GENDERS DIFFERENCES IN SPEAKING FLUENCY OF EFL STUDENTS

THESIS

Submitted in Partial Fulfillment of the Requirements For Gaining the
Bachelor Degree in English Language Education

BY

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2023

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RATIFICATION

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The Dean of education and Teacher Training Faculty

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Assalamu'alaikum, wr. wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis

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ABSTRACT

Maylani Suwartiningsih,1803046007.2023 *Genders Differences On Speaking Fluency Of Efl Student.The* Thesis English Education Department Islamic State University of Walisongo Semarang. Advisor Nadiah Ma'mun M.Pd.
Gender and sex are often equated both in the sense of language and meaning. This ultimately led to the absence of a barrier for both of them. The concept of both is more directed at the genetic words and mental. Gender is the result of genetics brought naturally after birth. At the same time, gender is a "mental" built by the people of the sexes during their development. In speaking skills, male and female students have differences in many factors, especially in speaking Fluency. This research analysed the difference between male and female students in speaking Fluency at YPP. MA.D arul Ma'arif This Research used the Qualitative method in causal-comparativedesign It is a research method where the researcher must determine the cause or effect of a difference between a group on ca ertain phenomenon or condition. The research respondents were 23 students cconsistingof 10 male students and 13 female students ainclass XI The researcher used two techniques namely stratified sampling and simple random sampling. In the data collection, the researcher analyzes the data based on the interview instrument. Based on the data analysis researcher grow, the conclusion is that gender doesn't directly about speaking Fluency, but there are internal and external factors society to gender that might influence speaking Fluency. That aspect may be contribute to speaking fluency from internal factors such as; age, personality, motivation (intrinsic), experiences, cognition, nand ative language, meanwhile, from external factors such as; curriculum, instruction, culture and status, motivation (extrinsic), and access to native speakers. This research is hoped to give some following significance ftoEnglish teachers who could be aware of the

differences obetweenmale and female speaking fluency. The researcher will get some experience and knowledge from twhatwill be conducted. To the llanguage/literaturedepartment student in case of men and women tudent language variety knowing that is la ittle nesearch about it.

Key Word *Comparative study, gender differences, speaking Fluency*

MOTTO

وَاِنِّيْ ۞ كَالْأُنْثٰى الذَّكَرُ وَلَيْسَ وَضَعَتْۗ بِمَا اَعْلَمُ وَاللّٰهُ اُنْثٰىۚ وَضَعْتُهَاۤ اِنِّيْ رَبِّ قَالَتْ وَضَعَتْهَا فَلَمَّا الرَّجِيْمِ الشَّيْطٰنِ مِنَ وَذُرِّيَّتَهَا بِكَ اُعِيْذُهَا وَاِنِّيْ مَرْيَمَ سَمَّيْتُهَا

"So when she gave birth to her, she said, "O my Lord, I have given birth to a daughter." Even though Allah knows better what he gave birth to, men are not the same as women. "And I gave her the name Maryam, and I ask Your protection for her and her children and grandchildren from the accursed satan."

(Q.S Al Imran 36)

DEDICATION

In the name of Allah SWT., the kind and merciful Lord of the world. Shalawat and salutation may always be delivered to Prophet Muhammad SAW. until the end. No writing project is successful without the patience and prayer of everyone. So, it is not enough to write their name on this thesis. Therefore, I dedicate this thesis to My beloved campus, UIN Walisongo Semarang, especially the Education and Teacher Training Faculty and English Education Department.

ACKNOWLEDGEMENT

In the name of Allah, the Beneficent and Merciful, All praises be to Allah, the Lord of the Universe. Praise Allah, the Lord of the Universe, who has blessed the writer to complete this "Thesis". Peace and salutation be upon the prophet Muhammad SAW, his family, his companion, and his followers. This "Thesis" is presented to fulfil one of the requirements to obtain a Degree (S-1) at the Department of English Education of the Faculty of Tarbiyah and Teacher" s Training Walisongo State Islamic University Semarang.

In this opportunity, the writer would like to express her most incredible gratitude and honour to all the people who have contributed to completing this Skripsi. The writer realised that without support and motivation from people around her, she could not finish this "skripsi". Therefore, she would like to give her most profound appreciation to the following:

1. Dr Ahmad Ismail, M.Ag., M. Hum. is the dean of the Education and Teacher Training Faculty.
2. Nuna Mustikawati Dewi, M.Pd., is the chairman of the English Education Department.
3. Dra. Hj.M a'rifatul fFadhilahM.Ed. wasstis he guardian lecturer during learned at UIN Walisongo Semarang.

4. Nadiah Ma'mun, M.Pd., as my advisor, always gives direction, suggestions, and guidance during arranging and completing this thesis.

5. My beloved parent Siti Nur Hayatin for all the prayers, support, love, and sacrifices that have been given to me so far.

6. All members of the board of examiners, for their corrections, comments, and suggestions, are profitable to the completion of this thesis.

7. All of the English Education Department lecturers for valuable knowledge, guidance, and advice.

8. Ahsanu Taqwim S.Hum. as Principal at YPP.MA Darul Ma'arif for his generosity in allowing researchers to conduct this research there.

9. Zumrotun Nisak, S.Pd as English teacher at YPP.MA Darul, for MMa'arif'sadvice, help, direction, and willingness to participate in this research.

10. All 88th-grade students at YPP.MA Darul Ma'arif, for their willingness to participate in this research.

11. My beloved family, for the love, prayers, support, and help that has been given.

12. My beloved colleagues, Lukman, Aura, Mila, and Fand Fiya, always accompany, support, and assist in completing this thesis.

13. All members of [KPT]beta Semarang, who made my college more colourful.
14. Last but not least, I want to thank myself because I have tried my best so this thesis can be completed at the right time.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Generally, in the classroom, there are female and male students in almost all schools in Indonesia. They learn together in the same class g and lessons with the same teachers without discrimination. In addition, the teacher gives males and females the same knowledge and treatment. However, males and females are in unequal conditions. Both of them are different. They are not only additional physically or mentally, but they are also different in their ability to English speaking.

Since the English language became the most-used language in the world and language learning took an essential part of human existence, many education researchers look for the influential factors over language learning processes related to all aspects such as grammar, learning method, motivations, etc. English competence has become an absolute need for English primary students in the English Education area. Speaking competence is one of the most crucial parts of being qualified as learner of the English language.

