THE GENDER COMPARISON ON SPEAKING ABILITY AT THE TENTH GRADE OF SENIOR HIGH SCHOOL 1 UJUNGBATU

A THESIS

Intended to Fulfill of Requirement for the Award of Sarjana Degree in English Languange Teaching and Education

By:
INDY GUS MUTIALONA
NPM. 176310437

ADVISOR

Dr. SRI YULIANI., M.Pd
NIDN. 1020077102

ENGLISH LANGUAGE EDUCATION FACULTY

OF TEACHING TRAINING AND EDUCATION

UNIVERSITAS ISLAM RIAU

PEKANBARU

2021

THESIS APPROVAL

TITLE

THE GENDER COMPARISON ON SPEAKING ABILITY AT TENTH GRADE OF SENIOR HIGH SCHOOL 1 UJUNG BATU

Name : INDY GUS MUTIALONA

Students' Number : 176310437

Study Program : English Language Education

Advisor

Dr. SRI YULIANI.,M.Pd
NIDN.1020077102

Head of English Language Education

MUHAMMAD ILYAS S.Pd.,M.Pd

NPK.160702565

NIDN.1021068802

Penata/IIIc/Lektor

Thesis submitted in partial fulfillment of the requirement for the Bachelor Degree of Education in Universitas Islam Riau.

Pekanbaru, December 2021

The Vice Dean of Academic

Dr. MIRANTI EKA PUTRI.M.Ed
NIDN.1005068201

ii

THESIS

THE GENDER COMPARISON ON SPEAKING ABILITY AT TENTH GRADE OF SENIOR HIGH SCHOOL 1 UJUNG BATU

Name : Indy Gus Mutialona

Index Number : 176310437

Study Program : English Education

THE CANDIDATE HAS BEEN EXAMINED

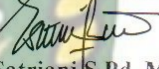### ON DECEMBER 2021

THE EXAMINERS COMMITTEE

Head Advisor

Dr. Sri Yuliani.,M.Pd
NIDN.1020077102

Examiners

Dra. Hj. Syofianis Ismail.,M.Ed
NIDN.0023045901

Estika Satriani S.Pd.,M.Pd
NIDN.1010117003

The thesis has been approved to be one of requirement for award as Bachelor Degree in English Study Program. Faculty of Teacher Training and Education Universitas Islam Riau

Pekanbaru, December 2021

The Vice Dean of Academic

Dr.Miranti Eka Putri,M.Ed
NIDN.1005068201

ii

iii

LETTER OF NOTICE

The advisor hereby notify that :

Name   : Indy Gus Mutialona

Index Number   : 176310437

Faculty   : Teacher Training and Education

Advisor   : Dr. Sri Yuliani.,M.Pd

Had been completely written a thesis which entitled:

It has been examined. This letter is made to be used as it is needed.

Pekanbaru, December 2021

Advisor

Dr. Sri Yuliani.,M.Pd
NIDN.1020077102

iii

iv

YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU
UNIVERSITAS ISLAM RIAU

Jalan Kaharuddin Nasution No. 113 P. Marpoyan Pekanbaru Riau Indonesia – Kode Pos: 28284
Telp. +62 761 674674 Fax. +62 761 674834 *Website*: www.uir.ac.id *Email*: info@uir.ac.id

F.A.3.10

KARTU BIMBINGAN TUGAS AKHIR
SEMESTER GANJIL TA 2021/2022

NPM   : 176310437
Nama Mahasiswa   : INDY GUS MUTIALONA
Dosen Pembimbing   : 1. Dr SRI YULIANI M.Pd   2.
Program Studi   : PENDIDIKAN BAHASA INGGRIS
Judul Tugas Akhir   : Perbandingan Gender Pada Kemampuan Berbicara Siswa Kelas X SMAN 1 Ujungbatu

Judul Tugas Akhir   : The Gender Comparison On Speaking Ability At The Tenth Grade Of Senior High School 1
(Bahasa Inggris)   Ujungbatu

Lembar Ke   : ………………………….

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1	24/11/2020	Resived Title	Resived Title	
2	20/01/2021	Resived Chapter I, and II	Resived background, and research methodology	
3	03/02/2021	Resived Chapter III	Resived Data Analysis	
4	15/02/2021	Proofread to Join Seminar	Acc to join seminar	
5	20/10/2021	Resived Chapter IV	Resived Data Analysis	
6	02/11/2021	Resived Chapter V	Resived Conclusion	
7	13/12/2021	Proofread to join Thesis Examination	Acc to join thesis examination	

Pekanbaru,………………………….
Wakil Dekan I/Ketua Departemen/Ketua Prodi

MTC2MZEWNDM3

(   )

Catatan :

1. Lama bimbingan Tugas Akhir/ Skripsi maksimal 2 semester sejak TMT SK Pembimbing diterbitkan
2. Kartu ini harus dibawa setiap kali berkonsultasi dengan pembimbing dan HARUS dicetak kembali setiap memasuki semester baru melalui SIKAD
3. Saran dan koreksi dari pembimbing harus ditulis dan diparaf oleh pembimbing
4. Setelah skripsi disetujui (ACC) oleh pembimbing, kartu ini harus ditandatangani oleh Wakil Dekan I/ Kepala departemen/Ketua prodi
5. Kartu kendali bimbingan asli yang telah ditandatangani diserahkan kepada Ketua Program Studi dan kopiannya dilampirkan pada skripsi.
6. Jika jumlah pertemuan pada kartu bimbingan tidak cukup dalam satu halaman, kartu bimbingan ini dapat di download kembali melalui SIKAD

DECLARATION

Name   : Indy Gus Mutialona

Index Number   176310437

Place/date of birth   : Pekanbaru, 26'th August 1999

Study Program   : English Language Education (S1)

Faculty   : Teacher Training and Education

I hereby declare this thesis is come from my own ideas, except the quotation (directly or indirectly). Which were taken from various sources and mentioned scientifically. The researcher responsible for the data and facts provided in this thesis.

<div align="right">

Pekanbaru,   December 2021

The Researcher

Indy Gus Mutialona

NPM.176310437

</div>

ACKNOWLEDGMENT

Alhamdulliah, i would like to thank Allah SWT for his blessings and guidance in the process of completing this thesis. I am very grateful for the valuable learning that i gotthrough the struggle of the thesis process. However, i realized this thesis could not be completed without much help from the whole family, lecturers, friends and all institutionsinvolved in completing this thesis.

In this memorable moment, i would like to express my deepest gratitude to thevery adorable:

1. The Dean an all staff members of Teacher Training and Education Faculty who given their assistance for the complection of this thesis.

2. Muhammad Ilyas, S.Pd., M.Pd as the Head of English Language Education, who gave supported permission to write the thesis.

