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**THE COMPARISON OF STUDENTS' SPEAKING SKILL
BETWEEN MALE AND FEMALE AT STATE SENIOR
HIGH SCHOOL 1 KUANTAN HILIR,
KUANTAN SINGINGI**



UIN SUSKA RIAU

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STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1441 H/2019 M**



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HIGH SCHOOL 1 KUANTAN HILIR,
KUANTAN SINGINGI**

Thesis

Submitted as Partial Fulfillment of the Requirements
for Undergraduate Degree in English Education

(S.Pd.)



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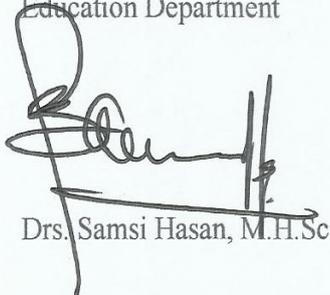
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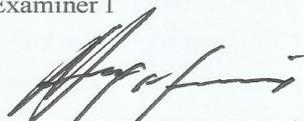
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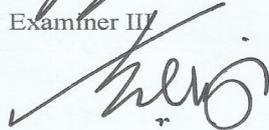
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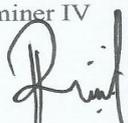
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This thesis is written and intended to submit in partial of requirements for the award of undergraduate degree at English Education Department of Education and Teacher Training of State University of Sultan Syarif Kasim Riau. Then, the researcher says be upon to Prophet Muhammad SAW, his family, his companion and his followers.

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Finally, the researcher realizes that this thesis is still far from the perfection. Therefore, comments, critics and suggestions will be appreciated. May Allah Almighty bless us. Aamiin...

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ABSTRACT

Welda Yolanda, (2019): **The Comparison of Students' Speaking Skill between Male and Female at State Senior High School 1 Kuantan Hilir, Kuantan Singingi.**

This research is aimed to find the comparison of students' speaking skill between male and female at state senior high school 1 Kuantan Hilir. The specific objective of this research were to find out whether there is a significant difference between male and female students' speaking skill at the eleventh saint grade of state senior high school 1 Kuantan Hilir. This study were conducted at State Senior High School 1 Kuantan Hilir on 16th August 2019. The population of this study were 120 students and the sample were 24 students; 8 male students and 16 female students. For the technique in choosing the sample, the researcher used simple random sampling.

In collecting the data, the researcher used speaking performance test and the topic was suggestion and offers. The study were conducted comparative research. The members of the research consisted of the researcher and the students of the eleventh saint grade. To determine the comparison between two variables researched, the researcher used independent sample t-test formula and analyzed by using SPSS version 20.0.

The findings showed that the Sig. (2-tailed) is .603. It can be concluded the sig. (2-tailed) \geq .05. It means that null hypothesis (H_0) is accepted, therefore the alternative hypothesis (H_a) is rejected. In conclusion, there is no a significant difference between male and female students' speaking skill at eleventh saint grade of state senior high school 1 Kuantan Hilir.

Key word: *Comparison, Speaking, Male, Female*


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ABSTRAK

Welda Yolanda, (2019): Perbandingan Kemampuan Berbicara Siswa antara Laki-laki dan Perempuan di SMAN 1 Kuantan Hilir, Kuantan Singingi

Penelitian ini bertujuan untuk mengetahui perbandingan kemampuan berbicara siswa laki-laki dan perempuan di SMAN 1 Kuantan Hilir. Tujuan khusus dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara kemampuan berbicara siswa laki-laki dan perempuan di kelas 11 IPA SMAN 1 Kuantan Hilir. Penelitian ini dilakukan di SMA Negeri 1 Kuantan Hilir pada 16 Agustus 2019. Populasi penelitian ini adalah 120 siswa dan sampelnya adalah 24 siswa; 8 siswa laki-laki dan 16 siswa perempuan. Untuk teknik dalam memilih sampel, penulis menggunakan *simple random sampling*.

Dalam mengumpulkan data, penulis menggunakan tes tampil berbicara dan topiknya adalah saran dan perintah. Penelitian dilakukan dengan penelitian komparatif. Yang terlibat dalam penelitian ini terdiri dari peneliti dan siswa kelas 11 IPA. Untuk menentukan perbandingan antara dua variabel yang diteliti, penulis menggunakan rumus uji-t sampel independen dan dianalisis dengan menggunakan SPSS versi 20.0.

Temuan menunjukkan bahwa Sig. (2-tailed) adalah .603. Dapat disimpulkan sig. (2-tailed) $\geq .05$. Ini berarti bahwa hipotesis nol (H_0) diterima, oleh karena itu hipotesis alternatif (H_a) ditolak. Kesimpulannya, tidak ada perbedaan yang signifikan antara kemampuan berbicara siswa laki-laki dan perempuan di SMAN 1 Kuantan Hilir di kelas 11 IPA SMAN 1 Kuantan Hilir.

Kata kunci: Perbandingan, Berbicara, Laki-laki, Perempuan

ملخص

ولدا يولندا، (٢٠١٩): مقارنة بين القدرة على الكلام لدى التلاميذ والتلميذات في المدرسة الثانوية الحكومية ١ كونتان هيلر، كونتان

سينجيني

إن الهدف من هذا البحث هو للمقارنة بين القدرة على الكلام لدى التلاميذ والتلميذات في المدرسة الثانوية الحكومية ١ كونتان هيلر، كونتان سينجيني. فهدفه تتكون من ٢٤ تلميذا (٨ منهم رجال والباقي نساء) وحصلت عليها الباحثة من خلال العينة الكلية. وهذا البحث بحث كمي. وفي عملية جمع البيانات وزّعت الباحثة ورقات الاختبار إلى التلاميذ لمعيار قدرتهم على الكلام وذلك من خلال اختبار الكلام. واستخدمت الباحثة برنامج مايكروسوفت أكسل وبرنامج الحزمة الإحصائية للعلوم الاجتماعية ٢٠٠٠ لتحليل البيانات. ونتيجة البحث تدل على أن هناك لا يوجد فرق القدرة على الكلام بين التلاميذ والتلميذات في الفصل العاشر لقسم العلوم الطبيعية بالمدرسة الثانوية الحكومية ١ كونتان هيلر. وعرف ذلك من أن t_0 أكبر من t -جدول إما في ٥٪ أو في ١٪ ($2,074 < 0,528 < 2,819$) بنتيجة *the degree of freedom* (df) ٢٢.

الكلمات الأساسية: المقارنة، الكلام، التلاميذ، التلميذات.

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LIST OF CONTENTS

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	vi
LIST OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION	
A. Background of the Problem.....	1
B. Problems	7
C. Objectives and Significances of the Research.....	8
D. Reason for Choosing the Title.....	9
E. Definition of the Terms	9
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Theoretical Framework	11
1. The Theories of Speaking Skill.....	11
2. Students' Speaking Skill	14
3. The Factors of Students' Speaking Skill.....	16
4. Males' Speaking Skill	22
5. Females' Speaking Skill.....	23
6. Comparison between Males and Females Students' Speaking Skill	24
B. Relevant Research	27
C. Operational Concept.....	29
D. Assumption and Hypothesis.....	30

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CHAPTER III	METHOD OF THE RESEARCH	
	A. Research Design.....	31
	B. Location and Time of the Research.....	31
	C. Subject and the Object of the Research.....	31
	D. Population and Sample of the Research.....	32
	1. Population.....	32
	2. Sample.....	32
	E. Technique of Collecting Data.....	33
	F. Technique of Data Analysis	36
CHAPTER IV	RESEARCH FINDINGS AND DISCUSSION	
	A. Research Findings	38
	B. Discussion	47
CHAPTER V	CONCLUSION AND SUGGESTION	
	A. Conclusion.....	50
	B. Suggestion	51
	BIBLIOGRAPHY	
	APPENDICES	
	BIOGRAPHY	

