

**THE COMPARISON BETWEEN MALE AND FEMALE
STUDENTS' SPEAKING ABILITY AT XI GRADE
OF SMA N 1 BATAHAN MANDAILING NATAL**



Thesis

Submitted to the English Educational Department of State Islamic
University of Syekh Ali Hasan Ahmad Addary as a Partial Fulfillment
of the Requirement for the Graduate Degree of Education (S.Pd) in
English Department

Written By :

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF**

**SYEKH ALIHASAN AHMAD ADDARY PADANGSIDIMPUAN
2025**

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PADANGSIDIMPUAN**

2025

LETTER OF AGREEMENT

Term: Thesis
a.n Wita Lestari

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to:
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Assalamu'alaikum Warahmatullahi Wabarakatuh,


After reading, studying and giving advice for necessary revise on thesis belongs to *Wita Lestari*, entitled "*The Comparison Between Male and Female Students' Speaking Ability at XI Grade of SMA N 1 Batahan Mandailing Natal*", the researcher assume that the thesis has been acceptable to complete the requirement to fulfill the degree of Islamic Educational Scholar (S.Pd) in English Department, Tarbiyah and Teacher Training Faculty, in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Thank you

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it is in students' ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan article 14 subsection.

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ABSTRACT

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Title of Thesis: The Comparison between Male and Female Students' Speaking Ability at XI Grade of SMA N 1 Batahan Mandailing Natal

This study aims to analyze and compare the speaking skills of male and female students at SMAN 1 Batahan Mandailing Natal. The participants consisted of 20 students, equally divided between 10 male and 10 female students. This qualitative research collected data through recorded speaking tests, focusing on four key indicators: pronunciation, vocabulary, grammar, and fluency. The results revealed that female students achieved a higher average speaking ability score (14.9) than male students (11.5). Further examination showed that female students outperformed males in all aspects, particularly in vocabulary and fluency. These findings suggest that female students tend to possess a broader vocabulary and greater confidence in speaking, which contributes to faster improvement in their English language skills. This study underscores the importance of recognizing gender differences in language learning and offers valuable insights for educators to develop more effective teaching strategies that support the speaking skill development of both male and female students.

Keywords: Speaking Ability, Male and Female Students

ABSTRAK

Nama : Wita Lestari
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Judul Tesis : Perbandingan Kemampuan Berbicara Siswa Laki-laki dan Perempuan di Kelas XI SMA N 1 Batahan Mandailing Natal

Penelitian ini bertujuan untuk menganalisis dan membandingkan kemampuan berbicara siswa laki-laki dan perempuan di SMAN 1 Batahan Mandailing Natal. Peserta penelitian terdiri dari 20 siswa, dengan jumlah yang sama antara 10 siswa laki-laki dan 10 siswa perempuan. Penelitian kualitatif ini mengumpulkan data melalui tes berbicara yang direkam, dengan fokus pada empat indikator utama: pengucapan, kosakata, tata bahasa, dan kelancaran berbicara. Hasil penelitian menunjukkan bahwa rata-rata skor kemampuan berbicara siswa perempuan (14.9) lebih tinggi dibandingkan siswa laki-laki (11.5). Pemeriksaan lebih lanjut menunjukkan bahwa siswa perempuan unggul di semua aspek, terutama dalam kosakata dan kelancaran berbicara. Temuan ini mengindikasikan bahwa siswa perempuan cenderung memiliki kosakata yang lebih luas dan kepercayaan diri yang lebih tinggi dalam berbicara, yang berkontribusi pada peningkatan kemampuan bahasa Inggris mereka secara lebih cepat. Penelitian ini menekankan pentingnya mengenali perbedaan gender dalam pembelajaran bahasa dan memberikan wawasan berharga bagi pendidik untuk mengembangkan strategi pengajaran yang lebih efektif guna mendukung perkembangan kemampuan berbicara siswa laki-laki maupun perempuan.

Kata Kunci: Kemampuan Berbicara, Siswa Laki-laki dan Perempuan

ملخص

ليستاري ويتا : الاسم

١٨ ٢٠٣ ٠٠٠٥٨ : الطالب رقم

عشر الحادي الصف في والإناث الذكور الطلاب بين التحدث مهارات مقارنة : الرسالة عنوان
ناتال ماندلينج باتاهان الأولى الحكومية الثانوية بالمدرسة

المدرسة في والإناث الذكور الطلاب لدى التحدث مهارات ومقارنة تحليل إلى الدراسة هذه تهدف بالتساوي موزعين طالبًا، عشرون الدراسة في شارك. ناتال ماندلينج باتاهان الأولى الحكومية الثانوية اختبارات خلال من بياناته النوعي البحث جمع. إناث طالبات وعشرة ذكور طلاب عشرة بين والقواعد، والمفردات، النطق، :هي رئيسية مؤشرات أربعة على التركيز مع المسجلة، التحدث كان الطالبات لدى التحدث مهارات درجات متوسط أن النتائج أظهرت. التحدث في والطلاقة خاصة الجوانب، جميع في الطالبات تفوق الإضافية الفحوصات وأظهرت. الذكور الطلاب من أعلى أكبر وثقة أوسع مفردات امتلاك إلى يميلن الطالبات أن إلى النتائج هذه تشير. والطلاقة المفردات في على الدراسة هذه تؤكد. أسرع بشكل الإنجليزية اللغة في مهاراتهم تحسين في يسهم مما التحدث، في استراتيجيات لتطوير للمعلمين قيمة رؤى وتقدم اللغة، تعلم في الجنسين بين الفروق مراعاة أهمية والطالبات الطلاب من كل لدى التحدث مهارات تطوير تدعم فعالية أكثر تدريس.

والإناث الذكور الطلاب التحدث، مهارات :المفتاحية الكلمات

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First and foremost, praised be to Allah Subhanahu Wata'ala (SWT), the Most Merciful Creator, who has granted me health, time, knowledge, and strength to complete this thesis, titled "*The Comparison between Male and Female Students' Speaking Ability at XI Grade of SMA N 1 Batahan Mandailing Natal.*" In addition, may peace and blessings be upon the prophet Muhammad SAW, who has led humanity out of the dark ages and into the light ages.

This thesis is being processed till it is finished. Therefore it is a pleasure to thank the support and contribution of all lecturers, the institution, family, and friends who have contributed in different ways. Therefore, in this chance I would like to express my deepest gratitude to the following people:

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I am aware that without criticism and recommendations, this thesis cannot be deemed perfect. As a result, it makes me very happy to receive criticism and suggestions from readers about how to make this thesis better.

Padangsidempuan, May 2024
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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Speaking ability is a way to communicate with other. With speaking people can know everything about the world although the speaking ability of us is bad to produce language. Speaking is a modified communicative activity that involves English spoken language to achieve a particular goal or objective in the English language medium.¹ In teaching English, students can communicate effectively in spoken. Teacher can make a good teaching technique or strategy to make student interested in speaking. In teaching speaking process teacher also gives the attention to the factor of gender differences of the students.

The purposes of speaking are to communicate, to inform, to entertain, to persuade and to discuss. Besides that, the purposes of speaking is an exchange of roles between speaker and listener. The main purpose of speaking is to convey the speaker's ideas to the listener.

The essential of speaking is to carry out learning activities in the classroom, teacher and students need communication, teacher need to inform students about the material of learning and students need to communicate as a tool to convey one's thoughts and ideas to the teacher.

Based on researcher preliminary study at Senior High School 1 Batahan on Februari 2024 found that some students still have problems and

¹Paul C. Talley, "Implicit and Explicit Teaching of English Speaking in the EFL Classroom", *International Journal of Humanities and Social Science*. 2014.

difficulties in English, especially speaking.² On the researcher preliminary study at Senior High School 1 Batahan of the eleventh grade students, the researcher found out some phenomenas: female students are more active in speaking performance than male students, female students are more capable to develop their ideas in speaking performance than male students, male students are more capable to apply the components of speaking in their speaking than Female students. Besides those practical research problems that the researcher found from preliminary research, the researcher tried to find more evidence that can make the finding of problems stronger. The researcher added research based on research problem in order to make the problems that would be discussed.

The impact of gender difference in English Language Teaching affected by the notions about men and women differences in communication. The differences of gender in teaching make different impact for students in learning process. Gender and learning are gaining increasing attention in the national curriculum and may be one reason why students' performance particularly in oral English has been consistently low.³

Besides, the teacher should create active learning condition and develop their techniques they also should pay attention to the factor of gender differences of their students. This research is mainly based on the theory of gender differences in language learning, which states that gender is a

²An English teacher of SMA N 1 Batahan Mandailing Natal, Privat Interview, on February 2024.

³Murni Mahmud, "Language and Gender in English Language Teaching. The State University of Makassar", ELT Journal, 2008.

significant factor influencing students' achievement and proficiency in speaking ability.⁴ Female students are generally superior in verbal abilities, including vocabulary, reading, and grammar, while male and female students may differ in specific speaking skills

Females are superior in verbal abilities include in vocabularies, reading comprehension, and verbal creativity. Female also speak more clearly, read earlier and consistently better than boys in treat of spelling and grammar. The differences between males and females can also be seen from the way they write. Males and females make different in speaking skill.

Based on the phenomena above, the researcher is interested in students' gender and their performance in speaking ability, then the researcher conducted research with the title: "The Comparison between Male and Female Students' Speaking Ability at XI Grade of SMA N 1 Batahan Mandailing Natal."

B. The Identifications of the problem

Speaking is the delivery of language through the mouth. Speaking is an interactive oral process that produces meaningful signals for hearing, allowing for direct responses. As mentioned above, there are some factors that effected students speaking, such as: social role theory, language construction, culture, gender and hormon.

⁴Arnold, Project in Linguistic, New York: Oxford University Press, 2002.

C. The Limitation of The Problem

As mentioned above, there are some factors that effected students speaking, such as: social role theory, language construction, culture, gender and hormon.

The scope of this research can be a very large discussion. Based on identification above, this research limits the discussion into one factor only that gender. Based on the identification of the problem above, the researcher focused on comparison between male and female students' speaking ability at XI Grade of SMA N 1 Batahan Mandailing Natal.

D. The Formulation of The Problem

Based on the background above, this research formulates the problem as follows: what are the differences and similarities in speaking ability between male and female students at SMA N 1 Batahan Mandailing Natal?

E. The Objective of The Research

The objective of this research is to analyze the differences and similarities in speaking ability between male and female students at SMA N 1 Batahan Mandailing Natal, examining various factors that may influence their proficiency and performance in spoken communication.

