

**THE COMPARISON BETWEEN MALE AND FEMALE
SPEAKING ABILITY OF ENGLISH STUDY PROGRAM STUDENT'S
AT IAIN PALANGKARAYA**

THESIS

Presented to
In partial fulfillment of the requirements
For the degree of Sarjana in English Language Education



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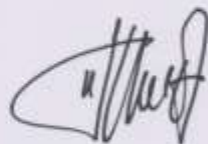


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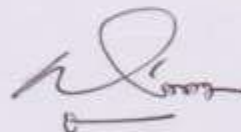
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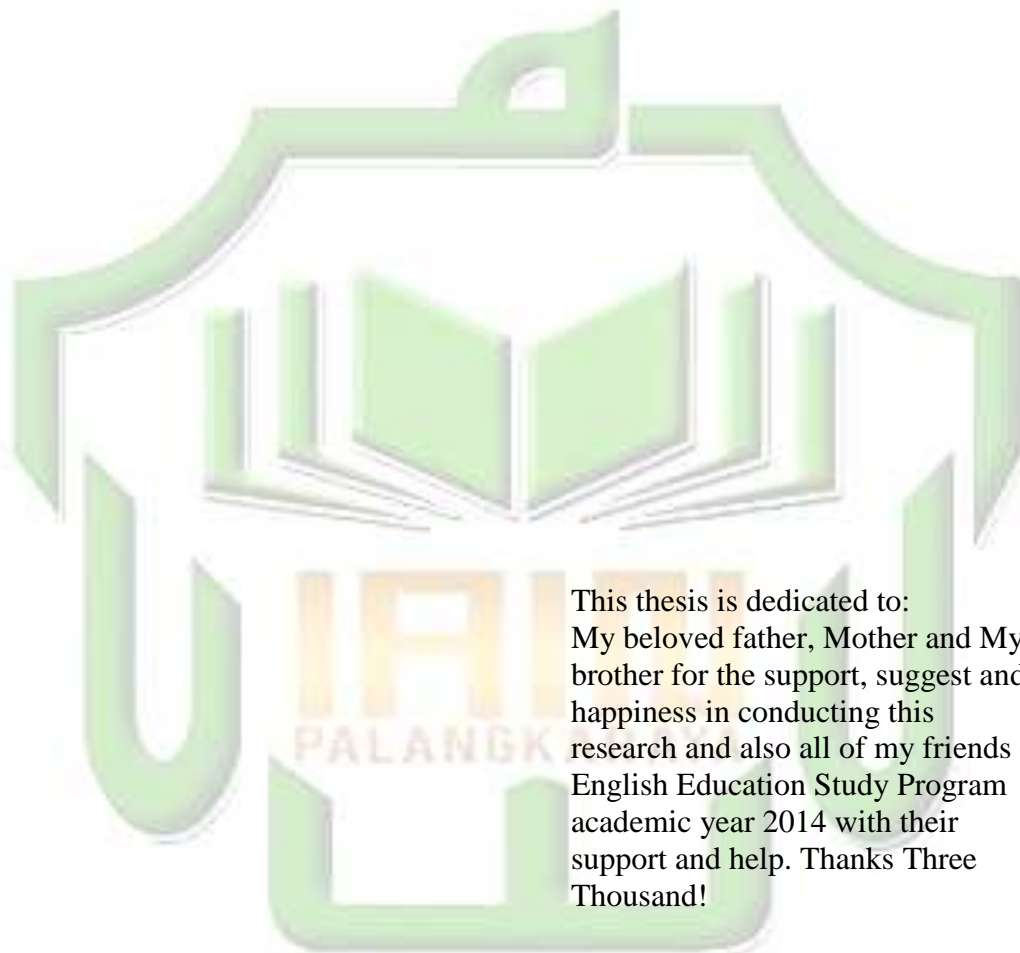
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MOTTO AND DEDICATION

“Life Has Been Arranged In a Big Master Plan By God”
(Hidup sudah di atur dalam rencana besar tuhan)

(Donny Dhirgantara)



This thesis is dedicated to:
My beloved father, Mother and My
brother for the support, suggest and
happiness in conducting this
research and also all of my friends of
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academic year 2014 with their
support and help. Thanks Three
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ABSTRACT

Almuzakir. 2019. *Comparison Between Male and Female Speaking Ability of English Study Program Student's at IAIN Palangka Raya*. Unpublished Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) Hj. Apni Ranti, M.Hum.; (II) Zaitun Qamariah M.Pd.

Key Words: *Comparative Study, Speaking Ability, Male and Female Students*

This study was aimed at investigating: (1) the significance differences between male and female students in speaking ability and (2) the way male and female students' differ in Speaking ability of the third semester at IAIN Palangka Raya.

This study used quantitative and qualitative approach with Ex-post Facto design in finding out the answer of problem of the study. The population of this study consisted the third semester student at IAIN Palangka Raya. The sample was determined by using random sampling technique, They were 30 students which divided into 15 male students and 15 female students. For data collection, it was used Speaking test as instrument.

The result showed that: (1) the result of observed was 2.794, the ttable was 2.763 at the level significance 1% and the ttable was 2.048 at the level significance 5% with the degree of freedom (df) was 28. It meant that the observed was upper than the ttable ($2.763 < 2.794 > 2.048$). It meant that there was significant difference between male and female students in speaking ability of third semester student at IAIN Palangka Raya. (2) It happens because the learners are mainly influence by the development of their social cognitive factor and psycholinguistic factors especially in Motivation and interest in learning English.

ABSTRAK

Almuzakir. 2019. *Perbandingan Kemampuan Berbicara antara Siswa Laki-Laki dan Siswa Perempuan Studi Program Bahasa Inggris di IAIN Palangka Raya*. Pembimbing (I) Hj. Apni Ranti, M.hum.; (II) Zaitun Qamariah M.Pd.

Kata Kunci: *Studi Perbandingan, Kemampuan Berbicara, Siswa Laki-Laki dan Siswa Perempuan*

Penelitian ini bertujuan untuk menginvestigasi: (1) perbedaan antara siswa laki-laki dan siswa perempuan dalam kemampuan berbicara dan (2) unsur pembeda antara siswa laki-laki dan siswa perempuan dalam kemampuan berbicara pada mahasiswa semester 3 di IAIN Palangka Raya.

Penelitian ini menggunakan pendekatan kuantitatif dan kualitatif dengan rancangan Ex-post Facto dalam menemukan jawaban dari pertanyaan penelitian. Populasi dalam penelitian terdiri dari mahasiswa semester 3 di IAIN Palangka Raya. Sampel dipilih dengan menggunakan teknik random sampling. Untuk pengumpulan data digunakan instrumen berupa tes berbicara. Mereka adalah 30 pelajar yang dibagi menjadi 15 pelajar laki-laki dan 15 pelajar perempuan. Untuk mengumpulkan data, tes berbicara digunakan sebagai instrumen.

Hasil penelitian ini menunjukkan bahwa: (1) nilai hasil dari *t*-observed adalah 2,794, *t*-table adalah 2.763 pada level signifikan 1%, dan *t*-table adalah 2.048 pada level signifikan 5% dengan tingkat kebebasan (*df*) sebanyak 28. Hal itu menunjukkan bahwa *t*-observed lebih tinggi daripada *t*-table ($2.763 < 2,794 > 2.048$). Itu menunjukkan bahwa ada perbedaan antara siswa laki-laki dan siswa perempuan terhadap kemampuan berbicara mahasiswa semester 3 di IAIN Palangka Raya. (2) Hal ini terjadi karena para murid terpengaruh perkembangan dari faktor kognitif sosial dan faktor psikologi bahasa mereka terutama dalam Motivasi dan ketertarikan mempelajari bahasa Inggris

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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declare that:

1. This thesis has never been submitted to any other tertiary 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, without 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, September 26th 2019
Yours Faith fully



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Alhamdulillah, the writer like to express his sincere gratitude to Allah SWT., for the blessing bestowed in his whole life particularly during the thesis writing without which this thesis would not have come to its final. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

The writer's appreciation is addressed to:

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Finally, the writer realized that this paper could not be perfect. There were many mistakes and errors. Therefore, the writer really allows the readers to give critics and suggestions for this graduating paper in order to be better. The writer hopes this paper will be useful for the readers in general and for the writer himself especially. Wassalamu'alaikum Warahmatullahi Wabarakatuh.

