

CHAPTER IV

FINDING

Having gained the whole needed data, the researcher then did analysis which refers to the statistical data analysis to find out whether or not there is a difference of students ability in speaking. The researcher analyzed the gathered data by employing statistical tool of t-test formula to respond to the objective of the study.

However, before testing the hypothesis that is to compare the difference of students speaking ability, the researcher gave a questionnaire to the students in order to get the sample.

A. Technique of Data Analysis

The size of population, actually there were 58 students of 18 males and 40 females. But, the researcher must get proportional sample and impossible if using all of the population. So that way, the researcher used questionnaire to get the sample. The questionnaire was conducted in which to find out the familiarity to the topic of test question. So, the researcher got 20 of 58 students that consist of 10 males and 10 females who have familiarity background based on the result of the questionnaire.

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

given to the students, the researcher got the data of the students' ability in speaking and the score of the students. It can be seen in the following table:

Table 2
The Score of the Female Students Ability in Speaking

NO	NAME	Score
1	NUNUNG MUSLIAWATI	65
2	ANIK WULANDAR	56
3	NILA CHUSNIYA	40
4	RIF'ATUN KHASANAH	52
5	AYU HIDAYATI	40
6	KURNIYA KURROTU A'YUN	49
7	LAILATUL FAIZAH	34
8	ROUDLOTUL JANNAH	34
9	SITI NURIYA JAMILAH	49
10	ZAHROTUL KHOMARIYAH	52
TOTAL		447

Table 3
The Score of the Male Students Ability in Speaking

NO	NAME	Score
1	IMAM MAHFUDIN	66
2	M. NUR FAIZIN	34
3	HILMY AL GHIFARI	40
4	AHMAD SAEFUL BAHRI	34

5	GALIH WIBISONO	49
6	AHMAD ZAENUDDIN	40
7	ARIF ARGAS KUSUMA	54
8	ABU HASAN	40
9	AMINNASIRUDDIN	34
10	AHMAD MIFTAKHUS S	40
TOTAL		431

Based on the table 2 and 3 above, the researcher used it to find out the differences between score of male and female students speaking ability. Computation of their mean and T test are as follows:

Table 4
The Score of the Female and Male Students Ability in Speaking

NO	X	X ²	Y	Y ²
1	52	2704	40	1600
2	40	1600	34	1156
3	40	1600	40	1600
4	52	2704	49	2401
5	56	3136	34	1156
6	34	1156	54	2916
7	34	1156	40	1600
8	49	2401	40	1600
9	49	2704	34	1156

10	66	4225	66	4356
Σ	$\Sigma X=472$	$\Sigma X^2=23083$	$\Sigma X=431$	$\Sigma X^2=19541$

Based on the table above, the researcher gets the data of the ability of male and female students speaking of the fourth grade of IAIN Walisongo Semarang in the academic year of 2009/2010. It can be seen that the mean of male is 43,1 and female 47,2 and based on this computation we can conclude that female speaking ability is higher than male speaking ability.

From the test given for both groups, the score was gained from the students. The average score reached by the female students was 47.2 while male students reached 43.1 as their average score. It could be seen that the final score of each group was relatively different. However, it should be measured using statistical procedures. Thus, the researcher analyzed the test the hypothesis have been stated. The details of the score are appended.

- **Hypothesis Test**

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

To test the hypothesis stated above, t-test formula was employed. Following is the procedures.

Table 5
The Score of mean Standard Deviation of Female and Male Students Ability
in Speaking

$M_Y = \frac{\sum Y}{N}$ $= \frac{431}{10}$ $= 43,1$	$M_x = \frac{\sum X}{N}$ $t = \frac{472}{10}$ $= 47,2$
$SD^2Y = \frac{\sum Y^2}{N} - M^2Y$ $= \frac{19541}{10} - 43,1^2$ $= 1954,1 - 1857,61$ $= 96,5$	$SD^2X = \frac{\sum X^2}{N} - M^2_x$ $= \frac{23083}{10} - 47,2^2$ $= 23083 - 2227,84$ $= 80,46$
$SD^2MY = \frac{SD^2Y}{N-1}$ $= \frac{96,5}{10-1}$ $= \frac{96,5}{9}$ $= 10,7$	$SD^2M_x = \frac{SD^2X}{N-1}$ $= \frac{80,46}{10-1}$ $= \frac{80,46}{9}$ $= 8,94$
$SD_{bm} = \sqrt{SD^2M_x + SD^2M_y}$ $= \sqrt{8,94 + 10,7}$ $= \sqrt{19,64} = 4,43$	

