he wanted to convey or "*to tell*". Related to what would or would like to be delivered by using the word, then it is just between language users only. However, in general it is used by most people for disclosures directly. This is consistent with the definition of the word that has been described previously, which is to be a liaison or the connector between the subject and the object. When the male of fifth semester students stated "*I will tell you a story*" then what will be delivered is a story

related experiences or events that ever happened to him or anyone else. So that objects which will be discussed immediately clear. The nature of this word if it is associated with the personality of the men who tends to hit to the point or straight to the point, it deemed fit. When the male of fifth semester students want to deliver or to do something they would simply say. When the researchers asked them to do a speaking performance with the given topic, then the male of fifth semester students will be more spontaneous in delivering a topic. The use of this word is dominated by male students as a description of their personalities that tend to lead directly to the subject without kind of small talks.

On the other hand, when speaking performance of females of fifth semester students tend to use the word "*to speak*", for it is an intransitive verb, verb usage in this form does not have the object or does not lead to the object directly. The word is usually used for express themselves in certain circumstances. "*to speak*" is a verb to express the self or express feelings, thoughts, or opinions to somebody. What would be delivered by using this kind of phrase is only to particular subject. From the results analysis its using dominated by female students. It corresponds to the topic that is often discussed by female of fifth semester students mostly about feelings, relationships, family, and friendship. Such topics have subject/characters in it so as to reveal something about the subject, female of fifth semester students use the word "*to speak*" and then leads directly to the subject/character itself. Women will usually start a story with an opening which only implies the subject being discussed. They tend used to explain their feelings first that they have for the subject. One of female of fifth

semester students Rabiatul Adawiyah, she expressed her feelings due to experience about her "accidents". She began her words by saying "*I confuse .... but I will speak about*", and she began speaks about what she had ever experienced and the results indicated there are a delivery of the disclosure feeling. It is also clearly visible through body language that she show how while she described the feeling annoyed because even in a state of almost getting hit, that someone still blame her.

The interesting part is found of how students of different gender when using the ADJECTIVE *handsome* and *beautiful*. The interesting part is not in quantity of adjective have been use except to the quality of how it was been use. When male students disposition something and interpret it with the word "*beautiful*", male students more outspoken in saying it and without shame or embarrassed. As performed by Muhammad Rizaldi male students, he said that he got a girlfriend who is "*beautiful*". As he says it with a calm and cool, predominantly female audiences look excited so that the atmosphere became boisterous. How men to think are not as conservative as a women. Men tend to be impulsive or unpredictable.

In case to characterize something with the word "handsome", which leads to male, female of fifth semester students are much more carefully. As from the analysis of female of fifth semester students, Sumiati, when she talks about her experiences in Jakarta for the occasion of her organization, researchers asked about the experience in addition to training and other activities, then audiences wheedle up about the topics that related to the "*boys*". Female students looked

excited but shy and then she said that she met with students from other town especially Bandung. She describes that male students from Bandung is "*very handsome*". Examined from the data source, there is a change intonation of the word "*very*" to "*handsome*", when he said the word "*very*" intonation is still stable, but when she says the word "*handsome*" there is a falling intonation. It is indicated due to the nature of the 'shy' as expressed in public, where there are male audiences over there. To discuss such things females of fifth semester students are more comfortable to discuss it to the fellow. This is because the topics related to their opinion about the "*men*" is taboo if discussed in public. The prestige of women is higher than men. They were very attentive behavior or manner. In social life women are often categorized as being a self-respect or in society call by keep the image.

Another interesting finding related to the use of the adjective is women prefer to use the word "amazing" than men. Female of fifth semester students, Scorpiona, in a conversation conveys an impression to one of the figures who inspired her to follow the dancing competition. She identifying this figures by stating "*the winner of the dance competition is very amazing*". When she says the word "*amazing*", there is no change in intonation. But the interesting part is about from the use of this word and how many women choose to use the word "*amazing*" than any other word. Some of the factors that led to the production of this word in the mental female student is due to the fact that this word is easilyto spell and common. Society more familiar with the word "*amazing*" compared to other words like "awesome", "terrific", "marvelous", "fabulous", or "Astonishing".

Those words are too hard to spell by female students because the content of weak and strong syllables were more varied than the word "*amazing*". This is also consistent with the results of the study of D. Shuy (1969, p.3) in his book *A Cultural Approach to Male-Female miscommunication*, states that 62.2% of male spell words that contain "-*ing*" the wrong way, but only 28.9% of female who spell the wrong way. From the research Shuy concluded that for the use of the language in terms of spelling "-*ing*" words, female are much better than male. Other factors are also indicated as reasons affecting the use of the word "*amazing*" is due to that females more open and soulful about their amazement.

Compared to express love, women are more open to the awe inspiring. Male of fifth semester students rarely use the word to express admiration of others caused by the word "pride" or their dignity and their male dominant nature character. As well as male of fifth semester students Dian Fajar Pratama, in which he said that one of the things that inspired him to become a drummer is due to the teacher who is the winner as the best drummer in Palangkaraya. Deeper analysis in fact not being too much if we conclude from the subject which he mostly talks about the figure of "the best drummer" by saying that this male students are actually admires his teacher. But instead of using the word "amazing", this male students used the word "*the best*" in general meaning or may not indicate any feeling he had in addition to the disclosure of the fact that he was "*the best*". It is also a return to the way of thinking of male who so dominant that he prefers to say "*my amazing story*" rather than "*my amazing teacher*". Possible uses this word to men only if it refers to him or something about himself.