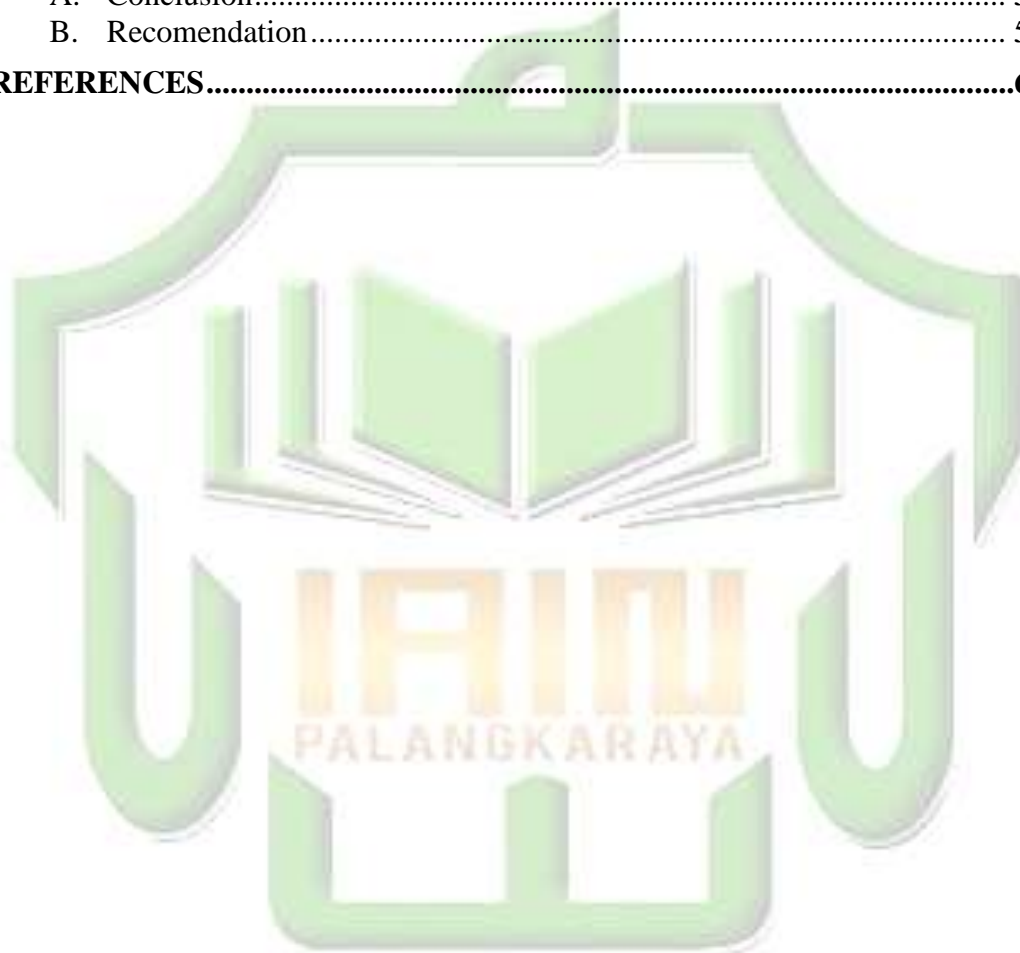
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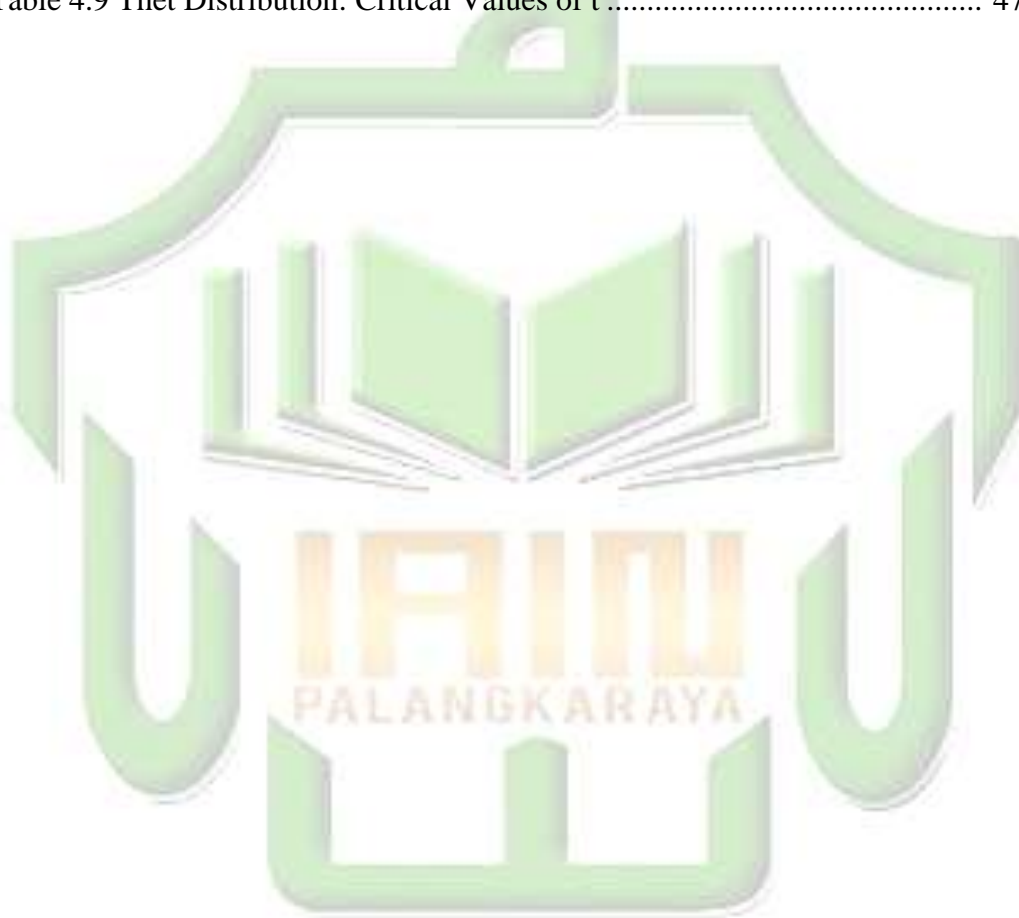
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LIST OF ABBREVIATIONS

IAIN : Institut Agama Islam Negri

SPSS : Statistical Product and Service Solutions



CHAPTER I

INTRODUCTION

This section presents the background of the study, formulation of research problems, objective of the research, research hypothesis, and significance of the research, research scope and limitation, and definition of key terms.

A. Background of the Study

English is a compulsory subject in Indonesia which had been taught formally to Indonesian students since they are in elementary school. The English subject consists of four skills including speaking, writing, listening and reading. Speaking skill has become the first priority to be taught over other skills since communicative approach implementation has been influential in foreign language learning.

One of the main aims of most English teachers are to make their students able to communicate and most of English teachers have the same aims when they taught English. Kathleen (1994:4) states that one of the main aims is to make their students able to communicate and convey information effectively in spoken English. Besides, the teacher should create active learning condition and develop their techniques they also should pay attention to the factor of gender differences of their students.

According to Arnold (2002:139), The factor of gender differences cannot be ignored in learning language, because it can affect students'

achievement and proficiency in learning. It is clear that the students may be grouped into two different genders, male and female.

As the writer observation, when he practiced teaching, he observed students of the second grade of Junior High School. He found that most female students liked studying English. They were able to finish more quickly over male students in making short conversation. They also did better on the conversation in front of the class. Besides, many linguists believe that there is a significant difference between the two gender groups in the acquisition of the language. For example, Pappalia and Olds (2009) also state that from adolescence throughout adulthood, female outperformed male in reading, speaking, spelling, and grammar. They started to talk earlier and did better on vocabulary.

Based on Kaufman, Beth and Alan (2004:158) According to national assessment for educational progress in 2001, female did better in reading test and males had slightly higher scores than female in the science test. Based on this statement, it is real that there is a gender difference such as female are more superior in verbal abilities than male, but male in mechanical ability is superior and males are not less social than female, Barbara and Schmenk (2004:158) believe that language learning is a feminine domain

Related to the explanation above the writer is interested in investigating the differences between male and female in their speaking ability. Based on that background, the writer will focus on

the ability of male and female speaking skill. The writer also will make a comparative study between them, by doing a test on their speaking ability including accent, grammar, vocabulary and fluency. And also use their score of speaking test to analyze it and identify the students' ability of English speaking. So, the writer decided to write a thesis entitled: "The Comparison Between Male and Female Speaking Ability Of English Study Program Student's at IAIN Palangka Raya."

B. Research Problems

The problems of this study are formulated as follow:

1. Is there any significant difference between male and female student in speaking ability?
2. What are the factors affecting male and female students in speaking ability?

C. The objective of the Research

Based on the problem formulation above, the aim of the study is as follow:

1. To find out the significant difference that achieved of male and female student's speaking ability
2. To explain the way male and female students' differ in writing ability.

D. The hypothesis of the Study

Based on the problem and objective of the study, there are two forms of hypotheses in this study, they are; Null Hypotheses (Ho) and Alternative hypotheses (Ha) as follows:

Ho: There is no significant difference between male and female students in speaking ability.

Ha: There is a significant difference between male and female students in speaking ability.

E. Assumption of the Study

This study assumes that female students are having better speaking ability than male students to describe people, places, saying where people and things are and what different people are doing.

F. Scope and Limitation of the Study

This study focus on speaking ability. Especially, to know the ability of students' speaking skill between male and female in the third semester of English Departement IAIN Palangka Raya. The Population of this study is the third semester of English department student at IAIN Palangka Raya. Also, the study will be limited to what are that differentiate male and female speaking ability to describe a picture.

G. Significance of the Study

The theoretical significance of this study is intended to find out the differences in students' speaking ability between male and

female students. So this way, the teacher can create the teaching strategies that emphasize speaking ability between male and female students and method to certain categories of students in teaching English as a foreign language.

The practical significance of the study, the result can give a contribution to the teacher about students' speaking ability between male and female students.

The pedagogical significance of the study, this study will give a reference for the teacher that deals with students' ability toward the subject and their psychological condition in. It will be useful as reference, self-reflection, and evaluation to improve their teaching after knowing the problem faced by the students.

H. The Definition of Key Terms

1. Gender Difference

Gender comprises a range of differences between male and female extending to the biological to the social (Manstead, 2012). And it divided into two kind species; male and female. Gender difference that will be measured in this study is the difference of speaking ability between male and female in the third semester of English Departement IAIN Palangka Raya.

2. Speaking ability

Speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned (Tarigan, 2008:3-4). Speaking ability is the ability

to communicate orally. It is not only to apply the grammatically correct sentences but also to know when and where to use these sentences and to whom. The ability of communication is related to the rules of language use and the rule of grammar.

3. Comparative study

Comparative study or commonly called Ex Post Facto research is a type of research that attempts to determine the causes for, or consequence of, differences that already exist in groups of individuals (Ary, Jacobs, Razavieh & Sorenson, 2010, p. 331). Comparative means compare two different things or more. In this research, two things that will compare speaking ability between male and female in the third semester of English Departement IAIN Palangka Raya in the academic year of 2018/2019.



CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter provides to review some related studies, comparative study, speaking ability, gender difference, the difference in using language for speaking.