3. Dr. Sri Yuliana., M.Pd as an advisor in my thesis, i would like to say a big thank you to her for the support, criticism, advice, and convenience inthe guidance period in my thesis. I will never forget the the kindness that you gave me. Hopefully, Allah SWT will repay all your kindness. Thank you very much.

4. All lectures in English Education Teacher Training and Education Faculty Universitas Islam Riau who gave contributed their knowledge tome during the course.

5. My beloved father Dedi Afro and My beloved mother Leni Aswita., S.Pd and all of my family, thanks a lot for greatly supporting me either materially and spiritually.

6. Thanks for KPI, Teman Posesif, Bangtan's wifey, Pandu Arzskara, and Kavandra. Thanks a lot for the support and motivation so this research could be done as the research's expectation.

7. Thanks for BTS. Kim Namjoon, Kim Seokjin, Min Yoongi, Jung Hoseok, Park Jimin, Kim Taehyung, and Jeon Jungkook have made a good song therefore it makes the spirit to do this thesis every time the researcher listen to BTS songs.

8. My Classmate of D class 2017 of FKIP UIR, i couldn't mention their

name one by one, thanks for these stunning four year we have been
through together and hopefully we can reassemble in another time

Pekanbaru, 23 Desember 2021

The Researcher

LIST OF CONTENT

ABSTRAK

INDY GUS MUTIALONA 2021. PERBANDINGAN GENDER TERHADAP KEMAMPUAN BERBICARA PADA KELAS X SMAN 1 UJUNG BATU

Penelitian ini bertujuan untuk mengetahui apakah ada perbedaan yang signifikan antara laki-laki dan perempuan pada Kemampuan Berbicara di Kelas X SMAN Ujungbatu. Populasi kelas X sebanyak 252 siswa yang dibagi menjadi 7 kelas, peneliti mengambil 20 siswa laki-laki dan 20 siswa perempuan sebagai sampel yang diambil secara acak. Setelah melakukan studi pendahuluan dengan wawancara, peneliti menemukan bahwa beberapa siswa memiliki kemampuan berbicara yang rendah dalam mendeskripsikan gambar.

Penelitian ini merupakan jenis penelitian kuantitatif. Rancangan penelitian ini adalah penelitian komparatif dengan menggunakan tes dan merekam video sambil berbicara dalam mendeskripsikan gambar. Dalam analisis data, teknik independent sample T-test digunakan untuk mengukur perbedaan kemampuan berbicara siswa antara siswa laki-laki dan perempuan. Berdasarkan hasil penelitian diketahui bahwa tingkat probabilitas $0,003 < 0,05$. Disimpulkan bahwa Ho ditolak dan Ha diterima artinya ada perbedaan yang signifikan pada kemampuan berbicara siswa dalam mendeskripsikan gambar antara siswa laki-laki dan perempuan di kelas sepuluh SMA Negeri 1 Ujungbatu dimana siswa perempuan memiliki skor yang lebih tinggi daripada siswa laki-laki.

Penelitian ini dilakukan untuk mengetahui apakah ada perbedaan yang signifikan antara kemampuan berbicara siswa laki-laki dan perempuan dalam mendeskripsikan gambar. Oleh karena itu, penulis dapat menyimpulkan penelitian ini seperti; ada perbedaan yang signifikan antara kemampuan berbicara siswa laki-laki dan perempuan dalam mendeskripsikan gambar di kelas X SMAN 15 Ujungbatu. Dimana, kemampuan berbicara siswa laki-laki dalam menggambarkan gambar dikategorikan ke dalam tingkat "Kurang" di skor 63,75 dan kemampuan berbicara siswa perempuan dalam menggambarkan gambar dikategorikan ke dalam tingkat "Cukup" di skor 69. Jadi, kemampuan berbicara siswa perempuan dalam menggambarkan gambar lebih tinggi dari kemampuan berbicara siswa laki-laki dalam mendeskripsikan gambar di kelas X SMAN 1 Ujungbatu.

Kata kunci: Perbandingan Gender pada Kemampuan Berbicara, Menggambarkan Gambar

ABSTRACT

INDY GUS MUTIALONA 2021. THE GENDER COMPARISON ON SPEAKING ABILITY AT TENTH GRADE OF SENIOR HIGH SCHOOL 1 UJUNG BATU

This research aims at knowing whether there is significant difference between male and female on Speaking Ability at The Tenth Grade of Senior High School Ujungbatu. There are 252 students of tenth grade as population that are divided into 7 classes, the researcher took 20 male students and 20 female students as samples that are taken randomly. After doing preliminary study by interviewing, the researcher found out that some of the students low on speaking ability in describing pictures.

This research is kind of quantitative research. The design of this research is comparative research by using test and record video while speaking in describing pictures. In analysis the data, independent sample T-test technique is used to measure the difference of students' speaking ability between male and female students. Based on the research finding, it was found that probability level 0.003<0.05. That is concluded that Ho was rejected and Ha was accepted means there is a significant difference on students speaking ability in describing pictures between male and female students at the tenth grade of senior high school 1 Ujungbatu where female students have higher score than male students.

This research was conducted to find out if there is a significant difference between male and female students speaking ability in describing pictures. Therefore, the writer can conclude this research such as; there is a significant difference between male and female students speaking ability in describing pictures at the Tenth Grade of Senior High School 15 Ujungbatu. Where, male students speaking ability in describing pictures is categorized into "Less" level in score 63.75 and female students speaking ability in describing pictures is categorized into "Enough" level in score 69. So, female students speaking ability in describing pictures is higher than male students speaking ability in describing pictures at the Tenth Grade of Senior High School 1 Ujungbatu.

Keywords: The Gender Comparison on Speaking Ability, Describing Picture

CHAPTER I

INTRODUCTION

A. **Background of the Problem**

In learning process the purpose of learning English is to master the fours ability the namely listening, speaking, reading, and writing. Besides, there are interrelated components in such skills, namely;vocabulary, grammar, and pronunciation. Every student must learn those skills and component, because both of the parts have an important role as the others to have good proficiency. That's way an English teacher should have many ways for student in learning English, especially in the language.

Most of students thought Speaking is the hardest of the four language skills, support by Tarigan (2013, p.3) defines that speaking is a language skill that is developed in child life, which is produced by listening skill and that period speaking skill is learned. Meaning that, in speaking, they are not only speaking but also useful to communicate to other people to share information. Other hand, the student usually interest to read or saw a picture and they try to understand or speak up the meaning of pictures, the basic concept of pictures is one of the visual task.