Cameron explains that speaking is an active language process to represent meaning that helps the listener reach an understanding.[1] To get there, the English primary curriculum designed three speakings competencies of learning, Speaking I, Speaking II, and Speaking III. These three phases of learning have gradually covered the competencies needed to be qualified as an English speaker. Appropriate to the subject's essence, the lecture must guide university students to maximise themselves to practice using the target language as transactional and interactional in every theme and genre that develops in the syllabus. This is a natural action to replace the old paradigm of learning methods from teacher-centred to learner-centred. But from earlier observations, many English primary students have less linguistic competence. They lack pronunciation, Fluency, grammar, and vocabulary.

Many factors play a great deal in the success of language learning. Those factors could be from the student themself (internal factor) and circumstances aside from the student themself (external factor). Internal factors that could be a reason are ga ender, motivations, interest, attitude, personality, learning style, etc. In contrast, external factors could be parents' demands, school or teacher, and circumstances. Broadly speaking, these factors

indicate a significant impact on students, both in terms of academic achievement and personal abilities. So it may be to say that these factors are interrelated. They sustain a student simultaneously so that if a student is short or loses one of them, then these students may fail in their learning process.

Among those factors, the writer focused on studying internal factors, in this case, gender. According to Elliot, some other factors influence individual development, called bio-psycho-social. In this case, the birth of characters (male or female) is characters of bio-psycho-social theory. In terms of concept, gender and sex differ but mostly overlap. Gender and sex are often equated both in the sense of language and meaning. This ultimately led to the absence of a barrier for both of them. The concept of both is more directed in genetic and mental terms. Gender is the result of genetics brought naturally after birth. In contrast, gender is a "mental" built by the people of the sexes during their development.

Based on the preliminary research that had been conducted at YPP. MA.DARUL MA'ARIF by interviewing English teachers and students of the eleventh grade. As the result of primary research, some male and female students still had fragmented and halting, also known as stuttering or stammering. Some male and

female students still hesitated, such as "um..er..ah" and paused for a long time. Most students use other language terms as the gap fillers such as err, umm, etc., in the other side, and it wasn't easy to do the speaking activities, as seen from the Fluency. The pronunciation produced is unruled from the guidelines in the English language. The solve

Based on the phenomena above, it can be seen that the theory contradicts the facts found in preliminary research. To sum up, there are differences between males and females in learning, but each researcher has different results about who is more dominant. From these findings, the researcher found a gap that the researcher must investigate.

Based on the phenomena above, the researcher was interested in students' gender and their performance in speaking. Then the researcher conducted research entitled "Learning Differences of male and female students in speaking class.

B. Identification of the Problem

Based on the identification of the problem above, there are some problems found as follows:

1. There are the male and students who still had fragmented and halting, also known as stuttering or stammering
2. Most students, male and female, still feel hesitant in their speaking activity
3. Most students, male and female, use other language terms in their speaking activity
4. Most of the students, male and female, still had silent pauses, such as repair and repetition in their speaking

C. Limitation of the Problem

Based on the identification of the problem above, this research limited the situation as follows:

"to analyse the learning differences between male and female students in speaking class at YPP MA Darul ma'arif of the eleventh grade in the academic year of 2022/2023."

D. Research Questions

1. How is the eleventh-grade male speaking Fluency as an EFL learner of YPP MA Darul Maarif?
2. How is the eleventh-grade female speaking Fluency as an EFL learner of YPP MA Darul Maarif?
3. What is the difference between the eleventh-grade male and female language variety as EFL learners of YPP MA Darul Maarif?

E. Research Objectives

1. To explain the eleventh-grade male students speaking Fluency as EFL students of YPP Ma Maarif
2. To describe the eleventh-grade female students speaking Fluency as EFL students of YPP Ma Maarif
3. To measure the difference between eleventh-grade male and female students as EFL students of YPP Ma Maarif

F. Pedagogical Significance

This research is hoped to give some following significance:

1. **The researcher**

   The researcher will get some experience and knowledge from the research that will be conducted. Also, this research will give a contribution reference for the following analysis.

2. **English Teacher**

   The research could give a new perspective on male and female speaking fluency so that the English teacher could be aware of the differences between male and female speaking fluency. The research could be a reference to determine the right strategy for teaching without discrimination.

3. **Language/ literature department students**

   The research could be a reference for English language/literature department students in the case of men and women language variety, knowing that is little research about it.

CHAPTER II

This chapter describes the theories and concepts according to the experts who support which ideas are relevant to this research.

A. Previous Study

1. The first previous research was conducted by Hijrah (2019), entitled "**Investigating Male and Female EFL Students' Learning Style at Muhammadiyah University of Makassar" This study is intended to answer the main research questions related to the student's learning style preferences that used dominantly by male and female students at Muhammadiyah University of Makassar in 2017/2018 academic years.** Qualitative data were obtained from observations and diaries, while quantitative data were obtained from questionnaires. Data analysis procedures consisted of data reduction, data display, and drawing conclusions or verification. The result of this study shows that the learning style used dominantly by female students is kinesthetic. Moreover, the data also showed that male students tend to use the auditory learning style. In terms of individual and group learning style preference, there were no significant differences between males and females in working as a group and individual. In addition, there is an effect of gender difference in terms of learning style because of the notions of male and female communication.

The male students' preferred the auditory learning style because male students tended to enjoy and more actively learn by hearing music and short videos as teaching media. On the other hand, female students preferred the kinesthetic learning style because they learn best by being physically involved in the classroom, such as learning by doing and using games. These learning styles are affected by the notions of gender differences in communication.

2. The second was by Syahrir (2017), entitled **"Male And Female Students' Learning Styles And Their Effects On Efl Achievements"** **male and female students' preferences in learning style and (2) how male and female students learning styles influence their English achievement**. It employed Mixed-method and was conducted at Senior High School 8 Pinrang. The samples were chosen through a purposive sampling technique, and the data were obtained through Oxford Learning Style Survey, an English competence test and semi-structured interviews with students. The findings show that (1) the male and female students can be categorised into five groups based on their learning styles; visual, auditory, kinesthetic, visual-auditory and auditory-kinesthetic, and (2) most of the students' learning styles positively influence their English achievement; visual, auditory, kinesthetic and auditory-kinesthetic give positive influence, while visual-auditory does not. The findings also reveal that auditory is the most

effective learning style for male students, and visual is the most effective for females. Thus, it can be inferred that to what extent the learning styles influence the students' English achievement is influenced by gender factors.