A. Previous Related Study

There are some previous studies, The first previous research was conducted by Fitri Yulianti (02420089) the students of IKIP PGRI Semarang (2002-2003) and the title is “The Effect of Gender Different Students of English Department of IKIP at The Academic Year of 2002-2003)”. From this research discovered that between male and female student give a different result from each test. There were some differences between males and females on the production of English requests. Due to the limited time the previous researcher used questionnaires to get a sample from the population and then do the speaking test.

The Second research is done by Abi Zaim on March 2008, “A Comparative Study Between Male and Female Students Ability of English Speaking Of The First Year Students of Madrasah Aliyah” The result From this research there are significant differences between males and females in their speaking skill. Due to limited time the previous researcher used questionnaires to get a sample from the population and then do the speaking test.

Third entitled “A Comparative Study Between Male and Female Students’ Scores on Learning Speaking Subject at English Department of University of Muhammadiyah Malang” by Putri Ema Hajariswati In this research, The research was aimed to know if there are different scores between male and female students in learning speaking II subject at English Department of the university Muhammadiyah of Malang in academic year 2008/2009. In this study, in the academic year of 2018/2019. T-test result is “there are no significant difference scores between male and female students in learning Speaking II subject”. Speaking test result from this research are from two of four class from the second semester in that university which is just half of the entire semester not all of the students.

Forth entitled “The Comparison Between Male And Female Students’ Speaking Ability” by Silpia Rahayu (2016), The purpose of this research is to investigate the male and female students’ speaking ability. Particularly, this research has several aims: to know the male and female students’ speaking ability at SMAN 1 Bantarujeg and to know the differences between them. This research is presented in a qualitative approach and comparative method to identify the male and the female students’ speaking ability. Based on the analysis, it can be concluded that there was a significant difference between the male and the female students speaking ability. The subject in this research is

still in their High school time where their English subject not focuses on English speaking yet but still focus on their structure and vocabulary.

Fifth entitled “The Differences Between Male And Female Ability In Speaking Skill (A Descriptive Quantitative Study At The First Grade Students Of Sma Lab School Banda Aceh)” by Cut Nurul Akhmal, This research is intended to figure out the difference between male and female ability in English speaking skill at the first grade students of SMA Lab School, Banda Aceh. The sample of this research were 20 students from X- IPA 2 class which was selected by random sampling. The data of this research were collected through the spoken test, interview and picture description. The spoken test was conducted to identify male and female ability in English speaking skill, especially in five aspects of speaking skill; pronunciation, grammar, fluency, comprehension, and vocabulary. The findings from the spoken test showed that the mean scores of male and female students are relatively similar. It can be inferred that male and female students do not have a significant difference in English speaking skill.

The difference with the writer’s research in this research is the writer will find out the difference between male and female student’s speaking ability in describing pictures at IAIN Palangka Raya Especially in the third semester and that way the writer chooses

problem about The Comparison Between Male and Female Speaking Ability Of English Study Program Student's at IAIN Palangka Raya.

B. Speaking Ability

1. The Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Many people said that speaking is the activity of paying attention to give information to other people. "Speaking is having a conversation by using specific language" (Helen, 1987:211). In expressing speaking we can see the children use the language. They are able to express emotion, gestures, explore the language, and make fun on it. So they expect to be able to speak in English. They may memorize basic sentence to gain confidence in their ability to speak the second language. They may practice sentence and do an oral drill. These activities are preliminary to actual conversation, in a sense; these activities may be the term.

In speaking ability, there are many activities that can be done as well as a lot of principles to be kept when conducting speaking ability.

2. The Element of Learn Speaking

According to Harris (1969:84), there are four learning elements used in speaking ability such as pronunciation, grammar, vocabulary and fluency:

a. *Pronunciation*

Pronunciation here, however, refers to the standard of correctness and regional differences. It means, it will create misunderstanding toward listeners invited to speak and the message will be conveyed, will lose and difficult to be comprehended. Harmer (1991:11) said that users of the language must know how to say a word that is how to pronounce it. This knowledge is made up of three areas; sounds, stress, and intonation.

To clear about pronunciation, according to Manser (1995:133) pronunciation is a way in which a language and a word are spoken. From the explanation above, it can be concluded that pronouncing a sound or language can result in a certain sound or a lot of sounds. It means that pronunciation is one of five important elements of speaking ability with the aim is to make students be able to communicate with others well and understandable.

b. *Grammar*

Grammar is one of three English components and also one of the speaking abilities to support and help students to have a good ability in communicating well. Grammar is common in both the written and spoken form of the language, so its existence is strongly needed in

learning and speaking skill. Manser (1995:82) stated: “Grammar is a rule for forming words and making the sentence”.

The explanation above shows that grammar focuses on some roles from words that can be easily understood and match the rules. In addition, it also focuses on how to make good sentences and easily comprehended.

c. Vocabulary

Vocabulary is one of five speaking ability components, which has an important role in speaking English skill. That's why, if the students have a lot of vocabularies, their speaking will be fluent and they are not confused in pronouncing or producing a lot of words just because have many vocabularies. Conversely, just a few vocabularies they have, it does not guarantee their speaking will be fluent, and also will face hardship in pronouncing and producing many words that they want to convey.

English speaking ability has a set of qualities that must be rated. Harris (1969:84) states that the qualities are as follow: vocabulary limitation so extreme to make conversation virtually impossible, misuse of words and very limited vocabulary make comprehension quite difficult, frequently uses the wrong words; conversation sometimes limited because of inadequate vocabulary, sometimes using inappropriate term and or must refresh ideas because of lexical inadequacies, the use of vocabulary and idiom are virtually that of native speaker.

d. *Fluency*

The students can be called a master of English or have a good ability in English if they can speak fluently. It means the student's fluency in English as a sign that they are master of English. To know about fluency, according to Manser (1995:61), fluency is an ability to speak a language smoothly and easily.

Actually, the students who can speak English fluently, they will not have any difficulties in pronouncing or producing a lot of words. Be sure their pronunciation production of words must be effective and suitable with the reading in the dictionary not up to their wish only. For instance, they use jargon language. Harris (1969:81) says, "Fluency is the ease and speed of the flow of speech".

According to Harris (1969:48), that there are five qualities that must be rated in the fluency of speaking. They are as follow: speech is co halting and fragmentary as to take the conversation in virtually impossible, usually hesitant, often forced into silence by language limitation, speech and fluency are rather strongly affected by language problems, speech as fluent and errorless as that of a native speaker.

3. How To Measure Speaking Ability

The many kinds of many tests of neither oral production it is not desirable to separate the speaking skills from the listening skills. The

traditional model for deciding a teacher's priorities when it comes to reacting to a student's oral mistakes is based upon the distinction between accuracy and fluency. Accuracy work is defined as a part of the lesson when the students are encouraged to make their utterances as near to native speaker's as possible which is usually taken as necessitating more intense correction (Bartram and Walton, 1991:32).

a. *Reading Aloud*

Many present-day oral tests include a test of reading aloud in which the students are given a short time to glance through an extract before being required to read it aloud. The ability to read aloud belongs to formal speech situation, it differing greatly from the ability to converse with another person in a flexible, informal way. Test involving reading aloud are generally used when is desired to assess pronunciation as distinct from the total speaking skills.

b. *Oral drills*

There are three kinds of oral drills; repetition, structure drills and situational drills. These kinds of drills can be used to help measure oral production range widely from purely repetitive drills to enhance transformation and contraction drills. Repetition is useful for testing phoneme discrimination, stress, and intonation while structure and situation drills are obviously of more use for assessing how well a student can use a certain structure.

c. *Using picture*

Pictures can be used in oral production test. By serving to stimulate an oral response, pictures provide a realistic context for the structural pattern being tested. A picture provides students with the necessary clue or stimulus to respond to them to produce some words and sentence.

More common in public examination, the picture is used for descriptive and narrative purposes. The students are given a picture to study for a few minutes; then they required to describe the picture in a given time. Separates scores of general fluency, grammar, vocabulary, and accuracy of description/ narration are more reliable.

Careful selection of the picture used for the examination will help in controlling the basic vocabulary required. The most effective type of oral examination using picture consists not only of description and narration but also of a discussion about picture concerned. The oral interview like many other examinations of oral production, the scoring of the oral interview is highly subjective and thus sometimes has only low reliability. The interviewer should endeavor to put the students at his ease to the beginning of the interview, adopting a sympathetic attitude and trying to hold a genuine conversation. Students can response orally to questions about a range of topics that might include their prior knowledge, activities, and interest of preferences (O'Malley and Pierce, 1996:11).

The scoring of the interview can range from the impression mark to a mark arrived at on the basis of a fairly detailed marking scheme (showing accuracy of pronunciation, stress, and intonation, grammar, vocabulary, fluency, and ease of speech).

C. Gender differences

Actually, there are two categories of genders, they are male and female. Both have their own weakness and strength. There is some field of distinction between male and female as follow: a. Gender differences in the physiological field

According to Nash and John (1970:189), physiological side male and female are mostly different. It is apparent when looking at their body. In all human societies, males are bigger and stronger than female on the overage the male is about 6 percent taller and 20 percent heavier, with larger bones and with greater bulk and strength of muscle. So, the male has a highest metabolic rate, produce more physical energy, male require more food, males heart beats more strongly and male blood is richer in red corpuscles to the extent of some 300,000 more per cubic millimeter.

1. Gender differences in learning style

Males tend to be deductive in their conceptualizations, sharing their reasoning process frequently from the general principle and applying it to

individual cases. Female, on the other hand, tend to favor inductive thinking, adding more and more to their base on conceptualization. They tend to begin with concrete examples.

On average, females do produce more words than males. Female often use words as they learn them, and males often work silently. When female and male are put together at work, the male generally ends up spreading his work into the female's space, but not vice versa because movement seems to help males not only stimulate their brains but also manage and relieve impulsive behavior.