Senior high school 1 Ujungbatu is one of the schools in Ujungbau as a formal educational institution. This high school also presents English lessons to students. Based on curriculum K13 (Two Thousand Thirteen curriculum) Senior High School 1 Ujungbatu the purpose of teaching English in this level is to

1

develop students potential in order to have communicative competence on interpersonal, transactional, and functional discourse by using oral and written text in English. Then, English subject in this school is taught ones a week to the students and passing grade (KKM) of this subject is 70.

Regarding of the importance of this subject especially in language learning, the government has arrange in the curriculum. It is stated that the ten grade students at Senior High School 1 Ujungbatu are expected to be able to describing pictures in English. Student in describing pictures for both male and female are still low even they have same treatment when accepting the material from the teacher. Although the teacher have already taught about this material by using many strategies and conducted this subject twice a week, the students still have many problems in describing pictures.

Meanwhile, the writer got the data from the teacher by using interview in formals, there any differences between male and female students score in describing picture. There are 5% male students got very good and good category, 8% male students got the enough category, 15% male students got the less category and 2% male students got the fail category. The other hand, female students category there are 7% female students got very good and good category, 13% female students got enough category, and 10% female students got the less category.

Based on the English teacher explanation, the writer got information about students in describing picture. There are more differences among male and female in language learning and no instruction of social conditioning can completely

erase these differences. As Papalia. et. al. (2008, p.374), girls generally are superior in the verbal item involving vocabulary, memory, language manipulation, and the like. While boys are superior in performance items involving spatial relation, mechanical abilities, and numerical manipulation. Discourse on gender differences, in fact, also exists in the use of language for communication, highlighting that males and females are different in their ways of communication, and therefore they should be treated differently.

Based on the theory above, female student should be far better in describing pictures. In any case, as a general rule both of male and female students were still low in describing pictures. Furthermore, they almost have some problems which wasa not really able to describe. Thus, based on the result of interviewed the English teacher, the problem can be seen into the some symptoms, the problem can be seen into the following symptoms, include:

1. Some of the students do not confidently communicate oral English.
2. Some of the students are lack of vocabulary and not interest in describe.
3. Some of the students are confuse to conclude the exactly meaning of picture.
4. Some of the students are difficult to analyze the structure of describing picture.
5. Some of the students difficult to determine the main idea in describing picture.

Based on the problems above, the writer is interested about student gender then writer conducting a research entitled: "**The Gender Comparisonon Speaking Ability at the Tenth Grade of Senior High School 1 Ujungbatu".**

B. Problem

1. Identification of the Problem

Based on the background, some of the students do not confidently communicate oral English, some of the students lack of vocabulary and not o interest in describe, some of the students are confuse to conclude the exactly meaning of picture, some of students are difficult to analyze the structure of describing picture, and some of the student difficult to determine the main idea in describing picture.

2. Limitation of the Problem

Based on the problem identified above, it is clear that there are many problems in this research. The writer needs to limit the problems research on the gender differences of students in describing pictures, namely tourist place pictures based on syllabus that used in the school.

3. Formulation of the Problem

a.   Is there any significant differences ofgender in speaking ability at the tenth grade of SMAN 1 Ujungbatu?

4. Objective and Significance of the Research

a.   Objective of the Research

1.   To know whether there is any significant differences of gender in speaking ability at the tenth grade of Senior High School 1 Ujungbatu?

b. Significance of the Research

1. To enlarge writer's knowledge about the significant differences of gender in speaking ability at the tenth grade of Senior High School 1 Ujungbatu.

2. This research is able to benefit the writer as a novice researcher. Especially in learning how to conduct a research.

3. These research findings are also expected to be positive and valuable information.

5.   Reason for Choosing the Title

There are many reasons why the writer interested to carrying out this research. The reasons are as follow:

1. The title of this research is not yet investigated by the other previous writer.

2. The title of this research is relevant with the writer status as a student of English Education Department.

3. The location of this research facilitates the writer in conducting the research.

6. Definition of the Key Term

There are many terms involved in this research. Thus, to avoid misunderstanding and misinterpreting on the term in this research, it is necessary to explain the namely:

a. The Gender Differences of Students Speaking ability

The gender differences of students speaking ability is how to know students ability between male and female students in speaking, as we know that speaking ability is the skill that should be mastered by the students. There are many differences ability between male and female students. According to Graddol& Swann (2003, p.7) said that "gender is psychology attribute that involved sexual, which have individual dimension, public, and should be understand in social relationship between male and female". That's way speaking ability is a part of daily life that the human should develop in life, because speaking ability is one of the thing that the people master.

b. Describing Picture

According to Solahudin (2008, p.65) says "one of activity in learning speaking English. In this activity, student must describe pictures in front of class". Every student gets one picture and must describe it. The purposes of this activity are to train student imagination and retell story in speaking ability in describing particular thing, person, or other actions especially in describing pictures.

CHAPTER II

REVIEW OF RELATED STUDY

A. The Theoretical Framework

1. Speaking

Speaking is the basic for communication and interaction for each person. When our speaking skill is good, it will make us easier to build social interaction with the people around us. According to Brown (2003, p.140) says "speaking is one of productive skill that can be directly and empirical observed which is the ability in using language orally through sound to present information, produce ideas, and express meaning"

In general, speaking is well known as the device of communication. However, in academic world, speaking has two separated functions in which the students should be able to us English orally within it. Student should be able to deal with two kinds of function and transactional function that is "interpersonal or interactional function and transactional function" (Brown, 2000, p.270). Interpersonal or interactional function deals with the social maintenance. It means that the communication or interaction that occurs tends to get the respond from listener.

Pertaining to Brown (2007, p.1), he said that learning a foreign language is long and complex undertaking. It means that the students have to have good proficiency and hard effort in order to achieve it. The successful speaking of

student can be characterized by talking a lot, participation is even, motivation is high, and language is one of an acceptable levels.

Based on the definition and explanation above, so speaking or speaking ability is not only ability in speak and doing communication but also hot to make the listener understand about and get the information or point by the speaker. Moreover, we need to know the types of speaking. According to Brown (2007, p.142), there are five basic types of speaking or oral production, namely: imitative, intensive, responsive, extensive, and interactive.

Inadequate strategic competence and communication competence can be another reason as well for not being able to keep interaction going. From the definition above, the writer conclude that Speaking is the hard skill that students need to master it, by supported from the factors that include student problems in speaking. So students need more strategies for them to practice their capability and their self-confident, how to send idea, and how to describe something.