From the source of research data, the women prefer to use the word "*amazing*" for some reason, then another case with male students who prefer to use the word "*lucky*". Male students Rizal Muttaqin and Dian Fajar Pratama for example, he uses the word "*lucky*" as he describes his lucky. Rizal Muttaqin in his speech explains how "*lucky*" he had a good friend. In the production of language, Rizal Muttaqin does not explain that his friend is a good figure, he even *said* "my crazy friend". But there are two things that are found from the analysis conducted, the first he did not disclose or describe the merits of his friend but rather to directly sort the good things done by his friend to him and let the audience decide their own opinion. It is back to the previous fact that men did not kind of figure that open feeling of awe related to someone. The second, related explanation Rizal Muttaqin, he uses the word "*lucky*" tht mostly addressed to himself. It was easier for him to disclose this to himself because it relates directly to the word of "pride". Another thing in common, while Dian Fajar Pratama said that he was "*very lucky*" because he had the opportunity to perform his speaking competency first than others. From the analysis related to the adjective that is used both by male students or female students, language production or utterances is indeed based on the influence of the personality and character of the mindset of these two different groups.

As for the ADVERB, there are some words that tend to be used by male of fifth semester students and there are also words that tend to be used by female of fifth semester students. But there was also word that two different groups of gender are often used together, the word "*many*". Especially to describe the

quantity of experience gained, both male and female students tend to use the word "*many*". The use of the word "*many*" also occurs when students both male and female students describe people in large quantities by saying "*many people*". Basically there are no errors in the use of "*many people*" , but if viewed from a variety of languages, actually there are many other ways to express or say something about the quantity, as "a lot of people", "full of people", etc.

For the word adverb, male of fifth semester students tend to use the word "*always*" while the female of fifth semester students often use the word "*ever*". No significant reason underlying this selection to use a word by them. As the word "*always*" that had been frozen in the minds of male students that to say "*selalu*" (their mother tongue) in English have to use this word. In other cases, the use of the word "*ever*" in accordance with the nature of women's expressive about her feelings. They tend to like to use words that help them describe their feelings in soulfully. The word "*ever*" if you see the meaning would lead to something big, wide, and about time. So the use of this word by female students is in line with their way of thinking which uses language as a means to express feelings.

From the NOUN, it was found that male students are more likely to use the word "*my parents*", whereas female students separately prefers to say "*my father* "and" *my mother*". It certainly has reasoned. As some female students, when they will begin the speech with the topic of their own choice, they will start by introducing themself and then what they have, such as family or pets. As they talked about their families it would start by stating her own family members one by one, such as "*my father*", "*my mother*", "*my little brother*", "*my little sister*",

"*my big brother*" or "*my big sister*". And if they talk about pets, they would say specifically the name and type of their pets, such as not saying "*my pet*" but said "*my cat*".

From previous studies, it was mentioned that women are very specific in color terms. For example, when women were asked to talk about the color of blue, then a few words such as aqumarine, blue of sky, navy blue, bright blue, and blue of the ocean came to mind instantly. Women like to mention an assortment of colors in mind though in general, there is only one blue. When female students are asked about herself, they would immediately say specifically each member of the family one by one, such as "*my father*", "*my mother*", "*my little brother*", "*my little sister*", "*my big brother*" or "*my big sister* ". In contrast to male who tend to be directed in question towards the name of the group. As if associated himself asked, they would only respond by saying "*my family*" without any specifically explanation. They tend to say "*members*", "*the groups*", "*the team*", and "*my band*". The un specific mention is due to the personality and the way men behave in general.

The results of other analyzes are also visible from the use of other nouns by male and female of fifth semester students. As in terms of romance, males of fifth semester students were more likely to disclose the figure, by calling as "someone". In general, the word "somone" that could lead to anyone whether male or female. However, if both male and female, in social life when added with a particular intonation, the disclosure of "someone" would leads to a significant other that means important. This is indicated by one of the male students, Akhmad

Madani as he told about an affair he has, he called his girlfriend as someone special. He did not refer to as "*girlfriend*" commonly talked about a lot of people while having an affair. Many research results and has even become a common belief that men are people with an open mind and global Tafti & Babali (2007, p.12). They tend to express their thoughts aloud without a doubt. But when it comes to personality problems in depth, men are individually capable of distinguishing the general terms and the privacy. They can tell which if it were necessary and important to say and which is privacy and personal consumption. If the view of how to use this word, can be explored and the process of thinking styles of male students who categorize an affair as something that is a personal matter. The other thing was also shown by male students David Sumbogo, when told of the reasons why he was not focused on that moment, he expressed by saying "*I have something in my mind*", he did not disclose in detail about the something is. He only once said then immediately move on the topics he wanted to convey previously.

As for the women in case to the word romance, female of fifth semester students would be shy to express it, but in the delivery of language they would say men or their partner as "*my future husband*". In contrast to the men which clearly shows the limits in their delivery so as to make their "love" characters are anonymous, instead of female to be open about the details.

As female of fifth semester students Hasti, when he publicly revealed her failed loves story. She started the story by shyly and then ended up with emotion. He was not very specific to the identity of the someone but she was very detail

related to the process of acquaintance with her "ex" as far as the process about the figure that more prefer other women than herself. This openness is actually considered reasonable if we go back to the fact that women are individuals who are orally about feeling. Unlike men who tend to be stable, the woman is very easily carried away. This is demonstrated by the Hasti as he closes his story with emotion and almost cried.

In terms of expressing preference for any work or activity,several females of fifth semester students, such as Wendy Meika, Nikmah Sari, Lilis Oktaviona, and Scorpiona tend to express it through a coherent explanation which started passing the word "*my hobby*". While males of fifth semester students, Dian Fajar Pratama, David Sumbogo, and Muhammad Rizaldi prefer to say specifiic hobby they likes and then closes by saying "that's my *passion*." Some use a noun by male students and female students showed that a range of language variation influenced by their thought process towards something.

e.   Inflection (agreement and concord)

Based on grammar knowledge, inflection is a change in the form of word that occurs when it has a particular use.