Based on Defleuf and Margaret (2005:125) male and female students have different characteristics in language learning strategy that are as below:

Table 2.1 Learning Strategies between Female and Male

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

Female prefer to be subjective, feeling-oriented, global style rather than an objective, thinking-oriented, and analytic style. When learning a new language, males and females take different ways. Males tend to favor more objectivity. They have a tendency to learn the rule, facts, and logic to the language they are learning. Females in learning a new language are usually subjective. They put the priority in using their feeling, cultural sensitivity, and empathy.

2.The factor of gender differences

The differences between male and female apparently seem not only in physical or biological sides but much more other fields or sides. And all of the differences are caused or influenced some factors. Based on Anker, James and Dunhan (1986) there are two factors as follow:

a. Social Cognitive factor

Even biologically factor plays a based role in behavior but, cognitive factor plays a major role in modifying their expression. Children's own understanding of gender and gender roles contributes to the process of gender role acquisition.

The social cognitive theory emphasizes that children's gender development occurs through observation and imitation of gender behavior, as well as through reinforcement and punishment of gender behavior. Parents often use rewards and

punishments to teach their offspring to feminine for example (Karen, you are being a good girl when you play gently with your doll) or masculine (Keith, a big male like you is not supposed to cry).

According to Anker et al. (1986), all children go through the following stages in gaining an understanding of gender.

- 1) Basic gender identity. In this stage, children recognize that he or she is a boy or a girl.
 - 2) Gender stability. In this stage, the child accepts that males remain male and females remain female. Little boys no longer think they might grow up to be a mommy, and little girls give up their heady hop of becoming batman.
 - 3) Gender constancy. In this stage, children recognize that superficial changes in appearance or activities do not alter gender. Even when girl wears jeans or plays football, or when boy has long hair, the child's gender remains constant.
- b. APsycholinguistic factor

Psycholinguistics or the psychology of language is a science that discusses the processes of acquiring and using language in terms of psychology (Ratner, et al, 1998). In general, psycholinguistics studies three main things:

1. Comprehension: How people understand spoken and written the language.
2. Speech Production: How to produce people language.
3. Acquisition: How do people learn a language.

In psycholinguistics, the second language is the target language or language taught. The success of learning English (other foreign languages) depends on many factors, namely:

a. Motivation

Each student has different reasons for learning English, which can be broadly divided into extrinsic and intrinsic motivation. Madrid (1995) divides motivation as intrinsic and extrinsic motivation. Intrinsic motivation is a kind of motivation drives from an inherent interest in learning task without influence from external factors. Extrinsic motivation is the opposite of intrinsic motivation and it is a result of external factors.

b. Interest

Interest was the second factor explored in this research. Interest is found to be one of the factors that can keep students enjoying in learning as they do the learning activities without pressure. Thus, it is important to know when they began to learn English and what makes them interested in learning speaking.

D. The difference in using language for speaking

The differences in gender between male and female seem to be some differences in their learning achievement. These differences can be seen from their ability in using language for communication. There are some differences between what female do and what males do to organize the components of speaking in communication.

Not only female is superior in verbal ability, but also in the use of sentence and variation of words. The measure of verbal fluency, female usually does better than males. Female learn a little earlier than males to talk, to use a greater variety of words. They also speak more clearly, read earlier and consistently better than males in a test of spelling and grammar.

There is a difference between the way a female to articulate a word in English and the way of male do. In conversational style also difference such as marker: yeah, ah huh and mmm sound, other markers of active listening such as nodding, and leaning forward, an expression like perhaps, supposed, modal auxiliary, pause between turns, interruption, etc.

In different parts of the English speaking world, female speakers have been found to use form considered to be better or more correct than those used by the male. For this reason, they will be more sensitive to the social significance of social

class-related linguistic variable such as multiple negotiations. Many female and female make a group of communication such as rumor overtime and everywhere. These facts support the female and female to become more flexible in their pronunciation. (Anker, James D. and Dunhan D, 1986)



CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer presents the research design, population and sample, the setting of the study, research instrument, variable and data source, validity and reliability testing, data collecting method, and data analysis.

A. Research Design

In this study the researcher used a quantitative as well as qualitative approach or qualifying quantitative data. The quantitative technique is applied to get the score and to find out the means of students' speaking ability. Whereas, qualitative technique is applied to describe result of the test compares speaking ability of male and female. So that way, the researcher combines both approaches.

In analyzing the data researcher used two approaches. They are:

1. Qualitative

In this study the data collection will be analyzed. Researcher used descriptive analyzing technique to get the real description of the research; in this case, researcher described the comparison of males' speaking ability and females' speaking ability and analyze problem that might be occur.

2. Quantitative

“Quantitative research deals with the question of relationship, cause, and effect, or current status that the writer can answer by

gathering and statistically analyzing numeric data. It can be further classified as experimental and non-experimental” (Ary, Jacobs, Razavieh & Sorenson, 2010, p.26).

The writer used the ex post facto and descriptive method to do this research because this study compared speaking ability between male and female in the third semester of IAIN Palangka Raya in the academic year of 2018/2019. Ex Post Facto research is a type of research that attempts to determine the causes for, or consequence of, differences that already exist in groups of individuals (Ary, Jacobs, Razavieh & Sorenson, 2010, p.331). In doing this research, the writer selected students where their English course from randomly, it based on the gender of male and female students. The group received the same tests then the writer compared the result of their tests.

B. Population and Sample

1. Population

The population is the larger group to which a researcher wishes to generalize; it includes all members of a defined class of people, events, or objects (Ary, Jacobs, Razavieh & Sorenson, 2010, p.647). The population of this research was the Third Semester of English department student's at IAIN Palangka Raya

2. Sample

The sample or sampling is the process of selecting a portion of the population to represent the entire population is known as

sample (Ary, Jacobs, Razavieh & Sorenson, 2010, p.148). Sample of this research were male and female students of the Third Semester of English department at IAIN Palangka Raya. The number of third semester student from English department at IAIN Palangka Raya is 80 students. The sample of the research consists of three classes; they are the students of class A, class B, and class C. The researcher took 15 male students and 15 female students from those classes by random sampling using microsoft excel.

C. Variable of the Study

A variable is a construct or a characteristic that can take on different values or scores. The simplest type of categorical variable has only two mutually exclusive classes and is called a Dichotomous variable. In This study Male and Female are Dichotomous or Independent variable and Students speaking score are the Continuous variable. Height, weight, age, and achievement test scores are examples of continuous variables. Continuous variables can have an infinite number of different values between two given points. As shown above, there cannot be a continuous scale of children within a family. If height were being measured though, the variables would be continuous as there are an unlimited number of possibilities (Ary, Jacobs, Razavieh & Sorenson, 2010, p.647).

D. Research Instrument

1. The instrument

In order to collect the data, the writer needed an instrument. Since the result of the study was influenced by instrument, an appropriate instrument should be carefully designed and constructed, the instrument used by the writer is the adoption of an instrument that has been used previously by Siti Nur Halimah (2010).

A test is a very important instrument by which the researcher will get the data of his investigation. In this research, the test is used to collect the data. The researcher tests the responses to know the extent of their speaking ability. After the data collected, the writer will compare the speaking score of male and female students.

2. Materials

The stimulus materials consisted of two pictures. The two pictures are about people enjoying a quiet time. The first picture is people enjoying their time shopping in the mall or supermarket and the second picture is showing two Children are watching a cartoon on television.

For both pictures, the 30 students (15 males and 15 females) must tell the comparison between two pictures of people enjoying their quiet time. The candidate must describe people, places, saying where people and things are

and what different people are doing. The candidates should talk about the pictures with little or no prompting specialized words such as hairband 'crane' is not expected.

3. Procedures

The study was conducted at the English department of IAIN Palangka Raya. Each student was tested individually. The student and writer were facing each other and took the following steps:

- a. First, the writer says to the candidate that now, a writer going to give him / her pictures of people enjoying their free time.
- b. Second, the writer gives two pictures to the candidate. And ask them to compare between the two pictures.
- c. After asking them to describe the pictures, then the writer recorded the students' responses.

E. The Technique of Data Analysis

Based on Syaifuddin and Azwar (2001:123) Analyzing data gathering means as a method to organize the data until readable and interpretable. Analyzing quantitative data are started from the tabulation. Tabulation is a process of making the main table that

contains the composition of research data based on systematical classification so, easy to analyze advance.

To analyzed the data, the writer applied the steps as follows:

- a. The tabulation of data
- b. Summarizing of data
- c. Analyzing data in order to testing hypothesis
- d. Analyzing data to drawing conclusions.

After the actual test conducted, the writer did some steps to get the results of the test. The first step is to analyzed students' ability in English speaking is classified into four proficiencies category based on Fulcher and Glen (2003).

**Table 3.1 Example of Speaking Scoring
(Fulcher and Glen, 2003)**

NO	Proficiency Description	1	2	3	4	5	
1	Accent / Pronunciation	1	2	3	4	5	
2	Grammar	1	2	3	4	5	
3	Vocabulary	1	2	3	4	5	
4	Fluency	1	2	3	4	5	
	Total						

ACCENT / PRONUNCIATION

1. Pronunciation frequently unintelligible.
2. Frequent errors and a very heavy accent make understanding difficult, requires frequent repetition.

3. 'Foreign accent' requires concentrated listening to mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked 'foreign accent' and occasional mispronunciation which do not interfere with understanding.
5. No conspicuous mispronunciations, but would not be taken for a native speaker.

GRAMMAR

1. Grammar is almost entirely inaccurate except in stock phrase.
2. Constant errors showing control of very few major patterns and frequently preventing conversation.
3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5. Few errors with no patterns of failure.

VOCABULARY

1. Vocabulary is inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc).

3. Choices of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topic.
4. Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of the non-technical subject with some circumlocutions.
5. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations.

