

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Literature Review

1. The nature of speaking

The major goal of English learning is to enable students to communicate with other people by using English language being learned. The communication here means to talk to other people orally or in spoken form. So, what does speaking mean. It means a process using a language that is done by speakers by combining both codes and message.¹

Speech combines both of a code and a message. The code consists of sound, vocabulary, and structures of the language. These components are organized into appropriate combination in order to convey the speakers' ideas or opinion. So, speaking is the verbal use of language to communicate with others.²

Actually, all human beings have some system for speaking or communicating with other members, but only humans' language which allows them to produce and understand ever-new message and to do so without any outside stimulus. Bees, birds, chimpanzees, among other animal interpret a number of messages and signal friendliness and hostility, the presence of food or of danger.³ But, human language is different from these animals' speaking system.

Actually there are four stages of human speaking system.⁴ These are conceptualization, formulation, articulation, and self monitoring. Conceptualization is the beginning of any spoken utterance occurs in humans'

¹ William Boletta, *Fast Fluency*, (California: Logos International, 1992), p. 53.

² Jeremy Harmer, *How to Teach English*, (England: Longman, 1998), p. 269.

³ Charles W. Kreidler, *Introducing English Semantics*, (USA: Routledge, 1999), p. 3.

⁴ Thomas Scovel, *Psycholinguistics*, (New York: Oxford University Press, 2005), p. 27.

mind as a primary and ultimate composer of communication. After conceptualization process, now the concept or planning in humans' mind has to be mapped out or formulated. This involves making strategic choices at the level of discourse, syntax, and vocabulary. What has been formulated now needs to be articulated. Articulation involves the use of organs of speech to produce sounds.

The last stage is self-monitoring, a process that happens concurrently with the stage of conceptualization, formulation, and articulation. A rethinking at the planning stage may result in the abandonment of the message altogether, as when someone starts to gossip and then realizes that the subject of the gossip is within hearing distance. Self-monitoring at the formulation stage may result in a slowing down or a pause of an utterance. Self-monitoring of articulation results in the kind of corrections that have to be made when doing wrong words or pronunciations.⁵

On the other hand, speaking is a productive skill.⁶ People make sentences to share their ideas and opinions in social interaction. It is performed in face-to-face and occurs as in speaking, mastering a number of words, pronunciation, and grammar are very important for a speaker. The speaker can communicate with others if he/she has mastered them.

2. Speaking ability

Speaking ability is the ability to communicate orally.⁷ 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 rules of grammar.

⁵ Scott Thornbury, *How to Teach Speaking*, (New York: Longman, 2002), p. 5.

⁶ B. J. Heaton, *Writing English Language Tests*, (London: Longman, 1976), p. 83.

⁷ Glenn Fulcher, *Testing Second Language Speaking*, (Hongkong: Pearson, 2003), p. 23.

Spoken language is an oral phenomenon in communicative competence. Communicative competence depends on the negotiation or meaning between two or more persons who share some knowledge of language. In this sense communicative competence can be said to be an interpersonal rather than an intra personal trait. As the writer mentioned in the previously, in foreign target language teaching, the ability to speak is the primary goal of learning a language. The learners must do simultaneously the point below to reach the aim; to decide what they want to say, to choose the pattern they are going to use, to select appropriate words, to use the correct accent, and to say it appropriate situation.⁸

a. Components of Speaking Ability

Actually there are four components of speech that should be noted they are accent or pronunciation, vocabulary, grammar, and comprehension.

1) Accent/pronunciation

Pronunciation is way in which a language or particular word or sound is spoken.⁹ Pronunciation includes vowels, consonants, stresses, and intonation patterns. In speaking perfect pronunciation of all sounds is not necessary in order to communicate, but lack of the ability may influence sounds of the words that utterance. If the students are having difficulty with any given sound, the teacher should assist them by describing tongue and lip movements.

Accent or we can called pronunciation intonation in producing sound or speech the speaker must first decide what to say, be able to articulate the words, an create the physical sounds that carry

⁸ Jack C. Richards and Richard W. Schmidt, *Language and Communication*, (London and New York: Longman,1993), p. 61.