F. The Significances of The Research

From the formulations above, researcher determined the significances of this research are:

1. To increase the researcher's knowledge about the difference between male and female students in speaking ability
2. To contribute to the educational field, particularly in teaching and learning process of English Department.
3. To help teachers to choose the most suitable method and strategy of speaking English related to gender difference.
4. It provides useful information for the readers in conducting research that has similarity in title.

G. The Outline of The Thesis

The systematic of this research is divided in to five chapters. Each chapter consists of many sub chapters with detail as follow: chapter one consisted of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, significances of the research and outline the research. Chapter two consists of theoretical description, which consist sub chapter such as theoretical review about comparative male and female students on speaking ability. Then review of related finding, and conceptual framework, hypothesis.

Chapter three consists of place and time of the research, research design, population and sample, Instrument of data collecting, procedure of research, testing of instrument, data collecting and data analysis. Chapter four consists of the result of the research which consist of description of the data,

the testing of hypothesis, the result of research. The last was chapter five, consist of conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Speaking Ability

a. Definitions of Speaking Ability

Speaking ability consists of two words, first is speaking and second is ability. Speaking is the activity of paying attention to give information to other people. Speaking relates to communication and a tool to produce performance such as presentation, discussion, role play, conversation.¹ Speaking is one of the central elements of communication. Speaking is a server as a signal producer or an oral process hearing, generatingg meaning that can be directly and differentially respond to between two or more individuals.² Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

Ability is an individual characteristics such as intelligence, manual skills, traits that constite strenghts a person's potential to act and is stable.³ Ability is one element in maturity relates to the knowledge or skills that can be acquired from education, training and experiences.

¹Z. Putriani. Productive Skills. Pekanbaru: Kreasi Edukasi. 2015. P. 80.

²Waode Hamsia, Developjng Students' Speaking Ability Throught Story Completion, "Journal of English Language Teaching", Vol. 5 num. 1, June 2018, p.57. <http://ojs.ikipmataram.ac.id/index.php/joelt>

³As'ad in Angraeni, Bahariddin, Mattalatta, Influence Ability, Motivation and Working Facilities on Employee Performance at the Office of Communications, Informatics Statistic and

Ability is the capability to communicate ideas verbally and effectively. It involves using the correct pronunciation and vocabulary to convey ideas.

Speaking ability is one of productive skill that can be directly and empirically observed which is the ability in using language orally through sound to present information, produce ideas, and express meaning.⁴ Chaney and Burke argue that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.⁵ In addition, Harmer states that speaking is a skill which becomes the important part of daily life that it is the way for people to create social relationship as human being.⁶

Bailey defines speaking as "an interactive process of constructing meaning that involves producing, receiving, and processing information."⁷ She further explains that speaking ability requires not only linguistic competence but also strategic and socio-cultural competence to manage conversations effectively in various contexts.

Encryptionin Bantaeng District, Journal Miraj Management, Vol. 3, Num. 1, 2018, p. 152.
<https://journal.sticamkop.ac.id/index.php/mirai/article/view/207>

⁴H.D. Brown. Teaching by Principles: an Interactive Approach to Language Pedagogy. San Francisco: Addison Wesley Longman, Inc. 2001.P.140.
<https://octovany.files.wordpress.com/2013/12/ok-teaching-by-principles-h-douglas-brown.pdf>

⁵A.L Chaney and T.L. Burke, Teaching Oral Communication in Grade K-8. Boston: Allyn and Bacon, 1998. Journal of Engineering Technology and Education, Vol. 7, No.1 March 2010, p.13

⁶J. Harmer. The Practice of English Language Teaching (3 Ed.). London and New York: Longman Group. 2001

⁷Kathleen M. Bailey, *Practical English Language Teaching: Speaking* (New York: McGraw-Hill, 2005), p.2.

According to several definitions above, it can be concluded that speaking ability is an activity sharing or giving information and accepting informations, ideas and express meaning that there is a speaker and listener between two or more individuals.

b. Components of Speaking

The speaking component is one important aspect in a person's speaking ability. Based on Abin explains that the speaking component involves speaking skills that are:

- a) Choosing words and correct phrases
- b) Correct pronunciation
- c) Correct intonation
- d) Ability to compose and convey messages clearly and structured to the listener.⁸

Based on Harris in Kurniati, et al, speaking skills consist of five key components: comprehension, grammar, vocabulary, pronunciation, and fluency. Comprehension involves the ability to understand and respond appropriately during oral communication, including initiating speech. Grammar is essential for constructing correct sentences in conversation. Vocabulary refers to the choice of appropriate words necessary for effective communication; a limited vocabulary can hinder both oral and written expression and act as a barrier to language learning. Pronunciation relates to producing clear speech sounds and

⁸Rais Abin, *Skill of Speaking*, EUREKA Medi Aksara, 2023, p.25.

involves phonological knowledge that governs how sounds vary and pattern in a language. Lastly, fluency is defined as the ability to speak, read, or write smoothly, easily, and expressively, characterized by a reasonably fast speaking rate with minimal pauses, indicating that the speaker can convey meaning clearly and efficiently without excessive hesitation.⁹

As mention above it can be concluded that components of speaking are: choosing words and correct phrases, correct pronunciation, correct intonation, ability to compose and convey messages clearly, comprehension, grammar, vocabulary, pronunciation and fluency.

c. The Elements of Speaking

There are several elements that should be following in speaking, as follows:

1. Connected Speech, effective students of English need to be able not only to produce the individual phonemes of English but also to use fluent 'connected speech' as in. In connected speech sounds are modified, omitted, added or weakened.
2. Expressive Devices, English native speakers make change to the pitch and stress of particular utterances parts, vary speed and volume, and show by and non-verbal means and other physical about what they are feeling.

⁹Azlina Kurniati, Eliwarti and Novitri, A Study of Speaking Ability of Second Year Students of SMK Telkom Pekanbaru, p. 5-6.

3. Lexis and Grammar, the use of number of common lexical phrases, especially in the performance of certain language functions mark the spontaneous speech.
4. Negotiation and Language, effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.¹⁰

d. Common Problems of Speaking Ability

Brown explains that several features of spoken language can both facilitate and hinder speaking ability. First, spoken language is typically produced in phrases or groups of words (clustering), rather than word by word, so students need to practice grouping words together when speaking. Second, spoken English often includes redundancy, which helps clarify meaning; therefore, students should learn how to use this aspect to their advantage. Third, reduced forms, such as contractions or the omission of certain sounds, can be challenging for learners who are not familiar with them, potentially affecting their fluency. Fourth, spoken language is characterized by performance variables like pauses, hesitations, and self-corrections, reflecting the speaker's thought process; learners should be taught how to use pauses and fillers such as "um," "well," or "you know." Lastly, familiarity with colloquial language, including idioms and everyday expressions, is also crucial for

¹⁰J. Harmer. Developing Speaking Skill Through Reading. Canadian Center of Science and Education: International Journal of English Linguistics.2, No.6, 2012.

students to understand and produce natural spoken English in daily conversations.¹¹

The following characteristics of spoken language can make oral performance easy as well as, in some cases, difficult. Common problems in speaking ability are not only related to linguistic aspects, but also to psychological and social factors. Heriansyah found five main problems and their causes in speaking ability, namely: 1) not being brave to speak (afraid of making mistakes and lack of confidence), 2) not being confident to speak (afraid of making errors), 3) being afraid of speaking (afraid of making errors), 4) nervousness, and 5) not being used to talking in the classroom (afraid of making errors).¹²

Rate of delivery. Another salient characteristic of confidence is rate of delivery. One of your tasks in teaching spoken English is to help learners realize a suitable speed beside with other attribute of fluency.g. Stress, rhythm, and intonation This is the most important characteristic of English pronunciation, as would be explain below. The stress-timed rhythm of spoken English and its modulation patterns suggest important messages. Interaction. As noted in the preceding division, learning to construct weves of language in a vacuum-without interlocutors-would

¹¹H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 3rd ed. (White Plains, NY: Pearson Education, 2007), 343.

¹²Hendra Heriansyah, "Speaking Problems Faced by the English Department Students of Syiah Kuala University," *Lingua Didaktika* 6, no. 1 (2012): 37–45.

rob speaking skill of its richest compobent: the creativity of convercation negotistion.¹³

e. Factors Influences Speaking Ability

There are some factors that influences speaking ability. In generally there are two factors that influences speaking ability such as internal and external factor. According to Sri Minda, the factors that influence students' speaking ability can be grouped into two main categories: internal and external. Internal factors include aspects such as health, disability, intelligence, motivation, interest, talent, and attitude. For example, children who are healthy and independent are generally better able to recognize their environment and express themselves through language, while those with health issues or less independence may face greater challenges in developing speaking skills. External factors, on the other hand, encompass influences from the family and school environment. The quality of family relationships, parental education methods, economic background, and the broader school environment—including curriculum, teacher-student relationships, and available facilities—all play significant roles in shaping students' speaking abilities. A supportive environment, both at home and at school, is essential for optimal language development.¹⁴

¹³Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, 2nd Ed (New York: Prentice Hall, 2001), p.270-207.

¹⁴Sri Minda, Factors Influencing the Students' Speaking Ability, *Lingua Jurnal Pendidikan Bahasa*, Vol. 19, No. 2, 2023, p. 229.
<https://jurnal.uia.ac.id/Lingua/article/download/3137/1665/>

Meanwhile, Erwin Harianto identifies additional influences on speaking effectiveness, such as the clarity of ideas and speaking anxiety. He notes that difficulties in generating or organizing ideas can hinder effective communication. Furthermore, speaking anxiety—arising from fear, nervousness, or concern about being judged—can affect both novice and experienced speakers, especially when they are faced with unfamiliar situations or lack preparation.¹⁵

Based on explanations above it can be concluded that the factors influence speaking are from internal factor, external factor, bad ideas and anxiety.