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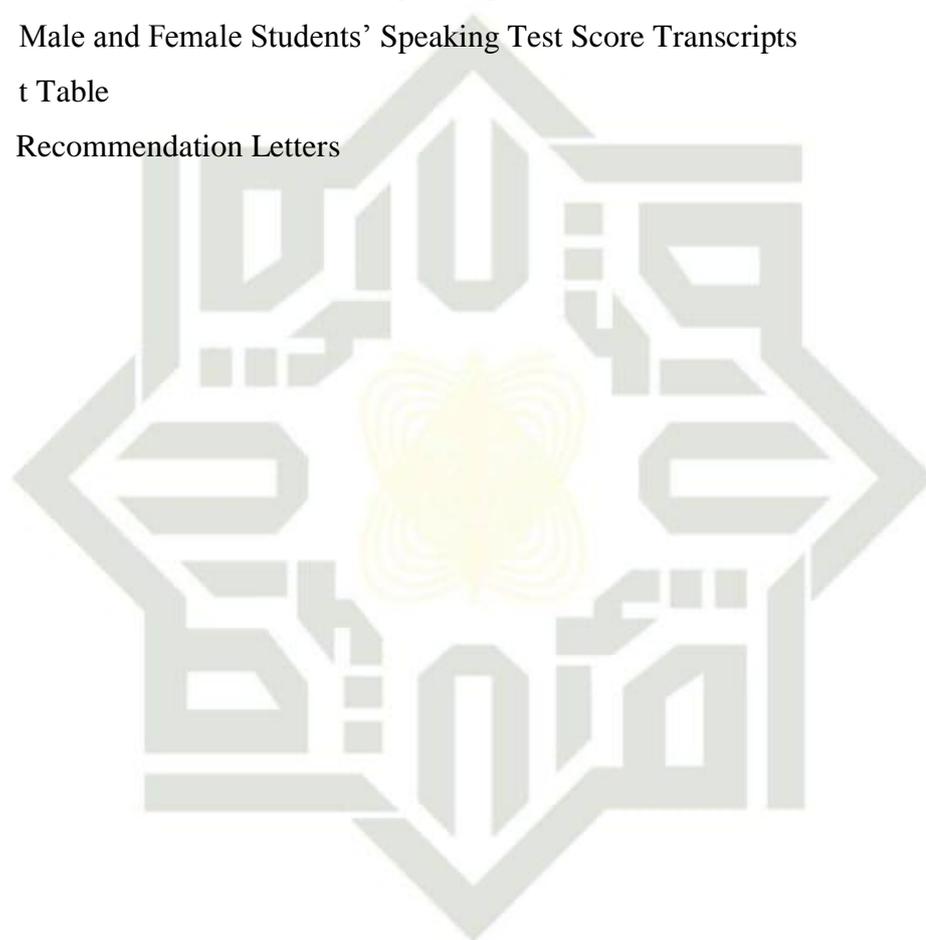
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LIST OF TABLES

Table II.1	Gender Differences Based on Some Researchers	26
Table III.1	The Total Population of Eleventh Grade Saint Students at Senior High School 1 Kuantan Hilir	32
Table III.2	Sample of the Research	33
Table III.3	The Frame of Harris's Oral English Rating Scale	34
Table IV.1	The Distribution of Frequency of Male Students' Speaking Test Score	38
Table IV.2	The Descriptive Statistic of Male Students' Speaking Test .	39
Table IV.3	The Classification of Students' Score	40
Table IV.4	The Distribution of Frequency of Female Students' Speaking Test Score	41
Table IV.5	The Descriptive Statistic of Female Students' Speaking Test	42
Table IV.6	The Classification of Students' Score	43
Table IV.7	The Recapitulation Score of Male and Female Students' Speaking Test	44
Table IV.8	Test of Normality	45
Table IV.9	Group Statistic	46
Table IV.10	Independent Sample Test	46

LIST OF APPENDICES

Appendix 1	Syllabus
Appendix 2	Research Instrument
Appendix 3	Male and Female Students' Speaking Score from 2 Raters
Appendix 4	Male and Female Students' Speaking Test Score Transcripts
Appendix 5	t Table
Appendix 6	Recommendation Letters



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CHAPTER I

INTRODUCTION

A. The Background of The Problem

Speaking ability is very important for people interaction where people almost speak everywhere and everyday through English. In this global era, many people used English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication. According to Paul C. Talley (2014) stated that English speaking is a modified communicative activity that involves English spoken language to achieve a particular goal or objective in the English language medium. As one of international language, English is also being taught in Indonesia.

Speaking is considered the most important skills to master, because there is an assumption that students must learn and speak English fluently in this globalization era. With speaking people know everything about the language, no matter how well or bad the speaker produces the language. In junior high school speaking should be learn and should be practicing in the classroom. The students must try to speak in English lesson to make them to communicate in English. Brown and Yule there are three function of speaking, "...three part version of Brown and Yule in Richards (2008): talks as interaction: talk as transaction: talk as performance.

According to Murni Mahmud (2008), the impact of gender differences 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 may be one reason why students' performance particularly in oral English has been consistently low (Soneye, 2008). Researcher investigated how the differences between male and female students in learning process. Due to speaking is the crucial aspect in English perspective.

According to Muriel Saville-Troike (2006) in his book "Introducing Second Language Acquisition", there are some basic perspectives that influence success for students in Second Language (L2). That is age, sex, aptitude, motivation, cognitive style, personality, and learning strategies. Sex or gender is one of the factors in Second Language (L2) teaching. There do appear to be some sex differences in oral and processing but the research evidence is mixed. For example, women out perform men in some tests of verbal fluency (such as finding words that begin with a certain letter), and women's brains may be less asymmetrically organized than men's for speech (Kimura, 1992). Females seem to be better at memorizing complex forms, while males appear to be better at computing compositional rule (Halpern, 2007). Other differences may be related to hormonal variables: higher androgen level correlates with better automate skills, and high estrogen with better semantic or interpretive skill (Mack, 1992 in Saville-Troike, 2006). Kimura (1992) reported that higher levels of articulators and motor ability have been

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associated in women with higher level of estrogen during the menstrual cycle.

Male and female students are different in specific skill. Hetherington (1993) stated that females are superior in verbal abilities include in vocabularies, reading compression, and verbal creativity. Myer (in Asriyanti, 2011) said that girls learn little earlier than boys to talk, to use sentences, and to use greater variety of word. 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.

This research was conducted to found out the information about condition of the English subject, especially in learning English speaking at SMAN 1 Kuantan Hilir. By knowing what was the difference between male and female in speaking skill at SMAN 1 Kuantan Hilir. SMAN 1 Kuantan Hilir is a school located in Kuantan Singingi regency as a formal educational institution. English lesson was also taught in this school especially speaking skill. SMA Negeri 1 Kuantan Hilir was one of formal institution in Kuantan Singingi regency that applies Curriculum 2013 (KURTILAS) as the guidance in learning-teaching process. As the formal institution, SMA Negeri 1 Kuantan Hilir provides English as one of the subject that students have to learn in the school. The four skills such as reading, listening, speaking, and writing are taught by teachers to students.

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Even though the four skills are important, the speaking skill is emphasized one to be learned. According to Curriculum 13, the aims of speaking are:

1. To learn spoken and written text in order to show good response.
2. To learn a purpose, text structure and linguistic elements from spoken and written text in order to identify the subject matter.
3. To learn a purpose, text structure and linguistic elements from some kinds of text in order to achieve the ability of congratulating in simple spoken and written.

Successful interaction between teacher and students very often provides the impetus behind effective language teaching and reinforces students' motivation for learning (Taqi, 2015). The impact of students' gender of speak English in classroom is increasingly students' spirit and increasingly students' skills in speaking. The results of many studies suggested that there is a strong relationship between language students' achievement as well as their attitude and motivation toward language and gender of their language students (Manjari, 2005: Dee, 2006: Lavin et al., 2012 in Taqi, 2015).

Based on those statements, it is much unblemished that speaking skill is very necessary for all students to reach their achievement in curriculum. If the students cannot reach the achievement, the students will not pass their semester. It means, the students have to master speaking skill in all aspects, one of them is performance.



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Based on researcher's preliminary study at Senior High School 1 Kuantan Hilir on January 2019 found that some students still have problems and difficulties in English, especially speaking. Researcher could prove from the students' score, some of male and female students still got lower score. On the researcher' preliminary study at Senior High School 1 Kuantan Hilir of the eleventh grade students, the researcher found out the phenomena:

1. Some of male and female students were still less in speaking performance
2. Some of male and female students were difficult to develop their ideas in speaking performance
3. Some of male and female students were not able to perform their speaking skill
4. Some of male and female students were still less to apply the components of speaking in their speaking

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. According to Creswell (2012) research based research problem is the "problem" will be based on a need for further research because a gap exists or we need to extend the research into other areas. The researcher added research based research problem in order to make the problems that will be discussed is clear.



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Some of the previous research are related to speaking skill in gender. Those research have found that speaking skill and language learning has been investigated but the gender aspect was not included in the previous researches (Clement, 1980; Fillmore, 1991; Gardner, 1985; Schumann, 1986; Spolky, 1989). The other research have found that students' gender differences in L2 context, it has been observed that females are more dominant in L2 than boys (e.g. Dornyei, Csizer, & Nemeth, 2006; Mori & Gobel, 2006). In the other hand, Bacon (1992), Gass & Varonis (1986), and Reid (1987) found that the opposite findings that males are better in learning, producing, and using strategies than females. It means, gender have effect in L2.

To sum up, there are differences between male and female in learning but each the researcher have different result about whom more dominant between them. Those previous research are become the research based research problems for this research because from those findings, the researcher found a gap which is necessary to be investigated by the researcher.

Based on the phenomena above, the researcher interested and curios about students' gender and their performance in speaking skill, then the researcher conducted a research entitled: **“The Comparison of Students' Speaking Skill between Male and Female at State Senior High School 1 Kuantan Hilir, Kuantan Singingi”**.



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B. Problems

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1 Identification of The Problem

- a. How are the males and females students' speaking performance?
- b. How are the males and females students' difficulties in developing their ideas in speaking performance?
- c. How is the differences between male and female students' speaking skill at State Senior High School 1 Kuantan Hilir, Kuantan Singingi?