Table 4.1
Inflection of Students of Male and Female Speaking Performance

WORDS	MALE	WORDS	FEMALE
Woman	Women	*Watch*	Watching
Meet	Met	*See*	Saw
Crowd	Crowded	*Gave, gives*	Give
Want	Wants	*his, him*	He
Run	Running	*Us, our*	We

Have	Has	*Graduated*	Graduate
Come	Came	*Speaks*	Speak
		Did	Do

In the inflectional domain, male and female of fifth semester students have equal in terms this knowledge. Which in this case they are equally capable of understanding the class word changes correctly. One female student Wendy Meika, when she used the word "*watch*", in its delivery she had changed several times the it to "*watchs*" and "*wacthing*". The changes of word class in her mental grammar, she understood that when she uses the third person singular pronoun (he, she, it), then the verb will get additional prefixes -s and when referring to a time "now" then the word will be changed to "*watching*". This changing of verb with an additional suffix -s also performed well by several other female students. As for the word "*give*" into "gives" and "*speak*" to "*speaks*". their speed in the processing of these words indicate that the structure or work rule of changes in words class with the additional suffix has become a sticks habit.

This also happens when the class changes in pronoun. Female of fifth semester students, Asna Yanti understood changes for the first singular person (I, Mr. Luqman and you) with the third singular person (he, she, it). When female student, LO, she mentioned his brother name in the sentence beginning "*Iqbal Mirza Qasani*" then changed it to "*he*" in the next sentence. Replacement of this word class models will reduce repetition and make sentences much more effective.

Some of the changes said male of fifth semester students, Muhammad Alfath, Dian Fajar Pratama, Risky Musalamat, verbs such as "*meet*", which turns into the past tense "*met*". This using of word "*has*" as a pointer ownership to the third person singular "*he*" is also applied properly by male students, Rizal Muttaqin, when he explaining what owned by his friend, saying "*he has ....*". Another understanding is also indicated by male of fifth semester students David Sumbogo when he used the word of inflectional noun "*woman*" which is singular became 'women' in form of plural. When he says "*I agree that women ....*", it was a clear pronounciation leads to "women" in the plural. It is also evident from the context of the speech that he delivered leads to the word "*women*" in general, which means that the word is in the form of lots or more than one. Changes that occur as a marker of past or has happened is also found in the using of the word "*come*" to "*came*". Where the male of fifth semester students, Dian Fajar Pratama explains past events about his teacher that came to his table and punish him. He clearly says "*he **came** to me ...*"

f.   Derivational (productive ones)

Derivational is a form of words that if affected by the addition of the suffix it will change the word class. The below table grouping derivational word used by male students and female students.

However, to the derivational domain not very well recognized by students. Its use was minimal and the words collection are words commonly used by people in general. As some students use derivational by men and women as follows;

Table 4.13
Derivational of Students of Male and Female Speaking Performance

WORDS	MALE	WORDS	FEMALE
Write	Writing	*Educate*	Education
attend	Attention	*Forget*	Unforgetable
operate	Operating	*Attend*	Attention

In his speaking performance, male of fifth semester students, Muhammad Rizaldi explaining related to his hobby which is writing a blog about the "*operating system*". The use of the word "*operating*" (adjective), a derivative of the word *operate* which is a verb. In use accompanied by the word "*system*", his mental processes tends to follow language pattern in general. The "*system*" is a noun and to make noun phrase it requires adjectives to characterize the noun. Then not use basic word "*operate*" but "*operating*".

Some more words such as "*attend*" is a verb changed to "*attention*" which is noun. These changes are used well equally both male students and female students. When they want to close the conversation, they say "*thanks for your attention*". Regardless of whether the male students or female students did understand the origins of he said, but in general the changes that are new to them. The use of the word "*attention*" is common or backwardly. This word becomes a habit and when anyone wants to say "*terima kasih atas perhatian anda*" (mother tongue) then use "*thanks for your attention*".

Some using seen in some other words like the verb "*educate*" is changed to *education* as a noun. But this use of the word deriviational more dominated by

female students regardless of whether they know originality of the word. As performed by female students, when she said "*my education*" in mental language she understoods that to say *pendidikan* (mother tongue), there is the word "to educate" which means "mendidik" and "education" which means "pendidikan", if this explored further, derivational change is actually a change which has to be raw both female students and male students. Changes that occur not only in the form he said, but also words class and their meanings. So that its use will be a new thing for students male or female.

g.   Semantics

Semantics is the branch of linguistics that studies of words and their meanings. From the description in the book Introduction to Linguistics written by Siminto, S. Pd, M. Hum (2013, p.91-92), he stated that;

> "*Ilmu semantik adalah ilmu yang mempelajari hubungan antara tanda-tanda linguistik dengan hal-hal yang ditandainya, atau ilmu tentang makna dan arti kata*".

Signs are meant here refer to the sign carried by linguistics itself, while marked is something which is beyond language. The signs were then led to conjecture. Therefore, semantics is a branch of science that is important when seen from the function of language itself, which is to convey meaning through communication. Semantic representation is intended by the perfect mind of speakers to the listener. In it there is a universal concept and there are compulsory language, in which the purpose and there are arbitrary propositions.

As for some kind of meaning, which are grouped in the study of semantics, the meaning of lexical, grammatical and contextual. Lexical meaning refers to the

meaning held without any context. Meaning lexical meaning of the word can mean a freelance basis, without regard to the meaning of others in construction. There are still some meaning which is also discussed in the study of semantics as a non-referential meaning referential, denotative-connotative, conceptual-associative meaning, the meaning of words-term, and the meaning of the idiom-proverbs.

The semantic relationship of the use of language by male students were excerpted from the transcript of their speaking performance, which are; Phrases play various roles (called 'thematic roles') in sentences. They are some thematic roles are given below; (1) Agent, initiator of action, (2) action, (3) Recipient, endpoint of change in possession, (4) Goal, endpoint of change in location, (5) Source, point of origination, (6) Instrument, means to accomplish action, (7) Experiencer, receiver of sensory input.