2. Male and Female Speaking Ability

a. Definitions of Male and Female

There are two styles of using language since people have two genders called male and female. In everyday conversation with members of the other sex people may or may not be aware of the differences between males and females. Men and women interact in daily life as social beings, creating differences in the interaction activity.¹⁶

Based on gender performativity theory Butler that gender is not something that is naturally given, but is constructed through

¹⁵Erwin Harianto, Metode Bertukar Gagasan Dalam Pembelajaran Keterampilan Belajar, Jurnal Didaktika, Vol. 9, No. 4, November 2020, p. 416-417. <https://scispace.com/pdf/metode-bertukar-gagasan-dalam-pembelajaran-keterampilan-3tu98g36hg.pdf>

¹⁶Irawan and Triandjojo in Tarina Dashela and Yeni Mustika, Gender Differences in English Language Learning, Jurnal Ilmiah STBA, Vol. 8, No. 2, 2022, p. 92.

repeated behaviors, language, and social interactions in society.¹⁷ This means that differences in speaking styles between males and females are not only influenced by biological factors, but also by social constructions that regulate how men and women should behave and communicate. Furthermore, the social construction of gender through language, Cameron emphasizes that language is a tool for performing and marking gender identity within a community.¹⁸ The language used by speakers reflects how social, cultural, and gender identities are constructed, thus shaping different communication patterns between males and females

Men and women are different in their ways of communication and therefore they should be treated differently in contemporary society related to the characteristic, the style of using language and communication.

In general, gender is usually interpreted as men and women from a physical perspective.¹⁹ Someone can guess identity such as origin, character, etc the behaviour of the interlocutor from the language he uses. Likewise with men and women are two different people. Gender is a variable that can affect language use and

¹⁷Judith Butler, *Gender Trouble: Feminism and the Subversion of Identity* (New York: Routledge, 1990), hlm. 25

¹⁸Deborah Cameron, *Language and Sexuality* (Cambridge: Cambridge University Press, 2005), hlm. 42.

¹⁹Said Iskandar Zulkarnain & Naria Fitriani, Perbedaan Gaya Bahasa Laki-Laki Dan Perempuan Pada Penutur Bahasa Indonesia Dan Aceh, *Internasional Journal of Child and Gender Studies*, Vol. 4, No. 1, Maret 2018, P. 160. <https://jurnal.ar-raniry.ac.id/index.php/equality/article/download/4486/2948>

acquisition as a result of biological, psychological, or socio-cultural influence between both. Gender refers to the relationship between the language of male and female. Gender difference is not only a reflection of the speeches between male and female, but also a reflection of their different living styles and attitudes.

The most obvious difference between male and female is the biological ones. The difference in sex between male and female seems in their language learning. In these fields, the differences between male and female in many aspects have been studied from different angles with different methodologies. Though research findings lay different emphasis on the differences, there are still some similarities between them.

According to Papalia, girls generally are superior in the verbal item involving perceptual relation, memory, language manipulation, while male are superior in performance items involving spatial relation and numerical manipulation.²⁰ The differences between men and women in using language for communication is women are more polite than men. 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 speak indirectly, implicitly and mildly. For them,

²⁰Diane E. Papalia. Human Development. Jakarta. Kencana. 2008. P.372.

expressing feelings is very important. Many scholars have concerned about the differences between the language of male and female.

b. The Differences Factor of Male and Female in Speaking

General assumptions imply that males and females are different in using language because they are different in terms of gender. Zulkarnain and Fitriana suggest that males and females differ in their use of language due to gender differences. They explain that men and women tend to choose different topics in conversation, with men often discussing competitive subjects like sports and politics, while women prefer cooperative topics related to family life. Regarding speech choices, women generally pronounce standard English more clearly, especially certain sounds such as /t/ and /r/, and tend to use more polite and structured language. Women also frequently use tag questions to make their statements more affirming, whereas men are more direct and confident in expressing their views without much concern for others' opinions.

In terms of language style, men are more likely to use swearing and vulgar language, while women tend to use softer, more natural language. Women often initiate conversations with small talk and use an indirect style, whereas men communicate more directly and focus on getting to the point. Finally, men tend to

be more dominant in conversations, often taking more speaking turns than women.²¹

B. Review of Related Findings

Several relevant studies have been conducted that relate to this research. The first study examined the comparison between male and female students' speaking abilities in the third semester of an English department at a university. The study was comparative in nature and found a significant difference between male and female students' speaking abilities. The average score of female students was 47.2, while that of male students was 43.1. This indicates that female students have higher speaking ability than male students. However, the significance level was 40%, indicating that the difference between males and females was not very large.²²

The second study employed both quantitative and qualitative approaches with an ex-post facto design to compare male and female students' speaking ability in the third semester of an English department at another university. The results showed a significant difference between male and female students, with female students averaging 24.1 and male students 20. The significance levels were 1% and 5% with the appropriate degrees of freedom, confirming that female students' speaking ability was higher than that of male students.²³

²¹Said Iskandar Zulkarnain and Naria Fitriani, *Perbedaan Gaya Bahasa Laki-Laki dan Perempuan Pada Penutur Bahasa Indonesia dan Aceh*, *Internasional Journal of Child and Gender Studies*, Vol. 4, No. 1, Maret 2018, p.162- 169.

²²Nur Halimah S. *The comparison between male and female student's speaking ability at third semester of english department of IAIN Walisongo*. State Islamic University of Walisongo. Semarang: Unpublished. 2010.

²³A. Almuzakir. *The comparison between male and female speaking ability of English study program student's at IAIN Palangkaraya*. State Islamic Institute of Palangkaraya. Kalimantan: Unpublished. 2019.

The third study investigated the speaking ability of extroverted male and female students in the second semester at a university. The analysis concluded that there was no significant difference between extroverted male and female students in speaking ability. Although female students had a slightly higher mean score than males, the difference was trivial. The significance value was 0.974, which is greater than 0.05, indicating that extroverted female students did not outperform male students in speaking ability. The null hypothesis was accepted because the t-value (-0.033) was less than the critical value (2.3556), implying that extroverted male and female students have similar speaking abilities.²⁴

In summary, all of these relevant studies are related to the current research, which aims to investigate the speaking skills of male and female students. These previous studies provide a foundation and context for the problem that would be explored in this research.

C. Framework of Thinking

The concept used to give the explanation about theoretical framework and to avoid misunderstanding toward the research. There are two variables used, they are variable X as the independent variable and variable Y as the dependent variable. In this research, variable X repers to the gender (male and female XI Grade of SMA N 1 Batahan Mandailing Natal) and variable Y repers to the student's speaking ability.

²⁴Putri Mirza Hijazi. Extrovert Students by Male and Female on The Students' Speaking Ability. University of Islam Malang. Malang. Unpublished. 2020.

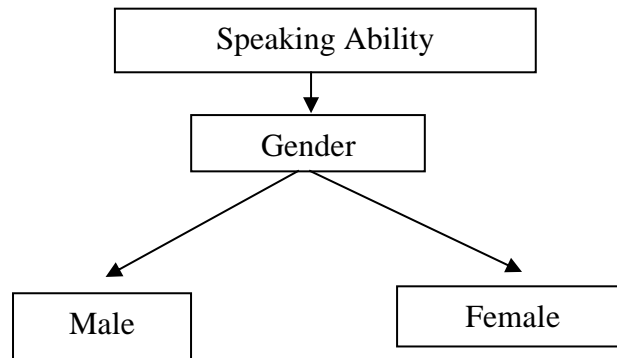


Figure II.1:Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

This research was conducted at SMA Negeri 1 Batahan Mandailing Natal, located at Jalan Pembangunan No. 80, Pasar Baru Village, Batahan, Mandailing Natal. The research took place from April 2025, aligning with the school's academic calendar.

B. The Research Type

This study employed a qualitative research design with a descriptive comparative approach. Qualitative research aims to deeply understand and describe the phenomenon of male and female students' speaking abilities through narrative data rather than numerical statistics¹. The descriptive comparative approach was used to analyze and compare the speaking skills of male and female students without manipulating variables.

In the context of this study, the descriptive method is used to illustrate the differences in speaking ability between male and female students objectively. In line with Cohen et al., this approach enables researchers to analyze aspects such as fluency, pronunciation, vocabulary, grammar, and coherence without conducting experiments or direct interventions with the participants.²

¹Moleong, Lexy J., *Qualitative Research Methodology* (Bandung: Remaja Rosdakarya, 2010), p. 6.

²Cohen, L., Manion, L., & Morrison, K. (2017). *Research Methods in Education* (8th ed.). Routledge. <https://doi.org/10.4324/9781315456539>

Therefore, this method is considered the most appropriate for achieving the research objective, which focuses on identifying and describing gender-based differences in speaking ability.

C. The Research Subject

The unit of analysis in this study was the students of grade XI at SMA Negeri 1 Batahan Mandailing Natal. The research subjects consisted of 20 students selected through purposive sampling, comprising 10 male students and 10 female students representing the entire grade XI population.³

D. The Data Sources

The primary data for this study were obtained from the students' speaking ability, which was collected through recorded speaking tests. These recordings served as the main source of information to assess and analyze the students' proficiency in pronunciation, grammar, vocabulary, and fluency.

E. The Data Collection Techniques

The primary data collection technique used in this study was the speaking test. Students were given several topics to speak about orally for 3 to 5 minutes, and their performances were recorded for further analysis. These recordings provided comprehensive data on the students' pronunciation, grammar, vocabulary, and fluency.⁴

³Sugiyono, *Educational Research Methods: Quantitative, Qualitative, and R&D Approaches* (Bandung: Alfabeta, 2017), p. 45.

⁴Creswell, John W., *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Thousand Oaks, CA: Sage Publications, 2014), p. 185.

F. The Data Validity Checking Techniques

To ensure data validity, member checking was conducted by confirming the preliminary findings with several students and the supervising teacher. This process helped verify the accuracy and trustworthiness of the data collected from the speaking tests.⁵

G. The Data Processing and Analysis Techniques

The collected data were analyzed through the following steps:

1. Data Reduction: Selecting relevant data according to speaking ability indicators such as pronunciation, vocabulary, grammar, and fluency.
2. Data Display: Presenting data in descriptive narratives, comparison tables, and graphs to clarify the findings.
3. Conclusion Drawing: Comparing the speaking abilities of male and female students based on the analysis results and interpreting factors influencing the observed differences.⁶

A test serves as the primary instrument for data collection in this research, designed to measure students' speaking ability. The researcher assesses the participants to determine their proficiency in spoken English. After gathering the data, the scores of male and female students are compared to identify differences in their speaking performance.

The test consists of five topics, each requiring students to express their ideas clearly. Students are given two minutes to prepare before speaking for

⁵Miles, Matthew B. and Huberman, A. Michael, *Qualitative Data Analysis* (Jakarta: UI Press, 1992), p. 20.