2 Limitation of The Problem

Based on the identification of the problem, the researcher focused to the problem of her research on the comparison of students' speaking skill between male and female at State Senior High School 1 Kuantan Hilir, Kuantan Singingi.

3. Formulation of The Problem

This research focused on the differences of genders in learning motivation, the researcher formulated the formulation of the problem as follows:

- a. How is male students' speaking skill at State Senior High School 1 Kuantan Hilir, Kuantan Singingi?
- b. How is female students' speaking skill at State Senior High School 1 Kuantan Hilir, Kuantan Singingi?
- c. Is there any significant difference between male and female students' speaking skill at State Senior High School 1 Kuantan Hilir, Kuantan Singingi?

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C. Objective and Significance of The Research

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1. Objective of The Research

- a. To know there is any the differences between male and female students' speaking skill at State Senior High School 1 Kuantan Hilir, Kuantan Singingi.
- b. To know how female students' speaking skill at State Senior High School 1 Kuantan Hilir, Kuantan Singingi.
- c. To know how male students' speaking skill at State Senior High School 1 Kuantan Hilir, Kuantan Singingi.

2. Significance of The Research

- a. To enlarge writer's knowledge about the differences on male and female students' speaking skill at State Senior High School 1 Kuantan Hilir, Kuantan Singingi.
- b. It can provide useful information for the readers in conducting a research.
- c. Fulfilling one of requirements to finish writer's study as a student of English Department in State Islamic University of Sultan Syarif Kasim Riau.

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D. Reason for Choosing The Title

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The reasons why the researcher was interested in carried out a research on the topic above were based on several considerations:

1. To know there is the differences between male and female students' speaking skill at State Senior High School 1 Kuantan Hilir, Kuantan Singingi
2. To know how female students' speaking skill at State Senior High School 1 Kuantan Hilir, Kuantan Singingi
3. To know how male students' speaking skill at State Senior High School 1 Kuantan Hilir, Kuantan Singingi

Based on the description above, it was clear that a gender in learning process is crucial. Especially is the different gender between male and female's speaking skill at SMAN 1 Kuantan Hilir. Language experts identity that the spoken language as a crucial component of learning, (Stubbs, 1983: Benjo, 1993 in Soneye 2009).

E Definition of The Term

There were some terms involved in this research. Thus, to avoid misunderstanding and misinterpretation on the terms used in this research, it was necessarily defined as follows:

- a. Comparison: The way to describe the similarities and differences of two sets of items (Richards, 2008). And according to McMillan and Schumacher (2006) stated that investigated whether there are differences between two or more groups on the phenomena being

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studied. In this research, the term of comparative study refers to the comparison of students' speaking skill between male and female at state senior high school 1 Kuantan Hilir, Kuantan Singingi.

- b. Speaking: Defined as the process of transmitting ideas and information orally in variety of situations (Quianthy, 1990). Speaking is one of skills in English that have information and ideas there to share for each audience. In this case, speaking skill is as a tool to compare male and female. This research to know differences between male and female in speaking performance.
- c. Male : The sex that does not give birth (Oxford, 2008). Thus, male is the one of gender kinds as subject of the research.
- d. Female : The sex that produces young (Oxford, 2008). Thus, female is the one of gender kinds as subject of the research.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

Theoretical framework is viewed as the relevant theories related to references cited from various printed documents to provide the research and the readers with the alternative answer of the problem theoretically (Syafi'i, 2017). Thus, the theoretical framework explains more detail about her research based on the theory that related through printed document.

1. The Theories of Speaking Skill

Generally, speaking is needed for everyone in daily for everything. Speaking ability is very important for people interaction where people almost speak everywhere and everyday through English. English is one of many language's kinds, many people used English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication. According to Paul C. Talley (2014) stated that English speaking is a modified communicative activity that involves English spoken language to achieve a particular goal or objective in the English language medium.

As one of international language, English is playing a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism etc (Qureshi, 2013). English is also being taught in Indonesia. Indonesia also uses





English in all sectors even though many people still less pay attention about it.

Focus on education's sector, Speaking is considered the most important skills to master, because there is an assumption that students must learn and speak English fluently in this globalization era. Speaking is deemed to be the most important in learning a second or foreign language (Bahadorfar & Omidvar, 2014). With speaking learners know everything about the language, no matter how well or bad the speaker produces the language. In junior high school speaking should be learn and should be practicing in the classroom. The students must try to speak in English lesson to make them to communicate in English. Brown and Yule there are three function of speaking, "...three part version of Brown and Yule (in Rochars, 2008): talks as interaction: talk as transaction: talk as performance.

Talk as interaction, Language is a tool for interaction or communication. People communicate with others, to express our ideas, and to know others' ideas as well. Speaking is a crucial part of second language learning and teaching, it's an art of communications (Bahadorfar & Omidvar, 2014). Communication or interaction takes place, where there is speech. Without speech people cannot communicate with one another. Without speech, a language is reduced to a just script. Talk as transaction, Transactional (dialogue) - Transactional language, carried out for the purposes of conveying or exchanging specific information, is an extended

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form of responsive language (Bahadorfar & Omidvar, 2014). Speaking is really needed in transaction to convey some information. And talk as performance, in speaking performance, to compose sentence well is needed because speaking takes place when someone makes sentences to perform a variety of the differently essential acts. Putriani (2015) said that speaking relates to communication and a tool to produce performance such as presentation, discussion, role play, conversation, etc.

Another definition is Richards and Renandya (2002) stated that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech successful oral communication involves:

- a. The ability to articulate phonological features of the language comprehensibly
- b. Mastery of stress, rhythm, intonation patterns
- c. An acceptable degree of fluency
- d. Transactional and interpersonal skills
- e. Skills in taking short and long speaking turns
- f. Skills in the management of interaction
- g. Skills in negotiating meaning

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- h. Conversational listening skills (successful conversations require good listeners as well as good speakers)
- i. Skills in knowing about and negotiating purposes for conversations
- j. Using appropriate conversational formulae and fillers

From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation. In school level, learners feel difficult to express their idea, knowledge and information in speaking for both male and female.

2. Students' Speaking Skill

Speaking skill is the one of many skills that has to students' expert. In education, speaking as their tools to communicate and get some scores for getting good grade in school. Many students in learning feels scare to show their skill in speaking, because of their less motivation or knowledge in speaking.

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Speaking is very important skill in mastering English for students who learn English required mastering the ability to speak and communicate with each other. There are five aspects that have great influence toward speaking skill (Harris, 1969):

a. Pronunciation

According to Hornby in Rosmita (2011) stated that pronunciation is the way a person speaks the words of a language. All words are made up of sound and speaker of language need to know the sound. The pronunciation is being able to determine the meaning of word. Therefore, this component is important in speaking.

b. Grammar

Grammar means the ability to use sentence in general and structural used. According to Christina and Mery in Rosmita (2011) stated that grammar is the form and arrangement of words in phrases and sense. Although for the beginners, they are not forced to speak with the correct grammar. Using the correct grammar make someone know the real meaning of the sentence.

c. Vocabulary

Students need to learn the component of language. They need to learn what the words mean and how they are used. Vocabulary comprises the right and appropriate use of word.



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According to Hornby in Rosmita (2011) said that “vocabulary is all the words that a person knows or uses and it is all the words in a particular language”.

d. Fluency

Speaking is an activity of reproducing word orally that there is a process of exchanging ideas between speaker and listener. According to Hornby in Rosmita (2011) stated that fluency is the quality or conduction of being fluent. It indicates since students understand each other in speaking it mean they have been fluent.

e. Comprehension

Comprehension means understanding. The indicators in comprehension the speaker and the listener have to understand what the intended meaning of the speaker say something. Harris (1996) proposes some simpler aspects to be defined that is Comprehension is understandability of the speech (in Fauziati, 2000).

3. The Factors of Students' Speaking Skill

Speaking skill is one of parts of English inclassrooms. Mostly, students do not get any chance either in the classroom or outside to speak English. Speaking is not a part of examinations. Learning to speak also demands a lot of practice and attention. Literally, people learn to speak mother tongue just by listening and

repeating. The teacher can adopt the same natural way. The teacher can give them certain structures and ask them to repeat. This will remove their shyness. The teacher can give those drills in the basic patterns of language. Such as, asking short questions and the use of short dialogues in the classroom can also develop this skill. According to Muriel Saville-Troike (2006) in his book “Introducing Second Language Acquisition”, there are some basic perspectives that influence success for students in Second Language (L2). That is age, sex, aptitude, motivation, cognitive style, personality, and learning strategies. Sex or gender is one of the factors in Second Language (L2) teaching.

Speaking itself has the purpose. The purpose of speaking can be either transactional or interactional (Torky, 2006). In transactional discourse, language is used primarily for communicating information. Language serving this purpose is 'message' oriented rather than 'listener' oriented (Nunan, 1989 in Torky, 2006).