There are several componentto assessing speaking ability, according to Hughes (2003, pp.131-132) the assessment of speaking consist of grammar, vocabulary, comprehension, fluency and pronunciation. In this research the writer use the assessment of the teacher syllabus at the school based on the curriculum K13 follows:

a. Pronunciation

According to Longman (1992, p.81) states pronunciation is the way of certain sound are produced. In communication process, one needs to pronounce and to produce the words uttered clearly and correctly in order to miscommunication.

b. Intonation

According to Natasha (2011, p.81) states pronunciation is the way of our voice goes up and down variation of pitch while speaking. In fact, part of the way we express our ideas and careful to use the appropriate intonation that makes understand each other.

c. Fluency

According to Brown (1994) said that fluency is probably best achieved by allowing the air stream of speech to follow then as some of this speech spill over beyond comprehensibility.

d. Accuracy

According to Bruder (1985, p.6) stated accuracy includes pronunciation, grammar, fluency, and vocabulary. The ability to speak in a foreign language is very hard of what it means to be able to use a foreign language.

1.1 Assessing Speaking Ability

In learning EFL, students should master the foreign language skills: reading, writing, listening, and speaking. Students usually measure their achievement in mastering foreign language through how well they can practice their spoken skill. Speaking means to negotiate one's speech that intend to convey meanings and to give effect to the listener states (O,Malley, 1996 in Rebecca 2002). From those statements above, the researcher can conclude that speaking is an activity involving two or more people in which's the participants are both the listeners and the speakers having to act what they listen and make their contribution at high speed. It can be concluded that speaking ability is a skill, which is communicating the speech sound for expressing and conveying a messages or ideas. Therefore, speaking is not a simple skill; its complete mastery requires some experience and practices. Luoma (2004) argues that speaking is a very difficult skills that need much time to be improved. Speaking skill is not the same with writing and reading. First language speaking is different with second language speaking relating to the lack of learners in grammar and vocabulary knowledge that is the process to receive a word become note automatically in second language speaking (Thornburry 2009).

Nunan (2003) state Speaking is a productive oral skill that consists of producing systematic verbal expression to transfer meaning. Speaking is a way to utter the feeling and mind by using language. Based on Harmer (2001) speaking skill view from the communication aspect has two different aspects. Harmer (2007) says that assessing is used to measured the students' abilities and how they

getting on. Before assessing speaking, we need to acknowledge five basic types of speaking, Brown and Abeywickrama (2010, p.184-185) propose five types of speaking as explained in the following:

c. Imitative

This type of speaking requires the test takers to copy or word, phrase, or a sentence. Pronunciation is the main aspect of the assessment although grammar also takes part as the scoring criteria. What needs to be highlighted in imitative speaking is that the communicative competence of the language is not essential.

d. Intensive

Unlike imitative, intensive speaking does not emphasize on pronunciation or phonological aspect. Understanding meaning is needed to respond certain tasks but the interaction with the counterpart is minimal. The activity sample is reading aloud, sentence, and dialogue completion.

e. Responsive

Authenticity in a conversation is important. Therefore, the speaker is stimulated to speak promptly. To response a short conversation, making a simple request comment is a kind of activity that belongs to this type of speaking.

f. Interactive

The load and complexity of the sentences is the major different between responsive and interactive speaking. The number of the speakers

also matter as sometimes it needs more than two people in the conversation.

g. Extensive

Extensive speaking involves a wide range of speech production. Also, the speaker will need to interact with the counter speakers, which could be answering question, making discussion. it can be said that extensive speaking is the ultimate speaking skill that requires strong language components.

1. In Speaking Ability

Gender differences, which are socially and culturally constructed, are one of the interesting phenomena in contemporary society. Their impact can not only be seen in political life, where females fight their political rights, or in households, in which females fight to reduce household harassment. Discourse on gender differences, in fact, also exists in the use of language for communication, and therefore they should be treated differently. This discourse had been hotly and creatively debated since Lakoff (1976) and Tannen (1990), in their study on English speaking countries, illuminated the concept of females' language which highlights the existence of males and females differences in communication. One characteristic of females' language as stated by Lakoff (1976) is the great tendency of females in using lexical hedges or fillers, tag questions, rising intonation on declaratives, empty adjectives, precise colour terms, intensifiers, hypercorrect grammar, super polite forms, avoidance of strong swear words, and

12

emphatic stress. In fact, females are different from male not only in verbal communication but also in nonverbal communication.

2. Speaking Ability in Describing Picture

In teaching and learning speaking, we develop speaking asks to change the students opinion about difficulties in speaking. Possibility that is relating the speaking test to a model of language ability, depend on the types of explanations that the teacher need in testing context. According to Louma (2004, p.96) stated that models are not only choice for referencing speaking tests, but related assessment implement of the goals of teaching curricula. Meaning, when we using models of teaching, speaking can be helpful for testing projects.

According to Louma (2004, p.139) said that there is some developing of speaking tasks, namely: description, tasks, narrative tasks, instructions tasks, explaining and predicting tasks, decision tasks. Therefore, the teacher can be creative to make speaking class more interest. There are practical issues in task design such as choosing what to task, writing the actual tasks materials, selecting and creating pictures for tasks, tape mediated and face to face tasks.

In this research, as the title of this research the writer want to know the speaking ability both of male and female students by describing pictures the writer choice the selecting and creating pictures for tasks by describing pictures. The writer thinks that describing pictures is suitable to improve students speaking skill in descriptive text because the purposes of these activities are to train student imagination and describe something in speaking English. Usually, students can't

speak anything because they have no idea. The writer hopes that picture can help students to speak English, because students will be easier to say when they see. So

2. Gender Differences

Even though there are many differences between male and female as psychology, but there is no differences consideration of both when they are studying in the classroom. They are learning in the same class. The most fact differences between male and female is biological difference. Although, there are many theories state that there are significant difference between male and female in language learning.

According to Papalia, et al (2008, p.372), girls generally are superior in the verbal item involving perceptual relation, memory, language manipulation, and the like, while boys are superior in performance items involving spatial relation, and numerical manipulation.

Furthermore, as Kenway, Willis, Blackmore & Rennie, 1997; Teese, Davies, Charlton & Polesel, 1995 (in Anita W and Kay M, 2007, p.195), boys are poorly represented in subject that have been historically perceived as feminized – language. Humanities and the arts while the specialist math and physical science subjects still have disproportionately high male enrollments.

Based on the opinion above we can conclude female have higher score in language skill than male who higher in math and logical side. Then, beside in biological difference, the differences between male and female seems to bring some differences in their learning. To know more about their ability, it can be

examined especially in educational field. There are some differences in some specific abilities namely verbal abilities involving vocabulary, and mechanical abilities.

One of the aspects that influences the male and female performance in learning their brain. The aspect of differences between male and female brain can clearly be seen as follows:

i. Developmental and Structural Differences

In general, female brains develop more quickly than make brains. Brain development in infants is often most pronounced in the right hemisphere and gradually moves to the left. In females, the movement to the left starts earlier than in males.