⁶Bogdan, Robert C. and Biklen, Sari K., *Qualitative Research for Education: An Introduction to Theory and Methods* (Boston: Allyn and Bacon, 1998), p. 145.

three to five minutes, during which their speech is recorded for analysis. The topics assigned to students include:

1. Describing a vacation experience
2. Explaining the benefits of learning English
3. Discussing the importance of social media
4. Describing an idol
5. Outlining future plans after high school

During the test, students must speak clearly without using gestures or symbols to support their speech. The evaluation focuses on four key indicators: pronunciation, grammar, vocabulary, and fluency. Each aspect is scored on a scale of 1 to 5, with higher scores indicating better proficiency. The recorded responses allow for a detailed assessment of students' speaking ability based on these criteria.

This test is structured as an oral assessment, ensuring that students demonstrate their ability in real-time communication. The evaluation process provides a systematic and objective analysis of spoken language proficiency, allowing for meaningful comparisons between male and female students. This specification is as follow:

Table III.3
Rubric of Speaking Assessment

Component	5	4	3	2	1
Pronunciation	Can pronounce correctly & articulate clearly	Mostly correct pronunciation & clear articulation	Largely correct pronunciation & clear articulation except occasional errors	Frequently unintelligible articulations and frequent phonological errors	Insufficient accuracy in pronunciation; many grammatical errors
Grammar	Frequently uses complex forms and sentence structures; has enough vocabulary to express himself/herself	Demonstrates ability to use complex forms and sentence structures; most of the time; expresses with adequate vocabulary	Sometimes uses complex forms and sentence structures; has limited vocabulary to describe/express new points	Complex forms and sentence structures are rare; exhibits limited vocabulary to express new ideas	Uses very basic vocabulary to express viewpoints; struggles for appropriate words
Vocabulary	Can express with some flexibility and appropriacy on a variety of topics such as family, hobbies, work, travel, and current events	Can express with some flexibility and appropriacy on most of the topics	Communicates with limited flexibility and appropriacy on most of the topics	Communicates with limited flexibility	Demonstrates almost no flexibility, and mostly inappropriate vocabulary
Fluency	Speaks fluently almost with no	Speaks without noticeable effort,	Is willing to speak at length, however	Usually fluent; produces simple	Noticeably long pauses; rate of

Component	5	4	3	2	1
	repetition & minimal hesitation	with a little repetition	repetition is noticeable	speech fluently, but loses coherence in complex communication	speech is slow and frequent repetition and/or self-correction

(This rubric is adapted from the ELTIN Journal, Vol 4/II, October 2016, p.26.)

Note:

The total score obtained by students is the number of scores obtained students from criteria 1 to 4. The maximum score is the result of multiplying the highest score (5) by the number of criteria defined. So, the maximum score = $4 \times 5 = 20$.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. General Overview of the Research Object

This research was conducted at SMAN 1 Batahan Mandailing Natal, involving 20 students as participants, consisting of 10 female and 10 male students. The study focused on assessing and analyzing the speaking abilities of these students, particularly in terms of pronunciation, grammar, vocabulary, and fluency. Notably, the research highlighted gender differences observed in these aspects, such as variations in pronunciation clarity, grammatical accuracy, vocabulary usage, and fluency levels between female and male students. These distinctions provide insight into how gender may influence speaking proficiency in this context.

B. Description of the Research Data

Data collection was carried out through two main steps: direct observation during the speaking test and recording the students' spoken responses for detailed analysis. The observation aimed to monitor the students' performance and identify any difficulties encountered during the test. The recordings allowed for objective and thorough evaluation according to the predetermined criteria. Each student's speaking ability was assessed using a rubric that measured the four indicators, and the scores were compiled for further analysis.

C. Data Processing and Analysis

After collecting the data, the researcher scored each student based on the four main indicators. The scores were then summed to obtain the total speaking ability score for each student. The results were tabulated and analyzed to identify patterns and differences in speaking abilities between male and female students. For example, the average total score for male students was 11.5, with the highest score being 15 and the lowest 8. Detailed analyses of individual performances were also provided, highlighting specific strengths and areas for improvement in pronunciation, vocabulary, grammar, and fluency.

1. Male Students' Speaking Ability

The scores of male students' speaking abilities, based on the indicators of pronunciation, vocabulary, grammar, and fluency, are presented in the table. The complete table can be found in the appendix.

The table presents the scores of male students, with each indicator rated on a scale of 1 to 5 based on their speaking ability. The average score across all aspects is 11.5, with a highest score of 15 points and a lowest score of 8 points. Based on these results, the speaking ability of male students can be summarized as follows:

1. Student 1 (YI)

- a) Pronunciation: Student 1 received a score of 2 in pronunciation, which indicates that the student experienced noticeable difficulties in pronouncing English words and articulating sounds

clearly. While the student made efforts to pronounce words as accurately as possible, there were frequent mispronunciations and unclear articulations that occasionally hindered the listener's understanding. These pronunciation issues, though not constant, were significant enough to affect the overall clarity and effectiveness of the student's spoken communication.

- b) Vocabulary: English words to express ideas. The student could communicate with some flexibility, but their vocabulary range was somewhat limited, which occasionally led to simple or repetitive expressions. There were times when the student struggled to find the most appropriate words for specific topics, but they managed to convey the main points without major misunderstandings. The student's word choice was generally sufficient for basic communication, though expanding their vocabulary would help them express more nuanced ideas.
- c) Grammar: A score of 4 in grammar reflects a strong ability to use complex grammatical forms and sentence structures. The student constructed sentences that were mostly accurate and varied, allowing them to express a range of ideas clearly. The student's use of grammar enhanced the clarity and sophistication of their spoken English, and they were able to convey detailed information without significant errors. This grammatical

competence contributed positively to the overall quality of their communication.

- d) Fluency: The student scored 3 in fluency, indicating that they were willing to speak at length and participated actively in conversations. However, there was noticeable repetition in their speech, and they sometimes hesitated or paused to find the right words. Despite these minor interruptions, the student maintained a steady flow of communication and was able to keep the conversation going, showing a reasonable level of confidence in spoken English.

2. Student 2 (AM)

- a) Pronunciation: Student 2 received a score of 2 in pronunciation, which means the student faced notable challenges in pronouncing English words and articulating sounds clearly. There were frequent mispronunciations and occasional unclear articulation, which sometimes made it difficult for listeners to understand the student's speech. These pronunciation issues, while not pervasive, were significant enough to affect the clarity and effectiveness of communication.
- b) Vocabulary: With a score of 3 in vocabulary, the student demonstrated a moderate ability to use English words to express ideas. The student could communicate with some flexibility, but

their vocabulary range was somewhat limited, leading to simple or repetitive expressions at times. The student occasionally struggled to find the most suitable words for specific topics, but they managed to convey the main points without major misunderstandings. Their word choice was generally sufficient for basic communication, though expanding their vocabulary would help them express more nuanced ideas.

- c) Grammar: A score of 4 in grammar indicates a strong ability to use complex grammatical forms and sentence structures accurately. The student constructed sentences that were mostly accurate and varied, allowing them to express a range of ideas clearly. The student's use of grammar enhanced the clarity and sophistication of their spoken English, and they were able to convey detailed information without significant errors. This grammatical competence contributed positively to the overall quality of their communication.
- d) Fluency: The student scored 3 in fluency, indicating that they were willing to speak at length and participated actively in conversations. However, there was noticeable repetition in their speech, and they sometimes hesitated or paused to find the right words. Despite these minor interruptions, the student maintained a steady flow of communication and was able to keep the

conversation going, showing a reasonable level of confidence in spoken English.

3. Student 3 (YB)

- a) Student 3 received a score of 3 in pronunciation, which means the student's spoken English was generally clear and understandable, with only occasional errors. The student's pronunciation was largely correct, and their articulation was sufficient for effective communication. While there were some minor mispronunciations, these did not significantly interfere with the overall clarity of their speech.
- b) Vocabulary: With a score of 3 in vocabulary, the student demonstrated a moderate ability to use English words to express ideas. The student could communicate with some flexibility, but their vocabulary range was somewhat limited, which occasionally led to simple or repetitive expressions. There were times when the student struggled to find the most appropriate words for specific topics, but they managed to convey the main points without major misunderstandings. The student's word choice was generally sufficient for basic communication, though expanding their vocabulary would help them express more nuanced ideas.
- c) Grammar: The score of the student is 2 points. It means that the student rarely used complex formA score of 2 in grammar

indicates that the student rarely used complex sentence structures and had some grammatical inaccuracies. The student's sentences were often simple and occasionally contained errors, which limited their ability to express more complex or nuanced ideas. The student's grammatical competence was sufficient for basic communication, but they would benefit from further practice with more advanced structures.

- d) Fluency: The student scored 3 in fluency, indicating that they were willing to speak at length and participated actively in conversations. However, there was noticeable repetition in their speech, and they sometimes hesitated or paused to find the right words. Despite these minor interruptions, the student maintained a steady flow of communication and was able to keep the conversation going, showing a reasonable level of confidence in spoken English

4. Student 4 (AR)

- a) Pronunciation: Student 4 received a score of 3 in pronunciation, which means the student's spoken English was generally clear and understandable, with only occasional errors. The student's pronunciation was largely correct, and their articulation was sufficient for effective communication. While there were some

minor mispronunciations, these did not significantly interfere with the overall clarity of their speech.

- b) Vocabulary: With a score of 3 in vocabulary, the student demonstrated a moderate ability to use English words to express ideas. The student could communicate with some flexibility, but their vocabulary range was somewhat limited, which occasionally led to simple or repetitive expressions. There were times when the student struggled to find the most appropriate words for specific topics, but they managed to convey the main points without major misunderstandings. The student's word choice was generally sufficient for basic communication, though expanding their vocabulary would help them express more nuanced ideas.
- c) Grammar: A score of 4 in grammar indicates a strong ability to use complex grammatical forms and sentence structures accurately. The student constructed sentences that were mostly accurate and varied, allowing them to express a range of ideas clearly. The student's use of grammar enhanced the clarity and sophistication of their spoken English, and they were able to convey detailed information without significant errors. This grammatical competence contributed positively to the overall quality of their communication.

- d) Fluency: The student scored 3 in fluency, indicating that they were willing to speak at length and participated actively in conversations. However, there was noticeable repetition in their speech, and they sometimes hesitated or paused to find the right words. Despite these minor interruptions, the student maintained a steady flow of communication and was able to keep the conversation going, showing a reasonable level of confidence in spoken English.