3. The third, by Rezky (2018), entitled "**An Analysis of Gender Differences in Learning English", used a descriptive qualitative method to measure the learning style of male and female students in eleventh grade at SMAN 1 Makassar.** The research used interviews and observation to get the data from the students and teachers. Based on the data found, it can be seen that female students mostly like to use audiovisuals to learn and practice English skills. Conversely, male students learn by watching movies, playing games, etc., so it can be concluded that their learning style can affect their language achievement.

B. Theoretical Framework

1. **Concept of male and female students**

   These are the subjects of the research. Male, masculine, and virile are adjectives that describe men and boys or attributes and conduct culturally ascribed to them. Male, which is applied to plants and animals as well as to human beings, is a biological or physiological descriptor classifying individuals based on their potential or actual ability to inseminate in bisexual reproduction (Syahfira,2020)

   Female, feminine, and effeminate are adjectives that describe women and girls or attributes and conduct culturally ascribed to them. Female, applied to plants, animals, and human beings, is a biological cal or physiological descriptor, classifying individuals based on their potential or actual ability to produce offspring in bisexual reproduction (Syahrir, 2020). According to Horby in Loof (2018), the male was defined as belonging to the sex that does not give birth and the female was referred to as the sex that produces young. Sex was defined operationally across species by the type of gametes produced and the difference between males and females.

2. **Concept of speaking Fluency**

According to Brown (2004) in (Loof,2018), there are five aspects of speaking: pronunciation, Fluency, vocabulary use, grammar, and comprehensibility. Speaking is the verbal use of language to communicate with others. The students should have the ability to talk to share with others. It is an integral part of everyday interaction, and most often, the first impression of a person is based on their ability to speak fluently and comprehensively. Teachers are then responsible for preparing the students as much as possible to talk in English in the real world outside the classroom and the testing room.

In learning a new language, speaking is one of the skills the learners should master. One of the aspects of assessing speaking performance is the speaker "s Fluency. Dore (2016), as cited by Herliani (2020), states that there are many definitions of Fluency, yet there is no exact definition of it. Although there is still no precise definition of Fluency, it is essential to know what Fluency is to avoid misinterpretation.

When students learn speaking skills, they are also expected to have good Fluency in speaking. Lennon argues that "fluency to produce speech at the tempo of native speakers, unimpeded by silent pauses and hesitations, filled pauses ("ers" and "terms"), self-

corrections, repetitions, false starts, and the like." From the definition given above, the writer concludes that a fluent speaker is a speaker who can speak at the same speed as a native speaker without having such problems that can hinder their speaking fluency. The students who can tell the new language, as well as the native speakers, can be considered good non-native language learners (Mairi, 2016).

Dore (2016), as cited by Herliani (2020), says that Fluency is when a speaker speaks smoothly and flows easily. The terms are smooth and easy flow here means the state where the speaker speaks at a constant speech rate and makes no long pause. If one speaks with many stutters, it will affect the speech rate. Meanwhile, the longer the speaker's delay, the less speech will not flow easily, disrupting Fluency. The smooth flow of speech will build good communication. This idea is supported by De Jong (Vanthournout,2018), who states that "communication should eventually be smooth, with some processes of production relatively fast and automatic." He also adds that Fluency's goal is for the speaker to express their ideas quickly.

The third kind of Fluency, as Fillmore in (Griffiths,2021) proposes, is the ability to say appropriate things. This kind of

Fluency is related to the second one, but the context is more expansive. Fluent speakers, in this sense, have plenty of ideas in mind. They always say the right thing in many different situations or casual settings. It means that wherever they are or whatever the topic they discuss, these people will always be able to communicate well. The last, or the fourth, kind of Fluency is being creative and imaginative in using the language. Fluent speakers with this kind of Fluency will speak in various styles, express their ideas in novel ways or even makeup jokes. The speakers can quickly look over many alternative ways of responding to a situation in which they sound clever.

a. **Kinds of Fluency**

Segalowitz (2010), as cited by De Jong (2018), divided three kinds of Fluency: cognitive Fluency, utterance fluency and perceived Fluency. The type of Fluency used for this research is an utterance-based test. Utterance fluency decides the speaker "s Fluency by counting the disfluency markers inside the discourse. As per Stockdale (2009), as cited by Riki (2018), there are three disfluency names or titles as take after:

1) Restart
Restart is when the speaker restarts the uncompleted section of the

speech for various reasons. Usually, it happens because of mispronounced or misspoken words and speakers' knowledge of the contents, like vocabulary or information.

E.g. *Zella buys many dolls uhh... Barbie dolls.*

2) Self-Correction

Stockdale says it as the moment of noteworthy change in the speaker "s discourse. It happens due to the selection of words or misspoken words.

E.g. *There are three... ehh, There are three bananas.*

3) Repetition

Repetition refers to when speakers make an instant occurrence of a non-significant change in the speech by simply repeating the exact words.

E.g. *I love reading hmm reading novels.*

b. The aspect of Speaking Fluency

In assessing speaking fluency, there are two ways to measure speaking Fluency. Both measurements will use the same disfluency components. According to Stockdale (Mairi,2017), four disfluency components indicate speakers' speaking Fluency. As follows:

1) Speech Rate (SR)

Stockdale in (Mairi,2017) explained speech rate as a variable to measure the speed of delivery of the Word produced for a speech sample per second or minute. The pruned syllables and all disfluencies are to be excluded from the measurement. To calculate speech rate, the number of all syllables is divided by the time required to produce the speech sample in seconds. The result is to be multiplied by 60 to find syllables per minute. According to the Tennessee Study Program of Education Resource Packet (set 162-230 is the number of syllables adolescents or adults typically could produce per minute (Mairi,2017).

2) Pause Rate (PR)

The total number of pauses and filled pauses such as uhm, err, umm and eeee, including corrections and repetitions, are divided by the total amount of time expressed in seconds and then multiplied by 100.

3) Disfluent syllable Rate (DSR)

The disfluent syllable Rate is calculated by subtracting the number of pruned syllables from the number of syllables in the sample. Pruned syllables include fillers, errors, and repetitions. The result is the number of disfluent syllables divided by 230 as the highest average number per minute and multiplied by the total time in seconds.

