

**AN ANALYSIS OF MALE AND FEMALE ABILITY IN
SPEAKING ENGLISH AT ADVANCED LANGUAGE SKILL
CLASSROOM**

THESIS

Submitted by:

Zulfina Riska
NIM. 190203102

**Student of Faculty of Education and Teacher
Training Department of English Language
Education**



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by:

ZULFINA RISKHA
NIM. 1902030102

Students of *Faculty Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

جامعة الرانيري

A R - R A N I R Y

Main Supervisor,

Co-Supervisor,

Dr.Nashriyah, S.Ag., M.A,
Date: 19 / 12 / 2023

Dr.Maskur, M.A,
Date: 30 / 1 / 2024

It has been defended in *Sidang Munaqasyah*
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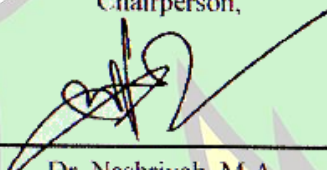
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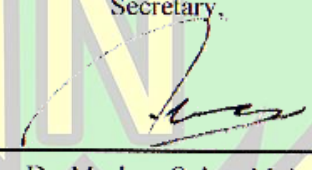
In Darussalam, Banda Aceh

Board of Examiner,


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Dr. Nashriyah, M.A.


Secretary,


Dr. Maskur, S.Ag., M.A.

Member,


Drs. Amiruddin, M.Pd.

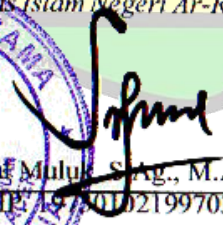
Member,


Fithriyah, S.Ag., M.Pd

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh




Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D.
NID: 601021997031003

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertandatangan dibawahini:

Nama : Zulfina Riska

NIM : 190203102

Tempat/tanggal lahir : Sigli, 14 April 2001

Alamat : Blangkrueng Komplek BCL, Darussalam

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

An Analysis of Male and Female Ability in Speaking English at Advanced Language Skill Classroom

Adalah benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kealahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 19 Desember 2023

Saya yang membuat surat pernyataan



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First of all, Praise be to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to me during my study and completing this thesis. Then the best wishes and salutations be upon the great messenger prophet Muhamad peace be upon him.

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Even though my name is the sole one featured on the thesis cover, its creation owes much to ivaluable contribution of numerous individuals. I am exceptionally to be surrounded by friends who consistent support and uplift me. I extend my heartfelt gratitude to Irfan Maulana, Irin, Silvi, Rahmi, Putri, Miftah, Meurah, and Zahara steadfast companions throughout both challenging and joyous times, providing unwavering attention and companionship.

Lastly, I hope that this thesis provides the reader with valuable and

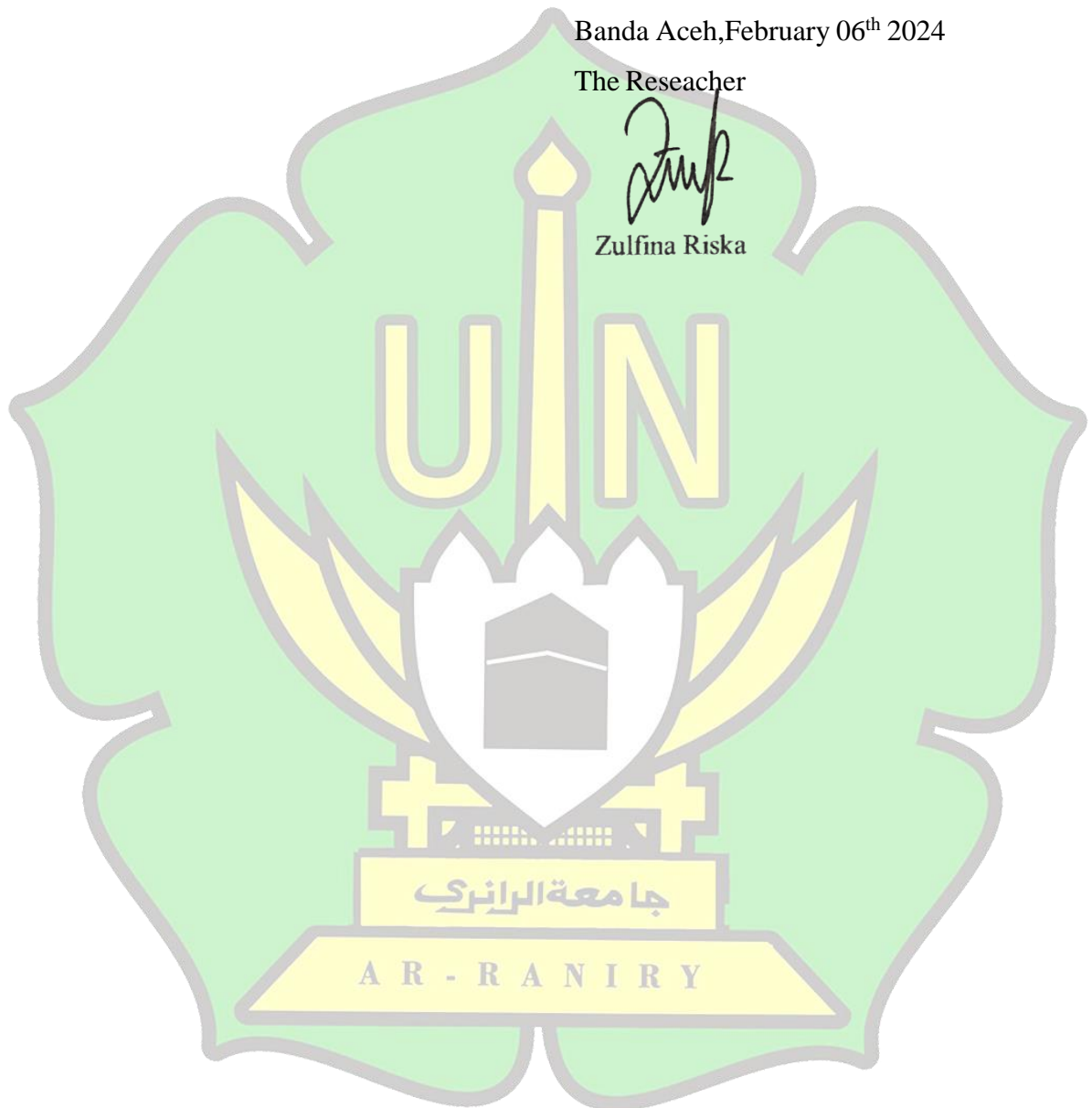
practical information. I welcome and deeply appreciate any criticisms and suggestions, as they contribute to the enhancement of the work, and I'm open to receiving and considering all feedback.

Banda Aceh, February 06th 2024

The Researcher



Zulfina Riska



ABSTRACT

Name : Zulfina Riska
NIM : 190203102
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
Thesis title : An Analysis of Male and Female Ability in Speaking English at Advanced at Language Skill Classroom
Main Supervisor : Dr. Nashriyah, M.A
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This research aims to analyze the differences in speaking abilities between male and female students and their strategies in improving speaking skills. for the population is an advanced language skill student classroom of batch 2022 the English Education Department that is 15 males and 15 females. The findings show that, there were significant differences in the speaking abilities between male and female students. Female students demonstrated a more advanced proficiency in speaking English, as evidenced by a notably higher mean score of 78.06 compared to 71.46 for male students. From interviews revealed four effective strategies employed by students to enhance their English speaking abilities. These strategies include engaging in speaking practice with friends, enrolling in online speaking courses, practicing speaking independently, and utilizing English songs and movies as learning tools.