Some students learn a new language more quickly and easily than others. This simple fact is known by all who have themselves learned a second language or taught those who are using their second language in school. Clearly, some language learners are successful by virtue of their sheer determination, hard work and persistence. However there are other crucial factors



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influencing success that are largely beyond the control of the learner to master speaking skill. These factors can be broadly categorized as internal and external. It is their complex interplay that determines the speed and facility with speaking skill is learned by students.

a. Internal factors

Internal factors are those that the individual language learner brings with him or her to the particular learning situation.

- 1) Age: Second language acquisition is influenced by the age of the learner. Children, who already have solid literacy skills in their own language, seem to be in the best position to acquire a new language efficiently. Motivated, older learners can be very successful too, but usually struggle to achieve native-speaker-equivalent pronunciation and intonation.
- 2) Personality: Introverted or anxious learners usually make slower progress, particularly in the development of oral skills. They are less likely to take advantage of opportunities to speak, or to seek out such opportunities. More outgoing students will not worry about the inevitability of making mistakes. They will take risks, and thus will give themselves much more practice.

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- 3) Motivation (intrinsic): Intrinsic motivation has been found to correlate strongly with educational achievement. Clearly, students who enjoy language learning and take pride in their progress will do better than those who don't. Extrinsic motivation is also a significant factor. ESL students, for example, who need to learn English in order to take a place at an American university or to communicate with a new English boy/girlfriend, are likely to make greater efforts and thus greater progress.
- 4) Experiences: Learners who have acquired general knowledge and experience are in a stronger position to develop a new language than those who haven't. The student, for example, who has already lived in 3 different countries and been exposed to various languages and cultures has a stronger base for learning a further language than the student who hasn't had such experiences.
- 5) Cognition: In general, it seems that students with greater cognitive abilities (intelligence) will make the faster progress. Some linguists believe that there is a specific, innate language learning ability that is stronger in some students than in others.
- 6) Native language: Students who are learning a second language which is from the same language family as their

first language have, in general, a much easier task than those who aren't. So, for example, a Dutch child will learn English more quickly than a Japanese child.

b. External factors

External factors are those that characterize the particular language learning situation.

- 1) Curriculum: For ESL students in particular it is important that the totality of their educational experience is appropriate for their needs. Language learning is less likely to place if students are fully submersed into the mainstream program without any extra assistance or, conversely, not allowed to be part of the mainstream until they have reached a certain level of language proficiency.
- 2) Instruction: Clearly, some language teachers are better than others at providing appropriate and effective learning experiences for the students in their classrooms. These students will make faster progress. The same applies to mainstream teachers in second language situations. The science teacher, for example, who is aware that she too is responsible for the students' English language development, and makes certain accommodations, will contribute to their linguistic development.



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- 3) Culture and status: There is some evidence that students in situations where their own culture has a lower status than that of the culture in which they are learning the language make slower progress.
- 4) Motivation (extrinsic): Students who are given continuing, appropriate encouragement to learn by their teachers and parents will generally fare better than those who aren't. For example, students from families that place little importance on language learning are likely to progress less quickly.
- 5) Access to native speakers: The opportunity to interact with native speakers both within and outside of the classroom is a significant advantage. Native speakers are linguistic models and can provide appropriate feedback. Clearly, second-language learners who have no extensive access to native speakers are likely to make slower progress, particularly in the oral/aural aspects of language acquisition.

From the explanation above, it can conclude that the factors of students speaking skill consist of internal and external factors. Internal factors are the factors based on individual language learner bring such as age, personality, motivation (intrinsic), experience, cognition, and native language. Whereas, external factors are about characterize such as curriculum, instruction, culture and status, motivation (extrinsic),



and access to native speakers. All of the factors can influence speaking skill.

4. Males' Speaking Skill

According to Carrier F. Paechter (1998) said that the growth in importance of students-centered learning, classroom talk has become increasingly central to the teaching and learning process. However, females are not given equal access to the form of learning. Luke (1994) noted that in classroom, boys outtalk than girls ratio of 3:1 and girls' contribution are praised less than those of boys. While, Swann (1992) said that the ways in which it is regulated and used in school both reflect and prepare students for gender inequalities in language use in wider society (in Paechter, 1998).

In additional, Fisher (1994) noted that the boys dominated the talk throughout, speaking mainly to each other and their verbalized ideas are treated more seriously (by boys and girls) in mixedgendered, collaborative, work situation (in Coffey & Delmont, 2000). Even though when the girls were involved in the discussion, their ideas were not taken up; both boys and girls saw the boys' ideas as more important. Attar (1990) found that boys studying had a very different attitude to it from that of girls, taking it much less seriously and treating it as a fun activity (in Paechter, 1998). It makes boys has low performance to reflection.

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Men, on average, perform better than women on certain spatial tasks (Kimura, 1992). Men are more accurate in tests of target-directed motor skills-that is, in guiding or intercepting projectiles. Actually, male and female has their own excess in performing language or speaking.

5. Females' Speaking Skill

In different parts of English speaking world, female speakers have been found to use form considered to be better or more correct than those use by male. Robinson (1992) found that teachers saw girls as passive, submissive and controllable. For this reason, they will be more sensitive to the social significance of social class related linguistic variable such as multiple negotiations.

Many women and girls make group of communication such as rumour overtime and everywhere, but Hobbs (2003) noted that when talking with the same sex peers, women will use many positive politeness strategies in speaking. This facts support the women become more flexible in their pronunciation. There is a difference between the way a woman to articulate a word in English and the way of man do. In conversational style also difference such as marker: *yeah, ahuh* and *mmm* sound.

Not only females are superior in verbal ability, but also in the use of sentence and variation of words. The measure of verbal fluency, females usually do better than males. females learn a little earlier than



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males to talk, to use a greater variety of words. They also speak more clearly, read earlier and consistently better than males in test of spelling and grammar. Hetherington (1993) stated that females are superior in verbal abilities include in vocabularies, reading compression, and verbal creativity. Myer (in Asriyanti, 2011) said girls learn little earlier than boys to talk, to use sentences, and to use greater variety of word. They also speak more clearly, read earlier and consistently better than boys in treat of spelling and grammar.

6. Comparison between Males and Females Students' Speaking Skill

Gender is a variable that can affect language use and acquisition as a result of biological, psychological, or socio-cultural influence between both. 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. The researches on language and gender also reveal the differences between men and women in using language for communication. One of them is that women are more polite than men. Hobbs (2003) noted that when talking with the same sex peers, women will use many positive politeness strategies.

On the other hand, men in similar circumstances do not show this tendency. Lakoff (1976) also stated that 'women tend to speak with reference to the rules of politeness, conversational implicative and interpersonal exploration whereas men tend to speak with reference to the rules of conversation and straight factual communication'.

According to Mahmud (2008), the impact of gender differences 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 may be one reason why students' performance particularly in oral English has been consistently low (Soneye, 2008).

Speaking is the crucial aspect in learning English. According to Muriel Saville-Troike (2006) in his book "Introducing Second Language Acquisition", there are some basic perspectives that influence success for students in Second Language (L2). That is age, sex, aptitude, motivation, cognitive style, personality, and learning strategies. Sex or gender is one of the factors in Second Language (L2) teaching. There do appear to be some sex differences in oral and processing but the research evidence is mixed. Many researchers have been identified gender differences in learning second language.

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Table II. 1
Gender Differences Based on Some Researchers

Female		Male
Left Brain Linguistic and logical Holistic thinking Emotionally intelligent Relate to people Emphasis on communication Theorists and reflectors	Gender Brain Honey & Mumford Kolb & McCarthy Geoff Hannan	Right Brain Visual-spatial and creative Specialized thinking Problem-solving Relate to things Emphasis on action Activists and pragmatists
Will plan, edit and re-work “Presentation is everything” Will solicit help Co-operative	Working Style	Will do what’s necessary “shop floor mentality” Independent Competitive
Less to use translation strategies Have more positive attitudes towards speakers of the target language More motivated	Bacon Spolsky Gardner and Lambert	More use translation strategies Have less positive attitudes towards speakers of the target language Less motivated

It is not easy to find the outcomes of the result from the research. The explanations that follow are speculative in nature and real. There also exists conflicting research on how sex or gender affects second language acquisition and whether one gender is more successful than the other (Ellis, 1994 in Narayanan, 2007).



B. Relevant Research

Syafi'I (2017) stated that relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself. There are two relevant researches which have relevancy to this research.

One was conducted by Ade Zarma in 2016 entitled "The Comparison on Writing Ability in Descriptive Text between Male and Female Students at State Senior High School 1 Bangko Rokan Hilir Regency". The objective of this research was to find out the differences between male and female students in writing descriptive text. Based on her research, she was found that the male students are enough in categories and female students are good categories. It means female is greater than male in this skill. The statement concluded that based on statistical measurement, t_0 is higher than t_{table} at 5% and 1% ($2.00 < 6.598 > 2.65$) with the degree freedom (df) is 58. Because t_0 is higher than t_{table} , the null hypothesis (H_0) is rejected. Consequently, the alternative hypothesis (H_a) is accepted. So, the result of the research provides there is significant difference between male and female.