4) Mean Length of Run (MLR)

The mean length of run between pauses measures the average number of syllables produced in runs of speech between breaks and other disfluencies to give an idea of how much is said without interruption. The mean length of runs is calculated by subtracting the total number of syllables by the times of pauses above 0.3 seconds and other disfluencies, then dividing by the usual amount of syllables per minute.

c. The Factors students Influence in Speaking Fluency

Speaking Fluency is one of the parts of English in classrooms. Mostly, students do not get any chance in or outside the school to speak English. Speaking is not a part of examinations. Learning to

talk also demands a lot of practice and attention. People learn to speak their mother tongue just by listening and repeating. The teacher can adopt the same natural way. The teacher can give them specific structures and ask them to repeat them. This will remove their shyness. The teacher can provide those drills in the basic patterns of language. Such as asking short questions and using short dialogues in the classroom can also develop this skill. According to Muriel Saville-Troike (Mohammed 2020), "Introducing Second Language Acquisition", there are some essential perspectives that influence success for students in Second Language (L2). That is, age, sex, aptitude, motivation, cognitive style, personality, and learning strategies. Sex or gender is one of the factors in Second Language (L2) teaching.

Speaking itself has a purpose. The purpose of speaking can be either transactional or interactional (Sonia,2022). In transactional discourse, language is used primarily for communicating information. Language serving this purpose is "message" oriented rather than "listener-oriented (Aidil,2017). Some students learn a new language more quickly and easily than others. This simple fact is known by all who have learned a second language or taught those using their second language in school. Some language learners succeed through sheer determination, hard work and persistence.

However, other crucial factors influencing success are primarily beyond the learner's control to master speaking skills. These factors can be broadly categorised as internal and external. Their complex interplay determines the speed and facility with which speaking skill is learned by students.

3. Gender Differences in Speaking Fluency

"Language and gender" refers to the relationship between male and female language. Gender difference is not only a reflection of the speeches between males and females but also a reflection of their different living styles and attitudes. Gender difference is popular research in many fields, such as psychology, sociolinguistics, and female study. The differences between males and females have been studied from different angles with different methodologies in these fields. Though research findings emphasise the differences, they still have some similarities. For instance, males are more concerned with power; they desire to be leaders, while females are satisfied with their subordinate status; males speak directly and take transferring information as the first thing, but females say indirectly, implicitly and mildly. For them, expressing feelings is very. Many scholars are concerned about the differences between the language of males and females. There are

two categories of gender, and they are male and female. Both have their weakness and strength. There is some field of distinction between male and female as follows:

a. Gender differences in the physiological feel

According to Handelsman (2018), the physiological sides of males and females are primarily different. It is apparent when looking at their body. In all human societies, males are bigger and stronger than females. On average, the male is about 6 per cent taller and 20 per cent heavier, with larger bones and greater bulk and muscle strength. So, the male has the highest metabolic rate, produces more physical energy, requires more food, the male heart beats more strongly, and male blood is more affluent in red corpuscles to the extent of some 300,000 more per cubic millimetre.

b. Gender differences in the nervous system

There is a big difference between male and female nervous systems. As a result, this leads to a different character. For example, men tend to be better at analysing systems (better

systemisers) and women tend to be better at reading other people's emotions (better empathisers). Male and female brain differences include (John,2017):

1) Brain

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

2) Cellular connections

   Even though men seem to have more brain cells, it is reported that women have more dendritic or cellular connections among brain cells.

3) Corpus callosum size

   A woman" s brain has a large corpus callosum, which means women can transfer data between the right and the left hemisphere faster than men. And men tend to be more left-brained, while women have greater access to both sides.

4) Limbic size (bonding/nesting instincts)

   Females have a more extensive deep limbic system than males. This gives females several advantages and also disadvantages. The gift is females are more in touch with their feelings (more caretakers for children), and the weakness is females are more susceptible to depression.

c. Gender differences in learning style

Males tend to be deductive in their conceptualisations, sharing their reasoning process frequently from general principle and applying it to individual cases. Females, on the other hand, tend to favour inductive thinking, adding more and more to their base of conceptualisation. They tend to begin with concrete examples. On average, females do produce more words than males. Females often use words as they learn them, and males often work silently. When females and males are put together at a table, the male generally spreads his work into the female "s space, but not vice versa, because movement seems to help males stimulate their brains and relieve impulsive behaviour. The male and female students have different characteristics in language learning strategy that is as below:

Table 2.1

The Gender Differences in Learning Style

Males	Females
Analytic	Global

Objective	Subjective
Thinking	Feeling
Field independent	Field dependent
Left brain dominant	Right and left brain balance.
Introvert	Extroverted
Competetive	Cooperated

(Sources: Siti Nur,2019)

Women prefer a personal, feeling-oriented, global style rather than an objective, thinking-oriented, and analytic style. When learning a new language, males and females take different paths. Males tend to favour objectivity. They tend to learn the rules, facts, and logic of the language they are learning. Females learning a new language are usually subjective. They put priority on using their feeling, cultural sensitivity and empathy.

d. The Factors of Gender differences in Speaking Fluency

The differences between males and females seem not only on physical or biological sides but much more other fields or sides. And all of the differences are caused or influenced by some factors.

Based on Anker, James and Dunhan (Wafidin,2022), there are two factors as follows:

1) Social Cognitive Factors

Even biologically, factor plays a based role in behaviour, but cognitive factor plays a significant role in modifying their expression. Children" s understanding of gender and gender roles contributes to the process of gender role acquisition. The social cognitive theory emphasises that children" s gender development occurs through observation and imitation of gender behaviour and through reinforcement and punishment of gender behaviour. Parents often use rewards and punishments to teach their offspring to be feminine. For example, (Karen, you are a good girl when you play gently with your doll) or masculine (Keith, a big male like you is not supposed to cry). According to Anker et al. (1986), all children undergo the following stages in understanding gender.

        a) Basic gender identity. At this stage, children recognise that he or she is a boy or a girl.

        b) 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 hopes of becoming batman.

c) Gender constancy. In this stage, children recognise that superficial changes in appearance or activities do not alter gender. Even when a girl wears jeans or plays football, or when a boy has long hair, the child" s gender remains constant.

2) Psycholinguistic Factors

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

a) Comprehension: How people understand spoken and written language.
b) Speech Production: How to produce people's language.
c) Acquisition: How do people learn a language?