جامعة الرانري

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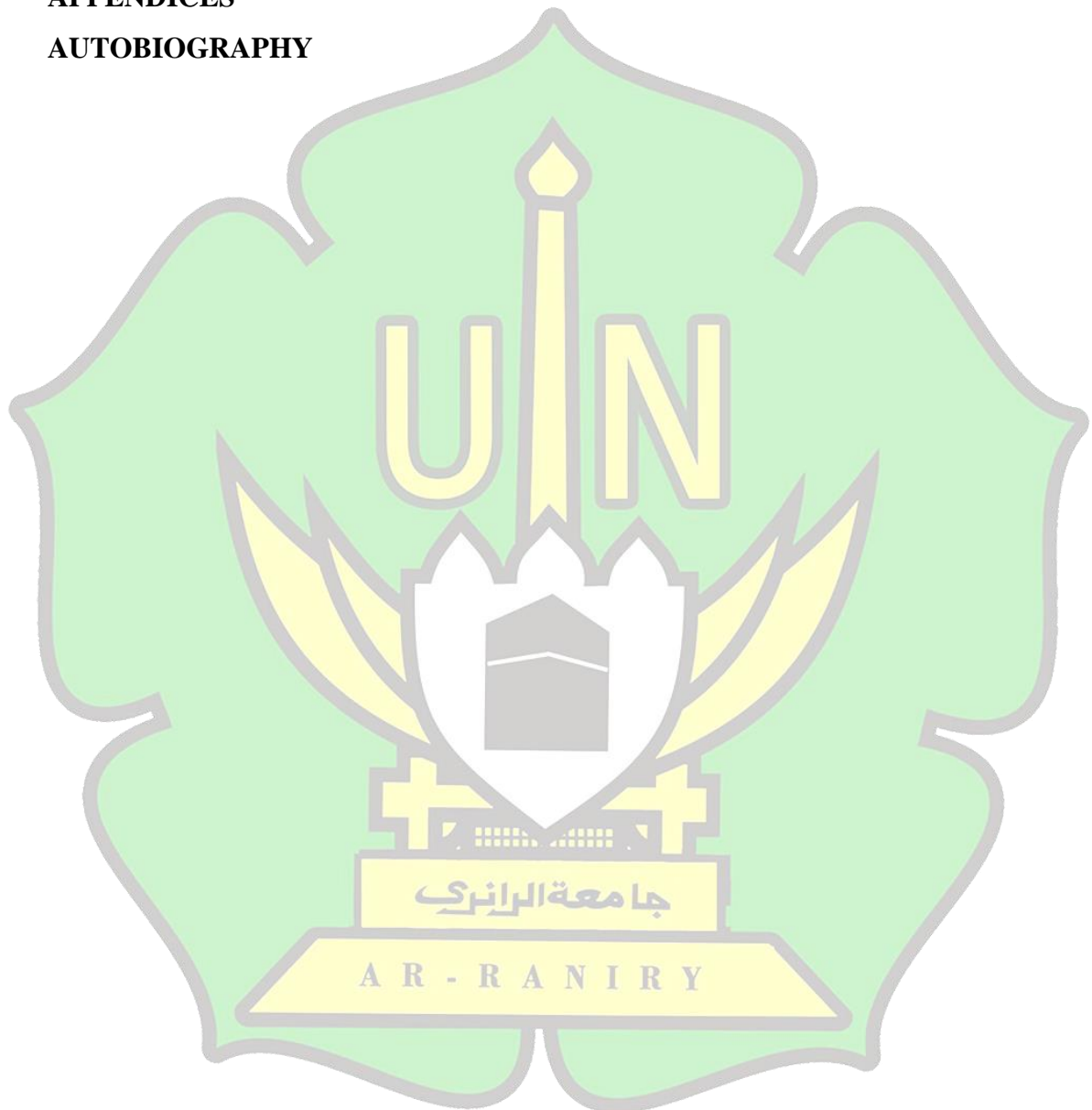
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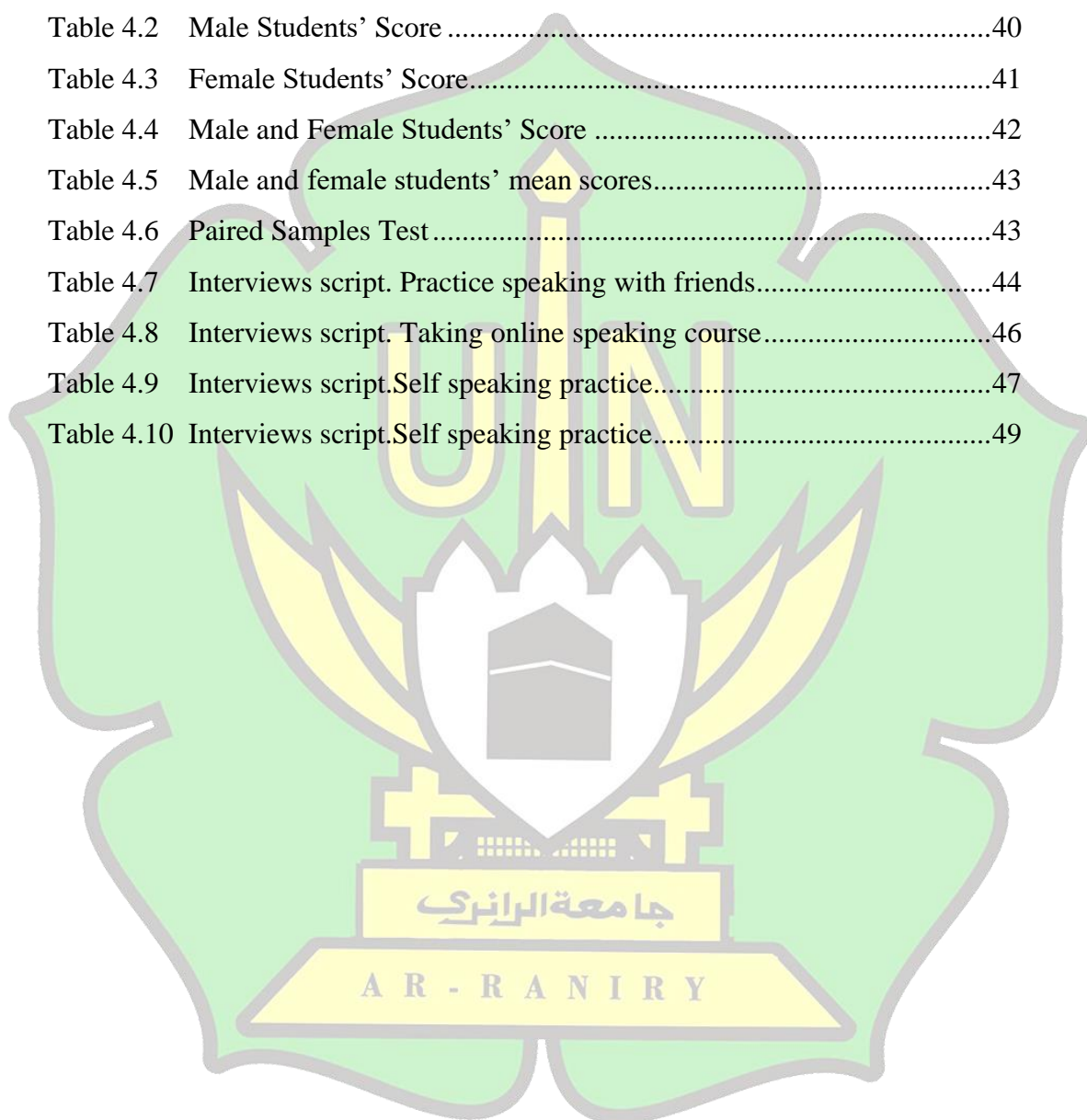
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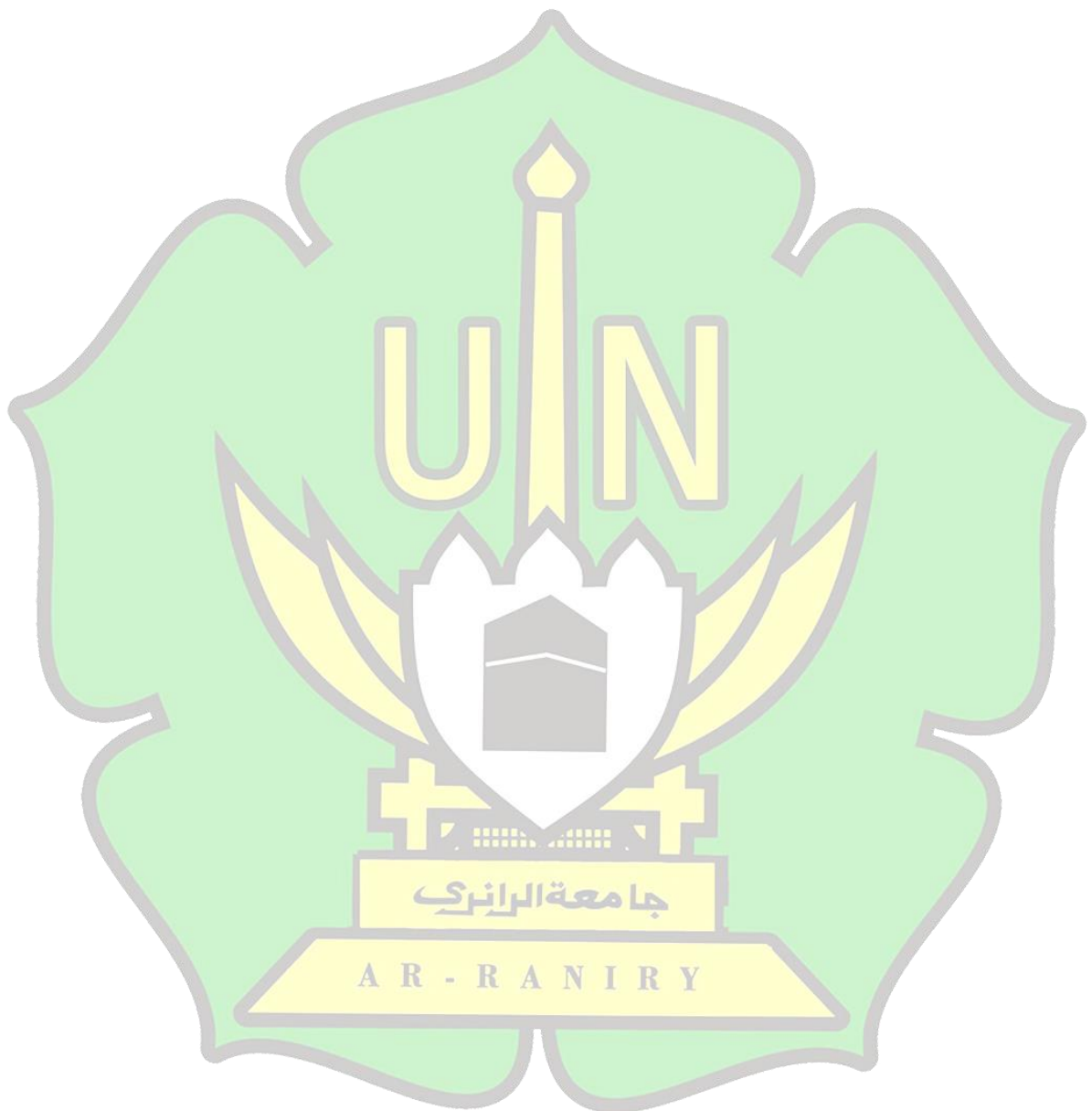


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CHAPTER I

INTRODUCTION

This chapter provides the background of study “An Analysis of male and female ability in speaking English at advanced language skill classroom”.It explains previous studies related to the topic of study, research question, aims of study, the significance of study and research terminologies.

A. Background of Study

Language is important in every aspect of our lives because it allows people to communicate in a manner that enables the sharing of common ideas. Good communication skills can improve the way that you operate through life, smoothing your way in your relationships with others. Every human in the world always use language to communicate, give information and knowledge, and express their idea and thought. According to Walija as cited in Wibowo 2014) stated that language is the most effective of communication to convey an idea, message, intentions, feelings and opinion to others. Therefore language is not only as a communication tool to deliver of human being, but language is also one of the most important aspects of human life. According to Rahayu (2015) English is international language, which is commonly used by all of country in the world. According to Misnawati&Poerwandi(2022) humans are social beings that can understand and engage in life processes. They can also establish positive personalities, interact with others through language, and develop social-cultural personalities.

Speaking clearly involves more than just word pronunciation, proper stress placement, and accent. Beyond all of this, it exists. In order for our full message to be received by our audience and maintain the connection with them, people must speak clearly. According to Leong and Ahmadi (2017) speaking is one of the most important skills to develop and enhance as a means of effective communication. Speaking skill is regarded as one of the most difficult aspects of language, many language learners find it difficult to express themselves in spoken language. They are generally facing problem to use the foreign language to express their thoughts effectively. They stop talking because they face psychological obstacles or cannot find the suitable words and expressions.

The modern world of media and mass communication requires good knowledge of spoken English. According Wahyuningsih and Afandi(2020) speaking plays a key function in spoken language when delivering messages that exhibit traits different from those of written language. Voice potentials, facial languages, signals, articulation, stress, rhythm, and halting can all be used to detect these. As a matter of fact, EFL learners such as Indonesian undergraduate students in the English language education department, may find it difficult to speak English at first the difficulty of conveying the proper vocabulary is the biggest barrier to speaking English that students in the English language education department face. English is hardly ever used outside of the classroom. They should also pause before speaking in English. Additionally, they employ a code-mixing technique that involves using many languages especially English and Indonesian in their communications.