⁹Sally Wehmeier (ed.), *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 2000), 6th Ed., p. 343.

meaning.¹⁰ At the level of problems distinguishing between sounds in the new language that do not exist in languages they already know when we design speaking test we must decide whether assessing their pronunciation became native or foreign language. Based on FSI component scales there are some criteria to know students' pronunciation:

1. Pronunciation frequently unintelligible.
 2. Frequent gross errors and a very heavy accent make understanding difficult, requires frequency repetition.
 3. 'Foreign accent' requires concentrated listening and 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.
 6. Native pronunciation with no trace of 'foreign accent.'
- 2) Grammar

Grammar is the rules for forming words and making sentences.¹¹ The grammar of language is the description of the ways in which words can change their forms and can be combined into sentences in that language. Communication in speaking will run smoothly if its grammar can be understood. In order to be understood, the students should organize the words in the sentences compactly and efficiently. They should build grammatical sentences in order the

¹⁰ Arnold, *Op.Cit.*, p. 144.

¹¹Sally Wehmeier (Ed.), *Op Cit*, p. 343.

listener can easily catch the meaning carried in their utterances.¹² There are some component aspects in grammar assessing:

1. Grammar almost entirely in accurate 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.
 6. No more than two errors during the interview.
- 3) Vocabulary

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

1. Vocabulary 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.

¹²Jeremi Harmer, *The Practice of English Language Teaching*, (England: Longman, 2002), 3rd Ed., p. 13.

4. Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of 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.
6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

4) Fluency

In second language learning, fluency is most often described in metaphorical language. Lack fluency is therefore said to be slow and uneven speech.¹³

According to Fulcher we could point to the following as phenomena that we may wish to consider as helping to define what we mean by fluency:

- a) Hesitations consisting of pauses, which can be unfilled (silence) or filled (with noises like 'erm').
- b) Repeating syllabus or word
- c) Changing words
- d) Correcting the use of cohesive devices, particularly pronouns
- e) Beginning in such a way that the grammar predicts what comes next, but the speaker changes the structure of the utterance part way through.

5) Comprehension

There are two aspects in comprehension.¹⁴ First is skill getting include the cognition or knowledge of the language and its production, and the second is skill using include comprehension of a message or

¹³ Gleen Fulcher, *Op.Cit.*, p. 30.

¹⁴ Thomas Scovel, *Op.Cit.*, p. 59.

reception and the conveying personal meaning, expression in real communication. The component aspects of comprehension are:

1. Understands too little for the simplest type of conversations.
2. Understands only slow very simple speech on common social and touristic topics requires constant repetition and rephrasing.
3. Understands careful, somewhat simplified directed to him, with considerable repetition and rephrasing.
4. Understands quite well normal educated speech directed to him, but requires occasional repetition and rephrasing.
5. Understands everything in normal educated conversation except for very colloquial or low-frequently items, or exceptionally rapid or slurred speech.
6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

b. Elements of speaking

There are two elements in speaking, the first one is language features and the second is mental processing.¹⁵

1) Language features

a) Connected speech (simplification phrase in spoken language)

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

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

¹⁵ Jeremy Harmer, *Op.Cit.*, p. 269.

physical and non verbal (paralinguistic) means how they are feeling especially in face to face interaction.

c) Lexis and grammar

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

2) Mental/ Social Process

a) Language processing inside self

- Head, as language input the purpose is to schemata, participant response.
- Brain, processing the word.
- Speak in comprehensible form in order to understandable communication.
- Make sure that you convey the intended message.

b) Interacting with others

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

c) Information processing.¹⁶

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

c. Techniques

There some technique to test speaking ability as follows:

1) Reading aloud

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

2) Oral drill

¹⁶ *Ibid.*, p. 270.