FLUENCY

1. Speech is so halting and fragmentary that conversation is virtually impossible.
2. Speech is very slow and uneven except for short or routine sentences.
3. Speech is frequently hesitant and jerky, sentences may be left uncompleted.
4. Speech is occasionally hesitant, with some evenness caused by rephrasing and groping for words.
5. Speech is effortless and smooth, but perceptibly non-native in speed and evenness.

The second step was scoring the proficiency description.

After getting the score, the writer will calculate the mean for each

gender of the male and female base on Arikunto and Suharsimi (2006) formula.

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

Where:

M = The mean score

Σ = Summation sign

Σx = The sum of all she x scores

n = The total number of scores

After knowing the mean then find out the standard deviation male and female student with:

$$SD = \sqrt{\frac{\sum x^2}{n}}$$

$$t = \frac{M_m - M_f}{SD}$$

Where:

SD = Standard deviation

t = t-score/mean of differentiation

Mm = Mean of male students

MF = Mean of female students.

After knowing the mean score of both gender then checking hypothesis result. The criteria hypothesis if significant is when T result is same or more than T table.

If H_0 is unacceptable means an alternative hypothesis is acceptable. So, the conclusion is there is a significant difference between the speaking ability of male students from female students.

If H_a is unacceptable mean an null hypothesis is acceptable. So, the conclusion is there is nothing a significant difference between the speaking ability of male students from that of female students.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the writer presents the result of analysis which refers to the statistical data analysis to find is there any significant difference between male and female speaking ability and what are the factors that affecting male and female in speaking ability. The writer analyzed the gathered data by testing hypothesis using SPSS 18 program to respond to the research problem of the study.

A. Data Presentation

The size of population, actually there were 80 students of 18 males and 62 females. But, the researcher must get proportional sample and impossible if using all of the population. So that way, the researcher used random sampling to get the sample. The sampling was conducted in which to find out the familiarity to the topic of test question. So, the researcher got 30 of 80 students that consist of 15 males and 15 females who have familiarity background based on the result of the sampling

Table 4.1 Data Participants of Male and Female Students

NO	NAME	
	MALE	FEMALE
1	Wira Rizki Pratama	Kasmawati
2	Slamet Muhanif	Nurul hidayah
3	Achmd Nur Ravi	Nur Rahmi

4	Rifani Shobari	Rahmah Rianti
5	Rio Gunawan	Siti Nurul Baitina
6	Firman Billy.F	Aqilla Widya astuti
7	Muhammad Fadlee	Anjer Susilayati
8	Maulidun Guilka	Nurul Augustina
9	Raju Anan	Anita Nurhidayati
10	Singgih Prakoso	Sarifah Nur
11	Dedy Fery Hartono	Gustin Hidayanti
12	Renaldi Pramudiya	Adela Oktami
13	Sultan Adam	Istrani Nurul Ain
14	Efiansyah	Nur Ayu Diani
15	Hasto Widodo	Amanda Triandy

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

Table 4.2 The Female Speaking Transcription

Name	Speaking Transcription
Kasmawati	Assalamualaikum warahmatullahi wabaraktuh my name is Kasma im from class A and I am third semester student's in IAIN Palangka Raya, okey picture one (1), there are four person of one family they are so happy when they are shopping together, they shopping in the market, and picture number two (2) there is aaa there is

	are children and watching cartoon they so interesting with the carton one of them is sitting and the other are lying on the bed.
Nurul hidayah	Assalamualaikum Warahmatullahi wabarakatuh, my name is Nurul hidayah and I am third semester student's in IAIN Palangka Raya. Picture one (1) there are a family, they go to the market a modern market and buy some vegetables, they look very happy, it is because they go together to the market, the parents has two children, a young boy ang a young girl, about ten years old for a young girl and six years old for a young boy. Picture two (2) there are two young boys, they are watching cartoon on the TV, they look very serious, they sit on the soft sofa and it's look comfortable, they wear t-shirt and jeans and it's look suitable for them, one of them wear black socks and the other are wear white sock.
Nur Rahmi	Assalamualaikum Warahmatullahi wabarakatuh, my name is Nur Rahmi and I am third semester student's in IAIN Palangka Raya. Picture one (1) a family that looks very happy and they smile, they shop at supermarket, they consist of one father, one mother, one daughter and one son, they are choosing food, they are also holding a trolley. Picture two (2) two children are watching a movie, they seemed to really enjoy the angry bird movie, the two children were sitting and one child was lying down.
Rahmah Rianti	Assalamualaikum Warahmatullahi wabarakatuh, my name is Rahmah Rianti and I am third semester student's in IAIN Palangka Raya. Picture one (1) Based on the picture, in my opinion the children spent their time or maybe their holiday with their parents, have a goo time it looks so happy, and they get much love from their family and also caring to them, yeah, they look like a happy family and not busy with thwmselves, Picture two (2) Different wit picture one, in this picture look like the children don't have a good time especially with their family, and they so busy with themselves, and fo course that's not good for their childhood, I don't know, maybe their parents have a work or busy but that must be nice and good if their parents give their children a moment,just for a while maybe.

Siti Nurul Baitina	Assalamualaikum Warahmatullahi wabarakatuh, my name is Siti Nurul Baitina and I am third semester student's in IAIN Palangka Raya. Picture one (1) there are happy family who are shopping in the supermarket and also they are looking t an object that concern them, the family looks happy, lough with their children, family consist of two parents and children with little family. Picture two (2) in the activity there were two brother who were watching a movie, the films is angry bird, their davorite movie that actually awaited on school holiday fill their time with ease, maybe because they are lazy to spend time out of the house or playing with friends around the house.
Aqilla Widya astuti	Assalamualaikum Warahmatullahi wabarakatuh, my name is Aqilla Widya astuti and I am third semester student's in IAIN Palangka Raya. Picture one (1) families who are shopping together happily they are check the list for shop and sile, they are in the supermarket. Picture two (2) They are two young children who are watching cartoon together, one child sat quietly and the other one is lying down, They are focus forwatching angry bird.
Anjer Susilayati	Assalamualaikum Warahmatullahi wabarakatuh, my name is Anjer Susilayati and I am third semester student's in IAIN Palangka Raya. Picture one (1) a family buying their need at grocery or market,they are look so happy wasting time together, I guess, but it picture spreading happy vibes itself anyway Picture two (2) there are two children watching cartoon on the television,they sit with calm and focus with the progrem, we don't know where is the parent at, seems like they are busy or some work to do so the parent just leave their children entertain theirsself with cartoon or animation.
Amelia Hayati	Assalamualaikum Warahmatullahi wabarakatuh, my name is Amelia Hayati and I am third semester student's in IAIN Palangka Raya. Picture one (1) the super market is one of my favorite places, I often go shopping at the supermarket with my family when the food at my house are finished,because I really like snacks so I will take potato chips, oreo, chocolate, noodles and others, we also buy vegetables and fruits, my mother sometimes buy fresh banana and oranges, we really enjoy shopping at supermarket because the price are offerable. Picture two (2) I really like movie, one of my favorite movie is angry bird, I often watch

	<p>this movie with my friend at home, the film about a grumpy bird named red because of it's red feathers, many people know angry bird in the game, because the game is very fun to play when you're bored.</p>
Nurul Augustina	<p>Assalamualaikum Warahmatullahi wabarakatuh, my name is Nurul Augustina and I am third semester student's in IAIN Palangka Raya. Picture one (1) There is family, they are in the supermarket, they look at a paper, they look so happy because after buying some meals or any things other, there are parrents with their daughter and younger son. Picture two (2) they are two boys that looking at the movie on television, they are sit on a bed, the boy lay his body on the bed and the other one just stay sit on the bed. They are watching cartoon maybe aangry bird.</p>
Anita Nurhidayati	<p>Assalamualaikum Warahmatullahi wabarakatuh, my name is Anita Nurhidayati and I am third semester student's in IAIN Palangka Raya. Picture one (1) the big family look very happy they take walk together go to market and they look something in the mother's hand, make they laugh together, they look like love each other, in my opinion, simple happiness just with togetherness and a little joke for laughter or cuteness. Picture two (2) so many children like watching TV, moreover cartoon, but watching TV to close and to often can make the children don't pay attention to the learning, they have been able to before, the children should must watch TV less often and parents must be able to divide their children's time so that everything they do is useful.</p>
Sarifah Nur	<p>Assalamualaikum Warahmatullahi wabarakatuh, my name is Sarifah Nur and I am third semester student's in IAIN Palangka Raya. Picture one (1) there is a family that look at paper they are in the super market they look so happy after buying some meals or anythings other, there are parents with their daughter ang younger son. Picture two (2) there are two boys that looking at the movie on television they are sit on a bed the boy lay his body on the bed and the other are just sit on the bed they are watching cartoon maybe doraemon.</p>
Gustin Hidayanti	<p>Assalamualaikum Warahmatullahi wabarakatuh, my name is Gustin Hidayanti and I am third semester student's in IAIN Palangka Raya. Picture one (1) there are one family has made, and they have two siblingandthen they are in a market and shop something so take pictures while holding the shopping basket and they are give a best smile when were have take a pictures. Picture two (2) Have a two sibling, there are</p>

	male children, the one of there havea sit and one again get down, two siblng these watching television in the channel of animation or disney channel.
Adela Oktami	Assalamualaikum Warahmatullahi wabarakatuh, my name is Adela Oktami and I am third semester student's in IAIN Palangka Raya. Picture one (1) that is a faily when they in market, they are seems happy because enjoy their tim with buy fruits, vegetables or other, and they are happy because take walk with their lovely. Picture two (2) two children watching TV and so enjoy the movie, because all of child like watching cartoon on TV and one of cartoon teir watching is Angry Bird. That is one of famous cartoon in world.
Nur Ayu Diani	Assalamualaikum Warahmatullahi wabarakatuh, my name is Nur Ayu Diani and I am third semester student's in IAIN Palangka Raya. Picture one (1) is a family that are going to supermarket, They are push the trolley and buy some vegetables and the other stuffs, they are look like so happy when they are together, what a happy family. Picture two (2) is descibr about two son or children who have fun time together, we can know that by seeing them watch the cartoon movie quietly and there is any fight between them.
Amanda Triandy	Assalamualaikum Warahmatullahi wabarakatuh, my name is Amanda Triandy and I am third semester student's in IAIN Palangka Raya. Picture one (1) in this picture there is a family in supermarket, this family consist of two kids, one father and mother, they are look so happy because there are smile on their face this family bought some stuff to complete household needs, they using a shopping cart to bring their stuff. Picture two (2) in this picture there are two kids sitting on a sofa they are two boys watching television program, is a cartoon tittled "angry bird" the boys on the right sit normally while the boys on the left prone with crossed legs, the boys on the left searing socks.