Baxter (1999 as cited in Saputra 2023) stated that male and female have different language learning. According to Yeo et al (2017 as cited in Hartanti2023) basically male students are better at learning languages than female. According to Cohen and Banich (2023 as cited in Saputra (2023) during the learning process in English class, female students usually show higher anxiety than male students do. In this case both of these genders have different emotional processes as well experience because “men and women have slight differences the pattern is lateralized and the male dominates the left more hemispheres than women”. Bailey and Nunan (2004 as cited in AlSabbagh (2023) stated that speaking confidently and consistently can help someone speak more fluently since fluency is a sign of good communication;

Many studies have been conducted by other researchers related to the correlation between male and female problem in speaking. One of the study was conducted by Yolanda (2019) aiming at finding out the comparison between male and female at state senior high school 1 Kuantan Hilir Kuantan Singingi. The study gained the data by used conducting speaking performance and it was found that students both male and female students have same competence in speaking skill. And both of the students have to do more exercise to increase their speaking skill. The next was conducted a research by Mohamad (2009) entitled “*Anxiety and speaking English as a second language among male and female business students in Universiti Industri Selangor*”. This study aimed to describe understanding the causes of language anxiety and how they can help students overcome their anxiety levels. The researcher selected 150 samples using questioner collecting the data

and he found that by several statement. The result is female respondents experienced more anxiety compared to male respondents in terms of forgetting to say things. They know even though the result is quite similar. From 75 female respondents, 20 or 26.7% agreed with the statements, and 19 male respondents (25.3%) agreed they sometimes forget how to say things they know in class. The third research was conducted from Akhmal (2019) entitled "Male vs. female EFL students: Who is better in speaking skill?" The research is conducted in SMA Lab School Banda Aceh and focused on gender differences in English. This study collected the data by using a speaking test and reported actually. The female students were not better than the male students in English speaking skill. They were only slightly different in the scores, in which the female students got higher scores than the male students. However, when the researchers gave the speaking test to both male and female students, they found that almost all of the male students were more confident, active, and enthusiastic compared to the female students in describing pictures given though they had some problems with vocabulary, grammar, and fluency. But, the female students slightly excellent in comprehension and pronunciation.

Based on the previous studies, the researcher tries to analyze the problem faced in speaking English for male and female in daily life. As a student in English Department of UIN Ar-Raniry of course used English as a medium of communication also. The students must use both of them to communicate each other. From this case it makes the researcher evaluate students speaking in daily communication both of them. There are differences between male and female in

speaking but each the researcher have different result about whom more dominant between them. The differences of gender in teaching make different impact for students in learning process.

Based on phenomena above, the researcher and curious about the students gender and their problem in speaking and also the strategies in improving speaking skills.

B. Research Question

Based on the background described above,in this study, the following research question:

1. What is the differencebetween male and female ability in speaking English?
2. What are the strategies used by male and female students to improve their ability inspeaking English ?

C. Research Aim

Based on the reseach question above,this research aim :

1. To explore an analysis of male and female ability in speaking English
2. To find out how the male and female strategies of speaking in English.

D. Significance of The Student

1. For lecturer

The results of this study are expected to help lecturers carry out the student full English learning activities in speaking class.

2. For the researcher

For the other researcher, this study can give information for the next researcher related to this topic. Moreover, this research can inspire them in the similar issues and also expected to support other theories about analysis of male and female speaking problem in English.

E. Research Terminologies

Basically, there are some terms that need to be defined in order to make them clear for readers. The terms are:

1. Speaking Skill

Speaking is one of the language skills that students, particularly English department students should develop. We must use the language in genuine dialogue in order to help kids communicate. Listening, reading, and writing, one of the fundamental abilities in learning a foreign language is speaking. Although they have been in elementary school, the people still find it difficult to speak in English. Rahayu (2015) stated that basically the main goal of the speaking is to communicate, to be able to convey your thoughts effectively. Refers to the process of verbally expressing ideas, thoughts, feelings, and information through words and sounds. It is one of the main ways that people communicate with each other, express themselves, and take part in a variety of social, professional, and private activities. The speaker should understand the meaning of everything and trying to communicate, he

should be able to evaluate the effect of communication the listener so he can effectively convey their thoughts.

2. Speaking Strategies

Every student has their own learning strategies in studying English. to identify speaking strategies mostly used by the students when they speak English and improve their speaking ability, it can be seen from the successful student rather than method or techniques of teaching.

According to Prabawa (2016) stated that there are classify learning speaking strategies into six categories: memory strategies (which relate to how students remember language), cognitive strategies (which relate to how students think about their learning), compensation strategies (which enable students to make up for limited knowledge), metacognitive strategies (relating to how students manage their own learning), affective strategies (relating to students' feelings) and social strategies (which involve learning by interaction with others).

Students can also employ the strategies to improve their speaking fluency: practicing with friends, viewing English-language movies, and listening to English-language music. Students can select some strategies according to what they require. The purpose of the learning strategies used by them is to support their learning, particularly in speaking

CHAPTER II

LITERATURE REVIEW

This chapter presented a literature review of several essential theories that were chosen based on research need for a thorough understanding.

A. Definition of Analysis

Sugiyono (2015) defined analysis as an activity in finding out the problem by way of thinking systematic with testing of something in relation to reality. Satori and Komariyah (2014) also defined problem to be described or things that happen in the study that become parts so that the order or arrangement which is parsed appears clearly or is more deeply structured a problem.

Nosti (2023) stated that content analysis is the result of a detailed and systematic problem of the contents of a specified material body for the purpose identify patterns, themes, or biases. Content analysis are typically performed on forms of human communication, transcripts of conversations . it means content analysis is a interrelated activities or processes that aim to identify a in depth and solve a problem in more detail.

B. Student Ability

The problems in speaking can be seen from psychological aspect. Psychological Problems are those problems, which often interfere the emotional or physical health. These psychological problems may bring negative effect towards student's speaking performance. According to Juhana (2012) there

are some psychological factors that faced by the students when they speaking in the class:

a) Fear of Mistake

Many theorists suggest that fear mistakes becomes one of the main factors of students' doubt to speak in English in the classroom. Aftat (2008) stated that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by students' fear of being laughed at by other students or blame by the teacher. Thus, the student's low of motivation and low in participation in speaking activity. Therefore, it is important for teachers to assure their students that making mistakes is not a wrong or bad thing, because students can learn from their mistakes.

b) Shyness

Shyness is an emotional thing that many students feel from at some time when they are due to speak in English class. Shyness is the one of current problem in student's speaking performance. Shyness is also a problem in speaking learning class, so being aware on this aspect is also important in order to help the students do their speaking performance in the classroom, According to Baldwin (2010 as cited in Juhana (2012), 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.

c) **Anxiety**

Anxiety is a feeling of nervous, apprehension and nervousness with the situation of learning a foreign language, (Horwitz et al., 2001 as cited in Juhana, 2012). Anxiety is one of problems that can make the students do not feel comfortable when they do speaking performance. Horwitz (1991) students' performance may be impacted by anxiety related to speaking a particular language. It may affect the level of oral language production and cause people to speak less fluently than they actually do.

d) **Lack of Confidence**

Lack of confidence usually appears when students realized that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. Tsui as cited in Nunan (1999) stated that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension.

e) **Lack of Motivation**

In speaking performance, motivation influences the success of speaking performance. Motivation also will influence the score of speaking performance. Zua (2008) stated that motivation is an inner energy. She claimed that increasing a learner's interest in studying will

happen regardless of the type of encouragement they receive. Thus, for the student's speaking performance to be successful, they need to be motivated.

According to Penny (1996) the student's speaking difficulties are: inhibition, lack of topical knowledge, low or uneven participation, and mother tongue use.

a) Inhibition

The students feel worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts.

b) Nothing to say

Learners often complain that they cannot think of anything to say and they have no motivation to express themselves. Rivers (1968) believe that the learners have nothing to express maybe because the teacher has chosen a topic which is not suitable for him or about which he knows very little. It is difficult for many students to respond when the teacher asks them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly (Baker & Westrup, 2003).

c) Low or Uneven Participation

In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear

him/her. The students have not the same opportunity to speak English. There is a tendency of some learners to dominate while others speak very little or not at all.

d) Mother Tongue Use

The students feel that mother tongue is easier than the second language. The students often include mother tongue use when they speak in the second language. This problem will make the students feel comfortable to do it. Harmer (1991) stated that some reasons why students use mother tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother- tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.

The Factors of Students' Speaking Skill

The Elements of Students' Speaking Ability One of the components of English taught in schools is speaking. Most of the time, pupils are not given the opportunity to speak English in class or outside of it. Exams do not include speaking components. Speaking requires a great deal of practice and focus as well. People literally pick up their mother tongue via repetition and listening. The instructor may follow the same organic approach. The instructor may provide

them with specific frameworks and ask them to replicate. Their shyness will vanish as a result. These drills in the fundamental language patterns might be assigned by the teacher. In the classroom, brief talks and inquiries of a similar length might help foster this ability.

Some students learn a new language more quickly and easily than others. This simple fact is known by all who have themselves learned a second language or taught those who are using their second language in school. Clearly, some language learners are successful by virtue of their sheer determination, hard work and persistence. However there are other crucial factors

Influencing success that are largely beyond the control of the learner to master speaking skill. These factors can be broadly categorized as internal and external. It is their complex interplay that determines the speed and facility with speaking skill is learned by students.

a. Internal factors

Internal factors are those that the individual language learner brings with him or her to the particular learning situation.

- 1) Age: Second language acquisition is influenced by the age of the learner. Children, who already have solid literacy skills in their own language, seem to be in the best position to acquire a new language efficiently. Motivated, older learners can be very successful too, but usually struggle to achieve native-speaker-equivalent pronunciation and intonation.

- 2) Personality: Introverted or anxious learners usually make slower progress, particularly in the development of oral skills. They are less likely to take advantage of opportunities to speak, or to seek out such opportunities. More outgoing students will not worry about the inevitability of making mistakes. They will take risks, and thus will give themselves much more practice.
- 3) Motivation (intrinsic): Intrinsic motivation has been found to correlate strongly with educational achievement. Clearly, students who enjoy language learning and take pride in their progress will do better than those who don't. Extrinsic motivation is also a significant factor. ESL students, for example, who need to learn English in order to take a place at an American university or to communicate with a new English boy/girlfriend, are likely to make greater efforts and thus greater progress.
- 4) Experiences: Learners who have acquired general knowledge and experience are in a stronger position to develop a new language than those who haven't. The student, for example, who has already lived in 3 different countries and been exposed to various languages and cultures has a stronger base for learning a further language than the student who hasn't had such experiences.
- 5) Cognition: In general, it seems that students with greater cognitive abilities (intelligence) will make the faster progress. Some linguists

believe that there is a specific, innate language learning ability that is stronger in some students than in others.

- 6) Native language: Students who are learning a second language which is from the same language family as their first language have, in general, a much easier task than those who aren't. So, for example, a Dutch child will learn English more quickly than a Japanese child.

b. External factors

External factors are those that characterize the particular language learning situation.