Girl's verbal abilities tend to develop earlier so they rely more heavily on verbal communication; boys often rely heavily on nonverbal communication, and are less able to verbalize feelings and responses as quickly as girls. This has immense ramifications in our present culture, which relies so heavily on talk, conversation, words. We are all far better trained at listening to words than at watching silent cues, which often makes communication with a male difficult. Males tend to have more development in certain areas of the right hemisphere, which provides them with better spatial abilities such as measuring, mechanical design, and geography and map reading.

ii. Functional differences

Gender difference has been noted in the memory ability of males and females. Girls can store a greater quantity of seemingly random information, especially if it is linked to an emotional or relational experience they had. Boys tend to store information well when it is organized into clear, logical form or has specific importance to them, such as sports trivia. Whereas girls far better at sensory data and varied memory, boys fare better at spatial skills in general.

iii. Difference on the Brain

Right hemisphere has function to interpret emotional contents, tone of voice, facial expressions, gestures, melodic speech, social musical, visual, spatial, and environmental awareness, and unconscious self-image, and body image, emotional and visual memory. In this part male tend to use right side of brain to work on abstract problem, female uses both sides. It function impact male superior at spatial relationship.

In general, female brains develop quicker than male brains. Brains development in infants is often pronounced in the right hemisphere and gradually moves to the left. In female, the movement the left stars earlier than male. Writer found that males generally have more developed right hemisphere-which disposes them toward spatial task such as map-reading or interpreting technical drawings. Female generally have more develop left hemisphere-which is probably why they learn to speak earlier than males and are often more adept at languages.

In this part male tend to use right side of brain to work on abstract problem, female uses both sides. In addition, Dagun (1992) most of female use the left side,

meanwhile the most of male use the right side it function impact male superior at spatial relationship.

It can be concluded that there are many factors influence differences between male and female. It can be because of difference brain, development and structural differences. The difference of brain between male and female is not limited to just the external anatomical sex of the person. The actual size of the brain corresponds to the size of individual.

In addition, Anita W & Kay M (2007, p.213) males seems to be superior tasks that require mental rotation of objects and females are better on tasks that require acquisition and use of verbal information. Based on the opinion above the writer concluded that the cognitive both of male and female are difference. They are superior in their own abilities.

The ability of human also influenced by their own intelligences, there are some intelligences involved the cognitive ability.According to Howard Gadner, 1983 (in Brown, 2000) the kinds of intelligences can be seen as follows:

1. Linguistic
2. Logical-mathematical
3. Spatial (the ability to find one's way around an environment, to form mental images of reality and to transform the readily)
4. Musical (the ability to perceive and create pitch and rhythmic patterns)
5. Bodily-kinesthetic (fine motor movement, athletic prowess)

6. Interpersonal (the ability to understand others, how they feel, what motivates them, how they interact with one another)

7. Intrapersonal intelligence (the ability to see oneself, to develop a sense of self-identity)

Based on the information above, we got some information about human intelligences. All of them influenced the human abilities such as in educational field, social, and others.

B. Relevant Theories

There are some previous researches that related with this research. Namely:

1. The research was conducted by SilpiaRahayu (2016) entitled: "The Comparison between Male and Female Students Speaking Ability". The

2. purpose of this research is to investigate the male and female students speaking ability. Particularly, this research has several aims: to know the male and female students speaking ability at SMAN 1 Bantarujeg, and to know the differences between them.

This research is presented in qualitative approach and comparative method to identify the male and female students speaking ability. In collecting the data, the researcher did some steps. Those were observation and recorded spoken test. Then, the data was analyzed based on four indicators including pronunciation, grammar, vocabulary, and fluency.

The researcher got the result, the average score of male is 13.5 and female is 14.8. The first indicator is pronunciation, the male students "score (35) is higher than the female student" score (34). The second is

grammar, the male students' score (31) is lower than female students"
score (38). The third is vocabulary, the male students" score (33) is lower
than the female students" score (41). The last is fluency, the male
students" score (36) is higher than the female students" score (35). Based
on the analysis, it can be concluded that there was a significant difference
between the male and the female students' speaking ability. Jgukifen

3. The research was conducted by IntanAuliaAsfa (2010) entitled: "The
Effectiveness of Using Describing Picture to Improve Students Speaking
Skill in Descriptive Text". Background of this study is an effort to know
which technique is suitable to use in teaching speaking. Teaching a foreign
language is considered to be one of the most challenging teaching
practices. In Indonesia, students are usually afraid of joining foreign
language classes. They may feel unmotivated, discourage easily. Their
mindsets say foreign language is difficult to learn because most of them
know nothing from the start. The researcher tried to use describing picture
as a method to improve students speaking skill especially in descriptive
text.

This study is about the use of describing pictures as
technique/method to improve students speaking skill in descriptive text of
the eight grade students of SMP H. Isriati Semarang in the 2010/2011
academic year. The statement of the problem in this study is; how effective
is describing picture to improve students speaking skill in descriptive text
at the eighth grade students of SMP H. Isriati Semarang. The objective of

the study was to know the effectiveness of using describing picture to improve students speaking skill in descriptive text at the eighth grade students of SMP H. Isriati Semarang in the academic year 2010/1011.

The writer took both of research above because have relevant with the variable of this research. The similarity of the researches as this research is they have same of variable X is gender and became to male and female students. Then, the difference among them is in the variable Y. in this first relevant research the variable Y is Speaking Anxiety. Even though in the second relevant research the variable Y is Speaking Self-Efficacy. Then, in this research, the variable Y is speaking ability in describing pictures. So, both of relevant research above, able to be the guide to writes and to this research.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research is kind of quantitative research. It will use casual-comparative research in which the writer should determine causes or consequences of differences that exist among group. According to L.R Gay, et.al (2012, p.227) said "causal-comparative research attempts to determine the cause, or reason, for existing differences in the behavior or status of groups of individuals". The cause was a behavior or characteristic believed to influence some other behavior or characteristic, and was known as the grouping variable.

Sometimes this research called as ex post facto research. This research consist of two variables, students speaking ability in describing pictures as variable Y, the independent variable is divided into two groups (X and X), male students as the first independent variable (variable X) and female students as the second independent variables (variable X).

In conducting this research, the writer need to know more specific to comparative study which is intended to find out the differences on students speaking ability in describing pictures taught by Male and Female students. In this research, the writer will use test as the main technique to analyze the data to know comparison between male and female students.

B. Time and Location of the Research

The location of this research is at SMAN 01 UJUNGBATU. This research will be conducted on January 2021.

21

C. Subject and Object of the Research

The subject of this research is the tenth grade of SMAN 01 Ujungbatu. The object of the research is to find out the significant difference between male and female students speaking ability in describing pictures at the tenth grade of SMAN 01 Ujungbatu.