Table 4.3 The Male Speaking Transcription

Name	Speaking Transcription
Wira Rizki Pratama	Assalamualaikum Warahmatullahi wabarakatuh, my name is Wira Rizki Pratama and I am third semester student's in IAIN Palangka Raya. In the picture one (1) a harmonies family was shopping at the mall to buy

	<p>home supplies for everyday, this is done to make family relationships more comfortable and harmonious both at home and public area. In the picture two (2) twin brothers were watching cartoon program on his home television such activities take place to enhance the feeling of reconciliation in the family and it makes the home feel good everyday.</p>
Slamet Muhanif	<p>Assalamualaikum Warahmatullahi wabarakatuh, my name is Slamet Muhanif and I am third semester student's in IAIN Palangka Raya. Picture one (1) show a family consist of four people, they are shopping in the market, and all of them look very happy. Picture two (2) there are two children watching television, the film is angry bird, they have different position when they watching television, one child with proning and the other with sitting, their expression can not detect because their can not see.</p>
Achmd Nur Ravi	<p>Assalamualaikum Warahmatullahi wabarakatuh, my name is Achmd Nur Ravi and I am third semester student's in IAIN Palangka Raya. Picture one (1) there is a family that consist of father, mother, a daughter and a son, they looks happy in that picture, they are shopping in mart and bring the trolley to carry things, Picture two (2) there are two people watching television, they watching an animation or cartoon and the title of that animation is the angry birds, they looks enjoy with that television and maybe they seems happy with that.</p>
Rifani Shobari	<p>Assalamualaikum Warahmatullahi wabarakatuh, my name is Rifani Shobari and I am third semester student's in IAIN Palangka Raya. Picture one (1) I saw a family in shopping area actually is a mall I don't know what is it but it's look like a shopping area and there, there is one father, mother, one daughter and one son they look happy and they are looking at a paper I don't know really, I don't really know what paper is it but they are smiling on it, yes they are holding some holding a trolley, it's a trolley they are looking at paper for ... I don't really know the purpose of the image, because they only watching paper and they are smiling on it, I don't really get it, okey picture number two (2) there are two kids watching a cartoon, looks like angry bird I'm</p>

	<p>sorry if I miss pronounce it because you know English is not my mother tongue they are watvhing together side to side and they looks like a twins for me because they are looks like two male with the same age the same face, no... I don't see the face but they have the same haircut, one is sitting and the other one are proning on the sofa while watching the cartoon.</p>
Rio Gunawan	<p>Assalamualaikum Warahmatullahi wabarakatuh, my name is Rio Gunawan and I am third semester student's in IAIN Palangka Raya. Picture one (1) show a family shopping together in a supermarket, they look happy from their smile, a perfect family, from father, mother, and both of their children, there they are looking at shopping list. Picture two (2) a pair of children, who are bound by a family relationship or siblings, are watching a cartoon show together, they look focus by listen to the movie and looks like it gets along.</p>
Firman Billy Fanandi	<p>Assalamualaikum Warahmatullahi wabarakatuh, my name is Firman Billy Fanandi and I am third semester student's in IAIN Palangka Raya. Picture one (1) holidaaay are usually the day most awaited by most people, including this family, they are shopping for blinds that have been listed previously, by using the troly, they went around the supermarket to look for the items that they want to buy, then, they entered one of the fruit outlates, and look it, the fruit are very fresh and they look very happy. Picture two (2) on holiday usually children use their time off to watch one of his favorite films, not to ention the two boys, who are sitting and really enjoy the movie being watched which is a cartoon movie and very fun, they are comfortable sitting and while lying down.</p>
Muhammad Fadlee	<p>Assalamualaikum Warahmatullahi wabarakatuh, my name is Muhammad Fadlee and I am third semester student's in IAIN Palangka Raya. Picture one (1) in the picture the family is buying food at the minimaket and after that they are looking at something and smiling with a sincere smile and these food for kitchen purpose. Picture two (2) in the picture there are two children and they are watching cartoon and they watch it look relaxed.</p>
Maulidun Guilka	<p>Assalamualaikum Warahmatullahi wabarakatuh, my name is Maulidun Guilka and I am third semester student's in IAIN Palangka Raya. Picture one (1) there are family shopping in the mall they all so happy when</p>

	buy something, look like happy family. Picture two (2) there are two boys watching cartoon, I think they are watching angry bird, left boy is face downward when the another boy sit down.
Raju Anan	Assalamualaikum Warahmatullahi wabarakatuh, my name is Raju Anan and I am third semester student's in IAIN Palangka Raya. Picture one (1) a family that go for shopping together at a big market and they are all happy the family include, datherm daughter and son. Picture two (2) two boys see the television, they are like brothers and one of them lay down on the sofa, and one of the boys sit on the sofa, they are rally like enjoy the cartoon and really enjoy.
Singgih Prakoso	Assalamualaikum Warahmatullahi wabarakatuh, my name is Singgih Prakoso and I am third semester student's in IAIN Palangka Raya. Picture one (1) I see the picture one shows a family who are shopping in the supermarket, there are mother and father as well as sons and daughters of his. Picture two (2) from Picture two I see two boys are watching cartoons on television, children only with the sitting position and the one with the prone position.
Dedy Fery Hartono	Assalamualaikum Warahmatullahi wabarakatuh, my name is Dedy Fery Hartono and I am third semester student's in IAIN Palangka Raya. In the first picture (1) there is a family consist of a father, mother and two children, they were in a shop to buy some things, they look very happy. In the next picture (2) there are two boys, they are watching cartoon together, they are very serious, they are sit on the bed.
Renaldi Pramudiya	Assalamualaikum Warahmatullahi wabarakatuh, my name is Renaldi Pramudiya and I am third semester student's in IAIN Palangka Raya. Picture one (1) my family they are a happy family, they have two children, that is boy and girl, they are in the market, they are always together wherever they go. Picture two (2) two best friend, these two best friend are watching cartoon, the two best friend are boy and girl.
Sultan Adam	Assalamualaikum Warahmatullahi wabarakatuh, my name is Sultan Adam and I am third semester student's in IAIN Palangka Raya. Picture one (1) in the picture, there is a family, a happy family, they are shopping in the market together, Picture two (2) In the picture, there is a two children they are watching cartoon movie.
Efiansyah	Assalamualaikum Warahmatullahi wabarakatuh, my name is Efiansyah and I am third semester student's in IAIN Palangka Raya. Picture one (1) a family in the market, they are feel so happy shopping together, they

	are smiling, they are buy vegetable. Picture two (2) two boys watching cartoon at the television,I look they so serious, I can't see what they feel because they back to back me.
Hasto Widodo	Assalamualaikum Warahmatullahi wabarakatuh, my name is Hasto Widodo and I am third semester student's in IAIN Palangka Raya. Picture one (1) In this picture we can see a family when they are in supermarket look very happy and enjoying activty, maybe they are buy soething, Picture two (2) in this picture we can see that two brother watching favorite movie, they are enjoying that movie until can't be move anywhere.

Table 4.4
The Score of The Female Students Ability in Speaking

NO	NAME	E1
1	F1	25
2	F2	30
3	F3	21
4	F4	28
5	F5	17
6	F6	26
7	F7	30
8	F8	24
9	F9	20
10	F10	24
11	F11	22
12	F12	18
13	F13	23
14	F1	23
15	F15	31
SUM		362
AVERAGE		24.1

Table 4.5
The Score of The Female Students Ability in Speaking
From Writer and Second Evaluator

NO	NAME	E1	E2	Total
1	Kasmawati	13	12	25
2	Nurul hidayah	15	15	30
3	Nur Rahmi	12	9	21
4	Rahmah Rianti	14	14	28

5	Siti Nurul Baitina	10	7	17
6	Aqilla Widya astuti	14	12	26
7	Anjer Susilayati	14	16	30
8	Nurul Augustina	10	14	24
9	Anita Nurhidayati	13	7	20
10	Sarifah Nur	10	14	24
11	Gustin Hidayanti	11	11	22
12	Adela Oktami	11	7	18
13	Istrani Nurul Ain	10	13	23
14	Nur Ayu Diani	12	11	23
15	Amanda Triandy	14	17	31
SUM		183	179	362
AVERAGE		12.2	11.9	24.1

Table 4.5
The Score of The Male Students Ability in Speaking
From Writer Second Evaluator

NO	NAME	E1
1	M1	19
2	M2	22
3	M3	31
4	M4	22
5	M5	24
6	M6	19
7	M7	20
8	M8	18
9	M9	16
10	M10	18
11	M11	21
12	M12	16
13	M13	19
14	M14	17
15	M15	18
SUM		300
AVERAGE		20

Table 4.5
The Score of The Male Students Ability in Speaking
From Writer Second Evaluator

NO	NAME	E1	E2	Total
1	Wira Rizki Pratama	11	8	19
2	Slamet Muhanif	10	12	22
3	Achmd Nur Ravi	14	17	31
4	Rifani Shobari	10	12	22
5	Rio Gunawan	11	13	24
6	Firman Billy.F	11	8	19
7	Muhammad Fadlee	10	10	20
8	Maulidun Guilka	9	9	18
9	Raju Anan	8	8	16
10	Singgih Prakoso	10	8	18
11	Dedy Fery Hartono	12	9	21
12	Renaldi Pramudiya	9	7	16
13	Sultan Adam	10	9	19
14	Efiansyah	9	8	17
15	Hasto Widodo	8	10	18
SUM		152	148	300
AVERAGE		10.1	9.8	20

After get both result from writer and secon evaluator, the writer need to calculate the final result with this fromula :

$$M = \frac{\sum e1 + e2}{n}$$

Where:

M = The mean score

e1 = The sum of all male scores from second writer

e2 = The sum of all male scores from second evaluator

n = The total number of scores

$$M = \frac{152 + 148}{15} = 20$$

The mean score of male speaking skill is 20

$$M = \frac{\sum e1 + e2}{n}$$

Where:

M = The mean score

e1 = The sum of all female scores from second writer

e2 = The sum of all female scores from second evaluator

$$M = \frac{183 + 179}{15} = 24.1$$

The mean score of female speaking skill is 24.1

Based on the table above, the researcher gets the data of the ability of male and female students speaking of the third grade of IAIN Plangka Raya in the academic year of 2019/2020. It can be seen that the mean of male is 20 and female 24.1 and based on this computation we can conclude that female speaking ability is higher than male speaking ability.