Table 4.14
Semantics Relation of Male Students

SEMANTICS RELATION	TRANSCRIPTSION	
	MALE	**FEMALE**
Agent + action	*I* will *tell* you	*I live in*
	I was *entering*	*I want*
	I stand	*I watching*
	-	*I start*
	-	*she want to*
	-	*my father say "yes"*
Action + object	*play drum*	*Sell my cooking*
	hit my *table*	*Hit my motorcycle*
	Teaching by *him*	*Wacthing movie*
Agent + Object	*my parent*	*My friends*
	my classmate	*Your brother*
	my teacher' home	-
Agent + Place	take *me* to *Garuda*	-

	Street	
	next drummer in *Palangkaraya*	**-**
Posseive + Possesion	*(e.g. that book is mine)*	
Agent+ theme+ recipient	*he told me*	*I like Soong Jong Ki* so much
	my teacher was angry to *me*	*Tina give the spirit* to *our group*
	-	*She wants to hit me*
	-	*my friends give positive respond* to my...*my cooking*
Agent+action+source	*When **I** was in the first semester*	when *I stay in Mahad Al-Jamiah*
	*When **I** was in senior high school*	-
Experiencer+theme+instrument	*(e.g. Jeff cuts the rope with a knife)*	
Agent+source+goal	*he* take me from *home* to go to *campus*	**-**
	*I go from **Buntok** to Palangkaraya*	**-**

From the data, we can see the differences in some of the semantic relationships which are arranged into phrases or sentences by male students and female students. The differences also arise from the way male students and female students think or their state of mind which appears in the form of language.

To explain the meaning of section through the combination of agents (actors) and the destination (place), in his performance of male students were able to draw up the meaning of words form well. One male student, Dian Fajar Pratama, he explained the teacher expectations associated to himself that he would be the best drummer in Palagkaraya in the future. He says "*will be the next*

drummer in Palangkaraya" in this sentence fragments, there are agents who are himself and the place where the agent will be. Another thing is also visible when he tells how his friend drove him to place of his teacher. He said "*take me to Garuda Street*", here there are agents (actors) which is himself, but in this case he is getting treatment. In writer analysis, male of fifth semester students, Dian Fajar Pratama have wanted to explain to the audience that there is someone who took him to a place. The word "*me*" here refer to himself and the word "*take*" is a verb or action leads to the treatment received by the students of that men.

In several studies, proved that men are able to coherently explain something orally. Compared with male to female, they are able to memorize the name of the road well and knew exactly an address and also easily direct it to others. Unlike the women who were able to do the work varies in time (multitasking), the male is able to provide a description of sistematically related to who, what, and where. As performed by male of fifth semester students, Rizal Muttaqin, he wants to convey that "*he take me from home to go to campus*", with these words he wanted to explain that he had a person who is a friend, who picked him up from home and drove to the campus. But if you look on how this phrase is interpreted by listeners and want the speaker itself, then briefly this sentence would argue that male students have someone to ride. He did not say "*he picks me everyday*" but rather that "*he take me from home to go to campus everyday*", in which there he (the person who picked he up), home (place early, before the switch), and the campus (where), This makes the meaning of words becomes clearer.

Yet another case was found from the results of the performance of female of fifth semester students. If in the event expressed about the who, what and where female students are less capable in to describe it, but if in the case related to "when" female students found easily to explain. This trend occurs in some female of fifth semester students. They can coherently explain things related to answer the question "when" or in the realm of description of time. As female of fifth semester students Asna Yanti, in her performance she said "*when I stay in Mahad Al-Jamiah*", in fractions of this sentence includes the word "*when*" that is a marker, "*I*" that leads to herself as an agent, "*stay*" as a hint of action conducted, and "*In Mahad Al-Jamiah*" that play role as a source or where the action is coming from. Seeing how this sentence was delivered, Asna Yanti, wanted to describe events in the past when she was still living in Mahad Al-Jamiah. In terms of preparation, this sentence is able to provide in accordance with the meaning to be conveyed by the speakers themselves or in this case the female students.

In this case, the male students are also capable of in terms the matters relating to "when", one of the male of fifth semester students, Muhammad As'ad, he said, "*When I was in the first half*", in this case the male students also want describe the meaning of events of the past, but their sentence is much clearer because there is a marker of the past that is "was". Thus meaning or purpose to be conveyed by male students has become clearly linked. As soon as the female students Scorpiona, with the same intent and meaning she says, "*When I was in senior high school*". This difference of sentence only lies in the source or origin of

the action scene. But the meaning is to be conveyed remains the same, namely related to what happened in the past or in which they are occured.

In terms of conveying a women feelings are superior than men. This is evident from how the female students described in the sentence "*I like Soong Jong Ki so much*", in fractions of these words are "*I*" that acts as agenn or perpetrators, "*like*" which is the theme, and "*Soong Jong Ki*" which is recipient of a theme or action taken. In the preparation of this sentence, the meaning to be conveyed can be absorbed by listeners. How female student, Wendy Meika, describing his favorite Korean actor to one with put him as the third person singular or being discussed conveyed properly. This is in line with the nature or character of a simple woman described her feelings towards someone / something.

Other things can also be seen from the analysis of female students Scorpiona, when she said "*Tina give the spirit to our group.*" The composition of the same word that is contained "*Tina*" who is an actor, "*Give the spirit*" which is the theme / action taken, as well as "*our group*" which is the recipient of the action taken. By using the word "*our*" or shared ownership, meaning you want portrayed conveyed properly.

The use of the other word class adjective also well explained by Nikmah Sari, when she said "*my friends give positive respond to my ... my cooking*" occurs despite the obstacles in its delivery, but the meaning deliver properly. The use of the adjective is used to describe belonging is intended to convey that the friends (hers) gave positive responses to food (hers). Do not use the word "*they*" which includes everyone, but narrowed the meaning of certain people by using   the

words "*my friends*". Although this makes the sentence contains two word adjective to eliminate the effectiveness of its delivery. But the meaning to be conveyed can be absorbed appropriatly by the audiences.