The next is conducted a research by Siti Nur Halimah in 2010 entitled "The Comparison between Male and Female Students' Speaking Ability at third semester of English Department or IAIN Walisongo". The research was a comparative research. She found that there was significant different between male and female in speaking ability. The average of

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female students 47.2 and male students is 43.1. It means that the speaking ability of female students is higher than male students. But, the level of significant is 40 %. It means that the differences of males and females are not so high.

In the other hand, the researcher found some researcher's research. Firstly, Lakoff (1976) from Berkeley entitled Language and Women's Place. This research focused on the ways women are expected to speak, and the ways in which women are spoken of. It conducted quantitative experiment research, and the findings of this research is stated that the women's liberation movement and other kinds of social reform; second language teaching; and theoretical linguistics.

Secondly, Hobbs (2003) conducted a research entitled The Medium is Message: Politeness Strategies in Men's and Women's Voice Mail Messages, it is conducted in USA. This research reported that women pay more compliments than men, that women in talk with same gender peers while men in analogous situation do not, and that women are express thanks than men in communication. Based on the result, Hobbs' research concluded that males' use of politeness markers was roughly equal to that of women's'.

The third research is from Mahmud (2008) entitled Language and Gender in English Language Teaching. The research is conducted in Indonesia and focused on gender differences in English. It explored students' learning styles as affected by the nations about men and women



differences in communication. Based on this research, the data in 2008 of English students' at the State University of Makassar is revealed that female than male students were reluctant to speak to different sex; females preferred the direct way to express opinions, work with same gender and tended to be passive in class.

To sum up, all of those relevant researches above were related to the researcher that will be conducted by the researcher. The researcher will investigate about male and female students' speaking skill which the relevant research are related to the problem that will be investigated by researcher.

C. Operational Concept

Operational concept is 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 refers to the gender (male and female eleventh grade students in State Senior High School 1 Kuantan Hilir) and variable Y refers to the student's speaking skill.

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The indicators of variable Y are based on according to Harris (1969) there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency. The indicators of male and female students' speaking skill are:

1. The students' abilities to pronounce the words correctly in speaking.
2. The students' abilities to apply the grammatical use in speaking.
3. The students' abilities to apply the vocabulary variety in speaking.
4. The students' abilities to speak fluently.
5. The students' abilities to comprehend the materials or ideas in speaking.

D. Assumption and Hypothesis

1. Assumptions

Based on the theories and explanations, the researcher assumes that female students are better than male students in their speaking skill.

2. Hypothesis

H_0 : There is a significant difference between male students' speaking skill and female students' speaking skill at state senior high school 1 Kuantan Hilir.

H_a : There is no significant differences between male students' speaking skill and female students' speaking skill at state senior high school 1 Kuantan Hilir.



CHAPTER III

RESEARCH OF METHODOLOGY

A. Methods of The Research.

This research used comparative design. According to H. Tavakoli (2012) in his book, comparative research is to search for similarity and variation between the entities that are the object of comparison. Comparative is comparing two or more objects, people, ideas, or opinions to make judgments about them (Torky, 2006).

In this case, the researcher took a research to compare or to know whether there is any significant difference between male and female students' speaking skill at State Senior High School 1 Kuantan Hilir. This research consists of two variables, where the independent variable is the group of students based on gender (male and female) and dependent variable is the male and female students' speaking skill.

B. Time and Location of The Research

The location of the research was at the eleventh grade of State Senior High School 1 Kuantan Hilir. This research conducted in August 2019.

C. Subject and Object of The Research

The subject of the research was the eleventh grade of State Senior High School 1 Kuantan Hilir. Meanwhile, the object of this research was a comparison study on speaking skill between male and female students.

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D. Population and Sample of The Research

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1. Population

According to Creswell (2012) “population is a group of individuals who have the same characteristic”. There were 120 students of eleventh grade Saint at State Senior High School 1 Kuantan Hilir consisting of male and female students from four classes. The population of the research can be seen as follows:

Table III.1
The Total Population of Eleventh Grade Saint Students
at State Senior High School 1 Kuantan Hilir

No	Classes	Male	Female	Total
1	XI IPA 1	8	22	30
2	XI IPA 2	9	22	31
3	XI IPA 3	8	22	30
4	XI IPA 4	8	21	29
Total Population		33	87	120

2. Sample

In this research, not all population was the participants. According to Arikunto (2006) stated that if the total population is less than 100, it is better to take all of them as the sample but if the total population is more than 100, the sample can be taken between 10-15% or 20-25% or more. In this research, the researcher takes 25% from the total population each category (male and female). To determine the sample, the researcher used simple random sampling. Simple random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent

chance of selection for the sample (Gay, 2012). And the researcher used the lottery by passing out small roiled paper marked by the sequence number of students to took the sample.

Table III.2
Sample of the Research

No	Classes	Population		Total Population	Sample		Total Sample
		Male	Female		Male (25%)	Female (25%)	
1	XI IPA 1	8	22	30	2	4	6
2	XI IPA 2	9	22	31	2	4	6
3	XI IPA 3	8	22	30	2	4	6
4	XI IPA 4	8	21	29	2	4	6
Total		33	87	120	8	16	24

Thus, the researcher took the sample for male students were 8 students and for female students were 16 students.

E. Technique of Collecting Data

The researcher used the test to collect the data. According to Brown (2003) test is a method that used to measure a personal's ability, knowledge, or performance in given domain. In collecting data, the researcher used the speaking performance technique. The researcher gave the topic (suggestions and offers) for the students. In this technique, the students performed with the topic and the researcher recorded students' performance by audio-visual recording. Meanwhile, in determining the score gained by student, the researcher used an oral rating scale that proposed by David P. Harris (1969).



Table III.3

The Frame of Harris's Oral English Rating Scale

No	Criteria	Rating Score	Comments
1	Pronunciation	5	Has a few of traces of foreign language
		4	Always intelligible, though one is conscious of defined accent
		3	Pronunciation problem necessities concentrated listening occasionally lead to misunderstanding
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat
		1	Pronunciation problem to serve as to make speech virtually unintelligible
2	Grammar	5	Make a few (if any) noticeable errors of grammar and words order
		4	Occasionally makes grammatical and or words order errors that do not, however obscure meaning
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence and or rest rich himself to basic pattern
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult
		1	Vocabulary limitation so extreme as to make conversation virtually impossible
4	Fluency	5	Speaking as fluent and efforts less as that of native speaker
		4	Speed of speaking seems to be slightly affected by language problem
		3	Speed and fluency are rather strongly affected by language problem
		2	Usually hesitant, often forced into silence by language limitation
		1	Speaking is so halting and fragmentary as to make conversation virtually impossible

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5	Comprehension	5	Appears to understand everything without difficulties
© Hak cipta milik UIN Suska Riau		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty following what is said can comprehend only social conversation spoken slowly and with frequent repetition
		1	Cannot be said to understand even simple conversational English

The oral ability test divided into five elements; pronunciation, grammar, vocabulary, fluency, and comprehension. Each elements characteristics are the defined into five short behavioral statements as stated in the frames above. This rating scale helped to make the test reliable, since it avoided subjectivity because it provides clear, precise and mutually exclusive behavioral statements for each point of the scale. The researcher objectively seem the characteristics of each student. Speaking ability whether they achieve 1,2,3,4 or 5 score. Then, it can easily calculate the score. The amount of maximum scores gained is 25. It is gained from the five elements of speaking as stated above.

This amount of score can be described as follows:

Pronunciation : 5

Grammar : 5

Vocabulary : 5

Fluency : 5

Comprehension: 5 +

25

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Since our speaking class rating system was used the range of point 1-10 or 1-100, then, to make it easier to calculate, the score was converted into 100 point scale by multiplying it with 4. So, it was clearly seen that the researcher modified the range score because the need of the scoring system as stated in the previous page. According to the rounding off system, the researcher concluded that 100 point is the highest score gained by a student and 20 point is the lowest score gained by a student. And the researcher used two raters to take scoring of students' performance.

F. Technique of Data Analysis

This study is comparative study. The data for this research was collected through test. The test was used to know male and female students' speaking skill. While, to analysis whether any or no comparison between male and female students' speaking skill, the researcher analyzed by using statistical analysis.

Pallant (2010) stated that Independent Sample T-test is used when you want to compare the mean scores, on some continuous variable for two different groups of participants. Therefore, the different mean will be analyzed by using SPSS 20.0 Independent Sample T-test program. And for the formula is as following:

$$t_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

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- t_0 : Table observation (significant level)
- M_x : Mean of the Variable X
- M_y : Mean of the Variable Y
- SD_x : Standard Deviation of the Variable X
- SD_y : Standard Deviation of the Variable Y
- N : Number of the students
- 1 : Constanta

The result of formula will be obtained statistically through the hypotheses bellow :

- a. $H_0 : t_0 < t\text{-table}$. There is no significant difference on male and female students' speaking skill.
- b. $H_a : t_0 > t\text{-table}$. There is significant difference on male and female students' speaking skill.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of the chapter IV, the researcher draws the conclusion as follows:

1. The majority of the male students' speaking skill was classified into **good** category.
2. The majority of the female students' speaking skill was classified into **good** category.
3. There is no significant difference between male and female students' speaking skill at State Senior High School 1 Kuantan Hilir, Kuantan Singingi.