D. Population and Sample

The population of this research is the students at the tenth grade of SMAN 1 Ujungbatu. Then, according to, Gay (2012, p.228) the minimum sample size of casual comparative research is 15 samples for each groups.

In this research, the writer determined the sample by using stratified sampling. As Creswell (2012, p.144) in stratified sampling, writer divide (stratify) the population on some specific characteristic of gender and then, using sample random sampling, sample from each subgroup (stratum) of the population. Besides, in simple random sampling, the writer selects participants (or units, such as schools) for the sample so that any individual has an equal probability of being selected from the population.

Therefore, the writer used lottery by passing out small roiled paper marked by the sequence name of the students. Moreover, as Arikunto (2006, p.272) states that if the total population is less than 100, it is better to take all of them as the sample, but if it is more 100 students, the sample can be taken between 10-15% or 20-25% or more.

In this research, the writer take 20% from the total population of male and female at the tenth grade of SMAN 1 Ujungbatu. Thus, the writer took samples for male students were 10 students, and for female students were also 10 students.

So, the total samples of this research were 20 students. The speaking test is the main instrument to know the student's speaking ability; how the male and female students speak.

E. Technique of Data Collection

In the order to collect some data, the writers will us a test as to collect the data. According to Richard & Schmidt (2010, p.591), test is any procedure for a measuring ability, knowledge, or performance. This technique is used to find out the students score of speaking ability in describing pictures based on difference gender. So, the writer will use a test for purpose to get the data of students speaking ability.

F. Instrument of Collecting Data

Sugiyono (2014) research instrument is a tool that used to measure social or natural phenomena being observed (cited in Sakrim 2018). In this research the instrument is a test. The researcher used recorded spoken test to collect the data. The examination of the speaking skills consists of pronunciation. This research was conducted to 20 students including male and female students taken from the tenth grade of SMAN 01 Ujungbatu.

AccordingBrown, Douglas (2004; 173) the indicators of speaking are as follows:

A. State the content of the speech

B. Use correct grammar to make well-formed utterances

C. Perform acceptable pronunciation to express under stable utterances

D. Use appropriate vocabulary to express idea

E. Make correct dialogue or speech fluently

G. Technique of Data Analysis

In analyzing student comparison between male and female students speaking ability in "describing pictures" at the tenth grade of SMAN 1 Ujungbatu. Then, to find out whether there is difference, the writer used statistical method that is independent samples t-test formula by using SPSS.2200 version. According to Pallant (2010, p.105), and independent samples t-test is used when you want to compare the mean score, on some continuous variable, for two different groups of participant. So, writer used independent samples t-test because the writer wants to compare the mean score in two different groups; male and female.

The result of the formula was obtained statistically through the hypothesis below: first, u must have something to explain in front of the class and the ppt

Ho: Sig. Value > 0.05. It means that Ho has accepted; there is no significant difference on reading comprehension of descriptive text between male and female students.

Ha: Sig. Value < 0.05. It means that Ha has accepted; there is a significant difference on reading comprehension of descriptive text between male and female students.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. **The Description of the data**

       The data described were based on the research that had been conducted at Senior High School 1 Ujungbatu. This chapter describes the data of the gender comparison on speaking ability at the tenth grade of senior high school 1 Ujungbatu. Two variables were involved in this research; the first was gender (male and female students) symbolized by "X", and the second was the students speaking ability symbolized by "Y". The gender comparison on speaking ability as the dependent variable was investigated by using test.

    Before giving test to the samples, the researcher did try out to measure validity and reliability of instrument. Then, it was obtained several tourist place pictures conducted once only to 20 samples during 180 minutes. Besides, the test results were analyzed by using quantitative data analysis which was inferential statistical analysis namely "Independent Sample Test" and test type "Mann-Whitney U".

B. **The Data Presentation**

1. **Male Student's Speaking Ability in Describing Picture at the Tenth Grade of Senior High School 1 Ujungbatu**

    In acquiring the data of male student's speaking ability, the researcher took from the results of the male student's test. It can be seen in the following table:

Table 4.1 Male Student's Speaking Ability in Describing Picture

No	Male Students				
	Name	Rater I	Rater II	Total	Category
1	Student 1	60	70	65	Enough
2	Student 2	60	60	60	Enough
3	Student 3	75	80	77.5	Good

4	Student 4	70	70	70	Enough
5	Student 5	75	75	75	Good
6	Student 6	65	70	67.5	Enough
7	Student 7	55	55	55	Less
8	Student 8	55	50	52.5	Less
9	Student 9	75	80	77.5	Good
10	Student 10	60	60	60	Enough
11	Student 11	55	60	57.5	Enough
12	Student 12	60	50	55	Less
13	Student 13	60	55	57.5	Enough
14	Student 14	65	60	62.5	Enough
15	Student 15	60	65	62.5	Enough
16	Student 16	55	55	55	Less
17	Student 17	60	60	60	Enough
18	Student 18	55	60	57.5	Enough
19	Student 19	70	70	70	Enough
20	Student 20	70	75	72.5	Good
Total				**1250**	
Mean				**62,5**	

From the table above, there were 20 respondents. The calculation of total test of male student's score was 1250. The mean of male student's test score was 62.5.

2. Female Student's Speaking Ability in Describing Picture at the Tenth Grade of Senior High School 1 Ujungbatu

In acquiring the data of female students' speaking ability, the researcher took from the result of the female students' test. It can be seen in the following table:

Table 4.2. Female Student's Speaking Ability in Describing Picture

No	Female Students				
	Name	Rater I	Rater II	Total	Category
1	Student 1	65	65	65	Enough
2	Student 2	75	80	77.5	Good
3	Student 3	75	70	72.5	Good
4	Student 4	60	60	60	Enough
5	Student 5	85	75	80	Good
6	Student 6	65	70	67.5	Enough
7	Student 7	65	65	65	Enough
8	Student 8	75	75	75	Good
9	Student 9	75	80	77.5	Good
10	Student 10	65	75	70	Enough
11	Student 11	75	70	72.5	Good
12	Student 12	70	80	75	Good
13	Student 13	80	70	75	Good
14	Student 14	75	70	72.5	Good
15	Student 15	70	65	67.5	Enough
16	Student 16	60	60	60	Enough
17	Student 17	70	75	72.5	Good
18	Student 18	85	75	80	Good
19	Student 19	75	75	75	Good
20	Student 20	70	70	70	Enough
Total				1430	
Mean				71,5	

From the table above, there were 20 respondents. The calculation of total test of female students' score was 1430. The mean of male students' test score was 71,5.