Having calculated the mean and the standard deviation of both groups, the computation result could be continued to the following t-test computation step by step.

$$t = \frac{M_x - M_y}{SD_{bm}}$$

$$t = \frac{47,2 - 43,1}{4,43}$$

$$t = \frac{4,1}{4,43} = 0,925$$

Thus, the t-value in this case is about 0,925 By 18 degrees of freedom (df), the t-value could be looked in the t-test table. In that row, the critical value for t at the 40 % level of significance is 0,862. The t-value calculated for the difference between male and female students speaking ability was 0,925 and that value is greater than the critical value found in the table at 40% level of significance. It means that H_0 is rejected and H_a is accepted.

B. Discussions

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

After the researcher calculated and analyzed the data, the researcher gets the result. Then the researcher calculates the average of the students score. From the result, the writer can find out the extent of the students' ability in their speaking ability. The average of female students 47, 2 and male students is 43, 1. It means that the speaking ability of female students is higher than male

students. But, the level of significant is 40 %. It means that the differences of males and females are not so high.

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

Table 6
Score of the Components of Male Students Ability in Speaking

No	Name	P	G	V	C	F	Sum
	Proficiency						
1	IMAM MAHFUDIN	3	24	16	15	8	66
2	M. NUR FAIZIN	2	12	8	8	4	34
3	HILMY AL GHIFARI	2	12	8	12	6	40
4	AHMAD SAEFUL BAHRI	2	12	8	8	4	34
5	GALIH WIBISONO	3	12	12	15	8	49
6	AHMAD ZAENUDDIN	2	12	8	12	6	40
7	ARIF ARGA KUSUMA	2	12	16	15	8	54
8	ABU HASAN	2	12	8	12	6	40
9	AMINNASIRUDDIN	2	12	8	8	4	34
10	AHMAD MIFTAKHUS S	2	12	8	12	6	40
TOTAL		22	132	100	117	60	431

Table 7
The Score of the components of Female Students Ability in Speaking

No	Name	P	G	V	C	F	Sum
	Proficiency						
1	NUNUNG MUSLIAWATI	3	12	12	15	10	52
2	ANIK WULANDAR	2	12	8	12	6	40
3	NILA CHUSNIYA	2	12	8	12	6	40
4	RIF'ATUN KHASANAH	3	12	12	15	10	52
5	AYU HIDAYATI	2	12	16	12	10	56
6	KURNIYA KURROTU A'YUN	2	12	8	8	4	34
7	LAILATUL FAIZAH	2	12	8	8	4	34
8	ROUDLOTUL JANNAH	2	12	12	15	8	49
9	SITI NURIYA JAMILA	2	12	12	15	8	49
10	ZAHRO'UL KHOMARIYAH	3	24	16	15	8	66
TOTAL		23	132	114	127	74	472

Based on the table above, researcher concludes that females students are higher in their pronunciation or way in which a language or particular word or sound is spoken. The score shows that pronunciation of female is 25 and pronunciation of male is 22. From the individual score we can see that most males get 2 and some of them get 3 score. The other way most of females get score 3 and some of them get 2. It means that male usually using foreign accent so, requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent in error and vocabulary. In contrast female in

produce pronunciation is tending to be marked foreign accent and occasional mispronunciation which do not interfere with understanding.

It also occurs in the use of vocabulary items. Most of females get score 12 of vocabulary item and males get score 8. It means that females choice of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topic. Males use vocabulary is limited to basic personal and survival areas (food, time, transportation, family, etc).

In the aspect of comprehension females are still strong. Based on the table above, it shows females get 127 score and males get 117 score. And also in fluency, females can reach score until 10 and male just up to 8 score. It means that females in producing sentences understand everything in normal educated conversation except for very colloquial or low-frequently items, or exceptionally rapid or slurred in speech. Different with males, their speech understands quite well normal educated speech directed to him, but requires occasional repetition and rephrasing.