5. Student 5 (NV)

- a) Pronunciation: Student 5 received a score of 2 in pronunciation, indicating that the student faced noticeable challenges in pronouncing English words and articulating sounds clearly. There were frequent mispronunciations and occasional unclear articulation, which sometimes made it difficult for listeners to understand the student's speech. These pronunciation issues, while not pervasive, were significant enough to affect the clarity and effectiveness of communication.
- b) Vocabulary: With a score of 2 in vocabulary, the student demonstrated a limited ability to use English words to express ideas. The student's vocabulary range was quite restricted, which often led to simple or repetitive expressions and difficulty in finding the most appropriate words for specific topics. The

student managed to convey basic information, but their limited vocabulary occasionally resulted in misunderstandings or incomplete communication.

c) Grammar: A score of 2 in grammar indicates that the student had difficulties with sentence structure and rarely used complex forms. The student's sentences were often simple and contained frequent errors, which limited their ability to express more complex or nuanced ideas. The student's grammatical competence was sufficient for basic communication, but they would benefit from further practice with more advanced structures.

d) Fluency: The student scored 2 in fluency, indicating that they spoke with basic fluency but struggled to maintain coherence, especially in more complex or lengthy communication. The student sometimes hesitated or paused to find the right words, and there was noticeable repetition in their speech. Despite these challenges, the student made efforts to participate in conversations and convey their ideas.

6. Student 6 (AA)

a) Pronunciation: Student 6 received a score of 4 in pronunciation, indicating a consistently clear and accurate delivery of spoken English. The student's pronunciation was easy to understand, with

minimal errors that did not interfere with communication. Their articulation was precise, allowing listeners to follow their speech without difficulty. Overall, the student's pronunciation contributed positively to the effectiveness and clarity of their spoken language.

- b) Grammar: A score of 3 in grammar reflects a moderate ability to use complex grammatical forms and sentence structures. The student constructed sentences that were mostly accurate, but occasionally used simple structures or made minor errors. The student demonstrated a basic understanding of grammar, which supported clear communication, but would benefit from further practice with more advanced structures.
- c) Vocabulary: With a score of 4 in vocabulary, the student demonstrated a strong ability to express ideas flexibly and appropriately across a range of topics. Their word choice was accurate and relevant, enabling them to convey meaning clearly and effectively. The student was able to adapt their language to different subjects and situations, showing a good command of both general and topic-specific vocabulary.
- d) Fluency: The student scored 4 in fluency, indicating that their speech was smooth, coherent, and easy to follow. They spoke with minimal hesitation or repetition, maintaining a steady flow

of communication. The student was able to respond promptly to questions and keep conversations going without unnecessary pauses, demonstrating confidence and ease in spoken English.

7. Student 7 (AS)

- a) Pronunciation: Student 7 received a score of 3 in pronunciation, which means the student's spoken English was generally clear and understandable, with only occasional errors. The student's pronunciation was largely correct, and their articulation was sufficient for effective communication. While there were some minor mispronunciations, these did not significantly interfere with the overall clarity of their speech.
- b) Grammar: A score of 3 in grammar reflects a moderate ability to use complex grammatical forms and sentence structures. The student constructed sentences that were mostly accurate, but occasionally used simple structures or made minor errors. The student demonstrated a basic understanding of grammar, which supported clear communication, but would benefit from further practice with more advanced structures.
- c) Vocabulary: With a score of 3 in vocabulary, the student demonstrated a moderate ability to use English words to express ideas. The student could communicate with some flexibility, but their vocabulary range was somewhat limited, which occasionally

led to simple or repetitive expressions. There were times when the student struggled to find the most appropriate words for specific topics, but they managed to convey the main points without major misunderstandings. The student's word choice was generally sufficient for basic communication, though expanding their vocabulary would help them express more nuanced ideas.

- d) Fluency: The student scored 2 in fluency, indicating that they spoke with basic fluency but struggled to maintain coherence, especially in more complex or lengthy communication. The student sometimes hesitated or paused to find the right words, and there was noticeable repetition in their speech. Despite these challenges, the student made efforts to participate in conversations and convey their ideas.

8. Student 8 (MA)

- a) Pronunciation: Student 8 received a score of 2 in pronunciation, indicating that the student faced noticeable challenges in pronouncing English words and articulating sounds clearly. There were frequent mispronunciations and occasional unclear articulation, which sometimes made it difficult for listeners to understand the student's speech. These pronunciation issues, while not pervasive, were significant enough to affect the clarity and effectiveness of communication.

- b) Grammar: A score of 3 in grammar reflects a moderate ability to use complex grammatical forms and sentence structures. The student constructed sentences that were mostly accurate, but occasionally used simple structures or made minor errors. The student demonstrated a basic understanding of grammar, which supported clear communication, but would benefit from further practice with more advanced structures.
- c) Vocabulary: With a score of 3 in vocabulary, the student demonstrated a moderate ability to use English words to express ideas. The student could communicate with some flexibility, but their vocabulary range was somewhat limited, which occasionally led to simple or repetitive expressions. There were times when the student struggled to find the most appropriate words for specific topics, but they managed to convey the main points without major misunderstandings. The student's word choice was generally sufficient for basic communication, though expanding their vocabulary would help them express more nuanced ideas.
- d) Fluency: The student scored 2 in fluency, indicating that they spoke with basic fluency but struggled to maintain coherence, especially in more complex or lengthy communication. The student sometimes hesitated or paused to find the right words, and there was noticeable repetition in their speech. Despite these

challenges, the student made efforts to participate in conversations and convey their ideas.

9. Student 9 (R)

- a) Pronunciation: Student 9 received a score of 2 in pronunciation, indicating that the student faced noticeable challenges in pronouncing English words and articulating sounds clearly. There were frequent mispronunciations and occasional unclear articulation, which sometimes made it difficult for listeners to understand the student's speech. These pronunciation issues, while not pervasive, were significant enough to affect the clarity and effectiveness of communication.
- b) Grammar: A score of 2 in grammar indicates that the student had difficulties with sentence structure and rarely used complex forms. The student's sentences were often simple and contained frequent errors, which limited their ability to express more complex or nuanced ideas. The student's grammatical competence was sufficient for basic communication, but they would benefit from further practice with more advanced structures.
- c) Vocabulary: With a score of 2 in vocabulary, the student demonstrated a limited ability to use English words to express ideas. The student's vocabulary range was quite restricted, which

often led to simple or repetitive expressions and difficulty in finding the most appropriate words for specific topics. The student managed to convey basic information, but their limited vocabulary occasionally resulted in misunderstandings or incomplete communication.

- d) Fluency: The student scored 2 in fluency, indicating that they spoke with basic fluency but struggled to maintain coherence, especially in more complex or lengthy communication. The student sometimes hesitated or paused to find the right words, and there was noticeable repetition in their speech. Despite these challenges, the student made efforts to participate in conversations and convey their ideas.

10. Student 10 (A)

- a) Pronunciation: Student 10 received a score of 4 in pronunciation, indicating a consistently clear and accurate delivery of spoken English. The student's pronunciation was easy to understand, with minimal errors that did not interfere with communication. Their articulation was precise, allowing listeners to follow their speech without difficulty. Overall, the student's pronunciation contributed positively to the effectiveness and clarity of their spoken language.

- b) Grammar: A score of 4 in grammar indicates a strong ability to use complex grammatical forms and sentence structures accurately. The student constructed sentences that were mostly accurate and varied, allowing them to express a range of ideas clearly. The student's use of grammar enhanced the clarity and sophistication of their spoken English, and they were able to convey detailed information without significant errors. This grammatical competence contributed positively to the overall quality of their communication.
- c) Vocabulary: With a score of 3 in vocabulary, the student demonstrated a moderate ability to use English words to express ideas. The student could communicate with some flexibility, but their vocabulary range was somewhat limited, which occasionally led to simple or repetitive expressions. There were times when the student struggled to find the most appropriate words for specific topics, but they managed to convey the main points without major misunderstandings. The student's word choice was generally sufficient for basic communication, though expanding their vocabulary would help them express more nuanced ideas.
- d) Fluency: The student scored 4 in fluency, indicating that their speech was smooth, coherent, and easy to follow. They spoke with minimal hesitation or repetition, maintaining a steady flow

of communication. The student was able to respond promptly to questions and keep conversations going without unnecessary pauses, demonstrating confidence and ease in spoken English.

2. The Female Students' Speaking Ability

The scores of male students' speaking abilities, based on the indicators of pronunciation, vocabulary, grammar, and fluency, are presented in the table. The complete table can be found in the appendix.

The table presents the scores of female students, with each indicator rated on a scale of 1 to 5 based on their speaking ability. The average score across all aspects is 14.9, with a highest score of 19 points and a lowest score of 13 points. Based on these results, the speaking ability of female students can be summarized as follows:

1. Student 1 (KR)

- a) Pronunciation: The student received a score of 4 for pronunciation. This indicates that the student demonstrated mostly correct pronunciation and clear articulation throughout the speaking activities. Their speech was easily understandable, with minimal mispronunciations, and they were able to maintain consistent pronunciation even in longer or more complex sentences. The clarity of their articulation contributed positively to the overall effectiveness of their spoken communication.

- b) Grammar: With a score of 4 in grammar, the student showed a strong ability to use complex grammatical forms and varied sentence structures. They were able to construct sentences that accurately conveyed meaning, and they demonstrated a good command of tenses, word order, and grammatical accuracy. The student's use of grammar enhanced the clarity and sophistication of their speech.
- c) Vocabulary: The student scored 4 points in vocabulary, which means they could express themselves with a fair degree of flexibility and appropriacy on most of the topics presented by the teacher. Their choice of words was mostly accurate and relevant to the subject matter, allowing them to convey ideas clearly and effectively. While there may have been occasional minor errors, these did not significantly hinder understanding.
- d) Fluency: With a score of 3 in fluency, the student was willing to speak at length and contributed actively to conversations. However, there was noticeable repetition in their speech, which occasionally affected the smoothness of their delivery. Despite this, the student maintained a steady flow of communication and was able to keep the conversation going.

2. Student 2 (US)

- a) Pronunciation: The student received a score of 3 for pronunciation. This means that the student's pronunciation was largely correct and their articulation was clear, with only occasional errors. These errors did not significantly impede understanding, and the student spoke clearly without unnecessary repetition. The overall clarity of their speech was maintained throughout the speaking tasks.
- b) Grammar: With a score of 4 in grammar, the student demonstrated a strong ability to use complex grammatical forms and sentence structures effectively. They constructed sentences that were grammatically correct and sophisticated, and they were able to express a range of ideas accurately. The student's grammar use contributed to the clarity and coherence of their spoken language.
- c) Vocabulary: The student scored 4 points in vocabulary, indicating that they could express themselves flexibly and appropriately on most topics provided by the teacher. Their word choice was accurate and relevant, allowing them to convey ideas clearly and effectively. The student's vocabulary range supported their ability to discuss a variety of subjects

- d) Fluency: With a score of 3 in fluency, the student was willing to speak at length and participated actively in conversations. However, there was occasional repetition in their speech, which sometimes affected the smoothness of their delivery. Despite this, the student maintained a steady flow of communication and was able to sustain dialogue.