3. The Difference between Male and Female Student's Speaking Ability in Describing Picture at The Tenth Grade of Senior High School 1 Ujungbatu

The data presentation of comparison between male and female students' speaking ability can be seen as follow:

Table 4.3. The Difference between Male and Female Student's Speaking Ability inDescribing Picture

No	Male Students			Female Students		
	Students	Score	Category	Students	Score	Category
1	Students 1	65	Enough	Students 1	65	Enough
2	Students 2	60	Enough	Students 2	77.5	Good
3	Students 3	77.5	Good	Students 3	72.5	Good
4	Students 4	70	Enough	Students 4	60	Enough
5	Students 5	75	Good	Students 5	80	Enough
6	Students 6	67.5	Enough	Students 6	67.5	Enough
7	Students 7	55	Less	Students 7	65	Enough
8	Students 8	52.5	Less	Students 8	75	Good
9	Students 9	77.5	Good	Students 9	77.5	Good
10	Students 10	60	Enough	Students 10	70	Enough
11	Students 11	57.5	Enough	Students 11	72.5	Good
12	Students 12	55	Less	Students 12	75	Good
13	Students 13	57.5	Enough	Students 13	75	Good
14	Students 14	62.5	Enough	Students 14	72.5	Good
15	Students 15	62.5	Enough	Students 15	67.5	Enough
16	Students 16	55	Less	Students 16	60	Enough
17	Students 17	60	Enough	Students 17	72.5	Good
18	Students 18	57.5	Enough	Students 18	80	Good
19	Students 19	70	Enough	Students 19	75	Good

20	Students 20	72.5	Good	Students 20	70	Enough
Total		**1250**		**Total**		**1430**
Mean		**62,5**		**Mean**		**71,5**

There were 20 students of both classes. The total score of male students was 1250 and the total of female students was 1430. The mean score of male students was 62.5. The mean score of female students was 71.5. So, male students were classified into less category and female students was classified into enough category.

C. The Data Analysis

1. Differences between Male and Female Students' Speaking Ability in Describing Pictures at The Tenth Grade of Senior High School 1 Ujungbatu

Before investigating the differences of male and female students' speaking ability in describing picture at the Tenth Grade of Senior High School 1 Ujungbatu, The researcher calculated the descriptive analysis of student's speaking ability in describing picture by using SPSS, can be seen the following table:

Table 4.4.1 Differences between Male and Female Students' Speaking Ability in Describing Pictures

		Male Student's Score	Female Student's Score
N	Valid	30	30
	Missing	0	0
Mean		63.7500	69.0000
Median		60.0000	67.5000
Std. Deviation		7.42056	5.85750

Based on the table above, the total numbers of students for male students consist of 20 students and female students consist of 20 students. The mean score of male students was 62.5 and the mean score of female students was 71.2, and the median of male students was 600 and the median of female students was 675, and the standard deviation of male students was 7.42 and the standard deviation of female students was 5.85.

The second table determines the result of the independent sample test analysis by using Mann Whitney-U. The table is as follows:

Table 4.4.2 The Result Of The Independent Sample Test Analysis By Using Mann Whitney-U

Test Statistic	
	Speaking Ability
Mann-Whitney U	250,5
Wilcoxon W	715,5
Z	-2,971
Asymp. Sig. (2-tailed)	0,003
a. Grouping Variable: Gender	

Based on the output SPSS above, to know if there is statistically difference, independent sample T-Test shows the t-test for equality of means.

The testing criteria and hypothesis are below:

If probabilities >0.50, Ho is accepted

If probabilities <0.05 Ha is accepted

Ho: there is no statistically difference

Ha: there is statistically difference

From the output above, it can be seen that the sig. value is 0.003. It can be stated that 0.003<0.00. It means that null hypothesis (Ho) is rejected, while the

alternative hypothesis (Ha) is accepted. So, it can be concluded that there is significant differences between male and female students in speaking ability in describing pictures at the tenth grade of senior high school 1 ujungbatu.
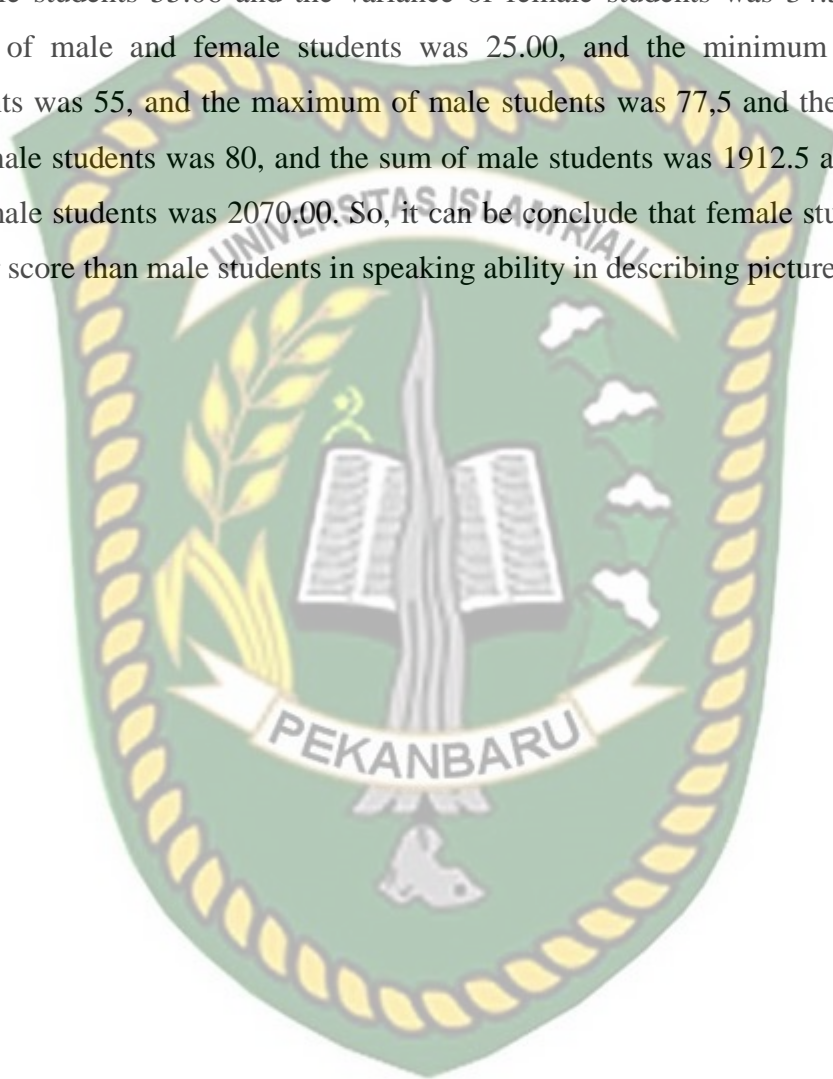
2. The Data Analysis of Students' Score

The analysis of the students score in Speaking Ability between male and female students can be seen as follows:

Table 4.4.3 The Students Score In Speaking Ability Between Male And Female Students

		Male	Female
N	Valid	30	30
	Missing	0	0
Mean		637.500	690.000
Std. Error of Mean		135.480	106.943
Median		600.000	675.000
Mode		60.00	67.50
Std. Deviation		742.056	585.750
Variance		55.065	34.310
Range		25.00	25.00
Minimum		52.50	55.00
Maximum		77.50	80.00
Sum		1912.50	2070.00

Based on the table above, the total numbers of students for male students consist of 20 students and female students consisted of 20 students. The mean score of male students was 62.5 and the mean score of female students was 71.2, and the standard error of mean of male students was 135.4 and the standard error

of female students was 106.9, and the median of male students was 600 and the median of female students was 67.5, and the mode of male students was 60 and

the mode of the female was 67.5, and the standard deviation of male students was 742.05 and the standard deviation of female students was 585.75, and the variance of male students 55.06 and the variance of female students was 34.31, and the range of male and female students was 25.00, and the minimum of female students was 55, and the maximum of male students was 77,5 and the maximum of female students was 80, and the sum of male students was 1912.5 and the sum of female students was 2070.00. So, it can be conclude that female students have higher score than male students in speaking ability in describing pictures.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to find out if there is a significant difference between male and female students speaking ability in describing pictures. Therefore, the writer can conclude this research such as; there is a significant difference between male and female students speaking ability in describing pictures at the Tenth Grade of Senior High School 15 Ujungbatu. Where, male students speaking ability in describing pictures is categorized into **"Less"** level in score 63.75 and female students speaking ability in describing pictures is categorized into **"Enough"** level in score 69. So, female students speaking ability in describing pictures is higher than male students speaking ability in describing pictures at the Tenth Grade of Senior High School 1 Ujungbatu.

B. Suggestion

Considering the difference between male and female students speaking ability in describing pictures, the writer would like to give some suggestions as follow:

1. The Suggestion for the Students

Both male and female students should read scientific passages included descriptive text as habitual activity in order to improve their speaking ability. Both male and female students should increase their knowledge about structure of the descriptive, language features and their vocabulary knowledge.

2. The Suggestion for other research

These findings are expected to be a reference for further researcher that concern of speaking ability and student gender.

REFERENCES

Anita Woolfolk & Kay Margetts. (2007). *Educational Psychology.* Australia: Pearson Australia.

Arikunto, Suharsimi. (2009). *ProsedurPenelitianSuatuPendekatanPraktik,* Jakarta. RinekaCipta.

Brown, H. D. (2000). *Teaching by Principle: An Interactive Approach to Language Pedagogy 2nd edition.* New York: Pearson Education Inc.

Brown, H. D. (2001). *Teaching by Principles:an Interactive Approach to Language Pedagogy.* San Fransisco: Addison Wesley Longman, Inc.

------------. (2003). *Language Assessment: Principles and Classroom Practices.* San Fransisco, Longman.

Brown, Douglas. (2006). *Principles of Language Learning and Teaching (fifth edition).* New Jersey: Longman Inc.

Brown, Douglas. (2007). *Teaching by Principles, an Interactive Approach to Language Pedagogy.* New York: Longman.

Cameron, D. (2004). *Language, Gender, and Sexuality: Current Issue and New Direction Applied Linguistics.* Oxford University Press.

Creswell, W. John. (2012*) Educational Research: Planning, Conducting, ad Evaluating Quantitative and Qualitative Research.* New Jersey: Pearson Edition.

Dagun, Save M. (1992). *Maskulin dan Feminin.* Jakarta: PT. RinekaCipta.

Eksi, G. (2009). *Gender Stereotypes and Gender Roles in the Students Written Work.* Journal of Language and Linguistics Studies.

Gerlach and Elly. (1994). *Teaching and Media: a Systematic Approach*. New Jersey: Prentice Hall, p. 277.

Graddol, D and Swann, J. (2003). *Gender Voices,* Oxford, UK: New York, N. Y.: B. Blackwell.

Hrmer, Jeremy. (2007). *The Practice of English Language Teacing*, China: Longman.

Hugher, Arthur. (2003). *Testing for Language Teacher.* United Kingdom: Cambridge University.

IntaAuliaAsfa. (2010). *The Effectiveness of Using Describong Picture to Improve Students' Speaking Skill in Descriptive Text (An Experimental Research at the Eighth Grade Students of SMP H. Isriati Semarang in the Academic Year of 2010/2011).* Thesis, Semarang: Bachelor Program of English Language Education of Walisongo State Institute for Islamic Studies (IAIN Walisongo), 2010.

L, Gay, *et.al.* (2012). *Educational Research: Competencies for Analysis and Application (Tenth Edition).* USA: Pearson Education.

Luoma, S. (2004). *Assessing Speaking.* Cambridge: Cambridge University Press.

M. Salahuddin. (2009). *Kiat-KiatPraktisBelajar Speaking,* Jogjakarta: Diva Press.

Natsha H. (2011). *English Pronunciation Theory and Practice,*Pekanbaru: Cadas Press.

Syafi'I, M. S. (2017). *From Paragraph to a Research Report: A Writing of English for Academic Purposes.*Pekanbaru: KreasiEdukasi.

Muhammad Hasan. (2015). *The Use of Pictures and Group Discussion to Increase Speaking Skill.* Thesis, Salatiga: English Education Department Teacher Training and Education Faculty State Institue for Islamic Studies (IAIN) Salatiga 2015.

Pallant, J. (2010). *SPSS Survival Manual: a Step by Step Guide to Data Analysis Using SPSS. Training.* Australia: Allen & Unwin Book Publisher.

Papalia, Diane E, *et.al.* (2008). *Human Development.* Jakarta: Kencana.

Richard, Jack C and Richard Schmidt. (2010). *Longman Dictionary. Language Teaching and Applied Linguistics.* Malaysia: Pearson Education Limited.

SilpiaRahayu. (2016). *The Comparison between Male and Female Students' Speaking Ability at Senior High School 1 Banturejeg.* Thesis, Banturejeg, STKIP Siliwangi Bandung.

Tarigan, H. Guntur. (2013). *BerbicarasebagaiSuatuKeterampilanBerbahasa.* Bandung Publisher.

Wahyudi. Dedy. (2013). *The Guidelines of Teaching Speaking: Theory and Practice.*KreasiEdukasi. Pekanbaru.

Zenger, Sharon K. and Weldon F. Zenger. 1997. 57 *Ways to Teach.* Los Angeles.

Zoghi, Masoud, *et.al.* (2013). *The Effect of Gender on Language Learning.* Islamic Azad University: J Nov. Appl Sci., 2 (S4): 1128