In psycholinguistics, the second language is the target language or language taught. The success of learning English (or other foreign languages) depends on many factors: Motivation; Each student has different reasons for learning English, which can be

broadly divided into extrinsic and intrinsic motivation and divided motivation into intrinsic and extrinsic motivation. Intrinsic motivation is a kind of motivation driven by an inherent interest in learning tasks without influence from external factors. Extrinsic motivation is the opposite of intrinsic motivation, and it is a result of external factors. Interest; Interest is the second factor explored in this research. Interest is found to be one of the factors that can keep students enjoying learning as they do the learning activities without pressure. Thus, it is essential to know when they began to learn English and what makes them interested in learning to speak.

3) Linguistic Factors

Learners' oral proficiency has to use appropriate language forms (Ramli,2021). Some components of linguistic factors, including pronunciation, grammar, and vocabulary, are critically considered by students. They also have to focus on the situation of conversation time. As supported by Harmer (Ramli,2021), speaking not only need the knowledge of how to produce the form language but also of when why and what way to result in the words.

4) Affective Factors

Some affective factors related to native language learning are emotions, self-esteem, empathy, anxiety, attitude, and motivation. "Speaking a foreign language in public, especially in front of native speakers, is often anxiety- provoking. Sometimes, extreme pressure occurs when English foreign language learners become tongue-tied or lost for words in an unexpected situation, which often leads to discouragement and a general sense of failure. Unlike children, adults are concerned with how others judge them.

CHAPTER III

METHOD OF RESEARCH

This chapter discusses the research method applied in this research. There are research designs, research settings, and techniques for data Collection.

A. Research Method

This section discusses the methods apply in conducting this research, and this section consists of research design, data sources, data collection techniques, and data analysis.

1. Research Design

This research is qualitative research, which uses descriptive qualitative. In this type of research, the researcher attempts to determine the cause or consequences of differences between or among groups of individuals.

This research will analyse the differences between male and female students in speaking activity, especially in Fluency. Describing and determining the significance or the difference between those two variables was helpful. There are male and female students as the independent variable (X) and speaking Fluency as the dependent variable (Y).

In this case, the researcher took research to compare or to know whether there is any significant difference between male and female students" speaking Fluency of the eleventh-grade students at YPP MA Maarif.

2. Data Sources

The primary data in this study are in-depth interviews with YPP MA Maarif and the students interviewed. The supporting data are observations in the classroom about the students speaking Fluency, and the last is the data documentation collected by researchers when conducting research.

B. Setting, Participant, and time of the research

1. Location and Time

The location of this research will be YPP MA Maarif, and the time will be in the academic year 2022/2023 in November 2022.

2. Participant

The study participants are eleventh-grade students at YPP MA Maarif. According to (Adedoyin,2020), the population was a group of individuals with the same characteristics. The minimum sample size of causal-comparative research is 15 for each group (Gay, 2012). The research population will use the eleventh-grade students at YPP MA Maarif.

No	Classes	Male	Female	Total

1	XI IPA 1	9	17	26
2	XI IPA 2	12	14	26
3	XI IPA 3	13	13	26

Table 3.1

The total population

The total science population will be 78 male, 34 students and 44 female students.

In this research, the researcher determined the sample by using stratified sampling. Stratified sampling was a type of probability sampling. As Creswell (2012), in stratified sampling, the researcher divided (stratified) the population on some specific

characteristic (e.g., gender). Then each sub-group is classified by some particular part (e.g., gender). Besides, in simple random sampling, the researcher selects participants (or units, such as schools) for a sample so that any individual has an equal probability of being selected from the population.

The population of this research will be 78 students, 34 male students and 44 female students. The researcher will take science classes because the school only provided science classes for this sample, so that the whole piece will take 23 students, consisting of 10 male and 13 female students.

C. The Technique of Data Collection

1. Interview

This research will be used as the research instrument to collect the interviewed data from the English teacher and the student's sample class to get the data about students' differences between male and female speaking fluency in the classroom.

2. Observation

The researcher uses the observation method in the classroom to get real data on the difference between male and female students in speaking Fluency. So with this method, researchers can find a broad picture of the problem to be studied.

D. The Technique of Analysis Data

This research will use the descriptive qualitative research method because the analysis method that will use in this research is based on Miles and Huberman's (2011) theory that consists of the following steps as follows :

1. Data reduction

Data reduction is identifying, classifying and focusing on the occurrence of necessary data. In this case, it will focus on the event of shifts based on its criteria. After that, the data will be analysed to the degree of equivalence. Therefore, the researcher reduces the data that seems unimportant to this study.

2. Data display

In this step, the selected data is presented. The presentation of the data describes the content of the data. The researcher displays the data based on the data categories of students' male and female differences in speaking Fluency.

3. Conclusion drawing

The last step is making a conclusion and verification about the analysis that will be found.

CHAPTER IV

FINDING AND DISCUSSIONS

In this chapter, researchers report the results of a study conducted on students in eleventh grade for differences between males and females at YPP. MA Darul Maarif

A. Finding

The data described were based on the research conducted at the senior high school at YPP MA Darul Maarif. This chapter described the data of the gender comparison on speaking Fluency of eleventh-grade male and female students.

The researcher uses the interview with the students to know the difference between males and females in speaking Fluency and does the observation to know deeply. Based on the data, the researcher used the interview guidelines for the 23 students to learn about the students' differences in speaking Fluency. The data was collected in two days.

In the first meeting, the researcher interviewed the eleventh-grade students at YPP MA Darum Maaruf to investigate students' differences between males and females in speaking Fluency. The interview consists of 8 questions on each aspect of the student's differences in speaking Fluency as follows Psychological feelings and nervous system. Besides, the test results were analysed, which was inferential in qualitative analysis.

1. **The Eleventh Grade Male Students Speaking Fluency as EFL students of YPP Ma Maarif**

Male students speaking Fluency accuracy The data of male students speaking Fluency researcher took from the results of the male students' speaking Fluency scores by the teacher eleventh-grade students at YPP MA Ma Maarif. Based on the documentation of achieving students speaking Fluency for male students, It can be seen that male students got the level score average or medium. In collecting the data by using interviews with each student and the teacher, the researcher used the theory of the factor affecting students' male and female differences in speaking Fluency.