B. Research Finding

1. Testing Normality and Homogeneity

Normality test is a test to know about what the speaking test had given to the students normally.

a.) Normality Test

In this study, the researcher used Shapiro-Wilk test to testing normality of male and female students. it showed on :

Table 4.6 The Result of Normality using SPSS Program

Gender		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Speaking Score	Male	,204	15	,094	,830	15	,009
	Female	,114	15	,200 [*]	,962	15	,729

Based on Singgih Santoso (2014: 191), the data is said to be normally distributed (symmetrically) in the Shapiro Wilk test if the Sig. greater than 0.05. Then from the output the Sig value is known. Sig. for male group are 0.009 and Sig. for female group is 0.729. Because the value of Sig. for both groups is greater than 0.05, then as the basis for decision making in the Shapiro Wilk normality test above, it can be concluded that the data of student speaking outcomes for male aand female are normally distributed

b.) Homogeneity Test

The variance homogeneity test is an analytical technique to test whether the data comes from a homogeneous population or not. Hence, this study used Levene test to testing the variance homogeneity between male and female students in speaking ability

Table 4.7 The Result of Homogeneity using SPSS Program**Test of Homogeneity of Variances**

Speaking Score

Levene Statistic	df1	df2	Sig.
,549	1	28	,465

Based on the output table "Test of Homogeneity of Variances" above is known the significance value (Sig.) Of the Speaking Score variable of male and female is 0.465. Because the value of Sig. 0.465 is greater than 0.05, then as the basis for decision making in the homogeneity test above, it can be concluded that the data variance of Speaking Score from male and female students is the same or homogeneous.

2. Testing Hypothesis.

Having gained the mean of the two groups, the researcher then tested the hypothesis that has been determined that male and female students are different in their speaking ability

To test the hypothesis stated above, t-test formula was employed using SPSS.18. Following is the result.

Table 4.8 The Result of Tobserved using SPSS Program**Group Statistics**

Gender		N	Mean	Std. Deviation	Std. Error Mean
Speaking Score	Male	15	20,0000	3,79850	,98077
	Female	15	24,1333	4,29063	1,10784

Independent Sample Test

		Levene's Test for Equality of Variances	
		F	Sig.
Speaking score	Equal variances assumed	,549	,465
	Equal variances not assumed		

t-test for Equality of Means						
t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
2,794	28	,009	4,13333	1,47960	1,10252	7,16415
2,794	27,594	,009	4,13333	1,47960	1,10051	7,16616

Equal-Variance T-Test

Alternative Hypothesis	Mean Difference	Standard Error	T-Statistic	DF	Prob Level	Reject H0 at $\alpha = 0,050?$
$\mu_1 - \mu_2 \neq 0$	-4,133333	1,479597	-2,7936	28	0,00930	Yes

Thus, the result of calculating using spss above are the t-value in this case is about 2,794.

Table 4.9 t Distribution: Critical Values of t

Degrees of freedom	Two-tailed test: One-tailed test:	Significance level					
		10%	5%	2%	1%	0.2%	0.1%
		5%	2.5%	1%	0.5%	0.1%	0.05%
1		6.314	12.706	31.821	63.657	318.309	636.619
2		2.920	4.303	6.965	9.925	22.327	31.599
3		2.353	3.182	4.541	5.841	10.215	12.924
4		2.132	2.776	3.747	4.604	7.173	8.610
5		2.015	2.571	3.365	4.032	5.893	6.869
6		1.943	2.447	3.143	3.707	5.208	5.959
7		1.894	2.365	2.998	3.499	4.785	5.408
8		1.860	2.306	2.896	3.355	4.501	5.041
9		1.833	2.262	2.821	3.250	4.297	4.781
10		1.812	2.228	2.764	3.169	4.144	4.587
11		1.796	2.201	2.718	3.106	4.025	4.437
12		1.782	2.179	2.681	3.055	3.930	4.318
13		1.771	2.160	2.650	3.012	3.852	4.221
14		1.761	2.145	2.624	2.977	3.787	4.140
15		1.753	2.131	2.602	2.947	3.733	4.073
16		1.746	2.120	2.583	2.921	3.686	4.015
17		1.740	2.110	2.567	2.898	3.646	3.965
18		1.734	2.101	2.552	2.878	3.610	3.922
19		1.729	2.093	2.539	2.861	3.579	3.883
20		1.725	2.086	2.528	2.845	3.552	3.850
21		1.721	2.080	2.518	2.831	3.527	3.819
22		1.717	2.074	2.508	2.819	3.505	3.792
23		1.714	2.069	2.500	2.807	3.485	3.768
24		1.711	2.064	2.492	2.797	3.467	3.745
25		1.708	2.060	2.485	2.787	3.450	3.725
26		1.706	2.056	2.479	2.779	3.435	3.707
27		1.703	2.052	2.473	2.771	3.421	3.690
28		1.701	2.048	2.467	2.763	3.408	3.674
29		1.699	2.045	2.462	2.756	3.396	3.659
30		1.697	2.042	2.457	2.750	3.385	3.646

The t Distribution: Critical Values of t above shows that t_{table} at significance 1% and 5% from 28 degree of freedom are 2.048 and 2.763. Thus, the t-value in this case is about 2,794. By 28 degrees of freedom (df), the t observed was upper than t_{table} at the level significance 1% (2.763) and t_{table} at the level significance 5% (2.048) or $2.763 < 2,794 > 2.048$, it could be interpreted that H_a stating that there is significant difference between male and female students in

speaking ability was accepted and H_0 stating that there is no significant difference between male and female students in speaking ability was rejected. It meant that there is significant difference between male and female students in Speaking ability at third semester of IAIN Palangka Raya.

2. Difference Between Male and Female Speaking Ability

To answer the first research problem, the researcher gave a monolog describing picture to students. Based on speaking scores, this study revealed that the $t_{observed}$ was 2,794. It was also upper than t_{table} at the level significance 1% (2.763) and t_{table} at the level significance 5% (2.048). Therefore, it could be interpreted that H_a stating that there is significant difference between male and female students in speaking ability was accepted and H_0 stating that there is no significant difference between male and female students in speaking ability was rejected at 1% and 5% the level significance. It meant that there is significant difference between male and female students in speaking ability. Furthermore, the result of t_{test} calculation using SPSS also showed that there is significant difference between male and female in speaking ability. It was proved by the value of $t_{observed}$ that was upper than t_{table} at the level significance 1% and t_{table} at the level significance 5% ($2.763 < 2,794 > 2.048$).

The writer would like to describe the differences between male and female on the components of speaking as follow:

Table 4.10
Female Speaking Score from writer and second evaluator

NO	NAME	P	G	V	F	E1+E1
1	Kasmawati	7	6	6	6	25
2	Nurul hidayah	8	7	6	9	30
3	Nur Rahmi	6	5	5	5	21
4	Rahmah Rianti	7	6	6	9	28
5	Siti Nurul Baitina	3	5	5	4	17
6	Aqilla Widya astuti	7	6	6	7	26
7	Anjer Susilayati	8	7	6	9	30
8	Nurul Augustina	6	5	6	7	24
9	Anita Nurhidayati	3	5	6	6	20
10	Sarifah Nur	6	6	5	7	24
11	Gustin Hidayanti	6	6	5	5	22
12	Adela Oktami	3	5	4	6	18
13	Istrani Nurul Ain	7	5	5	6	23
14	Nur Ayu Diani	6	5	5	7	23
15	Amanda Triandy	8	7	7	9	31
SUM		91	86	83	102	362

Table 4.11
Male Speaking Score from writer and second evaluator

NO	NAME	P	V	G	F	E1+E1
1	Wira Rizki Pratama	4	5	4	6	19
2	Slamet Muhanif	6	5	5	6	22
3	Achmd Nur Ravi	8	7	6	10	31
4	Rifani Shobari	6	5	5	6	22
5	Rio Gunawan	6	5	6	7	24
6	Firman Billy Fanandi	5	4	5	5	19
7	Muhammad Fadlee	5	6	4	5	20
8	Maulidun Guilka	4	4	5	5	18
9	Raju Anan	4	4	4	4	16
10	Singgih Prakoso	4	4	5	5	18
11	Dedy Fery Hartono	6	4	5	6	21
12	Renaldi Pramudiya	3	4	4	5	16
13	Sultan Adam	5	5	4	5	19
14	Efiansyah	4	4	4	5	17
15	Hasto Widodo	5	4	4	5	18
SUM		75	70	70	85	300

Based on the table above, researcher concludes that females students are higher in their pronunciation or way in which a language or particular word or sound is spoken. The score shows that pronunciation of female is 91 and pronunciation of male is 75. From the individual score we can see that most males get 4 and one of them get 3 score. The other way most of females get score 6 and some of them get 3. It means that male usually using foreign accent so, requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent in error and vocabulary. In contrast female in produce pronunciation is tending to be marked foreign accent and occasional mispronunciation which do not interfere with understanding

It also occurs in the use of vocabulary items. Most of females get score 5 of vocabulary item and males get score 4. It means that females choice of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topic. Males use vocabulary is limited to basic personal and survival areas (food, time, transportation, family, etc).