From five components of speaking above females score is higher than males score. But in grammar, between males and females get same score. The score is 100 and most of them in individual score get 12 score. It means that both females and males usually do constant errors that showing control of very few major patterns and frequently preventing conversation. And some of them also get 24 score, means that occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.

C. Further Analysis : factors of sex differences in speaking ability and the implementation for speaking teaching and learning

Having known the result of t value, and consulted it to the appropriate st table, it has been found that there is a significant difference between two sexes. This indicates that the difference of two sexes mean probably did not happen

accidentally. It could be said in another way; this result means that the mean of female students in speaking ability is higher than male students.

Based on the test score of the students on speaking ability, it can also be seen that the mean between the two sexes was different in which the female students was higher than male students, in the significant level of 40%. Meanwhile, it has been seen that at the differences are not so high. So the differences between them are little.

That difference result was caused by some factors, for example age and maturity constraints. In the interactive behavior of EFL learners is influence by a number of factors. Age is one of the most commonly cited determinant factors of success or failure in L2 or foreign language learning. Acquirers who begin learning a second language in early childhood through natural exposure achieve higher proficiency than those beginning in adults. Adult learners do not seem to have the same innate language specific endowment as children for acquiring fluency and naturalness in spoken language.¹ More recent analyses suggest that in some instances there may a little or no differences in girls and boys verbal skills. However, during the elementary and secondary school years there is strong evidence that females outperform males in reading and writing. In recent national studies, female had higher reading achievement than males in grader 4, 8, and 12 with the gap widening as students progressed through school.

Besides, socio cultural factors also influence such as the family, peers, and school also plays a major role in sex typing. From the moment of birth boys and girls are exposed to different sex-role standards and treatment by the significant people around them. Sex role standards and pressure to adopt sex typed behavior patterns. Converge on the developing child from a variety of than sources from family, teacher, friends, television, and children's books.

¹Marianne Celce-Murcia Ed., *Teaching English as A Second or Foreign Language*, (USA : heinle and heinle, 2001), p. 205.

It is a plain corollary of the argument above, that males and females differ in certain important respects and that these differences require them to have different reaction to the same experiences with different emphases.

These are some teaching strategies to reducing sex different bias for teachers in classroom:

1. Make sure that school activities and exercises are not sexes biased. Assign students projects in which they find articles about no stereotypical males and females, such as a female engineer or a male early childhood education teacher. Have students create a display of photographs and pictures of women and men performing the same kind of tasks at home and at work. Use the display to talk with the students about the tasks and adults do and what the students will be doing when they grow up. Invite people from the community who have no stereotypical jobs (such as a male flight attendant or a female construction worker) to come to your class and talk with your students.
2. Be a nonsexist role model as teacher. Help students learn new skills and share task in a nonsexist manner.
3. Analyze the seating chart in your classroom and determine whether there are sex segregations. When your students work in groups, monitor whether the groups are balanced by the sexes.
4. Enlist someone to track your questioning and reinforcement pattern with girls and boys. Do this on several occasions to ensure that you are giving equal attention and support to girls and boys.
5. Use non biased language. Do not use the pronoun “he” to refer to inanimate objects or unspecified persons. Replace words like fireman, policemen, and mailman with word like firefighter, police officer, and letter carrier. To improve your use of nonsexist language.
6. Be aware of sexual harassment in schools and do not let it happen

D. Limitation of The Research

The writer realizes that this research had not been optimally. There were constrains and obstacles faced during the research process. Some limitations of this research are:

1. The research is limited at IAIN Walisongo Semarang and just the fourth semester of class B and class A as sample, so that when the same research is conducted in other school institution. It is still possible that different result will be gained.
2. Relative of the implementation process of this research have short of time, makes this research could not be do maximal. But it was enough to fulfill all requirements for a research.
3. Relative lack of experience and knowledge of the writer, makes implementation process of this research was less smooth. But the writer tried as maximal as possible to done this study accordance with guide from advisors.

Considering all those limitations, there is a need to do more research about the differences of males and females students speaking. In the hope there will be more optimal result.