The first question "Do you always have a good motivation to be able to speak English ?" Based on the question from 15 total, students answered mostly said no with the description as follows; Students with A code answered, "I am sometimes enthusiastic, sometimes I'm not always in the mood, so I speak in English, sometimes I'm not in the spirit like that, maybe because I think it's just when I want to ask something that's not good, so I'm not that enthusiastic about speaking"

Based on this statement, we can find that students have erratic motivation. The influence of mood supports this and

their ability to speak English or speak linguistics so that they have speaking skills that are not too bad and not too suitable or sufficient. In addition, some students answered with the following answers.

Students with a B code answered, "Not really, sometimes I'm excited like that. I'm excited to speak English if I understand the meaning and what I want to say. It's just that I haven't been able to speak English optimally, especially my age, which isn't that good".

Based on this statement, it can be concluded that students have a level of motivation that is not good, this is supported because their linguistic abilities in English are not yet optimal, so they do not yet have the cause to speak English optimally, but there is a desire to be able to learn speaking more fluently.

In line with the answers from students with the following code, student D answered: "I hate it, and I also have a lot of motivation to be able to speak English fluently. Yes, because it's a good capital, especially in this day and age. It uses technology based on English. I must be motivated to speak English fluently even though I'm still learning every aspect ".

Based on this statement, it can be concluded that students' motivation is supported by their desire and interest in speaking slides in class. Some students have high reasons to be able to speak English fluently because they want to have better abilities. Still, on the one hand, some students are not yet optimal because they don't understand aspects of the English language itself. I'm lazy to type.

After that, the researcher gives the second question about their emotions "Does your mood affect your speaking fluency?"

Student A answered, "So far, not because I can control my own emotions to be able to speak English fluently, more linguistically, I don't quite understand that yet. So it's not optimal to speak English fluently" in line with the students D answered, "No, it doesn't have an effect, I prefer to use it, just buy it, it's not optimal, so yeah, the frequency still stops, it still likes to crash, because I think about the package anyway."

The data was supported by interviewing the male students to determine if they have good skills to control their emotions in every situation. If the competitive spirit is ambition, the researcher sees that this male student with no

competitive spirit is not ambitious. Although according to the researcher, he is a student who is reasonably competent and has the capacity in the EFL class.

Compared to the results obtained by female students, of all female students, only 20% have a competitive nature. Researchers from male students can observe two indicators of culture. But unique researchers also found that male students also have traits that include feminine culture in the form of negotiating and accommodating. Surprisingly, 100% of male students claimed also to deal with and accommodate input and ideas from learning partners. All male students say they like to arrange to reach the best agreement, especially when studying in groups. But unfortunately, they cannot explain in more detail why they chose the negotiation path.

Although male students claimed to like to negotiate, the researcher found that there were male students who forced ideas to be presented by the group. This contrasts with the students' acknowledgement. This can be seen clearly from the group consisting of male and female students. Male students who were seen as dominant also did not seem to prioritise negotiations in getting the agreement. As a result,

it was confident that the ideas presented were from the male students' thoughts.

While other male students seemed to enjoy communicating and discussing with other students despite being of a different gender, Akmal, for example, seemed not to impose ideas and was calmer in a discussion. As for the accommodating points, 100% of male students admit that they are someone who is accommodating. This is reflected in their acknowledgement that listening to ideas from others and adapting them is something good. They can also compile ideas from friends with their ideas to find the best. This trait is reflected in one of the male students who seem to pay attention and appreciate other students who are expressing an argument.

The qualities of male students influenced by gender differences and shaped by culture also affect their speaking style. Some characteristics of male language observed from speaking style are definitive, straightforward, attention and attention-commanding. In addition, men are also said to use fewer tag questions, fewer qualifiers, and fewer disclaimers.

The masculine culture of male students is as follows :

Gender	Culture
Male	**Masculine**
	Trying to be the fastest student who answers the question from the teacher, than female students (Competitive) Lazy to discuss an idea
	More authoritative in giving ideas (dominant) Good listener E.g., "I think on my own because I'm able to do it!" (Independence) E.g., "I love to compete. I also think I can always go
	beyond my friends" (competitive)

Observations of several speech styles influenced by gender differences are done carefully, thoroughly and repeatedly by researchers. In addition to relying on observational notes, the researcher also plays back the video speaking activity of students to get the desired data. From observations, the researcher found male students who were responsive in expressing opinions. They are seen immediately responding to questions without discussing them with other friends. In this case, the researcher believes that male students are more confident when expressing their opinions. This was very visible to one of the male students, who had relatively good knowledge. Throughout the session, he tried to respond to the teacher's questions deftly.

Male students only need a moment to think of questions from the teacher and respond immediately to their answers. This is very contrasting when compared with the female student's speaking style.

In addition, male students who have good capacities show a confident attitude with their answers. He responded by nodding to the teacher's question, showing that he mastered the material. Of course, after the teacher asks

questions, this male student answers the question correctly. Not only that, this male student gave a lengthy explanation without hesitation. This doubtless nature encourages male students to submit arguments and speak definitively.

This definitive trait also makes male students able to strengthen their arguments. So that after one of the male students made an argument definitively, no other opinion could refute it. This definitive style is closely related to the dominant trait shown by men. Therefore, researchers found this classic style from a male judge like Gamble said that male students would respond definitively in contrast. "Men, in contrast, typically respond with more definitive,"

Researchers in the process of observation and interview found this style. Based on Cambridge online, straightforward means easy to understand and simple. On the other hand, direct also means honest. As both are adjectives, the researcher could identify them at once. Male students show this easy-to-understand and simple nature by expressing short but easy words to understand. Like Mahardika said when answering questions about corona transmission, he briefly said, "corona is airborne", or when he revealed,

"Coronavirus could be transmitted when someone is handshaking". These two simple and uncomplicated expressions can make the class understand what they are saying and agree immediately. The side of being simple, which means being honest, can also be seen in what the male students speak during the interview. With open-ended questions, male students can freely answer the researchers' questions.

One of the questions that require honesty or frankness from students is the point "Are you a competitive student in the class". Without a doubt, male students respond honestly that they are competitive students for several reasons. Some of the reasons are related to wanting to be a class champion or getting good grades. According to researchers, this is a reasonable thing. Then the following is an example sentence of a male student showing a straightforward style.