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

3) Using picture

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

4) Oral interview

The scoring of the oral interview is highly subjective and thus sometimes has only low reliability.¹⁷

3. Sex differences

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

a. Sex different in physiological field

According to physiological side male and female are mostly different. It is apparent when, look their body. In all human societies, men are bigger and stronger than women on the overage the male is about 6 percent taller and 20 percent heavier,¹⁸ with larger bones and with greater bulk and strength of muscle. So, men have a highest metabolic rate, produce more physical energy, and require more food, male heart beats more strongly and male blood is richer in red corpuscles to the extent of some 300,000 more per cubic millimeter.

b. Sex different in nervous system

There is a big difference between male and female nervous system. As the result, this leads to a different character. For example men tend to

¹⁷ B.J. Heaton, *Op. Cit.*, p. 98.

¹⁸ John Nash, *Developmental Psychology*, (USA: Prentice Hall, 1970), p. 189.

be better at analyzing system (better systemizes) and women tend to be better at reading the emotions of other people (better empathizers).¹⁹

Male and female brain differences include:

2) Cell numbers

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

3) Cellular connections

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

4) Corpus collosum size

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

5) Limbic size (bonding/nesting instincts)

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

c. Sex differences in learning style

Males tend to be deductive in their conceptualizations, sharing their reasoning process frequently from general principle and applying it to individual cases. Female on the other hand, tend to favor inductive thinking, adding more and more to their based of conceptualization. They tend to begin with concrete examples.²⁰

¹⁹<http://www.cerebromente.org.br/nll/mente/einstein/cerebio-humens-html-female-braindifferences.on> 23nov2009.

²⁰<http://languagelog.idc.open.edv/myl/hodgins.pdf> .on 23nov2009.

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

The male and female students have different characteristics in language learning strategy that are as below:

Females	Males
Global	Analytic
Subjective	Objective
Feeling	Thinking
Field dependent	Field Independent
Right and left brain balance	Left brain dominant
Extroverted	Introverted
Cooperative	Competitive ²¹

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

²¹ Margaret H. Defleuf, *Fundamental of Human Communication*, (New York: McGraw-Hill Companies. Inc, 2005), p. 125

4. Factor of sex differences

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

a. Biological Factors

Male and female have apparent distinction, from their body structure until another aspects related with it. The distinction was not only restricted to their sex primer organ like ova, uterus, vagina and the other of the female organ, and etc. But also influence or effect of hormones on sex differences.²²

There is an assumption say that:

Hormones are powerful and highly specialized chemical substances that interact with cells that are able to receive the hormonal message and respond to it. Hormones organize the psychological and biological predisposition to be masculine or feminine in the prenatal period, and the increase in hormones during puberty activities these early predispositions determined in the organization phase.²³

So, from the statement above we can analyze that the hormones of male like androgen and testosterones, and the female's hormones like estrogen and progesterone have been involved in many study of sex differences.

b. Cognitive factor

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

²² Mc Graw-Hill, *Chill Psychology, Op.Cit.*, p. 630.

²³ *Ibid.*, p. 631.

The social cognitive theory emphasizes that children's sex development occurs through observation and imitation of gender behavior, as well as through reinforcement and punishment of gender behavior.²⁴ 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 boy like you is not supposed to cry).

According to Kohlberg, all children go through the following stages in gaining an understanding gender:²⁵

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 foot ball, or when boy has long hair, the child's sex remains constant.

c. Social and situational factor

Social and situational factor influence such as the family, peers, and school also plays a major role in sex typing. From the moment of birth boys and girls are exposed to different sex-role standards and treatment by the significant people around them. Sex role standards and pressure to adopt sex typed behavior patterns. Converge on the developing child from

²⁴ Mc Graw-Hill, *Educational Psychology, Op.Cit.*, p. 154.

²⁵ Mc Grow-Hill, *Chill Psychology, Op.Cit.*, p. 638.

a variety of than sources from family, teacher, friends, television, and children's books.²⁶

Actually, the factor that can answer why women underrepresented in mathematics is social and situational factor. Because, parents especially fathers, are more likely to stress the important of career or occupational success for sons than for daughter. Differences in treatment of boys and girls in particularly marked in the area of mathematical achievement. In teaching and problem solving situation, fathers of boy are more attuned to achievement and the cognitive aspects of the situation. Fathers of girls seem to be less concerned with performance and more concerned interpersonal interaction with their daughters.