3. Student 3 (AR)

- a) Pronunciation: The student received a score of 4 for pronunciation. This indicates that the student's pronunciation was mostly correct and their articulation was clear. Their speech was easily understandable, with minimal mispronunciations, and they were able to maintain consistent pronunciation throughout the speaking activities. The clarity of their articulation contributed positively to the overall effectiveness of their spoken communication.
- b) Grammar: With a score of 4 in grammar, the student demonstrated a strong ability to use complex grammatical forms and sentence structures fluently. They constructed sentences that were grammatically correct and sophisticated, and they were able to express a range of ideas accurately. The student's grammar use enhanced the clarity and coherence of their spoken language.

c) Vocabulary: The student scored 4 points in vocabulary, which means they could express their thoughts with accuracy and appropriacy on various topics. Their choice of words was accurate and relevant, allowing them to convey ideas clearly and effectively. The student's vocabulary range supported their ability to discuss a variety of subjects.

d) Fluency: With a score of 4 in fluency, the student spoke fluently and clearly without noticeable repetition. Their speech was smooth and uninterrupted, and they were able to maintain a steady flow of communication. The student demonstrated a high level of confidence and ease in speaking, contributing positively to the overall quality of their spoken English.

4. Student 4 (SR)

a) Pronunciation: The student received a score of 3 for pronunciation. This means that the student's pronunciation was largely correct and their articulation was clear, with only occasional errors. These errors did not significantly impede understanding, and the student spoke clearly with little repetition. The overall clarity of their speech was maintained throughout the speaking tasks.

b) Grammar: With a score of 3 in grammar, the student used complex forms and sentence structures sometimes, but had

limitations in expressing new ideas. While they were able to construct grammatically correct sentences, their range of grammatical structures was somewhat limited, and they sometimes struggled to express more complex or novel thoughts.

- c) Vocabulary: The student scored 3 points in vocabulary, indicating that they communicated with limited flexibility and appropriacy on most of the given topics. Their word choice was generally accurate, but their vocabulary range was somewhat restricted, which occasionally limited their ability to express ideas fully or precisely.
- d) Fluency: With a score of 4 in fluency, the student spoke fluently and clearly with little repetition. Their speech was smooth and uninterrupted, and they were able to maintain a steady flow of communication. The student demonstrated a good level of confidence and ease in speaking, contributing positively to the overall quality of their spoken English.

5. Student 5 (CR)

- a) Pronunciation: The student received a score of 3 for pronunciation. This means that the student's pronunciation was largely correct and their articulation was clear, with only occasional errors. These errors did not significantly impede understanding, and the student spoke clearly with little repetition.

The overall clarity of their speech was maintained throughout the speaking tasks

- b) Grammar: With a score of 3 in grammar, the student used complex forms and sentence structures sometimes, but had limitations in expressing new ideas. While they were able to construct grammatically correct sentences, their range of grammatical structures was somewhat limited, and they sometimes struggled to express more complex or novel thoughts
- c) Vocabulary: A score of 3 in vocabulary indicates that the student was able to communicate about most topics, but with limited flexibility and a somewhat restricted range of words. The student could express main ideas and opinions, though sometimes struggled to find the most suitable or varied vocabulary. While the meaning was generally clear and misunderstandings were rare, the student would benefit from expanding their word choice for more precise and nuanced expression.
- d) Fluency: A score of 4 in fluency means that the student spoke smoothly and confidently, with little repetition or hesitation. The student was able to maintain a steady flow of speech, respond promptly to questions, and keep conversations going without unnecessary pauses. This level of fluency made the student's spoken English easy to follow and pleasant to listen to.

6. Student 6 (CDA)

- a) Pronunciation: The student achieved a score of 4 in pronunciation, indicating a consistently clear and accurate delivery of spoken English. The student's pronunciation was easy to understand, with minimal errors that did not interfere with communication. Their articulation was precise, allowing listeners to follow their speech without difficulty. Overall, the student's pronunciation contributed positively to the effectiveness and clarity of their spoken language.
- b) Grammar: A score of 5 in grammar reflects an excellent command of English sentence structure and grammatical accuracy. The student was able to use complex forms and sentence structures with ease and precision. Their sentences were varied, sophisticated, and free from errors, which allowed them to express nuanced ideas and detailed information. This high level of grammatical competence greatly enhanced the overall quality of their spoken English.
- c) Vocabulary: With a score of 4 in vocabulary, the student demonstrated a strong ability to express ideas flexibly and appropriately across a range of topics. Their word choice was accurate and relevant, enabling them to convey meaning clearly and effectively. The student was able to adapt their language to

different subjects and situations, showing a good command of both general and topic-specific vocabulary.

- d) Fluency: The student received a score of 4 for fluency, which means their speech was smooth, coherent, and easy to follow. They spoke with minimal hesitation or repetition, maintaining a steady flow of communication. The student was able to respond promptly to questions and keep conversations going without unnecessary pauses, demonstrating confidence and ease in spoken English.

7. Student 7 (WA)

- a) Pronunciation: The student scored 4 points in pronunciation, reflecting a high level of clarity and correctness in spoken English. Their pronunciation was mostly accurate, with only rare minor errors that did not hinder understanding. The student's clear articulation made their speech easy to follow and pleasant to listen to, contributing positively to effective communication.
- b) Grammar: A score of 5 in grammar indicates an outstanding ability to use complex grammatical structures and forms accurately. The student constructed sentences that were both sophisticated and error-free, allowing them to express detailed and nuanced ideas. Their grammatical competence was evident in

the variety and complexity of their spoken language, which greatly enhanced the clarity and quality of their communication.

- c) Vocabulary: With a score of 4 in vocabulary, the student showed a strong capacity to express ideas flexibly and appropriately across various topics. Their word choice was accurate and relevant, and they were able to adapt their language to different situations. The student's vocabulary range supported clear and effective communication, and they were able to convey both general and specific information with ease.
- d) Fluency: The student achieved a score of 4 in fluency, indicating that their speech was smooth, coherent, and uninterrupted. They spoke with minimal hesitation or repetition, maintaining a natural flow of conversation. The student was able to respond quickly to questions and keep discussions going, demonstrating confidence and comfort in spoken English.

8. Student 8 (LCB)

- a) Pronunciation: The student scored 4 points in pronunciation, showing a consistently clear and accurate delivery of spoken English. Their pronunciation was easy to understand, with only occasional minor errors that did not impede communication. The student's clear articulation contributed to the overall clarity and effectiveness of their spoken language.

- b) Grammar: With a score of 4 in grammar, the student demonstrated a strong ability to use complex forms and sentence structures effectively. Their sentences were varied and mostly accurate, allowing them to express a range of ideas clearly. The student's grammatical competence supported clear and coherent communication, although there may have been occasional minor errors that did not significantly affect understanding.
- c) Vocabulary: A score of 5 in vocabulary reflects an excellent command of English words and phrases. The student demonstrated a wide range of vocabulary and was able to express thoughts precisely and appropriately. Their word choice was accurate, nuanced, and well-suited to the topic at hand, allowing them to convey both general and detailed information with ease.
- d) Fluency: The student received a score of 4 in fluency, indicating that their speech was smooth, coherent, and easy to follow. They spoke with minimal hesitation or repetition, maintaining a steady flow of communication. The student was able to respond promptly to questions and keep conversations going without unnecessary pauses, demonstrating confidence and ease in spoken English.

9. Student 9 (D)

- a) Pronunciation: The student scored 3 points in pronunciation, indicating that their spoken English was generally clear and understandable, though with occasional errors. Their pronunciation was largely correct, and their articulation was sufficient for effective communication. While there were some minor mispronunciations, these did not significantly interfere with the overall clarity of their speech.
- b) Grammar: With a score of 4 in grammar, the student demonstrated a good ability to use complex forms and sentence structures effectively. Their sentences were mostly accurate and varied, allowing them to express a range of ideas clearly. The student's grammatical competence supported clear and coherent communication, although there may have been occasional minor errors that did not significantly affect understanding.
- c) Vocabulary: The student scored 3 points in vocabulary, indicating that their ability to express ideas was somewhat limited in terms of flexibility and appropriateness. While they were able to communicate about most topics, their word choice was sometimes restricted, and they occasionally struggled to find the most suitable words. Despite these limitations, the student's vocabulary

was sufficient for conveying main ideas, and misunderstandings were rare.

- d) Fluency: With a score of 3 in fluency, the student was willing to speak at length and participated actively in conversations. However, there was noticeable repetition in their speech, which sometimes affected the smoothness of their delivery. Despite this, the student maintained a steady flow of communication and was able to keep the conversation going.

10. Student 10 (YF)

- a) Pronunciation: The student scored 3 points in pronunciation, indicating that their spoken English was generally clear and understandable, though with occasional errors. Their pronunciation was largely correct, and their articulation was sufficient for effective communication. While there were some minor mispronunciations, these did not significantly interfere with the overall clarity of their speech.
- b) Grammar: With a score of 4 in grammar, the student demonstrated a good ability to use complex forms and sentence structures effectively. Their sentences were mostly accurate and varied, allowing them to express a range of ideas clearly. The student's grammatical competence supported clear and coherent

communication, although there may have been occasional minor errors that did not significantly affect understanding.

- c) Vocabulary: The student scored 3 points in vocabulary, indicating that their ability to express ideas was somewhat limited in terms of flexibility and appropriateness. While they were able to communicate about most topics, their word choice was sometimes restricted, and they occasionally struggled to find the most suitable words. Despite these limitations, the student's vocabulary was sufficient for conveying main ideas, and misunderstandings were rare.
- d) Fluency: The student received a score of 4 in fluency, indicating that their speech was smooth, coherent, and easy to follow. They spoke with minimal hesitation or repetition, maintaining a steady flow of communication. The student was able to respond promptly to questions and keep conversations going without unnecessary pauses, demonstrating confidence and ease in spoken English.

3. The Differences between the Male and Female Speaking's Ability

The average score of the female students (14.9) is higher than the average score of the male students (11.5). The total score of pronunciation for the male students is 27, the total score of vocabulary is 29, the total score of grammar is 31, and the total score of fluency is

28. Meanwhile, the total score of pronunciation for the female students is 35, the total score of vocabulary is 40, the total score of grammar is 37, and the total score of fluency is 37.