According to Gamble, one of the characteristics of the male speech style is attention commanding. Attention commanding is a command to give attention. Gamble revealed this. From the documentation of the observation and interview process conducted by the researcher,

unfortunately, the researcher could not find an explicit statement by the male student in the form of an order to pay attention. But from observations made, the views expressed by male students can make other students pay attention. Male students strengthen their arguments precisely by making others pay attention to them. According to researchers, this is also one of the tricks to attract attention without throwing a command. This is also evident from 60% of male students who claim not to be dominant. This can also mean not liking being the centre of attention by asking for attention directly from others.

2. **The Eleventh Grade Female students speak Fluency as EFL students of YPP Ma Maarif.**

Based on the table of students speaking Fluency, it can be seen that the female students who got a good score were only 3 four students, the female students who got enough were three students, and the students who got less score were six. It can be seen that the female students got the lower score in speaking Fluency.

From the observations made by the researcher, the speaking Fluency of female eleventh-grade students at YPP MA Darul Maarif has uncertain speaking Fluency. This shows the lack of confidence or capacity when they talk or express opination. This observation is reinforced by the nature of women who always discuss what they want to say to their closest friends first. This shows the disbelief of what was said. However, the researcher also sees the positive side of the behaviour of female students when they want to express their opinions. This could be the influence of a feminine culture that forms their personalities. As Gamble said, followers of feminine culture tend to like to negotiate. "The members of a feminine culture are more apt to compromise and negotiate to resolve conflicts, seek win-win solutions."

A feminine culture that was observed through observation showed suboptimal results. However, the researcher was very satisfied with the interview results, which collected essential data. Through interviews, the researcher can dig out the characteristics of women in communication formed by feminine culture. The researchers believe this influences their speaking style. It can also be observed from the discussion process that involves students conversing with

each other without teacher intervention. This allows researchers to be able to keep their behaviour more precise. In line with what Gamble said, women tend to compromise and negotiate to reach agreements that benefit both parties.

Here the researcher uses the words negotiation and accommodative as keywords to represent the points expressed by Gamble. Based on the interview results, 100% of the female students claimed to be someone who put forward negotiations in discussions. They believe this is the right way to reach an agreement. Like what a respondent (Rima) said, negotiating, according to them, is a way to make everyone in a group accept a joint decision. "I prefer to discuss the best ideas. The results of the discussion will make members and study partners more receptive. "

This was also observed by the researchers who saw women as having a high ability to negotiate to reach an agreement. In group discussions, female students seemed to be more active in discussing topics and offering ideas to provide input. They do not forget to examine the ideas that come in to get the best. Researchers see two groups that are very contrasting in negotiating a topic. The first group (female-

female) looks more connected to dealing with ideas and does not cause confrontation.

The second group (male-female) was seen to be full of connection and confirmative. Male students seem to impose ideas, while female students want their ideas to be heard as a consideration. A contrasting scene between male and female students. However, other groups (male- female-female) seem to be able to negotiate ideas well without confrontation. This is possible because of the number of men who are out of balance or maybe the inheritance of men who are different (confrontational and seeking win-lose solutions).

From what the researcher observed, this tendency of women to be negotiable by men is also minimal. But according to the interview results, 100% of male students also claimed to like negotiating. Furthermore, the accommodative points are very thick, with the nature of the win-win solution for female students from the interview results showing 100%. All female students in the class make it a necessity to accommodate peer counsellors or study partners. This indicates that they are good listeners.

3. **The Difference Eleventh Grade Male And Female Students As EFL Students Of YPP Ma Maarif**

Before investigating differences between male and female students' speaking ability in describing the story to the eleventh-grade students at YPP MA Darul Maarif., the researcher from observations and interviews, the researcher was finally able to distinguish the male and female languages used clearly. The language is used differently, and men and women have different communication styles in the classroom. The researcher trusts the choice of language and behavior found in this speaking class due to the influence of gender differences. This is what causes different genders to show other behaviours and language choices.

From the observations, the researcher found a significant difference in the language used by male and female students. In speaking, male students exhibit classic or doubtless styles of speech. This can be seen when they respond to teacher questions and confidently raise arguments. They quickly answer questions deftly without needing to discuss them with other students. This is in sharp contrast to what is shown by female students, who often discuss a question or argument

they want to raise with other students. This shows doubt. Besides this not -the exemplary behaviour of women is also strengthened by choice of language that shows uncertainty, as in my opinion, or in my opinion that shows some doubt.

In class, boys also use short words and sentences. They appear to be straightforward in expressing opinions. When the teacher raises a question, male students who answer or submit an argument will answer it straightforwardly without complicated frills.

Using short, clear sentences proves that a man is a straightforward person. Male students' sentences show the main idea without convolution, unlike women, who sometimes go through additional sentences or words like qualifiers or tag questions that show that they are not straightforward. Lakoff also revealed that women tend to use words like umm, and err, which give a pause from one sentence to the next. Sometimes the female students who the researcher observed were seen to be wordy and not clear enough to convey an idea in class. Another feature of men's language is the style of attention commanding. Even though this phenomenon cannot be observed explicitly, from the communication style of male

students, the researcher can determine that what is raised by male students makes others throw attention to them.

According to the researchers' observations, male students will make convincing opinions to encourage other students to pay attention to them. One of their behaviours is also mastery of the forum by providing arguments that explain a topic in a gambling manner. This makes other students or even the whole class pay attention to boys. So without verbally ordering, what this male student is doing includes the attention of other students.

Meanwhile, the researchers find observing male students' language variety easier. Because most female students hurl some words or sentences that, according to the sentence gamble, are full of female language characteristics. In communicating in class, female students do not look endless. Likewise, in the interview, the researcher can observe that female students tend to be shy or talk less. No wonder they become inferior figures in the classroom compared to male students. But this does not prevent the researcher from finding various distinctive languages of women at the school.

According to the researchers' observations, it is true that female judges speak with great self-confidence and unconsciousness. This can be seen from the use of question tags and qualifiers. The researcher is well aware of female students' frequent use of tag questions. some of which can be observed by the researchers are "right", "not so", or "right?" While changing the statement to question could not be found by the researcher. One student in the interview admitted that he was hesitant in answering questions or asking ideas. So honestly, he feels afraid when he wants to answer the teacher's question.