Based on the previous chapter, it can be conclude that t_0 is lower than t_{table} , the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. Thus, there is no significant between male and female students' speaking skill at eleventh grade saint of State Senior High School 1 Kuantan Hilir. This statement can be seen from t_0 is lower than t_{table} in either at 5% and 1% ($2.074 > 0.528 < 2.819$) with the degree of freedom (df) is 22.



B. Suggestion

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

1. Suggestion for the Teacher, because of the male and female students' speaking skill have no significant difference, thus, the English teacher do not need to give different treatment to the students.
2. Suggestion for the students' eleventh grade at State Senior High School that both male and female students have same competition in speaking skill. And both of the students have to do more exercise to increase their speaking skill.
3. This research is expected to inspire the next researcher to do other research in order to find out how male and female students' speaking skill. And this research to develop a better improvement in teaching and learning English as foreign language.
4. Finally for the readers, this research is merely a small portrait of findings in the field of research in speaking skill between male and female. It is possible that the other researchers have different findings with this research.

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Appendix 1

Syllabus

UIN SUSKA RIAU

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UIN SUSKA RIAU



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Bahasa Inggris Umum
 Satuan Pendidikan : SMA/MA
 Kelas : XI (Sebelas)
 Kompetensi Inti :

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3: Memahami, menerapkan, dan menganalisis** pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4: Mengolah, menalar, dan menyaji** dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan should, can)	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan pemberian saran dan tawaran melibatkan tindakan yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisikan dan tawaran dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya - Melakukan refleksi tentang proses dan hasil belajarnya
4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		

R. Etikah P. P.



Appendix 2

Research Instrument

UIN SUSKA RIAU

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RESEARCH INSTRUMENT

SPEAKING TEST

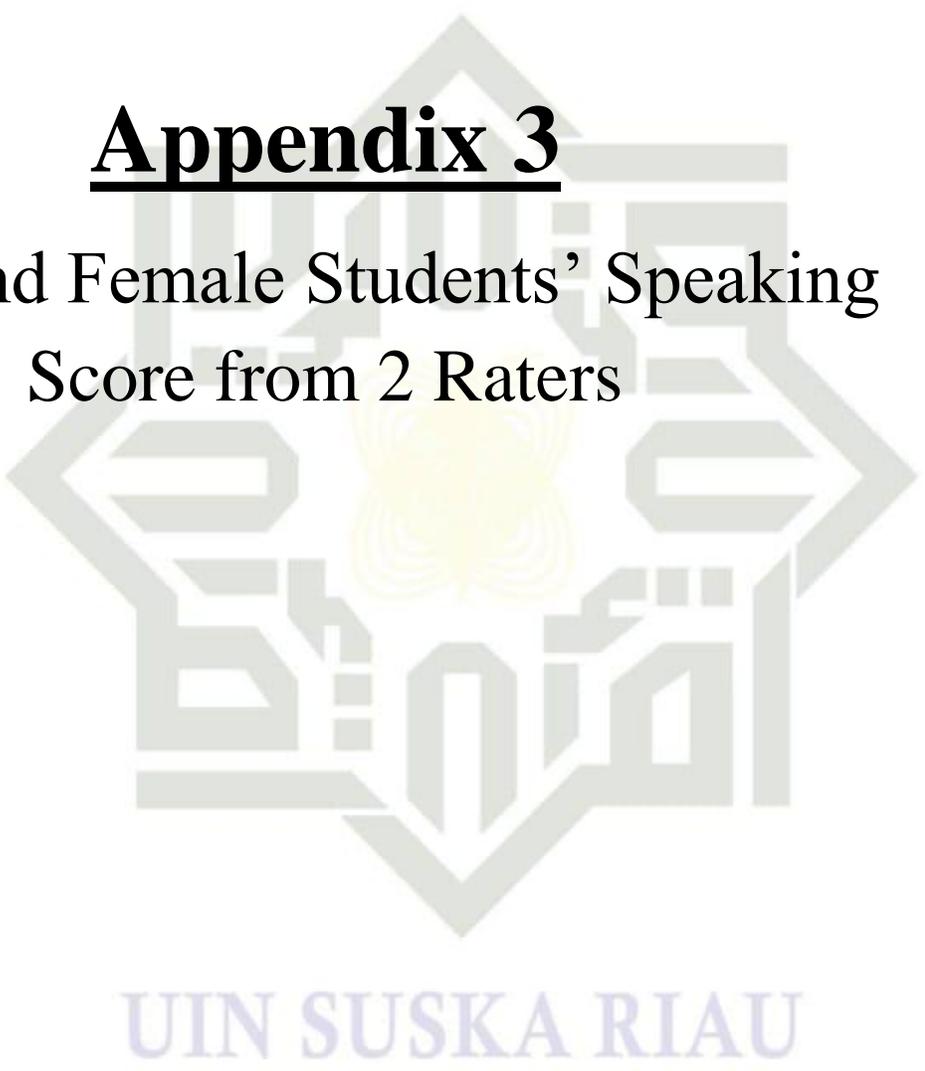
The researcher will conduct a research with the respondents are the eleventh grade of State Senior High School 1 Kuantan Hilir. Based on the research, the researcher will compare male and female students in speaking skill performance. In collecting data, the researcher uses the speaking performance technique. In this technique, the students will perform a topic that they have chosen in the class.

Firstly, the researcher will give a topic to perform. The topic is suggestion and offers. Next, student presents their speaking performance about the topic in front of the class. As long as perform, the researcher will record student's performance by audio-visual recording. And finally, the raters will give score about students' performance to know who better between male and female students in State Senior High School 1 Kuantan Hilir.

Appendix 3

Male and Female Students' Speaking Score from 2 Raters

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Male Students' Score from Rater 1
The Draw Score of Assessments Aspects of Speaking Test

No	Respondents	Aspects of Speaking					Total	Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension		
1	Student 1	4	4	4	3	4	19	76
2	Student 2	3	3	3	3	3	15	60
3	Student 3	3	3	3	3	3	15	60
4	Student 4	4	4	4	3	4	19	76
5	Student 5	3	3	3	3	3	15	60
6	Student 6	3	4	4	3	4	18	72
7	Student 7	4	5	4	4	5	22	88
8	Student 8	4	4	4	4	4	20	80

Rater I



Rizki Amelia, M.Pd.

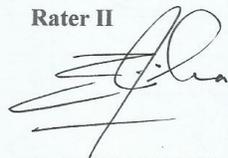
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Male Students' Score from Rater 2
The Draw Score of Assessments Aspects of Speaking Test

No	Respondents	Aspects of Speaking					Total	Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension		
1	Student 1	4	4	4	4	4	20	80
2	Student 2	3	3	4	4	4	18	72
3	Student 3	3	4	3	3	3	16	64
4	Student 4	4	4	4	3	4	19	76
5	Student 5	3	4	4	3	4	18	72
6	Student 6	4	4	4	4	4	20	80
7	Student 7	4	5	4	5	5	23	92
8	Student 8	4	4	4	5	5	22	88

Rater II



Rr. ETIKA PREMI PUTRI, S.Pd.

NIP. 19700213 199802 2 001

Female Students' Score from Rater 1
The Draw Score of Assessments Aspects of Speaking Test

No	Respondents	Aspect of Speaking					Total	Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension		
1	Student 1	3	3	3	3	3	15	60
2	Student 2	2	3	3	2	3	13	52
3	Student 3	3	4	4	3	4	18	72
4	Student 4	4	5	4	4	5	22	88
5	Student 5	4	4	4	3	4	19	76
6	Student 6	4	4	4	3	4	19	76
7	Student 7	3	4	4	4	3	18	72
8	Student 8	3	4	4	3	4	18	72
9	Student 9	4	4	4	4	4	20	80
10	Student 10	3	3	3	3	3	15	60
11	Student 11	4	4	4	3	4	19	76
12	Student 12	4	4	4	3	4	19	76
13	Student 13	3	3	4	3	4	17	68
14	Student 14	3	4	4	4	3	18	72
15	Student 15	4	4	4	4	4	20	80
16	Student 16	4	4	4	3	4	19	76

Rater I



Rizki Amelia, M.Pd.

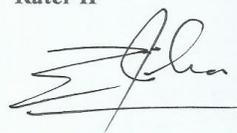
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Female Students' Score from Rater 2
The Draw Score of Assessments Aspects of Speaking Test

No	Respondents	Aspect of Speaking					Total	Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension		
1	Student 1	3	3	3	3	3	15	60
2	Student 2	4	4	4	3	4	19	76
3	Student 3	3	4	4	3	4	18	72
4	Student 4	4	4	4	4	5	21	84
5	Student 5	4	4	4	4	4	20	80
6	Student 6	3	4	4	3	3	17	68
7	Student 7	3	4	4	4	4	19	76
8	Student 8	3	3	4	4	4	18	72
9	Student 9	4	3	4	4	4	19	76
10	Student 10	3	4	4	3	4	18	72
11	Student 11	3	3	3	3	4	16	64
12	Student 12	3	3	4	3	4	17	68
13	Student 13	4	4	4	3	3	18	72
14	Student 14	3	4	4	4	4	19	76
15	Student 15	4	4	4	4	4	20	80
16	Student 16	4	4	4	4	5	21	84

Rater II



Rr. ETIKA PREMI PUTRI, S.Pd.