5. The difference in using language for speaking

The differences in sex between men and women seem to be some differences in their learning achievement. These differences can be seen from their ability in using language for communication. There are some differences between what girls do and what boys do to organize the components of speaking in the communication.

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

There is a difference between the way a woman to articulate a word in English and the way of men do. In conversational style also difference such as marker: *yeah*, *ahhuh* and *mmm* sound, other markers of active listening such

²⁶ *Ibid.*, p. 640.

as nodding, and leaning forward, expression like perhaps, supposed, modal auxiliary, pause between turns, interruption, etc.

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

B. Islamic perspective view

God creates human into two kinds of differences. They are male and female. The big differences between male and female are on biologically. Although have a big distinction on that side, it is not mean that one is superior to other.²⁷ Islam teaches that in the sight of God, all human equal, but they are not necessarily identical. There are differences of abilities, potentials, ambition, wealth, and so on. Yet none of these differences can by itself establish a status of superiority of one human or race to another. The color human's skin, the amount of wealth he has, and the degree of prestige he enjoys has no bearing on the character and personality of the individual as far as God is concerned. The only distinction which God recognizes is the distinction in piety, and the only criterion which God applies is the criterion of goodness and spiritual excellence.

In some cases, Islam seems to give something special treatment for man. Like the testimony of two women is required to equal that of one man (Qur'an 2/282). The religion of the male is presumed to be the religion of the entire household; thus a Muslim female may marry only another Muslim. A man may marry up to four wives at a time, but women may marry only one husband. The portion of woman inheritance is less than that of a man.

²⁷ Hammudah Abdalati, *Islam in Focus*, (New Delhi: Indianapolis, 1975), p. 35

As God says, in the Qur'an:

يُوصِيكُمُ اللَّهُ فِي أَوْلَادِكُمْ لِلذَّكَرِ مِثْلُ حَظِّ الْأُنثِيَيْنِ ﴿٤﴾ [١١:٤]

Allah commends you concerning your children as follow. The share of a male is as much as the share of two females. (4:11)²⁸

Divorce is allowable upon the woman instigation only a set a number of reasons, whereas a man needs no specific pretext at all. A great deal of concern of displayed over establishing the lineage of children: while male is free to remarry after divorce, woman must wait (while being supported by their x-spouse) to see they are pregnant²⁹.

Based on that Islamic view, it is clear that there are some distinctions of male and female. The distinction is not only on biologically side, but also many aspects as was explained above. Based on this reference, the researcher tries to apply that distinction into their research (The comparative study between male and female on their speaking ability).

C. Previous Research

The previous research of this study is actually a lot but the researcher tries to share some of this. 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 Sex 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 different result from each test. There were some differences between males and females on the production of English requests. Actually there are some similarities and also differences between this research

²⁸ Wahbah Zuhaili, dkk., *Ensiklopedia Al-Qur'an*, (Jakarta: Gema Insani Press, 2007), p. 240.

²⁹ Andrew Rippin, *Muslims: Their Religious Belief and Practices*, (New York: Routledge, 2001), p. 272.

and the researcher does. The similarities such as when she attended the sex roles in their research, the data collection we use the same instrument is using test and also the research approach but we have some distinctions for example she looked for the effect of sex differences in producing request beside, the researcher tries to find out the comparison of sex differences in their speaking ability, different population, etc.

The second research is done by Abi Zaim on March 2008, with title “A Comparative Study Between Male and Female Students Ability of English Speaking Of The First Year Students of Madrasah Aliyah” actually we have a big similarities for example, we are exactly the same compare of male and female in speaking ability, using test as the instrument of collecting data, and the differences are in form of the data analysis he used quantitative approach while the writer used combine quantitative and qualitative approach and the object of the study and also he did not analyze the factor differences like the researcher.

So that way the researcher decided to conduct this research “Male and female students’ speaking ability and the factor cause differences (A comparative study at third semester of English Department or IAIN Walisongo in the Academic Year of 2009/2010).

D. Hypothesis Test

Having gained the mean of the two groups, the researcher then tested the hypothesis that has been determined that can be stated as follows.

H_0 : Male and female students is same in their speaking ability

H_a : Male and female students are different in their speaking ability