From the data above, the results indicate that there is a significant difference between male and female students in their speaking ability. This can be seen from the scores of each indicator between male and female students. The first indicator is pronunciation, where the male students' total score (27) is lower than the female students' total score (35). The second indicator is vocabulary, with the male students scoring 29, which is also lower than the female students' score of 40. The third indicator is grammar, where male students scored 31, while female students scored higher with 37. The last indicator is fluency, with male students scoring 28, and female students scoring 37. Based on the average total scores, female students achieved 14.9, which is higher than the male students' average score of 11.5.

These results suggest that female students performed better than male students in all aspects of speaking ability, especially in vocabulary and fluency. This may be because female students tend to have a larger vocabulary to express their ideas and show greater confidence in speaking English. Consequently, female students are able to learn and improve their speaking skills more quickly than male students.

4. The Similarities between the Male and Female Students' Speaking Ability

Based on the speaking test scores of both male and female students, several similarities can be observed in their speaking abilities:

- 1) Both male and female students achieved the same maximum score in pronunciation and fluency indicators. The highest score for pronunciation was 4 for both groups, and the highest score for fluency was also 4 for both groups. This indicates that students from both genders have the potential to reach the same top level in these aspects.
- 2) The minimum scores across all indicators for both male and female students are relatively close. Male students' minimum score for all indicators is 2, while female students' minimum score is 3. This shows that the lowest-performing students in both groups are not far apart in their basic speaking skills.
- 3) The pattern of scoring across the four indicators (pronunciation, vocabulary, grammar, and fluency) is consistent for both male and female students. Both groups show a range of scores in each indicator, suggesting that individual differences exist within each gender, but the structure of their speaking abilities is similar.

- 4) Both male and female students demonstrate strengths and weaknesses in the same indicators. For example, both groups tend to achieve higher scores in grammar and fluency compared to pronunciation and vocabulary, as reflected in the average scores for each indicator.

These similarities suggest that, despite differences in total and average scores, male and female students share comparable patterns in their speaking abilities, particularly in the range of scores and the aspects where they excel or need improvement.

D. The Discussion

The findings indicate that there is variation in speaking abilities among the students, with some showing strengths in grammar and vocabulary, while others struggled with pronunciation and fluency. The use of triangulation—by comparing data from speaking tests, observations, and interviews—along with member checking involving students and the supervising teacher, has strengthened the validity and trustworthiness of the research findings. These rigorous methods ensured that the data collected was accurate, reliable, and reflective of the actual conditions, thereby enhancing the overall credibility of the study. This means that the conclusions drawn from the research can be considered dependable and can be used as a solid reference for further studies or practical applications in similar contexts.

This finding aligns with previous research that suggests female learners generally outperform male learners in language accuracy and vocabulary

mastery.³⁵ Similarly, Almuzakir found that female students tend to have better grammar and vocabulary skills, supporting the results of this study.³⁶

The higher vocabulary scores among female students in this research correspond with the findings of Halimah, who noted that female students engage more frequently with language learning materials and develop a broader lexical repertoire. This linguistic advantage likely contributes to their overall superior speaking performance.³⁷ Furthermore, the better grammar scores of female students are consistent with theories suggesting that females tend to be more attentive to linguistic rules and accuracy in language use.³⁸

In terms of pronunciation and fluency, female students also achieved higher scores, which may be attributed to greater confidence and motivation in speaking English. This supports Hijazi who argues that affective factors such as confidence and anxiety significantly influence language performance, with females often exhibiting higher motivation and lower anxiety levels.³⁹

However, the findings of this study differ slightly from previous research that suggested male students might have better pronunciation or fluency. This discrepancy could be influenced by differences in sample size,

³⁵Nur Halimah S. The comparison between male and female student's speaking ability at third semester of english department of IAIN Walisongo. State Islamic University of Walisongo. Semarang: Unpublished. 2010.

³⁶A. Almuzakir. The comparison between male and female speaking ability of English study program student's at IAIN Palangkaraya. State Islamic Institute of Palangkaraya. Kalimantan: Unpublished. 2019. <http://digilib.iain-palangkaraya.ac.id/2322/1/Skripsi%20Almuzakir-1401120962.pdf>

³⁷Nur Halimah S.

³⁸A. Almuzakir.

³⁹Putri Mirza Hijazi. Extrovert Students by Male and Female on The Students' Speaking Ability. University of Islam Malang. Malang. Unpublished. 2020. <http://repository.unisma.ac.id/bitstream/handle/123456789/1221/S1%20FKIP%20SIG%2021501073094%20PUTRI%20MIRZA%20HIJAZI.pdf?sequence=1>

cultural context, or teaching methodologies. For example, Hijazi found that extrovert male and female students had no significant differences in speaking ability, implying that personality traits might also contribute to language performance.⁴⁰

Overall, the results of this study reinforce the notion that gender plays a role in English-speaking ability, with female students demonstrating stronger performance. These findings suggest that educators should consider gender differences when designing speaking activities, ensuring appropriate support and training to help both male and female students enhance their speaking proficiency.

E. The Threats of the Research

Despite the thorough approach, this study has several limitations. The sample size was limited to 20 students from a single school, which may affect the generalizability of the findings. Additionally, the assessment relied on a specific set of indicators and may not capture all aspects of speaking proficiency. Time constraints and the subjective nature of some evaluations may also have influenced the results. Future research could address these limitations by involving a larger and more diverse sample, as well as incorporating additional methods of assessment.

⁴⁰Putri Mirza Hijazi.

CHAPTER V

CONCLUSION, IMPLICATIONS AND SUGGESTIONS

A. The Conclusions

Based on the results of the research and data analysis, it can be concluded that there is a significant difference in speaking ability between male and female students at SMA N 1 Batahan Mandailing Natal, with female students generally achieving higher scores across all four indicators—pronunciation, vocabulary, grammar, and fluency—compared to male students. This difference may be influenced by factors such as motivation, learning strategies, and confidence in using English.

B. The Implications

Based on the findings of this study, several implications can be drawn for teaching English speaking skills, especially regarding gender differences:

1. For English Teachers

Teachers should recognize that female students tend to have stronger speaking abilities, particularly in vocabulary, grammar, pronunciation, and fluency. However, male students may need additional support and encouragement to improve these aspects. Teachers are encouraged to design differentiated instructional strategies that address the specific needs of male students, such as more vocabulary-building activities, grammar exercises, and fluency

practice through speaking drills or group discussions.

2. For Curriculum Developers

Curriculum designers should consider incorporating gender-sensitive approaches in English language learning materials and activities. This could include providing diverse and engaging speaking tasks that motivate both male and female students to participate actively and confidently in speaking practice.

3. For Students

Male students should be encouraged to increase their exposure to English outside the classroom, such as through listening to English media, practicing speaking with peers, or participating in language clubs. Female students, on the other hand, should continue to build on their strengths while also helping to create a supportive learning environment for their male peers.

4. For Future Research

The study highlights the importance of further research on gender differences in language learning, especially with larger and more balanced samples. Future studies could explore additional factors influencing speaking ability, such as motivation, learning styles, and socio-cultural background, to provide a more comprehensive understanding

C. The Suggestions

Based on the findings and implications of this study, the researcher offers several suggestions as follows:

1. For Teachers: Focus on strategies to improve male students' vocabulary, grammar, and fluency through targeted activities and encouragement.
2. For Students: Male students should actively practice English outside the classroom to boost confidence and skills.
3. For Future Research: Conduct studies with larger, balanced groups to better understand gender differences in speaking ability.
4. For English Teachers

It is recommended that teachers provide more varied and engaging speaking activities that cater to both male and female students, with particular attention to improving male students' vocabulary, grammar, and fluency.

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Appendix 1

The Male and Female Students Speaking

The List of Male Students Score

No.	Name	Indicators				
		Pronunciation	Vocabulary	Grammar	Fluency	Total
1	YI	2	3	4	3	12
2	AM	2	3	4	3	12
3	YB	3	3	2	3	11
4	AR	3	3	4	3	13
5	NV	2	2	2	2	8
6	AA	4	3	4	4	15
7	AS	3	3	3	2	11
8	MA	2	3	3	2	10
9	R	2	2	2	2	8
10	A	4	4	3	4	15
Sum		27	29	31	28	115
Average		2.7	2.9	3.1	2.8	11.5
Max		4	4	4	4	15
Min		2	2	2	2	8

Appendix 2

The List of Female Students Score

No.	Name	Indicators				
		Pronunciation	Vocabulary	Grammar	Fluency	Total
1	KR	4	4	4	3	15
2	US	3	4	4	3	14
3	AR	4	4	4	4	16
4	SR	3	3	3	4	13
5	CR	3	3	3	4	13
6	CDA	4	5	4	4	19
7	WA	4	5	4	4	19
8	LCB	4	4	5	4	19
9	D	3	4	3	3	13
10	YF	3	4	3	4	14
Sum		35	40	37	37	149
Average		3.5	4.0	3.7	3.7	14.9
Max		4	5	5	4	19
Min		3	3	3	3	13

Appendix 3

Audio and Transcript of Students' Speaking

Link Google Drive: https://drive.google.com/drive/folders/1-0aAB3e_XJrjhAC946Vd9hIkPbM4wZDH?usp=sharing

Male Students' Speaking Transcript

1. Yunahar Ilyas (L)

My name is Yunahar Ilyas. My idol Lionel Messi is an extraordinary football player who inspires millions of people around the world. Including me, his incredible dribbling skills, service on the field, and humble personality Off the pitch, make him hope just at cricket but also a gold medal. He has achieved countless titles with his club and his country including winning the 2022 FIFA World Cup, FIFA World Cup White Argentina. We see this dedication, hard work and passion for the game motivated me to keep chasing my dreams no matter where. Thank you.

2. Aldo Mahdi (L)

My name is Aldo Mahdi. I really idolize Leo Messi because of his hard work in achieving his desire. since he was as few as a soccer player, and now he has succeeded in achieving all his skill-dot dreams. His skill and humble here is well-liked by many footballers in the world. That's why I really idolize him or am inspired by him. As a soccer pro says, if you like soccer, It's Manulife, the name, let me see. Okay, thank you.

3. Yudha Baihaqi (L)

My name is Yudha Baihaqi. Learning English provides many benefits, from job opportunities to self-development. English language skills open doors to communicating with people from different countries, increasing opportunities to study and work abroad, and broadening horizons about global culture and information.