NIP. 19700213 199802 2 001

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Appendix 4

Male and Female Students' Speaking Test Score Transcripts

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Name : Patrisia Maizora

Gender : Female

Good Morning...

Here, I'm Patrisia Maizora Putri want to tell you about my preparation for working on home work for last week that will be display today. When I went home from school yesterday, I immediately asked my friend to check via WA group that well Messi gave suggestion. For content of my text, Messi want gossip to someone then Rosi said "she isn't telling anyone else about his admire, I agree but it was too soft for me to show". Rosi gave advice to do homework next day. Because English uneasy listen (aaa...) and me and Rosi are cheating to each other. Then Rosi said where Messi, why she don't come to give respond, what the call phone

See you....

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Name : Imelda Yan Ardila

Gender : Female

Good Morning guys...

Here, I'm Imelda Yan Ardila. This time, I will tell you about my experience about payment of course about suggestion and offers, I'm someone who likes confidence, because I don't have ideal body. It is medicine, me a sick and fever soon. There are some friend give suggestion to me, she say to buy diet medicine. I can get ideal body, someone also suggest me to go on diet program.. Ok guys!

See you.... Thank you.

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Name : Fitrisia Oktaviani

Gender : Female

Assalamu'alaikum...

Hallo friends!

My name is Fitrisia Oktaviani. This, I want to tell a story about K-pop. Yes, may be, for some Korea or K-Pop is not too interesting. Some people also said "why do you like K-Pop?" for infidels. But, that is wrong. The people said "K-Poppers is not love with the home land, infidels, or may have hallucination, but that is wrong. Myself like K-Pop ... BTS, EXO, WannaONE, TXT, based on my sister idea. Becoming K-Poppers has many benefits. First, you can have many friends from regional and country. Second, can share your talent for e.g.: in dancing. Third, you can practice your language skill, e.g. English, Korean, Mandarin, Japanese language. Then is forbid, for refreshing because beside you can listen the exiting song, you can also see handsome boys and beautiful girls. I offer K-Pop to my cousin, so she becomes a K-Popper. Ok, that's my story about K-Pop. Sorry if you boring with it. And thank you

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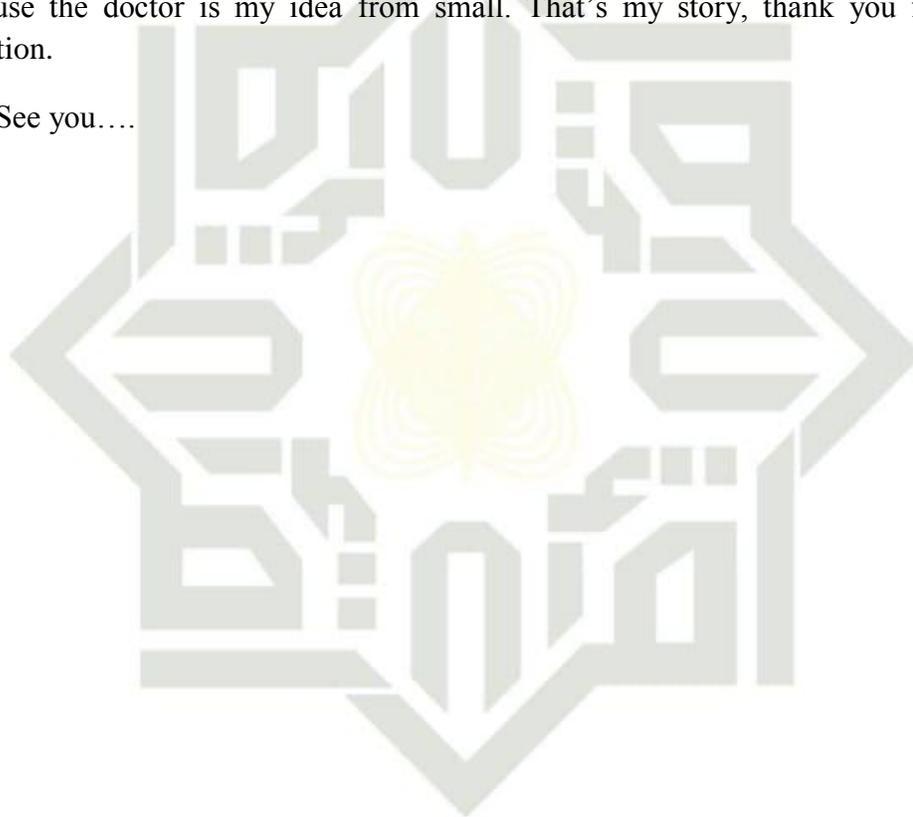
Name : Aldo

Gender : Male

Good Morning...

Introduce my name Aldo. I after graduating from senior high school 1 Kuantan Hilir, I want to collage, but I assistant about blank to collage at what university or department. I still dope; my family suggests am better I entering at university Hang Tuah. And my uncle suggested I enter the police because I had background and now, I'm determiner because I want to be a doctor, because the doctor is my idea from small. That's my story, thank you for attention.

See you....



UIN SUSKA RIAU

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Name : Wahyu Ainur Rahmansyah

Gender : Male

Assalamua'alaikum..

My name is Wahyu Ainur Rahmansyah. Here, I will present the result of my work on the material offer and advice. Please pay attention! I'm K-Popper. And I have a hobby switches listening to music. And music genre, I choose K-Pop. Some people think that a strange music for men, because most people who like Korean thing is girls. So, my older friends, they suggested I change my music to the other genre, because they think I will not understand what the music means. But, that's not wrong, because I don't really understand like the meaning of K-Pop song. They offered me to change the genre reggae, jazz, rock, dangdut, and many more. But, I don't want to. Because K-Pop I got a lard of friends from my hometown, and given a broke beside that I feel my mood will improve if I listen music K-Pop. Even though, I don't know what the means. Ok, only that from me.

See you....

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Name : Afif Prinando

Gender : Male

Assalamu'alaikum...

Hi friend! Good Afternoon..

My name is Afif Prinando, you can call me Afif. Here, I want to tell you about text offers and suggestion. Silent please! The last holiday, I and family planning to travelling, but we don't know where to go. And my father suggestion going to Cerocok beach but I don't agree because it's too far away, and needed a long time. Finally, I and family are going to Pekanbaru. After thinking about it we are going to Pekanbaru. Only that...

Thank you. Assalamu'alaikum..

Appendix 5

t Table

UIN SUSKA RIAU

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t Table

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										

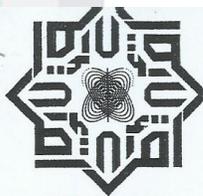
Appendix 6

Recommendation Letters

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Nomor : Un.04/F.II.4/PP.00.9/12214/2019
 Sifat : Biasa
 Lamp. : -
 Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 09 Agustus 2019

Kepada
 Yth. Drs. H. Sutarmo, M.Ag.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
 Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : WELDA YOLANDA
 NIM : 11513203255
 Jurusan : Pendidikan Bahasa Inggris
 Judul : The Comparison of Students' Speaking Skill between Male and Female at State Senior High School I Kuantan Hilir, Kuantan Singingi
 Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam
 an. Dekan

Wakil Dekan I

 Dr. Drs. Alimuddin, M.Ag
 NIP. 19660924 199503 1 002

Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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 Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28283 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

- 1. Jenis yang dibimbing : Skripsi
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
- 2. Nama Pembimbing : Dr. H. Subarmo, M. Ag
 - a. Nomor Induk Pegawai (NIP) : 196305111992031002
- 3. Nama Mahasiswa : Welda Yolanda
- 4. Nomor Induk Mahasiswa : 11513203255
- 5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	13 April 2019	Theory		
2.	29 April 2019	Revisi : Theoretical Framework Technique & DC		
3.	13 Mei 2019	Acc Proposal		
4.	26 Agustus 2019	Revisi Bab IV & V		
5.	05 Sept 2019	Acc Skripsi		

Pekanbaru, 05 Agustus 2019
 Pembimbing,

Dr. H. Subarmo, M. Ag
 NIP. 196305111992031002

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**LAMPIRAN BERITA ACARA
 UJIAN PROPOSAL**

Nama : Welda Yolanda
 Nomor Induk Mahasiswa : 11513203255
 Hari/ Tanggal : 23 Mei 2019
 Judul Proposal Penelitian : The Comparison of Students' Speaking Skill between Male and female at State Senior High School 1 Kuantan Hilir, Kuantan Singingi

NO	URAIAN PERBAIKAN
1.	Revise your background
2.	Add theories about speaking skill focal on perspective gender
3.	Relevant Research

Penguji I

 Nuardi, M.Ed.