Lakoff criticised that women tend to be labelled negatively and less intelligent than men. In addition, female students are also seen to use various qualifiers in their sentences. The use of "I think so", "as far as I know", and "I think" is an example that female students use the qualifiers in their conversations. This may not be the same as what Lakoff or Gamble wrote, but the researcher believes this to be natural because each country has a different language.

Besides speaking fluency students, gender differences are also related to male and female behaviour. In this case, the

researcher observed it through interviews that revealed surprising results. In contrast to the choice of language that so contrasts between men and women, the behaviour of men and women caused by feminine and masculine cultures does not only belong to one particular gender.

B. Discussions

a. Strength and Weakness

The topic of this research is a combination of several research topics which are used as references by researchers in conducting this research. Some of these studies came from (Rezky 2018). Those research discusses about genders differences, student's abillity, and learning style.

In this study, researchers analyse how genders differences beetwen male and female students in speaking fluency. Gender difference is not only a reflection of the speeches between males and females but also a reflection of their different speaking fluency and attitudes. This statement also became this strength

study.However, this study also has weaknesses, because of this, The researcher grows the conclusion that gender doesn't directly about speaking Fluency, but there are internal and external factors a society to gender that might influence speaking Fluency.

b. Limitation

Based on the identification of the problem above, this research limited the situation to analyse the learning differences between male and female students in speaking class at YPP MA Darul ma'arif of the eleventh grade in the academic year of 2022/2023.

c. Implication

The implication of this study was English teachers who could be aware of the differences between male and female speaking fluency. The researcher will get some experience and knowledge from what will be conducted. To the language/literature department student in case of men and women student language variety knowing there is little research about it.

CHAPTER V

CONCLUSION & SUGGESTION

This chapter is the final part of the study. This chapter is divided into two parts: conclusion and suggestion. Each will be explained as follows:

A. Conclusion

This research aimed to determine the difference between a student's gender in speaking Fluency. Based on the results and discussions in Chapter IV, The researcher grows the conclusion that gender doesn't directly about speaking Fluency, but there are internal and external factors a society to gender that might influence speaking Fluency. That aspect may contribute to

speaking Fluency from internal factors such as; age, personality, motivation (intrinsic), experiences, cognition, and native language. Meanwhile, external factors include curriculum, instruction, culture and status, motivation (extrinsic), and access to native speakers.

B. Suggestion

In line with the finding of the research, the researcher would like to give some suggestions as follows:

1. Suggestion for the Teacher, because the male and female students" speaking Fluency have no significant difference, thus, the English teacher does not need to treat the students differently.
2. A suggestion for the students" in tenth grade at Senior High School is that both male and female students have the same competition in speaking Fluency. And both students have to do more exercises to increase their speaking fluency.
3. This research is expected to inspire the next researcher to do other research to discover how male and female students" speak Fluency.

And this research aims to improve teaching and learning English as a foreign language.

4. Finally, for the readers, this Research is merely a tiny portrait of finding in the field of research in speaking Fluency between males and females. The other researchers may have different findings from this research.

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APPENDIX

Appendix 1

The male students speaking fluency level analysis

Sample	SYL	E/R		Filler		Pause	NS	SR	SRS	PRR	PRS	DSR	DSS	MLR	MS	Level	Description
		F	S	F	S												
1	335	0	0	22	22	38	275	138	60	32	47	11	87	53	65	2	Enough
2	278	0	0	24	23	22	25	76	34	46	48	50	52	54	55	2	Enough
3	356	0	0	32	23	34	32	187	72	45	45	32	34	76	87	4	Good
4	254	0	12	23	22	23	54	76	45	34	34	56	66	77	35	2	Enough

5	324	0	1	22	22	22	43	23	33	35	36	37	76	66	45	4	Good
6	287	0	0	20	19	17	37	26	33	54	67	23	30	45	68	2	Enough
7	178	0	0	12	15	34	35	34	23	22	23	58	65	45	38	1	Less
8	167	2	0	41	55	62	43	33	34	23	18	34	35	28	47	1	Less
9	328	0	0	20	29	76	16	146	12	24	46	57	55	46	34	5	Good
10	256	0	0	34	35	23	12	45	36	78	65	67	45	34	33	2	Enough

Female students Fluency level analysis

Sample	SYL	E/R		Filler		Pause	NS	SR	SRS	PR	PRS	DSR	DSS	MLR	MS	Level	Description
		F	S	F	S												
1	335	0	0	22	22	38	275	138	60	32	47	11	87	53	65	2	less
2	278	0	0	24	23	22	255	76	34	46	48	50	52	54	55	2	Enough
3	365	0	1	22	22	22	43	23	33	35	36	37	76	66	45	4	Good
4	276	0	0	20	19	17	37	26	33	54	67	23	30	45	68	2	Enough
5	178	0	0	12	15	34	35	34	23	22	23	58	65	45	38	1	Good

6	356	0	0	32	23	34	32	187	72	45	45	32	34	76	87	4	enough
7	254	0	12	23	22	23	54	76	45	34	34	56	66	77	35	2	less
8	324	0	1	22	22	22	43	23	33	35	36	37	76	66	45	4	less
9	287	0	0	20	19	17	37	26	33	54	67	23	30	45	68	2	Good
10	178	0	0	12	15	34	35	34	23	22	23	58	65	45	38	1	Less
11	167	2	0	41	55	62	43	33	34	23	18	34	35	28	47	1	Less
12	328	0	0	20	29	76	16	146	12	24	46	57	55	46	34	5	Good

13	256	0	0	34	35	23	12	45	36	78	65	67	45	34	33	2	Enough

Appendix 2

INTERVIEW GUIDELINES

No	Aspects students' male and female differences in speaking Fluency	Indicators	Items
1	Psychological feel	1. Students Motivation 2. Students anxiety 3. Students afraid 4. Students mood	1,2,3
2	Nervous System	1. Students in Analysing system 2. Students in Solving the Problem	4,5
3	Learning style	1. Students Strategy 2. Students Method 3. Students Media	7,8

1. Not least, you always have good motivation to be able to speak English.
2. What is your problem that makes you unable to speak fluently? Why?
3. Does your mood affect your speaking fluency?

4. When the teacher gives questions, can you immediately explain them fluently?
5. When you face problems when speaking, what do you do?
6. What did you use when learning to be fluent?
7. What method do you use when learning to speak fluently?t media do you use so you can speak fluently?

Appendix 3 Documentation