Delivery meaning with the same structure also occurs in Rabiatul Adawiyah student, when she said "*She wants to hit me*" by using the correct word class of pronoun, it is able to convey meaning appropriately to the listener. In general, the difficulty of using a pronoun, a similar sentence then someone usually says "*She want to hit I*". However, with the correct use is what is meant by the speaker or Rabiatul Adawiyah in this case, that someone (female) was about to hit it absorbed properly in the meaning.

h.   Syntax

Syntactic grammar is a scientific study that discusses the relationship between words and speech. From this sense it is understood that learning English syntax is to help achieve understanding in English grammar in a systematic or directed and in accordance with the scientific. In the realm of this syntax, men and women have differences. It has been widely spoken by research experts. Lakoff (1975, p.150) in his book The Language and Women's Place stated that;

> "*Our use of language embodies attitudes as well as referential meantings. Woman's language has its foundation the attitude that women are marginal to the serious concerns of life, which are preempted by men.*"

The other differences are clustered in some aspects of syntax as follows;

1)   Modulation

When a woman talks, she often takes what others think into consideration. She usually leaves a decision open rather than imposes

her own ideas or claims on others. We often hear a woman say *"well, you know, I think…, I suppose….kind of, maybe I am wrong but…*, etc.

When a woman talks, she Often takes into consideration what others think. She usually leaves a decision open rather than imposes her own ideas or claims on others. Often we hear a woman say *well, you know …, I think …, I suppose … .kind of, maybe I am wrong but …*, etc. This is in line with the results of some of the female of fifth semester students, almost all of them tend to close their speech by saying "*okay ..... I think ... enough*?". Falling intonation made the sentence sounds like a questions.

Unlike the male students were more likely to say "*okay that's all from me*". This difference shows the way of thinking different from them both. Female students or female in general tend to be concerned with the will or the will of the hearer as compared to men who generally lead directly to the statement. This way of thinking is consistent with the personality of women who prefer modesty.

As the statement "*you know ....*", female students not directly necessarily express the topic to the audience, they tend to first ask whether the topic they are talking about are known by the listener. This is evident from some of the results of the analysis of female students. Sumiati when she told about the task of driving around Monas seven times that of receipt due organization's activities, she said "*you know .... arround Monas seven times ..... arround ...*

arround". From that statement we can conclude two things: first, Sumiati assured the audience about whether it conveys correctly or not, and second, it makes sure the listener understands what is conveyed by using hand gestures. He doubted whether the sentence structure and vocabulary that she set the selection is correct or not.

In the selection of any topic they prefer the opinions of listeners. Most of female students tend to be confused with what will be discussed and they will ask what topics audiences want to hear. As female students Wendy Meika, when it is his turn to do her performance of speaking, she was confused with the theme to be conveyed and asked listeners and researchers by stating *"well .... you want me to speak what?"*. This shows that women are full consideration.

2) Interogative Sentences

Women use more interrogative sentences than men do. This speculation in line with statement that stated by Lakoff in his book *Language and The Women' Place* (1975, p.115), that women look interrogative sentences as a strategy of continuing a good conversation. He pointed out that compared with men, women are more likely to use an interrogative sentence to express their idea, and they like to use tag questions, because tag questions can make the tone less tense. This point is similar to the difference in intonation between men and women.

When male students and female students do their speaking performance. Female students using more interogative sentences rather than male students did. Like when they do not know the proper vocabulary, they will immediately ask the listener or viewer. This can be seen when the female students Nikmah asked to use English, the English language to "rumah bertingkat" (mother tongue), he asked with a tone that is slowly and tend to whisper. When doing it she is also confirmed several times whether she had heard correctly or not. Instead of male students tend to move to other options or to immediately change the topics. Like the male students MR, as he explains his hobby to write a blog and then he wanted to explain the content of the blog that he had, when it comes to some of the vocabulary he did not know, he did not listen to the good advice of the listener or researchers. MR directly say "*ah ... I forget ... ignore it..ignore it*" then immediately move to the next topic.

Female students also tend to open the conversation by first greeting the audience by saying "*Hello friends ..... how are you?*". In contrast to men who tend to open talks with jokes or small talks, and of which leads directly to the topic he wants delivered.

According to Lakoff (1975, p.167), women tent to do this because they are less sure about themselves and their opinions than men. The different use of language also shows that women are more likely to be

short of confidence. From another aspect, we can say that women are more polite and considerate than men.

3) Imperative Sentences

In the use of imperative sentences of male students are more dominant than female students. This is in line with the results of studies that have been conducted in Philadelphia which found that the boys and girls use were different. The boys used a lot of imperative sentences but the girls used more "let's pattern".

It is found from how the male students close their speech tends to just say "*okay ... that's all from me*". This sentence if interpreted deeply could be mean that the topics discussed will be terminated as desired from the speaker. Other research also found that girls prefer to use sentences with modal verbs, such as *can, could, may*. But they seldom use imperative sentences to give orders. To reduce the imperative tone, they use more adverbs like *maybe, perhaps*, *probably*. This is in line with the results of research where the first female student to ask and many use the word "*maybe*".

4) Correctness of Grammar

Women pay more attention to the correctness of syntax. While expressing her thoughts, she would make-her clear utterance by using precise grammar. When related issues grammar female students more thoroughly than male students. This is evident from some of the

transcript, which shows there are many pauses and repetition (monitoring).

One of them female of fifth semester students Kiki Agustina, when she said that she was graduated of the High School in his hometown, she experienced a lull for a few seconds until then he go on to say "*I was graduated from ...*". As it was known that in the English language to express the past tense then there are certain rules that must be used as a marker of past tense "*was*" as well as changes to verb forms past or second form "*graduate*" to "*graduated*". But some female students who do not pay much attention to grammar, but rather the delivery of meaning. As female student, Asna Yanti, as she says about the events he asked out of his dorm room since caught using Bahasa, she said "*Mr.Luqman ask me go room*". There are two words which lost its grammar, ie "*go*" that lead to actions to do by the subject of "*Mr.Luqman*" and "*room*" which is a description of the place where the object live. There are some markers were left like "*to*" placed before "*go*", "*out*" is placed after the "*go*" and "*of*" as a marker part of the word "*room*". But this does not change the meaning to be conveyed by AY. Meaning or intent of the statement can still be understood by the audience because of the completeness of she said pointing to the meaning of it was still there. So that the current shortage in some parts of the course, listeners can still catch the intent to be conveyed by her.