Pekanbaru, 23 Mei 2019
 Penguji II

 Roswahi, M.Pd.

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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**PENGESAHAN PERBAIKAN
 UJIAN PROPOSAL**

Nama Mahasiswa : WELDA YOLANDA
 Nomor Induk Mahasiswa : 11513203255
 Hari/Tanggal Ujian : Kamis / 23 Mei 2019
 Judul Proposal Ujian : The Comparison of Students' Speaking Skill
 between Male and Female at State Senior
 High School 1 Kuantan Hilir, Kuantan Singingi
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang
 Dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Muandi, MEd	PENGUJI I		
2.	Roswadi, Mpd.	PENGUJI II		

Mengetahui
 a.n. Dekan
 Wakil Dekan I

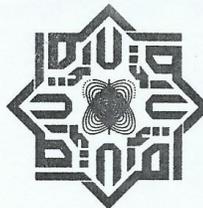


Dr. Drs. Alimuddin, M. Ag
 NIP. 196609241995031002

Pekanbaru, 23 Juli 2019
 Peserta Ujian Proposal

WELDA YOLANDA
 NIM. 11513203255

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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Nomor : Un.04/F.II.4/PP.00.9/7937/2019
Sifat : Biasa
Lamp. : -
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 14 Mei 2019

Kepada
Yth. Kepala Sekolah
SMAN 1 Kuantan Hilir
di
Tempat

Assalamu'alaikum warahmatullahi wabarakatuh

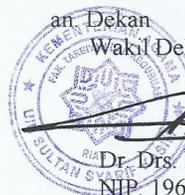
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : WELDA YOLANDA
NIM : 11513203255
Semester/Tahun : VIII (Delapan)/ 2019
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



an Dekan
Wakil Dekan III

Dr. Drs. Nursalim, M.Pd
NIP. 19660410 199303 1 005

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SMA NEGERI 1 KUANTAN HILIR
AKREDITASI : A



Jl. Jenderal Sudirman Desa Kepala Pulau – Baserah

*Visi : Terwujudnya Siswa yang Berkualitas dan Kompetitif, Menjaga Kemitraan dalam Lingkungan Asri,
Berbasis Iman dan Taqwa*

SURAT PERNYATAAN

No : 013 /SMAN 1-KH/2019/005

Berdasarkan Surat Universitas Islam Negeri Sultan Syarif Kasim Riau (UINSUSKA RIAU)
No:Un. 04/F.II.4/PP.00.9/7937/2019 Tanggal 14 Mei 2019, Kepala SMA Negeri 1 Kuantan Hilir dengan
ini memberikan izin kepada :

Nama : **WELDA YOLANDA**
N.P.M : 11513203255
Fakultas : Tarbiyah dan Keguruan
Program Studi : Pendidikan Bahasa Inggris
Perguruan Tinggi : Universitas Islam Negeri Sultan Syarif Kasim Riau
(UINSUSKA RIAU)

Untuk melakukan **PraRiset** di SMA Negeri 1 Kuantan Hilir Kabupaten Kuantan Singingi Provinsi
Riau,selagi yang bersangkutan memenuhi syarat-syarat ketentuan yang berlaku.

Demikian Surat Pernyataan ini dibuat untuk dapat dipergunakan sebagai mana mestinya.

Baserah, 22 Juli 2019

Kepala Sekolah,

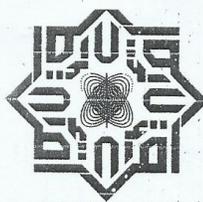


AGUSTIAN, S.Pd.

NIP. 19641231 198803 1 062



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 Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/12230/2019
 Sifat : Biasa
 Lamp. : 1 (Satu) Proposal
 Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 09 Agustus 2019 M

Kepada
 Yth. Gubernur Riau
 Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu
 Provinsi Riau
 Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : WELDA YOLANDA
 NIM : 11513203255
 Semester/Tahun : VIII (Delapan)/ 2019
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Comparison of Students' Speaking Skill between Male and Female at State Senior High School 1 Kuantan Hilir, Kuantan Singingi
 Lokasi Penelitian : SMAN 1 Kuantan Hilir
 Waktu Penelitian : 3 Bulan (09 Agustus 2019 s.d 09 November 2019)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Rektor
 Dekan

 Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag
 NIP.19740704 199803 1 001

Tembusan :
 Rektor UIN Suska Riau



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
 Email : dpmpstp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPSTP/NON IZIN-RISET/25234
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

182010

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/12230/2019 Tanggal 14 Agustus 2019**, dengan ini memberikan rekomendasi kepada:

- | | | |
|----------------------|---|---|
| 1. Nama | : | WELDA YOLANDA |
| 2. NIM / KTP | : | 115132032550 |
| 3. Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : | S1 |
| 5. Alamat | : | PEKANBARU |
| 6. Judul Penelitian | : | The Comparison of Students' Speaking Skill between Male and Female at State Senior High School 1 Kuantan Hilir, Kuantan Singingi |
| 7. Lokasi Penelitian | : | SENIOR HIGH SCHOOL 1 KUANTAN HILIR, KUANTAN SINGINGI |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 14 Agustus 2019

	Ditandatangani Secara Elektronik Oleh: KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI RIAU EVAREFITA, SE, M.Si Pembina Utama Muda NIP. 19720628 199703 2 004
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Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
 PEKANBARU

Pekanbaru, 16 AUG 2019

No : 800/Disdik/1.3/2019/10015
 Sifat : Biasa
 Lampiran :
 Hal : Izin Riset / Penelitian

Kepada
 Yth. Kepala SMAN 1 Kuantan Hilir

di-
 Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/25234 Tanggal 14 Agustus 2019 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : WELDA YOLANDA
 NIM : 115132032550
 Program Studi : PENDIDIKAN BAHASA INGGRIS
 Jenjang : S1
 Alamat : PEKANBARU
 Judul Penelitian : THE COMPARISON OF STUDENTS' SPEAKING SKILL BETWEEN MALE AND FEMALE AT STATE SENIOR HIGH SCHOOL 1 KUANTAN HILIR, KUANTAN SINGINGI

Lokasi Penelitian : SMA NEGERI 1 KUANTAN HILIR, KUANTAN SINGINGI

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

AN KEPALA DINAS PENDIDIKAN
 PROVINSI RIAU
 SEKRETARIS

 RAHYU SUHENDRA, SE
 NIP. 19711209 200012 1 006

Tembusan:
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



**PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SMA NEGERI 1 KUANTAN HILIR
AKREDITASI : A**



Jl. Jenderal Sudirman Desa Kepala Pulau – Baserah

*Visi : Terwujudnya Siswa yang Berkualitas dan Kompetitif, Menjaga Kemitraan dalam Lingkungan Asri,
Berbasis Iman dan Taqwa*

SURAT KETERANGAN

Nomor : 097 /2019/SMA-KH/PDK/428

Yang bertanda tangan dibawah ini :

Nama : **AGUSTIAN, S.Pd**
 NIP : 19641231 198803 1 062
 Tempat/Tgl. Lahir : Baserah, 31 Desember 1964
 Pangkat/Gol. Ruang : Pembina Tk. I/IVb
 Jabatan : Kepala Sekolah SMA Negeri 1 Kuantan Hilir
 Alamat : Benai Kecamatan Benai

Menerangkan bahwa :

Nama : **WELDA YOLANDA**
 NIM : 115132032550
 Jurusan : Pendidikan Bahasa Inggris
 Fakultas : FKIP
 Perguruan Tinggi : UIN SUSKA Riau

Yang bersangkutan benar telah mengadakan Penelitian “*The Comparison Of Students’ Speaking Skill Between Male And Female At State Senior High School 1 Kuantan Hilir, Kuantan Singingi*” pada SMA Negeri 1 Kuantan Hilir, Kabupaten Kuantan Singingi.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan dimana perlu.

Baserah, 07 Oktober 2019
 Kepala Sekolah

AGUSTIAN, S.Pd
 NIP. 19641231 198803 1 062



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

BIOGRAPHY



WELDA YOLANDA is the second daughter of Mr. Adlan and Mrs. Yudra Warnis. She was born in Baserah, July 2nd, 1997. She lives at Daru-Daru 8 Street No. 94, Tangkerang Timur, Pekanbaru. In 2009, she graduated from SDN 017 Pekanbaru. In 2012, she finished her study at SMPN 4 Kuantan Hilir and continued to SMAN 1 Kuantan Hilir. She graduated from SMAN 1 Kuantan Hilir on 2015.

In 2015, she was accepted to become one of the students in English Education Department, Faculty of Education and Teacher Training, UIN SUSKA RIAU. On July 2018, she did KKN (Kuliah Kerja Nyata) program in Okura, Pekanbaru. Then, she did teaching practice (PPL) program at SMKN 6 Pekanbaru on September 2018.

She followed the final examination of her thesis which entitled, "The Comparison of Students' Speaking Skill between Male and Female at State Senior High School 1 Kuantan Hilir, Kuantan Singingi" on October 29th, 2019. She had passed her final examination and got Bachelor Degree of English Education Department in State Islamic University of Sultan Syarif Kasim Riau.