- 1) Curriculum: For ESL students in particular it is important that the totality of their educational experience is appropriate for their needs. Language learning is less likely to place if students are fully submersed into the mainstream program without any extra assistance or, conversely, not allowed to be part of the mainstream until they have reached a certain level of language proficiency.
- 2) Instruction: Clearly, some language teachers are better than others at providing appropriate and effective learning experiences for the students in their classrooms. These students will make faster progress. The same applies to mainstream teachers in second language situations. The science teacher, for example, who is aware that she too is responsible for the students' English language development, and makes certain accommodations, will contribute to their linguistic development.

- 3) Culture and status: There is some evidence that students in situations where their own culture has a lower status than that of the culture in which they are learning the language make slower progress.
- 4) Motivation (extrinsic): Students who are given continuing, appropriate encouragement to learn by their teachers and parents will generally fare better than those who aren't. For example, students from families that place little importance on language learning are likely to progress less quickly.
- 5) Access to native speakers: The opportunity to interact with native speakers both within and outside of the classroom is a significant advantage. Native speakers are linguistic models and can provide appropriate feedback. Clearly, second-language learners who have no extensive access to native speakers are likely to make slower progress, particularly in the oral/aural aspects of language acquisition,

C. Definition of Speaking

The definitions of speaking are many variations. Chaney (2006) gives the definitions of speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Lawtie (2007) stated that speaking is fundamental to human communication. According to Walter and Woodford as cited in Cambridge School Dictionary (2008), "Speaking is to say something using your voice or to make a speech to a large group of people". Speaking is an ability to express the feeling and idea which is used for communication in daily activities. Based on the definitions above, the researcher

gives the definitions of speaking as an activity of producing word by sound that including speaker and listener or to communicate with other.

1. The component of learn Speaking

Speaking is very important because speaking is a skill that can make people easily understand to what things explained. Senior high School students' speaking ability is expected to be good because they have learn English since some years before and they will have many performances related to oral skill in universities. But in fact, High School students' speaking ability is still low. It is difficult for them to fulfill some aspects of speaking performance. There are five component of language that influence speaking ability, this is occurring on (Jill, 2008:15) there are;

a) Vocabulary

If people do not comprehend the mystery of words, they will not be able to write, communicate effectively, or express their ideas. The key to effective communication is having the right vocabulary, or suitable diction. The vocabulary used when speaking needs to be familiar from regular discourse. Words must be taught to students, together with their definitions, spelling conventions, and pronunciations. As a result, when teaching vocabulary, educators must be careful to include both pronunciation and spelling in addition to meaning.

b) Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. Thornbury (2005) stated that pronunciation refers to the student's ability to produce comprehensible utterances to fulfill the task requirements. Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended. The aim of learning pronunciation is not to achieve a perfect intonation of native accent, but simply to get the learners to pronounce accurately enough to be easy and comfortably comprehensible to other speakers.

Harmer (1998) stated that a language user needs to be able to pronounce words according to their way of saying them. It implies that a language user must be proficient in pronouncing certain words. Three categories comprise this knowledge: intonation, stress, and noises.

c) Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. It is in line with the explanation by Heaton (1978) stated that student's ability to manipulate structure and to distinguish appropriate grammatical form

in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

d) Fluency

Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency the teacher allows students to express themselves without interruption. The aim is to help students speak easy and fluently. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation (Pollard, 2008).

e) Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005). Therefore, in speaking can be concluded that the comprehension refers to the speakers' understanding about what are they saying to the listeners in orders avoid misunderstanding information.in addition, its

function is to make the listeners easily to catch the information from the speaker.

2. The Element of Speaking

There are two elements in speaking. The first one is language features and the second is mental processing.

1) Language features

a) Connected speech (simplification phrase in spoken language)

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

b) Expressive devise (tone, facial expression, gesture) Native speakers of English change the pitch and stress of particular parts of utterance, vary volume on speed, and show by other

3.Strategy to Learning Speaking

Miranda and Wahyudin (2023) stated that it will be challenging for someone to communicate with people if they are not proficient in the language they wish to use."Practice makes perfect" when it comes to speaking English Reading, comprehending grammar, and listening may help a student learn how to communicate well with other people. As an ESL

student, understanding the nature English can be a real challenge. There are some strategies to develop English speaking skill.

- a) Learn new vocabulary, because in English you will always find new words. As a student we also keep knowing new words in order to improve our English.
- b) Focus on pronunciation. If you have got new words, but still misspelled them, it is easy for students not to understand them. Invite students to always find out the correct pronunciation, such as playing games related to the correct pronunciation of words. As much as possible we invite the people who understand better pronunciation and attention of us so that learning is not monotonous.
- c) Ensure they understand how English flows. With ESL students, an important focus on how to develop English speaking skills is to get them into the flow of how English is usually spoken. Because as we know, students' mother language is different from what they are learning now.
- d) Try to self-talk. This involves having students speak aloud in English to themselves. students can do this before completing an assignment, such as "can we go and get coffee in the cafeteria?" to "I have to leave quickly this morning."
- e) Download the English speaking practice application on mobile apps. This can turn difficult-to-understand language into simplified parts that can be practiced anywhere.

4. Technique to test speaking Ability

There are many kinds of many tests of neither oral production it is not desirable to separate the speaking skills from the listening skills. Accuracy work is defined as a part of the lesson when the students are encouraged to make their utterances as near to native speakers as possible which is usually taken as necessitating more intense correction (Bartram and Walton, 1991).

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 are required to describe the picture in a given time. Separate 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 respond orally to

questions about a range of topics that might include their prior knowledge, activities, and interest of preferences.

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).

5. Gender Difference in Speaking Ability

According to Holmes (1976) One characteristic of the language used by women is the tendency to employ question marks, punctuation, solid emphasis, appropriate color terms, increasing intonation in declarative phrases, very accurate grammar, exceedingly polite form, and to always avoid harsh intonations. Nonverbal communication is also another area where men and women differ from one another.

Halimah (2010) stated that regarding learning style, both genders Men typically think conceptually in a deductive manner, sharing their thought process from broad principles and applying it to specific situations. Inductive thinking is preferred by women, who tend to add more and more to their conceptualization basis. They usually start off with specific instances.

Tymson (1998) categorizes the communication differences between men and women as shown in

Table 2.1*Categorizes the Communication Differences Between Male and Female*

Male Style	Female Style
Focus on information	Focus on relationship
Goal driven	Process oriented
Thinking	Feeling
Succinct language	Storytelling style of speech
Introverted	Extroverted
Need to know the answers	Want to ask the right questions

Djalilova (2022) stated that gender is one of the socio-demographic factors, along with occupation, age, and socioeconomic origin, that determine the diversity of language in modern studies of speech behavior. These studies are conducted under the framework of sociolinguistics. Gender is not the same as grammatical gender or biological sex. It is created by society rather than by nature. What perceptions does society have of the genders of men and women? What distinguishes the speaking patterns of men and women? men tend to be more categorized. Sentences from men are often shorter than those from women, omen use a lot of evaluative terminology in their speech. Female tend to be more positive in their assessments, whereas males are more likely to be negative, and they also employ slang terms and expressions far more frequently. Women are more careful in offers, statements, demands. So, they use modifiers: "I'm not

sure", "maybe". Statements often remain unspecified: for example, sentences with the words “perhaps”, “something”, “approximately” are frequent.

6. The difference in using language for speaking

There appears to be some difference in the learning achievement of males and females based on gender. Their differences in language proficiency are evident in the way they communicate. When it comes to how male and female arrange the elements of speech in communication, there are certain distinctions.

Female are ahead of male not only in speaking, but also in sentence construction and word choice. When it comes to verbal fluency, female typically perform better than male. Female start to speak a little earlier than male do, and they also learn to employ a wider vocabulary. In a spelling and grammar test, they routinely outperform male, talk more eloquently, and read earlier. There is a distinction in how men and women pronounce words differently in English. Additionally, there are differences in conversational style, such as the employment of the markers yeah, ah huh, and mmm sound, as well as other indicators of active listening such leaning forward and nodding, as well as expressions like perhaps, presumed, modal auxiliary, pause between turns, interruption, etc.

7. Advanced Language Skill Classroom

In a class, of course the learning process requires active communication between fellow students. Through this method, students can not only communicate their thoughts and ideas orally, in writing, or nonverbally, but they can also get insight into how other students make decisions and collaborate creatively. Erdogan (2019) stated that students even at advanced levels can do it several activities in the form of communication. They can make short films, interviews, compare statistical data, prepare presentations, join in debates, and try to find solutions to specific problems that will drive the issue communicative, creative, critical thinking and collaboration skills by working in groups.

It seems sense that advanced language skill classroom is now taught as a subject in colleges and universities. For instance, this academic year at Araniry State Islamic University Banda Aceh, advanced language skill classroom is now offered as a course in the English Language Education Study Program offered by the Faculty of Teacher Training. There are 6 units available as well as with an average of 30 students per class. For second-year students, this is quite helpful in preparing them, especially in speaking skills for the reality of the workplace and the university environment in the future.

A. Previous Study

There were prior studies on the topic, with the first one conducted by Lussy and Safnil (2022), titled "Gender Differences and Their Effects on Students' Performance in Speaking Ability." Based on the findings of this study, it has been observed that male and female students exhibit distinct communication styles. They possess distinct methods of exerting influence over others. Considerable evidence indicates the existence of gender differences in influence techniques, since the approaches adopted by male and female managers or leaders fluctuate depending on the gender of the individuals they are aiming to influence. The existence of gender differences in communication styles and persuasive techniques has led to the establishment of conventional gender roles, which in turn have impacted the behaviors of both men and women in the workplace. Certain preconceptions have been found to exert a detrimental influence on the workplace behavior and views of women, including those occupying positions as employees, executives, and leaders.