In contrast to male of fifth semester students, Muhammad Rizaldi. He said "*My telling ability ... is I love writing a blog*". After saying "*my telling ability*" there are few second pause in its delivery. This pause listeners realize that there are errors in the wording, but then he follow through with saying "*I love writing a blog*". From here eventually listeners understand the meaning of "*telling my ability*" is that it is the same meaning with "my hobby is". But unlike the female students who use a pause to correct errors in grammar. Male students tend to be indifferent and confident to the manner of their language style. They will spontaneously resume talks.

In fact, sometimes male student like using a repeated to emphasis and make sure the listener understands what he wanted to say. In this case the students actually understand and be aware when he had made a mistake. But in the delivery of a topic of male students prefer the delivery of a precise meaning, whereas female students more prefer to "right" in grammar. By using mental translation (mother tongue) into English makes it a lot of mistakes in some parts. Although in terms of delivering meaning it can be captured by the listener. This translations that he did by using the structure of language (mother tongue), so that the rules and grammar of English is supposed to be dead.

Like one of male of fifth semester students, Akhmad Madani when he was saying "*I lunch together ....*". The use of proper pronoun

should "*we lunch together*", as if with a meaningful subject of the action "lunch" is not alone. Or if indeed pay attention to grammar, then as "*She and I lunch together*".

But Self-Monitoring is mostly done by female students than male students. This shows the level of awareness of female students is refers to good grammar and priority of correctness. Female students is much more cautious in the formation of sentences. They are more "precision" while the male students more prefer to the importance of "speed". This is evidenced the rapidity of male student in the formation of a new sentence, without any doubt as to the formation of the previous sentence.

There are some characteristics can make speaking difficult. According of some language research sources, reseacher found particular factor affecting learners difficulties toward speaking. There are 3 types of factors which hinder the students from speaking English more.

2. **Factors Influence Students Speaking Performance**

In the process of delivery the speaking performance, males and females of fifth semester students got some difficulties to express their idea. These obstacles not only related due on their character of birth, gender, but writer found another factors that also influenced males and females of fifth semester student speaking competence. During their performance, males and females of

fifth semester students shown inform their obstacles into body language. According to division Juhana (2012, p.50) stated in the journal entitled "Lingusitic Factors That Become Students' Obstacles to Speak in English Class, there are three divisions: psychological factors, linguistic factors, contextual factors. From the observation of each author, the student at least experience one of them.

It was also experienced in this research, some of those obstacles dominated students. Here some psychological factor that writer found on males and females fifth semester students.

a.   Shyness

Like a male of fifth semester students, Muhammad Said, when asked to come forward, he hurries to forget to say hello and give a simple introduction first. He immediately started by saying "*My hobby is game and ehmm .... other music and other. But I like to movie and DVD also*". He immediately rushed to finish the topic of conversation. Squeeze and fold the hands backward, and do not make eye contact with the listener. Some of these body language indicate that the speaker is embarrassed. This also tends to be done by female students, but in expressing their total embarrassment, men and women can be said to be different. Men when shy tend to try to avoid but try to remain stable without revealing the situation. Like a male of fifth semester students, Muhammad Said when he opens a topic then closes it in a hurry "*And I like to ... ehmm I think enough (s)*", in line with the opinion presented by Prawitasari (1993, p.55), there is no

difference between men and women in terms of expressing emotions such as anger, disgust, shock, and shock. others, with the exception of shame.

In previous research, Prawitasari also found that men tend to be stable, dominant, and impulsive. In contrast to women who try to always expressive to what she felt. It was also inlines to female of fifth semester students Rabiatul Adawiyah, during her performance, she said "*Hai ehm my name is ehm Rabiatul Adawiyah ehmm I confus ehm (shy) to speak about ehm what*". Female of fifth semester students, Rabiatul Adawiyah clearly expressed the situation. Not trying to avoid but more to reveal. His speaking ability becomes affected in terms of slowing intonation and many pauses. This is not experienced by male of fifth semester students. Despite the same conditions, male fifth semester students do not lose the intonation. Their voices remain stable despite the same experience of shame. Psychological conditions like this is a natural thing experienced by students and between men and women, have their own way in overcoming this problem. If males of fifth semester students tend to remain stable but shaking keep shaking inside, then females of fifth semester students deal with it and combining with something else, such as a lot movement or a lot of smiles.

This categories shown by one of female of fifth semester students, Sumiati, when asked to came forward and deliver a topic into speaking performance, she did a number of shyness movement, such as folded her hands back and smiles a lot. But those situations not made her in hurry. Compare to the males of fifth semester students in terms of speed, females of

fifth semester students, put themselves slowly and keep their intonation falling when they were feel it. During her performance, female of fifth semester students, Sumiati deliver a topic about her last experience attending to her organization events. This shyness factors arise when she mentioned about her exeeprince to meet Bandung' guys. When she tries to explain their (Bandung' guys) physical appearance, she mentions the word "*handsome*" in falling intonations. It was proves that there were some topic that made shyness factor arise.

b.   Fear of Mistake

Students often experience fear when speaking English. It is also influenced by the fear of being laughed at by the listener or the other person. Observed by the authors between male and female students, male students have fewer percentages of fear than women. Like a male student As'ad Khairul Umam, he does not hesitate to mix Indonesian with English when delivering the topic,

> "*my basic ground not from ehm pondok pesantren ehmmmm what secondary but ehmmm "country" well not boarding school*".
> Then like a male student Ahmad Madani, "*after work .... work first* ".

This tends to be done to avoid long pauses due to "lack of vocabulary". Male students are not afraid of misrepresenting the topic in mixed language. They are more afraid of being choked up or not. Different things done by male of fifth semester students. In speaking english, female students avoid more mistakes in any case, including in terms of pronunciation. Like a male student Muhammad Alfath, when she says "*I want*

to share my experiment ehmm no I mean my experience". Similar things were done by female of fifth semester students Kiki Agustina, when she mentioned it from his school "*I graduated from Senior High School Ngulik Lamandau ehm I mean One Ngulik Lamandau*". Female students tend to make more corrections to the way the talks take place.