4. Abdul Rahim (L)

My name is Abdul Rahim. Lionel Messi, my idol, is an extraordinary football player who has inspired millions of people around the world. And claiming his incredible driving skill, servicemen on the field, and humble personality of the pitch make him not just a great athlete, but also a true role model. He was a champion for the title with his club and his country, including winning the 2022 FIFA World Cup in Argentina. Messi's dedication, hard work, and passion for the game motivated me to keep chasing my dream.

5. Nori Novridal (L)

My name is Nori Novridal. My last holiday went to Turbana at Ujung Gading with my friend and but I had in taste small bowl and Saturday like king in the cafe, my friend, and with Turbana the motorbike. The location is very good and the wish is very good. Assalamualaikum.

6. Akhiyarul Anwar (L)

My name is Akhiyarul Anwar. I'm 16 years old. I've been working as a software engineer in two tech companies in Bandung. I learned a lot about software after office hours. I used to join some software engineer classes to upgrade my skills. I've been loving things related to technology since I was in high school.

7. Aben Saputra (L)

My name is Abel Saputra. My idola is Lionel Messi. We won the World Cup in 2020 and had a good fight in Barcelona. We entered the group stage and he was on the stage with Ronaldinho. His panyol, I asked them to come to the ground.

8. Mahdil Akbar (L)

My name is Mahdil. Social media has an important role in modern, life, both positive and negative. Positive, important and good. Expanding social networks, accelerating the spread of information and become an effective promotion of health.

9. Refandra (L)

My name is Revandra. Social media is important because it connects us with white people. Share share share is tight. It's a problem. Provides wise in format, breaking this time, and for the globe, global commucation.

10. Akhiruddin (L)

My name is Akhiruddin. I really adore this girl named Billie Eilish. I really like her because her voice is eloquent and her songs are interesting to listen to. I really like her life journey of waiting to become a singer.

Female Students' Speaking Transcript

1. Khoiro Rahmi (P)

My name is Khaira Rahmi. My opinion on the importance of social media. In my opinion, social media is very important in today world. It helps people stay connected with friends and family, even if they live far away. We can share photos, videos, and updates about our life actually. Social media is also a source

for learning and getting information. Many people are safe to follow the news, gain online classes, or learn new skills. for students and workers. Moreover, social media is important for business success. They can promote their projects and And third, please like Instagram, Facebook, or TikTok. However, the most essential thing is well-being. Suspending too much time on social media can be bad for our mental health. It is important to balance your time and also eat for positive progress. Installation of social media is important, but we should also eat smart and healthy. life.

2. Uni Santiani (P)

My name is Uni Santiani. The action was focused on the election and spending time with family. It was carried out by local markets enjoying the vibrant atmosphere and tune locals to eat. It was also a day with family and attractions such as waterfall and sticks, aquariums, that came to Oktoberfest. The rate was over 100 before they were given this annual award for the most negative training heard. The experiential was particularly enjoyable because of the strong sense of community and the oppor opportunity to connect We've come early in our relationship, and we don't know.

3. Aditya Rahmadini (P)

My name is Aditya Rahmadini. My idol Cha Eun-wook is a South Korean actor. I think he's an active hero with a leading role in drama. Thanks to his role in the television series Psychic River and Rocket Boy, Cha Eun-wook is the best male actor of white-haired drama actors. I like him because he is very good at acting and also handsome. Thank you.

4. Sauri Ramadhani(P)

My name is Sauri Rahmadani. I'm an English project manager first, such as a job opportunity to study about broadening horizons and cultural understanding and improving communication and connective skills. In the more detailed English AI universal language that is used to set rules. for the world, making it a hit editor in the drug waste paper from various countries.

5. Cantika Ramadhani (P)

My name is Cantika Ramadhani. Learning English has many benefits. First, English is an international language. It helps to communicate with people from different countries. This is very useful when we travel to the abroad or met foreign people. opens up many opportunities for education and children. Many websites and scientific materials are written in English. Also, many companies look for workers who can speak English well. Learning English helps us enjoy entertainment, movies, music, and games in the original form without translation. In conclusion, learning English is very important because it helps us connect with the world, feel better opportunities, and enjoy global culture.

6. Cinta Dea Ananda (P)

The most recent vacation was a trip to Pulau Taman. I was relaxing the beach way where I spent time with family and explored the hill color area. Enjoy the screening and cuisine. We also took a day trip to New York City. We also took a day trip to New York City. We also took a day trip to New York City. attraction such as waterfalls and sand viewpoints offering breathtaking view of the landscape. Tetris was a welcome breed from daily wilderness and allowed for a

much-needed outdoor activity. The experience was particularly enjoyable due to Thank you. Thank you.

7. Wafiatul Arda (P)

My name is Wafia Tewarga. My plan after graduation from high school. After I graduate from high school, I plan to continue my studies and university. I went to Kielce and that match my interests such as example information technology of medicine or English education. I want to learn more and gain knowledge that I can use for my future. Studying IELTS 1 to 3, I plan time jobs I can gain experience and become more independent. I believe that world exchange is also important, not just education. My goal is to become a successful person and meet my parents when I know their road to their future is not easy. But I am ready to try and work hard.

8. Laura Cintia Bela (P)

My name is Laura Cintia Vera. After I graduate from high school, I plan to continue my studies at university. I want to choose a major that matches my interests. So, I explain information technology, medicine, and English education. I want to learn more and gain knowledge that I can use for my future. Besides studying, I also want to try a part-time job so I can learn at Prince and become more independent. I believe that work at Prince is also important not just education. My goal is to become a successful person and make my parents proud. I know the road to the future is not easy but I'm ready to try and work hard.

9. Destia (P)

My name is Destia. My vacation has come to an end and I'm feeling a bit sad about it. I had an amazing time relaxing on the beach, exploring new beaches and

spending time with loved ones. The memories I left will stay with me for a long time. Our road is hard to say goodbye. by today's freedom and election of the fashion world. I'm excited to return to my daily Russian and apply the rejuvenation I gained. I'm already looking forward to planning my next election.

10. Yanni Fallilah (P)

My name is Yanni Fallilah. Social media is important for communication, information, and other purpose. In English, the importance of social media can be expressed as follows. Social media is important for communication, information her, and other purpose.

Appendix 4

The Instrument of Students Speaking

Description

This test is for scientific research, this is no effect on your score in English Language and thank you for participant.

Instructions:

- You have 2 minutes to prepare.
- You will speak for 2-3 minutes.
- Your speech will be recorded.
- Give your best performance!

Student Information

Name : _____
Gender : () Male () Female
Class : _____

Topic/Situation

(You will be given a topic/situation to talk about. Please choose one randomly.)

1. Tell me about your last vacation experience.
2. Explain the benefits of learning English.
3. Give your opinion on the importance of social media.
4. Describe your idol.
5. Explain your plans after graduating from high school.

Appendix 5

Documentations











CURRICULUM VITAE



I. Personal Details

1. Name : Wita Lestari
2. Reg. Number : 1820300058
3. Gender : Female
4. Date of Birth : November, 26th 1999
5. Birth Order : 3
6. Nationality : Indonesia
7. Marital Status : Single
8. Religion : Islam
9. Address : Batahan, Pasar Baru Batahan
10. Phone Number : 0813 6004 7623
11. Email : wita6414@gmail.com

II. Parents

1. Father
 - a. Name : Alwizar
 - b. Job : Entrepreneur
 - c. Address : Batahan, Pasar Baru Batahan
 - d. Phone Number : 0812 62015361
2. Mother
 - a. Name : Nur Azkiyah
 - b. Job : Housewife
 - c. Address : Batahan, Pasar Baru Batahan
 - d. Phone Number : 0857 6623 3402

III. Educational Background

1. SD Negeri 338 Batahan
2. SMP Negeri 1 Batahan
3. SMA Negeri 1 Batahan
4. Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan

IV. Organization

-



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km 4,5 Sihitang Kota Padang Sidempuan 22733
Telepon (0634) 22080 Faximill (0634) 24022
Website: uinsyahada.ac.id

Nomor: B - 1517 /Un.28/E.1/TL.00.9/05/2025
Hal : Izin Riset

5 Mei 2025

Yth. Kepala SMA N 1 Batahan Mandailing Natal

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Wita Lestari
NIM : 1820300058
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul " **The Comparison Between Male and Femele Students' Speaking Ability at XI Grade of SMAN 1 Batahan Mandailing Natal**"

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n.Dekan
Wakil Dekan bidang Akademik dan
Kelembagaan



Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A. {
NIP. 19710424 199903 1 004



**PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SMA NEGERI 1 BATAHAN**

Alamat : Jl. Pembangunan No.80 Kel Pasar Baru Batahan Kec. Batahan Kab. Mandailing Natal
Kode Pos: 22988 Email: smn1batahan@gmail.com

Nomor : 422 / 059 / SMA. 033 / V / 2025
Lamp : -
Hal : **Riset Penyelesaian Skripsi**

Kepada Yth :
Ibu Dr . Lis Yulianti Syafrida Siregar , S.Psi, M.A
Di
tempat

Berdasarkan Surat Pengantar Nomor : B-1517/Un.28/E.1/TL.00.9/05/2025 tentang permohonan kesediaan untuk membantu mendapatkan keterangan penjelasan dan data-data yang di butuhkan dalam rangka penyusunan skripsi. Saya yang bertanda tangan di bawah ini :

1. Nama : **SUGENG PRIYONO, S.Pd**
2. Jabatan : **Kepala SMA NEGERI 1 BATAHAN**
3. Unit Kerja : **SMA NEGERI 1 BATAHAN**

Dengan ini menerangkan dengan sesungguhnya bahwa nama yang tertera di bawah ini :

1. Nama : **Wita Lestari**
2. NIM : **1820300058**
3. Fakultas : **Tarbiyah dan Ilmu Keguruan**
4. Program Studi : **Tadris Bahasa Inggris**

Benar maha siswa tersebut di atas telah melaksanakan Riset Skripsi berjudul :

“ The Commpparrison Between Male and Female Students’ Speaking Ability at Grate of SMA N 1 Batahan Mandailing Natal ”.

Adapun maha siswa tersebut riset pada tanggal 6 Mei 2025 sampai dengan tanggal 10 Mei 2025.

Demikian dengan surat keterangan ini di perbuat dan di berikan kepada yang bersangkutan untuk dapat di pergunakan sebagaimana mestinya .

Batahan, 14 Mei 2025
Kepala Sekolah

SUGENG PRIYONO, S.Pd
NIP. 19870817 200801 1 002