The second study was conducted by Anum and Apriyanto (2019) titled "Detecting gender's strategies in learning speaking." The findings of this study indicate that male students employed a greater number of metacognitive (action) techniques. In other words, females exhibit a higher propensity than males to employ effective strategies, with one particular strategy being utilized more frequently than metacognitive, social, and cognitive strategies. In conclusion, the author posits that metacognitive methods have a predominant usage among male

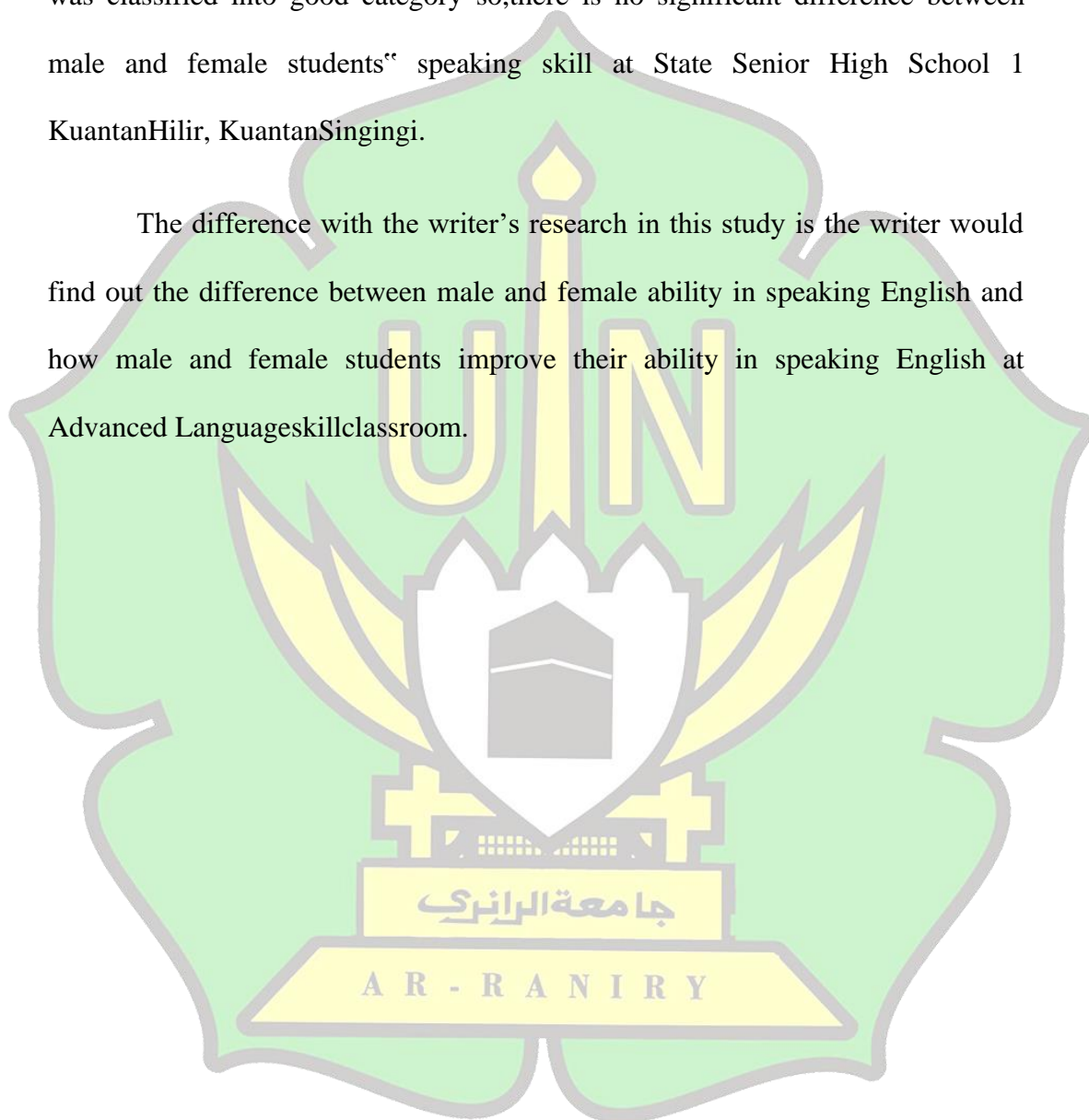
students, while emotional strategies are predominantly employed by female students.

The third study entitled "the differences between male and female ability in speaking skills (A descriptive Quantitative study at the first grade students of SMA Lab School Banda Aceh)" examined the disparities in speaking abilities between male and female pupils by Cut NurulAkhmal, the objective of this study was to examine the disparity in English speaking proficiency between male and female first-grade pupils at SMA Lab School in Banda Aceh. The research sample consisted of 20 students from the X-IPA 2 class, selected through random sampling. The data for this research were obtained through the utilization of a spoken test, interviews, and visual description tasks. A spoken examination was administered to assess the proficiency of both male and female individuals in the domain of English speaking ability. Specifically, the evaluation focused on five key facets of speaking skills, namely pronunciation, grammar, fluency, understanding, and vocabulary. The results obtained from the oral examination indicate that there is no statistically significant disparity in English speaking proficiency between male and female students, as seen by the mean scores.

The fourth study was conducted by Yolanda (2019) entitled "the comparison of students' speaking skill between male and female at state senior high school 1 KuantanHilir, kuantan singing. Based on findings of this study, it has been observed the discovery of differences in the speaking abilities of men and women in the senior high school at KuantaHilir. In this research, tests were used to obtain significant data, the oral ability test divided into five elements;

pronunciation, grammar, vocabulary, fluency, and comprehension. In conclusion the researcher indicated that The majority of the male students' speaking skill was classified into good category also majority of the female students' speaking skill was classified into good category so, there is no significant difference between male and female students' speaking skill at State Senior High School 1 Kuantan Hilir, Kuantan Singingi.

The difference with the writer's research in this study is the writer would find out the difference between male and female ability in speaking English and how male and female students improve their ability in speaking English at Advanced Language skill classroom.



CHAPTER III

RESEARCH METHODOLOGY

This section provided the research design, the selection of the research location, identification of research participants, methods employed for data collection, and the approach adopted for data analysis.

A. Research Design

This study employed both quantitative and qualitative research methods to collect and analyze data. Quantitative approaches were used to generate scores and determine the significance of students' oral proficiency. According to Sugiyono (2014) quantitative research method can be interpreted as the research method that has a certain sample. Cresswell (2018) stated that quantitative research based on the topic of the study. This study specifically examine gender-based differences in language acquisition, focusing on the challenges encountered by males and females when speaking English. The goal is to identify and understand the specific difficulties both genders face in English language speaking. Qualitative methods are then used to describe test results comparing male and female speech abilities. Qualitative research is primarily exploratory research that used to gain an understanding of underlying reasons, opinions, and motivations (Bryman, 2007). Therefore, the researcher adopted a dual approach, employing both strategies. Qualitative-descriptive analysis is implemented to obtain precise descriptions of the research. In this context, the researcher

compares the speaking abilities of male and female students while analyzing potential issues.

B. Population and sample

1. Population

According to Riduwan and Lestari (1997) population is the search as a whole from the characteristics or units of measurement results that become object of research. The target group for this research study consisted of students enrolled in the Advanced Language Skill class of the English Education Department at the third semester at Ar-Raniry Islamic State University. There were 143 students in the English Department in UINAR Banda Aceh of third semester from 2022 generation.

2. Sample

The sample of this research was thirty students from English Education Department of UIN Ar-Raniry who were taking the Advanced Language Skill class. According Riduwan (2003) sample is part of the population (part or representative of the population studied). Sample represents a subset of the population and serves as a data source that can be indicative of the entire population. Participants were selected through purposive sampling to identify suitable individuals for the research. Purposive sampling is chosen because it offers data during the exploratory phase, informing subsequent in-depth research and enabling researchers to extract valuable information from collected data. Kerlinger and Lee (2000)

recommended a minimum sample size of 30 in quantitative research. This study consisting of 15 males and 15 females from various Advanced Language Skill class at UIN Ar-Raniry.

C. Tehnique of Data Collection

In order to gather data, the researcher required instrument. As the instrument significantly influences the study's outcomes, it is crucial to carefully design and construct a suitable instrument. The researcher utilized an adapted version of an instrument previously employed by Halimah (2010). The researcher used an interview and a speaking test in this study to collect as much data as possible. To view the participant's speaking outcomes in this speaking test, the researcher has provided a picture. Tests served as a vital means through which the researcher can acquire data related to the topic. In this study, examinations were employed to collect factual information. The researcher administered tests to evaluate the participants' proficiency in oral communication. Subsequent to data collection, the researcher proceed to conduct a comparative analysis of the oral proficiency levels demonstrated by male and female students.

The stimuli consisted of a pair of visual representations portraying individuals in a calm and peaceful setting. The picture illustrates people involved in learning activities. Participants are tasked with analyzing and verbally expressing what is happening in this picture, capturing individuals in moments of solitude. The requirement is to offer a detailed description covering individuals, settings, and activities, including the identification of positions and actions.

The study took place in the Advanced Language Class within the English Education Department at Ar-Raniry Islamic State University in Banda Aceh. Each student underwent individual testing, where the students and the researcher were positioned face-to-face to proceed with the subsequent steps.

- First, the researcher informed the students that they would be presented with images depicting individuals involved in learning activities.
- Second, the researcher displayed a picture to the students and inquired, "Could you analyze what was occurring in the image?"
- Lastly, after requesting a verbal description of the picture, the researcher recorded and analyzed each student's response.

D. Tehnique of Data Analysis

According to Syaifuddin and Azwar (2001), the process of evaluating data gathering methods involves organizing the data in a manner that makes it legible and interpretable. The process of analyzing quantitative data typically begins with tabulation. Tabulation refers to the methodical classification and organization of research data into a single table, facilitating advanced analysis.

In order to conduct a thorough analysis of the data, the author employed the following steps:

- a. The tabulation 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 researcher regrouped the test' results into several groups according to the Speaking Rubric. The scoring rubric the student's performance in speaking skill that adapted from David 1977 in Ervi 2016, which the scores are from pronunciation, grammar, vocabulary, fluency, and comprehension.

Table 3.1

Table for Speaking Rubric Assessments

Component for Assessing	Score	Description
Pronunciation	5	Has view trace of foreign accent
	4	Always intelligible, though one is conscious of definite accent
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
	2	Very hard to understand because of pronunciation problem. Must frequently be asked to repeat
	1	Pronunciation problems so severe as to make speech virtually unintelligible
Grammar	5	Makes few (if any) noticeable errors of grammar or word order
	4	Occasionally makes grammatical and/or word order which occasionally obscure meaning
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning
	2	Grammar and word order error so severe as to make speech virtually unintelligible
	1	Error in grammar and word order so severe as to make speech virtually unintelligible
Vocabulary	5	Use vocabulary and idioms is virtually that of a native speaker
	4	Sometimes use inappropriate terms and must rephrase ideas because of lexical inadequacies
	3	Frequently uses the wrong word; conversation somewhat limited because of inadequate vocabulary
	2	Misuse of words and very limited vocabulary make comprehension quite difficult
	1	Vocabulary limitations so extreme as to make conversation virtually impossible
Fluency	5	Speech as fluent and effortless as the native speaker

	4	Speech of speech seems to be slightly affected by language problems
	3	Speed and fluency are rather than strongly affected by language problem
	2	Usually hesitant; often forced into silence by language limitations
	1	Speech is so halting and fragmentary as to make conversation virtually impossible
Comprehension	5	Appears to understand everything without difficulty
	4	Understand nearly everything at normal speed, although occasional repetition may be necessary
	3	Understand most of what is said at slower than normal speed with repetition
	2	Has great difficulty following what is said. Can comprehend only 'social conversation' spoken slowly and with frequent repetition
	1	Cannot be said to understand even simple conversational English

Maximum score: 25

Total score:

$$\frac{\text{student's score} \times 100}{\text{maximum score}}$$

The second step was scoring the proficiency description. After getting the score, the writer will calculate the mean for each gender of male and female base on Arikunto and Suharsimi (2006) formula below;

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

Where:

M = The mean score

\sum = summation sign

$\sum x$ = The sum of all x scores

n = The total number of scores

Hypothesis testing is used to test whether or not the hypothesis of this study is accepted. If the significance value is less than $\alpha = 0.05$, H_a is accepted and H_o is rejected. Conversely, if the significance value is higher than 0.05, H_o is accepted and H_a is rejected.