Another thing is when the female student Hesti Oktaviona, said about his experience at an event he said "*I hate I am very hate about (ask the researcher" scout "in English) ehm aaa yaa ehm scout ehm I hate scout* ". This is also done by other female students. Female students do not directly mix the Indonesian language with English. Unlike the male students who are not afraid to directly mix the Indonesian language with English.

Said by Kurtus in Overcome Fear of Speaking to Group Primary reason of fear of mistake is that the students are afraid of looking foolish in front of other people and they are concerned about how else will see them. If female students are more careful in delivering and strongly considerate to the listener, other things with male students tend to be more flexible than female students. This is also reinforced by Cramond, et al (2005, p.167), that the analysis of the journal from 1958-1998 found the same idea between men and women, which, when viewed from the aspect of fluency, extension, flexibility and originality, then women are higher on the aspect of originality whereas men are higher on the flexibility aspect. It is obvious before, that female students tend to stick to the language used and find a way out by asking if they do not know. In contrast to men who are more flexible and immediately

make their way out in their own way regardless of whether it is right or wrong.

c.   Lack of of Confidence

Many of the students lack confidence when bringing the topic of conversation in front of the class. While in terms of speaking, confidence is a must have to help the topic to be conveyed can be understood by the listener. Between male and female students have different levels of confidence. Observed by the authors, male students have more high confidence levels, so in conveying the topic they are not afraid of even making mistakes. As did the male of fifth semester students, Dian Fajar Pratama he confidently conveyed his experience of becoming a drummer. In his speaking performance he loudly that he is a "less intelligent", it is also accompanied by laughter. He also performs direct practice to express words he does not know in English, such as

> "*ehm especially ehmmm I am stupid ehm I less smart maybe (laugh) you can tell m ehm ehmmm my smart is small but my (laugh) after many months ehm after many months (repeat), after I watch him play drum ehm in school ehmmm ehm I always do this ehm hit ehm hit my table (repeat ehm like thi ehm* (hit the table to practicing on play drum, he want to explain that he always hit the table like it was a real drum)".

There was also male of fifth semester students David Sumbogo, who tries to explain his burden to deliver the topic;

> "*Assalamu'alaikum Wr. Wb (Audiences: Walaikumussalam Wr. Wb.), ehmm actually ehmmm it is hard for me ehmmm to stand up in front of you ehm today ehmmm because there is a something in my heart I can't solve it by my self ehmmm I have ehmmm by look at your face ehm is ehmmm make me ehm before I stand up in front of you maybe I before ago I looked my phon it is ehmm it is ehm it's doesn't means I ehm I didn't ehmmm (idle for 6 seconds ehmmm I*

didn't follow you in front of me because it is the way I ehmmm follow this is yah this is my way to follow you I can (he means "can't") just look to your face and ehmmm see you smile see your face and ehmmm your expression ehmm it is not my way to to (reseacher: to pay attention) to follow the understand because I believe ehmmm everybody have ehmmm their own their own way to follow to follow the others May I start ?".

The male student is less confident about what he wants to say, but that does not diminish him to express it directly and more orally about his condition. His self-distrust he conveyed straightforwardly. This helps him to be able to deliver the topic without much pause.

Another thing is also done by male students Muhammad Alfath, as he said about his confuse;

"*Assalamu'alaikum Wr. Wb. (Audiences: Walaikumussalam Wr. Wb.), Lets thanks to Allah SWT, his mercy ehm and his blessing that we can be together in this beautifull class ehm and ehm (greeting to the Prophet Muhammad SAW), Actually ehm I do not know ehm what what I will ehm say here ehm I do not have any preparation ehm anymore ehm but ehm ehmm ehm the sister (pointed the reseacher), are invite me to ehm to talking something ehm and what is that?* ".

Although he lacks confidence about the topic to be conveyed, he strives to convey the actual conditions. He tried to explain his condition that did not understand what he was about to say.

Another case with female of fifth semester students, if male of fifth semester students still maintain its performance to keep running without a pause. Female of fifth semester students are more closed so often   in conveying the topic they are trying to think more first. Like a female student Wendy Meika,

"*Hello ehmmm (laughing) ehmmm I feel that ehmm you know ehmm my name right? (researcher: I do not know) (laughing) ah*

yaa my name is Wendy Meika Kristiyanti ehmmm I do not know what to speak I want to do what I want you to do (ask the reseacher about suggested topic)."

This female student prefers to interact and try to adjust to the listener's wishes. topics he wants to personally convey. If less confidence makes male students more oral and strives to remain stable and assertive, another case with female students who will easily doubt and many pauses because of the considerations they want to adjust to the listener.

c.   Anxiety

Anxiety can also disrupt the course of a conversation this will be more visible from body language. Anxious about making mistakes makes the student will do a lot of consideration before delivering the topic. As is done by female of fifth semester students Lilis Oktaviona;

> *"Assalamu'alaikum Wr. Wb....(Audiences: Walaikumussalam Wr. Wb.), ehmm..my name is Lilis Oktaviani,,ehmm I come from Lamandau, ehmmm (cough) and I was born in 23 october, ehmm. And now I live in Jintan Street...eehh...at Wisna Annisa....no.7, ehmmm* **(speaker: harus 3 menit kah?)** *ehmm..my hobby...aaa reading (idle for 8 seconds)....hmmm .listening music and cooking.* **(speaker: keluarga juga kah?),** *ehmmm okay I have two brother,emmm (idle for 21 seconds) ehhhh...okay (cough) I have two brother, ehmm..aaaa* **(laugh 3 seconds)***...he....ehmm he in first class junior...ehmmm Iqbal Mirza Qasani and my close brother...ehmmm***...(speaker:eh apa sih?asking the audience)**".

To cover the anxiety will make mistakes, then when the conversation takes place, female students will do a lot of question and answer with the listener. This is to adjust to the listener in order to reduce the audience's inconsistency about the topic being submitted.

