

CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is a part of daily life that the human should be developed in life, because speaking is one of the things that the people should be master on speaking. In globalization era, speaking has a purpose to know between speaker and the listener processes the statements in order to knowing what they are talking about Efrizal (2006). It means that language is speaking and language is not writing. Efrizal (2006) said that speaking is the first mode in which learners acquire language, it is part of in language that should be improved for most of students in learning activities. In addition, English for student anxiety is very crucial for human in this era.

Muhammadiyah Satu Senior High School Pekanbaru applies Curriculum 2013 as a directive both teaching and learning. There are 4 aspects of judgement in curriculum 2013 namely: aspect of knowledge, aspect of skill, aspect of attitude and behaviour. There are 4 language skills namely : speaking, listening, writing, reading. Based on the syllabus of grade ten in semester one, students of Muhammadiyah satu Senior High School Pekanbaru is learned Narrative text. Narrative text is learned mainly generic structure and language features. The generic structure of narrative text includes orientation, complication and resolution. Then, the

language features of narrative text are past tense, adverb of time, time conjunction, specific character, action verb and direct speech. The KKM for learning narrative text in speaking was 75 in which the students are able to present orientation consists of opening paragraph where the characters, time and place of the story are introduced, complication consists of problems in the story developed and resolution consists of problem in the story is solved fluently.

Based on the preliminary observation and interview that researcher has done at Muhammadiyah satu Senior High School Pekanbaru, some of students could not speak fluently and clearly about orientation, complication and resolution in front of the class because some of students felt anxious. Most of female students worry and feel afraid to present in front of the class and most of male students were brave to present in front of the class. The researcher found that there were differences between male and female in speaking anxiety. So, the researcher thought that male has less anxiety than female.

Kimura cited in Lucas and Sherry (2004) stated that there are five differences in speaking anxiety that influence towards speaking anxiety between male and female often related to hormonal levels such as: males or boys are better than females or girls, males are better at most kinds of targeting abilities, dart throwing and ball catching, males score better than females on verbal memory and fluency, female score better than male on fine motor skills males are more probability to interrupt females and

females are reluctant to interrupt male. Coates (1986) states that the result of being interrupted is that the first speaker lapses into a period of silence the female in the group being interrupted far more than the male, therefore conversation the male would speak more than the female involved.

Campbell (1999) states that there is no significant differences existed between male and female in relation to speaking anxiety at the language course. Fact, Students at Muhammadiyah satu pekanbaru has difference in speaking anxiety especially male and female. Male and female have same ability but different anxiety that proven by researcher observation and there is biggest belief in western culture that female to be better second language than male. Campbell (1999) states that females more proactive in speaking, using strategies such as competition, rivalry and indirect aggression towards males. McKnight (2011) stated that a differences gender in speaking anxiety has relation for education and this is an important focus of research, in line with McKnight (2011) students speaking anxiety is one of the main constructs in education.

However, after doing observation and interview with an English teacher and students at Muhammadiyah satu Senior High School Pekanbaru, the writer found some of phenomena faced by students. It could be seen in the following phenomena:

1. Some of the students had low-self-confidence to communicate.
2. Some of the students could not perform well in speaking.

3. Some of the students could not develop their speaking ability because they were shy, nervous, and anxious.
4. Some of the students were afraid of making mistakes in speaking.

Related with the elaboration above, the researcher was investigating the problem into a research project which was entitled: The Comparison between male and female in speaking anxiety at Eleventh Grade of Muhammadiyah satu Senior High School Pekanbaru.

B. The Problems

After concluding a preliminary observation at the Muhammadiyah satu Senior High School Pekanbaru, it was clear that most of students were still getting problem especially in term of students gender in their speaking anxiety. To make the problems of this clearer, those the problems were identified as follows :

1. Identification of the problem

Based on the background above, the researcher identified some problems of this research as follows:

- a. Why did some students had low self-confidence to communicate?
- b. Why were students unable to perform in speaking?
- c. How were students ability in speaking?
- d. How confident were students in speaking?

- e. How afraid were students in speaking?

2. Limitation of the problem

Related to the identification of the problem above, many problems happened to the students. The researcher needs to limit the problems of the research in order to focus on the topic. In this case, this research was limited to the speaking anxiety that only focused on the comparison of speaking anxiety between male and female students at tenth grade of Muhammadiyah satu Pekanbaru. In which, the researcher would find out the average percentage of the differences between male and female students.

3. Formulation of the problem

Accordance with the limitation of the problem, the researcher formulated the research problems as follows:

- a. How is male student in their speaking anxiety at Muhammadiyah satu Senior High School Pekanbaru?
- b. How is female student in their speaking anxiety at Muhammadiyah satu Senior High School Pekanbaru?
- c. Is there any significant difference between male and female students in their speaking anxiety at Muhammadiyah satu Senior High School Pekanbaru?

C. The Objectives and Significance of the Research

1. The Objectives of the Research

- a. To know male students in their speaking anxiety at Muhammadiyah satu senior high school pekanbaru.
- b. To know female students in their speaking anxiety at Muhammdiyah satu senior high school pekanbaru.
- c. To know the differences of speaking anxiety between male and female at Muhammadiyah senior high school pekanbaru.

2. The Significance of the Research

- a. Research is hopefully supporting to the writer as a researcher in term of learning as novice.
- b. The research findings are also expected to be positive and valuable information especially for those who are concerned in the field of student's anxiety.
- c. To add references for other next researcher having the same problem of the writer.

D. Reason for choosing the title

There were some reason why the writer was interested in carrying out this research as follows :

1. The title of this research is relevant with the writer status as a student of English education department.
2. The title of the this research is not yet investigated by other previous researcher.
3. The location of this research facilitates the writer in conducting the research.

E. Definition of the Terms

To avoid misunderstanding and mis interpreting in writing this thesis, it was nessecery her to explain the terms used in the study. They were defined as follows.

1. **Male** is generic or as an ending for an title, can be ambiguous and may imply incorrectly that all persons in the group are male Publication manual of the American Pshychological Association (2010). In line with male refers to the boy/men who are studying in the school especially at the tenth grade of Muhammadiyah satu senior high school pekanbaru.

2. **Female** is the sex of an organism that produces ova or egg cells
coburn (2014) In line with female refers to the girls who are studying
in the school especially at the tenth grade of Muhammadiyah satu
senior high school pekanbaru.
3. **Speaking anxiety** is a factors which students feel worrying about
negative evaluation, nervous to speak and shyness Hwa and Peck
(2017) it refers to the students speaking anxiety. Speaking anxiety is
a part of problem in every school, because speaking anxiety is
specific social phobia or panic that felt in every students.