In hypothesis testing, the criteria for rejecting or not rejecting H_o based on *p-Value* or significance (sig) as follows:

In hypothesis testing, the criteria for rejecting or not rejecting H_o based on *p-Value* or significance (sig) as follows:

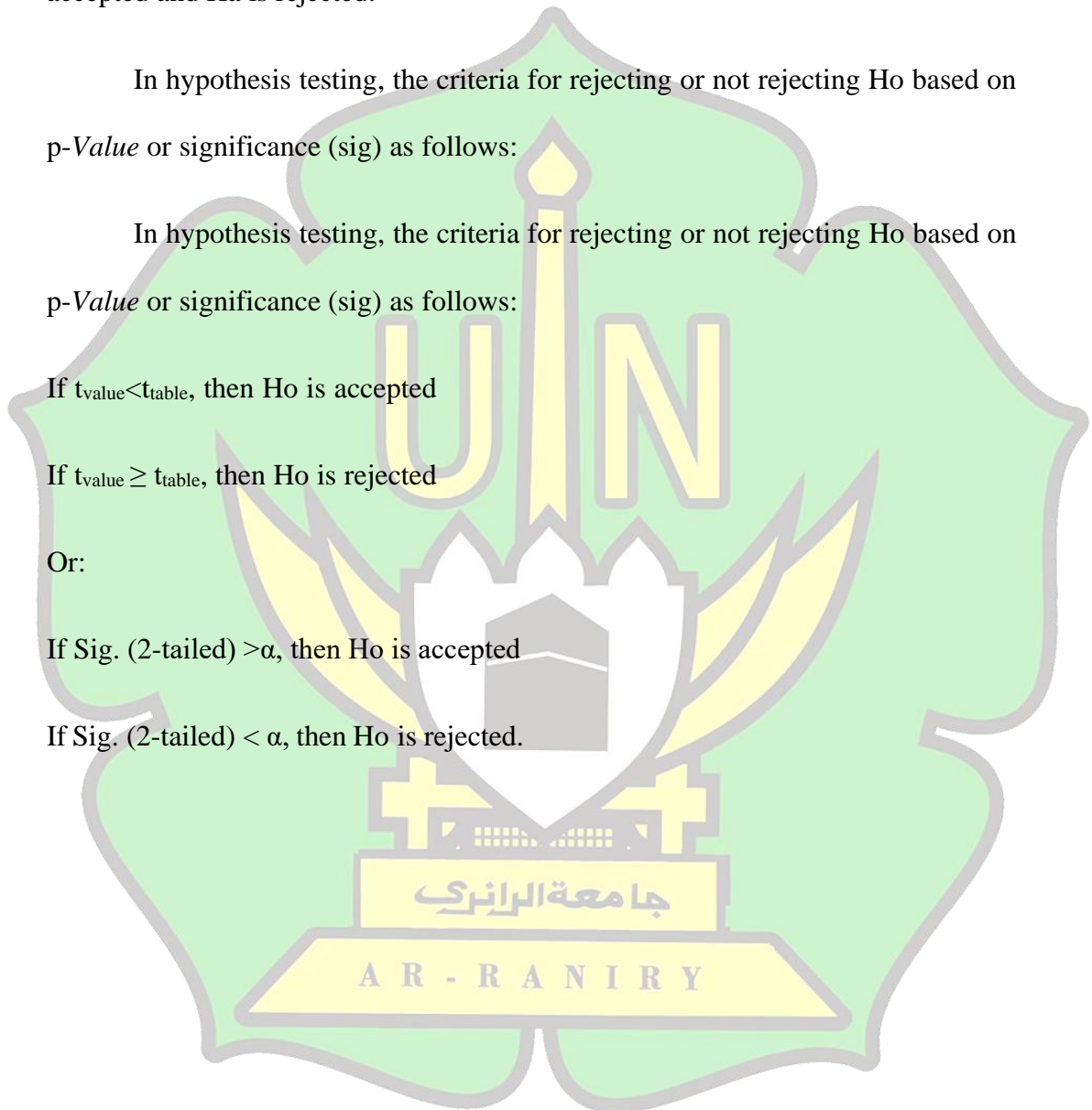
If $t_{value} < t_{table}$, then H_o is accepted

If $t_{value} \geq t_{table}$, then H_o is rejected

Or:

If Sig. (2-tailed) $> \alpha$, then H_o is accepted

If Sig. (2-tailed) $< \alpha$, then H_o is rejected.



CHAPTER IV

FINDINGS AND DISCUSSION

The findings described including the comparison between male and female students. This involves the analysis of data derived from hypothesis testing and the discussion section of the research.

A. Findings

This research applied to assess speaking rubric by David 1977 in Ervi(2016). It was conducted in UIN Ar-Raniry Banda Aceh on 30th November until 9th Desember 2023. 30 participants who completed the Advanced Language Skill (ALS) class were taken to be participated in this research. Below are the analysis of the data and the analysis of the hypothesis.

1. Data Analysis

This research obtained its data from the outcomes of a speaking test administered to participants from various classes. A total of 30 students, comprising 15 males and 15 females, were selected to undergo the speaking test. The results of this test were subsequently compiled and presented in tabular form for analysis.

a. All students' scores

Table 4.1

All Students' Score

Students' Initial Names	Component for Assessing					Total Score	Final Score
	Pronun ciation	Gram mar	Vocab ulary	Flue ncy	Compre hension		
AAF	4	3	3	3	4	17	68
M	3	4	4	4	3	18	72
MRA	5	4	4	3	4	20	80
HN	4	4	4	3	3	18	72
MA	4	3	3	4	3	17	68
AR	3	2	2	3	2	12	48
FRA	3	3	3	4	4	17	68
AR	4	5	4	4	3	20	80
AK	3	4	4	4	3	18	72
TMA	5	4	4	5	5	23	92
QAA	4	4	3	3	4	18	72
MADC	2	3	3	4	4	16	64
MAB	3	3	4	3	4	17	68
IF	4	3	3	4	3	17	68
M	4	5	4	3	4	20	80
MA	4	5	4	5	4	22	88
RAP	4	3	4	4	5	20	80
BH	5	5	3	4	5	22	88
IM	5	4	4	4	5	22	88
RYH	3	4	3	3	5	18	72
NM	4	3	5	5	4	21	84
NE	4	4	5	5	4	22	88
US	3	4	4	3	4	18	72
GP	4	5	3	4	3	19	76
NR	3	3	4	4	4	18	72
Z	4	4	4	4	3	18	72
CHN	3	3	4	4	3	17	68
PB	4	2	4	3	4	17	68
NA	4	3	4	4	4	19	76
RF	5	3	5	4	5	22	88
Total	114	109	112	113	115	563	2252

From the table 4.1, the final score was 2252 with the number of students being 30. Therefore, students' mean was:

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

$$X = \frac{2252}{30}$$

$$X = 75.06$$

b. Male students' scores

Table 4.2
Male Students' Score

Students' Initial Names	Component for Assessing					Total Score	Final Score
	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension		
AAF	4	3	3	3	4	17	68
M	3	4	4	4	3	18	72
MRA	5	4	4	3	4	20	80
HN	4	4	4	3	3	18	72
MA	4	3	3	4	3	17	68
AR	3	2	2	3	2	12	48
FRA	3	3	3	4	4	17	68
AR	4	5	4	4	3	20	80
AK	3	4	4	4	3	18	72
TMA	5	4	4	5	5	23	92
QAA	4	4	3	3	4	18	72
MADC	2	3	3	4	4	16	64
MAB	3	3	4	3	4	17	68
IF	4	3	3	4	3	17	68
M	4	5	4	3	4	20	80
Total	55	54	52	54	53	268	1072

From the table 4.2, the final score was 1072 with the number of male students was 15. Therefore, students' mean was:

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

$$X = \frac{1072}{15}$$

$$X = 71.46$$

c. Female students' scores

Table 4.3
Female Students' Score

Students' Initial Names	Component for Assessing					Total Score	Final Score
	Pronun ciation	Gram Mar	Vocab ulary	Flue ncy	Compre hension		
MA	4	5	4	5	4	22	88
RAP	4	3	4	4	5	20	80
BH	5	5	3	4	5	22	88
IM	5	4	4	4	5	22	88
RYH	3	4	3	3	5	18	72
NM	4	3	5	5	4	21	84
NE	4	4	5	5	4	22	88
US	3	4	4	3	4	18	72
GP	4	5	3	4	3	19	76
NR	3	3	4	4	4	18	72
Z	4	4	4	3	3	18	72
CHN	3	3	4	4	3	17	68
PB	4	2	4	3	4	17	68
NA	4	3	4	4	4	19	76
RF	5	3	5	4	5	22	88
Total	59	55	60	59	62	295	1180

From the table 4.3, the final score was 1180 with the number of female students was 15. Therefore, students' mean was:

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

$$X = \frac{1180}{15}$$

$$X = 78.66$$

d. Male and female students' scores comparison

The explanation below showed the differences between male students' scores and female students. There are five aspects of speaking used in assessing students' speaking test. Those aspects are pronunciation, grammar, vocabulary, fluency, comprehension. The total aspects score in the experimental group can be seen below:

Table 4.4

Male and Female Students' Score

Aspects of Speaking	Total Male Students' Scores	Total Female Students' Scores	Differences
Pronunciation	55	59	4
Grammar	54	55	1
Vocabulary	52	60	8
Fluency	54	59	5
Comprehension	53	62	9

The table above showed that there was comparison between male and female students' ability in speaking English. The pronunciation total score in male is 55 and female is 59, following grammar at 54 and 55, vocabulary at 52 and 60, fluency 54 and 59, and comprehension at 53 and 62. In short, the aspects of those, female are more advanced than male students in ability of speaking English.

e. Male and female students' mean scores

The provided explanation presents the mean scores for both the overall student population and the mean scores specifically for male and female students. This information is derived from the cumulative scores obtained across all participants in the study.

Table 4.5

Male and female students' mean scores

Total meanscores allstudents	Total mean scores male students	Total mean scores female students	Total number of scores
75.06	71.46	78.06	30

The table above showed that there was comparison between male and female students' mean scores ability in speaking English. Total of students is 75.06, males at 71.46 and females at 78.06.

f. Paired Sample T-Test

Table 4.6

Paired Samples Test

Paired Differences								
95% Confidence Interval of the Difference						t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error	Lower	Upper				
Pair 1 Male Score - Female Score	-5.40000	3.20936	1.43527	-9.38495	-1.41505	-3.762	4	0.020

The data from the table above showed the results of the test's score carried out on students in both male and female. According to the t-test's result, the significance value is 0.02, indicating that 0.02 is less than α 0.05.