Other things are also done by female of fifth semester students Rabiatul Adawiyah in her speaking performance,

> "*Hai my name is Rabiatul Adawiyah, ehmmm eh I am confuse to speak about what maybe I will speak about my experience in the third semester ehmmm when I ehhmm when I ehmm go home ehm from campu ehmm you know ehmmm in the ehmm in the G.Obos nine ehmm ehmmm the street....G.obos nine street when I eehmm when I ehmm when ha* (speaker: confuse and try to ask the audience the word English for "lewat", then she said "cross"), *ah ya cros ehmm cross ehm there is aaa there is a (speaker: she wants to explain that she met a madam, but she can reach the word and ask the audience by said "apa sih ibu-ibu", but the audiences stated "mother-mother" and she laugh then spontaneously goes to second options by saying "there is someone") there is someone ehmmm (laugh)there is someone eh when I ehmmm She ehmmm (idle for 8 seconds),* (speaker: ask the audience English word for "lewat" once again)*, ah yaa cross when I ehmm when I and she want to want to cross she ehm she ehmmm didn't use use the "rating" (researcher: sign), ah yahh she didn't use the* (speaker: ask the reseacher to once more repeat)*, ah yaa she didn't use the sign the sign ehmm when I cross ehmm she ehmmm*".

Female students do more interaction to suppress mistakes. They asked questions to audiences to make sure their knowledge about the word or sentence. Male and female of fifth semester students will often make mistakes when anxious. However, the difference is how they overcome it. If male of fifth semester students will try to stay oral and relax, not afraid to make mistakes. They try to keep the conversation going. While the female of fifth semester students more consideration so that will less if observed in terms of fluency.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses conclusion and suggestion which are enclosed from the research findings and discussions in previous chapter.

A. CONCLUSION

From the research conducted in IAIN Palangka Raya on October 2nd until 2 December 2nd, 2016 toward fifth semester students where took place on Cross Cultural Understanding of Dr. Imam Qalyubi, M.Hum, author draws the conclusion that female students have a more prominent aspect of precision compared with men. This is seen from how female students have a deliberate tendency in conveying conversation. However, when viewed from the aspect of the smoothness of women far behind compared with men.

A thoughtful attitude makes female students think a lot before talking when they are talking in front the class. They will tend to try to make sure whether the component of the conversation is correct or not. Even when the conversation takes place they make corrections by ensuring proper delivery to the listener. Another thing that also affects things is that female students are very concerned about the reaction of the listener. When they deliver a topic, listeners understand or do not understand it is important to them. They will do a lot of attachment to the word or repeat the phrase that they think the audience lacks.

On the other hand, male students are much more vocal about what they will convey through the conversation. Male students do not feel

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burdened with the proper spelling. They try to always say it clearly without being blocked by the aspect of accuracy. A simple male way of thinking, making them not try to make themselves difficult when they say something. Male students prefer the smoothness in delivery rather than accuracy. Observed by the author, this is in keeping with the nature of those who are always trying to stay "cool" or relaxed. Shame and fear are things they do not want to show. Male students also tend to be very expressive about what they want to say. They will make eye contact with the listener and always try to be calm.

Active in using hands to explain things. These movements help them to stay "cool" and are able to deliver the topic interestingly. In the selection of discussion content, fifth semester' male and female students have different tendencies. If male students tend to choose topics that are interesting to them or interesting to listeners like on the other hand, female students will choose between easy and safe or topics that describe themselves implicitly. The nature of women in social life that always wanted to be understood, making women very vocal to what she felt. So male students will only say things they think need to know. As they relay the topic they will stick to the main idea of the topic.

Therefore, from the picture the writer draws the conclusion in outline are;

1. The fifth semester male students tend to speak English fluently but does not rely on accuracy aspect. From 10 male student there are 8 of them who speaks English without rely on accuracy aspect they are Muhammad Rizaldi, Muhammad Alfath, Sa'id Khairul Umam, Raju, Dian Fajar Pratama, Risky Musalamat, Rizal Muttaqin, and Ahmad Madani. They tend to speak what the want to without any consideration or feel under pressure to always using perpect English and perfect grammar. They did not make a lot of interaction with the audiences. The prefectly confidentt to speak English. Sometimes they mix it with Bahasa. This things proves gender characters of men influence male students in their process to deliver a topic.

2. In othe hand, the fifth female students used to always use corectness of grammar in deliver topic. They are very concretrate in delivering word to word to avoid a mistakas. Some female students like Rabiatul Adawiyah, Asna Yanti, and Hasti observed from body language they are embarrassed and unconfident to speak unperfect English. It was made them both feel under pressure and full of anxiety. The rest of them, like Wendy Meika, Nikmah Sari, Scorpiona, Nurjanah, Sumiati, Lilis, and Kiki they did not feel under ppressure and confidently to speak English. But still, the mental production concept of women that afraid to make mistakes locked them inside. They used to make a

correction while deliver the topic. They made a lot of interaction with audiences to make whether their pronounciation or vocabulary in right place. This is proves that gender influence their speaking competence. Unlike male students, female students rely on accuracy aspects rather than fluency aspects.

3. The external aspects that influence their speaking are anxiety and shyness. Both of these things affect their innate nature and they way they deliver the topic. Although this aspect dominated by female student because their nature "prudence" character, some of male students also have a dificulty in relayed the topic of conversation due to these two factors.

B. SUGGESTION

After did the research on fifth semester students at IAIN Palangka Raya, in the class of Cross Cultural Understanding where gather all fifth semester students, who supported by Dr. Imam Qalyubi, M.Hum., as for the author's suggestion for further related research. These suggestions also reflection of lack in some area that writer hope will be execute by the analogously research.

First, examine other supporting factors that influence the gender aspects more deeply, such as induvidu personality types. Where the classifier of this other aspect will support other information that will help the

researcher to understand induvidu condition apart from the gender aspect only.

Second, interview the subject to get more information personally and find new findings outside of the related aspects. Use a kind of questionare that compiled more deeply data to get comprehensive conditions of research subject.

Third, do research by using two method that is qualitative also accompanied by quantitative. Through quantitative methods, research will be easier to describe the ability to speak or other methods through assessment.

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