From four components of speaking above females score is higher than males score. Most of them both females and males usually do constant errors that showing control of very few major patterns and frequently preventing conversation. And some of that

occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.

3. The Factors Affecting Male and Female Students in Speaking Ability

Having known the result of t value, and consulted it to the appropriate table, it has been found that there is a significant difference between two genders. This indicates that the difference of two genders mean probably did not happen accidentally. It could be said in another way; this result means that the mean of female students in speaking ability is higher than male students.

That difference result was caused by some factors, there are their psycholinguistic factor especially in student's interest and motivation in learning English, every students have a different purpose to enter collage and every student's have their own reason, some of them enter collage because they like English to improve their English skill because their dream is require a better English Skill and its called Intrinsic motivation is a kind of motivation drives from an inherent interest in learning task without influence from external factors, and also there are some of them enter collage because of a request from their parents and its called Extrinsic motivation, it is the opposite of intrinsic motivation and it is a result of external factors.

Besides, socio cultural (cognitive) factors also influence such as the family, peers, and school also plays a major role in gender typing. From the moment of birth boys and girls are exposed to different gender-role standards and treatment by the significant people

around them. Gender role standards and pressure to adopt gender typed behavior patterns. Converge on the developing child from a variety of than sources from family, teacher, friends, television, and children's books.

It is a plain corollary of the argument above, that males and females differ in certain important respects and that these differences require them to have different reaction to the same experiences with different emphases. These are some teaching strategies to reducing gender different bias for lecturer in classroom:

1. Make sure that activities and exercises are not genders biased. Assign students projects in which they find articles about no stereotypical males and females, such as a female engineer or a male early childhood education lecturer. Have students create a display of photographs and pictures of women and men performing the same kind of tasks at home and at work. Use the display to talk with the students about the tasks and adults do and what the students will be doing when they grow up. Invite people from the community who have no stereotypical jobs (such as a male flight attendant or a female construction worker) to come to your class and talk with your students.

- a. Be a non genderist role model as teacher. Help students learn new skills and share task in a non generist manner.
- b. Analyze the seating chart in your classroom and determine whether there are gender segregations. When your students

work in groups, monitor whether the groups are balanced by the genders.

- c. Enlist someone to track your questioning and reinforcement pattern with girls and boys. Do this on several occasions to ensure that you are giving equal attention and support to girls and boys.
- d. Use non biased language. Do not use the pronoun “he” to refer to inanimate objects or unspecified persons. Replace words like fireman, policemen, and mailman with word like firefighter, police officer, and letter carrier. To improve your use of genderist language.
- e. Be aware of gender harassment in schools and do not let it happen.

C. Discussions

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

After the researcher calculated and analyzed the data, the researcher gets the result. Then the researcher calculates the average

of the students score. From the result, the writer can find out the extent of the students' ability in their speaking ability. The average of female students 24.1 and male students is 20. It means that the speaking ability of female students is higher than male. The size of population, actually there were 80 students of 16 males and 68 females. But, the researcher must get proportional sample and impossible if using all of the population. So that way, the researcher used random sampling to get the sample. So, the researcher got 30 of 80 students that consist of 15 males and 15 females who have familiarity background based on the result of the sampling

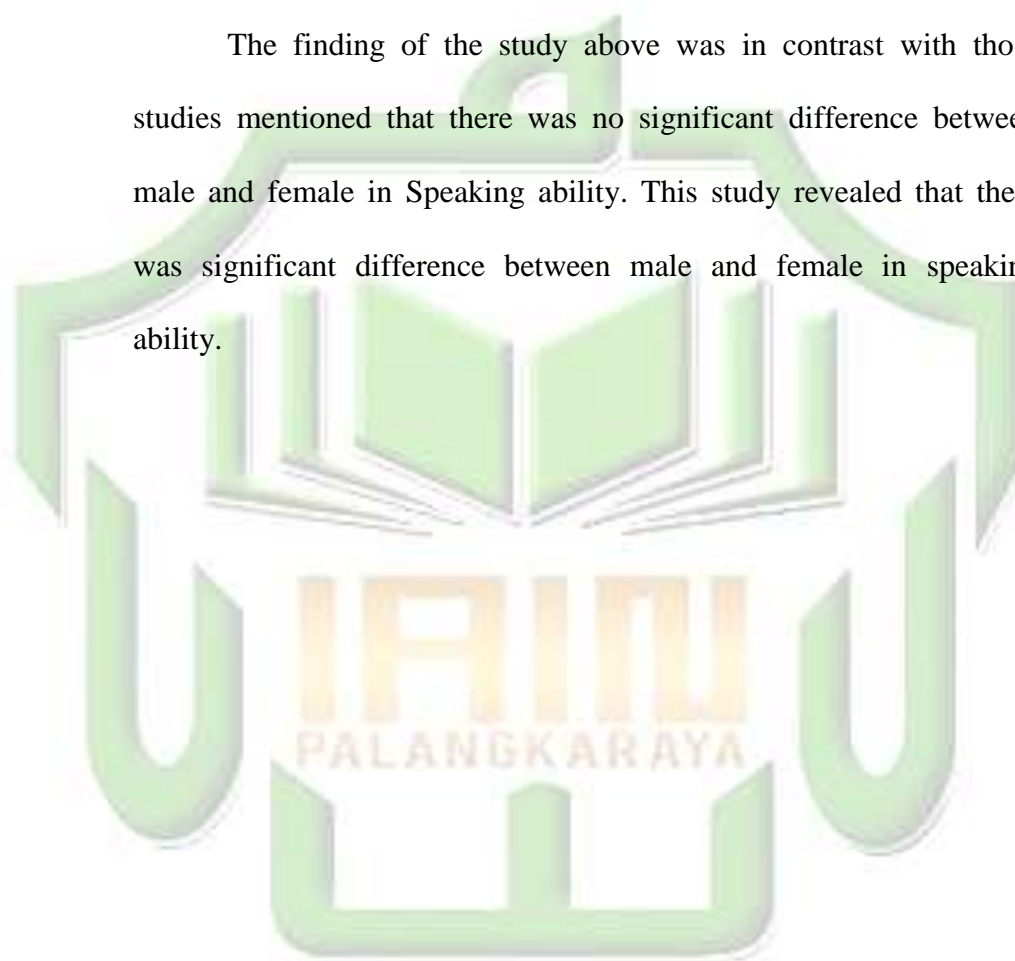
The result showed that: (1) the result of $t_{observed}$ was 2.794, the t_{table} was 2.763 at the level significance 1% and the t_{table} was 2.048 at the level significance 5% with the degree of freedom (df) was 28. It meant that the $t_{observed}$ was upper than the t_{table} ($2.763 < 2.794 > 2.048$). It meant that there was significant difference between male and female students in speaking ability of third semester student at IAIN Palangka Raya.

Those statistical findings appeared to be in line with the theories as mentioned before. First issue from Fitri Yulianti (2003), Second from Abi Zaim (2003) and Silpia Rahayu (2016) was differences in male and female speaking ability. It suspected that female students have better speaking than male, it was in line with this study. The finding of this study was there was significant difference

between male and female in speaking ability of third semester English Department student at IAIN Palangka Raya.

These findings seem to be in contrast with Putri Ema Hajariswati and Cut Nurul Akhmal research work, their research found that there was no significant difference on male and female students speaking ability in learning English.

The finding of the study above was in contrast with those studies mentioned that there was no significant difference between male and female in Speaking ability. This study revealed that there was significant difference between male and female in speaking ability.



CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was carried out in the third semester of the students IAIN Palangka Raya in academic year of 2019/2020, the writer might draw conclusions.

1. The female students reach higher points in speaking ability and the average score is 24.1. and the male students reach 20 score in the average. The case in both genders is the same that there is a different in the speaking between male and female. It means that the female students are different in speaking ability than male students. The result showed that: the result of $t_{observed}$ was 2.794, the t_{table} was 2.763 at the level significance 1% and the t_{table} was 2.048 at the level significance 5% with the degree of freedom (df) was 28. It meant that the $t_{observed}$ was upper than the t_{table} ($2.763 < 2.794 > 2.048$). It meant that there was significant difference between male and female students in speaking ability of third semester student at IAIN Palanga Raya.
2. Most of female students have higher score in the proficiencies than male students, including their pronunciation, fluency, and vocabulary.. It happens because the learners are mainly influence by the developemnt of their cognitive factor and psycholinguistic factors especcally in Motivation and interest in learning English.

B. Recommendation

Based on the result of the study, the writer had some suggestions for Students, Lecturers and Next researchers in IAIN Palangka Raya as follow:

1. For student

It was recommended the students learn more aspects of speaking, since four aspects of speaking will help them gain a better communication skill in conversation. Because the result in this study there is significant difference between male and female students in speaking ability and score of their speaking was good even though they still in their third semester. So, the students should find many strategies that appropriate to learn more how to have excellent speaking skill.

2. For Lecturers

The gender differences are very affected on student achievement and proficiency. So the teacher must do gender segregation on their class if the class is classroom gender mixed. The teacher has to reduce gender biased on their classroom. Analyze the seating chart in your classroom and determine whether there are gender segregations. When your students work in groups, monitor whether the groups are balanced by the genders.

3. For Next Researcher

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



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