2. Interviews Analysis

The data analysis suggests analyzing the speaking test based on the data. From the interviews, it was related to what are the male students and female students' strategies in improving their ability in speaking English.

a. Practice speaking with friends

Table 4.7

Interviews script. Practice speaking with friends

Participants	Samples of students' responses	Codes
P2 Male	"I practice it as well as I can and also when I come to the class, I try to <u>speaking english with my friend, lectures</u> or sometime when the material want to presentation"	
P4 Male	"...for example, <u>talking and chatting with friends</u> using English every day and I also take notes on the words that I pay attention to"	<i>Practice speaking with friends</i>
P8 Female	"I ever try to build the rules <u>with my friend to 'should speak english'</u> even though can mix the language to improve my english speaking. and just study if needed. i think thats all."	

Table 4.7 above shows students' strategies in improving their ability in speaking English by taking conversation practice in English.

In English, particularly for students aiming to enhance their communication and speaking skills, engaging in regular practice is a fundamental requirement. Through consistent practice, students can identify and rectify mistakes, thereby improving fluency. This not only contributes to proficiency in speaking but also fosters a proactive approach to communication, instilling confidence and encouraging students to initiate conversations without hesitation.

Based on the interview findings, three out of eight participants emphasized that practicing English with friends is crucial for enhancing their speaking abilities. Participant 2, a male student, highlighted his efforts to engage in English conversations with friends, maximizing opportunities in various situations such as during class or when preparing materials for presentations. He acknowledged the importance of consistent practice to refine his speaking skills.

Participant 4, another male student, shared his strategy of taking note of unfamiliar words during conversations with friends. He conscientiously paid attention to these words while chatting or talking, enabling him to identify mistakes and work on improving them. Additionally, the findings revealed that participant 8, a female student, established a rule among friends to communicate exclusively in English, facilitating mutual

evaluation of their speaking abilities. Despite occasional mixing with their native languages, they actively assessed each other's proficiency. Consequently, the primary approach adopted by the participants to enhance their speaking skills revolves around practicing English with friends.

b. Taking online speaking course

Table 4.8

Interviews script. Taking online speaking course

Participants	Samples of students' responses	Codes
P1 Male	" <u>Taking online speaking</u> course can improve grammar or words used when speaking as well as guide me in the language. I think its usefull for us to talk to other people without knowing our mistaken"	<i>Taking online speaking course</i>
P3 Male	"I have <u>taken an online speaking course</u> , maybe this can make me know what my mistakes are in speaking because here when speaking we can correct the grammar or vocabulary we use."	

Table 4.8 above shows students' strategies in improving their ability in speaking English by taking online speaking course.

For students aspiring to enhance their communication and speaking skills in English, enrolling in online speaking courses emerges as a viable strategy. Participating in such courses provides a structured and interactive environment where students can receive guidance, practice speaking, and receive constructive feedback. These online platforms often incorporate a variety of activities,

discussions, and speech exercises, allowing students to hone their pronunciation, fluency, and overall conversational abilities.

Based on the interview results, two out of eight participants emphasized the significance of enrolling in online speaking courses as a means to enhance their speaking abilities. Both P1 and P4 male students articulated that these courses play a crucial role in improving their grammar usage and vocabulary, providing valuable guidance in language structure. They find the courses particularly beneficial in honing their conversational skills, allowing them to engage with others confidently without being unaware of potential mistakes. In essence, these participants view online speaking courses as valuable tools for not only refining language proficiency but also gaining the confidence to communicate effectively in English.

c. Self speaking practice

Table 4.9
Interviews script. Self speaking practice

Participants	Samples of students' responses	Codes
P6 Female	“To improve my speaking, I usually <u>speak in front of mirror and record it</u> for the example before I did my presentation, I make a note about the material after that I hear it what that wrong on my speaking”	<i>Self speaking practice</i>
P7 Female	“I’m very not confident to speak English in public to myself to <u>speak English in the room for my self</u> to my self and record it”	

Table 4.9 above shows students' strategies in improving their ability in speaking English by doing self speaking practice.

For students aiming to enhance their communication and speaking skills in English, engaging in self-speaking practice serves as a valuable approach. Through this method, students can independently practice articulating thoughts, ideas, and responses aloud, promoting fluency and confidence. Self-speaking practice involves verbalizing thoughts, narrating experiences, or even participating in imaginary conversations to improve pronunciation, intonation, and overall speaking proficiency.

Based on the interview findings, two out of eight participants highlighted the importance of self-practice in improving their speaking abilities. Both P6 and P7, female students, expressed their lack of confidence in speaking English publicly, opting instead for private self-speaking exercises. P6 mentioned humorously standing in front of a mirror to engage in self-dialogue, considering it an unconventional yet effective method. P7 shared her practice of recording herself while speaking English, particularly using Instagram stories, as a way to assess her pronunciation and identify areas for improvement. Both participants emphasized the utility of these self-practice techniques, especially in the context of preparing for presentations. Speaking in front of a mirror and recording sessions enable them to review and correct errors in their spoken English, contributing to increased confidence and proficiency.

d. Listening songs and watching movie

Table 4.10

Interviews script. Self speaking practice

Participants	Samples of students' responses	Codes
P5 Female	<p>“Because I’m afraid in public maybe the strategies that can be implied to me is I often <u>hear English song</u> also <u>watching movie</u> related to english without subtitle and using tiktok to listen the native speaker how they speak well maybe that one solution that can be improve on me espeacially in speaking”</p>	<i>Listening songs and watching movie</i>

Table 4.10 above shows students' strategies in improving their ability in speaking English by listening songs and watching movies.

As per the research findings, the final strategy identified for enhancing students' speaking abilities involves listening to songs and watching movies. P5, a female student, shared that due to her apprehension about speaking in public, she often resorts to listening to English songs, watching movies without subtitles, and utilizing platforms like TikTok to hear native speakers and observe their effective communication. This strategy serves as a practical solution for her, offering exposure to diverse accents, language nuances, and conversational styles. By immersing herself in authentic English content through music and movies, she aims to improve her speaking skills by adopting the linguistic patterns and expressions used by native speakers.

B. Discussion

The initial research question aimed to determine whether a notable distinction existed between the speaking abilities of male and female students. The results indicated a significant difference, with female students displaying a superior performance in the speaking test. This outcome aligns with the findings of Irfani et al. (2015), who observed that graduates of Islamic boarding schools exhibited greater proficiency in spoken English compared to their counterparts from public senior high schools. Furthermore, the elevated assessment of speaking ability among female students might be attributed to their more frequent use of the English language, suggesting a potential correlation between proficiency and language usage habits.

Moreover, an in-depth examination of the five distinct aspects of speaking—namely pronunciation, grammar, vocabulary, fluency, and comprehension—revealed that female students exhibited a higher proficiency in the speaking test. The mean score for female students was 78.06, whereas male students scored an average of 71.46. A breakdown of the scores for each aspect indicated that female students achieved a pronunciation score of 59, grammar score of 55, vocabulary score of 60, fluency score of 59, and comprehension score of 62. In contrast, male students received scores of 55 for pronunciation, 54 for grammar, 52 for vocabulary, 54 for fluency, and 53 for comprehension. Notably, the highest score among female students was in comprehension, whereas for male students, it was in pronunciation.

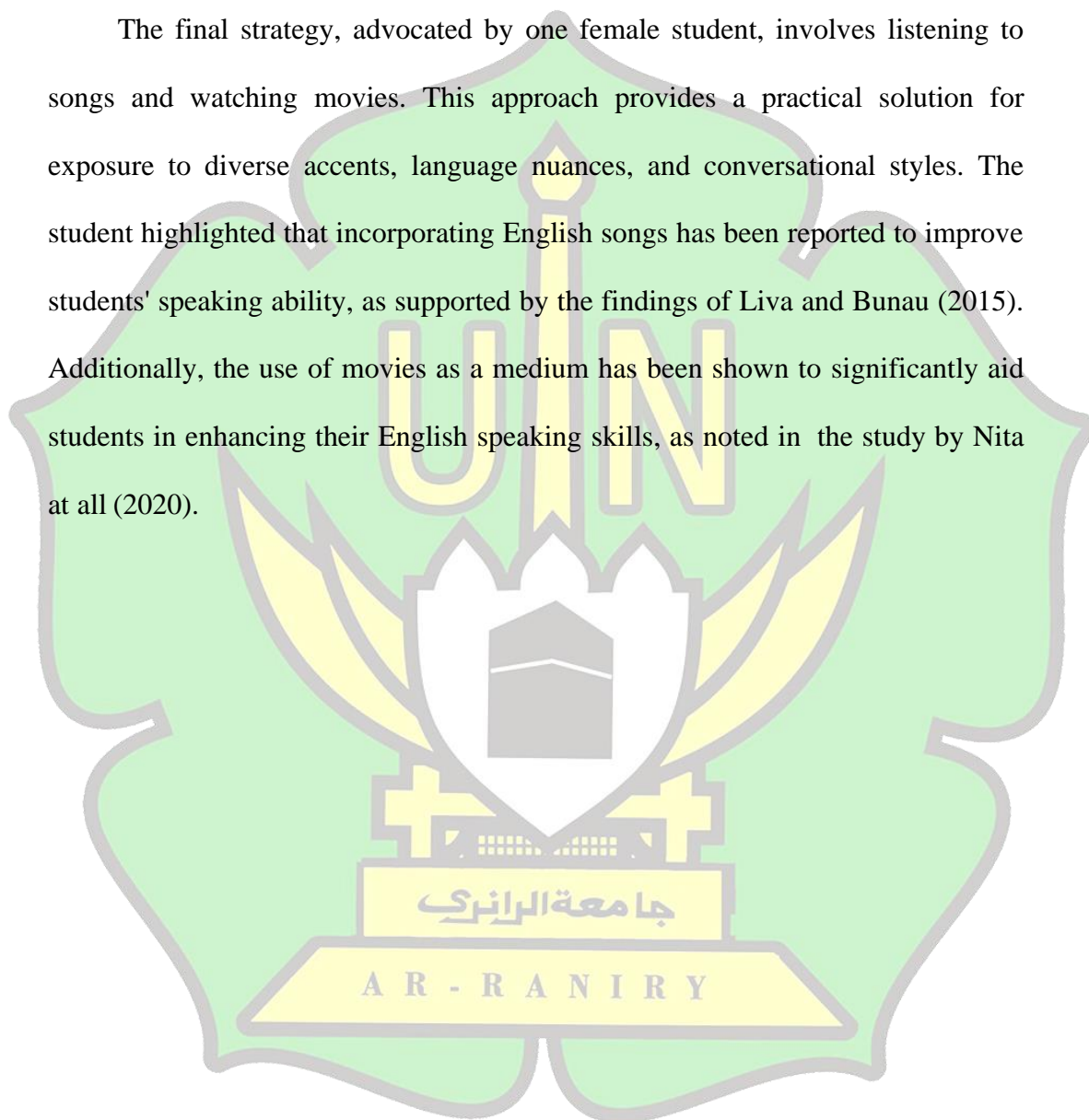
The students' strategies for enhancing their speaking abilities were explored through interviews, yielding various responses. The first highlighted strategy, shared by two male students and one female student, involved engaging in English speaking practice with friends. According to the students, this collaborative practice facilitated increased fluency as they were able to identify and correct each other's mistakes. Additionally, the interactions contributed to expanding their vocabulary. This is line with the study by Abualzain (2017), which showed that critical friends can improve students' ability in speaking accuracy.

The second strategy, as articulated by two male students, involves enrolling in online speaking courses. According to these students, participating in such courses contributes to the enhancement of their grammar usage and vocabulary. They find value in the guidance provided by these courses, particularly in terms of language structure. The online courses are perceived as instrumental in refining their conversational skills, fostering confidence in engaging with others while being mindful of potential language mistakes. This perspective aligns with the findings of Syakur et al. (2020), which demonstrated a significant increase in speaking skills through online learning websites, as evidenced by the outcomes of learning achievements.

Another strategy highlighted by two female students involves engaging in self-speaking practice. According to these students, practicing speaking on their own allows them to review and correct errors in their spoken English. This approach contributes significantly to building confidence and enhancing

proficiency. Notably, the effectiveness of self-speaking practice aligns with findings from Fitriyani et al. (2018), who emphasized its utility as a helpful and effective method for teaching students speaking skills.

The final strategy, advocated by one female student, involves listening to songs and watching movies. This approach provides a practical solution for exposure to diverse accents, language nuances, and conversational styles. The student highlighted that incorporating English songs has been reported to improve students' speaking ability, as supported by the findings of Liva and Bunau (2015). Additionally, the use of movies as a medium has been shown to significantly aid students in enhancing their English speaking skills, as noted in the study by Nita at all (2020).



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion and suggestion of the research is discussed. The conclusion contains the important points of the research, along with the suggestion of the research.

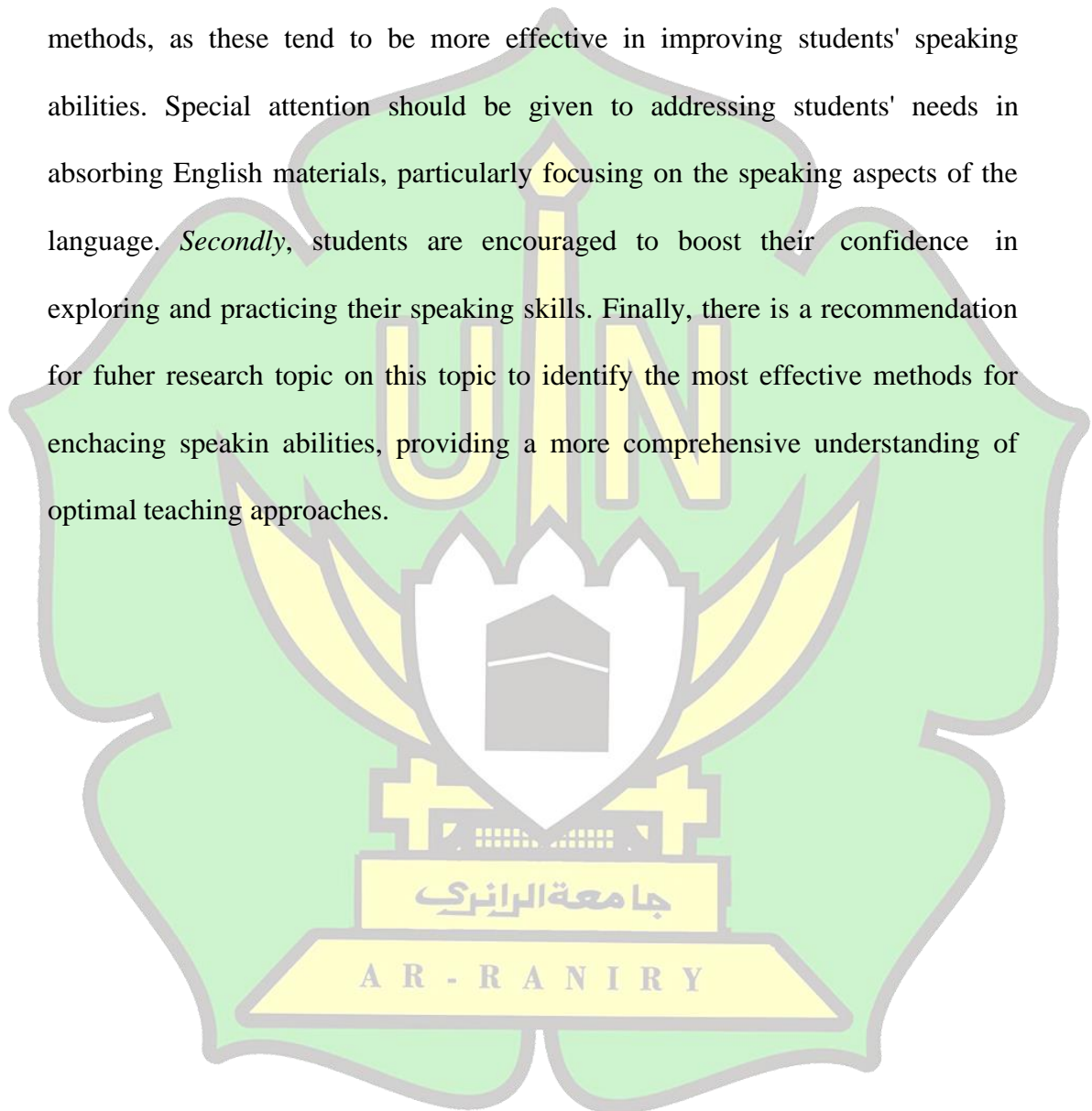
A. Conclusion

Based on the conducted research and the analysis of the data presented in the previous chapters, it could be inferred that the mean score for female students was significantly higher at 78.06, in contrast to 71.46 for male students. This suggested that female students had exhibited a more advanced proficiency in speaking English. The t-test's outcome revealed a significance value of 0.02, signifying that 0.02 was less than the α level of 0.05. This indicated a significant difference in the speaking abilities between both genders.

According to the findings from the interviews, both male and female students reported employing four effective strategies to improve their English speaking abilities, such as using the efficacy of engaging in speaking practice with friends, enrolling in online speaking courses, practicing speaking independently, and the last strategy is English songs and movies as tools for learning. These insights collectively underscore the diverse approaches taken by students of both genders to enhance their proficiency in English speaking.

B. Suggestion

After completing the study, several key takeaways emerge. *Firstly*, English teachers are encouraged to adopt engaging and enjoyable teaching methods, as these tend to be more effective in improving students' speaking abilities. Special attention should be given to addressing students' needs in absorbing English materials, particularly focusing on the speaking aspects of the language. *Secondly*, students are encouraged to boost their confidence in exploring and practicing their speaking skills. Finally, there is a recommendation for further research topic on this topic to identify the most effective methods for enhancing speaking abilities, providing a more comprehensive understanding of optimal teaching approaches.



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APPENDICES

APPENDIX A

Appointment Letter Of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : 1755/Un.08/FTK/Kp.07.6/01/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang :
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
 - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
 - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat :
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
 - Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
 - Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- MEMUTUSKAN
- Menetapkan :
- KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-7656/Un.08/FTK/Kp.07.6/07/2023
- KEDUA : Menunjuk Saudara :
7. **Dr. Nashriyah, M.A** Sebagai Pembimbing pertama
8. **Dr. Maskur, M.A** Sebagai Pembimbing kedua
- Untuk membimbing Skripsi
- Nama : **Zulfina Riska**
- NIM : 190203102
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : **An analysis of Male and Female Ability in Speaking English at Advanced Language Skills Classroom**
- KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
- KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2023 Tanggal 30 November 2022 Tahun Anggaran 2023;
- KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;
- KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 31 Januari 2024
Dekan,

Tembusan

- Sekjen Kementerian Agama RI di Jakarta;
- Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
- Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
- Rektor UIN Ar-Raniry di Banda Aceh
- Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
- Yang bersangkutan;
- Arsip.

Safrul Muluk



APPENDIX B

Convirmation Letter From English Education Department



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.ftk@ar-raniry.ac.id Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-905/Un.08/PBI/Kp.01.2/12/2023

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : **ZULFINA RISKA**
NIM : 190203102
Fak/Prodi : Pendidikan Bahasa Inggris/Fakultas Tarbiyah Keguruan
Alamat : Darussalam, Blang Kreung Komple BCL No. 17

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

"An Analysis of Male and Female Ability in Speaking English Advanced Language Skill Classroom"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 01 Desember 2023

Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

جامعة الرانيري

AR - RANIRY

APPENDIX C

Instrument Used In Data Collection (List Of Interview Questions)

Interviewee's Data

Name :

Gender of Participant :

List of Question

The process of interview will be recorded by digital voice recorder take around 15 minutes. All interviews will be recorded with the consent of the participants and transcribed by the researcher. The transcriptions will be placed in locked file and can be accessed by researcher only.

- 1) How long have you been learn to speak English?
- 2) How often do you speak english in public/classroom?
- 3) Do you think you have different way to convey something than others inspeaking?
- 4) Do you consider yourself as fluent speaker in speaking English?
- 5) Do you think that pronouncatiation and grammar influence you to speak English?
- 6) What makes speaking become a challenge for you and why ?
- 7) Does the challenge affect the way you speak? If yes, how?
- 8) What strategies do you employ to improve your English speaking skills?

AUTOBIOGRAPHY

1. Name : Zulfina Riska
2. Place / Date of Birth : Sigli / 14 April 2001
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Address : Darussalam, Blangkrueng kec.Baitussalam
7. Email : 1902030102@student.ar-raniry.ac.id
8. Occupation : Student of Department English Language
Education UinAr-Raniry Banda Aceh
9. Parents
 - a. Father's Name : Drs.Ibrahim
 - b. Mother's Name : Anifah
 - c. Father's Occupations : Civil Servant
 - d. Mother's Occupations : House Wife
 - e. Address : DayahMuara, Kec. PeukanBaro. Kab.Pidie
10. Educational Background
 - a. Elementary School : SDN 1 Caleue
 - b. Junior High School : SMP Unggul YPPU Sigli
 - c. Senior High School : SMA Negeri Unggul Sigli
 - d. University : Department of English Language
Education, Fakultas Tarbiyah dan Keguruan, UIN Ar-Raniry

Banda Aceh, February 06th 2024


Zulfina Riska